

**FACTORS AFFECTING THE IMPLEMENTATION OF THE ANNEXED EARLY
CHILDHOOD EDUCATION CENTERS IN PRIMARY SCHOOLS IN LUSAKA
DISTRICT, ZAMBIA: THE CASE OF MUMUNI ZONE**

BY

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AUTHOR'S DECLARATION

I, **Mulopa Martha**, do hereby solemnly that this dissertation represents my own work except where otherwise acknowledged and that it a true copy that has never been previously submitted for a degree at the University of Zambia or any other university.

Signed :.....

Date:

APPROVAL

This dissertation by **Martha Mulopa** is hereby approved as fulfilling the requirement for the award of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The purpose of this study was to evaluate factors affecting the implementation of annexed Early Childhood Education centres in primary schools in Lusaka district, Zambia: The case of Mumuni Zone. The main research objectives were to: explore the perceptions of teachers and parents in the implementation of the annexed Early Childhood Education in primary schools in Mumuni Zone, analyse the availability of appropriate facilities, equipment and qualified ECE teachers in Mumuni Zone, find out the challenges teachers and learners encounter in the implementation of ECE in primary schools and investigate best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone, in Lusaka district.

One Education Standard Officer- Special Education who coordinated ECE activities at district level was interviewed to find out how ECE activities were being implemented in Mumuni Zone. The interviews also included five head teachers who were managing the annexed ECE centres in the zone. Ten teachers who were implementing ECE in the centres including ten parents who had their children attending ECE programme in the centres the researcher visited were also interviewed.

This study used a case study design and qualitative research methods. Qualitative data was analyzed using comparative methods to identify emerging themes and categories.

The results showed that the five ECE centres had trained ECE teachers though none of them had trained ECE assistants, caregivers and supervisors with ECE qualifications. The results also revealed that only two centres had small play parks mounted with inadequate equipment such as slides and merry go round. The absence of many educational resources such as science kit, text books, sufficient room, appropriate furniture for the learners, ECE specialists at district including proper libraries and unclear involvement of parents/communities indicated that ECE teachers were implementing the programme under difficult conditions. The major challenge was lack of consistent and adequate funding from the government. Although the findings revealed practices such as CPD meetings, learner screening and school networking, it was discovered that not all ECE teachers had an opportunity to attend seminars and conferences outside school arrangement. These findings have critical implications on effective implementation of annexed ECE in government primary schools. The researcher made four clear recommendations which were based on the findings of the study.

DEDICATION

This dissertation is dedicated to my husband Andrew Kamwela and my children Kimberly and Andrew Jr. for being there for me during the time of study.

My nephew Levy Kafula whose encouragement taught me perseverance and hard work in life.

My mother Helen Mbasela for the motherly support and for being the role model of hard work and discipline; and to the memory of my late father Bryson Mulopa.

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CHAPTER ONE

INTRODUCTION

Overview

The introduction to the study is presented in this chapter. In it, the general context of the study will be described. Other subsections of the chapter include: a background to the study, the statement of the problem, the purpose of the study, objectives and research questions. In addition, the chapter will explain the significance of the study, conceptual framework, theoretical framework, delimitation of the study, definition of key terms and lastly a summary for the chapter has to be drawn.

1.1. Background

Early Childhood Education (ECE) is the education given in educational institutions to children prior to entering the primary school. According to MoE (1996), this type of education is organized for children ranging from the age of three to six years under the arrangement of pre-schools. Preschools perform their function most effectively when they offer an informal type of social and educational experience to very young children, with much of the learning taking place through play. UNESCO (2006) adopted the definition of Early Childhood Care, Education and Development as indicated in the Ministry of Education (MoE) Strategic Plan 2003-2007, the Education For All of Action (2004) and National Development Plan for Education 2006-2010 as “the level of education (informal, non-formal or formal) which a child ranging from 0-6 years undergoes before he or she attains the compulsory (7 years) of entry to a primary school.” Pre-school learning is transitional between learning in the home and learning in the school. A pre-school can never be substituted for the home and it should never imitate the school. By providing children with a larger circle of playmates and a wide range of supervised play activities and learning experiences, preschools supplement the extensive learning that occurs in a child’s home and within the home environment. As children approach the age of school entry, their activities at pre-school may be less spontaneous and more ordered, in preparation for life at school, but purposeful play will still be the main mode of learning (Montessori, 1994).

The new dawn for the history of Early Childhood Education (ECE) in Zambia came to light in 1957 following the passing of a law on the provision of ECE in schools (MoE2003). Later in 1972, Zambia Pre-school Association was established and that saw the strong spreading out of branches throughout the country to coordinate and manage membership which included private and council pre-schools. Conversely, the poor economic performance of the country brought on board a lot of challenges which led to the failure in the management of pre-schools and nurseries in various districts in Zambia. According to the Zambia Pre-school Association (1975) few towns such as Lusaka, Luanshya and Livingstone were cited as the only places where the branches had remained vibrant.

The acknowledgement of ECE as part of the education system visa-vis education policy took off during the period of 1977 to 1992. However, there was lack of assurance in form of a given guarantee that all eligible children would have access to this form of education fit for children under the age of seven. Nalwimba (2009) argued that the policy did not clearly indicate whether the provision of ECE to all eligible children was compulsory or a requirement for the new grade one entrants. The Ministry of Local Government had the responsibility over the legislation of ECE and much focus was placed on the health of children as well as the wellbeing of pregnant women by ensuring that they received good nutrition to benefit both the mother and health development of the unborn child (UNESCO, 2006). Sicalwe et al (2004) in Nalwimba (2009) indicated that welfare centres in Zambia were adopted for use to accommodate urban children in order to implement nurseries and pre-school programmes. Mwamwenda (2014) postulated that only below 7% of children in urban and 2% of children in rural areas had access to ECE by 1999.

Before 2013 the majority of Zambia's children were unable to profit from education at this level. This is because there were relatively few pre-schools in the country. The majority of these were privately owned and operated, although some were run by local authorities. They both aimed to meet their costs through fees, which few normal Zambian households afforded. In addition, most of the pre-schools were found in urban areas where the population was large enough to ensure their viability. Although some rural pre-schools existed, they were few and far between.

Due to associated costs, very few poor children enjoyed the benefits of education at this level; because of its urban concentration, and reached very few rural children (UNESCO,2006)

On the other hand, progress was made in the area of ECE teacher education. In addition, private colleges also took part in the education of ECE teachers. By the year 2004, the Ministry of Education (MoE) by then housed the ECE and became fully involved in offering of pre-school training, standards monitoring and the development of guidelines. The perspective that was taken by the ministry was to establish ECE centres in both rural and urban areas to ensure that all children were given an equal opportunity to have access to this form of education which is critical to the social development of the child. The Ministry of Education was not the only agency involved in providing ECE to the disadvantaged populace, but also the District Councils, Local Communities, Non-governmental Organizations, Faith-based organizations, families and individuals. The increase of children crossing over to grade one was observed though at a slow pace (Mutafwali et al 2011). These proponents mentioned that almost 17% of desirable children had received admission to ECE. On the contrary, an observation regarding government long term policy on the medium of teaching has been the use of English to implement ECE in Zambia.

Early Childhood Education is important as any other education at any level since it is the foundation of children's education. The Ministry of General Education in Zambia recognises that early childhood education is very beneficial for the development of the child and useful as a preparatory stage for entry into primary school. The government of Zambia, realising that the education system reflects the complete early childhood development in the ECCE policy where the Ministry of Education stated that "within the constraints of available resources, it will encourage and facilitate the establishment of pre-school programme that would benefit all children, especially, the most disadvantaged children in rural and poor urban areas (MoE,1996)."

International agencies such as the World Bank and UNESCO have been advocating for annexing ECCE in primary schools in the Third World countries that includes Zambia. In 2012 the government of the republic of Zambia through the Ministry of General Education adopted the idea and itemised the ECE focus in its Curriculum Framework Manual. The focuses were on the holistic development of the child in the following developmental areas; physical development such as Fine and Motor Skills Development; Social, Spiritual and Moral Development; Language Development (receptive and expressive language); Aesthetic Development or Appreciation of Beauty; Cognitive and Intellectual Development, (MOE, 2012). Since 2013 Zambia has embarked on a journey to implement

ECCE in some selected primary schools around the nation. However, the researcher's focus is to examine factors affecting the implementation of the annexed early childhood education in Lusaka district. The researcher has picked on Lusaka since it is the central place where most of the key education entities are housed for example, the Curriculum Development Centre; an institution involved in the development of curricula in the entire nation. Therefore, carrying out the study in Lusaka will offer the researcher a better chance to have an in-depth insight of the study.

1.2. Statement of the Problem

Despite the Ministry of General Education encouraging the establishment of programmes that support all- round early childhood development, particularly those programmes intended for children living in rural and poor urban areas, it is aware of the constraints of the available resources (MoE, 1996).

The importance of establishing and implementing ECE has long been acknowledged by the Ministry of Education (MoE, 2013). However, the implementation process of the annexed Early Childhood Education in Mumuni Zone appears to have been met with a lot of constraints due to already existing challenges within the provision of primary education (MoE, 1996). UNESCO (2006) pointed to lack of educational resources such as textbooks, teachers guide, shortages of teachers and including over-enrolments as some of the conditions upon which primary education is being implemented.

The ideal situation for the successful primary education is that schools should have adequate and appropriate educational resources (UNESCO, 2016); however, the situation at hand is that primary schools are managed under difficult conditions and if this continues, outcomes linked to national goals for education for all may not be achieved. Global Campaign for Education (2004) stated that primary education in Zambia has been free from as far as 2002 and as such primary schools are much more established than annexed ECE. Many studies on Early Childhood Education have been done such as those by Nalwimba(2009); Oluwafemi (2014); Shikwasha(2015);Mukita (2016); and Wangila (2017). However, it is not clear how ECE is being managed in some selected primary schools in Mumuni Zone. This study therefore, aimed at exploring the factors that have an effect on the implementation of the annexed ECE in various schools in Mumuni Zone in Lusaka district.

1.3. Purpose of the study

The purpose of this study was to explore factors affecting the implementation of the annexed early childhood education in primary schools in Mumuni Zone in Lusaka, Zambia.

1.4. Objectives

The objectives of this study were to;

1. explore the perceptions of teachers and parents in the implementation of the annexed Early Childhood Education in primary schools in Mumuni Zone.
2. analyse the availability of appropriate facilities, equipment and qualified ECE teachers in Mumuni Zone.
3. find out the challenges teachers and learners encountered in the implementation of ECE in primary schools.
4. investigate best practices that could enhance effective implementation of Early Childhood Education in primary schools in Mumuni Zone.

1.5. Research Questions

1. What were the perceptions of teachers and parents in the implementation of the annexed ECE in primary schools in Mumuni Zone?
2. How appropriate were the facilities, equipments and the teachers of ECE in Mumuni Zone?
3. What challenges did teachers and learners encounter in the implementation of ECE in primary schools?
4. What best practices could enhance effective implementation of early Childhood Education in primary schools in Mumuni Zone?

1.6 Significance of the study

The study would likely to provide empirical research data on the factors affecting the implementation of Early Childhood Education in schools in Mumuni Zone in Lusaka. From this study, head teachers are likely to adopt best practices to enhance efficiency delivery of the programme in the zone. The study may also help in identifying education needs for ECE teachers and administrators for effective implementation of ECE

programmes not only in Mumuni Zone but also in other zones in the district. It would also contribute to the existing body of knowledge on the early childhood education in colleges of early childhood education in Zambia and be of great significance to the researchers in education. Further, the results of the study might be significant to the Education Standard Officer (ESO- Special Education) about what would be prevailing in these schools and make further recommendations to higher authorities for further action to ensure quality and efficiency of the programme in the district.

1.7. Conceptual Framework

A conceptual framework is a visual or written product that explains graphically or in narrative the main things to be studied such as key factors, concepts or variables and the presumed relationships, among them (Miles and Huberman, 1994). The study was guided by the following conceptual framework showing multidirectional arrows about forces shaping the central phenomenon- factors affecting the implementation of ECE in Mumuni Zone of Lusaka district, Zambia. The conceptual framework helped the researcher to have an in-depth understanding of how the central phenomenon could be shaped by external forces and how external forces could shape the central phenomenon. Since the researcher intended to understand the single phenomenon, it was required that all of the multiple external forces that shape the phenomenon as indicated in the framework be considered.

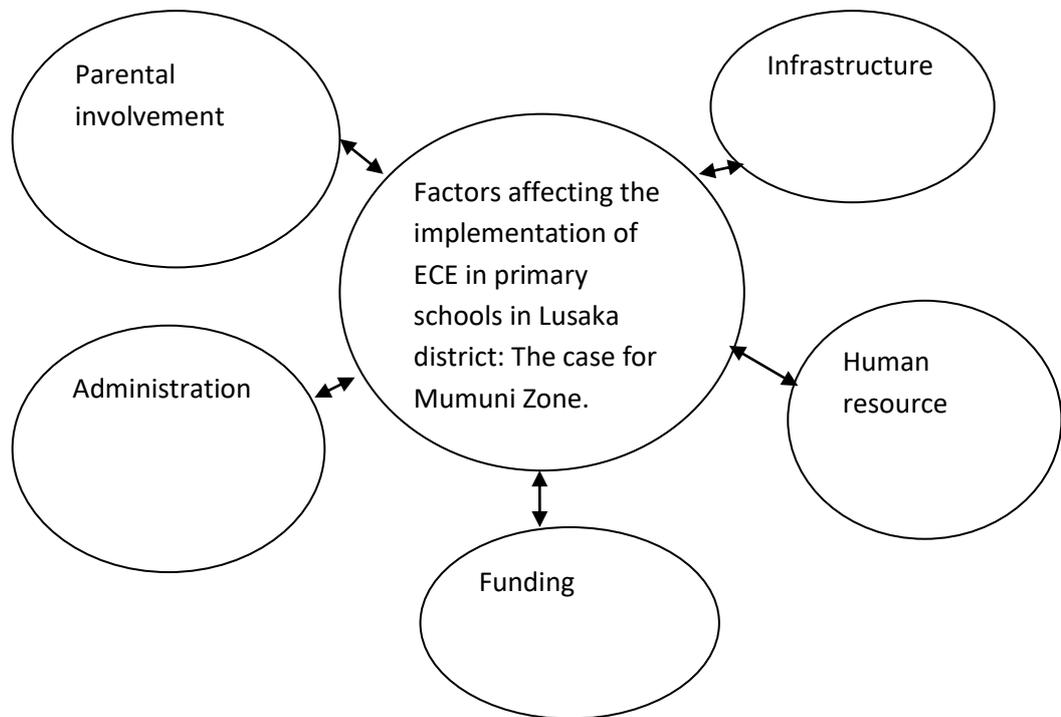


Figure 1.1: Conceptual Framework

The diagrammatically presented conceptual framework in figure 1.1 has factors in the circles that are cardinal to a successful implementation of a programme in an organization like a school. The administration factor has an impact on the effective implementation of a programme because an organization like a school needs administrative support, shared vision and agency stability (Fors & Doster, 1985). Human resource is another significant and an avoidable factor as this can either shape the running of the programme positively or negatively. Qualified human resource enhances the quality implementation of a programme. Staff with requisite skills, experience and credentials for the job is required in the running of any programme. Trained teachers exhibit greater preparedness to implement the programme, teach the curriculum with greater fidelity and achieve better student outcomes. Therefore, the input of all the factors as shown in the conceptual framework in figure 1.1, will enable the researcher to have a focus on the things to look out for in this study which aims to explore factors affecting the implementation of ECE in government primary schools in Lusaka district in Mumuni Zone.

1.8 Theoretical Framework

This study will be guided by the organizational Systems Theory developed by Knight (1993). This model focuses on the school as a system that is made up of interrelated elements which contribute to the effective operation of the system. According to the system theory, each component or factor is dependent on the other within the confines of the school system. In this setting, administration/ human resources, community/parents, funds, infrastructure and other resources which are necessary in realizing school objectives are the components or elements of a public primary school. Just as argued by Knight (1993) that these elements are interdependent, interactive elements such as funds are cardinal elements within the school system.

For instance, financial resource is one of the crucial key inputs in any public system as it offers the means of operating all the affairs of an institution and help to acquire all other necessary resources needed to realize the objectives of an institution. In an example of a public school, financial resource allocations are done through the government, contributions from the parents and donations from outside organizations. The financial resources are further converted into physical, learning materials and human resources. The head of an institution is charged with the responsibility of planning and budgeting with an input from the school committee.

According to the model, there are three levels of shift/ transformation or conversion which are interrelated and these include physical- school finances and infrastructure; human resources –teachers and other support staff; time and effective education process. This theory is necessary to the current study because the researcher seeks to analyse with an in-depth understanding of how all these factors relate to shape the phenomenon under consideration in Mumuni Zone.

1.9 Delimitation of the study

Delimitation refers to the boundaries or scope of the study. White (2003) explained that a delimitation establish the boundaries and exceptions that are inherent in every study. White (2003) further suggested that a researcher should use delimitations to address how the study would be narrowed in scope. The study was confined to the gathering of information on the factors that were affecting the implementation of the annexed early childhood education in primary schools in Mumuni Zone Lusaka, Zambia.

1.10 Definition of Terms

Early childhood education – consist of activities or experiences that are intended to effect development changes in children prior to their entry into formal school. It is the education from birth to six years.

Annexed ECE- provision of ECE within the primary infrastructure.

Factors-elements that affect the implementation of ECE.

Physical facilities- refer to buildings and other structures where children learning take place.

