

**THE PROVISION OF EARLY CHILDHOOD EDUCATION IN
SELECTED GOVERNMENT AND PRIVATE PRIMARY SCHOOLS IN
NKEYEMA DISTRICT OF WESTERN PROVINCE OF ZAMBIA**

BY

ENGES GUBWANI MULEBWENTE

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Zimbabwe Open University in partial fulfilment of the requirements for
the award of the Degree of Master of Education in Education Management.**

The University Of Zambia

Lusaka

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DECLARATION

I, ENGES GUBWANI MULEBWENTE, do solemnly declare that this Dissertation is my own work which has not been submitted for any Degree at this or another University.

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CERTIFICATE OF APPROVAL

This Dissertation of ENGES GUBWANI MULEBWENTE has been approved as a partial fulfilment of the requirement for the award of the Degree of master of Education in Education Management at the University of Zambia, in Association with Zimbabwe Open University.

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ABSTRACT

The study set out to investigate provision of Early Childhood Education in government and private schools. The descriptive survey design was used to collect data. Piaget's cognitive theory of learning was used and a sample of one hundred and twenty (120) respondents was selected from six (6) Early Childhood Education centres in Nkeyema, which is a small, rural and new District.

Data was collected using questionnaires, semi-structured interviews; observation schedules and ECE class checklists. Qualitative data was analysed using themes by coding and grouping similar ideas.

Findings of the study revealed that there were gaps between the government policy of Early Childhood Education (ECE) provision and implementation. The study established that, there were no guidelines, on how to institute ECE in government primary schools. The private schools were offering ECE even before 2013 declaration. ECE centres did not have documents indicating teaching time. Teaching was done without syllabi, there were no trained teachers for ECE centres at the inception of the implementation but any primary teacher would volunteer to teach pre-school children. In some cases, they used school leavers without training, the study also found that ECE was provided in appropriate infrastructure which were designed for the pupils above six years: In dilapidated class rooms, with toilets and play grounds far from ECE centres. Implementation of ECE centres began without supply relevant teaching and learning materials; instead it was more of academic than play.

Further, the study revealed that, there was challenge of long distances between schools and villages result in rampant absenteeism. In government schools, there was overcrowding because of free education policy which allowed the enrolment of children without paying fees of any kind and attending schools without any uniform. This is opposed to private schools. However, private schools are also overcrowded because of the beliefs held by most parents that, private schools offer better teaching. In view of the above research findings, it was recommended that appropriate infrastructure, teaching/learning materials and relevant equipment be provided to ECE centres. The government should establish more ECE centres to reduce distances between centres for these young children.

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DEDICATION

I dedicate this work to my family whose past and present tireless support has made it possible for me to reach this far in education. I thank my children; Muzyamba, Piyo, Andrew, Sara, Amos and Beenzu for their understanding by forgoing the love children would need from their father. I further thank my wife Carol for great encouragement and my elder brother Robson for his support.

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ACRONYMS

CBO	Community Based Organisation
CDC	Curriculum Development Centre
CRC	Convention on the Right of the Child
CSEN	Children with Special Education Needs
DEBS	District Education Board Secretary
ECCDE	Early Childhood Care Development and Education
ECCE	Early Childhood Care Education
ECD	Early Child Development
ECDC	Early Childhood Development Care
ECEC	Early Childhood Education and Care
EFA	Education For All
FBO	Faith Based Organisation
MOE	Ministry of Education
NGO	Non-Governmental Organisation
OECD	Organisation of Early Childhood and Care Development
OVC	Orphan and Vulnerable Children
SPSS	Statistical Package for Social Science
UNESCO	United Nations Education Scientifically and Cultural Organisation
UNICEF	United Nations Children`s Emergency Fund
UPE	Universal Primary Education
ZPA	Zambia Pre-school Association
ESO	Education Standards Office

CHAPTER ONE: INTRODUCTION

1.1 OVERVIEW

This chapter presents the background to the study, statement of the problem, significance of the study, delimitation, limitations, operational definitions and ethical considerations.

1.2 BACKGROUND TO THE STUDY

Early Childhood Education (ECE) was not compulsory from pre-independence up to 2011. Therefore it also provided ECE through welfare Halls. Thus, ECE was popular in urban areas; in urban government and private schools. Currently ECE is compulsory and mainstreamed in all government primary schools including those in rural, small and new districts like Nkeyema district. It is interesting to note that not much research has been conducted on ECE provision in a rural, small and new district particularly Nkeyema district. This has prompted the interest to conduct this research. (Sichalwe, et al, 2004)

Before Independence Early Childhood Education was offered by local Government in what were called Welfare Centres and some private individuals and organizations (UNESCO, 2006). These Local Government (councils) did not have a common curriculum and syllabi. Each council taught their own curriculum. There was no coordination and each council and private sectors provided fragmented curricular. In most cases teachers had no professional training background. Kamerman (2006), agrees that “fragmented curriculum; lack of standards, monitoring and supervision” confinement of Early Childhood Care and Education (ECCE) to pre – schools instead of offering a more comprehensive learning were among challenges facing ECCE.

It has also been documented that much of the curriculum of private pre – schools are out dated and inadequate for the age group and home environment are not conducive to learning (UNESCO, 2006). Home based pre – schools in urban and rural areas have mushroomed, at the expense of quality education. Some proprietors have no education background and as such, certain things are not in place. For instance they pay little attention to sanitation. In some cases, location is bad, for example, near the bar, in corridors of shops and near markets, in a noisy

place. Learners may not concentrate and this compromises with the provision of quality education and interferes with ECE provision by uncondusive environments.

However, in 2013 the Ministry of Education (MOE) directed that at each school there should be Early Childhood Education class. Thus Early Childhood Education was mainstreamed and had to be provided by (MOE). This therefore, makes it very interesting for the researcher to look at the effectiveness of provision of Early Childhood Education by government schools as compared to privately owned schools (that's those owned by Non – governmental Organization (NGOs) local communities and private individuals). This study however, arises from the government's introduction of Early Childhood Education (ECE) in the mainstream of education system.

Many terms have been used in researches, strategies, frameworks, policies and reports to refer to education provided for children in their early years. In Zambia Early Childhood Education (ECE) is an education offered to children between the ages of three to six.

Nevertheless, in 2013 government provided a common curriculum to all ECE centres. The curriculum is predominantly dominated by play and pre – learning activities based on the following learning areas; social studies, integrated science, pre – mathematic, literacy and language and expressive arts. These are supposed to be offered to those mainly in the reception class that is five (5) to six (6) years. However, for Baby class (0 – 2 years) and middle class (3 to 4 year) the curriculum still remain unclear.

Jayne (2006:19) on Early Childhood Development also acknowledges Froebel's (1845:78) assertions. Jayne indicate that while resource books and curriculum guides can be of help one must bear in mind that actual early childhood curriculum comes from the children themselves. Jayne went further outlining that, "curriculum is built around the child's interests, their needs, their development level and their personalities. Thus when determining the curriculum to use, one should think about interests of children and what they should accomplish and experience.

In providing ECE the environment also plays a key role. Environmental factors include everything the children experience, how they are cared for by parents, how much they are taught in the neighbourhood they live in, nutrition and their instruction in schools, school infrastructure among others. Pestrill et al (2010) stated that "regardless of where children start

as far as reading skills, and the impact that genetics and environment had on their initial skills we find that their environment had an impact on how fast or how slowly those reading skills developed,” thus, infrastructure such as classroom desks are cardinal and must be considered when providing ECE.

Pestrill emphasized that a child’s environment is much more than just the instruction he or she receives in school. Thus, the environment must be appropriate and conducive for offering ECE. Hence caregivers or teachers need to arrange environment that are symbols rich and interesting without being over whelming to infants and toddlers. The children should not be subjected to long hours of sitting and listening. They need to be engaged in various activities like playing, singing, drawing and so on. The environment that is inclusive, promotes competence, independent exploitation and learning through play. Therefore learning environment that encourages children’s engagement, curiosity, problem solving, independent exploration and appropriate risk taking must be provided. John Bunett (2006), “young children placed in an over formalized schools – like situation from their early years are denied the experience of appropriate early childhood pedagogy.”

It seems that the strengthening of the field, highlighting its specific culture, greatness and identity {achievement of a privileged place among other sector of education,}, is the greatest challenge. It is for this reason that ECE centres preferably must have the facilities like Play Parks where children can go and play various games.

It is however, important to note that in Zambia; before independence ECE was provided within the mainstream of the education structure. It was offered as sub – standards A and B. Every entrant into formal schooling had to begin with pre – school education before proceeding into standard one (1). In this case a standard curriculum was there which all primary schools followed. However, the structuring of education system in the 1960s saw the removal of the pre – school education from primary schools as formal schools started at grade one (1). Early Childhood Education and Development became the responsibility of local government and was provided in community social welfare centres (MOE, 1967). 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, fragment and sub – standard Early Childhood Education. It is for this reason that the Ministry of Education decided to review and standardize the provision of ECE in the country by

developing a national curriculum. However, it is interesting to note with displeasure that private individuals, community groups, non – governmental organization and church organization are running ECE centres without following national curriculum, having no professional teachers and operating in poor environments. The 2011 Education Act stipulates guiding policies on how best education in Zambian schools be provided at all levels, in the light of democratic dispensation. The Act addresses the education development principles of liberalization, decentralization, equality, equity, partnership and accountability. It is from this act that the emphasis on the need to clearly include knowledge, skills and values in the curriculum of ECE is based (MOE, 2011).

This research investigates the provision of early childhood education in government and private schools. It is hoped that this research might provide solutions to the existing challenge of providing ECE.

The table shows statistics on the number of learners who started with pre-school education before going to primary education in different provinces of Zambia.

Table 1. STATISTICS FOR GRADE ONE ENTRANTS WITH PRE-SCHOOL EXPERIENCE 2004-2010

NATIONAL/ YEAR	2004	2005	2007	2008	2009	2010
MALE	56.40%	48.60%	48.30%	49.00%	47.60%	48.40%
FEMALE	49.60%	51.40%	51.10%	51.00%	52.40%	51.60%
TOTAL	15.90%	20.30%	17.10%	16.10%	17.20%	17.30%
PROVINCIAL/ YEAR	2004	2005	2007	2008	2009	2010
CENTRAL	12.70%	20.40%	21.20%	21.20%	18.50%	21.20%
COPPERBELT	17.90%	35.80%	29.30%	30.20%	32.30%	35.50%
EASTERN	5.90%	9.90%	9.10%	8.10%	7.30%	7.60%
LUAPULA	05.70%	10.60%	8.70%	6.80%	7.10%	8.00%
LUSAKA	34.10%	48.50%	39.20%	44.30%	42.80%	45.80%
N/WESTERN	6.00%	10.10%	6.60%	7.30%	6.10%	8.00%
NORTHERN	05.90%	11.00%	6.20%	3.30%	4.50%	5.10%
SOUTHERN	17.70%	19.20%	18.70%	16.40%	18.60%	18.50%
WESTRN	4.40%	05.80%	05.00%	2.80%	4.00%	4.20%

SOURCE: MATAFWALI AND MUNSAKA (2011)

The table above shows inconsistency in the provision of early childhood education in the country by private organisations in Zambia for the period 2004 to 2010. This is contrary to the indication in the policy documents Education Reforms (1977), Focus on Learning (1992), Educating Our Future (1996) and even the Education Act (2011), which states that education system would start with pre-schooling. The picture reveals that the rural provinces of Zambia are still in lagging behind in the provision of the program. But what gives hope is the annexing of ECE centres to the mainstream education system, meaning the government has taken full responsibility in the provision of ECE in Zambia if children are to develop in a proper environment as alluded to by Barron (2005:3).

