

**TEACHERS' PERSPECTIVES ON MANAGEMENT OF EARLY
CHILDHOOD EDUCATION IN SELECTED PUBLIC PRIMARY
SCHOOLS OF LUSAKA DISTRICT, ZAMBIA**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
COLLABORATION WITH 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

2018

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DECLARATION

I, Judith Chikonde, do declare that this dissertation is my own work which has not been submitted for any degree at this or another university.

Signature.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Judith Chikonde has been approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Education management at the University of Zambia in collaboration with the Zimbabwe Open University.

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ABSTRACT

This study established the views of the teachers in the management of ECE centres in government schools in Zambia, Lusaka District. The study used the qualitative approach. This descriptive study drew on a sample of 30 ECE teachers: 20 teachers and 10 managers. The schools in which these teachers were working were purposively selected. Data was collected using both the teachers and administrators that were offering early childhood. Open-ended questions were used. The questions were intentionally broad in order to elicit an open discussion. However, the facilitator clarified questions and from time to time prompts were used to keep the discussion active and participants focused on the issue. Data analysis was done simultaneously done with data collection through interactive processes.

Among the findings, this study found that financial constraints, inadequate learning space, teacher qualification and teaching-learning materials were among the challenges experienced in ECE centres. The study also found that some teachers were not aware of the policies which affected their work. The study further found that, in few instances, management was not seen to be doing something about the challenges ECE centres faced.

This study recommends that the government should adequately fund the ECE centres since there is the policy of free education that the schools are following. The study also recommends that the Ministry of General Education should come up with a deliberate policy where teachers would still be remunerated well after advancing in their studies even if they still worked with ECE learners. This would help keep talented and well qualified teachers in ECE centres.

DEDICATION

This dissertation is dedicated to my loving son Mwewa Nkata, my parents, sisters, brothers, nephews, nieces, friends and to all my beloved family for their prayers, support and inspiration during my study.

ACKNOWLEDGEMENTS

I would like to express my sincere gratefulness to Dr. Kalisto Kalimaposo, for his supervision and support during the research process of this dissertation. He took time off his busy schedules to provide helpful insights into my work. My gratitude goes to the course coordinator Dr Gift Masaiti for his fatherly heart and patient during my study. I would also like to thank all the lecturers in various courses for their unwavering academic support during my studies.

I am grateful to the Lusaka District Education Board Secretary (DEBS), the administrators and early childhood teachers from the schools under study in the district, for being part of the study and for their tremendous support.

Many thanks goes to my parents, my son Mwewa Nkata for their prayers, support, understanding and love they showed during my study. I also thank my sisters, brothers, nieces, Nephews and the entire family, for their prayers and words of encouragement.

Finally, my thankfulness goes to Mr. Hambayi, Mr Nkata, St. Patrick's members staff, friends and my academic course mates for their time; their advice and for their inspiration during my study.

ACRONYMS

CPD:	Continuous Professional Development
CSEN:	Children with Special Educational Needs
DEBS:	District Education Board Secretary
ECE:	Early Childhood Education
ECCE:	Early childhood care and education
EFA:	Education for all
IQ:	Intelligent quotient
MoE:	Ministry of Education
NGO:	Non-government organisation
PTA:	Parent teacher association
UPE:	Universal Primary Education
RECE:	Registered Early Childhood Educator
SES:	Socioeconomic status
ZPA:	Zambia Pre-school Association

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter contains the background information to the study. It also contains the statement of the problem, the purpose, research objectives, research questions, the rationale, the theoretical framework, conceptual framework, the significance of the study, delimitation of the Study, Limitations of the Study and finally Operational Definition of terms.

1.1 Background to the study

The period of Early Childhood Care and Education (ECCE) refers to the development of care and education of children between zero and eight years old throughout history. Historically, such arrangements have largely been informal, involving family, household and community members. The formalization of these arrangements emerged in the nineteenth century with the establishment of kindergartens for educational purposes and day nurseries for care in much of Europe and North America, Brazil, China, India, Jamaica and Mexico (Küster, 1999).

Early Childhood Education (ECE) in Zambia started mainly popularly known as nursery schools and they were either privately run or the church ran them. However, government leaders acknowledged the importance of educating the nation's children and in 1990, Zambia was a participant in the World Conference on Education for All held in Thailand and agreed to take the necessary steps to universalize primary education and reduce illiteracy before the end of the decade (Lungwangwa et al., 1999). Additionally, Zambia was among 190 countries that adopted the Millennium Development Goals and committed to meeting the goal of achieving Universal Primary Education by the year 2015. These two events provided an international backdrop for the exploration of Early Childhood Care and Education in Zambia and its potential impact on the quality of life for young children in the country (United Nations, 2005).

In 1972 the Zambia Pre-school Association (ZPA) was created as an umbrella organization to look into issues of Early Childhood Education by taking charge of the nursery and pre-school matters in the country (UNICEF, 2008). Since then, the ZPA has broadened its mandate to include training of teachers for Early Childhood Education. It is worth noting that in the past and for many years,

no single organization was mandated with the responsibility of running the activities of Early Childhood Education. The local authorities merely maintained registers of all Early Childhood Centres within their localities without monitoring and evaluating their performance. Early childhood education was, in theory, viewed to be of great importance to the nation's Ministry of Education (MoE). Currently, under the MoE, educational provision is guided by the national education policy document, *Educating Our Future*, which focuses on equitable access to quality education at all levels (MoE, 1996). The Fifth National Development Plan 2006-2010, a policy paper outlining educational provision by the Ministry of Education in Zambia, defines Early Childhood Care, Development and Education as the level of education, both informal and formal, which a child from birth to age six undergoes prior to reaching the compulsory age (seven years) of entry to a primary or basic school (MoE, 2006). This policy paper outlines critical strategies to develop a national Early Childhood Care, Development and Education curriculum framework as well as to produce and distribute teaching materials for early learners. Additionally, it states the need to develop monitoring and evaluation instruments for this level of education. Regarding the development of ECCE, it further notes major challenges in this sub-sector in past years: fragmented curriculum; lack of standards, monitoring and supervision; and the confinement of ECCE to pre-schooling instead of offering a more comprehensive learning experience (Komakoma, 2003).

Even though pre-schools have since been commonly operated by local authorities, local communities, NGOs and private individuals (UNESCO, 2006), the MoE acknowledges the fact that Early Childhood Care and Education is an integral part of basic education, especially in the rural areas. However, because education at this level is in the hands of private providers, financing of early childhood care and education has remained unclear. Home-based pre-schools in urban areas have mushroomed, albeit at the expense of quality education. It has been documented that much of the curricula of private pre-schools are outdated and inadequate for this age group and the home environments are not conducive to learning (UNESCO, 2006). It is against this background that the government of Zambia started considering how best quality ECE could be given to the Zambian children.

The Day Nurseries Act of 1957 was the first innovative step towards recognition of the importance of Early Childhood Education (ECE) by the colonial government. This Act is still in effect and

provides legal backing for anyone capable of offering Early Childhood Education. Despite gaining independence in 1964, Zambia did not include Early Childhood Education in the mainstream education system then; it was operated at the discretion of social welfare departments by local authorities, local communities, non-governmental organizations, private individuals and families (MOE, 1996).

