

**THE EFFECTIVENESS OF EARLY CHILDHOOD EDUCATION CENTRES IN THE
DELIVERY OF EDUCATION IN SELECTED GOVERNMENT PRIMARY SCHOOLS
IN ITEZHI TEZHI DISTRICT OF ZAMBIA**

BY

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MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT**

THE UNIVERSITY OF ZAMBIA

LUSAKA

DECLARATION

I, Stanley Chelebela do hereby declare that this is my original work and that no one has ever presented it at any university or institution before.

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CERTIFICATE OF APPROVAL

This Dissertation of Stanley Chelebela has been approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Education Management at the University of Zambia.

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i. Sign _____

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DEDICATION

This dissertation is dedicated to my lovely wife Linety N. Chelebela, my daughter Blessing Chelebela, my son Blesswell Chelebela and daughter Blessedness Chelebela. For giving me time, encouragement and space to do my studies. Indeed, they have been a great inspiration.

ABSTRACT

The Government of the Republic of Zambia introduced Early Childhood Education centres in the mainstream government primary schools. As a result, some government primary schools are offering Early Childhood Education for children aged between 3 and 6 years. This research endeavored to investigate the effectiveness of Early Childhood Education (ECE) centres in four selected government primary schools in Itezhi Tezhi District. The study focused on early childhood education delivery to children in Itezhi Tezhi District.

The study used a mixed research design which used quantitative and qualitative data collection methods. The study involved head teachers and teachers from the four government primary schools that were implementing Early Childhood Education in Itezhi Tezhi District. The sample size was forty (40), comprising four head teachers, four deputy head teachers, four senior teachers, four ECE teachers and twenty four (24) primary school teachers. Purposive sampling was used to select the four (4) head teachers, four deputy head teachers, four senior teachers and four (4) Early Childhood Teachers and random sampling was used to select twenty-four (24) primary school teachers. Qualitative data was analyzed using the content analysis involving identification of major themes and quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) presented in pie and bar charts.

The research findings revealed that the ECE centres were facing challenges to deliver Early Childhood Education to the learners. This was mainly due to lack of teaching and learning materials, high pupil-teacher ratio which was 1: 83 and the government grants were too meagre. In addition, Continuous Professional Development was not taking place in Early Childhood Education centres.

This study recommended that there should be regular and adequate funding to ECE centres; the government should deploy enough trained and qualified teachers; more community sensitization on the importance of Early Childhood Education by the school administration and Early Childhood Education should be made compulsory by the government in the country because of its importance and role in retaining learners in school.

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ACRONYMS

ECE.....	Early Childhood Education
ECD.....	Early Childhood Development
ECCE.....	Early Childhood Care and Education
ECCDE.....	Early Childhood Care Development and Education
CDAZ.....	Child Development Assessment Tool for Zambia
ECC.....	Early Childhood Centre
CPD.....	Continuous Professional Development
DEBS	District Education Board Secretary
EFA	Education for All
FNDP.....	Fifth National Development Plan
MESVTEE.....	Ministry of Education, Science, Vocational Training and Early Education
MMD.....	Movement for Multi-Party Democracy
MOE.....	Ministry Of Education
NGO.....	Non-Governmental Organization
OECD	Organization of Early Childhood and Care Development
PTA	Parents Teachers Association
SPRINT.....	School Program of In-Service for the Term
UNIP.....	United Party for National Development
UNESCO.....	United Nations Education, Scientific and Culture Organization
UNICEF.....	United Nations International Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This chapter presented the background to the study. It included the statement of the problem, purpose of the study, specific research objectives, research questions, significance of the study, delimitation of the study, limitations of the study, theoretical framework and the operational definitions of terms used.

1.1 BACKGROUND TO THE STUDY

Before independence according to the Ministry of Education (2013: 6) gives a clear picture and position of Early Childhood Education in Zambia by stating that “Early Childhood Education was provided within the main stream of the education structure. It was offered as Sub-standards A and B. Every new entrant into formal schooling had to start with pre-school education before proceeding into standard 1. In this case, a standard curriculum was there which all primary schools followed. However, with the restructuring of the education system in the 1960s saw the removal of pre-school education in the primary schools as formal schooling started at Grade 1.”

It is indeed the desire and aim of each country to ensure that each and every Early Childhood Education Centre in the country effectively delivers quality Early Childhood Education to the learners. This is because according to MacEwan (2013: 1) “from birth to age 5, children rapidly develop foundational capabilities on which subsequent development builds. In addition to their remarkable linguistic and cognitive gains, they exhibit dramatic progress in their emotional, social, regulatory, and moral capacities. All of these critical dimensions of early development are intertwined, and each requires focused attention.” The government of the Republic of Zambia also decided to devote its attention on this early development of a child.

After Zambia became independent in 1964, the new government under the United Party for National Development (UNIP) established nurseries and pre-schools in the country, which were under the Ministry of Local Government and Housing. This purports that Early Childhood Education was accorded with a remarkable opportunity in the country. In fact, the Ministry of Education (1977: 73) explains that “pre-school education is intended for children below the school-

going age and who have not started on full-time education... the Day Nurseries Act, Cap. 541, provides for the establishment, registration and regulation of day nurseries and these are described as any premises where more than two children from more than one household are received to be looked after for reward for periods exceeding two consecutive hours in any day.”

Furthermore, the Ministry of Education (1977) explains that “pre-school education supplements learning in the home by providing children with a larger circle of play-mates and a wider range of supervised play activities and learning experiences which promote physical, mental and social development of the child.” Thus, all parents should ensure that their child (children) should pre-school before entering grade one as this had a positive effect on a child’s development.

For Early Childhood Education to be delivered to learners, the Ministry of Education realized according to the Ministry of Education (1977:74) that “materials and equipment are extremely important in the field of pre-school education. In the choice or design of these, availability must be taken into account and efforts should be made, as much as possible, to rely on equipment and materials locally produced. The equipment and materials must be cheap, yet robust; they must be functional and yet aesthetically; and should be carefully selected so as to fulfil pedagogical, psychological and intellectual functions. Because of the age of the children, the size of the equipment to suit each group is important. Further, the educational value of the materials and equipment should be such that it can be used as a basis for skills in handling and for future logical thinking.”

Due to the importance of Early Childhood Education in the country, there came a need for an independent institution to take care of such schools in the country and the Zambia Pre-School Association was formed in 1972. In order to ensure proper co-ordination and effective management of the affairs of pre-schools, each pre-school should set up a Pre-school Committee whose membership could be drawn from parents, specialists and others interested in pre-school education. These Pre-school Committees will initiate action on relevant matters and will act as communication links with the Pre-school association (Ministry of Education, 1977).

With the establishment of nurseries and pre-schools, the government came up with the goals for pre-school education in the country. According to the Ministry of Education (1977: 74) lists them as “to aid the development of communicative skills through speech and listening and other modes

of expression, to promote mental development through creative activities, to promote the socialization of the child through meeting his need for company or group work, to assist the child's physical development through play and other activities, to develop and provide for the child's emotional aspects or the need for affection and to encourage moral, religious or spiritual development" to mention but a few.

In view of the aforementioned, this is a clear indication that Early Childhood Education Centres were definitely expected to meet these goals effectively although pre-school education was not compulsory in the country. According to the Ministry of Education (1997: 74) states at that time that "studies have indicated that pre-schools, the world over, are not normally directly run, managed or owned by the Central Government. There are a variety of reasons for this state of affairs in different countries. In Zambia, institutions which include pre-school education in their activities are run by private or voluntary agencies. Therefore, voluntary agencies, Local Authorities and others provide pre-school education as desired....Local Authorities may be responsible for establishing pre-schools."

It must be mentioned here that from the time Zambia got its independence in 1964 Early Childhood Care, Development and Education was a responsibility of the Ministry of Local Government and Housing. The Ministry of Education (2013: 6) explains that "to that effect, the pre-school education curriculum was highly decentralised as each local government had to design and develop their own. This trend had continued for many years which resulted in uncoordinated, fragmented and sub-standard early childhood education." This purports that there was no national curriculum that was being followed in the delivery of Early Childhood Education in the country. Therefore, each pre-school had its own curriculum to follow.

However, during the Movement for Multi-Party Democracy (MMD) government the situation changed. With the coming in of the new National Education Policy document of 1996, the provision of Early Childhood Education in Zambia was placed in the authority of the Ministry of Education (Ministry of Education, 1996). This was arrived at during the Jomtien Conference on Education for All of 1990 and the Dakar Framework of 2000 in Senagal. The Dakar Framework on Education for All (EFA) restated the Jomtien recommendations and committed national governments to provide comprehensive Early Childhood Education policies and to address challenges of child development (Ministry of Education, 2014). This emanates from the

United Nations' declaration of the Universal Declaration of Human Rights and the Convention on the Rights of the Child that he/she should receive education (UNICEF, 1990) and Early Childhood Education was and is considered part of that right.

The Ministry of Education (1992: 84) explains in addition that “in the modern changing society, pre-school education, for children aged 3-7, can be a valuable adjunct to this home-based education and can foster the social, physical, mental and psychological environment of the child. MOE will promote the development of pre-schools by training pre-school teachers and supervisors, facilitating the development of a pre-school curriculum and teaching materials, and providing professional guidance... within the limit of resources, MOE will provide a partial subsidy for handicapped children who are enrolled in pre-schools.”

The MMD government in its manifesto (1996) states that “beyond 1996, the MMD government will expand the provision of pre-school education to allow every child the opportunity to develop the mind at an early stage; provide nine years of basic education.” This too is a confirmation to the fact that Early Childhood Education in the country Zambia received the deserved attention towards its establishment and development.

In view of the above, the government looked at Early Childhood Education (ECE) to be very important in the country and so the Ministry of Education (1996: 7-8) states in support of Early Childhood Education that “the Ministry of Education acknowledges the important role of early childhood education in the multi-dimensional development of young children. The Ministry of Education will encourage the establishment of programmes that support all-round early childhood development, particularly those programmes intended for children living in rural and poor urban areas... The Ministry will also continue to dedicate some of its resources to this level of education through training of pre-school teachers, cooperation in the monitoring of pre-school standards, assistance in curriculum formulation and the design of materials, and support for the development of policy guidelines. The Ministry recognizes that early childhood education is very beneficial for the development of the child and useful as a preparatory stage for entry into basic school. However, because of the limitations of access, it will not establish pre-school as a condition for entry to Grade 1.” Ministry of Education (2003-2007: 147) states that “lack of preparation through preschool is a contributory factor to under-achievement especially by rural children and the poor in basic schools.”

MOE (2006:25) reports that “recognition of Early Childhood Education (ECE): government policy recognizes the role of education in poverty reduction. ECE is one of the most effective strategies in poverty reduction: it greatly enhances the chances of children enrolling and remaining in primary schools. ECE is now lodged within the MOE and this provides the opportunity of integrating ECE within the basic education provision.” UNESCO (2009: 2) also emphasize that “recently, national governments have begun to recognize the power of ECCE to develop equitable educational provision for all children.” UNESCO (2007: 4) also adds that “the Ministry also has incorporated ECCDE into its National Development Plan 2006-2010 as an integral part of basic education...”

The Government of the Republic of Zambia has introduced ECE centres in the mainstream government primary schools. The Ministry of Education (2013: 28) explains this in details that “the Ministry of Education, Science, Vocational Training and Early Education will offer early education for age ranges of 3-4 and 5-6 years. These are nursery and reception. The nursery level will cater for learners aged 3 to 4 years to develop socially, physically, mentally and emotionally by providing them with playmates and play resources. The focus of nursery centres is promotion of social interaction of young children from different social backgrounds through play. The reception level will cater for learners aged 5 to 6 years. This is preparatory stage for entry into Grade 1. Therefore, the teaching and learning at this level is largely informal through guided and unguided play with formal teaching (pre academic) taking about 40 percent of the programme. The academic component prepares them for smooth transition to formal education at Grade 1.”

The Ministry of Education (2013: 29) further explains that the key Competences for Learners at Early Education is expected that “at this level the child should demonstrate: social interaction skills, elementary pre-literacy skills, elementary pre-numeracy skills and fine and Gross Motor skills. The curriculum for these levels will be dominated by play and pre-learning activities based on the following learning areas: Social Studies, Integrated Science, Pre – Mathematics, Literacy and Language and Expressive Arts.” All these competencies were meant to prepare a child for formal learning. The child would enter primary education with the prequisite knowledge that would enable to learn with little or rather less difficulties.

THE PROVISION OF EARLY CHILDHOOD EDUCATION IN ZAMBIA
By 2016, a number of government primary schools have begun implementing the provision of

Early Childhood Education in Zambia. In line with this, the government also has employed early childhood education teachers to work in these Early Childhood Education centres. The curriculum of early childhood education at this level was standardised and linked to Grade 1. Previously, centres used different curricula; therefore some learning activities did not provide a smooth transition to Grade 1. To avoid this, a national curriculum for ECE for use by all the providers in Zambia was developed and creates learning areas linked to Primary School.

At this level, much time shall be devoted to Social Interaction which forms the main purpose of Pre-school Education. The Social Interaction will consist of guided and unguided activities of different types which are meant to develop various skills, positive attitudes and values. The language of instruction at this level will be a familiar Zambian Language (Ministry of Education, 2013).

In 2017, early childhood education enrolment in Zambian government primary schools has been considerably recorded. For instance, Lusaka Province, according to Namonje (2017: 8) had “77 Early Childhood Centres (ECC) with an enrollment of 4,548 pupils in 8 districts namely; Chilanga, Chirundu, Chongwe, Kafue, Luangwa, Lusaka, Rufunsa and Shibuyunji...North-Western Province had 78 ECCs with an enrollment of 3,816 pupils in 10 districts namely; Chavuma, Ikelenge, Kabompo, Kalumbila, Kasempa, Manyinga, Mufumbwe, Mwinilunga, Solwezi and Zambezi... Southern Province had 635 Early Childhood Education Centres with an enrollment of 27,916 pupils in 12 districts namely; Sinazongwe, Kazungula, Mazabuka, Chikankata, Gwembe, Siavonga, Choma,imba, Pemba, Namwala, Livingstone and Monze.”

Therefore, this research endeavoured to investigate the effectiveness of the Early Childhood Education centres in four selected government primary schools in Itezhi Tezhi District. Focused specifically on Early Childhood Education delivery to children in Itezhi Tezhi district.

1.2 STATEMENT OF THE PROBLEM

The Ministry of Education introduced Early Childhood Education into the school mainstream education in 2011 (MOE, 2013). This implies that Early Childhood Education is now offered in government primary schools in the country. From the time Zambia became independent in 1964, the Local authorities, local communities, non-governmental organizations, religious groups, families and individuals have been providing early childhood education in Zambia. Early

Childhood Education did not have a uniform curriculum and syllabus at that time (Ministry of Education, 1997).

Furthermore, Namonje (2017: 6) explains that “the government integrated Early Childhood Education into the Zambian education system in 2011.” As a result, the government primary schools started to offer early childhood education countrywide. Each province in the country recorded an increase in enrolment levels of Early Childhood learners. For example, in Western Province, according to Namonje (2017: 12) a “total of 206 ECCs were established with an enrolment of 8,912 pupils in 16 districts, namely; Kalabo, Kaoma, Limulunga, Luampa, Lukulu, Mitete, Mongu, Mulobezi, Mwanzi, Nalolo, Nkeyema, Senanga, Sesheke, Shangombo, Sikongo and Sioma.” The primary schools were expected to offer the appropriate Early Childhood Education to the Zambian Children in the nation. Without much preparation, the government primary schools embraced this task. All along the schools had been offering primary school education with meagre resources. Hence this study sought to investigate the effectiveness of these Early Childhood Education centres in the delivery of Early Childhood Education in selected government primary schools in Itezhi Tezhi District.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the effectiveness of the early childhood education centres in the delivery of early childhood education in four selected government primary schools in Itezhi Tezhi District.

1.4. OBJECTIVES OF THE STUDY

The study was guided by the following objectives:-

- i. To find out the staffing levels of Early Childhood Education Centres in Government primary schools in Itezhi Tezhi District.
- ii. To explore the adequacy of teaching and learning materials in the Early Childhood Education Centres in government primary schools in Itezhi Tezhi District.
- iii. To determine the effectiveness of Continuous Professional Development of Early Childhood Education teachers in Early Childhood Education Centres in government primary schools in Itezhi Tezhi District.

- iv. To suggest measures necessary for enhancing effective delivery of ECE in government primary schools.

1.5 RESEARCH QUESTIONS

The research questions were:

- i. What were the staffing levels of the Early Childhood Education Centres in government primary schools in Itezhi Tezhi District?
- ii. Were the teaching and learning materials adequate for use in the Early Childhood Education Centres in government primary schools in Itezhi Tezhi District?
- iii. How effective was the Continuous Professional Development of Early Childhood Education teachers in Early Childhood Education Centres in government primary schools in Itezhi Tezhi District?
- iv. What measures were necessary for enhancing effective delivery of Early Childhood Education in government primary schools?