However, it is worth noting that though the provision of ECE has been going on for a long time, it only became mandatory and mainstreamed the existing schools after the 2012 directive.

1.3 STATEMENT OF THE PROBLEM

Following the directive by the (MOE) to introduce ECE centres in the mainstream of the education system; some government primary schools have implemented this component of Early Childhood Education. Nevertheless, there is lack of information on how early childhood education is being provided in the mainstream of primary schools. For this reason, this study will investigate on how ECE is provided especially in Nkeyema District of western province which is rural, small and new coupled with a lot of challenges such as lack of facilities, materials, teachers, classroom infrastructure and a lot of other challenges. This research therefore seeks to establish the provision of ECE in selected school of Nkeyema district in western province.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to investigate on the provision of Early Childhood Education in terms of curriculum, infrastructure, human resource and materials in selected government and private schools in Nkeyema District of western province.

1.5 OBJECTIVES OF THE STUDY

The study will be guided by the following objectives:

1. To ascertain if there qualified teachers for the provision of ECE in Nkeyema District.
2. To assess adequacy of infrastructure for the provision of ECE in Nkeyema District.
3. To assess the availability of classroom and outdoor educational materials in the provision of ECE.
4. To find out the challenges in the provision of ECE in Nkeyema District of Western Province.
5. To establish ways of enhancing the provision of Early Childhood Education in government and private schools.

1.6 RESEARCH QUESTIONS:

The research will be guided by the following questions:

- i. To what extent has Early Childhood Education been provided in government and private schools in terms of teachers?
- ii. To what extent has Early Childhood Education been provided in government and private schools in terms of infrastructure?
- iii. To what extent has ECE been provided in government and private schools in terms of educational materials?
- iv. What Challenges are facing the provision of ECE
- v. In what ways can the provision of ECE be enhanced in private and government schools?

1.7 SIGNIFICANCE OF THE STUDY

The study will show the provision of Early Childhood Education in government and private schools. This will help the government to develop strategies of making provision of education uniform by ensuring standards, infrastructure, and common curriculum, using trained and qualified teachers and providing teaching materials in all ECE centres.

1.8 THEORETICAL FRAMEWORK

The theoretical framework for the study focuses on Jean Piaget's cognitive theory of learning. According to Cynthia et al (2013), Piaget believed that children progress through a series of stages of cognitive development and supported this idea through observation of, and interviews and experiments with children of all ages." The stages are sensorimotor (0 – 2 years), preoperational (2 – 6 years), concrete operational (6 – 12)

Piaget's theory, development occurs as the child acts on the world and searches for a fit between new experiences and existing schemes. A lack of it leads to an imbalance or disequilibrium, which is connected through assimilation and accommodation. Piaget believed that the back and forth process of the child's search for fit between existing schemes and new experiences create a new balance in the child understands which is referred to as equilibration.

According to Laura (2013), Piaget's theory encouraged the development of educational philosophies and programs that emphasise children's discovery leaning and direct contact with the environment."

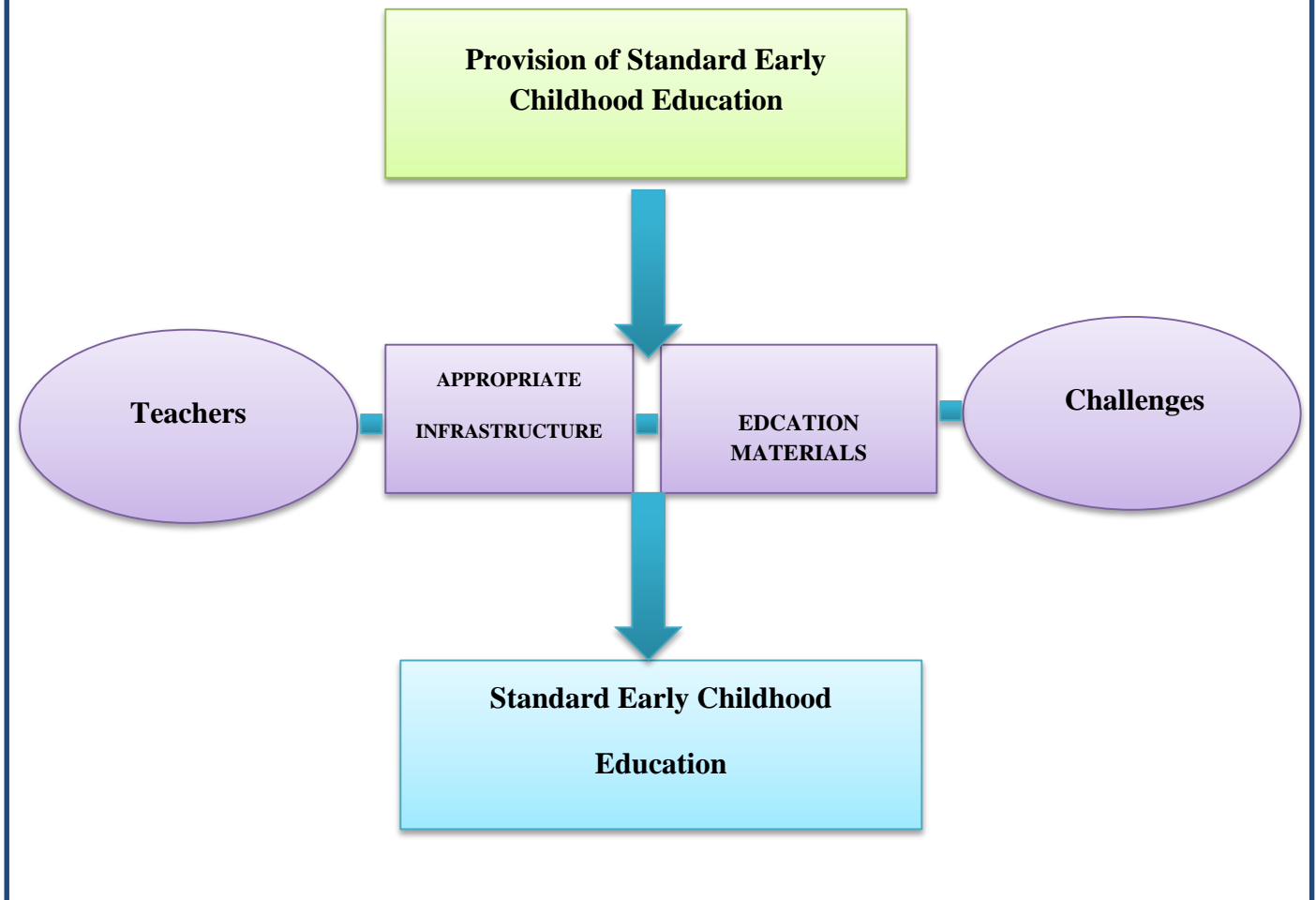
The Piaget's cognitive theory of learning is best suitable because it focuses on the development stages of the child from birth to 11 years. It requires that a teacher be part in the process of learning rather than product of it. Also means learning should be from the known to the unknown or from simple to complex which is a basic principle when teaching at pre-school. It is an organised formal learning provided from age three to six years old and use of active methods that require the rediscovering or constructing "truth." Different activities are given to different age groups.

1.9 CONCEPTUAL FRAMEWORK

The study focused on infrastructure, education materials, teachers and challenges in the provision of Early Childhood Education. It explained how these influence the provision of ECE.

Thus, the conceptual framework below signifies the provision of standard early childhood education in public and private primary schools. It thus shows that standard education in this study was measured in the four dimensions indicated below. The assumption was that with availability of appropriate educational materials, school infrastructure, curriculum and qualified human resource, public and private primary schools should be able to provide the much desired standard early childhood education. Therefore, it simply meant that schools that don't have these inputs may not provide standard early childhood education.

Figure 1: Conceptual Framework for Provision of Early Childhood Education



1.10 DELIMITATIONS

The study was conducted in Western Province of Zambia, particularly in Nkeyema District. Other parts of the country were not included. Nkeyema District was chosen because being rural, new and small the challenges of provision of ECE are many and solutions need to be found. Secondly, it was hoped that the findings from Nkeyema District would be representative to other parts of the country with similar challenges.

1.11 LIMITATIONS

The study was conducted with hardships and challenges. The road network is bad; the roads were last graded about six years ago. Some bridges were washed away and were not yet repaired; this posed a challenge to reach some schools. The distances between schools are very long, this caused a delay in collecting data. Illiteracy levels are high in the area under study and a lot of time was spent in interpreting the questionnaires in some cases.

The other challenge was the late retention of questionnaires by respondents; this forced the researcher to give questionnaires to other respondents in cases where the questionnaires were not returned in time. The study targeted government and private schools.

1.12 OPERATIONAL DEFINITION OF TERMS

Child care:	Education for children from birth to (2) years old.
Early Childhood Education:	Is an organised form of education provision for children between the age of three to six years
ECE annexing:	Attachment of Early Childhood Education centres to government primary schools
Illiteracy:	Not being able to read and write
Peri – urban schools:	A school in the out skirt of a township
Rural / remote school:	A school very far from the central part of a district.
Urban school:	A school within the township
Kindergarten:	A garden of children
Pre – school:	Early Childhood Education centres for children from ages three to six years prior to entrance into primary school.
Curriculum:	The sum total of all the experiences provided through an ECE programme. This includes he taught and hidden curriculum like mannerism, dressing and so on, which learners learn from their peers and teachers.

CHAPTER TWO: LITERATURE REVIEW

2.1 OVERVIEW

The chapter presents a review of relevant literature on Early Childhood Education. It explains literature done by others and their findings; and further shows the gap that the study fills.

2.2 A GLOBAL VIEW OF EARLY CHILDHOOD EDUCATION

According to UNESCO (2009), “recently, national government have begun to recognise the power of ECE to develop equitable education provision for all children. Ghana, Gambia and Kenya plans to develop ECE for the poor, remote and disadvantaged children. Cambodia has gone a step further by including ECE in its national plan for achieving universal basic education by 2018.”

Teguma et al (2012: P.11) indicates that “ECE is a topic of increased policy interest in Japan, where improving quality in ECE sector is a subject of growing importance. The OECD has identified five affective policy levels to encourage quality in the sector: 1) quality goals and regulations; 2) curriculum and guidelines; 3) workforce; 4) family and community engagement and 5) data research and monitoring. “Of the five Japan considers improving quality in the workforce as a priority. It considers well educated and well trained professionals as the key factor in providing high quality ECE with the most favourable cognitive and social outcomes for children.

According to Teguma et al (2012), Japanese pre-school education has been influenced more or less by foreign educational philosophies and methods, such as the Froebelian methods, since the latter half of the 19th century: child centred education from America and Europe since the 1920s including the Dewey and Montessori; nursing theory from the Soviet Union from the 1930s to the 1950s and the Reggio Emilia approach from Italy since the 1990s. In any case they have been digested and adopted to conform to the Japanese climate and context, and in the process of changing.