The declaration of the achievement of the Universal Primary Education (UPE) by 2015, as alluded to by the Education for All goals, required that nations provide Early Childhood Education. At the 2000 World Education Forum in Dakar, governments were called on to develop and implement policies to achieve the six EFA goals (UNESCO, 2007). Hence it has become a fundamental requirement for Zambia and other nations of the world (UNESCO, 2010) to provide Early Childhood Education.

The emphasis on provision of Early Childhood Care, Development and Education in Zambia strengthened after the resolve of the Jomtien Conference on Education for All (1990) and the Dakar Framework of 2000 in Senegal. The Dakar Framework on Education for All (EFA) reaffirmed the Jomtien recommendations and committed national governments to provide comprehensive ECE policies and to address challenges of child development.

Children have a right, as expressed in the Universal Declaration of Human Rights and the Convention on the Rights of the Child, to receive education (UNICEF, 1990), and Early Childhood Education must be considered part of that right. Early Childhood Education provides a sound basis for learning and helps to develop skills, knowledge, personal competence, confidence and a sense of social responsibility. Therefore, every child, including children from deprived socio-economic backgrounds and other disadvantaged groups, should have access to Early Childhood Education services of good quality. To try and realize that in a more equitable way, all the activities of Early Childhood Education have been placed under the authority of the Ministry of Education, as outlined in the National Education Policy “Educating Our Future” (1996). And so using the concept ‘Annexing’, the Government of the Republic of Zambia has introduced ECE centers in the mainstream government primary schools. A number of primary schools have begun implementing the provision of Early Childhood Education in Zambia. But very little has been done to investigate how effective ECE is run in Zambia.

1.2 Statement of the Problem

The incorporation of ECE centres in mainstream schools prompted the doing of this study. It is clear that the importance of ECE in the life of a learner has been acknowledged not only by families and church but also by the government of the Republic of Zambia. This entails that the population involved now is quite vast. This in turn implies increased demand on the way the ECE centres are managed.

Policy directives to run ECE in public primary schools have been made in Zambia and the fact that this incorporation of ECE is gaining momentum and evidence of its importance. However, it is one thing to start something; it is another to effectively implement it and obtain the desired objective. There is still not much done on whether ECE is managed effectively or not in government schools. Particularly, teachers' perspectives on how Early Childhood Education is managed have not been adequately explored and not so much literature exists on the same in Zambia ever since the Government of the Republic of Zambia introduced ECE centres in the mainstream government primary schools. There seems to be very little done to get teacher perspectives on how these ECE centres are managed, which makes this study a necessary thing to do. The lack of knowledge on this important aspect of education, therefore, renders its implementation difficult. There is need to better understand how effectively ECE centres in the mainstream government primary schools are being managed from teachers' point view.

1.3 The Purpose of the Study

The purpose of this study was to establish teachers' perspectives on the management of ECE in Zambia's public schools.

1.4 Objectives

1.4.1 Main objective

To establish the perspectives of teachers on the management of ECE in Zambia's public schools.

1.5 Specific objectives

The study was guided by the following specific objectives:

1. To establish the major challenges teachers face in ECE centres.

2. To establish the qualifications of teachers in ECE centres.
3. To explore the management strategies obtaining in ECE centres.

1.6 Research Questions

1.6.1 Main Question

What perspectives do teachers have on the management of ECE in Zambia's public schools?

1.6.2 Sub Questions

The study was guided by the following research questions:

1. What major challenges do teachers face in ECE centres?
2. What qualifications do teachers in ECE centres have?
3. What management strategies obtain in ECE centres?

1.7 . Theoretical framework

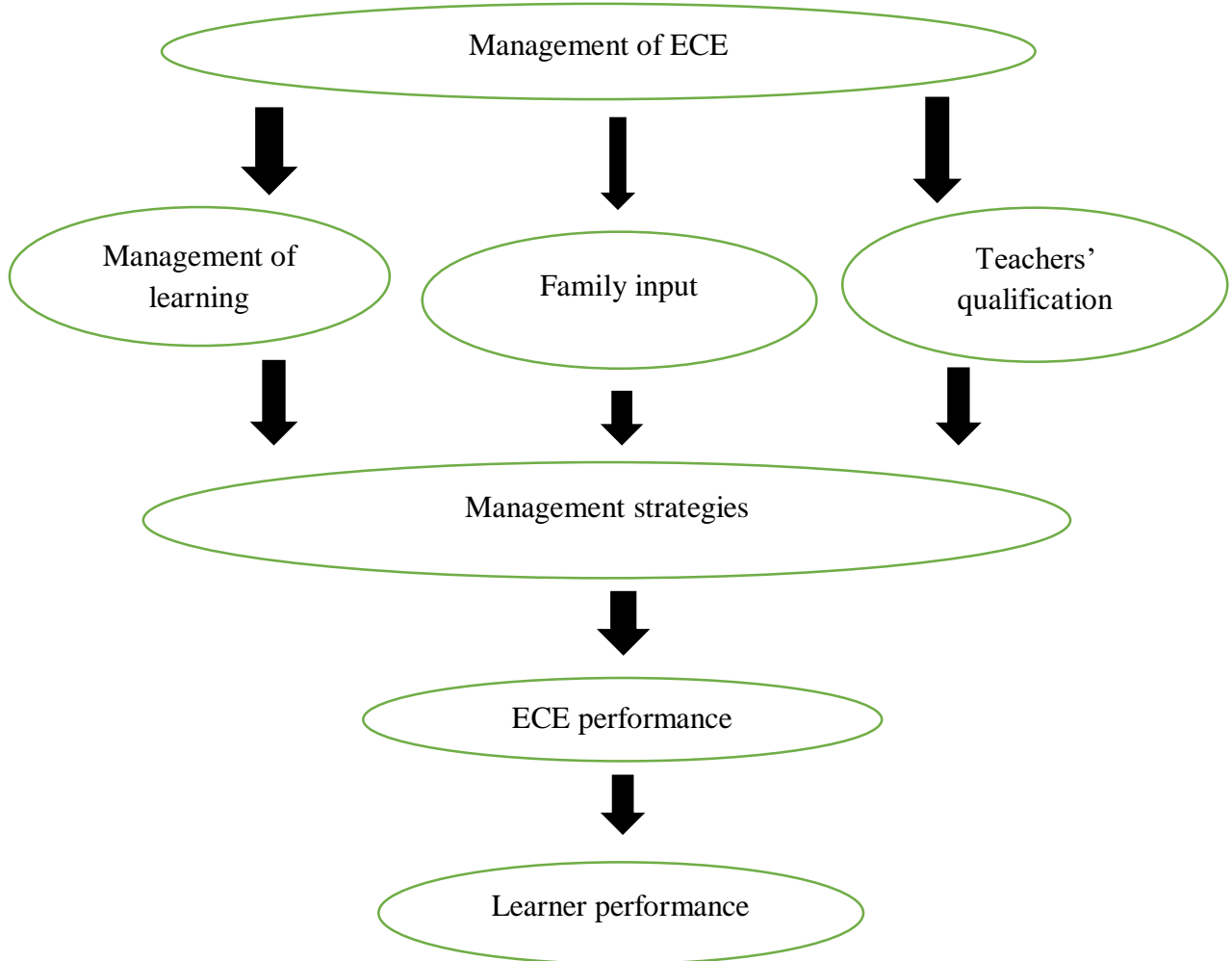
This study was inspired by development interaction approach based on the theory of the Germany scholar, Rudolf Steiner, who founded the first Waldorf schools in Stuttgart in 1919 (Ashley, 2008). The major goal of Waldorf schools was to help young children to adjust to both physical and spiritual facts of their existence and use them in the best way. In Waldorf schools, a teacher was seen as a gardener of the child's soul and cultivator of environment (Ogletree, 1996).