1.6 SIGNIFICANCE OF THE STUDY

This study aimed at providing information that would assist the stakeholders in the education sector to understand how effective the Early Childhood Education Centres in government primary schools were in the delivery of quality early childhood education in Itezhi Tezhi District. It is hoped that the findings of this study would assist both the teachers and the learners. The study might expose the gaps that make the Early Childhood Centres in government primary schools not to deliver effective early childhood education to learners. Therefore, the areas that require attention were identified using this research so that they could be worked upon by the Ministry of General Education in order to make these centres effective.

1.7 DELIMITATION OF THE STUDY

Delimitations are used to address how the study is narrowed in scope (Creswell, 1994). This study was restricted to four selected Early Childhood Education Centres in four government primary schools in Mbila zone and Shambala zone in Itezhi Tezhi District.

1.8 LIMITATIONS OF THE STUDY

This section offers the limitations that the researcher faced during the time of conducting the research. Limitations refer to factors that the researcher foresees as restrictions, problems and such other elements that might affect the objectivity and validity of the research findings (Mc Burn, 2010). Limitations are shortcomings, conditions or influences that cannot be controlled by the researcher (Simon, 2011). The first limitation the researcher faced was that of floods which made the movement of the researcher difficult from one school to another school to meet other respondents. Due to the floods, the researcher was forced to use the longest route that required a lot of finances in order to meet respondents in the four selected schools.

The researcher is an employee whose services were also needed by the employer at the time of carrying out this important research. Furthermore, the researcher encountered this limitation that he had limited or rather inadequate material resources needed to carry out the data collection in full. Some respondents were not very willing to participate in the study, especially when they learned that there was no monetary gain to the participants. In addition, there were some head teachers who were not willing to release information that might expose their failure to implement Early Childhood Education in their schools and the District.

1.9 THEORETICAL FRAMEWORK

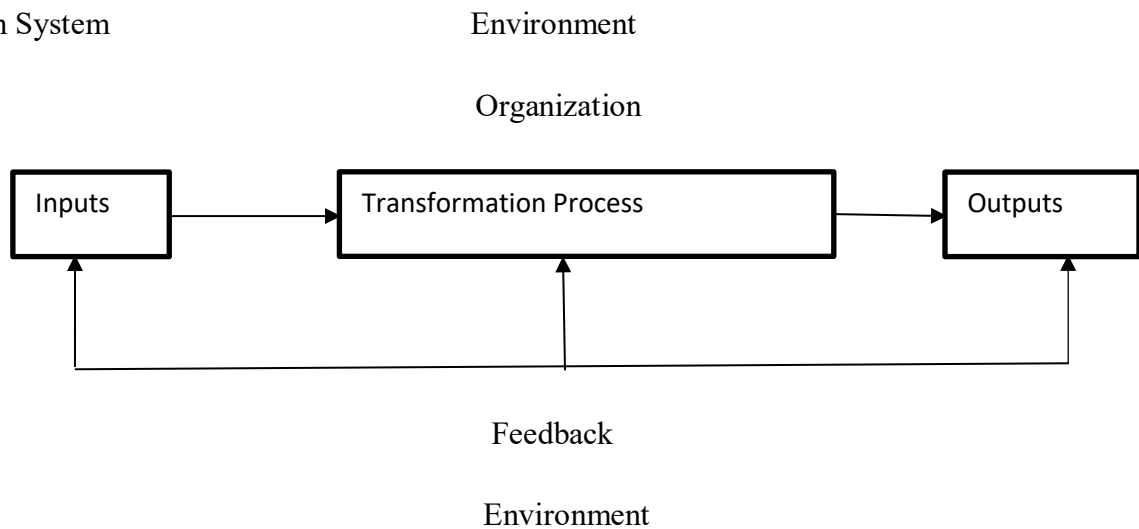
This research study was underpinned by the systems theory and particularly the open system theory. This theory emerged in the 1950s (Mulins, 2006). It is basically, according to Mulins (2006: 83) that “attention is focused on the total work organisation and the interrelationships of structure and behaviour, and the range of variables within the organisation. This approach can be contrasted with a view of the organisation as separate parts. The systems approach encourages managers to view the organisation both as a whole and as part of a larger environment. The idea is that any part of an organisation’s activities affects all other parts.”

Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of schools as Norlin (2009: 1) lists the features as “(1) they consist, ultimately, of people; (2) they are goal-directed in nature; (3) they attain their goals through some form of coordinated effort; and (4) they interact with their external environment. The definition, however, does not

elaborate on one important feature of schools deserving special attention: All schools are open systems, although the degree of interaction with their environment may vary.” According to open-systems view, schools constantly are interacting with their environments and as such they need to structure themselves to deal with forces in the world around them (Scott, 2008).

A system can be defined as an interrelated set of elements functioning as an operating unit (Senge, 2006). As depicted in the figure below, an open system consists of five basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment.

An Open System



Inputs

Systems such as schools use four kinds of inputs or resources from the environment: human resources, financial resources, physical resources and information resources. Human resources include administrative and staff talent, labor and the like. Financial resources are the capital the school uses to finance both ongoing and long-term operations. Physical resources include supplies, materials, facilities and equipment. Information resources are knowledge, curricula, data and other kinds of information utilized by the school (Lunenburg, 2010).

Transformation Process

The school administrator's job involves combining and coordinating these various resources to attain the school's goals – learning for all. The interaction between students

and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society (Lunenburg, 2010).

Outputs

It is the headteacher's job to secure and use inputs in the schools, transform them — while considering external variables — to produce outputs. In social systems, outputs are the attainment of goals or objectives of the school and are represented by the products, results, outcomes, or accomplishments of the system. Although the kinds of outputs will vary with a specific school, they usually include one or more of the following: growth and achievement levels of students and teachers, student dropout rates, employee performance and turnover, school-community relations and job satisfaction (Lunenburg, 2010).

Feedback

Feedback is crucial to the success of the school operation. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both, which in turn will have an effect on the school's future outputs (Lunenburg, 2010).

Environment

The environment surrounding the school includes the social, political and economic forces that impinge on the organization. The environment in the open systems model takes on added significance today in a climate of policy accountability. The social, political and economic contexts in which school administrators work are marked by pressures at the local, state and federal levels (Lunenburg, 2010).

Early Childhood Education Centres are a component of the large government primary school, which actually focuses on early childhood education for the children aged between three to six years of age. The centres work to effectively deliver the much needed Early Childhood Education.

Owen (1981:78) noted that “social systems are generally open systems.” Ndilovu (2016: 7) confirms that “teaching is an open system where the teacher has freedom to manage the classroom and the organisation as a whole applies to the education institution as a social organisation.”

A range of variables in line with this study were the independent variables that were manipulated in order to achieve quality early childhood education delivery. With readily available resources (independent variables), the head teacher, deputy head teacher and early childhood education teachers as well as the district education office should work as a system to achieve effective delivery of early childhood education (dependent variable) in Early Childhood Education Centres.

1.10 OPERATIONAL DEFINITIONS OF TERMS

Early Childhood Education Centre

Early Childhood Education Centres refers to a section that provide early childhood education within a government primary school.

Early Childhood Education

According to Ministry of Education (2013: 14) early childhood education is defined as “education provided to young children of 3-6 years which prepares them for formal schooling.”

Early Childhood Care, Development and Education

According to Ministry of Education (2013: 36) defines the term as “both non-formal and formal service provision, which prepares children for entry into Primary School Education. It is considered a developmental support for children aged 0 to 6 years.”

Effective is being successful in producing a desired or intended result.

Early Childhood Education Professional Development

Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training and technical assistance.

Quality education

It refers to a system that provides the learner to go a little further in their education and enables them to acquire basic survival, literacy and life skills. Quality education is defined as the type of education where the teaching learning process develops the analytical skills of learners, promotes children's ability to form and transform concepts, enables learners to acquire as well as use knowledge, stimulate learners to express their beliefs intelligibly while empowering them to develop and live by a Personally held set of values (MOE, 1996).

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This part offers a review of the remarkable related literature on Early Childhood Education. The literature review has been presented under the following subheadings: the meaning of Early Childhood Education, the history of Early Childhood Education in Zambia, the requirements for ECE centres to perform, the significance of Early Childhood Education to both an individual and nation and the global view of early childhood education.

2.1 The Meaning of Early Childhood Education

Early Childhood Education had been defined by different scholars. Namonje (2017: 6) offers an interesting explanation on the meaning of early childhood education by stating that “Early Childhood Care, Development and Education (ECCDE) is a term that is used interchangeably worldwide but refers to the same concept of early childhood education and cognitive development.” The World Bank (2010) refers to Early Childhood Education as “Early Childhood Care and Education.” UNESCO (2009) refers to it as “Early Childhood Development Care.” The Ministry of Education (2006: 35) also defined ECCDE 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.” Early Childhood Education focuses according to World Bank (2010) on “the physical, cognitive, linguistic, and socio-emotional development of a child from the prenatal stage up to age eight.” This type of education due to its importance in the lives of the child needs to be delivered effectively.

Early Childhood Education is an education that allows active participation of the child during the learning process. Härkönen (2002: 3) gives a good definition of early childhood education as “an inter-active process in the sphere of life at home, day care and preschool that is purposefully aimed at an all-encompassing personality development of between the ages from 0 to 6 years. Care, education and teaching in early childhood education are integrated into one functional entity.” Montessori argued that when the children are offered freedom to follow their own interests, they become inspired to pursue such an education seriously. Children therefore, need a well prepared environment, a classroom complete with beautiful materials to entice their senses, enough and

relevant staffing so that they can guide children well by allowing them to follow their own interests at their own pace (Houson, 1980). This implies that in the government primary schools there should be this kind of education taking place.

The Ministry of Education (1996: 7) also explains that “Early Childhood Education was an organized form of educational provision for children between the ages of three and six. Such provision was made in the form of pre-schools. Pre-schools 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.” Play contributes significantly to the effective learning and development of a child.

Finally, the researcher conclude that early childhood education is an activity that takes place before the school age. In this case, preschool is a part of Early Childhood Education. The aim of early childhood education is a versatile development of a child’s personality. Besides education and teaching, early childhood education also includes a basic care. Early Childhood Education should help a child to be ready and mature for a smooth transfer to formal school.

2.2 History of Early Childhood Education in Zambia

In 1970, the Lusaka Pre-School Association was formed by the Ministry of Local Government and Housing. In 1972, the Lusaka Pre-School Association expanded its networks countrywide and was renamed as the Zambia Pre-School Association (MOE, 1977). In 1977, the Ministry of Education and Culture came up with a concerted educational policy direction to ECCDE in its Education Reform proposals and recommendation document. In 2004, the ECCDE ministerial mandate shifted from the Ministry of Local Government and Housing to the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE). In 2008, Early Childhood Education was incorporated in the Education Sector Chapter of the Fifth National Development Plan (FNDP). In 2013, the Ministry of General Education recruited 1000 early childhood education teachers (Namonje, 2017). All this was done by the government in order to ensure effective delivery of early childhood education in the country.

The Ministry of Education (2013) offers a relevant brief history of early childhood education as “before independence, early childhood education was provided within the main stream of the education structure. It was offered as Sub-standards A and B. Every new entrant into formal schooling had to start with pre-school education before proceeding into standard 1. In this case, a standard curriculum was there which all primary schools followed. However, following the restructuring of the education system in the 1960s saw the removal of pre-school education from primary schools as formal schooling started at Grade 1. Early Childhood Education and Development became the responsibility of local government and was provided in community social welfare centres. To that effect, the pre-school education curriculum was highly decentralized as each local government had to design and develop their own. This trend had continued for many years which resulted in uncoordinated, fragmented and substandard early childhood education. It is for this reason that the Ministry has decided to review and standardise the provision of early childhood education in the country by developing a national curriculum.” All this was done in order to ensure good implementation and monitoring of the early childhood education programmes in the country. Following this, in 2014, the Ministry of General Education undertook the first intake of pupils in Government early childhood centres in government primary schools (Namonje, 2017).

As it will be seen in literature, Early Childhood Education emerged from the colonial era just like primary and secondary education. Therefore, the delivery of this education should be effective. The Ministry of Education (2013) adds that “ECCDE is not relatively new in Zambia, as the colonial government came up with Day Nurseries Act of 1957, which was Zambia’s first policy with regards to the provision of early childhood education. The Act facilitated the establishment, registration and regulation of day nurseries for children aged between zero and six years. Zambia like many other countries has started out with a split system of ECCDE divided between childcare services and early education services among three ministries namely; the Ministry of General education which provides early childhood education to children aged between 3-6 years old, the Ministry of Community Development and Social Welfare which provides care to orphans in child-care facilities and the Ministry of Youth, Sports and Child Development which is mandated to provide child care development for children aged 0-2 years.”

For the purposes of this research, the focus is on Early Childhood Education provided by the Ministry of General Education in government primary schools.

Today, the government of Zambia considers Early Childhood Education as a developmental support for children aged 0 to 6 years, which focuses on the holistic development of the child in the following developmental areas: physical development– Fine and Gross Motor Skills Development; Social, Emotional, Spiritual and Moral Development; Language Development (receptive and expressive language); aesthetic Development or Appreciation of Beauty and Cognitive and Intellectual Development (Ministry of education, 2013). All this literature provide the focus of the early childhood education in the country and not how effectively early childhood education was being delivered in the ECE centres in the country.

2.3 The requirements for ECE centres to perform

All early childhood education centres require resources in order to for them to perform well. According to Cleveland and Krashinsky (2004: 1) argues that “policy research and analysis of practice show that good early learning and child care quality requires an adequate level of funding for operation of the programme, for good facilities and equipments, for staffing training, infrastructure and an effective support infrastructure. Public funding must be substantial enough to finance capital costs, to cover cost of programme operation so that parent fees become affordable” These resources are highly needed for the ECE centres to work towards their attainable goals.

For the ECE centre to deliver the appropriate education it requires an appropriate environment. Suglyama and Moore (2005: 1) postulate that “the early childhood education centre environment such as space, access to outdoors, room arrangement, availability of a variety materials, air quality, equipment and play parks play a role not only in safety and health but in children’s well-being, happiness and creativity, their learning to live in and with the normal environment and their cognitive and social development.” This is in line with the open system theory as the theory promotes appropriate exploitation of the school environment either in parts or as a whole in order to ensure effective delivery of the much needed early childhood education. The community should work hand in hand with the school administration in a coordinated manner to realize the common goal or rather the aim of early childhood education.

Beach et al (2004: 2) explains remarkably that “it is fundamental that high quality Early Childhood education programmes have staff that are educated in Early Childhood Education, skilled, competent, well respected and well remunerated ... There is evidence of strong association between high quality Early Childhood education and the wages and working conditions...” The interaction between the staffs and the children and the environment created by the staffs contribute to positive early child development and children’s well-being (Beach et al, 2004). Beach et al (2004: 2) further argues that “quality early childhood education depends on strong staff training and fair working conditions across the sector. Initial and in-service training might be broadened to take into account the growing educational and social responsibilities of the profession.”

Furthermore, Sprow (2014: 1) states that “a safe, nurturing, stable and stimulating environment is crucial to ensuring that a child’s brain develops appropriately during these earliest years of rapid development. Children who receive a high quality early childhood experience are more likely to graduate from school, maintain a job and contribute to society and they are less likely to be funneled into the prison pipeline.” Actually, high quality early childhood development and learning opportunities effectively prepare children to succeed in school and in life, and provide a substantial economic return to society. In view of the aforementioned above, the scholars highlighted on the necessities for successful implementation and did not focus on how effective the ECE centres were in the delivery of education to learners.

2.4 The Significance of Early Childhood Education to both an individual and a nation

Early Childhood Education has a number of benefits to both the child and nation at large. This section presents the significance of early childhood education. Namonje (2017:6) explains that “the benefits of ECCDE cannot be over emphasized, studies have proven on how Early Childhood Education impact greatly on an individual as well as a nation at large. Some of these benefits include low dropout rates, better academic performance, as well as the development of brain cells. Equally, a study done by Munthali (2014), explained how early cognitive development determines school performance and progress at a later stage in life. It further went on to explain the strong association between early childhood factors and primary school performance, such as; school retention and the unlikelihood of repeating classes. ECE also contribute towards low fertility rates as the incidence of childbearing for girls aged 10-18 is much less among those who attended pre-

primary programs as children, compared to girls of the same age who had not attended pre- primary programs ”

The Jomtien Conference on Education for All (1990) reaffirmed that Education is a vehicle for tapping each individual’s talents and potential, and develops their personalities, so that they can improve their lives and transform their societies. So is the Early Childhood Education. It promotes Early Childhood Development. According to UNESCO (2015: 2) Early Childhood Development is defined as “a comprehensive approach to policies and programs for children from the prenatal period to eight years of age... its purpose is to uphold the child’s rights to develop his or her full cognitive, emotional, social and physical potential.”