Zhang Yan (1998) visited Japan ECE setting in 1996 as a researcher from china and described the characteristics of Japanese pre-school education and is as follows:

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

In China preschool education is vital and begins at the age of three (3). According to Emily and Albert (2007), pre-school education was one of the targets in the 1985 education reforms. The reforms articulated that pre-schools facilities were to be established in buildings made available by public enterprises, production teams, municipal authorities, local groups and families. The government announced that it depended on individual organisations to sponsor their own pre-school education and that pre-school education was to become a part of the welfare service of various government organisations, institutes and collectively operated enterprises. Cost of preschool education varied according to the services rendered. Officials also called for more pre-school teachers with more appropriate training. Although the ministry of education (MOE) is officially responsible for promoting ECE in China, only a small number of ECE institutions are run by government departments and a few of them are located in rural China, with only low levels of support from local governments, most ECE institutions in rural China suffer from unqualified teachers, poorly developed curricular and inadequate and poorly maintained facilities. Studies exist that describes the nature of China's ECE in both urban and rural areas (World Bank, 1999. Yu. 2005, Zeng, Zhu and Chen. 2007) accessed 15/06/2017.

According to the commonwealth of Australia (2011), the Australia government's agenda from ECE and child care focuses on providing Australia families with high quality accessible and affordable integrated ECE and child care.

The agenda has strong emphases on connecting with school to ensure all Australian. Children are fully prepared for learning and life. Investing in the health, education development and care for children's benefits and their families.

Historically, policy and funding responsibility for ECE and the licensing of education and care providers has resided with state and territory government, Commonwealth of Australia (2011). They have continued to make substantial investment in the early childhood sector; including providing or funding pre-schools / kindergartens, early childhood interventions services, child and maternal health services and family support services.

2.3 THE PERSPECTIVE OF ZAMBIA ON EARLY CHILDHOOD EDUCATION

The Jomtien world declaration on Education For All of 1990, the Dakar conference of 2000 and 2000 millennium conference emphasized the need to provide Education For All by the year 2015 (UNESCO report 2003/2004). Since this was an important milestone in the history of education, ECE fraternity was not an exception in many, if not all African countries. Zambia was among the African countries that acknowledged the ECE inclusion in the main education system.

The Zambian government has considered ECE as of great importance to nation's ministry of education (MOE). Currently, under the MOE educational provision is guided the national education policy document, Educating Our Future which focuses on equitable access to quality education at all levels (MOE, 1996). The fifth national development plan 2006-2010, a policy paper outlining educational provisions by MOE define Early Childhood Care Development and Education as the level of education both formal and informal which a child from birth to the age six undergoes prior to reaching the compulsory age (seven years) of entry to primary or basic school (MOE, 2006). This policy outlines critical stages to develop a national Early Childhood Care Development and Education curriculum framework and to produce and distribute teaching materials for early learners. Additionally it states the need to develop

monitoring and evaluation instrument for this level of education. Regarding the development of ECE, it further notes major challenges in the subsection in past year: fragmented curriculum, lack of standards, monitoring and supervision and the confinement of ECE to pre-schooling instead of offering a more comprehensive experience (Kammerman, 2006).

2.3.1 POLICY ON ECE

The right to education imposes an obligation upon countries to ensure that all children have opportunity to meet their basic learning needs. As such governments have task of ensure that each human being has the opportunity to attain some basic education. Such opportunities can be attained when proper polices are formulated and supported by both politicians and government.

A policy is typically defined as a deliberate plan of actions to guide decisions and achieve rational outcomes (Althaus Bridgman and Glyn, 2007). It is developed to guide actions toward those that are most likely to achieve a desired outcome. The term may apply to government, private sector, organisation, group and individuals. Policies can be arranged to reach explicit goals. If Education For All (EFA) goals are to be achieved the education policy on ECE are critical for the country's development.

In some developing nations of the Middle East, Latin America and Asia, official policies for children's services began to be adapted in the late 1960s and 1970s. According to Arango (1900) "in the developing world, the first national – level agency to promote integrated national ECE programmes and polices appear to be the Colombian institute for family welfare that was established in 1968." Government through relevant ministry have the primary responsibly of formulating ECE and education polices within the context of national EFA goals and Zambia is no exception. ECE polices implementation is then supposed to have in a clearly stated guidelines child growth and development can be improved through implementing policies that help institution and communities to identify and meet essential developmental need of children and parent.

"From 1977 to 1992, an Education Policy recognised ECE as part of the Education System, though there was no guarantee that ECE would be accessible to all eligible children." (Mediterranean Journal of Social Sciences, 2014: 4)

The existing national policy of the Ministry of Education focuses on children who are 3-6 years old and not on the age group of 0-2 years. It will therefore be very interesting to conduct this research on the provision of ECE in government and private school in Nkeyema District which is rural, small and a new district

2.4 PROVISION OF ECE IN DIFFERENT COUNTRIES

There are many researchers who have written on early childhood education. Sichikwasha Richard in 2014 wrote on factors affecting the provision of ECE in government primary schools and the findings of this study revealed that there were gaps between the government policy on Early Childhood Education provision and implementation. The study established that there were no guidelines on how to institute ECE in government primary schools. ECE centres did not have documents indicating teaching time, teaching was done without curriculum, there were no trained teachers in ECE centres at the commencement of implementation but any primary teacher could volunteer to provide pre-schooling. The study also found that ECE provision was being done in inappropriate infrastructure which were designed for children above the age of six; in dilapidated classrooms, with toilets and play grounds located far from the ECE centres. Implementation of ECE began without supply of relevant teaching and learning materials; instead it was more of academic than play. Further, the study revealed that there was a challenge of long distances between schools and villages/ homes, resulting in minimal enrolment and rampant absenteeism in rural and remote centres. However, township centres experienced high enrolment rates, resulting in overcrowding in classrooms due to proximity to the ECE centres and also the 'Free Education Policy' which allowed enrolment of children without paying fees of any kind and attending school without uniforms.

In view of the research findings, it was recommended that appropriate infrastructure, teaching/learning materials and relevant equipment for play be provided in ECE Centres. Further, the government should establish more ECE centres closer to communities so that there is not only dependency on existing primary schools which are far apart. The government should highly fund ECE centres for better operations of the program; pre-schools, unlike conventional education, require a lot of things to use, and most of them involve monies to acquire them

According to research done by Phylis Kaneneka (2013), on an assessment of the benefits of early childhood care, development and education in central province Zambia, it was discovered that the services provided to ECCDE centres were beneficial to rural children, teachers and parents. These benefits were in terms of, improved retention and completion rates, reduced dropout and repetition rates and reduced absentees; increased interest in learning. And many more benefits cited in the document such that respondents wished the program could be extended to all parts of the district so that all children in the district had the same type of education thus the recommendations of this study to various stakeholders were that the ministry of education through cabinet office should finalise the ECCDE policy and that the Ministry of Education should support the efforts of the cooperating partners in the provision of ECCDE in rural areas as stated in the National Policy document. The overall conclusion was that it was possible for communities and basic schools to establish ECCDE centres in their catchment areas so that all the children who enrolled in regular schools would have ECCDE background and enter school with a firm foundation

While Nalumba Elina wrote on curriculum in ECEs in 2009 by putting emphasis on the appropriateness on the curriculum offered to the nurseries and pre-schools. In this case this study is very much related to my study in that nursery and pre-school is a form of early childhood education. The findings of this study revealed that nursery and pre-school used various kinds of curricula. The study also revealed that the curricula were got from different places. The study revealed that it was as a result of getting various curricula from different places that had led the ECE fraternity of experience lack of standards needed to suit different levels of children. The results revealed that the Zambian government had failed the ECE fraternity in terms of failure to provide the ECE sector with the common and the age appropriate curriculum.

On these findings it was recommended that there was an urgent need for the curriculum development Centre to come up with a common, national and age appropriate nursery and pre-school curriculum for Zambia, it was further recommended that there was need for clear policy on ECE.

It is also worth noting that Kasanda (2006:2) had set a target that “there should at least be one caregiver to ten early learners by 2020.” The target set based on the available data was to be prioritized and costed a clear plan reflecting all program and elements put in place.

Continental Psychologists have also contributed greatly to the advent of Early Childhood Education. Houston, J.P. (1980, p.14) said, “Sigmund Freud’s work, although basically psychological and not educational is often taken as important within the field of early childhood education.” Sigmund, founder of the psychoanalytic approach, emphasized the importance of the child’s early years in the development of a full-blown, adult personality.

It is disheartening to note here that early childhood education began long ago, yet not gained great importance in most of the Sub-Saharan African countries. It seems education is not solving problems that have faced mankind throughout history. In other words, the problems of the past continue to grow. Even so, Africa should wake up to implement early education for the betterment of generations to come.

According to Cornwell (2000:159), “the contribution and relevance of early education was officially recognized in 1948 when the United Nations listed it as one of the basic human rights in the Convention of the declaration of Human Rights. Since then it has been declared across the globe that “Education is a fundamental human right.” Its contribution was later re-affirmed by the World Declaration on Education for All (Jomtien 1990). It was further supported by the Universal Declaration of Human Rights (UNICEF, 1990) and the Convention on the Rights of the Child (UNICEF 1990). Thus all children, young people and adults have the right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term.

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. It is also perceived as a key not only to sustainable development but also to peace and stability within and among countries. This is because it provides indispensable means for effective participation in the societies and economies of Third World countries, which are being affected by rapid globalization (UNESCO 2000). Increased levels of quality education have over the years enabled men and women to make more informed choices about family size, career and ways of participating in and transforming their communities. It is therefore important to nurture young children in safe and caring environments that allow them to become healthy, alert, and secure and be able to learn so that they can develop into responsible and productive citizens.

According to Cornwell (2000:160), education is “a powerful tool that can work against the negative effects of underdevelopment and poverty in Zambia and other Third World Countries.

Cohen and Bagshaw (1973) carried out a study in Britain and found that the attendance of two and a half hours a day at a British nursery school appeared to result in children attaining greater improvement in language proficiency and concept formation than those of a similar social economic background who had not attended nursery school. The Educational Priority Area Project in Britain also carried out a similar study and the results were compatible with those of Cohen and Bagshaw (1973). The provision of early childhood education to children gave gains in relation to national norms. These research findings give us information that wherever, a child could be and if the service is provided, it would add an advantage to the parents and children’s achievement in their future prospects such as improving language and upgrading social skills among the children.

Klaus and Gray (1972) investigated the effects of early childhood education and their results indicated that children who attended early childhood education were ready for reading, language and personality characteristics. This was also observed by Baruth and Duff, (1980) who wrote that recipients of early education indicated greater interest for the alphabet, vocabulary, number work and were ready to interact with books. The second finding was that they scored higher in reading skills and learned faster. From the above research findings, it can be deduced that preschool, kindergarten or Early Childhood Care Development and Education Experience help promote school performance even if the children are from low socio-economic stratum.

This is why government leaders of developing countries are tirelessly working at ensuring that education occupies a central place in all development efforts. As such it is important to ensure that the learning and development needs of all young people and children are met through equitable access to appropriate learning and life-skills programs. Education for All (EFA) must encompass not only primary education, but more importantly ECE programs which provide a foundation for all the other EFA goals.