Summary

In this chapter the following subsections were described: the background to the study, the statement of the problem, the purpose of the study, objectives, and research questions. Furthermore, the significance of the study was explained including the conceptual framework, theoretical framework, delimitation of the study and lastly, the definitions of terms were given. In the next chapter a scope of early childhood education and literature review were given so as to further understand the issue under study.

CHAPTER TWO

LITERATURE REVIEW

Overview

The literature related to factors affecting the implementation of the annexed early childhood education in primary schools has been presented in this chapter. The literature review was based on the published articles and books. In order to be relevant to the focus of the study, literature review was premised around the areas that encompassed the objectives of the study and were into three perspectives, that was; the global, regional and local perspectives.

2.1. Scope of Early Childhood Education

According to Houson (1980:3), 'Early Childhood Education, as a distinct form of education, was non-existent before the 1800s. It was during the 1800s that people began to think of children as anything more than 'small adults' and to recognize that they needed to thrive upon special attention and consideration.' The concept of Early Childhood Education was brought into focus, in the early nineteenth century, by Johann Pestalozzi as explained by Shikwasha (2015) while working with children in Switzerland. He became one of the famous and influential champions of Early Childhood Education in Europe. He was concerned with the care and education of the poor. He felt that education was the key to improving lives of the less privileged in society.

In 1837 Friedrich Wilhelm Froebel opened the first Kindergarten school in Germany and made a remarkable change in the field of early childhood (Houston, 1980). Froebel believed that children needed care and protection. He rejected the idea that children were merely small adults to be treated as adults and he was very much concerned with their moral development. He further stipulated that childhood has value in itself, and is not just something people pass through on the way to adulthood and he explained that children deserved the same rights and respect as adults and must be treated as individuals passing through a unique phase of life. Froebel mentioned that life was important, and that the child's emotional life is heavily affected by the quality of parental love. Hence, parents and teachers needed to be patient with children. He realized that a curriculum for young children was to base its design on children's individual differences in interests and capabilities in their pursuit of educational matters. This implies that any educational

Curriculum had to be related to the child's own experience. He then proposed 'play' as the most important activity for the holistic development of a child. All these ideas still permeate early childhood education thought globally (Shikwasha, 2015).

The first American Kindergarten was opened in 1855 in Watertown by Mrs. Carl Schurz, who has studied in Germany under Froebel himself (Houson, 1980: 9). In the twentieth century, Early Childhood Education was further pursued by a female Italian physician, Maria Montessori. Her medical practices permitted her an interest in observing how children learn and in what capacities. Montessori ascertained that when offered freedom to follow their own interest; children are inspired to pursue education. Children need a prepared environment, a classroom complete with beautiful materials to entice their senses. They must be allowed to follow their interest at their own pace. In 1907, she opened her first 'Children's House', to international acclaim, in Rome. Pioneering a new form of education, centred especially on the child, her principles and method spread throughout the world, producing a global vision for education that persists to this day. Montessori programmes are now to be found all over the entire globe. They have been adapted to many different languages and cultures. While some adhere to Montessori's original programme, others have modified and expanded her techniques and materials.

Psychologists have contributed greatly to the advent of Early Childhood Education. Sigmund Freud's work was also propounded on by many scholars though it was basically psychological and not educational but it took an important role within the field of early childhood education. Sigmund emphasized the importance of the child's early years in the development of a full-grown, adult personality (Montessori, 1994).

It is apparent to note here that early childhood education began long ago though not yet thought important in most of the Sub-Saharan African countries. However, the modern world has the responsibility of educating the masses and this can only be possible through the employment of Early Childhood Education. Education for young children will solve most problems for the future generation to come.

2.2 European and Asian Perspectives

Myers (1999) stated that society benefits economically from improved early development through greater productivity in later life. This is possibly because quality and early development in individuals results in quality leaders and citizens who economically contribute to their societal development. According to Young and Enrique (2002:8), ‘early interventions help children to escape the web of poverty.’ In this vein, ECE helps to curb not only effects of poverty on children but it also effectively helps to break the vicious cycle of poverty transmitted across generations (Myers, 1999). Van der Gaag (2002) explained that investment in ECE helps to build social capital and equity which are crucial for prosperity and reduction of poverty across the globe. This means education is education is key to good living standards.

Myers (1999) further indicated that investments in ECE are preventive and can reduce the need for costly social welfare or remedial programmes in schools, health costs as well as judicial and criminal system costs. Inadequate care and attention in the early years of life results in adults, who are in conflict with the law, break societal values or drop out of school. Shikwasha (2015) added by mentioning that countries in Africa would save increased wealth by investing proportionately in the early years of children’s lives. The benefits have been noted across the board by educators, socialists, behavioural scientist, economists, neuroscientists, biologists and even politicians (Young, 2002). This study will try to deeply analyze the factors affecting the implementation of early childhood education so as ascertain how effective implementation of this form of education can benefit children even in their later years as responsible adults.

Myers (1999) examined various reasons why societies and governments should invest in ECE and most of which have greater impact on the country’s development. In addition, Young and Enrique (2009) observed that by providing basic health care, adequate nutrition, nurturing and stimulation in a caring environment, it helps to ensure children’s progress in primary school, continuation through secondary school, and successful entry into the work force. This could be the case with the effective implementation of annexed early childhood education which is the focus of this study.

Children have the right to live and develop to their full potential. This is what human right stands for. Hence, Education for All (EFA) goal on education (UNESCO, 2000) supports and indicates that education is a fundamental human right that has to be supported by all

people. It is therefore the duty of every government to educate its people without fail because development is dependent on the number of people educated in that country. Education moulds the moral and social values of the people. ECE provision is a viable means of passing on the future development potential of any country (Young & Mustard 2008). This implies that, it is the medium through which values are transmitted from one generation to another.

Myers (1999) added that society benefits economically from improved early development in individual's results in quality leaders and citizens who economically contribute to their societal development. According to Young & Enrique (2002:8), 'early interventions help children to escape the web of poverty.' Amongst the world's billion people, 1.2 billion live on less than US \$1 a day (Government of Malawi 2002). As such ECE helps to not only attack the worst effects of poverty on children but it also effectively helps to break the vicious cycle of poverty transmitted across generations (Myers, 1999). This is then a key factor if countries are to move towards attaining the Millennium Development Goals (MDG) on education, health, gender as well as on poverty reduction (Shikwasha, 2015). Van Der Gaag (2002), from his research, also noted that investment in ECE helps to build social capital and equity which are crucial for prosperity and reduction of poverty across the globe.

Myers (1999) further indicated that investment in ECE is preventive and can reduce the need for costly social welfare or remedial programmes in school, health costs as well as judicial and criminal systems costs. Inadequate care and attention in the early years of life results in adults, who are in conflict with the law, break societal values or drop out of school. Thus countries in Africa would save increased wealth by investing proportionately in the early years of children's lives.

Heckman (2010) supported government intervention in early childhood programmes to reduce achievement gaps. He also suggested that government engage the private sector, for resources. The private sector would be able to fund effective new programmes if they replaced the numerous ineffective programmes that currently receive government support. Few public programmes of any sort would meet the standard set by the high rates of return earned by early childhood programmes. Implementing high quality early childhood programmes would ease the budgetary burden of remediation. The private sector in this sense comprised the individuals, community and the religious organization. These would

boost the resource base for supporting early childhood. 'Bringing in diverse partners would encourage experimentation with new approaches that would build on the success of templates' (Heckman 2011: 83). This theory clearly indicate that private individuals, families and non-governmental organizations have to continue providing ECE education if education of young children was to thrive.

According to the research by Myers (1999) ECE services help modify distressing socioeconomic beliefs, practices and gender related inequalities, (World Vision 2002, UNICEF 2000). ECE focuses on learning through play, social interaction, sharing, exploring, questioning and problem solving. It helps to develop the capacity of young children to explore and learn about their social-economic and political environment hence making informed contributions to the society. Children who have gone through proper ECE become responsible adults as they grow up while shaped to make meaningful contributions to the development of their community. That study by Myers (1999) did not show how ECE services help to modify distressing socio economic beliefs, practices and gender related inequalities. This study will try to show how ECE in Mumuni Zone is helping modifying distressing socioeconomic beliefs, practices and gender inequalities.

According to UNESCO (2009) study showed that national governments have begun to recognize the power of ECE to develop equitable educational provision for all children. Cambodia has gone a step further by including ECE in its National Plan for achieving universal basic education by 2015. In addition, Teguma, et al (2012) indicated that ECE is a topic of increased policy interest in Japan, where improving quality in the ECE sector is a subject of growing importance. The OECD has identified five effective policy levers to encourage quality in the sector: 1) quality goals and regulations; 2) curriculum and guidelines; 3) workforce; 4) family and community engagement; and 5) data, research and monitoring.' Of the five aspects, Japan considers improving quality in workforce as a priority; it considers well-educated and well trained professionals are key factor in providing high quality ECE with the most favourable cognitive and social outcomes for children. In that study UNESCO (2009) did not narrow the subject to show how the Zambian Government has recognized the power of annexed ECE to develop equitable educational provisional for all. Secondly, it is not known how family and community members are involved in the quality provision of ECE in these primary schools of Mumuni Zone. Therefore, this study will try to give answers to questions related to issues of quality provision of ECE in Mumuni Zone.

Nevertheless, Teguma, et. Al (2012), study indicated that Japanese preschool education has been influenced more or less by foreign educational philosophies and methods, such as the Frobelian Method, since the latter half of the 19th century; child-centred education from America and Europe since the 1920s including that of Dewey and Montessori; nursing theory from the Soviet Union from the 1930s to the 1950s and the Reggio Emilia approach from Italy since the 1990s. He recommended that they all be adopted in the Japanese Early Childhood Education. Zhang Yan (1998), research findings show the characteristics of Japanese pre-school education and care, described as: -

1. Free playtime is much longer than that of Chinese ECE institutions, and teachers tend to play with children just like peers, playing the hidden role of activating children's play. This approach is quite different from that used by Chinese ECE teachers.
2. Japanese ECE does not overprotect young children; letting them wear less clothes with the feet often bare, experience small and slight injuries, etc. On the other hand, teachers keep contact with parents about children's daily health, behaviour and learning, using notebooks for two-way communication.
3. On the playground there are slopes, small hills, some tall trees, various places where children can play with sand, water, and small animals and plants, and where children can enjoy trying and erring. Outdoor activities as well as indoor activities are well facilitated.
4. Educational content is greatly related to seasonal events or things. Some traditional festivals, which were transported from China a long time ago but have already vanished, are still alive in Japanese kindergartens and day nurseries.
5. Kindergarten pupil's lunch boxes made by their mothers are beautiful like fine art. Many daily personal items used in Kindergarten are mothers handmade.

This study will try to ascertain whether the approach to the provision of ECE in primary schools is influenced more or less of foreign educational philosophies.

In China, a research conducted by Emily and Albert (2007), on pre-school education was one of the targets in the 1985 education reform. This reform articulated that pre-school facilities were to be established in buildings made available by public enterprises, production teams, municipal authorities, local groups, and families. The findings also revealed that government depended on individual organizations to sponsor their own pre-school education and that preschool education was to become a part of welfare services of various government organizations, institutes and collectively operated enterprises. Cost for

pre-school education varied according to services rendered. Officials also called for more preschool teachers with more appropriate training. Although the Ministry of Education is officially responsible for promoting ECE in China, only a small number of ECE institutions are run by government departments and few of them are located in rural China. In addition, the findings indicated that there were levels of support from local governments, leading to most ECE institutions in rural China suffering from unqualified teachers, poorly developed curricula and inadequate and poorly maintained facilities (World Bank, 1999; Yu, 2005; Zeng, Zhu, & Chen, 2007). That study is in agreement with the findings in the study that was done by Shikwasha (2015) in the rural Zambia of North Western province where it was discovered that apart from having few substandard attached pre-schools, teachers were not qualified. This study will help to find out whether the government of Zambia in Lusaka district, in Mumuni Zone has engaged teachers with early childhood qualifications since it is not known whether these urban teachers in attached early childhood centres are qualified to handle children below 7 years. The study will also lead to the revelation of whether the facilities being used in this annexed programme are adequate and highly maintained to sustain the operations of early childhood education in Mumuni Zone.

According to the Commonwealth of Australia (2011) on the study to examine the Australian Government's agenda for early childhood education and child care, the focus was to find out whether Australian families were being provided with high-quality, accessible and affordable integrated early childhood education and child care. The researchers' emphasis was on how schools could be highly integrated to ensure all Australian children are fully prepared for learning and life. Investing in the health, education, development and care of our children in order to benefit the children and their families. In Mumuni Zone the annexed ECE level of integration is not clearly known and therefore, this study will try to find out whether these schools receive adequate funding to be able to integrate issues of health services including family support services.

The Commonwealth of Australia (2011), study on policy and funding responsibility for Early Childhood Education has shown that the licensing of education and care providers have resided with state and territory governments. They have continued to make substantial investment in the early childhood sector, including the provision and funding of pre-schools/ kindergartens, come up with early childhood intervention services, child and maternal health services and family support services. In Zambia, annexed primary

schools are recent and it is not clearly known how much investment is going into this form of education. This study will try to find out the level of this investment in Mumuni Zone ECE centres.

Doherty (2003) study on school readiness in Canada mentioned that readiness for Grade 1 is identified as a primary goal for kindergarten in all provinces/territories and school readiness is often identified as a goal for child care. Child schooling in Canada is compulsory and many children start schooling as early as 5 but usually starts at age 6. The findings indicate that kindergarten is available to all children as early as age of 5-years. It further states that Early Childhood Education prepares children for elementary school. The study employed the term 'school readiness' to mean the period when the child has developed and is ready to enter or to start to exploit his /her pre-academic skills. The indicators being the good physical and emotional health, a positive self-concept, a willingness to try new things, and the communication, social and cognitive skills to take advantage of the learning opportunities that the formal school setting provides.

The findings also indicated that the main ECE services are kindergarten and child care. While other services included Aboriginal Head Start and nursery schools/preschools in those provinces/territories where such programmes were regulated under child care legislation. Doherty (2003) study on young children and their families showed that Child Care in Canada was first established as a service to enable women to engage in paid employment; this remains the primary goal for child care for governments in many provinces/territories. In contrast, study mentioned that nursery schools/preschools and kindergartens were established to provide educational experiences for children. The study recommended for a third goal for child care that sometimes emerges as providing a developmental programme for children deemed to be at risk.

That study further established that the primary purpose of child care is the provision of care for children in the parents' absence, generally so that parents can be employed or engaged in training /education. Doherty (2003) study purported that by setting standards and by requiring or encouraging training in ECD, most provinces/territories indicated an expectation that the services will also support and enhance children's development. While, with the exception of Quebec, provinces/territories which do not have defined curricula for child care, it seems that generally programmes called nursery schools or preschools under the child care legislation for children aged approximately 2 to 5. The intent of

nursery schools/preschools is more related to the provision of educational or developmental experiences for children than to support parental employment or education. In Zambia, it is not clearly indicated whether the intent of pre-schools apart from educational provision for children, is meant to support parental employment or education. This study will try to seek answers from Mumuni Zone point of view. The following chapter gives a literature review from an African Perspective.

2.3. African Perspective

The study by Mukiti (2016) purposed to investigate the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres in Matungulu Sub- County, and was guided by four objectives. The research objectives sought to establish the influence of provision of physical facilities on implementation of early childhood development programmes in public ECDE centres; determine the influence of provision of teaching and learning resources on the implementation of early childhood development programmes and lastly find out the influence of head teachers supervision on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub- County. The study adopted the descriptive research design. The sample was 27 head teachers, 53 teachers and 4 QASOs who were sampled for the study. Questionnaires were used for data collection. Data was analyzed by use of descriptive statistics. Findings revealed that physical facilities such as toilets, staffrooms, slides, chairs and swings were inadequate which affected the implementation of ECDE programmes. It was also noted that centres did not have adequate teaching and learning resources which affected the implementation of ECDE programmes, for example, centres had either inadequate or lacked resources such as reference materials, outdoor activity materials- balls, ropes, charts, crayons, modelling plasticines, pens, pencils and colouring pencils. Findings also revealed that teacher characteristics on implementation of ECDE programmes are vital. The head teachers' supervision influenced the implementation of ECDE programmes. Some of the supervisory activities included checking of pupils' progress records, pupils' books, class registers, schemes of work, records of work covered by visiting teachers in the classrooms. The study concluded that provision of physical facilities affected the implementation of ECDE programmes, and head teachers' supervision influenced the implementation of ECDE programmes, and that physical facilities such as classrooms, toilets, playgrounds, outdoor play things such as swings and slides should be provided to the ECDE centres so that the ECDE programmes can be

effectively implemented. The study recommends that teaching and learning resources which are important for implementation of the ECDE programmes should be provided. These include charts and posters, teaching aids, teachers' guides, pictures, learners' writing materials, toys and outdoor activity materials- balls, skipping ropes. In addition, supervision by the head teachers should be enhanced for effective implementation of ECDE programmes. There was similarity between that study and the current in that they both were both carried out on the young children under the age of seven years. It was also helpful to the current study in that its contributions provided an insight in the findings of the current study. However, there was a gap in that it used a descriptive survey design while the current study used a case study design in Lusaka, Zambia.