According to Rudolf Steiner, human beings were composed of three-fold being which were spirit, soul and body. The capacities of these three mechanisms unfold in early childhood, middle childhood and adulthood. In the early childhood years, which were considered as from birth to age of seven, the educational focus of Waldorf model was on play, bodily intelligence and oral language (Schimitt-Stegmann, 1997). In this process, imitation was the crucial aspect of life which help to identify the self with the environment by the help of active will. On the other hand, children's three dimensional paradigms help adults to recognize emotional, physical, cognitive development of young children. Because of this reason Waldorf teacher used to assess the development of young children in many ways to understand their balanced whole development. Consequently, portfolio method (teachers observe, describe and characterize a child's school performance) was found to be more appropriate for Waldorf curriculum's assessment (Petrash, 2002).

1.8 Conceptual Framework

A conceptual framework is an investigative tool with several differences and backgrounds. It can be useful in different classes of work where it gives the all representation of what is needed to be understood. Musabila and Nalaila, (2013) allude that a conceptual framework is a framework that encompasses of ideas that are positioned within a rational and successive strategy. It is built on specific ideas and plans resulting from experimental observation and perception. A conceptual framework is important to have because it gives a guide to the presentation of research queries and findings.

An illustration below shows the intangible aspects at play in this study as inspired by the Montessori Model of Early Childhood Education: -



Inspired by such views as Waldorf model, Montessori ascertained that when offered the freedom to follow their own interests, children were inspired to learn. Children needed a prepared environment, a classroom complete with beautiful materials to stimulate their senses. They must be allowed to follow their own interests, at their own pace. In 1907, she opened her first 'Children's House', to international acclaim, in Rome. Pioneering a new form of education, centred specifically on the child, her principles and method spread throughout the world, producing a global vision for education that persists to this day. Maria Montessori died in the Netherlands in 1952.

In the Montessori approach to education and child development, the teacher, the child, and the environment created a learning triangle. The classroom was prepared by the teacher to encourage independence, freedom within limits, and a sense of order. The child, through individual choice, made use of what the environment offers to develop himself or herself, interacting with the teacher when support and/or guidance was needed.

The Montessori approach offered a broad vision of education as an aid to life. It was designed to help children with their task of inner construction as they grew from childhood to maturity. It succeeded because it drew its principles from the natural development of the child. Its flexibility provided a matrix within which each individual child's inner directives freely guided the child toward wholesome growth.

1.9 Significance of the Study

This study has attempted to highlight the perspectives teachers have on how ECE is managed in the country. This study provides valuable information to the Ministry of Education who are the custodians of ECE in Zambia. Consequently, decision makers made informed decisions on how best ECE can be managed vis-à-vis teacher concerns.

It is further hoped that the study informed the employers on the challenges teachers face in ECE centres thereby timely preparing them to be more responsive to teacher needs.

This study also was informative on the qualifications of the teachers in ECE centres.

1.10 Delimitation of the Study

According to Creswell (1994) alluded that delimitation is used to give direction on how the study is constricted in scope. This study was confined to observing and interviewing ECE teachers from public schools in Zambia drawn from one district, Lusaka

1.11 Limitations of the Study

The findings of this study may not be generalized to covering ECE centres privately run since the sample was only be drawn from the public centres. The other limitation was that only few selected schools from Lusaka participated in the study.

1.12. Operational Definition of terms

Early childhood: *is the period of remarkable growth with brain development from birth up to eight.*

Provision of education: *offering education opportunity to children who are 0-8.*

Enrolled learner: *is the voluntary of learners in a public school.*

Teaching Staff: *is a person involved in teaching learners.*

1.13 Summary

This chapter has established why Early Childhood Education (ECE) has received a lot of support and attention. The chapter has also shown that even if ECE has received a great deal of attention, there are areas that still need some improvement for it to continue impacting positively on the education of all the children. The significance of this study has also been categorically shown. The chapter has shown that this study was inspired by Montessori approach to education, where the teacher, the child, and the environment created a learning triangle and offered a broad vision of education as an aid to life. Finally, the chapter has also presented the conceptual framework where teacher challenges, teacher qualification and management strategies interact in influencing how the teacher feels about the management of ECE centres.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews related literature to the study on teachers' perspectives on management of early childhood education in selected public primary schools of Lusaka province, Zambia. The literature has been organized in line with the proposed objectives of the study in order to obtain an understanding on what has been researched which can be relevant to the study. The researcher started by reviewing literature on the concept of how early childhood is managed and see what other researchers reviewed. The researcher focused on how other countries in the world managed Early Child education and finally it was tailored to the Zambian situation.

2.1 Early Childhood Education

Early childhood education (ECE) is a branch of education theory which relates to the teaching of young children (formally and informally) up until the age of about eight. Infant/toddler education, a subset of early childhood education, denotes the education of children from birth to age of seven. This is also known as nursery education. It emerged as a field of study during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years, early childhood education has become a prevalent public policy issue, as municipal, state, and federal lawmakers consider funding for preschool. It is described as an important period in child's development. It refers to the all-round development of a child's personality (Kasanda, 2006; MOE, 1996).

2.2 The Global View on Early Childhood Education

Worldwide, Early Childhood Education has been recognized as a very important stage in the education of a child and the subsequent educational development of an individual. According to UNESCO (2009), "Recently, national governments have begun to recognize the power of ECE to develop equitable educational provision for all children." UNESCO (2009) reports that several countries such as Ghana, Gambia and Kenya have developed ECE plans for poor, remote and disadvantaged children so that they could achieve universal basic education by the year 2015.

There are numerous studies that can be cited that show how ECE has been valued and established in many countries. Teguma, et.al (2012) indicates that ECE is a topic of increased policy interest in Japan, where improving quality in the ECE sector is a subject of growing importance. They have identified five effective policy levers to encourage quality in the sector: 1) quality goals and regulations; 2) curriculum and guidelines; 3) workforce; 4) family and community engagement; and 5) data, research and monitoring.” Of the five aspects, Japan considers improving quality in the workforce as a priority; it considers well-educated, well trained professionals the key factor in providing high-quality ECEC with the most favorable cognitive and social outcomes for children.

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

To show how ECE has been valued in Japan, Zhang Yan (1998), a researcher from China who visited Japanese ECE settings in 1996, made several observations of the characteristics of Japanese pre-school education. One of the observations the researcher made is that free playtime was much longer than that of Chinese ECE institutions, and teachers tended to play with children just like their peers, playing the hidden role of activating children’s play. This approach was quite different from that used by Chinese ECE teachers.