2.5 EFFECTIVE EARLY CHILDHOOD EDUCATION PROVISION

The following are some quality-elements in ECE provision which must be exhibited by every successful pre-school education programme:-

2.5.1 Local Environment

Young children need a safe, physical and social environment which enhances emotional nurturing and intellectually development. Classrooms must be well equipped, with appropriate materials and toys. Both the classroom and the playground must be conducive for the learning of children because they attract children to engage in active learning whereby they construct their own knowledge through interaction with adults. The equipment found in the play parks must be appropriate for children so that they can access and use them even on their own without a teacher. However, teachers need to monitor the activities to avoid problems. Within this setting, the teaching team creates a climate of acceptance and they are attentive and responsive to individual children, that is, their interests, strengths, capabilities, culture, race and gender.

According to one of the ECE proponents, Maria Montessori, there need for an appropriate educational environment. Montessori's education method called for free activity within a "prepared environment", meaning, an educational environment tailored to basic human characteristics, to the specific characteristics of children at different ages, and to the individual personalities of each child, Paula Polk Lillard (2011). The purpose of the environment is to allow the child to develop independence in all areas.

2.5.2 Curriculum for ECE

The curriculum enables children to develop a deeper understanding of a subject to a point where they can make meaningful connections across several subjects. These connections are achieved through the implementation of discovery-based projects or themes. Although curriculum guides are important, the actual curriculum should come from the learners themselves. According to Jayne (2006), Opportunities for art, music/movement, science, mathematics, block play, social studies, water, dramatic play and outdoor play are provided daily. The teaching approach is well planned and intentional to help children cumulatively master more complex skills and knowledge. Communication occurs throughout the day, with mutual listening, talking/responding and encouragement to use reasoning and problem-solving skills. The main focus of the curriculum is to highlight the importance of developing the whole child, in the learning areas, of social, emotional, physical and cognitive development that includes literacy development, numeracy and scientific thinking.

The Curriculum for ECE in Zambia emphasises, “hands-on experiences through manipulation of objects and models, interaction with nature through observation of living and non-living

things in their environment” (MoE: 2013). The subjects offered at preschool are a precursor to those offered at primary. It is, therefore, hoped that this curriculum will make learning in ECE centres more meaningful and interesting as it is highly activity based.

2.5.3 Materials and Equipment

At an early stage, a child learns through relating with the immediate environment, hence the environment should be attractive and should have a variety of materials to stimulate and sustain the child’s curiosity, interest and promote his or her learning. According to the Ministry Of Women and Child Development, Government of India (Curriculum Framework, 2012, p 14-15), an effective Early Childhood Education program should show some essential play and learning materials that include:-

- i. Sufficient supply of appropriate play materials to foster all round development,
- ii. Materials and equipment which are safe, clean and in good conditions,
- iii. Adequate quantity of materials to enable learners work in small groups and should easily be accessible by the child,
- iv. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.
- v. The classroom should have enough space to allow for free movement of learners.

2.5.4 Staff Qualifications

There is an important relationship between staff experience, high quality training and efficient provision of ECE. Teachers, social workers, and administrators, must have adequate knowledge of child psychology. All teachers providing instruction in pre-school must have a valid certificate to handle early childhood grades. The government should adequately deploy ECE teachers with valid qualifications in all the ECE centres, with a minimum qualification of a Diploma.

2.5.5 Quality assurance in the provision of early childhood education

Quality assurance entails providing the desired education that meets the needs and aspirations of the people. For this to be achieved, there are certain measures that are supposed to be put in place, such as suitable infrastructure, appropriate curriculum, qualified human resource and sufficient and appropriate learning materials.

Songiso (2014) argued that, “it is common knowledge that customers will always go for best products that satisfy their needs and expectations. In this regard, quality provision of basic

services has become a central topic in the world of business and education.” Hence; most countries today endeavour to provide its citizenry with quality social services and education has not been left. Different countries have come up with various initiatives aimed at enhancing quality provision in education. Review of relevant literature for example; indicates that in Norway, the responsibility of providing quality ECE has been held by the Ministry of Education and Research since 2006, because in that country ECE forms an integral part of the national education system (Urban, 2009). Furthermore, the municipalities have also introduced early childhood education centres in public primary schools, a system that has resulted into closer coordination between ECE and primary education. The Norwegian Parliament has even reached a broad agreement in 2003 about the core objectives of the country’s ECE policy which included; equal access to quality ECE for all children, equal financing for private and public ECE, and a limit for parental fees, quality and diversity (UNICEF, 2008).

2.6 SUMMARY OF LITERATURE REVIEW

In a nutshell, the provision of effective ECE depends on a number of factors. As pointed out in this chapter, different scholars have brought out many areas that need attention in providing quality education at early childhood level. For instance, the curriculum, the play grounds and the quality of training for teachers all play a role in provision of ECE education.

For instance, Shikwasha in 2014 wrote on factors affecting the provision of ECE in government primary schools. In a case of selected schools in Kapompo District, he came up with a number of factors affecting the provision of ECE in government schools; for instance, lack of finance and irregular attendance due to distance between villages or homes and schools.

Other factors brought out by Shikwasha (2014) include, inadequate or inappropriate infrastructure, lack of teaching materials and outdoor playing equipment as well as over enrolment due free education policy.

These finding findings were relevant and real. However, the findings were centred on government schools and left out the factors affecting the provision of ECE in private schools. As such, there is need to fill the gap and this study focused on the provision of ECE in both government and private schools. In addition, the study gives more insight on how ECE is provided in terms of infrastructure, materials, curriculum and human resource. The study

further explains how these affect the provision of ECE. Also, the study makes suggestions on how provision could be enhanced. Apart from filling the gap, it also adds to the existing information and knowledge.

Kaneneka in 2013 looked at the benefits of ECE, development and education provided by non-governmental organisations in rural areas. Again, this does not explain how these benefits could come about. As such, this study clearly explains how education is provided in selected government and private schools. It is also important to realise that benefits can only be achieved if quality provision is done in terms of infrastructure, teaching and learning materials and human resource. This study therefore adds to findings such as the one done by Kaneneka in 2013.

In 2009, Nalwimba did a study on nursery and pre-schools in Zambia. The findings from that study indicated that the nurseries and pre-schools anything to any age or level of the children. The study was indeed good and beneficial but did not tackle issues to do with appropriateness of the curriculum in the way ECE was provided. The curriculum is supposed to be made and tailored to suit the age and level of learners. Thus, there must be syllabi from which teaching and learning are supposed to be based.

Therefore, the study on the provision of ECE is well placed and fills the gap by providing further information on how curriculum is provided and takes care of the private schools as well because learners at private schools are integrated into government schools at a later stage.

CHAPTER THREE: METHODOLOGY

3.1 OVERVIEW

This chapter present methodology that was used in caring out the study. It included research design target population, data collection procedure and data analysis

3.2 RESERCH DESIGN

According to Yin. (1994:19), Research Design is described as “an action plan for getting from here to there.” He further defined research design as a “blue print” of the research. This deals with for problems: (1) what to Study, (2) what information is relevant, (3) what data to be collected (4) how to analyse collected results. The relevance of the research design is hence; to avoid collecting data that is not relevant to the research question (Banda, 2002). It can also be referred to as the framework within which the given research exercises is to be undertaken and provide the basis for the selection of appropriate research methods in investigating a given phenomenon.

This study will employ qualitative methods of collecting data. This means that we shall use questionnaires and interview schedules in collecting data. Thus, the questionnaires were generated and distributed to respondents. Respondents with impaired vision, the questions were read to them and their responses were recorded. In some cases, respondents with difficulties in language, the questionnaires were interpreted to them in the language they understood. Afterwards, the questionnaires were collected from respondents for analysis. The use of questionnaires was chosen because they improve the reliability, as the written questions were asked in exactly the same way to all respondents. Data collection is not influenced by personal attributes. They provide a permanent verifiable record of the data collected. Additionally, interviews were also used. Best and Kahn (1993) said that interviews could be used in a variety of ways. Interviews are important in that they allow verbatim recording of responses and respondents can be motivated to review more data.



3.3.1 STUDY AREA –NKEYEMA DISTRICT

The study was conducted in Nkeyema district of Western Province. Nkeyema is a small, rural and new district in Western Province. It is among districts that have responded to the call by the Government to start implementing Early Child Education [ECE] in the mainstream

primary school system.

3.4 TARGET POPULATION

The study targeted teacher from fifteen [15] schools , the ECE class teachers , Head Teachers , the Ministry of General Education authorities parents and other stakeholders in nkeyema District , farming a total 2,500.

3.5 SAMPLE SIZE

A sample size is a small proportion of the selected population for observation and analysis. By observing the characteristic of a sample which is diverse, representative, accessible and knowledgeable in a study area, findings can be generalised (Kombo and tromp, 2006). A sample of 120 participants was drawn from six (6) schools comprising six (6) Head Teachers, ten (10) ECE teachers, three (3) District officers sixty-eight (68) Primary Teachers and forty-three (43) parents and other stakeholders. The sample used was representative of the population which data was collected.

3.5.1 Characteristics of the sample below:

TABLE 2: RESPONDENTS BY TYPE OF SCHOOL

TYPE OF SCHOOL	FREQUENCY	PERCENTAGE [%]
Government Primary School	81	67.7
Private Primary School	39	32.5
TOTAL	120	100

Source: Field data (2017)

The table above shows the distribution of respondents by type of school. The majority, eighty-one (81) (67.5%) was drawn from Government Primary School; the number includes the

District Education management Officials. The Private Primary Schools thirty-two point five (32.5%) (39): low staffing level in Private schools also account for minimal number of respondents. In fact majority of respondents in private schools were parents and other stakeholders.

TABLE 3: RESPONDENTS BY SEX

SEX	FREQUENCY	PERCENTAGES %
Male	53	44.2
Female	67	55.8
TOTAL	120	100

Source: Field data (2017)

As can be seen from the table above, most of the respondents fifty-five point eight (55.8%) (67) were female. This simple that there are more female teachers in Government schools especially those near the Mongu-Lusaka road.

TABLE 4: AGE RANGE OF RESPONDENTS

AGE RANGE	FREQUENCY	PERCENTAGE %
20-30	23	19.2
31-40	83	69.2
41-50	12	10
41-50	2	1.6
TOTAL	120	100

Source: Field data (2017)

Respondents were asked to indicate ages. It is clear from the table above the respondents eighty-three (69.2%) were the age range of thirty-one up to forty years simplifying that they were mature and experienced enough in the Ministry of General Education therefore, they were suitable and capable enough to provide information on matters of Early Childhood Education ECE provision in Government and Private Primary schools of nkeyema District, twenty-three (19.2%) were in the age range twenty up to thirty years twelve (10%) were in the range of forty-one up to fifty years while two (1.6%) were above fifty-one years.

22 (19.2%) were in the age range 20 – 30, 12 (10%) were in the age range of 41 – 50 years while 2 (1.6%) were above 51 years.