Mutaa (2015)'s study on Early Childhood; the critical role of preparing young children for subsequent levels of education, sought to determine the factors that affect the implementation of Early Childhood Development Education (ECDE) programme in Imenti South District. Data were collected from a sample of 297 respondents comprising of ECDE teachers and CMC members. The instruments for data collection were questionnaires for ECDE teachers, focus group discussion for CMC members and observation schedules. The validity of the instruments was established through piloting and expert opinions. Reliable coefficient of 0.81 for ECDE teachers' questionnaires was obtained by using Spearman Brown Formula. The findings indicated that parents had a positive attitude towards ECDE programmes. The study recommends that the Government should provide the required physical facilities and teaching and learning materials to enable proper implementation of ECDE programmes and ensure that the centres have the required ECDE teachers. The findings would also help the education managers to understand the challenges faced by ECDE sub-sector and help it to acquire its right status. The study is helpful to the current in that its findings would be used in comparing with that of the current and be able to justify it. However, this study used a quantitative methodology while the current used the qualitative method of research. Hence, the existence of a gap.

In addition, Akuku(2013)'s study aimed at investigating the school factors influencing the implementation of the Early Childhood Development and Education Curriculum in Kisumu Central Sub-County, Kenya. The study objectives were: to determine the influence of teaching and learning materials in the implementation of the ECDE curriculum; to assess the influence of teacher characteristics; to establish the influence of

learner characteristics and to examine the influence of instructional method. This study was conducted using descriptive survey design which is different from the current one in that it used the case study design in Lusaka, Zambia. The sample size of the study was comprised of 19 DICECE officers. Quantitative data were analyzed using descriptive statistical analysis techniques as well as inferential statistics such as Pearson correlation. According to the findings, several factors affected proper implementation of ECDE curriculum in ECDE centres. The factors include; lack of essential teaching and learning materials in some centres such as ECDE syllabus and teachers' guide, inadequate provision of teaching and learning materials in ECDE centres such as pupils' text books/ writing slates, inappropriate teaching and learning materials in the centres such as wall charts, maps and pictures. School administration, government and parents should examine various ways of ensuring provision of appropriate learning materials for ECDE centres in Kisumu Central Sub-County. The study concluded that there should be programmes on in-service training among the ECDE teachers to empower them in handling diversities among learners and also offer ECDE syllabus without strain. In addition, parents should as well develop positive attitude towards education and this has to be inculcated into their children to promote their school attendance. This study is similar to the current in that it was concerned with the Early Childhood Education as the current study was. However, the gap can clearly be established because the current study had a small number of respondents while this study had many of them. The methodology also differs very greatly in that the current study utilized a qualitative one while this study used a quantitative one.

A case study conducted by Kang'ethe (2006), on the assessment of the Early Childhood Development Policy Implementation of Ruiru District in Kenya where the Government introduced the Early Childhood Development (ECD) policy to be implemented by the Ministry of Education. A mixed method approach was applied to the study. That was different from the current study which used the qualitative method. Data were collected through interviews, questionnaires and observations at ECD centres. Findings indicated that the ECD policy has achieved gains including teacher employment and enhanced quality education standards. Comparatively, learning outcomes indicated that teacher student ratio impact education outcomes significantly. Results indicated that government should consider prioritization of teacher employment and training them on ECD policy standards. Parents and communities should take part in the improvement of ECD class infrastructure especially in rural areas where ECD is mainly provided in public facilities.

The study was similar with the current in that both were raising concerns on the education of young children though there was a gap or gaps existing such as those of using mixed methods and a larger sample than that of the current study. However, that study was helpful to the current in that its findings and recommendations would be used in justifying those of the current.

Furthermore, Kipkosgei and Kabwos (2017) in their study sought to investigate factors affecting the implementation of Science curriculum in preschools. That study was to assess the extent to which the adequacy of science apparatus and materials affected the implementation of Science curriculum in preschools. That study adopted descriptive survey design. The objectives of the study included establishing the activities preschool teachers involved learners during science lessons and assessing the adequacy of science apparatus and materials in preschools. It also sought to establish the extent to which pre-school teachers prepared and used instructional materials. Stratified sampling and random sampling techniques were employed in the study. A sample of 62 pre-school teachers and 50 school administrators were selected from both public and private pre-schools. Questionnaires and observation checklist were used.

The study found that the major factors affecting the implementation of science curriculum were; inadequate involvement of learners in carrying out some of the child-centred activities involved in the scientific method of learning, inadequacy of science teaching materials and apparatus, poor storage facilities for keeping teaching and learning resources, and lack of enough science text books. The study concluded that the findings of the study was to be used by pre-school teachers and school administrators to improve the teaching of science in pre-schools through involving learners in carrying out science activities, preparation and use of science teaching materials and use of teaching methods which encourage learners to use scientific/inquiry. Based on the research findings of this study, it was recommended that the Ministry of Education, Science and Technology should consider extending SMASE in-service training programmes to pre-school teachers to induct them on the current practices of teaching science. It was also recommended that pre-school teachers should embrace the practice of improvisation and make their own science teaching and learning resources using locally available materials and the county government should also consider increasing allocation of funds to pre-schools to enable them purchase science text books and other learning materials. The sampling techniques for that study is different from the current in that is used stratified sampling and random

sampling techniques while the current uses purposive and convenience sampling techniques, hence the gap does exist.

Oluwafemi et al (2014) conducted the study on implementation of Early Childhood Education: A Case Study in Nigeria. They defined Early Childhood Education (ECE) as the 'education given in educational institutions to children prior to entering the primary schools. They also mentioned that recently, there have been heightening concerns raised by stakeholders concerning the quality of education in Early Childhood Development and Education (ECDE). This paper sought to assess the level of implementation of ECE in Chanchanga local government area, in one of the north-central in Nigeria. The sample size was 32 teachers, selected from 10 schools (out of 31 in the local government area). Questionnaires, interviews and observations were used as research instruments. The study found out that while the enrolment level is high and appreciably, there are teachers who specialize in ECE, basic teaching/learning and other basic resources are sparsely available, and most of the ECE centres are overpopulated. The study recommended for employment of more ECE specialist teachers, training/retraining of caregivers/teachers, and provision of necessary resources would go a long way to actualize effective implementation in the local government. This study is similar and helpful to the current in that they both address issues of early childhood education. However, there is a gap between the two studies in that the current one is intended to investigate factors affecting the implementation of the annexed ECE in primary schools in Lusaka, Zambia. After reviewing most of the studies on the implementation of Early Childhood Education at the regional (Africa) level above, it appears that there is minimal understanding of implementation of education for young children in general and in particular among stakeholders in Africa in general and in Zambia in particular. A lack of research exists on the topic of Early Childhood Education with regards to the factors that affect its implementation in primary schools in Lusaka District, Zambia. This study has come at a convenient time when the government is making efforts to introduce ECE in primary schools. The study will try to find answers to questions related to factors affecting implementation of early childhood education in Mumuni Zone, Lusaka district. Literature from the Zambian perspective will be reviewed in the following section.

2.4. Zambian Context

While the research literature on Early Childhood Education is growing, we do not have yet enough literature about Early Childhood Education in the Zambian context since research on Early Childhood Education is scarce in Zambia.

Nonetheless, the Jomtien World Declaration on Education For All of 1990, the Dakar Conference of 2000 and 2000 Millennium Conference emphasized the need to provide Education For All by the year 2015 (UNESCO Report, 2003/2004). Since this was an important milestone in the history of education, Early Childhood Education fraternity was not an exception in many, if not all African countries (Shikwasha, 2014). Zambia is a signatory to the United Nations (UN) and was among the African countries that acknowledged the ECE inclusion in the main education system. The Zambian government has considered Early Childhood Education as of great importance to the nation's Ministry of General Education (MoGE). Currently, under the MoGE, educational provision is guided by the national education policy document, *Educating Our Future*, which focuses on equitable access to quality education at all, levels (MoE, 1996). The Fifth National Development Plan 2006-2010, a policy paper outlining educational provision by the MoGE, defines Early Childhood Care, Development and Education as the level of education, both informal and formal, which a child from birth to age six undergoes prior to reaching the compulsory age (seven years) of entry to a primary or basic school (MoE, 2006). This policy paper outlines critical strategies to develop a national Early Childhood Care, Development and Education curriculum framework and to produce and distribute teaching materials for early learners. Additionally, it states the need to develop monitoring and evaluation instruments for this level of education. Regarding the development of ECE, it further notes major challenges in this sub-sector in past years: fragmented curriculum; lack of standards, monitoring and supervision; and the confinement of ECE to pre-schooling instead of offering a more comprehensive learning experience (Kammerman, 2006).

The MoGE Strategic Plan (2003-2007) stated that Early Childhood Care and Education is an integral part of basic education, especially in the rural areas. Pre-schools are operated by local authorities, Faith Based Organization, local communities, NGOs and private individuals (UNESCO, 2006). However, because education at this level is in the hands of private providers, financing of early childhood care and education has remained unclear.

Home-based pre-schools in urban areas have mushroomed, albeit at the expense of quality education. It has been documented that much of the curricula of private pre-schools are outdated and inadequate for this age group and the home environments are not conducive to learning (UNESCO, 2006).

The curriculum for Early Childhood Education in Zambia does not aim at teaching children so that they are able to do certain things, but to achieve and acquire life skills that would be useful in their later life. Therefore, Early Childhood Education is not only necessary but also vital for total development of the child. The curriculum includes Social Studies, Environmental Science, Literacy and Languages, Mathematics and Expressive Arts as the learning areas at this level of education. The syllabi are divided into two sections. Section one provides syllabi for ages 3 to 4 years where as section two is syllabi for children aged 5 to 6 years. Children learn through play. Teachers and caregivers should provide adequate play opportunities for children to explore the environment (Government of the Republic, 2013). A well designed curriculum can enable pre-school children to attain primary education with fewer difficulties.

Shikwasha (2014)'s study was set out to examine factors affecting the provision of Early Childhood Education in government primary schools. The study adopted a Case Study Design applying both qualitative and quantitative methods. The study had a sample of 70 respondents selected from three (3) Early Childhood Education Centres in Kabompo district, with geographic locations of urban, peri-urban and rural/remote primary schools. Data for this study was collected using questionnaires, semi-structured interviews, focus group discussions, observation schedules and ECE class check-lists.

The findings of the study revealed that there were gaps between the government policy on Early Childhood Education provision and implementation. In addition, the study established that there were no guidelines on how to institute ECE in government primary schools. ECE centres did not have documents indicating teaching time, teaching was done without curriculum, there were no trained teachers in ECE centres at the commencement of the implementation but any primary teacher could volunteer to provide pre-schooling. The study also found that ECE provision was being done in inappropriate infrastructure which were designed for children above the age of six; in dilapidated classrooms, with toilets and play grounds located far from the ECE centres. Implementation of ECE began without supply of relevant teaching and learning materials; instead it was more of

academic than play. Further, the study revealed that there was a challenge of long distances between schools and villages/homes, resulting in minimal enrolment and rampant absenteeism in rural and remote centres. However, township centres experienced high enrolment rates, resulting in overcrowding in classrooms due to proximity to the ECE centres and also the 'Free Education Policy' which allowed enrolment of children without paying fees of any kind and attending school without uniforms. The study recommended that appropriate infrastructure, teaching/learning materials and relevant equipment for play be provided in ECE Centres. Further, the government should establish more ECE centres closer to communities so that there is not only dependency on existing primary schools which are far apart. The government should highly fund ECE centres for better operations of the programme; pre-schools, unlike conventional education, require a lot of things to use, and most of them involve monies to acquire them. The study was similar to the current in that they both discussed education at its early stage of children's learning. However, there was a difference in that current study was carried out in Lusaka district while that study was done in Kabompo district.

In Zambia, as explained in the previous sections, a handful of studies that have been conducted in the area of Early Childhood Education have not considered the factors that affect the implementation of the annexed ECE in primary schools. Therefore, a gap does exist in this area of the education of younger children in primary schools. In addition, the current study endeavours to investigate factors affecting the implementation of annexed ECE in government primary schools in Mumuni Zone in Lusaka district, Zambia where such studies have not been conducted before.

Summary of Reviewed Literature

The following has arisen from this literature review: The review had unfolded that international organizations including the World Bank and UNESCO had been in the forefront of encouraging countries in the third world to attach Early Childhood Education to state owned primary schools. And as such, Zambia has been moved to adopt the idea and ground Early Childhood Education in its curriculum framework manual.

The literature review had also brought to light the essence of Early Childhood Education as argued by (MoE, 2012) regarding the physical; social, emotional, spiritual and moral development; language development; beauty appreciation; cognitive and intellectual

development of the child. An approach termed as holistic to the development of the child and learning.

Furthermore, the researcher had also reviewed some studies conducted by proponents such as Pestalozzi Johann who championed Early Childhood Education in Europe following her realization of the importance of providing care and education for the poor in order to improve the lives of the less privileged in society. The review of literature had helped the researcher to discover authors such as Montessori Maria who observed how children learn and in what capacity needed prepared environment including classrooms dressed with beautiful materials to capture their interest.

Literature review had also shown that investment in ECE provides fertile ground upon which children can progress in primary school through secondary and have a successful entry into the world of work. Further review had shown that implementing high quality early childhood programmes would cut on the budgetary burden of remediation and drop outs.

As mentioned earlier in the proposal, the body of the theoretical discussion of what should be included in the implementation of ECE and the various challenges that are likely to manifest an ineffective implementation of ECE in primary schools appears to constitute the majority of the literature. There is little analysis of the factors affecting the implementation of ECE in primary schools in Zambia. This is why it is vital to carry out this study on the factors influencing the implementation of the annexed ECE in Mumuni Zone of Lusaka, Zambia. The researchers' intent is to find out whether some of the factors which have been brought out in the literature review such as dilapidated infrastructure, inadequate teaching and learning materials and unqualified teachers are some of the things affecting the implementation of ECE in Mumuni Zone, Lusaka.

The following chapter focuses on the methodology that was used in investigating the factors influencing the implementation of the annexed ECE in Mumuni Zone in Lusaka, Zambia.

CHAPTER THREE

RESEARCH METHODOLOGY

Overview

In this chapter, methods that were used to carry out the proposed research study have been described. The chapter has been organized under the following; research paradigm, research design, target population, study sample, sampling procedures, research instruments, data collection procedure, data analysis and ethical considerations.

3.1. Research Paradigm

Creswell and Plano (2011) defined a research paradigm as ‘assumptions a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge.’ In this study, among the three research paradigms that include qualitative, quantitative and mixed method, the researcher used the qualitative approach to critically analyse factors affecting the implementation of the annexed ECE in Lusaka district in Mumuni zone.

3.2 Research Design

A research design refers to the part of the research plan that indicates how cases are to be selected for observation (Kombo and Tromp, 2006). Furthermore, a research design shows how all major parts of the research project work together to address the central questions. According to Orodho (2009), a research design is a scheme, outline or plan that is used to generate answers to a research problem. The study used a case study design.

Ghosh (2011:224) explained that a case study is a method of exploring and analysing the life of a social unit, be it that of a person, a family, an institution, cultural group or even entire community. Elman and Kruger (2000) cited in White (2003) explored and explained that the term case study has to do with the fact that a limited number of units of analysis (often only one), such as an individual, a group, or an institution are studied intensively. It is the intensive investigation of a particular case with the aim of understanding everything about something rather than something about everything (Kundu and Tutoo, 1998).

Ghosh (2011:211) contended that under the case –study method, the subject-matter is studied in all its dimensions and ramifications. Bell (1999:4) argued that a case study approach is particularly appropriate for individual researchers because it gives an

opportunity for one aspect of a problem to be studied in some depth within a limited time scale. Kothari (2004) contended that

'The case study method is a very popular form of qualitative analysis and involves careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth.'

In order to have an in-depth insight of the phenomenon under study, the researcher used case study approach. The rationale for choosing this design was based on its ability to provide the researcher with appropriate techniques systematic collection of extensive data from different sources using interview guides, observation schedule. Above everything else, Mumuni Zone was isolated out of the several zones that are found in Lusaka district for study; hence, the researcher considered that zone as a single unity of which case study qualified among many other approaches to study the phenomenon under consideration.

3.3 Target Population

Best and James (2003) defined a population as any group of individual who have one or more characteristics in common that are of interest to the researcher. Population is a collection of objects, events, or individuals having the characteristics that the researcher is interested in studying. Kumekpor (2002) cited in Katukulu (2015) defined a population as a total number of all units of the issue or phenomenon to be investigated into which is all possible observation of the same kind. Population is the sum totals of all the cases that meet our definition of the unit of analysis (White, 2003). This study was conducted in Mumuni Zone in Lusaka district of Zambia and the focus was on all primary schools in the zone. The target group for the study included the Education Standard Officer (ESO-Special Education); all head teachers in Mumuni Zone; all ECE teachers in Mumuni Zone and all parents who took their children to those schools in Mumuni Zone.

3.4 Sampling Techniques

Non-probability sampling technique was applied to arrive at the sample of the research using the method of purposive sampling because respondent were selected basing on their expertise and knowledge of the research topic that was under consideration. The researcher targeted the centres that were servicing the programme of ECE in Mumuni Zone in Lusaka district. Out of 13 primary schools in Mumuni Zone, only 5 primary schools were implementing ECE and therefore, the researcher purposively picked on them

because she wanted to understand and gain insight into the factors that were affecting the implementation of ECE in Mumuni Zone. The ESO Special Education was sampled from the district office being the in-charge of ECE at district level, 5 head teachers from the five ECE centres which were implementing the programme and 10 ECE teachers from the five schools of which two (2) teachers were drawn from each school.

Convenient sampling was used to come up with the sample of ten parents (10) from the five school communities, two (2) from each school community. The researcher contacted the potential respondents as they were going to the centres to take or collect their children from school. Some of the parents were contacted through their phone numbers which were collected from the class registers for the children. Gosh (1992) described convenience sampling as a technique where the investigator selects certain items according to his or her convenience. The researcher took the described path to arrive at 26 respondents.