The other observation made is that Japanese ECE did not overprotect young children, letting them wear less clothes with the feet often bare, experience small and slight injuries. On the other hand, teachers kept contact with parents about children’s daily health, behaviour, and learning, using notebooks for two-way communication. The researcher also observed that on the playground there were slopes, small hills, some tall trees, various places where children could play with sand, water, and small animals and plants, and where children could enjoy trying and erring. Outdoor activities as well as indoor activities were very well facilitated. Further, educational content was greatly related to seasonal events or things. Some traditional festivals, which were transported from China a long time ago but had already vanished, were still alive in Japanese kindergartens and day

nurseries. Finally, the researcher observed that the kindergarten pupils' lunch boxes made by their mothers were beautiful like fine art; many daily personal items used in kindergarten were mothers' handmade.

Many other scholars showed how ECE was valued and managed around the globe. In China, however, studies exist that describe the nature of China's ECE in both urban areas and rural areas. Preschool education is also seen as vital there and begins at age of three (3). According to Emily and Albert (2007), pre-school education was one of the targets in the 1985 education reform. This reform articulated that pre-school facilities were to be established in buildings made available by public enterprises, production teams, municipal authorities, local groups, and families. The government announced that it depended on individual organizations to sponsor their own preschool education and that preschool education was to become a part of the welfare services of various government organizations, institutes and collectively operated enterprises. Costs for pre-school education varied according to services rendered. Officials also called for more preschool teachers with more appropriate training.

Although the Ministry of Education is officially responsible for promoting ECE in China, only a small number of ECE institutions are run by government departments and few of them are located in rural China. With only low levels of support from local governments, most ECE institutions in rural China suffer from unqualified teachers, poorly developed curricula and inadequate and poorly maintained facilities (World Bank, 1999; Yu, 2005; Zeng, Zhu, & Chen, 2007).

Doherty (2003) writes that the extent to which an ECEC program is accessible for a child depends upon several factors. First, there has to be an available space and then, if there are eligibility criteria, the child or family has to be able to meet them. In addition, if there is a fee, the parent has to be able to afford it. Finally, the program must be appropriate (i.e. able to meet both the child's and the family's needs).

In Zambia, the picture and the drive towards ECE is not different from other countries. The Jomtien World Declaration on Education For All of 1990, the Dakar Conference of 2000 and the 2000 Millennium Conference emphasized the need to provide Education For All by the year 2015 (UNESCO Report, 2004). Since this was an important milestone in the history of education, Early Childhood Education fraternity was not an exception in many, if not all African countries. Zambia

was among the African countries that acknowledged the ECE inclusion in the main education system.

The Zambian government has considered Early Childhood Education as of great importance to the nation's Ministry of Education (MoE). Currently, under the MoE, educational provision is guided by the national education policy document, *Educating Our Future*, which focuses on equitable access to quality education at all levels (MoE, 1996). The Fifth National Development Plan 2006-2010, a policy paper outlining educational provision by the MoE, defines Early Childhood Care, Development and Education as the level of education, both informal and formal, which a child from birth to age six undergoes prior to reaching the compulsory age (seven years) of entry to a primary or basic school (MoE, 2006). This policy paper outlines critical strategies to develop a national Early Childhood Care, Development and Education curriculum framework, to produce and distribute teaching materials for early learners. Additionally, it states the need to develop monitoring and evaluation instruments for this level of education. Regarding the development of ECE, it further notes major challenges in this sub-sector in past years: fragmented curriculum; lack of standards, monitoring and supervision; and the confinement of ECE to pre-schooling instead of offering a more comprehensive learning experience (Kamerman, 2006).

The MoE states, in its Strategic Plan 2003-2007, that Early Childhood Care and Education is an integral part of basic education, especially in the rural areas. Pre-schools are operated by local authorities, Faith Based Organization, local communities, NGOs and private individuals (UNESCO, 2006). However, because education at this level is in the hands of private providers, financing of early childhood care and education has remained unclear. Home-based pre-schools in urban areas have mushroomed, albeit at the expense of quality education. It has been documented that much of the curricula of private pre-schools are outdated and inadequate for this age group and the home environments are not conducive to learning (UNESCO, 2006).

2.3 Importance of Early Childhood Education

In recent decades, studies have shown that early childhood education is critical in preparing children to enter and succeed in the (grade school) classroom, diminishing their risk of social-emotional mental health problems and increasing their self-sufficiency as adults. In other words, the child needs to be taught to rationalize everything and to be open to interpretations and critical

thinking. There is no subject to be considered taboo, starting with the most basic knowledge of the world he lives in, and ending with deeper areas, such as morality, religion and science. Visual stimulus and response time as early as 3 months can be an indicator of verbal and performance IQ at age 4 years (Aidoo, 2006).

By providing education in a child's most formative years, ECE also has the capacity to preemptively begin closing the educational_achievement_gap between low and high-income students before formal schooling begins. Freeman and Dohoo (2003) reports that children that come from the low socio economic status (SES) often begin school already behind than their higher SES peers; on average, by the time they are three, children with high SES have three times the number of words in their vocabularies than children from low SES. Participation in ECE, however, has been proven to increase high school graduation rates, improve performance on standardized tests, and reduce both grade repetition and the number of children placed in special education.

Especially since the first wave of results from the Perry Preschool Project were published, there has been widespread consensus that the quality of early childhood education programs correlate with gains in low-income children's IQs and test scores, decreased grade retention, and lower special education rates (Freeman & Dohoo, 2003).

Several studies have reported that children enrolled in ECE increase their IQ scores by 4-11 points by the age of five, while a Milwaukee study reported a 25-point gain. In addition, students who had been enrolled in the Abecedarian Project, an often-cited ECE study, scored significantly higher on reading and math tests by age fifteen than comparable students who had not participated in early childhood programs. In addition, 36% of students in the Abecedarian Preschool Study treatment group would later enroll in four-year colleges compared to 14% of those in the control group (Freeman & Dohoo, 2003).

Beyond benefitting societal good, ECE also significantly impacts the socioeconomic outcomes of individuals. For example, by age 26, students who had been enrolled in Chicago Child-Parent Centres were less likely to be arrested, abuse drugs, and receive food stamps; they were more likely to have high school diplomas, health insurance and full-time employment (Freeman & Dohoo, 2003).

Unlike other areas of education, early childhood care and education (ECCE) places strong emphasis on developing the whole child – attending to his or her social, emotional, cognitive and physical needs – in order to establish a solid and broad foundation for lifelong learning and well-being. ‘Care’ includes health, nutrition and hygiene in a warm, secure and nurturing environment; and ‘education’ includes stimulation, socialization, guidance, participation, learning and developmental activities. ECCE begins at birth and can be organized in a variety of non-formal, formal and informal modalities, such as parenting education, health-based mother and child intervention, care institutions, child-to-child programmes, home-based or centre-based childcare, kindergartens and pre-schools. Different terms to describe ECCE are used by different countries, institutions and stakeholders, such as early childhood development (ECD), early childhood education and care (ECEC), early childhood care and development (ECCD), with Early Childhood Care and Education as the UNESCO nomenclature (Global Campaign for Education, 2004).