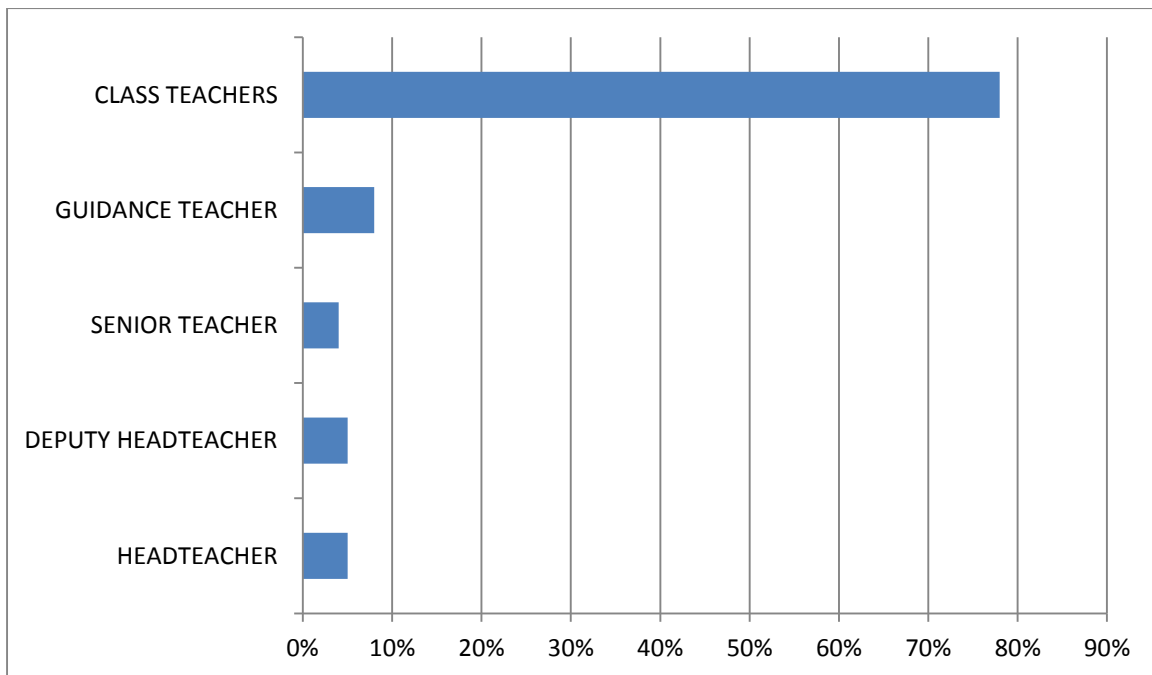
The data was collected from different age groups because the provision of ECE affects both those in reproductive and those not in reproductive ages because they either have their own children or siblings.

TABLE 5: MARITAL STATUS

MATERIAL STATUS	FREQUENCY	PERCENTAGE
Married	43	71.6
Single	13	21.6
Divorced	04	6.6
Separated	00	00
Windowed	00	00
TOTAL	60	100

From the table above it is clear that the majority 43 (71.3%) of the respondents were married, suggesting that some could have even enrolled their own children in ECE centres annexed to government primary schools. Therefore, such parents could provide reliable and authentic information on the topic of the research, while 13 (21.6%) were single and 4(6.6%) were divorced.

FIGURE 2: SUBSTANTIVE POSITIONS



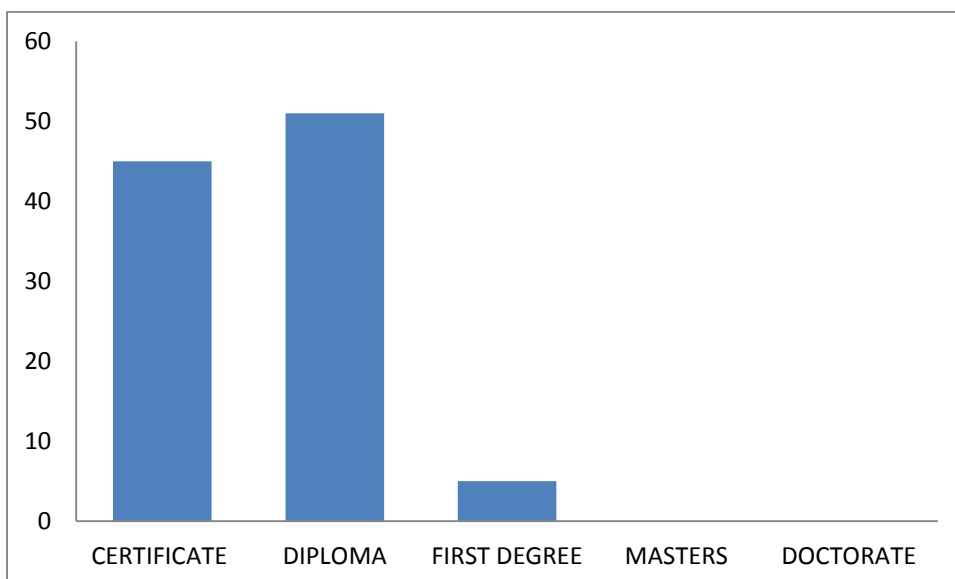
Respondents indicated various positions which they held at their places of work. As can be seen from the graph above of 60 respondents, 47 (78%) were class teachers, 5 (8%) were guidance teachers, 2 (4%) were senior teachers, 3 (5%) were deputy Head Teachers and 3 (5%) were Head teachers.

TABLE 6: NUMBER OF YEARS SAVED IN CURRENT POSITIONS

PERIOD OF SERVICE	FREQUENCY	PERCENTAGE (%)
0 – 10	25	41.6
11 – 20	20	33.3
21 – 30	10	16.6
31 and above	5	8.3
	60	10

From table above it can be concluded that majority had saved between 0 – 10 years in service. However, on average 35 had saved more than 11 years and that they witnessed the implementation of early childhood education in the mainstream government primary schools. Therefore, there were in a better position to provide information about the provision of ECE in Nkeyema district.

FIGURE 3: ACADEMIC QUALIFICATION



Respondents were further asked to indicate their qualifications. As can be seen from the graph above, 30 (50%) of the respondents indicated that there were Diploma holder, while 28

(46%) were Certificate holders. Only 2 (3%) were first Degree Holder and there were no respondents with no post graduate qualifications. However, it was notable that most teachers were on programs of upgrading their qualification following the government's announcement that a minimum entry qualification in the ministry of education shall be a Diploma.

Data was collected from respondents with different qualifications in order to get diverse views on how ECE provision impacts on the community.

3.6 SAMPLING PROCEDURE

Sampling procedure refers to the part of the study that indicates how respondents were selected to be part of the sample. Purposive sampling and simple random sampling were used in this study. Random sampling was used by simply choosing parents or teachers based on the fact that they were stake holders and not based on any special interests.

Purposive sampling was used to select key respondents such as head teachers, ECE class teachers, teachers not teaching ECE classes, the DEBS and parents of ECE children. Kombo and Tromp (2006) contend that purposive sampling targets respondents believed to have reliable data or information for the study. However, Newbold (2007) explains that when the desired population for the study is rare or difficult to locate and engage for a study purposive sampling maybe the only sampling. He further suggested purposive sampling can be very useful for the situation where we need to reach a targeted sample quickly and where a sampling for propitiate is not of a primary concern.

Sample random sampling was used to select primary school teachers and parents of pre-school children. According to White (2002), it includes any technique that provides each population elements an equal probability of being included in the sample.

3.7 INSTRUMENTS FOR DATA COLLECTION

Data was collected using questionnaires from Teachers and Head teacher, observation schedules and checklists were used to collect information from parents and the district education management officers.

3.8 PROCEDURE FOR DATA COLLECTION

Questionnaires were distributed to all respondents; respondents who were visually impaired were assisted by reading out questions to them. Questionnaires were then collected from the respondents by the researcher for Data analysis. Class observations were conducted in ECE centres to get in-depth information.

3.9 DATA ANALYSIS

The qualitative Data which was collected from respondents using open ended questions was analysed using content or thematic analysis. The analysis involved going through the content of in-depth explanations given by the respondents and presenting them in the narrative form. Descriptive statistics such as frequencies, percentages, tables and charts were generated by SPSS for quantitative Data. In addition, the tool that was used in handling survey data was descriptive statistics. This was able to review data patterns and relations that enabled the researcher to first address the various sub-problems, then ultimately the whole question. Various displays and summaries were used to this effect. Tables, frequency distributions, charts and graphs were used to make easier for any reader.

3.10 VALIDITY AND RELIABILITY OF INSTRUMENTS

To ensure internal validity the researcher collected data using two sources; through questionnaires and interviews. This was to ensure that reliable data was collected. Leady and Ormrod (2001) defined internal validity of a research study as the extent to which its design and the data it yields allows the researcher to draw accurate conclusions.

3.11 ETHICAL CONSIDERATION

- Permission was sought from the District Education Board Secretary (DEBS) for Nkeyema to conduct research in the schools. Permission was further sought from the head teachers and individuals respectively. The reason to seek permission from individual respondents was to uphold their rights to refuse or accept.
- Respondents were assured that their names would not be published or disclosed. It is confidential and for academic purposes only and that the information was not going to be disclosed to other persons (who are not authorised to know this information). This was to ensure that the respondents were free to give their actual thoughts knowing their thoughts and names would not be published.

3.12 CONCLUSION

The study was conducted using mixed design; this involved the use of both qualitative designs. The reason was that, neither of the two could give comprehensive result alone but could when they complement each other. The instrument used involved the use of interview guide, observations schedule, questionnaire and checklists.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 OVERVIEW

The chapter presents findings on provision of Early Children Education in selected government and private Primary school in Nkeyema District. The findings are presented according to the following research questions;

- i. To what extent has Early Childhood Education been provided in government and private schools in terms of teachers?
- ii. To what extent has Early Childhood Education been provided in government and private schools in terms of infrastructure?
- iii. To what extent has ECE been provided in government and private schools in terms of educational materials?
- iv. What Challenges are facing the provision of ECE
- v. In what ways can the provision of ECE be enhanced in private and government schools?

4.2 FINDINGS ON MATERIALS

The research findings reviewed that government schools were using curriculum provided by the Ministry of General Education while the private schools used different types of curriculum which is not suitable to the age and level of ECE learners. Thus in government schools they had common syllabi from which they were generating the schemes of work and lesson plans. The same syllabi showed the type of equipment and materials to be used. On the other hand, the private schools did not have common syllabi and hence their schemes of work, weekly forecast and lesson plans varied from one school to another.

The government schools were provided with learning and teaching materials such as text books and supplementary books. On the other hand, the private schools had few text books and no supplementary reading materials. Thus the learners in private schools were not exposed to the text books but did a lot of rote learning by being subjected to memorizing. To the on lookers, this appeared as though children in private schools were learning more as they were able to break through quickly.

One of the head teachers at a private school commented that it is a challenge to find syllabi and other learning and teaching material because such are very expensive. Since learners are paying little which is also used to meet salaries of teachers and to buy materials.

The government schools on the contrary had uniform curriculum and materials and equipment supplied by non-governmental organisations like Save the Children, UNICEF and Japan Tobacco International. Some materials included toys, cloths, balls, mats, mattresses and even play parks where they do various outdoor activities (July, 2017).

Most private schools lacked materials and taught ECE just like the methodology used in primary schools instead of doing more playing and singing.