UNICEF (2001:55) explains that “Early Childhood Development is the key to a full and productive life for a child and to the progress of a nation. Early Childhood is a critical stage of development that forms the foundation for children’s future well-being and learning. Research has shown that half of a person’s intelligence potential is developed by age four and that early childhood interventions can have a lasting effect on intellectual capacity, personality, and social behaviour. Integrated programmes that target children in their very early years are, therefore, critical for their mental and psychological development. Failure to invest in ECD can result in development delay and disability as well as inhibit the optimal development and performance of children throughout their lives.” UNICEF (2001: 60) adds that “whilst Early Childhood is recognized as the period from birth to eight years the researchers have indicated that it is during the period from birth to three years old that the most learning occurs.” UNICEF (2014: 3) also adds that “the brain requires multiple inputs: It requires stimulation and care to spark neural connections across multiple regions of the brain to increase its capacity and function. It requires access to good quality early childhood education programmes that provide children with early cognitive and language skills, build social competency and support emotional development.” UNICEF (2014) believes that “when Early Childhood services emphasize the quality component, the experiences should aid in the development of skills and the acquisition of knowledge which children need to eventually lift themselves out of poverty.”

Early Childhood Education indeed is significant in that according to UNICEF (2014: 3) “investment in good quality early childhood education services prior to entering school improves

learning outcomes for children. It also enhances the efficiency of the school system by reducing repetition and drop-out and improving achievement, especially among girls and marginalized groups.”

The Ministry of Education (1996: 7) also emphasizes that “the significance of education at this level lies in the importance of early experiences in the development of a child’s social, physical, mental and emotional capacities, and in the role that early childhood education can play in preparing children to adapt to the more formal learning atmosphere of the basic school. This initial education also helps to build up children’s ‘cultural capital’ and to compensate for disadvantages that they may bring from homes where few reading, writing or other education-related materials are found.”

It is indeed relevant that the early childhood years in a child be taken seriously in order to provide the most beneficial practices for a child. UNESCO (2011: 3) explains this that “there is increasing consensus that the early childhood years set the foundations for later life. The brain research field has been especially influential, as it has highlighted the role of the early years in the formation of the human brain. The neurons (brain cells) as well as the synapses, which connect the neurons, develop rapidly and are shaped by the stimulation from the environment in early years.” Strong (2009: 1) points out that “quality care and education in the early years helps children to flourish and make the most of their lives. There is a large body of evidence that demonstrates the long-term beneficial effect of quality care and education for young children’s development.”

Not only that but also there was a great need for investing in children. Strong (2009: 3) adds that “investment in young children has high economic and social returns because its impact on people’s skills and dispositions lasts a lifetime. While investment in human capital is essential at all levels of the education system, the returns are highest for education and supports in the earliest years. Nobel Prizewinning economist Professor James Heckman and others have demonstrated that the benefits are cumulative over the life course: those who receive quality care and education in early childhood make more effective use of primary, secondary and tertiary education. Research evidence shows that it enhances economic growth, increases financial returns to the Exchequer, and delivers social benefits including a better educated society and a lower level of crime. Public

investment in early care and education is particularly important in a recession, as it lays the foundations for a strong economy in the future.”

Another importance of early childhood education according to UNICEF (1995: 21) is “to build human resources in a scientifically proven manner. Research has shown that half of a person's intelligence potential is developed by age four and that early childhood interventions can have a lasting effect on intellectual capacity, personality and social behavior.”

Also to generate higher economic returns and reduce social costs. By increasing children's desire and ability to learn, investment in early child education can increase the return on investment in their later education by making that education more effective. It can also enable participants to learn more and can raise their productivity in the workforce. Early investment in children can reduce the need for public welfare expenditures later and cut down on the social and financial costs associated with grade repetition, juvenile delinquency and drug use (UNICEF, 1995).

Apart from that, early childhood education is important for achieving greater social equity. Integrated programs for young children can modify the effects of socioeconomic and gender-related inequities, some of the most entrenched causes of poverty. Studies from diverse cultures show that girls enrolled in early childhood programs are better prepared for school and frequently stay in school longer (UNICEF, 1995).

Furthermore, investing in early education generates economic development for communities in the short run in the form of jobs, the purchase of goods and services, and a more efficient workforce. In the long run, quality early education builds an employable, educated workforce. Children who receive quality early education arrive at school ready to learn and they do better in school. They need fewer costly special education classes. They are more likely to graduate from high school and to hold jobs. They are less likely to be on welfare. And they are significantly less likely to wind up in the courts and in the jails and costing taxpayers a fortune (Calman, 2005).

Indeed, universally available quality early education would benefit everyone and be the most cost-effective economic investment: High-quality early childhood education helps prepare young children to succeed in school and become better citizens; they earn more, pay more taxes and

commit fewer crimes, every dollar invested in quality early care and education saves taxpayers up to \$13.00 in future costs, the early care and education industry is economically important often much larger in terms of employees and revenues than other industries that receive considerable government attention and investment, failing to invest sufficiently in quality early care and education shortchanges taxpayers because the return on investment is greater than many other economic development options, access to available and affordable choices of early childhood learning programs helps working parents fulfill their responsibilities and quality early education is as essential for a productive 21st century workforce as roads or the internet; investing in it grows the economy (Calman, 2005).

The fact that it involves the care of our most precious resource-our children who are our nation's future citizens-we may not like to think of early care and education as an "industry" - but, in part, it is. This is an important, if invisible, economic sector; licensed early education and child care businesses employ millions of providers and teachers nationwide, pay billions of dollars in wages, purchase billions more in goods and services and generate even more in gross receipts." The National Child Care Association estimates that the industry employs over 900,000 people as providers and teachers, with another 2 million working as "family, friend and neighbor" child care providers. Its conservative calculation of the licensed child care industry's direct revenues in 2002 is \$43 billion. However, if informal child care and afterschool and summer enrichment programs are included, the total revenues would likely exceed \$100 billion (UNICEF, 1995).

Furthermore, Calman (2005) explained that early childhood education has a long term significance when he stated that "Quality Early Education's Positive Impact on Tomorrow's Citizens and Tomorrow's Economy: Research shows that when children start school behind they stay behind. Quality early education programs give them the social, language and number skills they need; they prepare children for school. They make children more likely to start kindergarten ready to learn, and therefore they do better throughout school. Children who get a good start are less likely to need expensive special education classes and more likely to graduate. When those children become adults, they are more likely to hold jobs and earn higher salaries; less likely to commit crime, less likely to be on welfare. The math works like this: taxpayers receive financial benefits from a stronger, better-educated workforce and gain a higher tax base. There are also direct savings as

there is less spending on prisons and welfare. These long term benefits are easy to see for any community.

Not only that but also Sprow (2014: 1) adds that “a recent meta-analysis of 84 different studies on the impact of early childhood programs from 1965 to 2007 found that early education programs improve children’s school readiness and pre-academic skills. Although gains on academic achievement tests typically fade over time, some studies demonstrate lasting impacts of early childhood programs on children’s later life chances... A 2013 analysis of children who participated in New Jersey’s Abbott Preschool program shows that they had improved achievement in language arts and literacy, math and science, as well as reduced grade retention and special education placement rates through the 4th and 5th grades, compared to children not in the Abbott program...A 2005 analysis of Oklahoma’s universal pre-K program revealed that the program resulted in significant gains in cognitive and language skills, particularly for disadvantaged children.”

2.5 Global view of Early Childhood Education

Early Childhood Education in the recent decades became a global issue. Most countries world over developed a lot of keen interest in the education of the children. UNICEF (2008) confirm having “fully involved ministers of government and senior officials in the consultative process in an effort to ensure that once agreed upon, there would be implementation and enforcement of the policies.” UNESCO (2009: 2) also reveals that “recently, national governments have begun to recognize the power of ECCE to develop equitable educational provision for all children.” Malawi developed a National Policy on Early Childhood which called for more investments in ECD in order to break the intergenerational cycle of poverty. Cameroon as a country did put up a system aimed at increasing people’s awareness on early childhood care and learning in formal settings (UNICEF, 2007). Ghana and Kenya also did put up a plan to develop early childhood education for the poor, remote and for the disadvantaged children (UNESCO, 2009).

2.5.1 Denmark’s view of Early Childhood Education

Early Childhood Education is an integral part of the Danish (tax-paid) welfare society and is financed largely by taxes and supplemented by parental fees. ECE falls under the auspices of the

Ministry of Social Affairs, while the responsibility for administration and financing of ECE is held by the municipalities (Education International ECE Task Force, 2010).

According to Educational International ECE Task Force (2010: 38) explains that “in 2006, the total enrolment in ECE daycare centres in Denmark was 323,063 children. The total number of enrolled children in ECE has risen slightly to 326,390 children in 2008. Pupil-teacher ratios are low in Denmark; in 2007 there were approximately 8 children per 1 pedagogue, allowing the teacher to concentrate adequately on each child.” This shows that Denmark recorded distinct enrolment of early childhood education learners as an indication that Early Childhood Education was being implemented.

The number of educators according to the Educational International ECE Task force (2010: 39) working in ECE has “risen in Denmark from 27,699 teachers in 2006 to 29,306 teachers in 2007.” The large majority of ECE teachers in Denmark are female. In 2006 women made up 93 percent of the teaching staff in ECE and in 2008 they accounted for 94 percent of teaching staff. ECE provision in Denmark is decentralised to the municipalities at the local level (98 in total), who are in charge of both ECE centres and primary schools. In total, according to BUPL (2006: 34) “there are approximately 6,000 ECE centres in Denmark, and between 40-80 children enrolled in each of them. Around 97 percent of all ECE centres are provided by the public sector.” Some of them are run as independent services, but fall under public regulation. Another 2 percent are services run by parents or an association, and only 1 percent of ECE centres are private. Despite this low figure, private provision of ECE has been on the rise during the past years in Denmark (BUPL, 2006).

ECE enrolment facilities are, in principle, available for all children. Enrolment of 0-2 year old children is around 66 percent (up from 59 percent in 2004), as the majority of children stay at home until they are 10-12 months old. Enrolment of 3-5 year olds is considerably higher at 97 percent (up from 94 percent in 2004). According to a report by BUPL published in 2006, “80 per-cent of all children aged 1-3 attend nursery school (which forms part of the ECE system). Children with special needs are generally integrated into ordinary ECE centres, and if needed, taught by specialists.”

2.5.2 Canada's perspective of Early Childhood Education

According to OECD (2006) which explains that “the Federal Government, ten provinces and three territories (fourteen jurisdictions) were involved in delivering Early Childhood programmes in Canada.” All provinces/territories provide both public kindergarten and regulated child care programmes. In all regions, child care and kindergarten are separate mandates, so each jurisdiction has multiple child care, early childhood education and “child development” programs. Major ECE service types in Canada include: family day care homes, child care centres, pre-kindergartens (for children age 3-5 years) and kindergartens (for children age 5-6 years) (OECD, 2006).

The primary focus of the Elementary Teachers Federation of Ontario according to Education International ECE Task Force (2010) is the “provision of junior kindergarten (four-year-olds) and senior kindergarten (5-year-olds) children and teachers within schools. In their 2008 report, ‘Full day Kindergarten: Moving Ontario Forward’, Elementary Teachers Federation of Ontario recommended that: all junior and senior kindergarten programmes are staffed by certified kindergarten teachers throughout the instructional day, and every junior and senior kindergarten class has at least one full-time educational assistant, all junior and senior kindergarten programmes are located in elementary schools, which provide access to physical resources, specialist teachers and professional support personnel, and which integrate kindergarten students with the school community, the Ministry of Education actively promotes play-based learning, the Ontario government facilitates the expansion of school-based hubs to coordinate children’s services and formal and written reporting for junior and senior kindergarten be anecdotal only and occur in the third term.”

2.5.3 Malawi's position on Early Childhood Education

Malawi takes a multi-sectoral approach to ECD. The Department of Child Development Affairs of the Ministry of Gender, Children, Disability and Social Welfare (MoGCSW) is responsible for coordinating the work of other ministries and oversees the implementation of ECD. Integrated Early Childhood Development (I-ECD) is a unit within the department of Child Development Affairs that works to coordinate efforts to implement National ECD Policy (2006) and the National ECD Strategic Plan (2009) for accessible and quality ECD services for all young children,

including orphans and other children living in difficult circumstances in Malawi (MoGCSW, 2014).

The Republic of Malawi showed as one of the countries with the most extensive network of ECD centres in Africa. These centres comprise of, among others, Community-Based Childcare Centres, pre-schools and day care centres. The Ministry of Gender, Children, and Social Welfare (2014: 45) revealed that “there were more than 11,000 early childhood centers in Malawi that serve 1.4 million children. Over 8,000 of these preschools are public Community-Based Childcare Centers mostly catering to children in rural areas.”

As the Government progressed with its agenda to eradicate poverty, it became necessary to develop the National Policy on Early Childhood Development in order to integrate ECD into the poverty eradication agenda. The National Policy on Early Childhood called for more investments in ECD in order to break the intergenerational cycle of poverty that was rooted in unequal distribution of resources especially among poor children. When it comes to ECD in Malawi, evidence indicates that national policies tend to follow the international agenda, which favors holistic approaches. (MoGCSW, 2014).

2.5.4 South Africa’s View of Early Childhood Education

South Africa as a country has ECD programmes which a comprehensive package are covering the period from conception until children turn 6 years. Children received some services specifically for a particular age or development stage while other children received services deserving particular risk profiles, while other services are necessary for all children. Because young children have a broad range of needs that are interdependent, multiple role players should be involved in service delivery, and it is important to have good collaboration and referrals between health, education and social services (Kids Knowledge Information and data Solution, 2016).

Furthermore, South Africa embarked on an obligation to protect the rights of children through the highest law of the country being the Constitution and International law. To ensure that the rights real, South African Children’s Act 38 of 2015 was amended to allow a comprehensive national strategy to be developed to enable a properly resourced, coordinated and managed ECD system. The Act also states that the Department of Social Development must work in collaboration with the Departments of Basic Education and Health; provincial and local government, and the finance

and transport sectors to plan for ECD services well (Kids Knowledge Information and data Solution, 2016).

2.5.5 Zambia's practices on Early Childhood Education

Following the Jomtien World Declaration on Education For All of 1990, the Dakar Conference of 2000 and the 2000 Millennium Conference emphasized the need to provide Education For All by the year 2015 worldwide (UNESCO Report, 2004). The Dakar Framework on Education for All (EFA) restated the Jomtien recommendations and committed national governments to provide comprehensive Early Childhood Education policies and to address challenges of child development (Ministry of Education, 2014). The United Nations also in its Universal Declaration of Human Rights and the Convention on the Rights of the Child, Early Childhood Education was considered part of that right (UNICEF, 1990).

In view of the aforementioned, the government considered early childhood education to be of great importance in the lives of the children in the country. Therefore, the Zambian government in a quest to offer early childhood education to all citizens and to ensure that ECE as a right to every child decided to take an important step of introducing early childhood education into the school's mainstream of government primary schools in 2011. This implies that all children will have an access to early childhood education.

Following this, the Zambian government committed itself to the provision of Early Childhood Education in the country. This is evidenced in the Ministry of Education (1996: 7-8) where it states in support of Early Childhood Education that "the Ministry of Education acknowledges the important role of early childhood education in the multi-dimensional development of young children. The Ministry of Education will encourage the establishment of programmes that support all-round early childhood development, particularly those programmes intended for children living in rural and poor urban areas... The Ministry will also continue to dedicate some of its resources to this level of education through training of pre-school teachers, cooperation in the monitoring of pre-school standards, assistance in curriculum formulation and the design of materials, and support for the development of policy guidelines. The Ministry recognizes that early childhood education is very beneficial for the development of the child and useful as a preparatory stage for entry into

basic school. However, because of the limitations of access, it will not establish pre-school as a condition for entry to Grade 1.”

The Curriculum for Early Childhood Education in Zambia aims at teaching children so that the children acquire life skills that would be useful in their lives later. Not only that but also Early Childhood Education is necessary for the total development of the child. Furthermore, the curriculum included social studies, Environmental Science, Literacy and Languages, Mathematics and Expressive Arts as the important learning areas to be considered at this level of education.

Therefore, the Zambian government through the Ministry of General Education implemented Early Childhood Education. Namonje (2017: 16) explains that “there were 206 Early Childhood Education Centres in Western province with an enrolment of 8,912 pupils among 16 districts, namely; Kalabo, Kaoma, Limulunga, Luampa, Lukulu, Mitete, Mongu, Mulobezi, Mwandia, Nalolo, Nkeyema, Senanga, Sesheke, Shangombo, Sikongo and Sioma. Muchinga province had 129 ECCs with a total of 7,501 enrolled pupils in 7 districts.”