As research shows, children’s care and educational needs are intertwined. Poor care, health, nutrition, and physical and emotional security can affect educational potentials in the form of mental retardation, impaired cognitive and behavioural capacities, motor development delay, depression, difficulties with concentration and attention. Inversely, early health and nutrition interventions, such as iron supplementation, deworming treatment and school feeding, have been shown to directly contribute to increased pre-school attendance. Studies have demonstrated better child outcomes through the combined intervention of cognitive stimulation and nutritional supplementation than through either cognitive stimulation or nutritional supplementation alone. Quality ECCE is one that integrates educational activities, nutrition, health care and social services (Global Campaign for Education, 2004).

2.4 Economic benefits of early childhood care and education

Decades of research provide unequivocal evidence that public investment in early childhood care and education can produce economic returns equal to roughly 10 times its costs. The sources of these gains are (1) child care that enables mothers to work and (2) education and other supports for child development that increase subsequent school success, labour_force productivity, prosocial behaviour, and health. The benefits from enhanced child development are the largest part of the economic return, but both are important considerations in policy and programme design.

The economic consequences include reductions in public and private expenditures associated with school failure, crime, and health problems as well as increases in earnings (Kamerman, 2006).

Palmer (2010) stated that when children are young, they are learning sponges. Every new experience, every word they learn, every behaviour they adopt, is an investment in a more fruitful future. He states that one can never have a greater impression on a person than when they are in their early childhood years. Most parents have always inherently understood this and governments are starting to catch up. Early childhood education is about honing and moulding the holistic child, which will eventually form the basis of their lifelong journey. Palmer (2010) further reports about the 13 key benefits of early childhood education from a teacher's perspective:

2.4.1 Socialization

Macionis (2010), defines socialization as the process of co-opting with standards and belief of the society. Socialization with people other than the child's family in a safe environment is an essential foundational element to the below areas. As parents, intuitively there need to understand that it's important to introduce to children to other children and support their transition into their own friendship groups. The earlier this is done, the better, as it helps children overcome shyness and gain self-confidence. If they left this for too long, they can actually hinder their social development.

2. 4.2 Concept of Cooperation

ECE provides for learning how to share, cooperate, take turns and persevere within a safe learning environment, guided by professionals who have the children's best interests at heart.

This is especially important for the first child, who may not be used to sharing with their siblings at home - while it can be a difficult lesson, it's so crucial to learn it early.

2.4.3 Encouraging Holistic Development

ECE is the approach taken to build a strong foundation for a child's emotional, social, physical and mental development, which prepares them for a lifetime. Early childhood educators are trained in identifying areas where support is needed for each child and building programs and activities around them. Their peers are also extremely important in this regard, as pre-schoolers are usually helpful, cooperative and inclusive.

2.4.4 Enthusiasm for Lifelong Learning

ECE lessons should be given in a fun and exciting way that can encourage children to be effective learners. There is need to inspire a thirst for learning with eagerness and enthusiasm. Love of education- for reading, learning, discovery, nature- takes root in preschool.

2.4.5 Convey the Value of Education Through Experience

Parents show that they have grasped the value of learning and education by setting an example as role models and by providing actual experiences. While parents are always the most important influence on a child's early life, introducing them to a preschool environment provides them with a new perspective on the importance of education that remains with them throughout their schooling journey. It also demonstrates that they value their education highly.

2.4.6 Respect

Teaching the value of respect for others. This is not limited to people and belongings, but can also mean respect for their environment, both immediate and global.

There is no better place to learn this virtue than in a hectic preschool environment, where everything is shared and civility and manners are both taught and learned organically.

2.4.7. Teamwork

ECE demonstrates and instils the importance of teamwork that can teach respect for the opinions of others, listening, cooperation and equality.

Many preschool activities are centred around teamwork for this very reason; a person who learns how to work in a team at an early age can ultimately be more socially attuned and more employable.

2.4.8 Resilience

It's important that early childhood educators and parents work together to develop resilience in children as early as possible. By creating a consistent, secure and fair social environment, with clear expectations and predictable consequences, children can develop skills in managing themselves and their emotions.

It's a teacher's job to provide a challenging environment where children can learn through first hand experiences. They may experience bumps, bruises or losing a game from time-to-time, but this is the foundation for building coping strategies for greater challenges in life.

2.4.9 Concentration

During preschool years, children explore at every opportunity to discover new experiences, new friends and new environments. Their minds are so lively and imaginative.

As early childhood educators there is need to balance this zest with the ability to listen, follow directions, attend to tasks and participate in group activities to develop the critical life skill of concentration.

2.4.10 Patience

Every day as adults, they encounter situations where their patience is tested. Children need opportunities to be involved in an abundance of social experiences, where they can explore and practice the social skill of patience.

By teaching through examples, role modelling and social experiences, children are able to develop their patience and learn to wait for their turn. Examples from the preschool setting include sharing a teacher's attention, a toy, the playground or waiting in line for a game.

2.4.11 Confidence and Self-Esteem

This is critical. A strong sense of wellbeing provides children with confidence, optimism and self-esteem which encourages children to explore their talents, skills and interests.

Positive interactions with other children and teachers can help promote a positive, healthy and secure view of themselves that can allow them to approach situations and problems confidently throughout their lives.

2.4.12 Exposure to Diversity

Valuing difference and diversity are crucial to a child's early development. Early childhood education serves to guide children to appreciate and accept differences and become well-rounded contributors to society.

It is important that children understand that everyone is unique and special in their own way with their own culture, beliefs and ethnicity (Palmer, 2010).

“Preschool is so much more than playing. While the basic educational benefits of preschool (such as literacy and numeracy) are tangible, the advances children achieve towards becoming well-rounded individuals are truly invaluable. It wouldn’t be wise to let a child miss out on this once-in-a-lifetime opportunity” (Palmer, 2010: 33).

2.5 Management of Early Childhood Education

Management of early childhood education hinges on the belief that children remember and repeat actions they observe. While the first two years of a child's life are spent in the creation of a child's first "sense of self", most children are able to differentiate between themselves and others by their second year. This differentiation is crucial to the child's ability to determine how they should function in relation to other people. Parents can be seen as a child's first teacher and therefore an integral part of the early learning process (Kasanda, 2006).

Early childhood attachment processes that occur during early childhood years 0–2 years of age, can be influential to future education. With proper guidance and exploration children begin to become more comfortable with their environment, if they have that steady relationship to guide them. Parents who are consistent with response times, and emotions will properly make this attachment early on. If this attachment is not made, there can be detrimental effects on the child in their future relationships and independence (Kasanda, 2006).

There are proper techniques that parents and caregivers can use to establish these relationships, which will in turn allow children to be more comfortable exploring their environment. Hanyona (2005) states that education for young students can help them excel academically and socially. With exposure and organized lesson plans children can learn anything they want to. The tools they learn to use during these beginning years will provide lifelong benefits to their success. Developmentally, having structure and freedom, children are able to reach their full potential.

ECE is also a professional designation earned through a post-secondary education program. For example, in Ontario, Canada, the designations ECE (Early Childhood Educator) and RECE (Registered Early Childhood Educator) may only be used by registered members of the College of

Early Childhood Educators, which is made up of accredited child care professionals who are held accountable to the College's standards of practice (Global Campaign for Education, 2004).