The other head teacher added that:

Early childhood education programmes can be a good place to start efforts to improve the lives of children. ECE it helps to achieve the educational outcomes such as test series; great retention; high school graduation and later in life, better labour market, outcomes and reduced criminal activity. The teacher further said; high quality pre-schools accounted for big improvement in Mathematics and English test score over children with no pre-school education. (July, 2017)

TABLE: 7: TEACHERS’ KNOWLEDGE OF SPECIFIC PRE-SCHOOL TEACHING AND LEARNING MATERIALS (A COMPARISON OF GOVERNMENT AND PRIVATE SCHOOLS)

RESPONSE	LOCALITY	FREQUENCY	PERCENTAGE
Yes	Government schools	20	41.7
Yes	Private schools	16	33.3
Total		36	75
No	Government schools	4	8.3
No	Private schools	8	16.7
Total		12	25
OVERALL TOTAL		48	100

Source: Field data (2017)

Teachers were asked about the specific teaching and learning materials for pre-school learners; 36 (75%) agreed that there were specific teaching and learning materials; Results show that there more respondent, 20(41.7%) who were aware of teaching or learning materials in government ECE Centres and 16 (33.3%) in private ECE Centres. 12 (25%) included that they did not know the type of teaching materials for Early Childhood Education with 4 (8.3%) from government schools and 8 (16.7%) from private schools.

TABLE 8: MATERIALS SUITABLE FOR PRE-SCHOOL CENTRES

NURSERY (3-4 YEARS)	RECEPTION (5 – 6 YEARS)
Colouring books	Music Instrument
Colouring books	Water colours
Dolls	Games
Shapes/charts	Puzzles
Games	Jigsaws
The alphabet cards	The alphabet cards
Colour chart	Counting pads
Building blocks	Numeral number cards
Letter cards	Story books
Balls	Word cards
Drums	Pencils
Toys	Balls
Crayons	Crayons
Toys	Puppets
Models	Models

Source: Field Data (2017)

The table above shows some suitable materials for use in ECE centres. All the Head teachers and teachers 48 (100%) listed some materials which they felt necessary in a successful ECE centre. They however, complained that the absence of these vital materials made ECE centre to underperform.

4.3 FINDINGS ON TEACHERS

The findings from the study reviewed that all private schools had no trained and qualified ECE teachers apart from one school which had one waiting to be employed by government. Interesting enough, most private schools are owned by retired teachers, teachers and one is owned by an accountant with no education background. One striking thing is that those private school teachers and administrators are very committed to duty. The learners in private pre-schools break-through in large numbers. Generally performance in terms of results is better than in government schools. However, there is high rate of human resource turn over because trained teachers leave once they are employed by government. One teacher commented that:

We are punctual here because there are awards for being consistently punctual. Also teachers are dedicated because the more dedicated they are, the more parents will be attracted to take their children to the school. This means there will be more income and this will spill over to the wages of the teachers.

Also, there are many incentives which make teachers work hard and remain committed.

The study found that the whole district has only three trained teachers in government schools. The schools hired school leavers and inducted them. Also, schools hired trained teachers waiting to be employed by government.

The teachers in ECE centres are working hard and are committed. For instance, in 2016, the best pre-school to be given an award at national level from Western Province was from Nkeyema District.

The parents are now taking their children for enrolment of ECE because they have seen the benefits. Children break-through before they go to grade one.

School improvements start with teachers. The understanding of the teachers on their roles in implementing ECE was critical. Teachers were aware of their role to teach and work with the Head teacher to oversee the day-to-day affairs of the school. One teacher summarised the role of the teachers by saying, “Our role in ECE implementation is mainly teaching the children brought to us”. The focus group interviews with teachers revealed that the teachers were concerned with their professional roles including communicating educational information to parents and pupils. According to the teachers the non- professional roles were carried out by the Head teacher and the school committees.

FINDINGS ON INFRASTRUCTURE

As for the infrastructure, government schools are doing fine in terms of furniture, outdoor equipment and play parks because an organisation called Save the Children has supplied these to all ECE centres in the district. They have appropriate chairs and tables, toys, footballs and netballs.

The classrooms and toilets are not appropriate in all schools apart from the one at Nkeyema Primary School which was built specifically as an ECE centre by Save the Children.

On the other hand, some private schools have appropriate chairs and tables but only two had play parks, the rest had had none. The classrooms just like those in government schools are inappropriate. The door handles and windows were found to be too high for learners. The toilets are located far from the classrooms. One teacher said:

“The government should build appropriate infrastructure if quality provision of ECE is to be enhanced. Some children need to sleep and some mattresses must be provided.”

Plate 1: Recommended infrastructure



It was also observed that the windows of the ECE centres were high placed and could not



enable learners to see outside environment in most schools apart from Nkeyema ECE centre which was built specifically for ECE by “Save the children.” Additionally the door handles were high placed as well and could not be reached by pre-school children; they need an elderly person to close or open the door always.

Over enrolment is one of the challenges in government school faced by teachers. This is because education is free. The plate below shows an overcrowded classroom which poses a challenge to provision of quality education.

Plate 2: Crowding in government ECE centre



Plate 3: Children playing at the play park at Munkuye ECE centre

One of the teachers explained that the school administration kept enrolling learners even when classes were full resulting in overcrowded classrooms. He complained that, “It is not easy to attend to every child because of big numbers in the classroom (45 children): Some children end up just playing.

“Apart from difficulties in attending to each and every child, overcrowding also results in shortages of furniture, teaching and learning materials such as pencils, crayons and play objects like puppets and other toys which are in short supply at school.”

When a teacher at a private school was asked as to why there was over crowding the answer was because of the reputation and commitment of teachers. He went further that children break through fast.

4.4 FINDINGS ON CHALLENGES IN THE PROVISION OF ECE IN NKEYEMA DISTRICT

The research finding has revealed the following was major challenges:

Distance between schools - Nkeyema being a Rural District, the inter-school distances are long. Hence making it a challenge for pre-school age learners to go unaccompanied. **Lack of trained teachers** - Most schools was using untrained teachers. In some cases, trained teachers waiting to be deployed were used. Thus the teachers have to be paid from meagre resources of schools, resulting in depleting of school financial resources. **Poor infrastructure** - Pre-school learners were made to learn in unsuitable infrastructure. Pre-schools learners find it difficult to use desks meant for grade 7, desks meant for bigger children. The children also use desks meant for older pupils which leads to challenges when sitting and writing. **Methodology** – As a result of using the untrained teachers in some cases, they teach ECE leaners like adult and this could negatively affect the young ones. These need more play and singing. According to Jean Piaget cognitive development is in stages. Even teaching should be from simple and complex.

Some ECE lack teaching and learning materials - There is no one school which had syllabi and text books apart from the manuals which were given to the teacher during orientation to their school. Most Private schools complained about the rate of paying tuition fees by parents or guardians. This is vital because it is out of tuition fees that the teachers are also paid. One teacher said: “The wages are not good, we are teaching because we want to practice the knowledge we acquired from training.” Parents revealed that the major barrier which made

them not to freely participate in the education of their children were illiteracy and lack of information. Many of them said they did not know what their children were learning and so could not help them at home when they were given home work by teachers. Illiteracy has also made some parents develop inferiority complex, so cannot visit ECE centres where their children learn. There is also lack of information by parents. Parents did not know that they were free to sit at the back of the class and observe the teacher teaching. This is very common in Japan.

These challenges emerged because initially ECE provision was not mandatory and mainstreamed. Hence the infrastructure that is currently there was not meant for ECE children. Secondly, the government has employed very few trained ECE teachers, for instance, in the entire Nkeyema District; there are only two trained ECE teachers. That is the reason why seconded teachers to teach ECE do not use appropriate methodologies. For instance, they are not conversant with pre-mathematics, literacy and expressive arts for pre-school learners.

TABLE 9: CHALLENGES OF IMPLEMENTING ECE IN GOVERNMENT AND PRIVATE SCHOOLS

CHALLENGES FACED BY GOVERNMENT	
Transport to reach remote schools	
Finances to construct suitable ECE centres	
Provision of appropriate teaching and learning materials	
Welfare, care givers is not being addressed	
Sensitisation of communities about ECE provision	
Inadequate human resources in schools	
CHALLENGES FACED BY SCHOOLS	CHALLENGES FACED BY PARENTS/GUARDIANS
Low participation by parents	Daily provision of food
Lack of teaching and learning materials	Unavailability of medical support at the clinic
Distance to clinic	Long distances from home /villages to ECE centres
Irregular attendance by some children	Poverty in some homes
Illness of some children	Lack of sufficient information on ECE
Abrupt absenteeism of care givers which create vacuum	Illiteracy among some parents and guardians of pre-school learners

Use of untrained and unqualified teachers	Children being taught by untrained teachers
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Source: Field data (2017)

All the parents, teachers and education authorities indicated some challenges faced in implementation of ECE in already existing government primary schools and private schools; parents indicated that they faced several challenges, among them were long distances from homes/villages to schools. Parents escort kids to ECE centres and pick them after school, parents do not have means of transport and so they walk forcing children to learn is another challenges, some children are not ready to go to school especially during winter. These children keep crying from home up to school; it is doubtful at all they learn when they remain with teachers at school.

Providing better clothes poses a challenge especially to poor parents, small children need a variety of clothes like these of their rich friends whom they learn together. One parent said; “Our children admire clothes for others, so they want us to buy them new ones as well even when we cannot manage.”

Teachers on the other hand indicated that lack of modification of existing infrastructure contributed greatly in teaching. The researcher also confirmed this concern when observing a lesson where a teacher had to lift some children to make them write some letter sounds on the board.

4.5 FINDINGS ON THE POLICY AND THE GAP

In 2013, there was policy of annexing ECE to already existing schools.

Research findings reviewed that not all schools had mainstreamed ECE. There were still a number of schools that had not yet mainstreamed ECE.

It was also learned that there were inadequate preparation made before implementation. There was need for wide consultation before it was implemented abruptly. It was supposed to be piloted first. Piloting helps to implement because most challenges would have been highlighted and corrected.

For instance the policy guidelines do not spell out the class size for each ECE class.

There are no guidelines on the type of infrastructure appropriate for ECE children. Further, the programme was launched before ECE teachers were deployed. It was also discovered that the

policy was implemented before infrastructure; curriculum and materials were put in place. This study therefore fills the gap by highlighting what was supposed to be done to ensure quality provision of ECE.

Research findings from the DEBS office reviewed that the major roles of the office were management, administration and counselling. Parents and other stakeholders were oriented about the introduction of ECE in zonal meetings. Additionally, circular from the Ministry of Education was sent to all schools. Continuous were conducted and ECE teachers were oriented.

Some challenges of implementing ECE included lack of infrastructure, inadequate teaching/learning materials low levels of ECE trained teachers (7 trained ECE teachers in the district against 15 primary schools and 10 community schools).

Education standards officers (ESO) visit ECE centres quarterly for monitoring purposes. Other factors affecting the provision of ECE include:

- Free education policy – many children enroll resulting in overcrowding in some centers because they don't pay anything.
- Inadequate funding (the grant is too little to meet all the demands like infrastructure development paying care givers purchasing of teaching/learning materials).
- No appropriate play grounds/play parks.

4.6 CHECKLISTS FOR ECE CENTRES

Findings showed that most of the material/equipment necessary in the government ECE was unsatisfactory. However, government schools have very good libraries and play parks and appropriate play grounds, indoor and outdoor games and play objects. (APPENDIX VII)

On the other hand, furniture, objects, parental involvement, school management are outstanding in private ECE centre provision. (APPENDIX VII)

4.7 FINDINGS ON THE WAYS OF ENHANCING THE PROVISION OF ECE IN GOVERNMENT AND PRIVATE SCHOOLS

Respondents emphasized that the provision can be improved by doing the following:-

The government must provide teaching and learning materials in ECE Centers. On the other hand private schools must prioritize procurement of teaching and learning materials. There is need for appropriate infrastructures to be put in place (chairs and tables, toilets, classrooms and desks as already alluded to in the text).