3.5 Sample Size

A sample is a subgroup, a subset, a slice of population of interest in research study. Sample size is a smaller group or subset of the population which provide information for the study (Cohen et al., 2007). The researcher can save much time and money by sampling his or her respondents thus making it possible to investigate the problem at hand. The study sampled the five primary schools named as SCH- A, B, C, D and E. The study sampled 5 head teachers, 10 ECE teachers, 10 parents and 1 ESO. The total sample was 26 respondents. The interview guide as the instrument that was used helped the researcher to determine the sample because it demanded interviewing each respondent the process which demanded a minimal number of respondents within the limited stipulated time.

3.6. Description of Data Collection Instruments

In this study, the collection of data from the field relied on interview guides and an observation schedule. According to Sitali (2011) quoting Chilisha and Preece (2005) defined an interview as a conversation or interaction between the researcher and research participant. Where possible, more information was collected through personal observation using the observation schedule. The researcher also used the following instruments to collect data from the mentioned participants:

3.6.1 Interview Guide for the ESO (Special Education)

The interview guide was used to collect key information on how the ESO viewed the perceptions of both teachers and parents in the implementation of ECE in Lusaka district; what the office of the ESO was doing to ensure that appropriate facilities, equipment and qualified ECE teachers were available in the ECE centres; how the ESO was involved in ensuring that the ECE centres adopted best practices that could enhance effective implementation of ECE in primary schools and; how the challenges ECE teachers and learners faced were being reduced.

3.6.2. Interview Guide for the Head Teachers

The interview guide had open- ended questions that were asked to all the head teachers from the sampled schools in order to collect primary data on how they were managing challenges ECE teachers and learners were facing in the implementation of ECE in the zone. The interview guide also helped to obtain data on how head teachers in ECE centres were applying their level best to have appropriate facilities, equipment and qualified ECE teachers; how head teachers viewed parents' and ECE teachers' perceptions in the implementation of ECE and; what head teachers were doing to adopt best practices to enhance effective implementation of ECE in primary schools in Mumuni Zone in Lusaka district. The interview allowed respondents to air out their varied views and that helped the researcher to gather an in-depth data at a particular time of an interview (Ngumbo, 2006).

3.6.3. Interview Guide for ECE teachers

An interview guide was devised to collect data from individual ECE teachers in separate interviews. The instrument reflected two categories; one part was for data concerning the general characteristics of ECE teachers such as gender, age and profession qualifications. The rest of the instrument had questions relating to ECE teachers' perceptions of ECE implementation in schools of Mumuni Zone; availability of appropriate facilities, equipment and qualified ECE staff; challenges ECE teachers and learners encountered in the implementation of ECE in primary schools and; the best practices that could be adopted to enhance effective implementation of ECE in primary schools.

3.6.4. Interview Guide for parents

The interview guide had open-ended questions that were asked across the sampled parents in separate interviews about their perceptions of ECE implementation in government primary schools in Mumuni Zone. The interview guide also had questions regarding appropriate facilities, equipment and ECE teachers in ECE centres; how challenges ECE teachers and learners encountered could be over-come as well as the best practices ECE centres could adopt to enhance effective implementation of ECE in Mumuni Zone in Lusaka district.

3.6.5. Observation Schedule

The observation schedule was used by the researcher to collect data in the field by means of observation. It had definition of units to be observed.

3.7. Trustworthiness

Establishing credibility of data in qualitative research is very important (Lankshear and Knobel, 2004) in this qualitative study, the researcher used the following four primary forms to ensure that the findings were congruent with the reality so as to promote confidence in the data that were collected: credibility; dependability; and conformability.

To ensure credibility the researcher applied triangulation through the use of different methods such as face to face interviews and the recording of the interview with different types of informants. The researcher involved observation, individual interviews, examining the documents that were referred to by informants during actual interviews. Individual view points and experiences were also used including respondents' attitudes, needs or behaviour of those who were under scrutiny. In addition, member checking was also conducted to ensure that data that were collected were accurate.

To ensure dependability in this study, the researcher reported the processes within the study in detail using detailed descriptions of data that were collected from the respondents during the interview. That was likely to help readers of the findings to develop thorough understanding of the methods and their effectiveness through sections devoted to the operational detail of data of what was going to be done in the field.

To confirm for accuracy, the researcher called some participants to confirm whether their words matched what they actually intended during the interview. The researcher used

triangulation to reduce effect of the investigator's biases. The researcher admitted that her beliefs and assumptions could have been the possible sources of biases that may have had an influence on this study.

3.8. Data Collection Procedures

The researcher first obtained an introductory letter from the Institute of Distance Education (IDE) at the University of Zambia. Authorization letter was also obtained from the District Education Board Secretary (DEBS)'s office in Lusaka district to conduct a research in Mumuni Zone Primary schools. The researcher made prior arrangements with the respondents from the sampled schools before she could initiate the interviews by visiting the sites and also to familiarize with the environment. The respondents were told the purpose of the study.

3.9. Data Analysis

Qualitative research is based on the theoretical and methodological principles of interpretative science (Creswell, 2012). In this study, most of the analysis will be done during the collection of data and the rest of it will be done at the end of the collection process. In addition, the researcher will use the research questions as the guide to analyze different types of data by grouping the data of the same themes.

The researcher used what Nueman(2003) called comparative method which involves passing through data three times; open coding, axial coding and selective coding. The researcher used open coding by reading through the data as careful as possible while taking into account themes or categories. Secondly, the researcher carried out the axial coding by passing through the data twice to see how the themes or categories already identified were relating to each other; that helped to further identify major categories and sub-categories. The researcher explored the last stage called selective coding to bring the themes together to be able to determine how themes relate together.

Following the description of the codes above, the researcher was able to relate different themes which were later used to structure the presentations and discussion of results accompanied with verbatim quotes.

3.10. Ethical Consideration

Cohen et al (2002) explained that ethical concerns encountered in educational research in particular can be extremely complex and subtle and can frequently place researchers in a moral predicament, which may appear quite irresolvable. In this study the researcher ensured that the interest and well-being of research participant were not harmed as a result of carrying out research. The researcher tried to avoid subjecting the respondents to anxiety, stress or damage to self- esteem during data collection and in the interpretations they made from the data they provided. The researcher paid attention to ethical considerations meant to protect those who were involved in the research. Therefore, all the respondents were provided with the consent form and signed.

3.10.1. Researcher and participant relationship

Creswell (2002) pointed out that the closer the researcher gets to the participants, the higher the chances that the participants will feel freer to express themselves. The researcher felt that by the time data were going to be collected from the field, some form of close relationship with the participant was likely to be established. This was good for research as it reduced the artificial behaviour of respondents when people were not familiar with the researcher. In order to minimise on the power relations most likely to work against the investigator who in this case may be looked at as an individual with more power, the researcher tried to be closer to the participants. This meant that those respondents with less power were not holding back some information pertaining to some research questions. On the other hand, the investigator made sure that those who participated in the study were not forced to take part. Those who may have wanted to withdraw from the participation, the researcher made it clear that they were free to do so especially where respondents may have felt that they were not able to answer most of the questions that addressed the research questions.

3.10.2. Time and validity of research study

Patton (2002:407) in Mulenga (2015) argued that qualitative research inquiry which takes the form of naturalistic inquiry takes the researcher into the real world where people live and work, and may be more intrusive and involve greater reactivity. Lankshear and Knobel (2004) in Mulenga (2015) added that data collection can be time consuming and participants can be made to feel under pressure, inadequate, invaded and so on. In the

Study, the researcher made prior visitation to the sites to make appointments and also took that opportunity to explain on how much time was required of them in the study.

Another ethical issue that the researcher considered was that participants may not have their time wasted through a poorly designed study that would have nothing to contribute to the well-being of the participants. Therefore, the researcher read widely on implementation of ECE and the investigator made wider consultations with other scholars on ECE implementation, qualitative methods research designs and theoretical foundations of ECE implementation. The literature read provided appropriate platform to design what was thought to be valid study.

3.10.3. Assurance of confidentiality

In this study, the researcher tried by all means to ensure that the privacy of individual participants was taken into account. In this study, some ECE teachers who revealed sensitive administrative issues and thought management would intimidate them for expressing what was likely to be considered as confidential during the interviews were protected. These ECE teachers may have thought that by expressing their views on the quality of ECE provision in the school, they were criticizing those in administration and the institution as a whole. So to ensure that participants remained anonymous, participants in the study were not referred to by name. In circumstances where some key informants were likely to be easily identified owing to the office they occupied, the researcher had to inquire whether they still wanted to take part in the study or not.

3.10.4. Reciprocity.

In this study, the researcher acknowledged the importance of appreciating the generosity and goodwill of research participants by honouring their contribution to the study. Though the researcher had no capacity of reciprocating by way of cash, she ensured that participants were helped to see how they would be able to benefit from the study.

On the other hand, even if the researcher had that capacity to compensate the participants, the investigator would not have wanted to create a situation where by participants became excited and influenced to give favourable responses in order to impress the researcher. To avoid affecting the quality of the study, the researcher made it clear to the participants that the research was purely academic and that it was going to benefit participants in the sense that they were helping to improve our understanding of the favourable environment for the provision of ECE in public primary schools in the zone of Mumuni.

CHAPTER FOUR

RESULTS

Overview

This chapter is devoted to the presentation of the results. The results are based on the data that was collected through interview guides which were administered to ESO- ODL, head teachers, ECE teachers and parents. The author also used the observation schedule to gather the data from the field. Rudestam and Newton (2001) postulated that results chapters start with a description of the sample from which the data was gathered by providing for example demographic details regarding respondents before findings for each research question are presented.

4.1 Demographics of the Respondents

The demographics of the respondents who participated in this study are presented in this section. All the respondents in this study provided background data before they were subjected to the interview. Two sections indicating number of years in service and professional qualifications were identified as the most cardinal for the analysis.

Table 4.1 shows the selected respondents in the study area and the qualifications they have.

Table 4.1: Frequency and percentage distribution of the qualifications for the ESO Special Education and head teachers.

Response	f	%
Leadership and management	2	33.3
Special Education	2	33.3
Home Economics	1	16.7
Languages	1	16.7
Total	6	100

Two (2) respondents representing 33.3 % had qualifications in Leadership and Management (degree and Diploma level respectively) and while the other two (2) of the respondents representing 33.3 % each, had qualifications in Special Education (Masters and diploma level respectively). One (1) respondent representing 16.7% had qualifications in Home Economics. Another one (1) respondent representing 16.7% had qualifications in languages (Masters Level).

Table 4.2 Frequency and percentage distribution of the qualifications of ECE teachers.

Response	f	%
Masters	0	0
Degree	0	0
Diploma	8	80
Certificate	2	20
Total	10	100

Eight (8) respondents representing 80% had diplomas in ECE while the two respondents representing 20% had certificates in ECE. According to the findings, two of them were at same university pursuing their degrees in ECE.

Table 4.3 Frequency and percentage distribution of academic qualifications of parents.

Response	f	%
7	4	40
8	0	0
9	3	30
10	0	0
11	0	0
12	3	30
Total	10	100

Four (4) parents representing 40% went up to Grade seven. Three (3) parents representing 30% had gone up to Grade nine level while the last three parents (3) representing 30% had Grade Twelve certificates.

Table 4.4. Frequency and percentage distribution of number of years in service for the ESO and head teachers

Years	f	%
1-5	2	33.3
6-10	4	66.7
11-15	0	0
Total	6	100

Table 4.5 Frequency and percentage distribution of number of years in service for ECE teachers.

Years	f	%
1-9	9	90
10-19	1	10
20-29	0	0
Total	10	100

Nine (9) teachers representing 90% had served between one and nine years. Only one (1) teacher representing 10% had served between ten and nineteen years in service.

The samples included the following participants :One (1) ESO Special Education from the District Education Board Secretary that provided coordination of ECE at district level.Five (5) head teachers, from government primary schools implementing ECE in Mumuni Zone.Ten (10) ECE teachers, two from each centre implementing ECE in Mumuni Zone.Ten (10) parents, two from each centre in Mumuni Zone.

4.2. Findings of Research Questions

As alluded to in the previous chapter, all the four research questions raised qualitative data. The data that was raised from ESO Special Education, head teachers, ECE teachers and parents who responded to all the four research questions was translated and reported verbatim. Nevertheless, most of the responses from the participants were punctuated for ease understanding of what the respondents meant. However, in chapter five, where the findings have been discussed, the interpretation of the data that was gathered through all

the research questions offered the researcher a comprehensive understanding of the research problem that was explored.

4.3. Research Question One

As earlier alluded to, at the opening of this chapter, research question one sought to find out the perceptions of teachers and parents in the implementation of annexed ECE in primary schools in Mumuni Zone. This question was cardinal for this study owing to the fact that teachers' and parents' understanding of the importance of implementing ECE in government primary schools was vital to the successful implementation of the programme. The question was phrased as follows;

What were the perceptions of teachers and parents in the implementation of the annexed ECE in primary schools in Mumuni Zone?

To respond to this question, the researcher drew the information from the teachers who were implementing ECE in the sampled schools as well as parents who were taking their children to those centres. In addition, the key informant from the Ministry of General Education- the ESO Special Education at DEBS office, head teachers were subjected to the same question by means of an interview guide asking them to express their opinion of how teachers and parents perceive the implementation of the annexed ECE in primary schools in Mumuni Zone.

4.3.1. Knowledge of the ECE curriculum content.

The interview guide questions (see appendices i, ii, iii & iv.) guided the researcher in eliciting of data for research question one. The participants who were the ESO Special Education, ECE teachers, head teachers and parents were asked for their perception of the implementation of ECE in government primary schools. The responses all the respondents gave showed that they all understood what ECE curriculum constituted although some parents did not know exactly what ECE was all about. During the interview with the ESO Special Education to collect data on how he perceived teachers' understanding of ECE implementation in government primary schools in Mumuni Zone, he commented that;

There are so many things we look at such as teaching methodology and also the content of what they teach that is if they understand the curriculum. We also look at class management and how they are able to interact or how they work with the school community and also with other stake holders outside the school community since ECE is not only about the teacher in class, it involves a lot. How they are able to interact with parents and other teachers. The other area we

look at is their preparation which is also part of the methodology. Are they able to apply the skill of play through games in their teaching?

In order to get wider base of information, head teachers who were managing primary schools with ECE centres and seeing how teachers were implementing the programme were asked the same question of how they perceived teachers' and parents understanding of ECE. One head teacher from SCH-A had this to say;

The teacher who is currently handling our ECE class is trained and before the start of that class she was sent for an orientation workshop at district level where all ECE teachers were shown what was expected of them. Head teachers from all the zones in Lusaka district were in attendance in that meeting. Issues to do with ECE curriculum, content and methodology were presented and teachers participated in lesson demonstrations. Coming to parents their understanding of ECE in primary schools is observed through the age group of children who they bring to be enrolled in ECE. Most of the children in that ECE class are between 5 and 6 years which is the required age for pre- grade. Off course, through media and their inquiry from schools and within their community they must have gotten what this ECE is all about in primary schools.

The last part of the above sentiment indicates that parents who had their child at this school did not have an opportunity to receive orientation on ECE programme in primary schools.

Another head teacher from SCH-C whose comment was similar with the ESO and the rest of the head teachers who were interviewed said that;

My understanding of how teachers perceive ECE implementation is through the type of preparation of their class work (schemes and lesson plans) which are full of play activities and this is observed during the school monitoring programme where as a head I have opportunity to sit at the back of the class to observe what the teacher is doing in a lesson. Through PTA meetings parents are encouraged to find time to come to class to observe what goes on in those classes. Both teachers and parents understand that children learn a lot through play but the major thing which is limiting them to effectively implement what they are supposed to, is lack of facilities such as Play Parks.

The perception of ECE implementation by a teacher from SCH-B seemed to be similar with other teachers. For example, a teacher from SCH-D had stated that;

ECE programme is good because at the tender age a child is able to read and write. This type of education encompasses children from 3 years to 6 years.

Another teacher said that;

ECE is the type of education given to children between 3 and 6 years. Most of the activities involve 60 % play as you know children enjoy playing but the problem is the way it is being implemented in government primary schools where we are failing to achieve the 60% play due to limited facilities for ECE. Like at this school, outdoor activities are not done because we have no play park where to take these children and the available ground is not in good shape for the young ones.

In separate interviews from other schools, four parents expressed similar understanding of the ECE Curriculum content which was being implemented in annexed ECE centres. One participant had this to say;

The attached early childhood education in primary schools is meant to provide education to very young children before reaching eligible age for enrolment into grade one. This education equips children with pre-reading and pre-writing skills, and other concepts laying a foundation for academic progression. Teachers who handle these children have that skill to prepare them for grade one; from the time my child started attending this class, there has been a lot of improvement in a number of things. She is able to tell me what she learns at school.

This view seemed to have been espoused by another parent from another school who expressed knowledge of ECE curriculum content provided in primary schools by stating the following thought;

The government's idea to annex ECE in primary schools is meant to provide education for children between the ages of 3 to 6 years in order to prepare them for primary education.

The findings in this section indicated that only one school had enrolled children ranging from the age of 3 to 6. The school had three ECE classes starting from baby class, middle class and pre-grade. The rest of the schools the researcher visited only had pre-grade classes comprised of children between the age of 5 and 6.