Central Province had 380 ECCs with a total of 15,479 pupils enrolled in 11 districts, namely; Chibombo, Chisamba, Chitambo, Itezhi-Tezhi, Kabwe, Kapiri, Luano, Mkushi, Mumbwa, Ngabwe and Serenje. The Copper belt Province had 220 ECCs with 21, 452 pupils enrolled in 10 districts, namely; Chililabombwe, Chingola, Kitwe, Mufulira, Kalulushi, Lufwanyama, Luanshya, Masaiti, Mpongwe and Ndola. Luapula Province had 210 ECCs in with an enrolment of 9,879 pupils in 11 districts, namely; Nchelenge, Kawambwa, Chembe, Chienge, Milenge, Mwansabombwe, Chipili, Lunga, Mwense, Samfya and Mansa. Northern Province had 207 ECCs with 11,016 pupils enrolled in 10 districts, namely; Chilubi, Kaputa, Kasama, Luwingu, Mbala, Mporokoso, Mpulungu, Mungwi, Nsama and Senga. Finally, Eastern Province had 244 ECCs with an enrollment of 11,546 pupils in 9 districts namely; Chadiza, Chipata, Katete, Lundazi, Mambwe, Nyimba, Petauke, Sinda and Vubwi (Namonje, 2017).

An overall analysis according to Namonje (2017: 17) reveals that “the statistics showed that the highest number of early childhood education centers (635) were located in the Southern Province. There are a total of 12 districts in the Southern Province with approximately 27,916 pupils enrolled in the 635 ECCs. Lusaka Province had the lowest number of ECCs. Lunga district, which is one of eleven districts located in Luapula Province, only has 1 ECC and therefore has the lowest

number of ECE centers of all the districts included in this analysis. Copperbelt Province had the highest number of pupils enrolled in each centre with an average of 49 pupils enrolled per centre. The largest disparity between the number of girls and boys enrolled at ECCs can be seen in the Eastern Province.”

The implementation of early childhood education in the country by the government provoked some scholars to develop interest in wanting to find out on the activities of the ECE centres. Some studies on ECE centres conducted by scholars were meant to shape the performance of the ECE centres in one way or another. Shikwasha (2014) embarked on a study to ascertain the ‘factors affecting the provision of early childhood education in government primary schools and revealed that there were no guidelines on how to institute ECE in government primary schools. Ndhlovu (2016) also embarked on a study to ascertain how the ECE centres were being managed in the country. All these studies focused on areas different from this study with regard to the provision of ECE in the country. These government primary schools should be seen to be delivering the much desired education to the citizens in the country.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter discussed the research methodology the researcher applied to investigate the effectiveness of the Early Childhood Education Centres in the government primary schools. The dissertation presents the type of research design used, the population, study population (sample), sampling techniques, instruments for data collection, procedure for Data collection and the data analysis. It further addressed the validity, reliability and ethical issues to ascertain the consents.

3.1 Research design

This research used a mixed research design which employed both qualitative and quantitative approach in order to enhance a comprehensive data collection and analysis. However, the research was mainly qualitative. A research design can be defined according to Creswell (1994: 29) and Ajaja (1996: 28) as “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” It is also a blue print for collecting and analyzing data (Creswell, 1994). Furthermore, a research design is a plan or a blue print that guides and informs how the study will be conducted. The study employed a mixed research design. This mixed research allows the collection of data by interviewing and administering a questionnaire to a sample of individuals (Oroldo, 2003). It can be used when collecting data about People’s attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Tromp, 2013). A narrative design allows data collection in form of questionnaires, interview guides, field notes, journal records, audio and video recordings and so on. According to Bell (2007: 95) argues that “interviewing is central to narrative research. In my case, it created opportunities to pause and reflect with participants about what they remembered, valued, liked and disliked about their involvement in habitat restoration. Among other things, interviewing allow participants to make explicit certain feelings, beliefs and opinions which might otherwise have been left unsaid and/or passed unnoticed.”

Furthermore, according to Creswell (2009: 231) explains that “normal survey is that method of investigation which attempt to describe and interpret what exists at present in the form of

conditions, practices, processes, trends, effects, attitudes, beliefs, etc... it is an organized attempt to analyze, interpret, and report the present status of social institutions, groups or area.” The study endeavored to gain a better comprehension of the effectiveness of the Early Childhood Education Centres in government primary schools in the delivery of early childhood education to learners in the district of Itezhi Tezhi in Central Province.

3.2 Study site

The study was undertaken in Itezhi Tezhi district in Central Province of Zambia. It is located about 380km from Lusaka the capital city of Zambia. The site was selected because the schools were very accessible. As a result, it helped in reducing on transport and some other related costs during the research.

3.3 Population

The study targeted head teachers and teachers from the four government primary schools that were implementing Early Childhood Education in Itezhi Tezhi District forming a population of one hundred and eighty (180) head teachers, deputy head teachers, senior teachers, early childhood education teachers and primary school teachers. The head teachers and teachers were used to provide the much needed information.

3.4 Sample size

The sample size for the study was forty (40) respondents comprising four head teachers, four deputy head teachers, four senior teachers, four early childhood education teachers and twenty four (24) primary school teachers.

3.5 Sampling procedure

Sampling procedure refers to the part of the study that indicates how respondents were selected to be part of the sample (Kombo and Tramp, 2013). It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

Purposive sampling and simple random sampling were used in this study. Purposive sampling was used to select the four (4) head teachers, four (4) deputy head teachers, four (4) senior teachers and four (4) Early Childhood Teachers. Random sampling was used to select twenty four (24) primary school teachers.

3.6 Instruments for data collection

It is important that the researcher always uses accurate instruments for effective data collection during the research. This is remarkable as Abawi (2013: 2) points out that “accurate and systematic data collection is critical to conducting scientific research. Data collection allows us to collect information that we want to collect about our study objects...” Data in this research was collected using the questionnaire and the interview guide.

3.6.1 The Questionnaire

A questionnaire had been selected because Brancato et al (2006: 1) argues that “questionnaires constitute the basis of every survey-based statistical measurement. They are by far the most important measurement instruments statisticians use to grasp the phenomena to be measured. Errors due to an insufficient questionnaire can hardly be compensated at later stages of the data collection process. Therefore, having systematic questionnaire design and testing procedures in place is vital for data quality, particularly for a minimisation of the measurement error.”

Also a questionnaire is relevant in research in that it is a set of systematically structured questions which strictly allows for the collection of the much needed information from respondents. It allows for the collection of that information relevant to the research only and so focus the data collection onto the right direction. Also ensures that the research can be conducted within its limits and to its goals (Ong’anya et al, 2009).

3.6.2 The Interview Guide

According to Kombo and Tromp (2013: 94) explains that the interview guide allows that the “informants are subjected to similar questions with the others to give in-depth information.” Not only has that but also allowed for the researcher to get a complete and detailed understanding of the issue from the respondent. Furthermore, it is a comprehensive and systematic data collection tool since questions are formulated before the interview.

3.7 Data collection and procedure

Data collection refers to the process of gathering information. Kombo and Tromp (2013: 99) explains that data collection refers to “the gathering of specific information aimed at proving or

refuting some facts. In data collection the researcher must have a clear understanding of what they hope to obtain and how they hope to obtain it.”

In the first place, a research permit was applied for from the DEBS’ office and all the selected schools via the head teachers. Data was collected through the use of questionnaires which were distributed to all respondents (the teachers) first. While the respondents were responding on the questionnaires, the researcher was conducting the interviews with the head teachers one after another to permit a wider data collection.

The researcher managed to collect the 20 questionnaires out of 24 initially distributed. With regards to head teachers, deputy head teachers, senior teachers as well as the early childhood education teachers, all the 16 interviews were conducted and data collected. It must be mentioned that interviews were conducted to seek information from the head teachers, deputy head teachers, senior teachers and the early childhood education teachers while questionnaires were administered to primary school teachers.

3. 8 Data analysis

Data analysis refers to examining what has been collected in a research and making deductions and inferences. In the case of the study at hand, the data collected was analyzed by coding and grouping the emerging themes into categories using the content analysis technique. The coded themes were then grouped to correspond with specific research objectives. The qualitative analysis gave a detailed account of what the interviewees actually said using the narrative design.

The Statistical Package for Social Sciences (SPSS) version 20.0 was used to analyse the data. Descriptive statistics were obtained consisting of frequencies of categorical variables. The questionnaire consisted of questions with options for which the respondent was expected to pick one from the list. The data was then presented in form of graphs, pie charts and tables to give meaning to the research findings.

3. 9 Validity

It is always important that data gathering tools must be valid. University of Leicester (2009: 10) explains that “validity of data refers to the truth that it tells about the subject or phenomenon being studied...a valid statement provides a true measurement, description and / or explanation of what

it is claiming to measure or describe.” Validity refers to whether a measuring tool measures what it purports to measure in a way that supports conclusions drawn from the data (Upagande and Shande, 2012). In this study, the researcher tried to attain validity by using various sources of information which included interviews with different stakeholders.

3.10 Reliability

Reliability refers to whether the tool yields the same results consistently. It is important to note that if a tool is not reliable, it cannot be valid. It was ascertained through the use of multiple sources of data; individual interviews and the use of the questionnaires in this study (Creswell, 2009).

3.11 Ethical considerations

The study was strictly for academic purpose and as such interviewees were assured that their responses were to be treated with the highest deserved confidentiality. The researcher will respect the decisions and responses of all the respondents such that this research had nothing to do with compromising one’s job security.

According to Cohen et al (2007: 51) “Ethics concern right and wrong, good and bad...” this is the question of norms and values. These ethical considerations pervade the whole process of research. Thus, research ethics require that researchers engage in ethic practices and anticipate ethical issues prior to the study (Creswell, 2014). I therefore, observed the research ethical issue before, during and after the study.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Overview

This chapter presents the findings of the study which sought to investigate the effectiveness of the Early Childhood Education (ECE) centres in the delivery of Early Childhood Education in the government (GRZ) primary schools in Itezhi Tezhi district in Zambia.

The findings in this study came from thirty-six (36) respondents. These included four head teachers, four deputy head teachers, four senior teachers, four Early Childhood Education teachers and twenty primary school teachers.

Presentation of the research findings was guided by the following research questions of the study:-

- i. What were the staffing levels of the Early Childhood Education Centres in government primary schools in Itezhi Tezhi District?
- ii. Were the teaching and learning materials adequate for use in the Early Childhood Education Centres in government primary schools in Itezhi Tezhi District?
- iii. How effective was the Continuous Professional Development of Early Childhood Education teachers in Early Childhood Education Centres in government primary schools in Itezhi Tezhi District?
- iv. What measures were necessary for enhancing effective delivery of Early Childhood Education in government primary schools?

Table 1: Gender of Primary school teachers

Gender	Number of respondents	Percentage
Male	6	30%
Female	14	70%
Total	20	100%

Source: Field work, 2018

In the table above 6 teachers represented 30% of primary school teachers were males while 14 teachers representing 70% of respondents were females.

Table 2: The year ECE centres started in government primary schools in Itezhi Tezhi District

Year ECE started	Frequency	Percentage
2012	0	0%
2013	0	0%
2014	1	13%
2015	0	0%
2016	7	87%

Source: Field work, 2018

In the table above, 1 respondent indicated that one ECE centre was established in 2014 and 7 respondents indicated that other centres were established in 2016.

4. 1 ECE Classes offered in government primary schools

Table 3: Baby class

Baby Class	Frequency	Percentage
Yes	0	0%
No	36	100%
Total	36	100%

Source: field data, 2018

The 36 respondents, that is, head teachers, deputy head teachers, senior teachers, ECE teachers and primary school teachers representing 100% in the table above indicated that there was no baby class offered in the ECE centres.

Table 4: Middle Class

Middle Class	Frequency	Percentage
Yes	36	100%
No	0	0%
Total	36	100%

Source: Field data, 2018

All respondents in the table above showed that middle class was being offered in ECE centres.

Table 5: Reception class

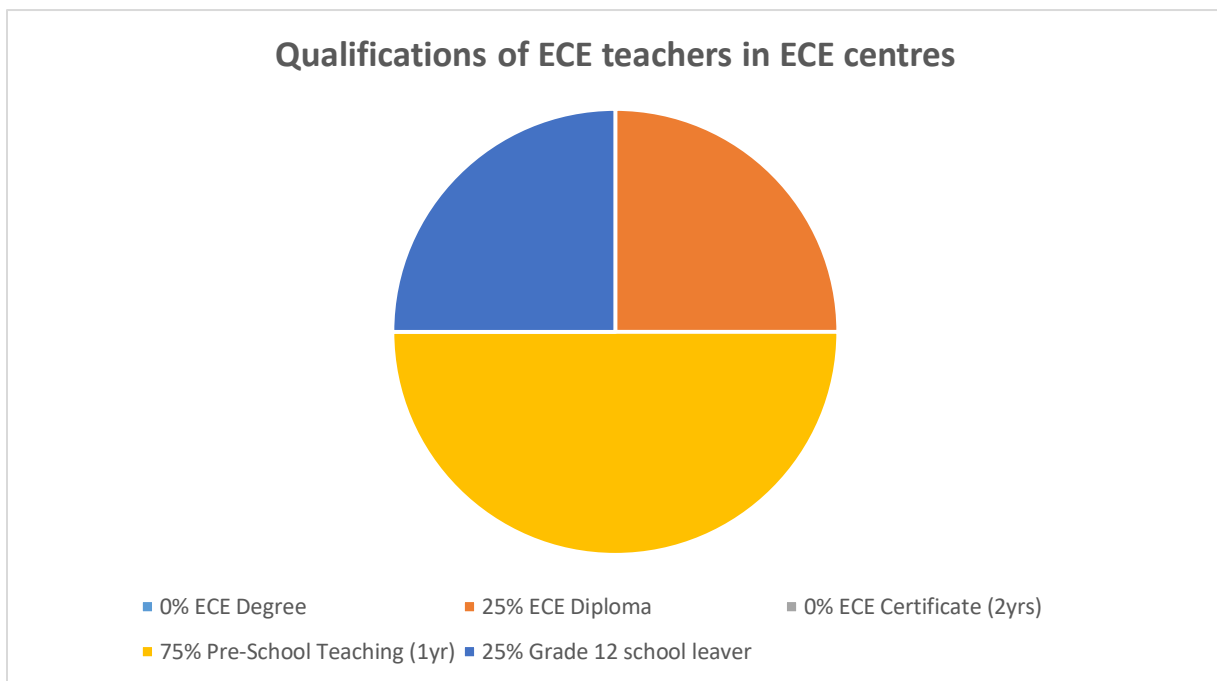
Reception Class	Frequency	Percentage
Yes	36	100%
No	0	0%
Total	36	100%

Source: field work, 2018

Table 5 above shows that all respondents representing 100% agreed that reception class was being offered in ECE centres.

It must be mentioned that during the interview with all the ECE teachers from the four selected ECE centres, the teachers revealed that the teacher pupil ratio was very high in the ECE centres. The teacher pupil ratio was as high as 1: 83 early childhood education learners per class. This was so because one ECE teacher explained that:

“The ECE centres though operating they were facing many challenges. One of the serious challenge was that of critical shortage of the teaching staffs. This was the main reason as to why the teacher pupil ratio was very high.”



Source: Field work, 2018

Figure 1: Qualifications of ECE teachers in ECE centres

In the figure above, 1 respondent representing 25% said that he had a diploma in ECE, 1 respondent corresponding to 25% said he had a grade 12 school certificate and 2 respondents said they had pre-school certificates. No one had a degree and a 2 year ECE certificate.

4.2 Teacher deployment by government in ECE centres

Table 6: Deployment of teachers in baby class

Baby Class	Frequency	Percentage
Yes	0	0%
No	36	100%
Total	36	100%

Source: Field data, 2018

Table 7: Deployment of teachers in middle class

Middle Class	Frequency	Percentage
Yes	0	0%
No	36	100%
Total	36	100%

Source: Field work, 2018

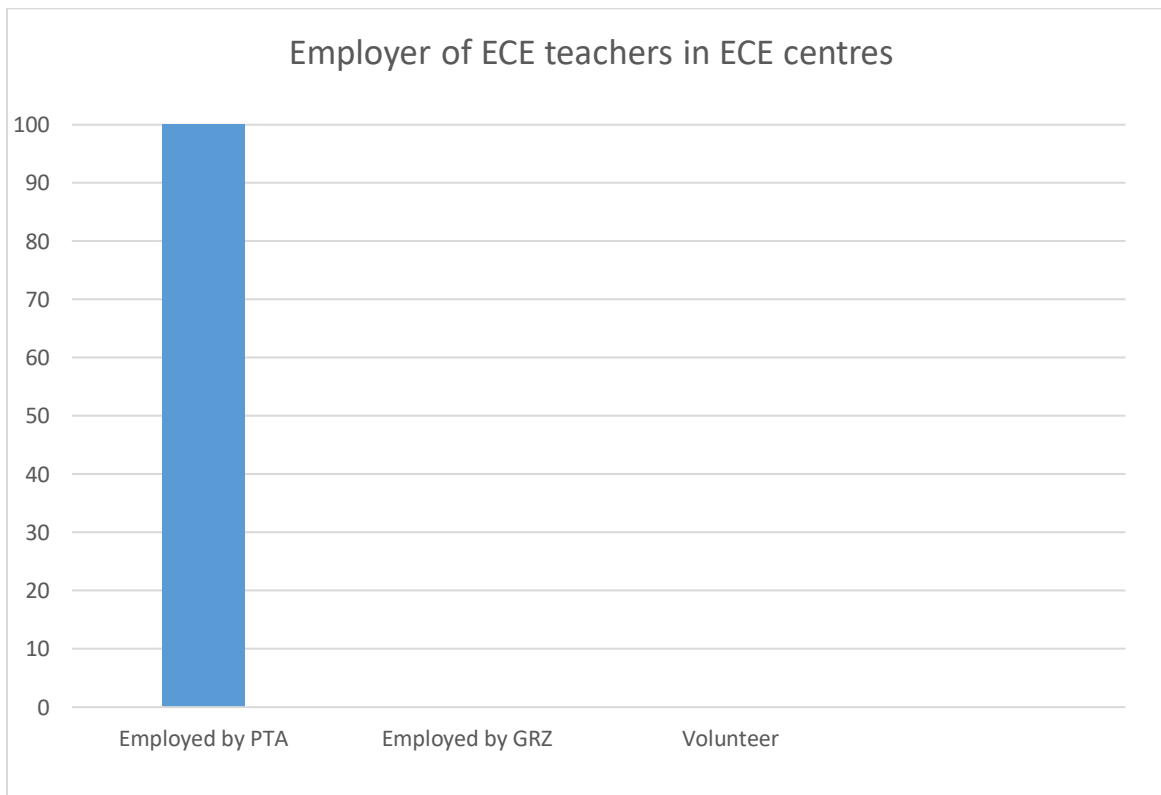
In the table above, 36 respondents, that is, head teachers, deputy head teachers, senior teachers, ECE teachers and primary school teachers representing 100% indicated that no ECE teacher was deployed by the government to teach the middle class.