2.6 The components of good Early Childhood Education

While parental and family care is an important component of ECE development, a good quality ECE program should be a multi-dimensional educational program with a focus on the holistic development of children in the early stages of their childhood. One of ECE's goals is to enable children to be "more ready" for primary school education. It has been shown that ECE can be a major input into a child's formal education. A number of studies link ECE to increase in school readiness for primary school, and it has been shown that school readiness is an important predictor of early school achievement (Forget, 2007). There are various elements which make Early Childhood Education a desirable programme. According to Bowman, et al. (2001), a good ECE program should have the following characteristics:

- i. it should begin at an appropriate starting age,
- ii. it should be provided in a physical space that is safe and one that has certain specialized facilities,
- iii. it should be given by professional care givers, attentive to the individualized needs and progress of the child,
- iv. it should include the involvement of parents.
- v. it should be built around a good learning environment with an effective, well-thought out curriculum; While no single curriculum or pedagogical approach can be identified as best, Bowman (2001) asserts that children who attend well-planned, high-quality ECE programs in which the curriculum aims are specified and integrated across domains tend to learn more and are better prepared to master the complex demands of formal schooling.

2.7 Effective Early Childhood Education provision

Jayne (2006) identified the following as some of the quality-elements in ECE provision which must be exhibited by every successful pre-school education programme.

2.8 Curriculum for ECE

The pre-school curriculum enables children to reach a deeper understanding of a subject when they can make meaningful connections across several disciplines. These connections are achieved through the implementation of inquiry-based projects or themes. Curriculum content is based on the observations of children's interests and questions children ask or shared experiences within the natural environment. While resource books and curriculum guides can be helpful, one need to bear in mind is that authentic early childhood curriculum comes from children themselves (Jayne, 2006). Opportunities for art, music/movement, science, mathematics, block play, social studies, sand, water, dramatic play and outdoor play are provided daily. Pre-kindergarten learning experiences are integrated across content areas and are augmented with a variety of multicultural and non-sexist activities and materials that are adapted to meet the special needs of individual children, English language learners and children with disabilities. 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 primary focus of the curriculum is to emphasize the importance of developing the whole child, in the learning domains, of social, emotional, physical, creative expression/aesthetic and cognitive development that includes language/literacy development, mathematical 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 learning areas are in line with those offered at primary education to promote and support the linkage between the Early Childhood and primary education. It is, therefore, hoped that this curriculum will make learning in ECE centres more meaningful and enjoyable as it is highly activity oriented.

2.9 Favourable Environment

Environments for young children must be physically safe, socially enhancing, emotionally nurturing, and intellectually stimulating. Classrooms are well equipped, with sufficient appropriate materials and toys. This carefully designed setting promotes self-selection by children from a wide array of age appropriate materials. Both the classroom and the playground invite children to engage

in active learning whereby they construct their own knowledge through interaction with adults, other children and materials. The equipment and materials that support this learning are easily adapted to the diverse interests, needs and abilities of children. Children and adults with special needs have easy access to the indoor and outdoor spaces and materials. 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 (Forget, 2007).

According to Lillard (2011), one of the ECE proponents, Maria Montessori, emphasized the 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 (Lillard, 2011). The function of the environment is to allow the child to develop independence in all areas according to his or her inner psychological directives. In addition to offering access to the children, Standing (1957) explains that the environment should exhibit the following characteristics:

- a. Construction in proportion to the child and his/her needs,
- b. Beauty and harmony, cleanliness of environment,
- c. Order,
- d. An arrangement that facilitates movement and activity,
- e. Limitation of materials, so that only material that supports the child's development is included.

A similar view is shared by the Indian Curriculum Framework (2012). It is documented that in early childhood stage, a child learns through interacting with the immediate environment, hence environment should be stimulating and should have a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning. An effective Early Childhood Education program, therefore, should exhibit some essential play and learning materials that include:

- i. adequate supply of developmentally appropriate play materials to foster all round development,
- ii. materials and equipment which are safe, clean and in good conditions,

- iii. sufficient quantity of materials to enable learners work in small groups and should easily be accessible by the child,
- iv. materials which promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing.
- v. it should promote sensory exploration and social interaction along with creative expressions through arts, painting, and experimenting, among others.

2.10 Policy on ECE

A policy is typically described as a deliberate plan of action to guide decisions and achieve rational outcomes (Althaus, Bridgman & 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 organizations, groups, and individuals. The right to education imposes an obligation upon countries to ensure that all citizens have opportunities to meet their basic learning needs. As such governments have a task of ensuring that each human being has the opportunity to attain some basic education. Such opportunities can best be attained when proper policies are formulated and supported by both politicians and the government.

Policies can be understood as management, administrative mechanisms, political and financial obligations arranged to reach explicit goals. If Education For All (EFA) goals are to be achieved then Educational policies 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 adopted in the late 1960s and 1970s. According to Arango (1990), "In the developing world, the first national-level agency to promote integrated national ECE programmes and policies appears to be the Colombian Institute for Family Welfare that was established in 1968." Governments, through relevant ministries, have the primary responsibility of formulating ECE and education policies within the context of national EFA goals, and Zambia is no exception (MoE, 1996). ECE Policy implementation is then supposed to have clearly stated guidelines if children are to develop in a proper environment. As alluded by Baron (2005:3), "Child growth and development can be improved through implementing policies that help institutions and communities to identify and meet essential developmental needs of children and parents."

According to the MoE Strategic Plan 2003-2007, the EFA Framework of Action (2004) and as reflected in the National Development Plan for Education 2006-2010, “Early Childhood Care, Education and Development (ECCED) is the level of education (informal, non-formal or formal) which a child (0-6 years) undergoes before he/she attains the compulsory age (7 years in Zambia) of entry to a primary/basic school.” The existing National Policy of the Ministry of Education focuses on children 3-6 years old, and not on the age group 0-2 years (MoE, 1996).

In line with the 2004 GRZ Gazette, the Ministry’s concern has been the establishment of Early Childhood programmes for children living in rural areas and poor urban areas. According to the GRZ Gazette, the Ministry of Education resolved to work with partner ministries, district and urban councils, local communities, NGOs, religious groups, families and individuals in order to increase access at this level. To ensure that the rural and less privileged access ECE, the government announced that preschool education be provided in the mainstream primary schools, and in line with the ‘Free Education Policy.’ Not only that, the government would provide and facilitate early childhood education centres and deploy teachers in all local government wards in Zambia.

2.11 Qualifications of Teachers in Early Childhood Education Centres

Berlin (2018) argues that there is a critical relationship between staff experience, high quality training, commensurate compensation and the effectiveness of a program. He stated that staff, teachers, social workers, and administrators, must have in-depth knowledge of child development and how young children learn. He went on to say that all teachers providing instruction in pre-school must have a certification valid for service in the early childhood grades. He made a recommendation that governments should adequately deploy ECE teachers with valid qualifications in all the ECE centres, with a minimum of Diploma. He also made a recommendation that a special education certification or license is required where instruction is provided to students who are classified as Children with Special Educational Needs (CSEN).