4.3.2. The Annexing of ECE to Primary Schools

The ESO, head teachers, ECE teachers and parents were interviewed to establish their views of how teachers and parents saw government's initiative to attach ECE centres in primary schools. When the ESO Special Education was asked to express his views of how he perceived teachers and parent's opinion on government's initiative to attach ECE to primary schools, he stated that;

Teachers and parents have come to appreciate and say yes government is supposed to play the major role in terms of the provision of education especially at ECE Just like it is able to do at primary, secondary, college and university level. So many parents are very happy and actually it is supposed to be the role of the government to do that. It is not supposed to be like the way it used to be in the past where ECE was in the hands of the private individuals. But now since the government has come in, the policy has changed, the government is now the major contributor and it has started investing in ECE, we have a directorate of ECE, teachers are provided for and now there is a budget which is planned for. Most of the parents could not manage to pay for their children and as the result they never even used to take their children to private schools. Members of the public are very happy because we are now able to cater for those not able to pay in private schools. Even if what the government is able to provide is not enough, but at least children are able to get free education

All the head teachers who participated in the interview commended the government's initiative to attach ECE to primary schools. One of the head teachers who were interviewed over the same question said that;

ECE teachers are happy because it has given them a job opportunity to be employed by the government in primary schools. Parent's appreciation and happiness is also seen in the rising numbers of enrolments at this school. Statistics shows that there is a rise in the enrolment numbers compared to the initial start of the programme.

Similarly, teachers who were interviewed presented their views, like those of the ESO and the head teachers. For example, teacher 2 from SCH-B stated that;

This move by the government to attach ECE to primary schools is a good one because it has given an opportunity to some parents who have economic challenges and cannot afford to take their children to expensive private schools to have a feel of ECE. Looking at the catchment area of the centre, most of the parents who have their children here are builders, caretakers, maids and garden boys. Comparing the enrolment statistics from the time we started in 2014 to date, it shows that the demand is becoming overwhelming. When we just started we had 42 children. The following year we had received more than 100 applications, however, due to limited space we could only accept 56 learners. So you see, from the little background I have given, you will be able to tell that the community is aware of the purpose and importance of bringing ECE to primary schools.

This clear understanding of the move by government to attach ECE in primary schools by teacher 2 was shared by all the ECE teachers who participated in the interview. Although they had expressed the same perception in different ways, their responses appeared to be in line with teacher 2. For instance, teacher 1 from SCH-A school said that;

The implementation of ECE in government primary schools has come with a lot of benefits to children especially those from homes faced with socio-economic challenges. Three quarters of the children in my class are from Misisi Compound and most of their parents are illiterate. When these children just came, most of them had a lot of social-behavioural related problems. But with the help I have been giving them, they are now able to socialize with their friends very well since ECE is full of play. They have also learnt how to hold a pencil, identify objects including letters. When it comes to transition from preschool to grade one, it is very ease for these children who pass through ECE compared to those who have never attended ECE.

Like the ESO, head teachers and ECE teachers, some parents expressed similar sentiments and one parent had this to say;

The idea of annexing ECE in primary schools is a very good idea and it has come with a lot of benefits to both parents and children. Some of us who unable to take our children to private schools at least we have been helped a lot. We do not pay anything and this is relief to me and at the same time my child has been given an opportunity to learn what those children in private schools are learning.

Another parent expressed happiness over government's initiative to bring ECE in primary schools. However, she also put forward her suggestion that;

There was need to improve the environment by putting up new structures to isolate this ECE section. The security for these children is not guaranteed because of the combination of small children and big children who are likely to subject young ones to bullying and getting food from them .

4.3.3. Teaching using the Method of Play

Mainly when all the respondents were asked of their views regarding the approach ECE teachers use to teach ECE classes, what stood out was the method of play. The ESO Special Education noted that;

Mainly ECE is play and those teachers who are involved in that area need to have those skills in that area of play because 60% of ECE is more of play and a bit of a component may be 40% where they have to do some theory work but mainly ECE is play. So for someone to be a good teacher

at ECE level must be someone who appreciates the skill of play and are trained in ECE.

When one head teacher was asked the same question, the response was similar to that of the ESO and the following was what she said;

According to my observation during monitoring sessions in ECE classes, children learn different concepts through the method of play. So in short ECE is more of play than theory where children have to sit and listen to the teacher in a lesson.

One teacher just like other teachers said that;

ECE is one form of education which is loaded with 60% play and therefore, as a teacher I ensure that children are taken outside to play. When they are not outside, I am with them inside doing indoor activities such as games, playing with objects like toys and soil.

To the requirement of the same questions, a parent just like other parents except for one parent who did not like the idea of giving toys to children who thought was a disturbance to the learning process, said that ECE was about play. Another parent stated that;

Whenever I come to my child's class to pick him all I find are children playing with the teacher and with different objects. So to me this class is all about playing and I am sure this helps them to learn because they come to know a lot of things as they play.

4.3.4. Gradual Learner Transition to Primary School

Answering to question four of objective one (see the appendices i, ii, iii & iv): The following research question was asked: What are the perceptions of teachers and parents in the implementation of the annexed ECE in primary schools in Mumuni Zone? Considering this research question, during interview, the ESO Special Education was required to express his views on the transition of children to grade one. The ESO indicated that;

Many teachers and parents are appreciating and they are saying that children who pass through ECE which can either be private or government are performing better than those who have never attended ECE because of the foundation which has been laid for them. They are saying that the transition is very easy for them to move from ECE to grade one and going up compared to those who may not have the foundation. Mainly the work of ECE is to lay a foundation and if foundation is not properly laid it becomes a challenge to move to grade one. Most of the work that they do in term one and term two in grade one is more of ECE.

Concerning head teachers' views of the way they saw teachers and parent's perception of the transition of ECE learners to grade one, one of the head teachers who was interviewed revealed that;

ECE teachers give guidance during the preparation of schemes to grade one teachers so that children moving from ECE to grade one are not abruptly disconnected from ECE activities. This means that term one and two of grade one work will be ECE to allow children be weaned off gradually. Grade one classes have to be colourful as well just like those of ECE so that children do not observe much difference between the two scenarios during the transition process.

However, two of the total sampled number of head teachers where not too sure of how parents perceived the transition of ECE children to grade one. One head teacher had this to say;

On the part of the parents' perception of the transition of ECE to grade one I am not really sure because I have never had an opportunity to have one to one conversation with them to ascertain how they see that. But I am sure they are able to see the work their children are given at school which may be similar to what they were doing in ECE classes were they used to play through games and drawing.

Concerning teachers themselves how they perceived the transition of ECE children to grade one, all of them had similar views. One teacher from SCH -A like many others said that;

The transition of children in ECE classes to grade one should be gradual. The teacher who welcomes them in grade one should not wean them off completely from ECE activities; the process should be gradual. Right now this is term three and I have started weaning them gradually. They have started learning how to hold a pencil in readiness for grade one.

Another teacher from SCH -B said that;

The rate of transition of these children to grade one is smooth because they are already exposed to a lot of learning activities through play and are able to socialize and fit in well when they go to grade one. Those children who go direct to grade one some of them get to know how to hold a pencil for the first time in that new grade and these face a lot of challenges because it is like they have to start everything in grade one.

Similarly, parents who were interviewed expressed the same views when they were asked the same question. One of the parents who were interviewed said that;

When I look at what my child is able to do at home, really there is a big difference compared to what he used to do before he was enrolled in this ECE class. He is able to identify and explain a lot of things at home when he knocks off from school. With what I am observing in him I am sure going to grade one will not be a challenge with him. When he just started I used to have a lot of trouble to convince him to go to school but now he is

always the first to wake me up because he looks forward to be with friends every day.

4.4. Research Question Two

As already indicated in the overview of this chapter, research question two sought to find out how appropriate the facilities, equipment and teachers were. The question was developed on an understanding that ECE facilities, equipment and teachers had an implication on the effective implementation of ECE and the development of the child. The question was stated as shown below;

How appropriate were the facilities, equipment and the teachers of ECE in Mumuni Zone?

4.4.1. Learning materials for ECE

Both the observation schedule and the interview guide questions (see the appendices) guided the researcher to collect data for question two. The participants who were mainly the ESO Special Education from DEBS office, head teachers, ECE teachers and parents were asked for their opinion with regard education materials for ECE. The responses that all the respondents gave, apart from the two parents who were not sure of what to say, showed that ECE was very expensive to run because it demands the use of a lot of attractive learning materials. For example, upon being asked the ESO Special Education said;

There a lot of materials which are needed in ECE especially that it is 60% play and you need to have things for play like toys. You need to have a lot of teaching and learning aids such as crayons, pencil, pictures, charts, paper, and manila. You need pictorial books for viewing pictures, games, and computer to play simple games. It actually requires a lot of materials such as audio and video equipment.

This understanding of the things that are needed in all the ECE classes was shared by all the participants from the five schools who were interviewed. Although different things were mentioned by different respondents, they all indicated the various materials that are needed in an ECE class. For instance, when the head teacher from SCH- A was asked about the same question on the materials which are supposed to be available in an ECE class, he said that;

Each child needs a folder where to put their work in class including the child's record. An ECE class requires having things like paint for their expressive art and many more learning materials that one would think of in a class.

In a separate interview where a teacher from SCH-E was asked the same question, she stated that;

An ECE class demands a lot of attractive materials and as a class teacher you have to think beyond what the administration is able to provide for the class due to limited resources. In this class I have plenty of materials. There is soil, card boxes, plastic bottles and bottle tops, strings. At times I ask learners to bring cheap materials found in their homes. For example, if I intend to teach on hygiene I ask learners to bring things like those hanging over there (an empty box and tube for Colgate, comb). That thatched hut model which is over there I made it using grass which was collected by these same children. Some of the things I make them whilst playing with the children as you know ECE is full of playing activities and children enjoy the whole thing.

In another separate interview with the parent whose views over the materials needed in an ECE class were in line with some parents who were also interviewed. In his response to the question, he said that;

ECE is one form of education which needs a lot of learning materials such as toys, balls, sea saw, jumping castle, slides, story books, sand pits, animal puppets, pictorial books, video games only to mention a few.

On the contrary, when the two parents were asked the same question in separate interviews, they did not seem to understand what types of materials were needed in ECE. This is what one of them had to say;

Hm! I am not too sure of that but I think there a lot of things that are needed.

4.4.2. ECE Facilities and Equipment in Mumuni Zone

Participants (The ESO, head teachers, ECE teachers and parents) were asked to explain whether the available facilities and equipment were appropriate for the children in ECE centres of Mumuni. The researcher went further to establish whether the ECE teachers were appropriately qualified for the job. This was in a bid to establish how ECE can effectively be implemented for the better results.

When asked to explain how appropriate the ECE facilities in Mumuni Zone were, the ESO Special Education indicated that;

At least all the schools have classes that are meant for ECE only. Those classes are not shared with other grades even though they are not stand alone facilities as may be the case with some private schools. In Mumuni

zone there are smaller libraries which are just within the classrooms and they are called pupils' corner. Teachers create these libraries and put appropriate materials for the learners, for example, pictorial books learners use to identify things. They have been given toilets in all the centres meant for the ECE they do not share with other grades. In other areas they have even created outside a portion where they put games outside where they can play as ECE.

The head teacher from SCH- A indicated that;

ECE class here has appropriate furniture which was designed to suit the age of these children. The class has also been given an independent toilet meant for the young ones and the class is only meant for ECE; it is not shared with other grades like the way it is with primary section where in one class different grade sessions take place.

Respondents from different schools seemed to have different perspectives on the issue of appropriate facilities and equipment. One of the teachers expressed herself in the following way;

I am proud of being an ECE teacher at this school because this section receives the attention it deserves from management. These children have been accorded an independent toilet and I move with the key to the facility. My children are not inconvenienced in any way by big children from other grades and I feel this is health for them. When my children are tired, I put them on that mattress in the corner of the class to rest. The only challenge is that there is no independent sleep unity as the result the same classroom is used as an alternative. Children in this section have enough books from the classroom library. As a trained ECE teacher I try to be innovative by being creative. Most of the materials you are seeing in this class were prepared by me using local materials. I do not have to wait for the administration to provide all I need in my class.

The position of another teacher from the same school was made known through her thoughts as follows;

This section needs a lot of facilities such as Play Park with facilities like swings, sea saw, merry go round and equipment such as the radio, Television set and other musical instruments. However, the school has promised to buy this section a radio cassette. And when this is done, that will yield some positive results in the area of music. We also have learning materials such as books, pencils, crayon, paint for art work and toys for playing appropriate for the learners.

Two teachers from another school seemed to have similar thoughts with the teacher from a different centre whose thoughts were as follow;

At this school there is no play park for the ECE learners and this makes it difficult to carry out the outdoor activities from swings or Merry go round. Where there is sand and water, children get attracted and this is good for them to grasp certain concepts but the thing is that we have no sand pits here. These children do not have their own toilet facility as the result they use the common toilet, sleep unity is not available and the small mattress we have is used within the class to cater for everyone. The available toys are not enough for the whole class.

The four ECE teachers from the other two schools seemed to have a different position on the availability of appropriate facilities and equipment in their school. This is what one of them said;

The school has the appropriate fenced play park at least mounted with appropriate facilities such as the swings and merry go round. However, the available play park is not big enough to cater all the three ECE classes that we have. Therefore, classes have been given different days on which to use the facility. This section also has a standalone block away from other grades. The learners also go to the computer library where they go to learn computer skills at a tender age and play some basic computer games. All the classrooms are tiled. What we are just lacking are the carpets on the floor to protect children from cold and falling as they are playing around.

Only two schools had small play parks with scanty equipment mounted for the children; some schools indicated that they had plans to erect the facility in the near future. Some ECE classes had furniture which was not appropriate for the learners. Sleeping, sick bay and kitchen facilities were not available in all the centres the researcher visited.

4.4.3. Trained ECE Teachers

Respondents (ESO Special Education and head teachers) were asked to describe the type of ECE teachers who were sent in primary schools to handle ECE classes. The ESO commented as follows;

Actually, like in Lusaka, all the teachers who are handling ECE classes are trained. In Lusaka we have more than enough. We have so many of these teachers who are trained and some of them are not even practising.

When the same question was asked to the head teachers, who were participants in this study, all the answers that came out indicated that all the teachers were trained. In trying to emphasize the point, one head teacher stated that;

I have a number of ECE teachers at this school and some of them are hiding in other grades. It is just that we do not have enough space to accommodate a lot of pupils. As a school we would have loved to enrol more pupils since the issue of trained ECE teachers is not a major problem at this school.

What the researcher had established was that at least all the ECE teachers had received some form of training to handle ECE children. Among the 10 ECE teachers, two were pursuing their degree courses in ECE at Chalimbana in Chongwe district. Eight teachers had diploma qualifications and were on government pay roll except for the two certificate teachers who were employed on private arrangement at a centre where there were three ECE classes with the approval of the Parent Teacher Committee (PTC).

4.5. Research Question Three

The third objective of this study was to find out the challenges teachers and learners encountered in the implementation of ECE in primary schools in Mumuni Zone. The research question which mentioned that: what challenges did teachers and learners encounter in the implementation of ECE in Mumuni Zone was created to address the question. It was required that participants brought to surface challenges teachers and learners faced in the implementation of ECE in government primary schools. This area of research question was mainly targeted on the ESO Special Education, head teachers, ECE teachers and parents. During the interview participants were specifically drawn towards challenges ECE teachers and learners faced in the implementation of ECE. This question was handled under the following sub headings which received frequent references in comparison to other areas:

4.5.1 School Feeding Programme

In the quest to tackle research question three, the researcher asked the participants to cite some of the problems that existed between policy and what was obtaining on the ground with regard ECE implementation in government primary schools.

In response to the question, 5 teachers from the 5 schools uttered similar sentiments. This is what one of them had indicated;

As a teacher many are the times that I find myself dipping into my pockets just to ensure that those children who come to school on empty stomach are given some food to eat at break time. This is a challenge to me because I take up the responsibility meant for the parents and the school. There is

no feeding programme for these children at this school to support some of these vulnerable children as you know the catchment area here is occupied with people who are maids, market traders and those doing literally nothing at all to support their children.

Most of the respondents commented that school feeding programme was one activity all ECE centres should have in place but this seemed to be impossible because all schools were facing the problem of inadequate and inconsistent funding from the government. There was an acknowledgement that lack of school feeding programme caused some teachers to dip into their pockets to help some children who used to go to school with no food. One head teacher from SCH-B had this to say concerning challenges children encounter in the implementation of ECE;

We cannot keep these children in school for long hours because as a school we do not have a feeding programme because the school has no money; therefore, all ECE children knock off at 10.00hrs.

4.5.2 Funding and Educational Resources

There were general cries for increased funding to address many challenges ECE centres were facing ranging from lack of trained ECE teacher assistants in all the centres, ECE trained personnel at district office, playing facilities such as play parks, adequate and appropriate teaching and learning materials including limited learning spaces and over enrolment. Such concerns were echoed in the following dissatisfied responses

One teacher from SCH- A said that;

I do not have an assistant and this means I have to be on my toes always to do everything alone. I have to ensure that they are safe whenever they are playing at that rough ground. I have to come early to take them to the garden before they go to class to learn and many more things one would think of in this class. In short the government was quick to implement the ECE policy before it looked into matters of adequate provision of human resource.

To the demand of the same question, another teacher from SCH- B stated that;

There is lack of 60% play due to the fact that at this school there is no play park facility to facilitate this percentage of outdoor activity as stipulated according to ECE guidelines. In this case effective implementation of ECE as demanded by policy is hardly realised because the school does not receive any funding.

Still insisting on the aspect of challenges

From all the five schools, all the 10 teachers had a similar sentiment on funding of ECE; For example, one teacher from SCH- D said that;

ECE is not well funded and this makes it difficult to implement this policy because all the necessary equipment, facilities and learning materials demand an investment of cash. Most of the parents are unable to contribute anything towards their children's education since they take it that as a government programme and therefore, it should be free education. To be resourceful as a teacher at times goes with a lot of commitment and effort to bring out an attractive learning environment which also requires money at times and time to create a quality learning environment.