Table 8: Deployment of teachers to reception class

Reception Class	Frequency	Percentage
Yes	0	0%
No	36	100%
Total	36	100%

Source: Field data, 2018

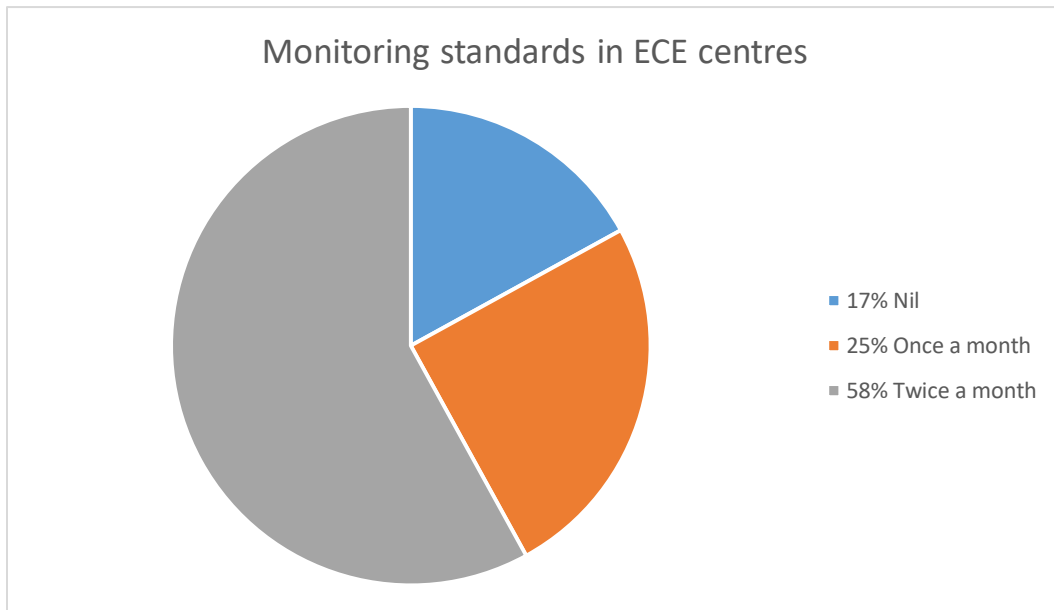
In table 8 above, 36 respondents, that is, head teachers, deputy head teachers, senior teachers, ECE teachers and primary school teachers representing 100% indicated that no ECE teacher was deployed by the government to handle reception class.



Source: Field data, 2018

Figure 2: The employer of ECE teachers in ECE centres in Itezhi Tezhi district

In the figure above, 4 respondents representing 100% showed that all the ECE teachers were employed by the PTA in the schools.



Source: Field data, 2018

Figure 3: Monitoring standards in ECE centres by Deputy Head teachers and senior teachers

The information collected from the deputy head teachers, senior teachers and ECE teachers during the interview showed that 2 respondents representing 17% showed that there was no monitoring taking place in some ECE centres, 3 respondents representing 25% showed that monitoring took place once a month and 7 respondents representing 58% showed that it was done twice a month.

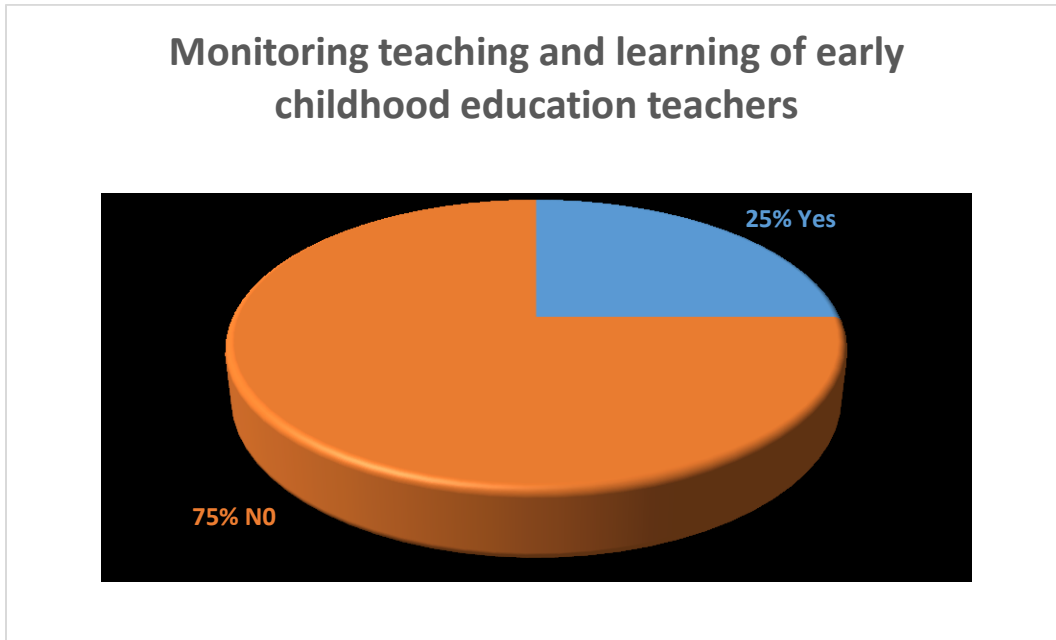
Table 9: Teaching and learning materials available in ECE centres in Itzehi Tezhi district

Materials	Frequency	Percentage
Syllabi and a copy of pupils books each subject	8	22.2%
Syllabi, teachers' guides and a copy of pupils books each subject, suitable outdoor learning materials and play parks	0	0%
Syllabi, teachers' guides and enough pupils books each subject, suitable outdoor learning materials and play parks	0	0%
Just limited pupils books as all needs to be put in place	28	77.8%

Source: Filed work, 2018

The table above shows that 8 respondents (6 primary school teachers and 2 senior teachers) representing 22.2% indicated that the ECE centres only had the syllabi and a copy of pupils books each subject, 0 respondents representing 0% showed that the centres only had syllabi, teachers' guides and a copy of pupils books each subject, suitable outdoor learning materials and play parks, 0 respondents representing 0% indicated that the centres only had syllabi, teachers' guides and enough pupils books each subject, suitable outdoor learning materials and play parks and 28% respondents representing 77.8% indicated that the centres just had limited pupils books as all needs to be put in place.

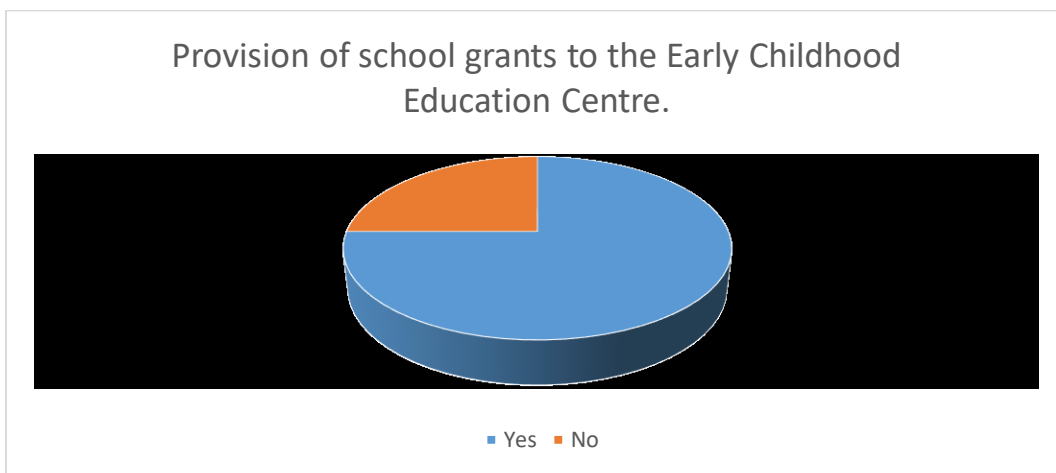
4:3 Support from DEBS office towards the provision of ECE in ECE centres



Source: Field data, 2018

Figure 4.0 Monitoring teaching and learning of early childhood education teachers

In figure 4.0 above, 2 head teachers indicated that they were monitored by DEBS office while 6 head teachers indicated that the centres had never been monitored



Source: Field work, 2018

Figure 4.1 Provision of school grants to the Early Childhood Education Centre.

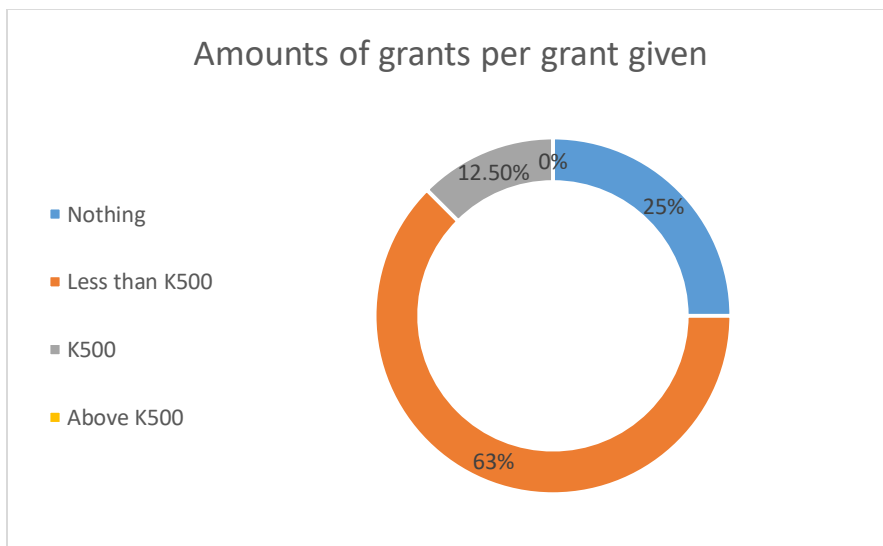
Two head teachers in the table above indicated that their school had never received any government grant and 6 head teachers indicated that their centres received some government grants.

During the interview of one of the head teachers, he personally added that:

“Since their ECE centre started, it had never received any grant from government, the PTA made some initiatives of helping to raise some finances for the payment of the ECE teacher, for procurement of some ECE materials such as crayons, building blocks, manila and flip charts as well as the procurement of some food stuffs for the learners in order to provide some incentives for retaining the learners in the centre.”

Another head teacher during the interview further said:

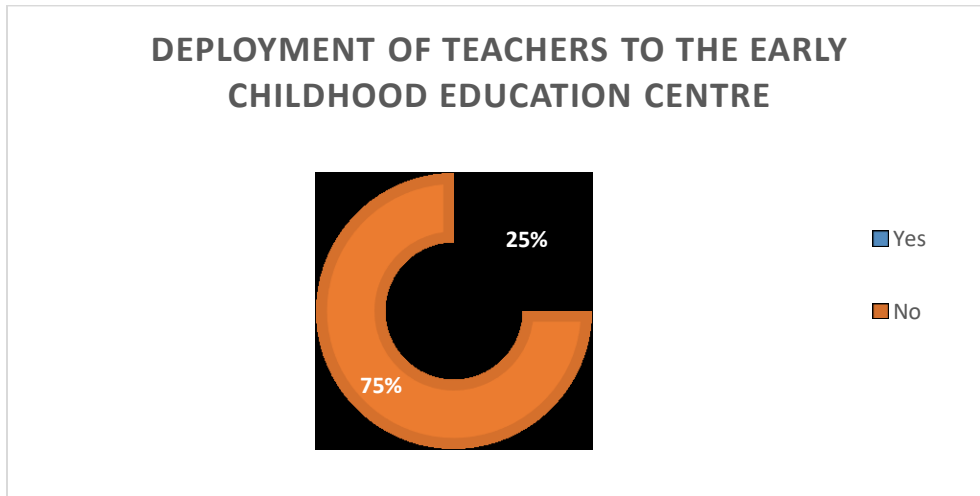
“The biggest challenge faced by the centre was that of poor financial support from the government and yet financial resources contribute greatly to good teacher and pupils’ performance in a number of ways. This is because for the teacher to utilize most techniques under learner centred approach, a lot of resources are required.”



Source: Field work, 2018

Figure 4.2 Amount of grant per grant given to ECE centres

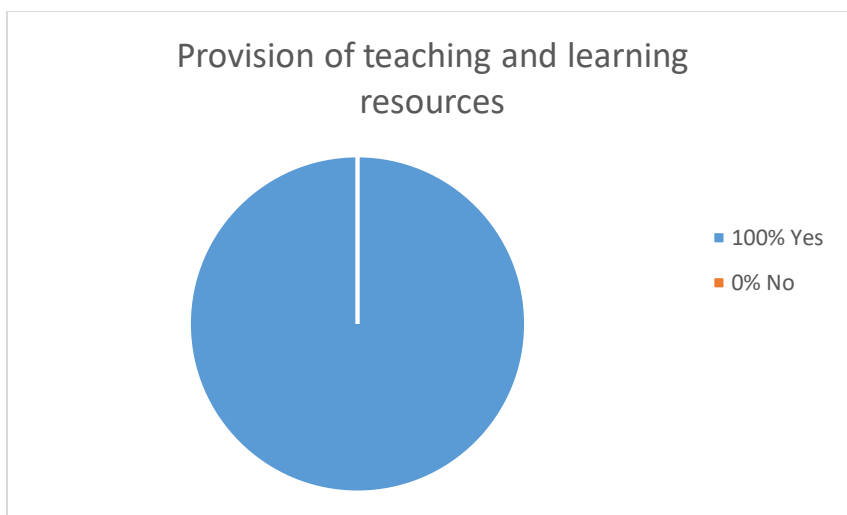
The table above shows that 1 head teacher indicated that for his centre the amount of grant given was K500, 2 head teachers indicated that their centre had never received any grant, 5 managers representing 64% indicated that their centres received less than K500 and no centre received above K500. All respondents showed that grants were irregularly given to ECE centres



Source: Field work, 2018

Figure 4.3 Deployment of teachers to the Early Childhood Education Centre

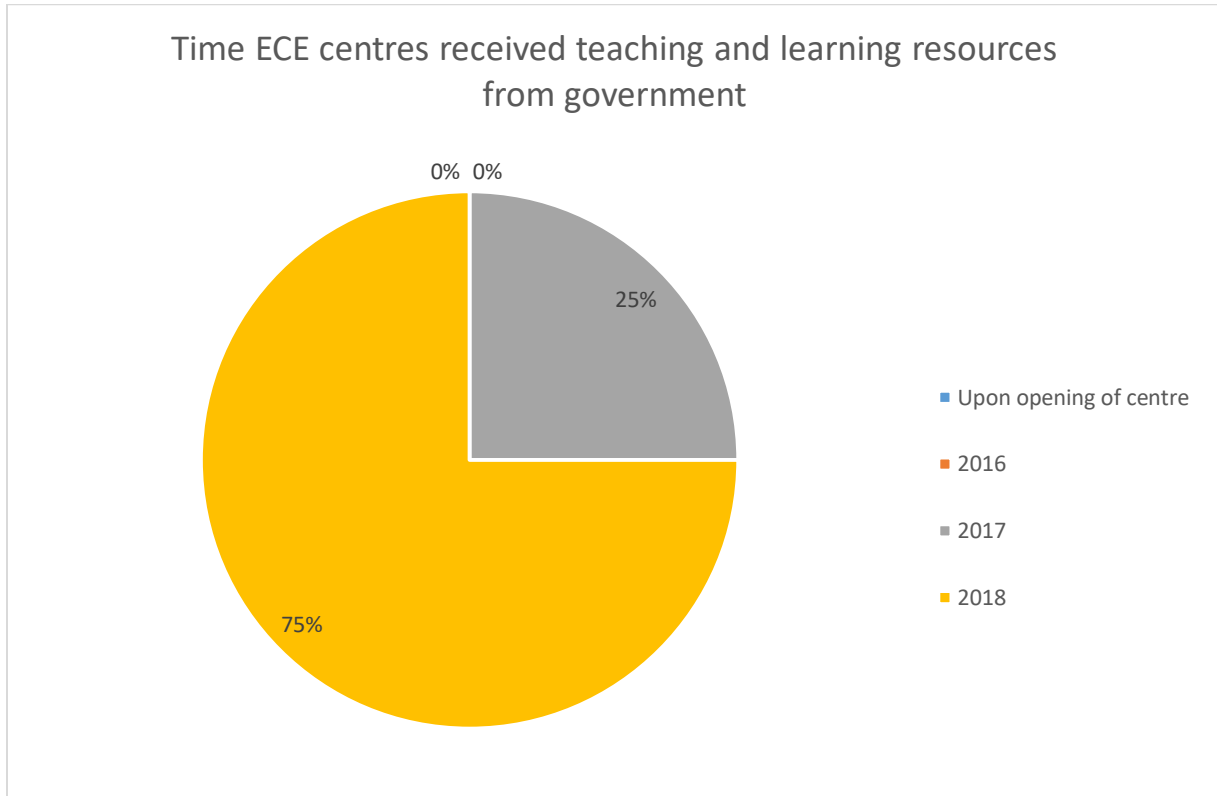
Only 2 head teachers indicated that government deployed ECE teachers and 6 head teachers showed that no ECE teacher was deployed by the government.