Manning, M., et. al. (2017) carried out a study to provide an up-to-date analysis of the correlation between teacher qualifications and the quality of the early childhood learning environment. Based on published research studies since the 1980s, the review provides an in-depth understanding relevant for current practice and policy. The review was able to draw upon information from a

number of countries, demonstrating that the relationship between teacher qualification and enhanced quality of the learning environment was not dependent on context or culture. This meta-analysis provides evidence of a significant and positive correlation between teacher qualification and quality with respect to the learning environment for all young children in ECEC settings, including infants and toddlers. Mandating qualified teachers (with tertiary education) may lead to significant improvement for both process and structural quality within centre-based and home-based ECEC settings. Results from this study are important for policy makers wanting to enhance policy and practice within ECEC settings to improve children and family outcomes.

2.12 Professional Development

Professional development services, specifically geared towards early childhood education are an essential component of high-quality developmentally appropriate practices. These services must be rigorous, content relevant, organized, strategic, as well as sustained throughout the year to ensure the effective implementation of standards-based developmentally appropriate early education instruction (Berlin, 2018). Reflecting best available research and practice in teaching, learning and leadership, professional development activities are focused on areas related to process quality, such as teacher-child interactions, child assessment, early literacy, mathematical and scientific learning, English language learners, students with disabilities, music/movement, the arts, family involvement, physical education, social studies, social and emotional development, the Speaking and Listening Standards. Similarly, Althaus, Bridgman and Glyn (2007) stated that Professional development is supposed to be provided by the Ministry of Education, in collaboration with the district standards officers, to ensure that the teaching staff and administrators are provided with information to strengthen overall program implementation in terms of instruction, assessment, family involvement, support services, transition and continuity. A minimum of four (4) professional development days for staff must be provided each year in the ECE centres to improve on quality provision of the program (Berlin, 2018).

2.13 Teachers as Effective Professionals

Connelly and Clandinin (1988) asserted that teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the

planned learning opportunities, the role and influence of the teacher in the process is indisputable. It is evident in the work of (Goodman & Brand, 2009) that as the teachers are social beings and as they are coming from different backgrounds, they bring their past experience into their classroom practice to influence the curriculum. Goodman and Brand (2009) indicated that, teachers who are characterized as motivated, responsible, organized and are open to new learning opportunities, they were found to be high curriculum implementers compared to teachers described as unmotivated, not open to changes.

On the most basic level, the definition of “professional teacher” refers to the status of a person who is paid to teach. It can also, on a higher level, refer to teachers who represent the best in the profession and set the highest standard for best practice. For example, Wise (1989) describes professional teachers as those who have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines. They are able to analyze the needs of the students for whom they are responsible. They know the standards of practice of their profession. They know that they are accountable for meeting the needs of their learners.

This definition clearly illustrates that teaching at a professional level is an advanced and complex undertaking. Both Clement (2002) and Seifert (1999) point out that becoming a professional teacher is a process that takes time to master. Stronge (2002) categorized the attributes, behaviors, and attitudes of effective teachers into six major areas: prerequisites of effective teachers, the teacher as a person, classroom management and organization, organizing for instruction, implementing instruction, and monitoring student progress and potential. The first two areas examine the teacher as an individual, while the remaining four explore the responsibilities and practices of teachers. He further summarizes the characteristics of effective teachers into three statements: the effective teacher recognizes complexity, communicates clearly, and serves conscientiously. Hoyle (1980) portrays professionalism as the quality of one’s practice. In other words, the behaviors exhibited by a professional teacher are what identify a teacher’s professionalism. Similarly, Hurst and Reding (2000) associate specific behaviors with teacher professionalism, from appearance and punctuality to using proper language and building strong relationships with colleagues.

Morrow (1988) believes professionalism is the degree to which one is committed to the profession and notes that individuals vary in their identification with their profession and in their support of

the profession's values i.e., teachers have varying levels of professionalism. Kramer (2003) contends the most critical elements of teacher professionalism can be classified into three categories: attitude, behavior and communication. These three broad areas cover a wide range of behaviors and characteristics that should be demonstrated in the professional lives of teachers, from being on time and dressing neatly to understanding learning theories to clearly communicating with colleagues, parents, and students (Kramer 2003). Additionally, Cruikshank and Haeefe (2001) categorize "good teachers" in multiple areas including being analytic, dutiful, expert, reflective, and respected. In *The Moral Base for Teacher Professionalism*, Hugh Sockett (1993) lays out a broad theory of the moral foundations of teacher professionalism. He describes professionalism as the "manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients. Using composite descriptions of idealized teachers in three classrooms, he identifies five major aspects of professionalism for teachers: character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships beyond the classroom. A teacher's character refers to personal virtues such as patience, determination, courage, and respect for children. Sockett (1993) claims that often they overlook the importance of character by focusing on performance of the teaching act. However, he believes that it is impossible to separate the character of the individual teacher from the act of teaching. Sockett's (1993) second category of teacher professionalism is commitment to change and continuous improvement. He states "Striving to adjust to change seems inevitable for a professional if teaching is to be good, since children in classrooms are never replicas of those who have gone before." Teachers exhibiting this behavior are constantly looking for ways to improve their practice and adjust to the individual needs of learners. Mitchell and Kerchner (1983) describe a similar trait in which teachers adapt their teaching strategies based on analyses of the students' learning situations. Next, teachers must have a depth of knowledge and understanding of what they teach as well as pedagogical knowledge and the skills to teach. Sockett (1993) correctly makes the distinction between these two aspects of professionalism; one may have a solid grasp of subject knowledge, but not have the pedagogical knowledge and skills to teach students. He believes pedagogical knowledge goes beyond subject knowledge to include an awareness of the teaching context. In other words, teachers must be effective in the "hows" of teaching such as questioning, classroom management, and curriculum delivery. Sockett (1993)

believes that modern education emphasizes the pedagogical aspect of professionalism above and to the detriment of the other categories. The final category in Sockett's typology of teacher professionalism involves obligations and working relationships beyond the classroom. This broad category includes characteristics that allow teachers to work with colleagues, parents, and the public. Sockett (1993:8) describes this aspect of teacher professionalism in the following way: that is, outside the classroom a teacher has wider obligations and working relationships with colleagues and with parents in the exercise of his or her role as a teacher. Professionalism requires that we go beyond classroom performance or classroom activity as descriptors of teaching acts to the complete and complex role a teacher fulfills. Public education needs teachers who are able not only to shine in the four categories mentioned within the classroom but also to undertake the demands of partnership with other professionals, of collaborative leadership, and of a wider role within the school.

Clearly, the concepts "professional" and "effective" have many layers and belie a single definition. As Stronge (2002) contends, "effective teaching is an elusive concept." In other words, defining exactly what is meant by "effective" or "professional" teacher is no simple matter; there are many definitions. Stronge and Hindman (2003:49) state, "Some researchers define teacher effectiveness in terms of student achievement; others focus on high performance ratings from supervisors; and still others rely on comments from students, administrators, and interested stakeholders". The issue at hand is not to come up with a single, all-encompassing definition of professional or effective teacher. Rather, it is to establish parameters of behaviors and characteristics that can be fostered among teachers. Further, while the literature describes the complexities of being a professional teacher, these descriptions are mostly theoretical in nature and informed by general observations rather than empirical research. The purpose of our exploratory study was to begin an empirical examination of professionalism from practicing teachers' perspectives. Therefore, we asked, "how do practicing teachers define professionalism?" To answer this research question, they have embarked on a multi-stage study to understand practicing teachers' perspectives of professionalism. In this paper, the first stage of the study has been described: exploratory focus group interviews with elementary school teachers.