Regarding the same issue of research question three one of the parents said that;

Because of limited space for ECE classes teachers are faced with the problem of handling overcrowded classes which are the result of high demand from the community. The government should have first started with the building of a lot of ECE classes to meet the high demand from the community before starting the programme.

Similarly, three parents from different schools said that;

This centre has no proper infrastructure meant for young children like these ones. Children starting from pre-school to grade nine go to the same toilets. This is not good for the young ones in terms of health. The teachers are implementing the policy under difficult conditions.

In trying to answer the same question above, the head teacher at SCH-A stated that;

I do not know if there is a serious syllabus ECE teacher's follow. I have tried to look at the available syllabus to see what these teachers follow but there is nothing serious to see in print. What I have observed is that some of them use materials they came with from college; but there should be something they are following. The other thing is that I would have loved to have a lot of ECE classes so that a lot of children benefit from this programme.

Regarding the same issue, the ESO Special Education said as follows:

The number one problem is the issue of teaching and learning aids; teachers and pupils' books are not enough. The other thing is the over enrolment of learners in classes. The other problem is that teachers do not have assistants in classes to help them handle the learners. Toilets may not be enough to cater all the learners. Furniture mostly is not appropriate for the learners and this makes it difficult for them to learn properly. ECE teachers may not have proper support because some head teachers do not have interest in it. ECE do not have its own trained inspectors at both district and provincial level to properly inspect infrastructure and how teachers are implementing the programme. Like myself I am trained in special Education but I have been given the responsibility to handle ECE

at district level because of professional background of a primary school teacher. All these pose a lot of challenges on both ECE teachers and learners because the programme has not been accorded the standards it deserves.

4.5.3 Challenges Teachers and Learners Face.

The government is aware of the challenges ECE teachers and learners are facing in primary schools. Answering to the question concerning the measures the government has put in place to mitigate some of these challenges ECE teachers and learners face respondents were asked to express their views on what should be done to minimise challenges teachers and learners were facing.

4.5.3.1 Adherence to Policy

The ESO Special Education had the following to say;

The government has put policy in place which we are following at the directorate of ECE housed at headquarters where the planning of ECE takes place. ECE teachers are invited to attend seminars to support the effective implementation of ECE in primary schools by ensuring that they learn skills to help them create enabling environment in schools. I have also attended a number of seminars where ECE challenges are discussed and support is strengthened. We have also the curriculum, syllabi and books that are distributed in schools.

4.5.3.2. Teacher Resourcefulness

The teachers when visited at the five schools in Mumuni Zone of Lusaka district, different views were given concerning effective measures to be put in place in the zone to ensure effective implementation of ECE in primary schools. For example, one teacher from SCH -C stated as follows;

As a creative and innovative teacher, I don't wait to receive each and every material I have to use in my class from the administration. All these colourful and attractive teaching and learning aids you are seeing here, I made them myself. There is no library facility for these children at this school but I have created that library corner where children are able to find simple pictorial books and letters made using cheap and local materials. If I want to teach the concept of a stove in a kitchen, I have designed that stove made out of cardboards. This book for ECE guidelines was not sourced by the school but I had to go to the Directorate at headquarters to look for it. So you see, as a class teacher I have a part to

play in the creation of measures to mitigate some of the obvious problems that we encounter in class as implementers of ECE.

One of the teachers from SCH- D who was interviewed signified that;

Parents are also encouraged to contribute some token towards the education of their children. Each child pays K150 per term and this money goes towards the procurement of teaching and learning materials such as books, crayons and pencils. Learners are also asked to bring cheap materials such as empty sacks for making teaching aids such as strings where to hang objects made out of different materials.

4.5.3.3. Improve Funding

The head teacher from SCH -A just like other heads from other schools had indicated with regard the measures to be put in place to minimise on the challenges ECE teachers and learners encounter stated that;

There is need to put in place adequate and appropriate infrastructure, trained ECE assistants, adequate funding to manage this form of education and also strengthening the relationship with the key stakeholders.

All the 10 parents who were interviewed had a similar sentiment concerning the problem of over enrolment in ECE classes and this is what one of them had to say;

The problem of over enrolment in ECE centres can only be sorted out when more ECE classes are introduced. This can only be possible by constructing more classes for ECE. Stakeholders such as the community can be involved in the fundraising ventures to enable schools build more ECE classes. Such discussions can be intensified in meetings such as Parent Teacher Committees.

4.6. Research question Four

The fourth research objective of this study was to investigate the best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone. The research question reads as follows: What best practices could enhance effective implementation of ECE in primary schools in Mumuni Zone?

During the interviews, the ESO, head teachers, ECE teachers and parents referred to professional development meetings, networking and the screening of children before the enrolment as some of the best practices meant to develop ECE teachers and the welfare of learners including those children with special needs.

4.6.1. Screening of Learners for any Developmental Problems

In an effort to answer research question four, the researcher asked the ESO, head teachers, teachers and parents to express their views regarding a government /school programme that was in practice to minimise risks and maximise children's engagement with teachers, caregivers and other children. In response, the ESO had this to say;

These ECE teachers are trained in screening children in terms of any disabilities. Like myself I attended a programme in Ndola where all the ECE teachers were called to attend the meeting and were trained in detecting disabilities and other health challenges in children. Teachers are able to advise the parents accordingly depending on the situation.

In trying to answer the same question above, the ECE teacher from SCH- A said that;

As an ECE teacher, I have the skill in screening children for any disability that a child may have. There is an instrument that I use to carry out the screening process and when a child is discovered with any challenge which I may not be able to handle, and then the issue of referral to appropriate health agencies come in.

Another teacher from SCH -B had a similar sentiment as indicated above and this is what she had to say;

Before children are engaged in learning activities, they are screened for any health or disability challenge including their social behaviour which may deter them from socializing very well with their friends. And with these children most of them are from Misisi Compound where most of the parents are illiterate and have broken homes an environment inappropriate for health growth of children. One is able to tell from their rough behaviour towards their friends that where the children come from maybe parents or people around them do fight and insult. The screening skill I have helps me to settle for solutions beneficial to children so that with time and interaction with them, they are able to adjust.

Like the ESO and ECE teachers, the head teacher from SCH-D indicated that;

My ECE teachers are trained and have the skill in the screening of children immediately they are enrolled. There is a screening form which the teacher uses to carry out the screening exercise and when a child is found with a disability which may need health professional attention, parents are guided on how to go about the sourcing of help outside school. If the challenge is mild, then the issue of inclusive education crop in.

One of the parents just like other parents stated that;

On the first day of taking my child to school, the teacher asked me a number of questions regarding the health history of my child. The teacher also demanded to know if my child had any disabilities in life. Fortunate enough my child had no serious health or disabilities that could have made him fail to adapt in this school environment. Those parents whose children had critical conditions such as hearing impairment were being referred to the hospital for medical attention.

4.6.2 Continuous Professional Development

In answering to the question that demanded indicating ECE teacher development programmes within the school, during the interviews the following were cited as some of the programmes that were meant to enhance teacher effectiveness in the implementation of ECE in Mumuni Zone. From the ESO's perspective, he indicated that;

At district level we have a programme of visiting ECE centres in all the zones to ensure that all the schools implementing ECE are adhering to the required standards and also to know what goes on there. During our visitation, head teachers are encouraged to develop interest in this government programme so that they are able to interact with the ECE teachers to learn what their needs and that of learners are. We also encourage head teachers to be including ECE programme in their school budget in order to help them meet some of their needs. We also encourage ECE teachers whenever they have workshops at school level to be sharing with other teachers in their professional meetings concerning ECE and what it is. We also organize at zonal and district level workshops and seminars where these teachers are called to come and present. Sometimes we do have end of year review meetings where ECE teachers are called and then share on their successes and challenges so that we carry some kind of review and find the way forward and also we talk to these school administrators to support ECE teachers.

All the ECE teachers that were interviewed had similar sentiments like that of the ESO. For example, three teachers from SCH -A, B and C noted that;

Every term we meet at least three times to discuss matters relating to our profession, although at school level sometimes we mix to discuss general professional issues. As ECE teachers from time to time we are called to attend workshops and seminars at zonal and district level to present some ECE activities. In those meetings we share ideas on how best to go about ECE implementation in schools.

In trying to emphasize on the same point, one teacher from SCH -A proudly pointed that;

I have just received an invitation letter from headquarters at the directorate of ECE to go and present on ECE in Kabwe. So next week I will

be travelling to Kabwe to attend a workshop that will be organized by the UNICEF. I have been receiving support from my head teacher and so whenever there are such meetings I go.

However, among all the interviewed teachers some had a different view on the issue of attending workshops especially those organized at district level and this is what one of them had to say;

I have never attended a workshop or seminars for ECE before at district level owing to the fact that the school has no money to allow me do so. Sometimes workshops are attended by people who are not even ECE teachers; you know how it is with issues of allowances in our ministry.

Like the ESO and ECE teachers, all the head teachers explained that at school level teaching members of staff are encouraged to meet in TGM to discuss professional matters. One head teacher from SCH -D explained that;

To organize professional meetings at school level is not difficult but the challenge comes in when these ECE teachers are required to attend workshops or seminars outside the district. Funding towards ECE implementation is erratic; the 150 parents pay is not enough and worse off some of the parents fail or just refuse to pay this amount because what they know is that this is a government programme and that it is free education. So in such circumstances it may not be easy to send our teachers to some of these workshops because running ECE is expensive and demands a lot of teaching and learning materials. So instead of sending a teacher to attend a workshop the school would rather procure the required materials.

4.6.3. Networking of ECE Centres in the Zone

In this second last section of the above research question number 4, the researcher sought to find out whether the schools in Mumuni zone interrelate including the communities where the centres are to strengthen the implementation of ECE. In a quest to find out answers to research question, the researcher asked the ESO, ECE teachers, head teachers and parents to express their views whether schools network among themselves and the community. For example, during the interview the question requesting the ESO to explain whether there was network among schools in the zone was presented. In response, the ESO said;

When you read the policy for ECE it encourages networking where you work with the stakeholders within the school community even outside the school community. ECE is very expensive to run and it needs even other stakeholders to support it for it to be successful.

A teacher from SCH- A said that;

I network with ECE teachers from other schools in the zone. ECE needs a lot of ideas and you cannot work in isolation. I go to see what my colleagues do in their centres and ideas that are good I come to implement. The other point is that this school enjoys the good relationship with the Indian Community as you have seen the place where the school is located is within the residential area for the Indians. Indian women come to help us with the teaching and learning materials such as books, pencils, crayons, and paint for expressive art and toys for the children. That three quarters mattress and the bed cover you are seeing there were donated by them.

Similarly, another teacher from SCH- B had the following to say;

I am not boasting on what I want to inform you about;in this zone, I was the first ECE teacher to start implementing ECE. When I started I struggled here and there to put things in place. Those schools that started after us were coming to me for help. We started networking and with my help at least my colleagues were able to acquire copies of most of the books I got from Curriculum Development Centre (CDC). I also took it upon myself to approach the District Resource Coordinator to share with him what was obtaining on the ground within the zone in terms of challenges we were facing as ECE teachers. The whole essence of talking to him was to encourage him to take a step forward as an ECE coordinator at zonal level to strengthen the networking of schools within the zone. However, this networking of schools and the community at administrative level in the zone is not all that strong except for few schools I have heard about their strong relationship with parents who have accepted participating in school projects and to be paying at least above K500 as PTA to help the school provide quality services to the learners.

In trying to explain the difficulties the school face in terms of networking with communities, the head teacher from SCH-E expressed the following sentiment;

Most of the parents from this community seem not to be supportive. What I have observed is that as long as their children are in class and are learning that is all what matters to them. Anything to do with their involvement in the school development plans is none of their business. This attitude is seen in their failure to contribute the little amount they have been asked to be paying towards ECE. With them as long as their child is in a uniform and attending class that is all. This type of attitude makes it very difficult for the school to network with such unsupportive communities.

Another head teacher from SCH-D had purported that;

I understand that ECE teachers coordinate with teachers from other ECE centres within the zone. What I know is that they share notes, books, syllabi and ECE guidelines to enable them implement the ECE policy in primary

schools. As for the community, there is nothing happening in terms of coming forward to render any help towards the implementation of ECE. Perhaps, this may be because of the type of the catchment area consisting of people with socio-economic challenges.

4.6.4.1 Future development proposals of ECE in Mumuni Zone

The researcher interviewed the ESO Special Education, head teachers, ECE teachers and parents what they were proposing for the future development of ECE in the zone. The ESO had indicated that ECE in primary schools was the government programme and this is what he had to comment on the matter;

Actually the plan of the government is to have if possible in the future with finances available to have ECE centres in every primary school. And apart from having an ECE class if possible even to cater for the whole population just like some schools have four classes for grade one. Each primary as long as it is a government school is supposed to have at least four ECE classes; that is the plan of the government. But since this is just the beginning, we only have some selected schools implementing ECE. The government also intends to train more ECE teachers.

In separate interviews, head teachers from SCH- C, D and E had expressed similar sentiments when they were asked the same above question. For instance one head teacher had mentioned that;

In the near future the government should consider injecting adequate and consistent funding towards ECE implementation in primary schools. The other area which must receive a lot of attention is the construction of more ECE classes in these centres. The government should also look into the issue of assistant teachers in ECE classes.

The head teacher from SCH-A when he was asked the same question had expressed something different from others and the following was what he had indicated;

The ECE teachers are government trained and therefore, the government should find means and ways of how to motivate them. ECE teachers are looked down upon due to the inferior complex attached to this form of education by a lot of people in society. These teachers should be legible for promotions to enable them excel to highest levels such as those of lecturers or DEBS unlike the way it is. This section also needs digital devices such as radios, TV sets and computers for the children to match the times we are in.

When the teachers were visited at the five schools in the zone, a lot of views were collected regarding their future proposals of ECE implementation in the zone.

One teacher proposed that;

The school needs ICT equipment such as phones because the available Computer Laboratory is not appropriate for these small ones. We also need musical instruments such as shakers which these children do not have an idea of. This section also needs a lot of pictorial books, paint and pencils.

Another teacher from a different school indicated that;

Since ECE should be 60% play these children need to have a lot of outdoor activities and therefore it is important that all ECE centres are helped with the construction of fenced play parks mounted with appropriate facilities such as merry go round, swings, sand pitch.

One of the ECE teachers indicated that;

As ECE teachers we need exchange visits whereby we can be travelling to other countries to learn from them. Zimbabwe has been doing this for decades and Zambia can learn from her. However, there was a time when people who are not ECE teachers went to Zimbabwe and when these came back they never came forward to educate us on what they found; this is not good. I therefore feel that our matron who is the first lady can intervene to ensure that people who go on exchange visits are the actual ECE implementers from these ECE centres.

In responding to the same question demanding future proposals on how to go about the implementation of ECE in the zone one of the teachers commented that;

There is serious need by the school administration to orient all the parents in the community on the operation of ECE in primary schools so that they can come forward to bring ideas and also get fully involved in the school projects especially those meant to up lift the operation of ECE in ECE centres.

Five of the parents who were asked the same question on the future proposals of ECE implementation had similar sentiments. For example, one of the parents said that;

In future the government should consider relocating ECE centres to more spacious and quite environments away from bars and other form of distraction.

In addition, another parent indicated that, there was need to improve the environment by putting up new structures to isolate that section of ECE.

On the other hand, one parent expressed her displeasure against the use of toys in ECE classes and suggested that schools should consider stopping buying toys for the learners because she thought that was the source of distraction and share waste of time meant to be spent on teaching and learning.

Summary

This section presents the findings of the study. The findings of the research helped the researcher to determine if the objectives of the study were met or not. The information gathered in this study came from the respondents which comprised the ESO Special Education, 5 head teachers, 10 ECE teachers and 10 parents and the data were presented under headings which were in agreement with the objectives. The findings in this chapter indicated that ECE was being implemented but with some challenges.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

In this chapter the findings on factors affecting the implementation of ECE in Mumuni Zone of Lusaka district were discussed. This chapter is focused on four main themes which are; teachers' and parents' perception in the implementation of ECE in primary schools in Mumuni Zone; appropriateness of available facilities, equipment and teachers; challenges teachers and learners face in the implementation of ECE in Mumuni Zone and practices that enhances effective implementation of ECE.

Four questions guided this study. The first one was; what were the perceptions of teachers and parents in the implementation of annexed ECE in primary schools in Mumuni Zone? The second was, how appropriate are the facilities, equipment and teachers of ECE in Mumuni Zone? The third was, what challenges teachers and learners encounter in the implementation of ECE in primary schools? The last one was, what best practices could enhance effective implementation of ECE in primary schools in Mumuni Zone?

In this chapter, the researcher has tried to reflect on the similarities of the views as well as the differences including the interpretation in relation to practice in ECE in primary government schools.

5.1 Teachers' and Parents' Perception of annexed ECE in Mumuni Zone.

Four themes emerged on how teachers and parents perceived implementation of ECE in primary schools. The first question that sought views of the respondents read: What were the perceptions of teachers and parents in the implementation of the annexed ECE in primary schools in Mumuni Zone?

The responses that came forth from the ESO, head teachers and teachers had an inclination towards individual perspective of the issue that was presented before them in relation to the occupational role each played in the education system.