The government needs to deploy trained teachers in ECE centers while the private schools must continue attractive trained teachers by putting competitive condition for teachers. Parental involvement must be improved through good efficient and effective. Communication for instance parents must be encouraged to observe their children teaching in class and to attend open days. There must be regular meetings so that parents are kept abreast by latest information about ECE.

4.8 EMERGING THEMES

4.8.1 BENEFITS OF EARLY CHILDHOOD EDUCATION

During the research, it was established that ECE had many benefits. Some of which are; children who had ECE background were able to break through fast. Also, these children were already used to a school environment and had no problems interaction with fellow children and teachers.

4.8.2 INFRASTRUCTURE FOR ECE PROVISION

During the research, it was discovered that the infrastructure being used in inappropriate. For example, the ECE learners used desks and chairs meant for primary school children.

4.9 SUMMARY OF THE FINDINGS

The study revealed that ECE centres in primary schools did not have adequate teaching and learning materials. There were no indoor and outdoor equipment. The fenced play parks were only found in government school while in all private schools sampled there were no fences in government schools we had fenced.

The interviews with parents reviewed that most of them were not involved in the learning of their children because of illiteracy and lack of information.

The infrastructure being used in ECE centres was not suitable for learners below the age of seven. For instance, windows and door handles were high placed and toilets were away for ECE centre.

There was also irregular attendance by ECE learners due to distances between schools.

All centres had copies of syllabi. Most centres had trained teachers but were not deployed by government. These teachers were paid by the community in kind and cash.

Furthermore there was no feeding programme in all the centres under study. Some children could not have food during feeding time but admired their friends.

It was also established that there was only one centre with appropriate infrastructure constructed specifically for preschool learners and it was suitable for ECE. This was at Nkeyema primary school.

Interviews with the District Educational Board Secretary reviewed that there was no guideline for monitoring activities in the centres where ECE was offered. Nevertheless government had deployed some trained and qualified teachers to some centres. Centres which never received trained teachers used trained teachers who were still waiting to be deployed. That is how private schools are surviving.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 OVERVIEW

This chapter discusses the findings regarding the provision of Early Childhood Education in government and private schools. The findings were based on three government and three private schools which were providing ECE in Nkeyema District. The government schools were Munkuye, Kalale and Nkeyema Primary Schools. On the other hand private schools included Progress Hope Primary, All Saints Academy Primary and Tera Primary schools respectively.

5.2 INTRODUCTION

This chapter relates the findings to the existing literature and theories on Early Childhood Education and Practice. Discussion of qualitative data (objective) have been discussed.

Discussion are presented with reference to the research questions of the study that is to what extent has ECE been provided in government and private schools in Nkeyema District to explore the perspectives of teachers and head teachers in the provision of ECE in Nkeyema district to ascertain challenges facing implementation of ECE in Nkeyema district and to collect views on how ECE provision could be enhanced in Nkeyema district.

5.3 DEFINITIONS OF EARLY CHILDHOOD EDUCATION

Head teachers and teachers in all the ECE centres under study, gave several definitions of Early Childhood Education. There are a lot of similarities in all the definitions. However, there is no one single definition agreed worldwide for ECE. Various researchers, individuals and government have made efforts to define it in different ways based on their perspectives, understanding, and school of thought. UNICEF (2001) defines ECE as a comprehensive approached to policies and programs for children from birth to eight years of their parents and care givers. The government of Zambia (1996) refers to Early Childhood Education as an organised of education provision for between the ages of three and six years. Such education provision is made in form of preschools. This definition does not include education for children from birth to the age of two, yet education takes place from birth to death.

According to interior health (2005:4) ECE is considered as “the growth that takes place from pre – conception until age of six”. This definition goes further to include that pre-conception period which also has an impact on child development and education is agreement with interior Health.

The government of Malawi (2009: 8) talks of ECE as “a comprehensive approach to policies and programs from conception to eight years, which encourages their health, education, nutrition and sanitation as well as social development.” This definition reduces the number of years to 8 and views it as a comprehensive approach”. On the other hand the narration agrees with the definition by UNICEF that ECE is an approach that addresses the needs of a child in totality. It also agrees with the definition by interior Health that the approach starts at conception.

Republic of Ghana (2004:4) defines ECE as, “the timely provision of a range of services that promote the survival, growth, development and protection of the young child”. This definition does not give the timing of ECE as it looks at the life of a young child and provision of a range of services. Evans, Myres and Lifeld (2000) in World Vision international (2002:3) brings yet another dimension in the definition by showing that ECE includes all the support necessary for every child to realize his/her right to survival protection and care that will ensure optional development from birth to age 8. It is therefore concluded that various countries, organisations and books across the world define ECE in their own words.

A critical analysis of these definitions shows some common elements with the clear ones being that they all support the early years of a child’s life. However, this is not good as it gives people room to embrace it and support is from their own point of view passed on the organization they are affiliated to as well as their interests. An important thing is that early years the most critical or crucial for neurological development, as most significant brain growth occurs in the first six years (Ramey, 1998). The quality of care received, including nutrition, health care and stimulation during the first few years could have a long lasting effect on the child’s brain development. The early life of childhood has a great impact on the overall health and well-being individuals throughout their life. The study adopted the definition done by the government of Malawi and UNICEF because these are comprehensive approaches to policies and programmes.

5.4 INFRASTRUCTURE FOR ECE PROVISION

When talking about provision of ECE it cannot be complete without talking about infrastructure. Infrastructure must be suitable to the kids at pre-school. Standing (1957), explained that the environment should exhibit construction in proportion to the child and his/her needs. Many respondents felt that there was need for government to provide appropriate infrastructure such as classrooms and toilets at every ECE centre. They mentioned that the

current infrastructure in most classrooms were old, characterized by broken window panes, dirty walls, floors with potholes and unsuitable desks for the young ones.

Educating our future (MOE, 1996) clearly states that provision of desirable education involves prescribing specifications for furniture, equipment, aids and infrastructure. If not quickly checked the unsuitable infrastructure may hinder access and full participation by children below the age of seven in both government and private primary schools.

Infrastructure is very cardinal in the provision of ECE. Unsuitable infrastructure such as big desks cause stress to the young ones. Therefore, suitable desks are required to avoid stressing the learners. The door handles are supposed to be low so that the learners can open and close the door without help. The same applies to the windows, they are supposed to be low so that the learners can close them when it is cold and open when it is hot.

The infrastructure for young learners should be well maintained and attractive, it should not have potholes on the floor and dirty walls for this could discourage the learners from coming to school because some learners come from very good homes. There is need to have toilets nearer to the classroom so that the children can easily access them.

The outside environment should also be well maintained and clean, free from harmful objects like broken bottles that may harm the learners. There should be a provision for a playpark to allow children to play at will.

In addition it was also found there is inadequate and dilapidated infrastructure in most schools. This requires urgent attention if the provision of ECE is to be done well. There is also need for the government to provide trained and qualified teachers.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 OVERVIEW

This chapter presents conclusions and recommendations of the study based on the findings and discussions in the previous chapters.

6.1 SUMMARY

This research report was on the provision of E.C.E in selected government and private schools in nkeyema district.

Chapter one looked at the background in which the introduction, statement of problem, purpose of study, the significance of the problem were discussed and explained. Additionally, definition of terms, delimitations and limitations of the study were explained.

Chapter two looked at literature review. This looked at the studies done by other scholars and their findings. It also looked at global perspective and Zambian perspective of ECE. Policy on ECE provision in different countries and effective Early Childhood Education provision were discussed. Additionally, chapter two also looked at quality assurance. These were propounded in detail in the chapter.

The third chapter was methodology. Under this chapter, the following were discussed, research design, target population, sample size, sampling procedure, instruments used for data collection, procedure for data collection and data analysis. In addition to the above, ethical consideration was explained.

The fourth chapter was presentation of findings and the following findings were explained: sources of information on ECE, perspective of teachers and head teachers on the ECE provision, parent's perspective on the provision of ECE and their role in ECE provision.

In addition, the role of teachers in ECE provision, challenges of implementing ECE, Barriers to parental involvement in ECE activities at school, types of activities in ECE provision, gaps between policy and implementation, ways of enhancing ECE provision in government and private schools.

Chapter five looked at discussion on findings and the following were discussed: the definition of Early Childhood Education, Benefits of ECE, the role of parents in ECE provision, infrastructure for ECE provision and the ways for enhancing the provision of ECE.

Lastly, the sixth chapter looked at summary, conclusion and recommendations.

6.2 CONCLUSION

From the findings and what has been discussed so far, it is clear that the provision of Early Childhood Education in government and private primary schools has a number of issues. Though the importance of introducing ECE in the mainstream of the school system cannot be over emphasized, it is clear from the literature and findings that the programme may not realise its objectives if some factors are not addressed. It can further be concluded that all government schools providing ECE have a car uniform curriculum and syllabi. From the curriculum, they extract the materials required in terms of text books. In addition, activities for learners are also derived from the same curriculum. With the syllabi available, teachers are able to come up with schemes of work lesson plans.

It has also been established that suitable infrastructure enhances provision of quality education in ECE centres. The infrastructure brought out here refers to chairs, tables, classrooms, doors, toilets as well as play parks where learners can go and play, under the guidance of teachers as this also helps in their physical development and emotional growth. The study has also revealed that there is need for qualified human resource, which understands child psychology and can provide appropriate activities according to the age and level of the learners. The material also needs to be appropriate to the age and level of learners, keeping in mind that the methodology requires more play and singing as opposed to sitting while learning for long hours.

The study further revealed some challenges faced in the provision of ECE in government and private schools. The private schools have a critical shortage of human resource and materials. Most teachers are school leavers without basic training in methodology and other professional etiquette. In most cases, private schools use inappropriate materials and some have no standard curriculum. On the other hand, government schools also do not have adequate human resource and infrastructure except for one centre, Nkeyema Primary School. The ECE centres are far apart and children have to walk long distances to get to school.

Lastly, provision of ECE can be enhanced by ensuring that suitable infrastructure, qualified human resource, appropriate curriculum and suitable materials supplied in large quantities.

Therefore, the overall conclusion of the study is that the inadequacies in the provision of ECE are due to some gaps between policy and implementations.

6.3 RECOMMENDATIONS

Based in the findings, the following recommendations were made;

1. The government should construct appropriate infrastructure for better ECE practice, instead of using infrastructure which were designed for children above six years. There is need to have classrooms with low door handles for learners to be able to open and close easily. Even the windows need to be low enough for learners to be able to open and close them depending on the weather.
2. The MOE should employ Education Standards Officers (ESOs) specifically for Early Childhood in all the districts for effective monitoring and evaluation of the sector especially for private schools, to ensure they follow the standard curriculum.
3. The government should provide adequate human and financial resources to the ECE centers. The use of untrained teachers dilutes or compromises quality assurance. As such, the government should employ and deploy qualified ECE teachers to schools to avoid the use of untrained teachers.
4. Text books suitable to the age and level of learners must be supplied to schools.
5. More ECE centers must be established so that distances between schools and could be reduced

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7.0 APPENDICES

7.1 APPENDIX I: ECE POLICY ISSUES

POLICY

1. The Ministry of Education acknowledges the important role of early childhood education in the multi-dimensional development of children.
2. Within the constraints of available of available resources the ministry will encourage and facilitate the establishment of preschool programs that would reach out all children, especially to those living in rural poor urban areas.