Source: Field work, 2018

Figure 4.4 Provision of teaching and learning resources

The information collected from head teachers and deputy head teachers during one to one interviews was that the ECE centres from inception at least received pupils text books a copy per subject.

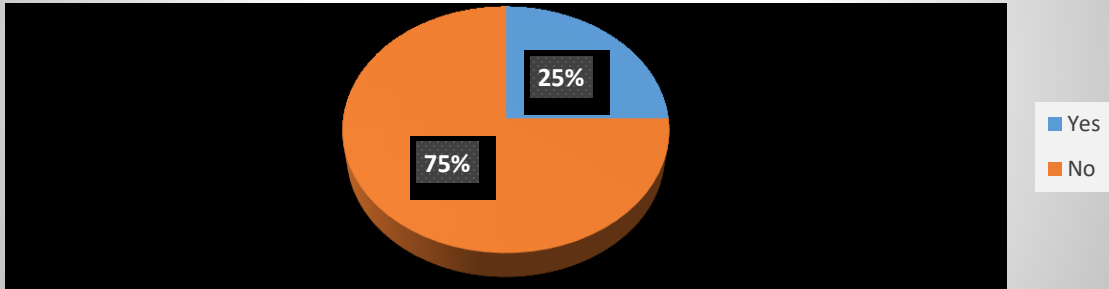


Source: Field data, 2018

Figure 4.4.1 Time ECE centres received teaching and learning resources from government

2 Head teachers indicated that their ECE centre from inception received pupils text books in December, 2017 and 6 head teachers showed that from the time their ECE centres were opened they received teaching and learning resources from government in January, 2018 only.

Guidance on the construction of appropriate play parks for the learners in the centre

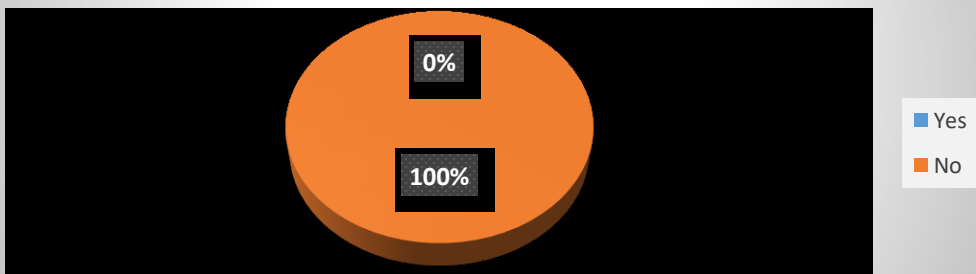


Source: Field work, 2018

Figure 4.5 Guidance on the construction of appropriate play parks for the learners in the centre

Figure 4.5 above showed that 2 head teachers representing 25% indicated that they received guidelines before and 6 head teachers representing 75% indicated that they have never received any guidelines before.

Teach the learners in the Early Childhood education Centre

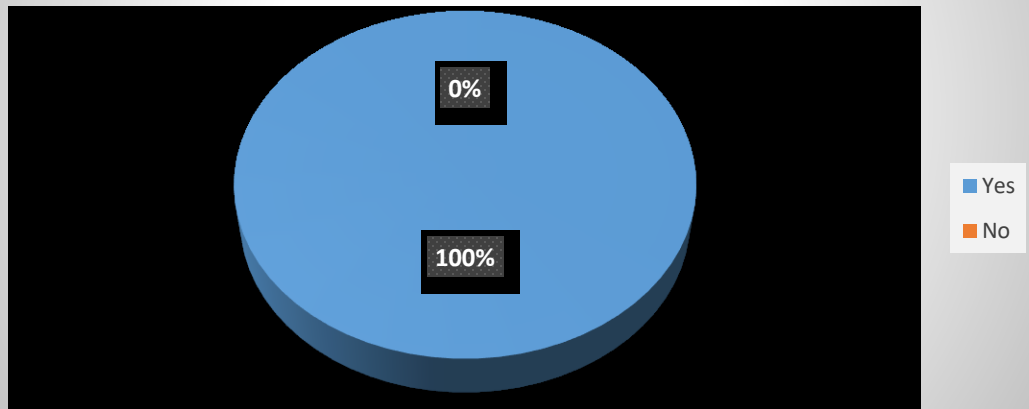


Source: Filed work, 2018

Figure 4.6 Teaching of the learners in the Early Childhood education Centre.

Figure 4.6 above showed that 8 head teachers corresponding to 100% indicated that the DBES office did not teach ECE learners.

Facilitation of the School Based Continuous Professional Development of ECE teachers



Source: Field work, 2018

Figure 4.7 Facilitation of the School Based Continuous Professional Development of ECE teachers

Figure 4.7 above showed that 8 head teachers standing for 100% indicated that the DEBS office facilitated for the CPDs of teachers in the district.

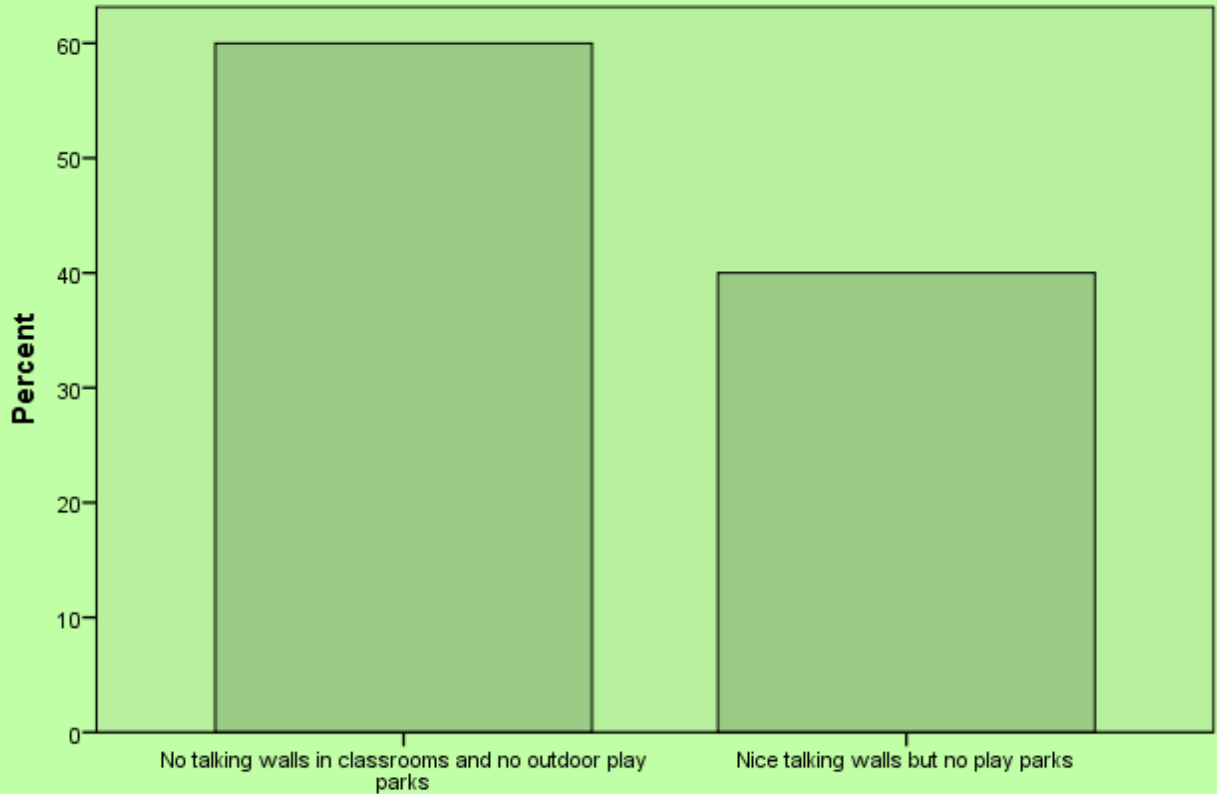
Table 10: Availability of play parks in ECE centres

Availability of a play park in ECE centres	Frequency	Percentage
Yes	0	0%
No	16	100%
Total	16	100%

Source: Field work, 2018

In the table above, 16 respondents standing for 100% indicated that there were no any play parks in the ECE centres.

Learning environment both in classrooms and outdoor play parks in ECE centres



Source: Field data, 2018

Figure 5: Learning environment both in classrooms and outdoor play parks in ECE centres

In the figure above, 12 respondents corresponding to 60% indicated that there were no talking walls in classrooms and no outdoor play parks, 0 respondents representing 0% indicated that there was nice talking walls and fair outdoor play parks and 8 teachers standing for 40% indicated that there were nice talking walls but no play parks.

Table 11: Performance of CPDs in ECE centres

Is the performance of CPDs in ECE centres successful?	Frequency	Percentage
Yes	8	22.2%
No	28	77.8%
Total	36	100%

Source: Field work, 2018

The table above gives the information that 8 respondents corresponding to 22.2% agreed that there was successful CPDs and 28 respondents representing 77.8% indicated that there was no successful CPDs.

However, one of the ECE teacher during the in-depth interview said:

“I acknowledge the fact that we do meet with the primary school teachers during CPD activities, this benefits us to some extent. However, there were a lot of issues that needed to be dealt with by ECE teachers on their own. These issues had to do with mainly the actual teaching of ECE learners. For instance, when it came to teaching ECE learners on pre-mathematics which mainly dealt with mathematical concepts and language. I feel there was great need that we discussed as ECE teachers on how to effectively deliver to the learners in this subject. Most of the time, we dealt with topics that are primary school related and very few selected topics cover the ECE section. This was so just because the ECE centre has only one ECE teacher handling both middle and reception classes using the multigrade approach. Of course, the teacher was supposed to be getting double class allowance but it was possible as the teacher was employed by the PTA which cannot afford to pay.”

Table 12: Reasons for lack of CPDs in ECE centres

Reasons for lack of CPDs in ECE centres	Frequency	Percentage
There is only one ECE teacher per ECE centre who is employed by PTA	26	92.9%
No as the SIR Book is not there	1	3.6%
I don't know	1	3.5%
Total	28	100%

Source: Field work, 2018

The table above gave the information that 1 officer representing 3.6% indicated that there was no SIR Book, 1 officer representing 3.5% indicated that he did not know and 26 officers corresponding to 92.9% indicated that there was only one ECE teacher per ECE centre who was employed by PTA.

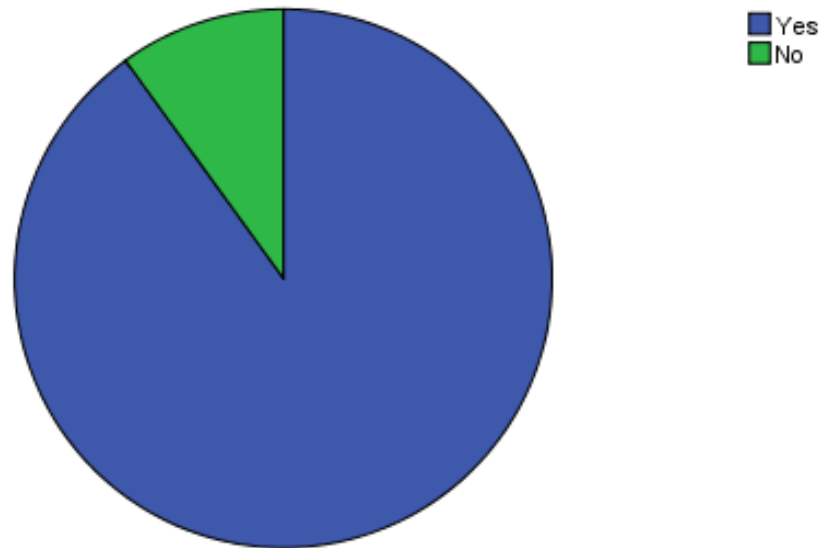
4.4.1 Roles of the deputy head teacher in CPDs

The deputy head teachers during the interviews disclosed their distinct roles in CPDs as follows: take the central role of being in-charge of CPD at school level (Planning, Implementing, Reviewing, and Reporting), observe demonstration lessons, the one in charge of finance and academic programme at school and attend stakeholders' workshops.

4.4.2 Roles of the senior teachers in CPDs

Senior teachers during the interviews disclosed their key roles in CPDs were as follows: the senior teachers during the interviews disclosed their distinct roles in CPDs as follows, the roles of the deputy head teacher in CPDs, record keeping, preparing of logistics e.g. venue, resources, learners and planning and scheduling of activities.

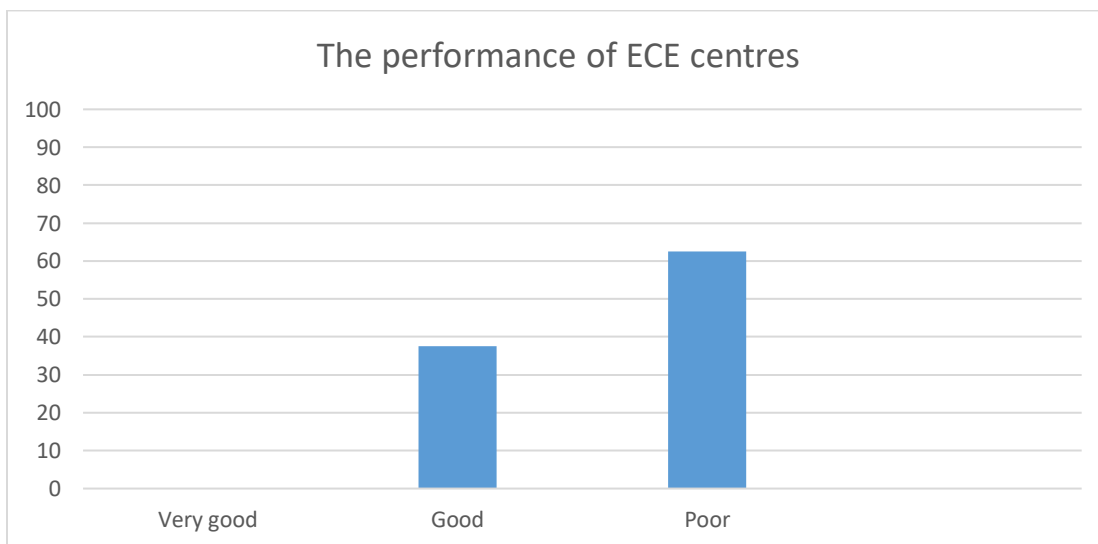
The primary school teachers often meet with early childhood education teachers during CPDs



Source: Field work, 2018

Figure 6: The primary school teachers often meet with early childhood education teachers during CPDs

In the figure above, 2 primary school teachers representing 10% said that they did not often meet with early childhood education teachers during CPDs and 18 primary school teachers representing 90% indicated that they often met with ECE teachers during CPDs.



Source: Field work, 2018

Figure 7: The performance of ECE centres

In the figure above, 6 respondents standing for 37.5% indicated that the performance of their ECE centres was good and 10 respondents corresponding to 62.5% said that the performance of their ECE centres was poor.

4.5 The way forward for ECE centres to perform well

During the interview conducted by the researcher, the head teachers, deputy head teachers, senior teachers and ECE teachers in their response emphasized on the following as the way forward: there should be regular funding to ECE centres, equip the centres with enough trained and government deployed teachers, the community should be sensitized on the importance of early childhood education, ECE should be made compulsory and the government to construct more classrooms for learners.