5.1.1. Knowledge of the ECE Curriculum Content

The ESO Special Education, head teachers, ECE teachers and parents during the interview revealed that teachers' understanding of the implementation of ECE could be observed through the manner in which ECE teachers were able to present the curriculum content to learners between the age of 3years and 6 years. From the respondents' perspectives, the results implied that ECE teachers were supposed to undergo some form of training which

would equip them with relevant skills to enable them implement effectively the ECE curriculum to the appropriate learners in government primary schools. The revelation from the results were in line with what Teguma et al (2012) said, ECE was a topic of increased policy interest..., where improving quality in the ECE sector was a subject of growing importance. They further indicated that well educated and well trained professionals were key factor in providing high quality ECE with the most favourable cognitive and social outcomes.

5.1.2 The Annexing of ECE to Primary Schools

From all the participants' dimension in the findings, the results seemed to indicate that teachers and parents valued so much the government's initiative to attach ECE to primary schools owing to the fact that the less privileged children in society had been accorded chance just like those children in private schools, to start school which would prepare them for primary education at minimal cost. UNESCO (2009) in the literature review indicated that governments had begun to recognize the power of ECE to develop equitable educational provision for all children. This was also in line with the results in the previous chapter that revealed that a lot of children that were enrolled in the ECE centres that were under study were coming from catchment areas where a big number of residents were in low paying jobs or not in employment at all.

5.1.3. The Method of Play in Teaching

The ESO Special Education, head teachers, ECE teachers and parents in the findings indicated that ECE teachers use play to convey concepts in children. This revelation was also in line with Houston (1980) as has been indicated in the literature review. Houston indicated that Froebel who implied that any educational curriculum should be related to

the child's own experience; proposed 'play' as the most activity for the holistic development of a child. Literature review further showed that Houston (1980) argued that Montessorri observed that when children were given freedom to go after their own interest; they got inspired to learn. In the findings, the ESO confidently pointed out that those ECE teachers should have the skill of play in them to enable them stimulate learning in children.

5.1.4. Transition to Grade One

Concerning the ESO and head teachers' views of teachers' and parents' perception of the transition of ECE learners to primary level, it was found that both teachers and parents saw the transition process as gradual. In that gradual movement to breakthrough to grade one, results seemed to have shown that teachers and parents needed to exercise a lot of patience at the same time giving support and care to the children to ensure that the transition was smooth. Myers (1999) reported that inadequate care and attention in the early years of life results in adults, who are in conflict with the law, break societal values or drop out of school. UNESCO (2000) supported and indicated that education was a fundamental human right that has to be supported by all people. The interpretation of this statement includes society which encompasses parents, teachers including other educationists including all the stakeholders such as the community

5.2 Facilities, Equipment and ECE Teachers

Three themes emerged on appropriateness of facilities, equipment and ECE teachers. The second question that sought to establish the appropriateness of facilities, equipment and ECE teachers in Mumuni Zone read: How appropriate are the facilities, equipment and ECE teachers in Mumuni Zone.

The findings from the ESO, head teachers, ECE teachers and parents seemed to show some variations due to the fact that the outcome depended on who was responding. The researcher also used the observation schedule to collect information on learning resources that were expected to have been available in the centres at the time of interview and also used it to determine the appropriateness of facilities and equipment in ECE that was found in centres. Both the interview guide questions and the observation schedule (see appendices) guided the researcher to collect data for question two.

Apart from the researcher's observation of available materials in ECE centres, the participants who were mainly the ESO Special Education, head teachers, ECE teachers and parents were asked for their opinion regarding materials that were needed in ECE centres in the Zone.

5.2.1. Learning Materials for ECE

The ESO, head teachers, ECE teachers and some parents reviewed that ECE classes demanded a lot of learning materials ranging from toys, Card boards, soil, plants, animal puppets, colourful pictures, video games, sea saw, slides, musical instruments, dolls, kitchen models, furniture, learning facilities such play parks, appropriate toilets, sleep units, sick bays including books. The findings seemed to indicate that ECE demands huge investment and it also showed that learning resources in an ECE class play a major role in the holistic development of a child. Further, the findings also seemed to show that stake holders such as heads, teachers and parents needed innovation and creativity in designing or selecting learning resources with positive impact on all types of learners with different learning styles.

Based on Fleming and Baume (2006), educators, parents and all key stake holders need to reflect on learning styles of learners. They described learning style as the way the learner concentrates, and their method in processing and obtaining information, knowledge, or experience. This description educates teachers and other stakeholders that, they should not just be involved in the collection of learning materials in their classes but should be creating an environment to fulfil the needs of learners' various learning styles. This point seemed to in line with Virleen (2010) who argued that educators have to use more proactive and responsive education approaches on target group. With different education approaches, educators should be able to give opportunities and experiences to learners of different background of learning styles. This is in consistence with Bleming (2006) who stated that kinaesthetic learners learn by engaging in activities. Auditory learners learn through hearing, while visual learners learn through seeing. Most people are a blend of these learning styles. From such revelations, it could be concluded that educators, parents and other key stake holders might be required to select blocks or educational toys with kinaesthetic learners in mind; music resources with auditory in mind; DVDs or charts for visual learners. Educational videos are tremendous resources that most learners enjoy.

5.2.2. Appropriateness of ECE Facilities and Equipment

In order to effectively implement ECE in primary schools there was need for all ECE centres to have in place appropriate facilities and equipment. The findings indicated that Mumuni Zone had at least classrooms specifically meant for ECE only although some of the classes seemed to have been vandalized and small to accommodate the over enrolled children. The findings also revealed lack of appropriate facilities; referring to two schools which had at least play parks, the facilities were too small to mount different play equipment like slides, sea saws in them and they needed expansion. The space in the two play parks was too small to accommodate the whole class at a go.

Echoing a teacher from one of the centres the researcher visited, said facilities such as play parks, sand pits were not even available not to talk of other facilities such as the libraries. The available pupils' corner termed as libraries were created by teachers in their classes equipped with few materials for reading. The furniture and chalkboards too were not appropriate for the small ones. The findings showed different results because some schools were trying their best to have enabling environment for the learners. Some schools in the zone at least had furniture which was appropriate for the children but others had to allow learners manage what was available.

According to all the respondents interviewed, it was established that centres were struggling to effectively implement ECE by using their own scarce resources to have some facilities and equipment in place. The few facilities that were available were not in a state of the required standard for ECE. Teachers were using the same classrooms as an alternative for sleep units or sick bays. They were trying hard to create enabling environment for their children though the results seemed to indicate that it was very difficult because generally speaking, there was no support in terms of funds to help centres have appropriate facilities and equipment in place. All the centres had poor storage facilities for teaching and learning materials including inadequate science apparatus. The findings were in consistence with what(UNESCO,2008) indicated that while it is claimed that ECE had potential to provide positive cognitive outcomes, it seemed difficult to imagine that quality instruction, and therefore, cognitively challenging instruction, will occur in these dire educational environments.

Van Der Gaag (2002) noted the importance of investing heavily in ECE because it helps to build social capital and equity which are crucial for prosperity and reduction of poverty across the globe. The government should consider investing heavily in this form of education in order to lay solid foundation of education especially the less privileged it claims to serve.

5.2.3 Appropriateness of ECE Teachers

ECE teachers play an important role in building a child's success in their early years of school. Not only do they facilitate and craft projects throughout the day but they also provide structure and help children grow in their reading and writing skills, teach science and help children understand who they are. In trying to establish whether ECE teachers in Mumuni zone were appropriately trained to handle ECE learners, the interview conducted with all the respondents concluded that all the ECE teachers were appropriately qualified with diplomas and some of them were in school for their degree programmes in ECE. The findings were in line with the ECE standard guidelines that all ECE teachers should have qualifications in ECE from any public institution or a recognized private college (MoGE, 2013).

On the contrary, the findings indicated that there were no trained assistant ECE teachers in all the centres that were under study. Echoing a teacher from Lotus Primary School she said it was difficult working without an assistant teacher which implied that she had to be all over with the children all the time. Assistant teachers often help the main teacher by managing learners with learning disabilities such as autism or even physical disabilities such as deafness (Butler et al, 1993).

5.3. Challenges ECE Teachers and Learners faced

A number of challenges existed in the implementation of ECE in primary schools of Mumuni Zone. Most of the challenges that existed were related to erratic funding from the government and poor contributions from the parents. According to the requirement standards of ECE guidelines in place, it is required that ECE centres have sick bays, age appropriate toilets, adequate space to facilitate outdoor and indoor activities, have ECE trained assistants the list goes on. To have all these in place, adequate funds should be available

5.3.1. Lack of School Feeding Programme.

The findings indicated that all the centres implementing ECE in the zone had no feeding programme. Most of the learners were coming from arrears stricken with issues of poverty,

and high levels of illiteracy causing some of the parents failing to provide proper food to their children. If the situation is unchecked. Could lead to increased learner absenteeism and drop out.

5.3.2 Lack of Funding and Educational Resources

The respondents pointed to lack of teaching and learning aids, limited space to facilitate learning activities, failure to attend workshops by ECE teachers and also the absence of trained ECE assistants to assist the main ECE teachers in the centres. On the other hand, children also were faced with numerous challenges ranging from school learning environment to home environment. Children were subjected to using furniture which was not appropriate to their age. MoE (1992) reported that the physical school environment, infrastructure and appearance were an important part of teaching setting. Most of the learners were coming from areas that were stricken with issues of poverty, hunger and high levels of illiteracy causing some of the parents failing to provide proper food to their children including helping their children in school work such as homework.

It could be concluded from the findings that may be the idea of attaching ECE to primary schools was rushed bearing in mind the numerous problems these primary schools face. This conclusion was adopted in support of what was noted by (Thomas & Thomas, 2009), when they mentioned that while the ECE programme may have an important role to fulfil in the fabric of Zambian educational policy, it should not become an integral part of the education policy of Zambia until primary... schools in the nation develop and sustain an adequate learner-friendly environment. There are currently overwhelming obstacles hindering the provision of primary school education and these issues must be adequately addressed prior to new programming being developed which has the potential to siphon funds from glaring needs already in existence within the educational system.

The provided evidence of numerous challenges both teachers and learners were facing as those under consideration in this study, seem to compromise with the standards under which education must be provided. However, ECE implementers said that the government had put in place policy to guide them and that ECE teachers were making effort to be resourceful by using local materials to make teaching and learning aids. Above all was the need to improve funding.

5.4. Adopted Practices

Three themes emerged on the practices that could enhance effective implementation of ECE in Mumuni Zone. The fourth question that sought to investigate practices in primary schools read: What best practices could enhance effective implementation of ECE in primary schools in Mumuni Zone?

During the interviews with the ESO Special Education, ECE teachers, head teachers and parents, the findings seemed to focus on screening practices, CPD meetings and school/community networking.

5.4.1 Screening of Learners for any Developmental Problems

The respondents during interviews reviewed that schools had the screening programme for the new entrants. Screening is a brief, simple procedure used to identify infants and children who may be at risk for potential health, developmental, or social-emotional problems. The exercise helps to identify children who need more evaluation and address concerns early before they become bigger problems.

The findings seemed to indicate that for some children, healthy development may be met with a lot of challenges and as such, such children needed a lot of support to ensure that they achieved a future which was bright. MoGE (2013) indicated that screening played an important role in assessing children's development and provides early supports for children experiencing delays for any various reasons. Echoing a teacher from school-1 she said that the instrument for screening was available and was used to conduct the assessment. She further said that the instrument was used to ensure that developmental and behavioural issues in children were identified and addressed early. The teacher's sentiment was in accordance with the standard requirements for ECE centres as provided in the Zambia Education Curriculum Framework (2013) which stated that assessment tool...focuses at assessing the developmental milestones of children aged 0 to 6 years. Early identification of developmental challenges (screening) was the key purpose for assessing children at that level. The tool offered multiple opportunities for one to develop an understanding of children's developmental challenges and respond to their needs.

5.4.2 Continuous Professional Development (CPD)

The findings of this study indicated that ECE centres in Mumuni Zone hold different forms of CPD to enhance teacher development. The revelations that were discovered from the study at school level, was that all teachers either for ECE or not, combine in one

meeting where general matters concerning professional development of teachers were discussed. However, in the quest to determine programmes that were meant to enhance teacher effectiveness in the implementation of ECE in the zone, the findings have been elaborated as shown below:

Data gathered through the interview with the ESO Special Education reflected his role at district level to ensure that school administrators were adhering to the requirement of quality standards of ECE through their support to the teachers and interest in ECE programme. The findings from the ESO's perspective regarding key forms of CPDs in ECE focused on review meetings for ECE, workshops and seminars mostly held at zonal and district level to help reflect on how ECE is being implemented in ECE centres and also to keep up to date with the changing regulations and legal requirements in order to effectively manage for children's safety and wellbeing. This seems to be in line with Byinton & Tannock (2011) who stated that ECE workforce should be offered continued, and varied, professional development opportunities designed to meet their needs and interests.

On the contrary, it was also established that some ECE teachers had never attended such professional meetings especially at district level; a situation that was linked to lack of funds at school level and some seemingly selfish tendencies in some individuals who would never accord ECE implementers an opportunity to benefit from such professional meetings.

5.4.3. Networking of ECE Centres

In discussing the networking of neighbouring schools and the communities within which the ECE centres are located, the ESO Special Education indicated that the ECE policy encourages the networking of school communities and outside the school communities. He said that since ECE was very expensive to operate, there was need for the ECE centres to network with the partners within and outside the community to improve the affairs of the ECE centres. His sentiments were in accordance with what was stated in OECD (2015) that greater inter-sector/ agency coordination and collaboration among partners...increases integration of services and expands networks, making it easier to reach families and improve children's outcomes.

The interviews with the teachers brought to surface the understanding that the networking of schools that existed in the zone was based on the initiative of the ECE teachers

themselves. The findings seemed to have indicated that head teachers had fewer grips on the coordination of the networking practice within the zone. From the establishment of such revelations one would not be remising to state that the level of management involvement and interest in some primary schools leaves much to be desired. OECD (2015) indicated that knowledgeable and effective leadership in each ECE programme was essential to continuous improvement of the programme, increasing the capacity of the professional staff and effectively assessing and updating the programme to meet the children's strength and development.

However, both the Head teacher and a teacher from Lotus Primary School indicated that their school was in a strong partnership with the women from the Indian Community near the school. The women donate a lot of learning materials ranging from toys, mattress, mattress covers, books including clothes to help some of the children in need.

The findings also established that it was not very clear the role parents from the school communities played apart from attending meetings by some of the parents upon being invited by the schools since most of them were not actively involved in the affairs of ECE in primary schools. Another teacher indicated that the office of the DRCC did not caste the net over the zone to strengthen the networking of the neighbouring schools and other key stakeholders.

5.4.3.1. Future development proposals for ECE centres in primary schools

In discussing the suggestions that should be considered in the near future for the effective implementation of ECE in the zone, the ESO Special Education stated that the government had plans already of advancing ECE in all primary schools in Zambia of which Mumuni Zone was part of that plan. Seeing how ECE was beneficial to children, especially those who were vulnerable, he said that the government wish to increase classes from one to at least four per primary school in order to increase children's access to equal and quality education.

The other proposal that the ESO mentioned was that, the government was also planning to train more ECE teachers. Therefore, for ECE to be effectively implemented there was need to consider training of more staff including the assistant teachers. Thus the current number of trained ECE teachers available in schools seems to be enough to carter for the few schools that have started implementing the ECE policy. Some schools have not started

implementing the programme yet and the implication was that more teachers would be needed.

Head teachers had different suggestion towards advancement of ECE in the zone. One head teacher had proposed that there was need to look into ECE teacher promotions to higher positions such as those of DEBS and lecturers, while others suggested for increased funding which was consistent. Some suggested for the construction of more ECE classes in order to decongest the overcrowded classes.

On the other hand, teachers had their own thoughts on the proposals of advancement of ECE in the zone. Some mentioned that ECE was privileged to have the first lady for a matron and therefore, thought would be an advantage to push ECE to the top of things in the country. They had stated that they needed more ECE education resources, workshops and seminars, assistant teachers, strong networks of schools and more exchange visits with other countries. Parents showed concern on the issue of more learning materials like toys, improved learning environment and infrastructure.

Summary

In this chapter, the researcher focused on the discussion of data that was presented in chapter four. The researcher in this chapter looked at teachers' and parents' perception in the implementation of annexed ECE in Mumuni zone of Lusaka district. The appropriateness of facilities, equipment and ECE teachers in Mumuni Zone was considered. Views on the challenges ECE teachers and learners were facing in Mumuni zone were looked. The researcher finally looked at best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Overview

This final chapter has tried to answer the research question that was raised in the first chapter. The purpose of the study was to investigate factors affecting the implementation of the annexed ECE centres in primary schools in Lusaka district. The researcher has also tried to show how the gap that was identified during literature review has been filled. The conclusion, recommendations and future suggestions are drawn from the research findings in this dissertation. The summary of the four research questions were also presented in this chapter.

6.1. The Main Research Findings and Conclusions

To provide a clear direction to the reader, this study was looking at factors affecting the implementation of annexed ECE centres in primary schools in Lusaka, district: The Case for Mumuni Zone. The problem that was identified for investigation in this study was that of not having a clear picture of how primary schools which are already over burdened with numerous challenges were coping with the recent introduced ECE programme in some selected primary schools in Mumuni Zone. The summary of the main findings are presented here below as guided by the research questions.