STRATEGIES

The ministry will provide professional services to pre – school education by

- Training teachers for pre – schools
- Developing curriculum materials for use in pre- schools and
- Monitoring standards at pre – schools

Source (an extract from educating our future, 1996, 8)

7.2 APPENDIX II: INFORMED CONSENT FORM.

Dear respondent,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. Further implications for your participation are explained below. Formally you are being asked to sign this form to indicate that you have agreed to participate in this exercise

Thank you in advance.

Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education Management. This research is a major requirement for the researcher to complete his programme. Therefore, this is purely academic.

Purpose

The study seeks to find out how early childhood education is being provided in the mainstream of government and private primary schools. The research is interested in head teachers and teachers' perspectives about ECE provision in government and private primary schools, the role of the district education board, challenge faced by ECE centres and views from parents and other stakeholders about ECE provision. The researchers is also interested in establishing ways of enhancing ECE provision and the teaching, learning and play material available inside and outside classroom which support ECE provision.

Consent

Participation in this exercise is voluntary. You are free to decline to participate in the exercise.

Confidentiality

All data collected from this research is with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

Rights of respondents

All effects will be taken to ensure that the rights of participants are projected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to seek clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any produce in the research.

Declaration of consent

I have read and fully understood the document. I therefore agree to participate in this exercise.

Signature: Date:

7.3 APPENDIX III: QUESTIONIARE FOR HEADTAECHER

Dear Sir / Madam

You are one of the few members of staff at your school who have been randomly selected to participate in the study entitled Early Childhood Education provision in selected government / private schools in Nkeyema district. The information you will provide is in confidence. For anonymity’s sake you are not required to indicate your name on the questioner.

This study is being conducted under the supervision of the University of Zambia, school of education.

Your cooperation and truthful response to this questionnaire will be appreciated

INSTRUCTIONS

You are required to tick [√] the responses that are in agreement with your opinion in the brackets given. In some cases you have to write responses in the spaces provided.

Please answer all quotations.

NB: where the space provided is inadequate, you may write your answers on an extra paper and attaches to this questionnaire

SCHOOL.....

SECTION A

1. Sex male [] female []
2. Age range: 20 - 30 [] 31 - 40[] 41 – 50 []
51 and above []
3. Marital status? Married []. Single []. Divorced [].
Separated [] widowed [].
4. How many years have you saved in the teaching services?
1 – 10 [] 11 – 20 [] 21 – 30 [] 31and above. [].

5. What is your substantive position?

Head teacher []. Deputy Head teacher []. Senior teacher [].

Guidance teacher []. Class teacher []. Others specify _____

6. What is your highest qualification?

Certificate [] diploma Degree [] masters [] PHD []

SECTION B

7. Explain what is meant by Early Childhood Education?

8. Are you aware that Early Childhood Education is provided in government and private schools

Yes [] No []

9. If yes to 8, which was the leading source of information about ECE?

Radio [] television [] newspaper [] school meeting []
political meeting [] MOE officials []

10. If no to question 8, which is the leading agency in providing ECE in Nkeyema?

Churches [] the district council [] families [] NGO [] GRZ []
others specify _____

11. Are you aware that there are specific teaching / learning materials for ECE provision?

Yes [] No []

12. If yes, which materials are for the ;

(A) 3 – 4 years old children

(B) 5 – 6 years old children

13. If no, what available materials does ECE centre use to teach the;

(A) 3 – 4 years old children

(B) 5 – 6 years old children

14. Do you support the provision of ECE in the mainstream of the primary school system?

Yes [] No []

15. If yes to question 14; how? _____

16. If no to question 14; give your reasons _____

17. What is your view in the implementation of ECE in the government / private schools?

Very [] good [] bad [] not sure []

18. Where you oriented prior to the implementation of Early Childhood Education in government schools? Yes [] No []

19. Does your institution have trained staff in Early Childhood Education? Yes []
No []

20. If yes to question 19, what are the professional qualifications?

21. If no to question 19, how is ECE being provided?

22. Have you attended any CPD on Early Childhood Education provision? Yes []
No []

23. In your own view, how do you rate the provision of ECE in government / private primary school? Excellent [] very good [] satisfactory [] unsatisfactory [] not sure []

24. Is there parental involvement regarding what the children learn or do at ECE centres?
Yes [] No []

25. If yes to the above question, in which way are parents involved in the provision of ECE in Nkeyema?

26. If no to the above question, what do you think is the role of parents in the ECE provision?

27. What are some challenges in implementing early childhood education in government / private primary schools?

28. What are some of the benefits of ECE?

29. In your views what are other factors that affect the provision of ECE in the mainstream government education system? _____

30. How can the provision of ECE be enhanced / improved in government / private schools?.

7.4 APPENDEIX IV: INTERVIEW SCHEDULE FOR THE ECE TEACHER

1. Sex _____

2. What is the enrolment of your class? Boys _____ Girls _____ Total _____

3. Are you trained in ECE teaching? Yes[] No[]

4. If yes to question 2, what is your qualification? Certificate[] Diploma[]
Degree [] others, specify _____

5. Period of service _____

6. Are you on government payroll? Yes[] No[]

7. If no to question t how are you remunerated?

8. How favorably prepared is your environment? Very good [] good [] bad []

9. How do you rate ECE provision at your institution? Very good [] good [] bad []

10. Have you attended any CPD on early childhood education? Yes [] no []

11. How do you rate the primary school infrastructure where ECE is being provided?
Very good [] good[] bad []

12. How is the infrastructure for ECE class? Very good [] good [] bad []

13. What material does your pre-school use to teach?
3 - 4 years _____

5 - 6 years _____

14. What major challenges are you facing in your day to day running of your pre – school/
ECE class? _____

15. In your views, what other factors affect the provision of ECE in government or private
schools? _____

16. Suggest ways by which ECE provision could be enhanced / improved.

OTHER CONCERNS	VERY GOOD	GOOD	BAD
ECE teacher training			
Parent involvement			
Pupil attendance			
School management attitude (providing of ECE materials)			
DEBS attitudes (regular visits / CPD for ECE teachers)			
Community contribution (attending meetings /visiting ECE centres)			

10. If no to question 8, which is the leading agency in providing ECE in Nkeyema?

Churches [] the district council [] families [] NGOs [] GRZ []

Others specify_____

11. Are you aware that there are specific teaching / learning materials for ECE provision?

Yes [] No []

12. If yes, which materials are for the ;

(A) 3 – 4 years old children

(B) 5 – 6 years old children

13. If no, what available materials does ECE centres use to teach the;

(A) 3 – 4 years old children

(B) 5 – 6 years old children

14. Do you support the provision of ECE in the mainstream of the primary school system?

Yes [] No []

15. If yes to question 14; how? _____

16. If no to question 14; give your reasons _____

17. What is your view in the implementation of EE in the government / private schools?

Very [] good [] bad [] not sure []

18. Where you oriented prior to the implementation of Early Childhood Education in government schools? Yes [] No []

19. Does your institution have trained staff in ECE provision? Yes [] No []

20. If yes to question 19, what are their professional qualifications?

21. If no to question 19, how is ECE being provided?

22. Have you attended any CPD on Early Childhood Education provision? Yes []
No []

23. In your views, how do you rate the provision of ECE at your institution?

Excellent [] Very good [] Satisfactory [] Unsatisfactory [] Not sure []

24. Is there parental involvement regarding what their children should learn or do at ECE centres? Yes [] No []

25. If yes to the above question, in which ways are parents involved in the provision of ECE in Nkeyema?

26. If no to the above question, what do you think is the role of parents in the ECE provision?

27. What are some of the challenges in implementing Early Childhood Education in government / private primary schools? _____

28. What are some of the benefits of ECE?

29. In your views what factors affect the provision of ECE in the mainstream of government education system? _____

30. Suggest ways of improving the provision of Early Childhood Education.

Thank you!

7.6 APPENDEIX (VI): INTERVIEW GUIDE FOR PARENTS/ GUADIANS OF THE ECE CHILDREN AND STAKEHOLDERS

1. What role do you play as a parent/ guardian, in the development of this school?

2. Does the school often call you to discuss your child's / children's' education?

3. Do you attend meetings at school?

4. What barriers prevent some parent from getting involved in their children's education?

5. What do you understand by "Early Childhood Education?"

6. Are you aware that ECE is being provided in the mainstream of government and private primary schools?

Yes [] No []

7. If yes, in what type of meeting / forum did you get the information about this educational change?

8. If no, what kind of institution provides ECE in Nkeyema?

9. What do you think are the benefits of ECE?

10. What are challenges faced by ECE in Nkeyema?

11. Make some suggestions of on the better ways of providing ECE?

12. Explain way of how you are involved in ECE of your child?

13. What ways can the school use to encourage more parents / guardians to be involved in early childhood education?

14. What suggestions do you have to improve parental involvement in their children's education?

7.7 APPENDIX VII: CHECKLISTS FOR ECE CENTRES

7.7.1 GOVERNMENT SCHOOLS ECE CENTRE CHECKLIST

MATERIAL/EQUIPMENT	VERY GOOD	GOOD	UNSATISFACTORY	NOT AVAILABLE
Play park (with fence and equipment)	√			
Furniture		√		
Play grounds		√		
Indoor gams			√	
Outdoor games		√		
Play objects		√		
Art and Design		√		
Mathematical material			√	
Mathematics utensils			√	
Science equipment			√	√
Literacy and communication materials			√	
Music equipment			√	
Library		√		
ICT Economic equipment			√	√
ICT equipment			√	

7.7.2 PRIVATE SCHOOLS ECE CENTRE CHECK-LIST

MATERIAL/EQUIPMENT	VERY GOOD	GOOD	UNSATISFACTORY	NOT AVAILABLE
Play park (Fence equipment)			√	
Playground/grounds			√	
Furniture	√			
Indoor games (equipment)		√		
Outdoor game (Equipment)				√
Play objects	√			
Art and design				√
Mathematical materials			√	
Science equipment				√
Literacy need communication material		√		
Music equipment				√
Library				√
ICT equipment			√	
Home Economics equipment				√
Other concerns				
ECE teachers training				
Parental involvement		√		
Pupil attendance	√			
School management attitude (Provision of ECE materials)	√			
DEBS attitude (regular visit/advice)	√			
ECE contribution by community		√		
	√			

7.8 APPENDIX VIII: DATA COLLECTION INSTRUMENTS

The following instruments will be used:

- a) Questionnaires
- b) Check list
- c) Interview schedules
 - Unstructured interview
 - Structured interview

7.9 LETTER OF AUTHORITY FROM THE UNIVERSITY

THE UNIVERSITY OF ZAMBIA

P.O. Box 32379

LUSAKA, ZAMBIA

17th March, 2017

THE DISTRICT EDUCATION BOARD SECRETARY

P.O BOX 940131

NKEYEMA

Dear Sir/Madam

RE: CONFIRMATION OF STUDY: MULEBWENTE ENGES GUBWANI

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 163223/76/1 and computer number 715809650 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 that he will be carrying out a research on INVESTIGATING THE PROVISTION OF ECE IN SELECTED SCHOOLS IN NKEYEMA DISTRICT OF WESTERN PROVINCE.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

(Signed)

Dr. D. Ndhlovu

ASSISTANT DIRECTOR (PG)

INSTITUTE OF DISTANCE EDUCATIO