4.6 Summary of the research Findings

The study revealed that the ECE centres in government primary schools did not have government deployed ECE teachers as all of them were employed by the school PTA. The centres did not have adequate teaching and learning materials – just had a few copies of pupils texts books. There were no indoor and outdoor play equipment and play parks were also not found in all the ECE centres. In-depth interviews with school head teachers revealed that the support from DEBS office was also very little as the ECE grants were very meagre too. Head teachers further indicated that ECE centres were not being funded by the government for effective operations as expected. The ECE teachers currently serving in these ECE centres were not well motivated where the salary was concerned.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

This chapter discussed the findings regarding the effectiveness of the early childhood education centres in the delivery of early childhood education in four selected government primary schools in Itezhi Tezhi District.

5.2 introduction

The chapter indeed relates the findings of the research to the existing literature and theories on Early Childhood Education and practice. It aims at the provision of an appropriate and relevant discussion on the research findings. The study focused on four objectives which were used to establish the performance of the early childhood education centres in the delivery of education to the learners.

Discussions were presented with reference to the objectives of the study. The objectives were as follows:

- i. To find out the staffing levels of Early Childhood Education Centres in government primary schools in Itezhi Tezhi District.
- ii. To explore the adequacy of teaching and learning materials in the Early Childhood Education Centres in government primary schools in Itezhi Tezhi District.
- iii. To determine the effectiveness of Continuous Professional Development of Early Childhood Education teachers in Early Childhood Education Centres in government primary schools in Itezhi Tezhi District.
- iv. To suggest measures necessary for enhancing effective delivery of ECE in government primary schools.

5.3 The staffing of Early Childhood Education Centres in government primary schools

The findings on objective one concerned mainly with the staffing of the early childhood education centres. The respondents in figure 1 of chapter four of this study indicated that the ECE teachers currently teaching in these ECE centres had the following qualifications: ECE diploma was the

highest qualified ECE teacher presently followed by the Zambia Pre-School Association course certificate for one year and the least was a grade twelve school leaver. The Ministry of Education (1996: 8) to ensure correct attainment of ECE teachers' qualification committed itself that "the Ministry will continue to dedicate some of its resources to this level of education through the training of pre-school teachers..." Thus, the Ministry of General Education (MoGE) further indeed set and accepted a diploma as a minimum qualification for an ECE teacher who should teach in ECE centres and primary schools. However, of the schools running ECE programmes in Itezhi Tezhi district, the study revealed that it was only one centre that met this requirement. The district education board secretary (DEBS) has tolerated the other centres to use teachers whose qualifications were below the set minimum qualification requirement by the government.

It was observed as revealed by the head teachers and ECE teachers that all the ECE centres had only one teacher handling all the classes being offered by that centre. One ECE teacher explained that they mainly taught the early childhood education learners using the multi-grade approach where the middle class learners and the reception class learners were learning in the same class at the same time. According to Little (2001: 2) defines the term multigrade as "in multigrade teaching, teachers are responsible, within a timetabled period, for instruction across two or more curriculum grades. In 'one-teacher' schools, the teacher is responsible for teaching across five or six grades of the curriculum. In two or three-teacher schools the teacher is responsible for teaching across two or more curriculum grades." According to Juvane (2005: 12) defined multigrade as "multi-grade classes comprise more than one grade in one classroom where there is one teacher who is responsible for teaching learners who are in different grades."

As seen in tables 6, 7 and 8 in chapter 4 of this study, the research revealed that all the ECE teachers serving in the ECE centres were not deployed by the government and yet these centres have been in operation since 2014. According to Chifungula (2014: 5) states that "according to the Education Policy, the Ministry is responsible for recruitment and deployment of teachers. The recruitment and deployment is done through the HRA directorate. The Standards Directorate advises the Ministry on the staffing levels in schools, measures the overall quality in the education system as well as coordinating its activities with those of HRA and other departments." Despite the teacher deployment that took place in the recent past there was no ECE teacher who was deployed to these centres.

According to the respondents interviewed, they indicated that all the ECE teachers serving in the centres were employed by the Parents Teachers Association (PTA) as indicated in figure 2 under the presentation of research findings in the fourth chapter. One ECE teacher explained that their salaries were quite meagre as compared to the work that they do. A situation which was described by these ECE teachers as demoralizing on their part. Chifungula (2014: vi) argues that “in line with this priority, Government recognized the need for sufficient and well-motivated teachers. The provision of a sustainable teaching workforce is cardinal to the Ministry achieving the millennium development goal of providing basic education to the rapidly growing child population. To effectively address the ever increasing school enrolments, there is need for proportionate increase in the number of teachers. The availability of appropriately qualified teachers has an effect on the quality of education provided.” According to Yasin and Nawaz (2015: 2) postulates that “some researchers have concluded that the most important reason of demotivation of employees is low salaries. According to Nbina (2010) in Yasin and Nawaz (2015:2) also adds that “... teachers become demotivated due to low salaries and poor facilities like lack of developmental programmes. It means that the motivational power of salary is greater as compare to other motivational factors for teachers ...” As a result, the ECE teachers in these centres really needed to be motivated.

5.3.1 Monitoring of standards in ECE centres

Figure 3 under presentation of findings indicated that standards monitoring in these centres were only done by that government primary school’s deputy head teacher and the senior teachers. The frequency of monitoring was inconsistent. The study further revealed as seen in the previous chapter in figure 4.0 that even the DEBS office does not consistently conduct monitoring of standards in ECE centres. The MOE (1996: 158) explains that “the role of the inspectorate is to establish, evaluate and promote the highest standards of quality in educational provision.”

The government also, according to the Ministry of Education (1996: 5) states that “the Government has a bounden duty to promote the highest standard of education and learning for all. This entails giving attention to various interdependent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers in schools, school and institutional arrangements, and planning processes. The Government will also develop rigorous procedures for the evaluation of educational effectiveness and outcomes individual institutions.”

Ministry of Education (2013: 60) adds that “monitoring and evaluation improve teaching practices. Therefore, learning institutions should monitor, evaluate and analyse the effectiveness of their programmes and the teaching and learning strategies. In undertaking monitoring and evaluation activities, the following should be paid attention to: are the aims and objectives reasonable and appropriate? Are they being achieved? If not, why? And are resources (staff, money, time, facilities) used to their optimum? There should be follow-ups and continuous monitoring and evaluation.”

During an in-depth interview with the school head teachers, the researcher noted that there were some challenges which made the DEBS office fail to conduct consistent monitoring of standards in ECE centres. The head teachers revealed that it was difficult for the DEBS officials to reach some rural/remote ECE centres due to lack of finances and the roads were impassable during the rainy season. UNICEF (2016: 2-3) explained on the true reality of government expenditure on education by stating that “budget allocations to the sector have ranged between 17.2 per cent and 20.2 per cent over the past five years. The highest allocations were in 2014 and 2015, with the sector budget reaching 20.2 per cent in both years. The allocation for 2016 is the lowest in six years. It represents a 3 per cent decline in the absolute allocation from ZMW 9.4 billion in 2015 to ZMW 9.1 billion in 2016. Reduced expenditure on non-personal emolument implies less investment in the quality side of service delivery.” Ministry of Education (2014) adds that “...thus, in reality, the amount available for teaching and learning resources and running schools is low.” Hence, monitoring of ECE centres was not being done to ECE centres far from DEBS office.

5.4 Availability of teaching and learning materials in the Early Childhood Education

Centres in government primary schools

As was seen in Table 9 in the previous chapter, the findings chapter that the teaching and learning materials available in ECE centres in Itezhi Tezhi district were as follows: 8 respondents representing 22.2% indicated that the ECE centres only had the syllabi and a copy of pupils books each subject, 0 respondents representing 0% showed that the centres only had syllabi, teachers’ guides and a copy of pupils books each subject, suitable outdoor learning materials and play parks, 0 respondents representing 0% indicated that the centres only had syllabi, teachers’ guides and enough pupils books each subject, suitable outdoor learning materials and play parks and 28 respondents representing 77.8% indicated that the centres just had limited pupils books as all needs to be put

in place. This implied that the centres currently do not have adequate resources needed in order for them to realize their dreams educationally. The respondents revealed during the in-depth interview that their ECE centres from inception received pupils text books in December, 2017 and 6 managers representing 75% showed that from the time their ECE centres were opened they received teaching and learning resources from government in January, 2018 only.

The development of education is the sole goal of the Zambian government as such according to the Ministry of Education (1996: 4) explains that “will seek to promote equality of access, participation and benefit for all in accordance with individual needs and abilities. Measures to promote equality will include allocating resources to those in greatest need, providing appropriate support systems, and changing the tangible and intangible qualities of the system itself to cater for the diverse educational needs and interests of the population.” This implies that not only does the government provide education to its citizens but also provides the necessary resources to the education sector in the country.

In addition, the Ministry of Education (1996) in its education policy states that “the Ministry of Education ensures that all the schools are provided with adequate teaching and learning materials whenever possible.” The education policy also stresses “the importance of equality in the distribution of the teaching and learning materials by ensuring that the schools in most need of these resources did get them.” The Ministry of Education (2003-2007) further explains that “the government through the Ministry of education is responsible for the provision of educational materials to the government schools in line with the requirements of providing free compulsory primary education.”

Free Primary education was introduced in 2002 by the Zambian government in order to increase access to education. The government in its effort to provide free education services is required according to a circular (ME/71/126 No.3; 2002 dated 15th March, 2002) from the Permanent Secretary in the Ministry of Education to provide “schools with exercise books, pens, pencils, text books and other educational materials.” These free educational materials must be provided to all the pupils, regardless of their numbers, in order for them to fully participate in the learning process (MOE, 2003).

However, the scenario on the ground was different as the ECE centres were striving to deliver early childhood education due to lack of teaching and learning materials. The teaching/ learning

resources are instructional materials and devices through which teaching and learning are facilitated in schools (Agun and Okunrotifa, 1977). Not only that but also Bulder (2007: 17) further adds that “UNESCO found in 1993 that there was a critical shortage of school textbooks and other teaching materials.” OECD (2003: 16) furthermore reveals that “the Zambian education system has seriously deteriorated over the last thirty years as a result of economic decline, lack of resources and institutional inefficiencies... Furniture, textbooks and learning materials in most schools are in very short supply or non-existent.” According to a World Bank study by White (2004: 24) agrees with this point that “the building of classrooms and provision of school supplies (such as textbooks) are cost-effective instruments that contribute to higher enrolment and better learning outcomes.” Hence, OECD (2003: 16) states that “as a consequence, the quality of teaching and learning has been severely affected.”

5.4.1 The support from DEBS office towards the provision of ECE in ECE centres

As noted in Figure 4.1 in chapter four of this study, the school head teachers and deputy head teachers indicated that the District Education Board office provided very meagre grants to the Early Childhood Education Centres in the district. Not only that but also figure 4.2 of chapter four revealed that two schools had never received any government grant and 6 respondents representing 75% of the managers indicated that their centres received some government grants. Figure 4.2 from chapter four of this research further revealed that respondents explained that the amount of grant given to ECE centres were as follows: 1 manager representing 12.5% indicated that for his centre the amount of grant given was K500, 2 managers representing 25% indicated that the centre had never received any grant, 5 managers representing 64% indicated that their centres received less than K500 and no centre received above K500. The Ministry of Education (2014: 17) reveals also that “thus, in reality, the amount available for teaching and learning resources and running schools is low.”

This situation led to the variations revealed in figure 5 on page 47 in the previous chapter of this study that 12 respondents explained that there were no talking walls in classrooms and no outdoor play parks, 0 respondents representing 0% indicated that there was nice talking walls and fair outdoor play parks and 8 teachers standing for 40% indicated that there was nice talking walls but no play parks. Generally speaking there is no nice talking walls in most ECE centres in the district.

5.5 Continuous Professional Development of early childhood education teachers in Early Childhood Education Centres in government primary schools

The majority of the respondents as observed in table 10 in the previous chapter gave the information that there was no successful CPDs taking place in the ECE centres. Table 11 in chapter four of this research availed the reasons why CPDs activities were poor in the ECE centres as explained by the respondents and the following issues were given: 1 officer representing 3.6% indicated that there was no SIR Book, 1 officer representing 3.5% indicated that he did not know and 26 officers corresponding to 92.9% indicated that there was only one ECE teacher per ECE centre who was employed by PTA.

In an attempt to improve and ensure effective and quality teacher delivery in both primary and secondary schools in the country, the Ministry of Education introduced and promotes Continuous Professional Development (CPD) in schools. This strategy was started in 2000 under the strategic approach stipulated in the Educating Our future education policy document called School Program of In-service for the Term (SPRINT) as a framework for lifelong learning of teachers both in basic and high school. The SPRINT program from the Zambian perspective involves; Teachers Group Meeting (TGM), Head-teacher's In-service Meeting (HIM), Grade Meeting at Resource Centre (GRACE), Subject Meeting at Resource Centre (SMARC) and School In-service and Monitoring (SIMON) (Mubiana, 2011).

It should also be brought to light in this study that the Ministry of Education recognizes the fact that the college training was not sufficient to equip a teacher (trainee) fully and completely. This was confirmed by the education policy document where in the Ministry of Education (1996: 115) states that "The pre-service programme the trainee teachers undergo, is not sufficient for life. It is just a foundation. Therefore, teachers/ lecturers while in the service, need some sort of on-going training for them to deepen their knowledge, extend their professional skills and keep themselves up-to date on new developments in their profession because education is not static but dynamic." European Union (2010: 12) adds that "in this context, even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. Teachers are called upon not only to acquire new knowledge and skills but also to develop them continuously... To equip the teaching body with the skills and competences needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of

continuous professional development to keep teachers up to date with the skills required in a knowledge based society.”

In emphasis, Mubiana (2011: 130) revealed the fact that “professional development of teachers is the cornerstone of a qualitative and effective education because it is through this that teachers are empowered with skills and knowledge they require to improve their teaching practice. It is also one way in which the problem of poorly qualified teachers can be addressed through Continuing Professional Development (CPD) programmes.” This offers a vital opportunity for each and every teacher in the service to be sharpened further in order for them to be able to deliver lessons effectively. CPD activities helps teachers across the country to identify various challenges they face during teaching and arrived at practical conclusions that enhance their teaching.

In view of the aforementioned, these early childhood education teachers indeed stressed the need for them to be having successful CPDs in their centres. The biggest impediment was poor staffing of ECE teachers. The study further established that the deputy head teachers knew their significant roles in CPDs as they mentioned them during the interviews but a few as follows: take the central role of being in-charge of CPD at school level (Planning, Implementing, Reviewing, Reporting), observe demonstration lessons, the one in charge of finance and academic programme at school and attend stakeholders’ workshops.

Apart from, the study established during the in-depth interviews conducted by the researcher that the senior teachers too knew their remarkable roles in CPDs as follows: the roles of the deputy head teacher in CPDs, record keeping, preparing of logistics such as venue of the important meeting to be held, preparing the much needed resources in time in order for the meeting to be a success, identifying in time the learners who will participate in the CPDs lesson demonstration and planning and scheduling of activities.

Apart from that, the study established according to figure 6 in chapter four that the primary school teachers often met with early childhood education teachers during CPDs. This was revealed by 18 primary school teachers representing 90% who indicated that they often met with ECE teachers during CPDs. This was a direction by the government that CPDs were conducted by teachers at various levels in the country. The Ministry of Education (2013: 48) states in emphasis of CPDs as “in-service Education is a very important aspect of providing Continuing Professional Development (CPD) to serving teachers and teacher educators. Teacher Education institutions will

offer programmes of various durations depending on identified needs. The Ministry will continue to exercise a co-ordinating function and ensure that programmes fit within the framework of an overall comprehensive scheme.”

5.5.1 The performance of the ECE centres in Itezhi Tezhi District

As noted in figure 7 of chapter four in this study, the 6 respondents standing for 37.5% indicated that the performance of their ECE centres was good and 10 respondents corresponding to 62.5% said that the performance of their ECE centres was poor. From this finding, we establish in this remarkable study that most of the ECE centres were performing below the expected standard. With the little noted progress in the centres is as a result of the significant efforts of the PTA. This was supported by Kemp, Elbers and Gunning, (2008, 132) when they stated that “...improved availability of school books has the expected positive effect on test outcomes.” UNICEF (2000: 7) also states in agreement of this point that “in Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped.”

Teaching and learning materials always have a bearing on the performance of the learners. Mbozi (2008: 27) postulates “in her study of quality education in selected schools in Livingstone and Kazungula districts found limited textbooks as a factor affecting the performance of the learner.” Farrant (1980: 45) adds and emphasises the remarkable use of resources that “resource-based learning is an innovation that reverses the usual role of the teacher from that in which he is the main authority and source of all knowledge to one in which he acts simply as a guide to the pupil to enable him to make use of other sources of information. Sometimes known as the heuristic or discovery method, it claims that knowledge gained by self-effort and discovery is better assimilated and remembered than that which is merely memorised.” The study revealed according to figure 4.4 in chapter four of this research that the ECE centres in the district do not have adequate teaching and learning resources. These resources according to Farrant (1980: 44) further explains that “resource-based learning is a system of learning that depends on resources rather than teachers. It allows individual pupils to progress at their own pace and learn independently.”