6.1.1. Perception of ECE

Research question one brought about data which guided the researcher to get to know how teachers and parents perceived annexed ECE in government primary schools. The results of the study established that they were similar perceptions of how teachers and parents viewed ECE. Respondents like the ESO and head teachers took a different dimension of how they perceived teachers and parents understanding of ECE. The main research findings on the perception of ECE were given under the following themes; knowledge of ECE curriculum content, the annexing of ECE to primary schools, the method of play in teaching and learner transition to primary school. The study revealed that teachers' understanding of ECE was observed through their interpretation of curriculum content and the manner in which content was delivered to the learners in class starting from the preparation stage of their work to the time of engaging a child in a learning activity in

class. The study further attributed high enrolment levels of learners in ECE centres as one way of interpreting parents' understanding of ECE.

The study showed that both teachers and parents appreciated the initiative taken by the government to attach ECE to primary schools, especially those parents who could not afford taking their children to private schools; further results showed that ECE which is full of play activities was not being delivered as anticipated due to lack of outdoor play facilities; hence, children were confined to indoor activities loaded with theory approach.

Although the study helped to observe that the transition of ECE learners to grade one was gradual, it was established that the process was not all that smooth because the majority of the centres were facing a lot of challenges in the area of appropriate educational resources.

6.1.2. Appropriateness of ECE Facilities, Equipment and Teachers

Research question two was meant to collect data which would provide answers to the question of the appropriateness of facilities, equipment and ECE teachers in ECE centres. To collect data related to the research question, the results of respondents' interviews and observation schedule for the researcher indicated that ECE was expensive to operate because it needs appropriate facilities, equipment and learning materials which in most cases were not even available in some of the centres the researcher visited. It was further observed that those facilities and equipment which were available were not adequate and appropriate for the learners. Such revelations made the researcher to conclude that ECE in primary schools was being managed under difficult learning environments.

The study further revealed that all the five ECE centres in Mumuni Zone had appropriately qualified ECE teachers of which 80% of them were on government payroll. Conversely, it was discovered that the centres had no trained ECE assistants and caregivers. ECE does not only need class teachers but also other members of staff to assist and provide care to the children. The conclusion here is that the government has not taken keen interest in training assistants and caregivers to be work hand in hand with ECE teachers.

6.1.3. Challenges Teachers and Learners Encountered

Research question three sought for data that provided answers to the challenges teachers and learners were facing in the implementation of ECE. The findings were sought under the following themes; Lack of School Feeding Programme, inadequate funding and educational resources.

The findings in this study revealed that all the ECE centres did not have feeding programme for the children to help parents who could not afford packing food for their children. The study further revealed that some teachers were caught up in a web of poverty presented before them in their classes and as the result, their compassionate led them to dipping into their own pockets to provide for some children who were seen in critical conditions emanating from their homes. Poverty conditions have serious implications on the growth of the child and that could deter smooth transition of a learner to higher grades.

The study also revealed that all the centres which were implementing ECE used to receive inadequate funds from the government. Some did not receive anything at all and that meant that such centres were fending for themselves to ensure that this form of education was being provided to the surrounding communities. Due to lack of funds, some centres could not erect appropriate facilities such as Play Parks for the learners. The centres also lacked the provision of adequate teaching and learning materials to support effective implementation of ECE.

However, the ESO indicated that the government had put policy in place to guide all the stakeholders in the implementation of ECE in Zambia through the provision of curriculum, syllabi and books which were being distributed to schools. On the other the findings showed that some teachers were making individual efforts to access teacher's guide and making teaching and learning aids using materials from their local environment. The revelations implied that some schools did not have policy materials in place to effect guidance to the implementers of the programme. Lack of funds has important implications on effective ECE curriculum implementation. To effectively implement the programme, there is need for adequate funding.

6.1.4. Adopted Practices

Research question four solicited data which helped the researcher to discover practices that could enhance effective implementation of ECE in primary schools. The results of the study established that some practices aimed at tracking the health condition of the child

upon entry were in place. Other practices were meant to improve the teacher profession and improvement of cooperation with other schools by exchange of information. The findings were presented under three themes; screening of ECE learners in order to attend to health issues a child may be experiencing as they are growing and which could pose big problems on the education of the child if not corrected early, Continuous Professional Development aimed at promoting capacity building for ECE teachers and school networking.

The study had revealed that networking of schools was not all that supported by the supervisors despite it being a requirement by ECE policy. It was established that only few ECE teachers were making effort to network with colleagues from other centres. Out of the five centres, only one centre was enjoying good partnership with the Indian community which used to donate some ECE learning materials including clothes to the vulnerable learners. With the other communities, it was not clear how parents were participating in the matters of ECE centres in their areas because findings further revealed that some parents refuse to pay for their children. ECE need partnership with the stakeholders but the negative attitude revealed in the findings could be detrimental to the programme. However, there is need by managers of the ECE centres to promote school/community network in order to strengthen the support and the effective implementation of the programme.

It was further proposed that there was need for the government to effect promotions to motivate ECE teachers. Intervention of the ECE matron who is the first lady in the matters of seminars, workshops and exchange visits between school communities and countries was also proposed by the respondents.

6.1.5. Recommendations

The study had brought to surface a lot of issues with regard factors affecting the implementation of the annexed ECE centres in primary schools in Lusaka district in Zambia. In light of the above, the recommendations were made:

- a. The Ministry of General Education should create a body of trained ECE inspectors at district level to bring sanity through informed monitoring and evaluation of the programme.

- b. The government through the Ministry of General Education should collaborate with universities and colleges offering leadership and management programmes to add a component of ECE to equip all primary head teachers with ECE knowledge.
- c. Head teachers should pay attention to school practices that would encourage parents and communities to get involved in the affairs of ECE centres.
- d. The government should invest in ECE considering the lasting benefits that come with this type of education.

6.1.6. Suggestion for Future Research

This study investigated factors affecting the implementation of the annexed ECE centres in primary schools of Mumuni Zone in Lusaka district.

- i. Future research may focus on all primary schools in Lusaka district to establish the extent to which ECE policy is being implemented.

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APPENDICES

Appendix i: Interview Guide for ESO

Section A

Bio Data

1. What qualifications do you have?
2. For how long have you been working as an ESO?

Section B

Objective 1: explore the perception of teachers and parents in the implementation of the annexed Early Childhood Education in primary schools in Mumuni Zone.

1. Through your contacts with ECE teachers during monitoring in the zone, how do you assess what determines teachers' understanding of the purpose of ECE implementation in government primary schools?
2. What is your view of teachers and parents on the move by the government to annex ECE to government primary school?
3. During your observation visits to ECE centres, what approach do you think ECE teachers consider being the best method for imparting early childhood education in children?
4. What do you think are the teachers' and parents' perception on the transition of learners who pass through ECE to grade one as compared to those with direct entry to primary level?

Objective 2: analyze the availability of appropriate facilities, equipment and qualified ECE teachers in Mumuni Zone.

1. Being the coordinator of ECE at district level, what type of learning materials should be available in all ECE classes?
2. Do ECE centres have appropriate facilities such as library, fenced play parks, sleep units and stand-alone toilets for the learners? Cite examples of such centres in Mumuni zone.
3. Are the teachers handling ECE classes appropriately qualified for the job? Explain

Objective 3: Find out the challenges teachers and learners encounter in the implementation of ECE in primary schools.

1. During monitoring of ECE implementation in schools, what do you see as some of the challenges teachers and learners face?

2. How is the government trying to help reduce on some the challenges ECE teachers and learners face?

Objective 4: investigate best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone.

1. What has the government put in place to ensure that ECE centres are helped to adopt practices that would help minimise risk and maximise children's' opportunities to engage with teachers, caregivers and other children and the world around them?
2. How does your office ensure that ECE centres create platform for continuous improvement of teachers in order to enhance effective implementation of ECE?
3. Is there a deliberate policy that guides the networking of schools and communities to support quality implementation of ECE in zones?
4. Are there any laid down government future development proposals of how it intends to implement ECE in primary schools?

Appendix ii: Interview Guide for Head Teachers

Section A

Bio Data

1. What qualifications do you have?
2. For how long have you been in a position of a head teacher?

Section B

Objective 1: explore the perceptions of teachers and parents in the implementation of the annexed Early Childhood Education in primary schools in Mumuni Zone.

1. As the person carrying the vision of an institution, how do you assess what determines teachers and parents understanding of the implementation of ECE in government primary schools?
2. With regard to pupil enrolment, what are your views of teachers and parents perception on the move by the government to annex ECE to government primary schools?
3. During observation of ECE teachers, what is your view of the approach teachers perceive as the best method of imparting knowledge in learners?
4. From the submitted records of children who breakthrough to Grade one, what do you think are the teachers' and parents' interpretation of the rate of transition of learners who pass through ECE in relation to those who go direct to Grade one?

Objective 2: analyse the availability of appropriate facilities, equipment and qualified ECE teachers in Mumuni Zone.

1. As an accounting officer of both finance and material resources in the school, what learning materials should be available to enable ECE teachers to effectively implement ECE in school?
2. Do ECE classes have appropriate library facilities, sleep unit, stand-alone toilets and fenced play parks for the effective implementation of ECE?
3. Are the ECE teachers at this centre appropriately qualified for the job?

Objective 3: Find out the challenges teachers and learners encounter in the implementation of ECE in primary schools.

1. What problems do teachers and learners face in the implementation of ECE in this school?
2. What measures has the administration of the school put in place to help teachers and learners overcome these challenges?

Objective 4: Investigate best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone.

1. What practices has this school put in place to minimise risk and maximise children's opportunities to engage with teachers, caregivers and other children and the world around them?
2. How does school management encourage continuous improvement of ECE teachers in school in order to enhance effective implementation of ECE?
3. Is the institution networked to neighbouring schools or community to support quality ECE implementation in your zone? Explain
4. As the manager of the school, what do you propose for the future development of the effective implementation of ECE?

Appendix iii: Interview Guide for ECE Teachers

Section A

Bio Data

1. What qualifications do you have?
2. For how long have you been teaching as an Early Childhood Education teacher?

Section B

Objective 1: explore the perceptions of teachers and parents in the implementation of the annexed Early Childhood Education in primary schools in Mumuni Zone,

1. As an ECE implementer, how do you interpret the curriculum content for ECE?
2. Was the move to annex ECE Centres in government primary schools by the government a good one? Can you elaborate on the benefits of ECE?
3. What approach do you consider as a best method for imparting early childhood education in children?
4. As an ECE teacher, how would you interpret the rate of transition to grade one by learners who pass through ECE compared to those children who go direct to Grade one??

Objective 2: analyze the availability of appropriate facilities, equipment and qualified ECE teachers in Mumuni Zone.

1. What materials should be available in your ECE class?
2. Does your class have a library facility for the learners?
3. Does your school have a suitable sleep unit for the learners? What about fenced play park or grounds?
4. Are the available facilities and equipment appropriate for the effective implementation of ECE?

Objective 3: find out the challenges teachers and learners encounter in the implementation of ECE in primary schools in Mumuni Zone.

1. As the class teacher, are you able to point to some problems that exist between policy and the implementation of ECE in this school? Explain
2. What problems do ECE learners face at this centre?
3. What measures has the school in place to readdress the above challenges?

Objective 4: investigate best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone.

What practices has this school adopted to minimise risk and maximize children's opportunities to engage with teachers, care givers and other children and the world around them?

1. Is there any programme for capacity building of ECE teachers to enhance effective implementation of ECE in school? If yes, elaborate.
2. Do you network with the neighbouring schools or community to support quality ECE implementation in your zone?
3. As a teacher of ECE, what do you propose for the future development of the implementation of ECE?

Appendix IV: Interview Guide for Parents

Section A

Bio Data

1. What is your highest qualification?

Section B

Objective 1: explore the perceptions of teachers and parents in the implementation of the annexed Early Childhood Education in primary schools in Mumuni Zone.

1. As a parent, are you aware of the reasons why the government directed primary schools to start implementing ECE? If yes, explain.
2. Was the idea to attach ECE centres in government primary schools a good one? If yes or no, please elaborate.
3. As a parent, what do you think is the best way of teaching children below seven years?
4. With reference to your child in an ECE class, do you think there is great assurance of smooth transition to grade one? Explain.

Objective 2: analyze the availability of appropriate facilities, equipment and qualified ECE teachers in Mumuni Zone.

1. As a parent, have you been to your child's class to look at the kind of available learning materials teachers' and learners use in class?
2. Are there times when your children come home with books from the classroom library facility?
3. Is there a facility at school where children are taken to rest when they are tired during school period?
4. Do children have a specific place in school where they go to play from at break-time?
5. How suitable are the available facilities such as play parks, toilets, library, sleep unit and equipment to your child?

Objective 3: Find out the challenges teachers and learners encounter in the implementation of ECE in primary schools.

1. What do you think are the challenges teachers and children face at this school where your child is?
2. How are you communicated to when need arises regarding safety concerns of your child, rules and regulation of school operation?

Are there any problems in communication with class teachers or school administration?

3. What measures has the school put in place to handle some of these problems your children face?

Objective 4: Investigate best practices that could enhance effective implementation of ECE in primary schools in Mumuni Zone.

1. Is there any programme that is conducted on children before they are enrolled in school?
2. Has the school in place, a deliberate practice policy involving parents to collaborate with teachers in the planning of children's learning and development in order to enhance effective and quality implementation of ECE at this school?
3. Does the school social network with the community in order to support quality ECE implementation at this school?
4. As a parent with the child at this school, what do you propose for the future to effectively implement ECE?

Appendix v

The observation schedule below will be used to determine the availability of teaching and learning materials, facilities and equipment needed to provide effective ECE in government primary schools in Mumuni Zone in Lusaka district.

Table 1: Mumuni Zone ECE Centre observation schedule.

Material/Equipment/Facility	Available and good	Available and not good	Not available	comment
Playground(s)				
Fenced play park				
Stand-alone toilets for ECE				
Child friendly infrastructure				
Furniture				
Outdoor games				
Indoor games				
Learning centre: toy blocks				
Learning centre: Reading				
Computer/TV				
Teacher work station				
Carpeted floor				
Book shelves				
Open shelves				
Portable shelving units for storage of games and toys				
Pillows for sitting				
Rest bay				
Mattress(s)				
Bulletin boards and display area				

Art and design material				
Science equipment				
Mathematics material				
Music equipment				
Home Economics equipment				

Appendix vi

Letter of confirmation of study from the University of Zambia in collaboration with the Zimbabwe Open University

	
UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)	
Telephone: 26021-1-291777-78 Ext. 3500/ 0978/772249	P.O. Box 32379
Telegrams: UNZA LUSAKA	LUSAKA, ZAMBIA
Fax: 26021-1-253952	
Email: director-ide@unza.zm	

DATE: 01-01-2018
MULOPA MARTHA

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

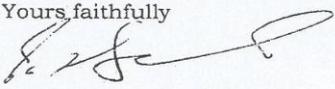
Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 273861/16/1 and computer number 716815718 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and he will be carrying out a research on FACTORS AFFECTING THE IMPLEMENTATION OF THE ANNEXED ECE CENTRES IN PRIMARY SCHOOLS IN LUSAKA DISTRICT: THE CASE OF MUMUN, ZONE

Any assistance rendered to him will be greatly appreciated.

Yours faithfully



Prof. B. Namangala, PhD
**DIRECTOR
INSTITUTE OF DISTANCE EDUCATION**

Appendix vii

LETTER REQUESTING FOR RESPONDENTS COOPERATION

Martha Mulopa,

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN
UNIVERSITY,

PO BOX 32379,

LUSAKA.

Dear sir/madam,

REF: RESEARCH ON FACTORS AFFECTING THE IMPLEMENTATION OF THE
ANNEXED ECE CENTRES IN PRIMARY SCHOOLS IN LUSAKA DISTRICT: THE
CASE FOR MUMUNI ZONE.

I am a post graduate student at the University of Zambia in collaboration with the
Zimbabwe Open University, pursuing a Master of Education in Educational Management.
I am conducting a research in government primary ECE centres in Lusaka district.

I am humbly requesting for your participation in the interview. All your responses will be
dealt with confidentiality.

Yours sincerely,

Martha Mulopa.

Appendix viii

Permission from DEBS to conduct a research

All correspondence should addressed
to the District Education Board Secretary

Telephone: 0211 - 240250/240249/0955 623749
E-mail: dexbask@yahoo.co.uk

DEBS/LSK/101/1/19

In reply please quote



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 50297
LUSAKA

21st May, 2018

The Headteacher
.....School
Mumuni Zone
LUSAKA

**RE: REQUEST TO CARRY OUT AN ACADEMIC RESEARCH: MS. MARTHA
MULOPA**

This serves to introduce to you Ms. Martha Mulopa she is a student at the University of Zambia – Zimbabwe Open University, and currently undertaking a research study on Factors Affecting the Implementation of Early Childhood Education in Government Primary Schools in Mumuni Zone, Lusaka.

She has been granted permission to carry out the research in your school

Kindly welcome her and give her all the necessary support accordingly.


B. Mwanza (Mr.)
DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT

/ts

Appendix ix

CONSENT FORM

Title of Research: Factors affecting the implementation of the annexed ECE centres in Lusaka district: The case for Mumuni Zone.

Reference to respondent information sheet

1. Read the information carefully.
2. You are free to withdraw from participation anytime you feel like.
3. Your permission is required to take a recording of an interview.
4. The information collected in this interview will be treated with high confidentiality.
5. If you agree to participate in this interview, you will be asked to sign below before proceeding to an interview session.
6. Refusal to participate will not affect the loss of services to which you are otherwise entitled.

Voluntary Consent

I have read or been explained to the information about this research undertaking as contained in the participant form sheet.

I now freely consent to participate in this study project.

My pending of my signature below implies that I have accepted to participate in this research.

Respondent's name.....

Respondent's signature..... Consent Date.....

Researcher conducting informed consent

Signature of Researcher..... Date.....