This in fact implied that a school without relevant resources for effective teaching and learning does not in any sense promote quality education. Bwalya (2012: 40) adds that “quality, as one of the four pillars of the education sector, has a number of performance indicators that show whether the type of education being provided is a standard acceptable by the country. The indicators of quality education include: trained teachers, improved availability of teachers, improved teacher training, adequate supply of learning and teaching materials...” The fact that quality education lacks in the absence of resources, teacher and pupil performance is greatly poor.

Teaching and learning resources play a significant role in the learning every child in ECE centres. Bwalya (2012: 55) adds that “the basic materials ... are approved and recommended text books and materials that stimulate senses such as visual and touch.” Bwalya (2012: 56) agrees with this when stated that “provision of quality education was greatly hindered by inadequate teaching and learning materials.” Guloba, Wokanda and Bategeka (2010: 38) explains that “the availability of instructional materials (class resources, chalk, wall charts and writing board) provides motivating conditions for pupil learning achievements than limited access to them.”

This study established that resources contributed greatly to good teacher and pupils’ performance. Pupils are normally highly motivated to learn when resources are readily available in the ECE centres.

5.6 Measures necessary for enhancing effective delivery of ECE in government primary schools

This research brought to light the way forward required for the ECE centres to perform as observed by head teachers, deputy head teachers, senior teachers and ECE teachers. The way forward were successfully captured during the in-depth interviews with the individual respondents mentioned earlier on in this section. These respondents emphasized on the following as remedies to enhance the delivery of early childhood education: there should be regular funding to ECE centres, equip the centres with enough trained and government deployed teachers, the community should be sensitized on the importance of early childhood education, early Childhood education should be made compulsory in the country because of its importance and role in retaining learners in school and the government to construct more classrooms suitable for ECE learners.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This section presents the conclusions and recommendations of the study based on the research findings.

6.2 Conclusions

The purpose of this study was aimed at investigating the effectiveness of the Early Childhood Education (ECE) centres in the delivery of Early Childhood Education in the government (GRZ) primary schools in Itezhi Tezhi district in Zambia.

In view of the findings of the study it was clear that the ECE teachers currently teaching in these ECE centres has ECE diploma as the highest qualified ECE teacher presently teaching in ECE centres followed by the Zambia Pre-School Association course certificate for one year and the least qualification of ECE teachers discovered was a grade twelve school leaver. It was concluded that of the schools running ECE programmes only one centre met the government set required minimum qualification for ECE teachers, and all the ECE centres had only one teacher handling all the classes being offered by that centre. This led to teachers using the multi-grade teaching approach.

The study revealed that the teacher pupil ratio was too high at 1: 83. Despite the teacher deployment that took place in the recent past there was no ECE teacher who was deployed to these centres. This implied that all the ECE teachers serving in the centres were employed by the Parents Teachers Association (PTA) and the standards monitoring in these centres have been poor. The DEBS office does not consistently conduct monitoring of standards too.

Results of the study showed that the centres just had limited pupils' books. In fact, a lot needs to be put in place in all centres. This implies that the centres currently do not have adequate resources needed in order for them to realize their dreams educationally. School managers revealed that their ECE centres from inception received pupils' textbooks in December, 2017 and in January, 2018 only. It should be revealed that the ECE centres were operating using only the syllabi and a copy

of pupils' books in each subject. Hence, the ECE centres were improvising in order for them to deliver early childhood education in the district.

It was also concluded that some centres had never received any government grant since inception. This means that the government has failed to provide grants to all the ECE centres and to those centres that received some grants, the grants have been significantly very small in amount. This situation led to the centres having no talking walls in classrooms and no outdoor play parks. Talking walls is a collection of all what the learners learnt represented in pictures, figures and words drawn and written on manila papers displayed on the walls in the classroom for the purposes of reminding learners what they learnt. Generally speaking there is no nice talking walls in most centres.

The research findings indicated that the school PTAs in the government primary schools were heavily burdened by the government in that both the primary schools demand financial help from the PTA for the smooth running of the school. Not only that but also the ECE centres too look to the PTA from time to time financial assistance. In some schools due to under staffing of the schools, the PTA has employed some teachers that they pay monthly which is the same with the ECE centres.

CPDs were not taking place in early childhood education centres. The biggest impediment was poor staffing of ECE teachers in the centres. However, the deputy head teachers and the senior teachers during the study proved that they knew their significant roles in CPDs.

In the quest that the ECE teachers took part in the CPDs, the school managers decided to involve them in the school's CPD activities by interacting with the primary school teachers. The primary school teachers and ECE teacher met to identify the topics to be covered during the CPDs activities. This helped them to some extent as confessed by the early childhood education teachers during the interviews conducted.

6.3 Recommendations

In the light of the above major findings, the study makes the following recommendations:

1. There should be regular funding by the government through the Ministry of General Education to ECE centres.

2. The government through the Ministry of General Education should equip the ECCE centres with enough trained and qualified teachers.
3. The community should be sensitised on the importance of Early Childhood Education by the District Education Board Office in collaboration with the head teachers in each zone.
4. The Ministry of General Education should make Early Childhood Education compulsory in Zambia because of its importance and its role in retaining learners in school.
5. The Ministry of General Education should construct adequate classrooms suitable for ECE learners in the government primary schools in Zambia.

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APPENDIX 1

Serial No.....

QUESTIONNAIRE FOR THE CLASS TEACHERS FOR PRIMARY SCHOOL TEACHERS (ITEZHI TEZHI DISTRICT)

Dear respondent,

I am a postgraduate student in Education Management and Administration (MDEA) from the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU) carrying out an academic study to investigate the effectiveness of early childhood education centres in the delivery of quality early childhood education in selected government primary schools in Itezhi Tezhi District.

To that effect, you have been selected to participate in the study by answering the questions in this questionnaire as honest as possible. The study is strictly for academic purpose and as such you are assured that your responses will be treated with the highest deserved confidentiality. You shouldn't write your name on this questionnaire

INSTRUCTIONS

- ❖ For each question, tick the appropriate answer.
- ❖ You may provide more than one answer to each question if necessary

SECTION A: PERSONAL INFORMATION

1. Indicate your sex.
 - a) Male []
 - b) Female. []
2. Indicate your position at your station:
 - a. Early Childhood Education Teacher []
 - b. Class teacher []

SECTION B: SUBSTANTIVE ISSUES

3. Does the Early Childhood Education Centre at your school offer:
 - a. Baby Class
 - i. Yes []
 - ii. No []
 - b. Middle Class

- i. Yes []
 - ii. No []
 - c. Reception Class
 - i. Yes []
 - ii. No []
- 4. Do these classes have well trained Early Childhood Education Teachers deployed by the government?
 - a. Baby Class
 - iii. Yes []
 - iv. No []
 - b. Middle Class
 - iii. Yes []
 - iv. No []
 - c. Reception Class
 - iii. Yes []
 - iv. No []
- 5. If your response is no to all the classes in question 4 above, who teaches early childhood education classes?
 - a. Grade 9 school leaver not trained []
 - b. Grade 12 school leaver not trained []
 - c. Trained teacher but not deployed by government []
- 6. What teaching and learning materials are available for use in your Early Childhood Education Centre?
 - a. Syllabi, teachers' guide and a copy of pupils books each subject []
 - b. Syllabi, teachers' guides and a copy of pupils books each subject, suitable outdoor learning materials and play parks []
 - c. Syllabi, teachers' guides and enough pupils books each subject, suitable outdoor learning materials and play parks []
 - d. Just limited pupils books as all needs to be put in place []
- 7. Is there a suitable learning environment both in classroom (talking walls) and outdoor play parks at your Early Childhood Education Centres?

- a. No talking walls in classrooms and no outdoor play parks []
 - b. Nice talking walls and fair outdoor play parks []
 - c. Nice talking walls but no play parks []
8. Do the early childhood education teachers have successful Continuous Professional Development in your centre?
- a. Yes with a well recorded SIR Book []
 - b. No as the SIR Book is not there []
 - c. I don't know []
9. Do you often meet with early childhood education teachers during CPDs?
- a. Yes []
 - b. No []
10. What do you think is highly needed for your Early Childhood Education Centre to perform effectively?
- a. Qualified teachers, different teaching and learning materials and funds []
 - b. Just different teaching and learning materials []
 - c. Different teaching and learning materials and finances []
 - d. Finances only []

APPENDIX 2 INTERVIEW GUIDE FOR THE HEAD TEACHERS

School:

Date:

I am a postgraduate student in Education Management and Administration (MDEA) from the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU) carrying out an academic study to investigate the effectiveness of early childhood education centres in the delivery of quality early childhood education in selected government primary schools in Itezhi Tezhi District. To that effect, I am delighted you have been selected to participate in this study as a respondent. This study is strictly for academic purposes and as such you are assured that your responses will be treated with the highest deserved confidentiality.

In this vital discussion, I wish to ask you questions about the effectiveness of early childhood education centres in the delivery of quality education to learners. The main focus in our discussion will be on the performance of your Early Childhood Education Centre.

1. When did the Early Childhood Education Centre start at your school?
2. What classes are being offered at your Early Childhood Education Centre currently?
3. Do these classes have well trained Early Childhood Education Teachers deployed by the government?
4. If your response is no to question four, who then teaches the early childhood education class (s)?
5. What is the role of the District Education Board office towards the effective Provision of Early Childhood Education in your Early Childhood Education Centre?
6. What teaching and learning materials are available for use in your Early Childhood Education Centre?
7. Are there appropriate play parks at your Early Childhood Education Centre? If no, why are they not there?
8. Do the early childhood education teachers have effective Continuous Professional Development in your centre?
 - i. If yes, what are its strengths?
 - ii. If no, why is it not effective?
9. As the head teacher, how do you rate the Early Childhood Education Centre?

- a) Very good because it has most of the resources, materials, staff and a suitable school environment for outdoor activities. []
- b) Good because the trained ECE teacher is busy sacrificing and using initiative []
- c) Poor because most resources, materials, equipments are missing and ECE teacher is not rained []
10. What do you think should be done for your Early Childhood Education Centre to perform effectively?

THANK YOU VERY MUCH AND GOD BLESS YOU!

APPENDIX 3 INTERVIEW GUIDE FOR THE DEPUTY HEAD TEACHERS

School:

Date:

I am a postgraduate student in Education Management and Administration (MDEA) from the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU) carrying out an academic study to investigate the effectiveness of early childhood education centres in the delivery of quality early childhood education in selected government primary schools in Itezhi Tezhi District. To that effect, I am delighted you have been selected to participate in this study as a respondent. This study is strictly for academic purposes and as such you are assured that your responses will be treated with the highest deserved confidentiality.

In this vital discussion, I wish to ask you questions about the effectiveness of early childhood education centres in the delivery of education to learners. The main focus in our discussion will be on the performance of your Early Childhood Education Centre.

1. When did the Early Childhood Education Centre start at your school?
2. What classes are being offered at your Early Childhood Education Centre currently?
3. Do these classes have well trained Early Childhood Education Teachers deployed by the government?
4. How often do you monitor standards at the ECE centre in a month?
5. What support does the centre receive from the District Education Board office towards the provision of Early Childhood Education in your Early Childhood Education Centre?
6. What teaching and learning materials are available for use in your Early Childhood Education Centre?
7. Are there appropriate play parks at your Early Childhood Education Centre? If no, why are they not there?
8. Do the early childhood education teachers have Continuous Professional Development in your centre?
 - i. If yes, what are its strengths?
 - ii. If no, why is it not effective?
9. What is your role in CPDs at ECE centre?
10. As the deputy head teacher, how do you rate the Early Childhood Education Centre?

- i. Very good because it has most of the resources, materials, staff and a suitable school environment for outdoor activities. []
- ii. Good because the trained ECE teacher is busy sacrificing and using initiative []
- iii. Poor because most resources, materials, equipments are missing and ECE teacher is not trained []

THANK YOU VERY MUCH AND GOD BLESS YOU!

APPENDIX 4 INTERVIEW GUIDE FOR THE SENIOR TEACHERS

School:

Date:

I am a postgraduate student in Education Management and Administration (MDEA) from the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU) carrying out an academic study to investigate the effectiveness of early childhood education centres in the delivery of quality early childhood education in selected government primary schools in Itezhi Tezhi District. To that effect, I am delighted you have been selected to participate in this study as a respondent. This study is strictly for academic purposes and as such you are assured that your responses will be treated with the highest deserved confidentiality.

In this vital discussion, I wish to ask you questions about the effectiveness of early childhood education centres in the delivery of quality education to learners. The main focus in our discussion will be on the performance of your Early Childhood Education Centre.

1. Do you have Early Childhood Education Centre at your school?
2. What classes are being offered at your Early Childhood Education Centre currently?
3. Do these classes have well trained Early Childhood Education Teachers deployed by the government?
4. How often do you monitor standards at the ECE centre in a month?
5. What teaching and learning materials are available for use in your Early Childhood Education Centre?
6. Are there appropriate play parks at your Early Childhood Education Centre? If no, why are they not there?
7. Do the early childhood education teachers have effective Continuous Professional Development in your centre and how often a term?
 - i. If yes, what are its strengths?
 - ii. If no, why is it not effective?
8. What is your role in CPDs at the ECE centre?
9. As the senior teacher, how do you rate the Early Childhood Education Centre in the delivery of education?

- i. Very good because it has most of the resources, materials, staff and a suitable school environment for outdoor activities. []
 - ii. Good because the trained ECE teacher is busy sacrificing and using initiative []
 - iii. Poor because most resources, materials, equipments are missing and ECE teacher is not trained []
10. What do you think is highly needed for your Early Childhood Education Centre to perform effectively?

THANK YOU VERY MUCH AND GOD BLESS YOU!

APPENDIX 5 INTERVIEW GUIDE FOR THE ECE TEACHERS

School:

Date:

I am a postgraduate student in Education Management and Administration (MDEA) from the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU) carrying out an academic study to investigate the effectiveness of early childhood education centres in the delivery of quality early childhood education in selected government primary schools in Itezhi Tezhi District. To that effect, I am delighted you have been selected to participate in this study as a respondent. This study is strictly for academic purposes and as such you are assured that your responses will be treated with the highest deserved confidentiality.

In this vital discussion, I wish to ask you questions about the effectiveness of early childhood education centres in the delivery of quality education to learners. The main focus in our discussion will be on the performance of your Early Childhood Education Centre.

1. What classes are being offered at your Early Childhood Education Centre currently?
2. How many classes do you teach and what is the teacher pupil ratio?
3. What qualification do you have as an Early Childhood Education Teacher? Where were you trained from?
4. Who is your employer?
5. How often are you monitored in order to help improve standards at the ECE centre in a month?
6. What teaching and learning materials are available for use in your Early Childhood Education Centre?
7. Are there appropriate play parks at your Early Childhood Education Centre? If no, why are they not there?
8. Do you have successful Continuous Professional Development and how often do you have them in your centre?
 - i. If yes, what are its strengths?
 - ii. If no, why is it not effective?
9. As the ECE teacher, how do you rate the Early Childhood Education Centre in the delivery of education?

- i. Very good because it has most of the resources, materials, staff and a suitable school environment for outdoor activities. []
 - ii. Good because the trained ECE teacher is busy sacrificing and using initiative []
 - iii. Poor because most resources, materials, equipments are missing and ECE teacher is not trained []
10. What do you think is highly needed for your Early Childhood Education Centre to perform effectively?

THANK YOU VERY MUCH AND GOD BLESS YOU!

APPENDIX 6: Permission letter from the IDE UNZA



**UNIVERSITY OF ZAMBIA - ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)**

Telephone: 26021-1-291777-78 Ext. 3500/ 0978/772249
Telegrams: UNZA LUSAKA
Fax: 26021-1-253952
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE: 15/08/2018

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: 116145/18/1 and computer number 716814029 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 effectiveness of ECE centres in the delivery of education in government primary schools in Ilerehitezhu district

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

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

APPENDIX 7: CONFIRMATION OF STUDY BY DEBS OFFICE

*All communication should be Addressed
to the DEBS*

Telephone: 032-63054



**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

**ITEZHI TEZHI DISTRICT BOARD OFFICE
P.O. Box 37
ITEZHI TEZHI**

In reply please quote

No:.....

TS/201106


Wednesday, 12th September, 2018.

Mr. Chelebela Stanley
Mbila East Primary School
ITEZHI-TEZHI

RE: CONFIRMATION OF STUDY

I acknowledge receipt of your letter from the UNZA on the above subject matter.

Be informed that permission has been granted for you to carry out a research.


Haakanene D.N.
District Education Board Secretary
ITEZHI-TEZHI DISTRICT