2.14 Leadership and Administrative Supervision

The school leadership should articulate the pre-school philosophy to parents, staff and the community, and it also serves as a source of support for staff and families by facilitating ongoing opportunities for learning and development. Alongside these responsibilities, the supervisor continually assesses program quality, institutes measure of accountability to strengthen the instructional practices and promotes curriculum implementation. Therefore, there is need for head teachers of ECE centres to undergo training in Early Childhood Education for proper implementation of the program. (Berlin, 2018).

A study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia revealed that qualification of supervisors had positive correlation with their performance. Qualified supervisors were noted to contribute significantly to teachers' achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties. He found out that supervisors and head teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Respondents admitted that the workshops they had attended had a positive impact on governance and management of their schools.

2.15 Management Strategies

Today's early care and education (ECE) leaders must be politically astute, aware of and engaged in a multitude of contexts extending beyond one's day-to-day work, and skilled in envisioning and facilitating change. This increasingly acknowledged view of essential leadership competencies marks a major shift in expectations about what field leaders need to know and be able to do (Goffin & Washington, 2007).

Yet the ECE field to date, both in the United States and other western countries, has largely conceived the enactment of leadership primarily in a site-based context, tied directly to the day-to-day management functions of site administrators (Rodd, 1997). A review of the leadership literature and of leadership preparation programs in ECE confirms the predominance of this approach to leadership, with the vast majority of works reviewed focused on leading and managing individual programs (Goffin & Means, 2009). ECE teacher-leadership is addressed to a lesser extent, although primarily in the context of an individual program or classroom and often

marginalized from the broader field leadership conversation (Maxfield, Ricks-Doneen, Klocko, & Sturges, 2011). Ignored in ECE leadership literature and preparation is the emergence of a multitude of roles filled by professionals working on behalf of children and direct service practitioners. These professionals, such as resource and referral counselors and quality rating system administrators and coaches, who work outside of ECE centres and family child care homes, are regularly called upon to shape and implement ECE policy as part of their day-to-day responsibilities (Goffin & Washington 2007).

This amalgamation of factors, that is, increased expectations of leaders in all roles, new types of leadership roles, and a restricted conceptualization of leadership as center- or site-based management, has created confusion about what it means to study, prepare for, and enact leadership in ECE. Nivala (2002) argues that leadership models adopted by the field are often more appropriate to the business world and that the mass quantities of leadership discourses, the “jungle of theories, make it difficult to identify leadership models that are most appropriate to the ECE contexts. He concluded that there are only a few articulate leadership competencies for early educators that include engagement with the broader field and policy development and analysis. Although a handful of college-based programs are focused on developing leaders who understand the broader context of the ECE system, and are prepared to engage in the policy context in which the field operates, overall leadership beyond program management receives minimal attention. This lack of attention may stem from a lack of available data about who constitutes the growing population of leaders in roles outside ECE settings (Penn, 2011).

2.16 Challenges Experienced in Early Childhood Education (ECE) Centres

According to Fasoli, L. et al (2007), despite the growing importance of Early Childhood Education (ECE), there are a number of challenges that have continued to pull down its effective implementation. Different scholars have discussed a number of them. These include lack of adequate teaching and learning resources, socio-economic factors, high teacher-child ratio with poor remunerations, and financial constraints.

2.16.1 Socio-economic factors

Malnutrition and ill-health are an example of the factors associated with the socio-economic factors. These factors can significantly damage the cognitive processing ability of children. Children whose processing capacity is impacted by ill-health and malnutrition may require more

hours of instruction to learn various skills. As such, implementation of early childhood education may prove critical especially in low income countries (Fasoli, L. et al 2007).

Socio-economic differences affecting effective implementation of ECE also cut across regions, with some being labeled 'marginalized'. Regional disparities have significant role in facilitating access to early childhood care and education, where enrollment levels in rural and marginalized areas are low in comparison to those in the urban areas. Children from the marginalized communities in rural and marginalized in developing countries suffer from lack of access to early childhood education. They are left at the mercy of the community.

2.16.2 Financial Constraints

Financial constraints can lead to ineffective implementation of early childhood education. At macro level, a good number of developing countries have suffered from the heavy debt burden following their pursuit on the World Bank and International Monetary Fund fiscal policies such as the Structural Adjustment Programs. It is reported that these debt-servicing programs are partly responsible for significant reduction in government funding for subsidized education, health care and school related expenses. The result has been that families bear more responsibilities in the implementation of early childhood education programmes.

2.16.3 Inadequate teaching and learning resources

Many ECE centres lack adequate teaching and learning resources and facilities suitable for ECE in their learning environment. These include lack of properly ventilated classrooms, furniture suitable for children, kitchen, safe clean water, playground, toilets and play material. This implies that teachers do not have adequate teaching and learning resources to enable them to implement effectively the ECDE Curriculum. This affects the implementation of ECE Curriculum negatively as creation of a sustainable learning environment helps deprived children to improve their academic performance (Offenheiser and Holcombe, 2003).

2.16.4 High Teacher-Child Ratio with Poor Remunerations

Teacher-child ratio has been a subject of much attention among researchers in relation to the factors facing teaching and learning process. Early Childhood Education has not been left out.

Research shows that teacher child ratio has continued to grow. On average, teacher child ratio for both 3-5 years old children and 6-8 years olds still remains critical. Teachers are not comfortable with the increasing number of children in the classes they handle (Dodge and Colker, 1992). With high ratios, ECE teachers are poorly remunerated and under the mercy of parents (most of whom have little or nothing to give).

On the other hand, Berlin, R. (2018) argues that there are major factors that have continued to affect effective implementation of Early Childhood Education in developing countries and that these factors go beyond social-economic, financial, teaching and learning resources and teacher-pupil ratio. She affirmed that these challenges are faced by most, if not all, ECE educators. One such challenge is a gap in Policy framework; there is a gulf between policy and implementation in that there is a lag between policy making and programme implementation. That gap is also seen in terms of the trouble which is there in integrating what is happening in higher education and what is happening in schools; in higher education, theory is taught but in schools, practical approaches are needed; the policies are “beautiful”, but the implementation is the problem; what is on paper is different from what is on the ground.

According to Teguma, M. et.al (2012:12), “Common challenges which developed countries face in enhancing the quality of ECE include improving staff qualifications, education and competences, recruitment, professional development, staff evaluation and monitoring, and working conditions and retention. Developing nations, however, may have other challenges in addition to the list, such as lack of appropriate infrastructure, inadequate learning and teaching materials, long distances between schools and homes, illiteracy among parents, poor health conditions, among others.”

The other challenge, especially in developing countries, borders on learning space. Adequate space is required when setting up classroom teaching/learning centres. Teguma, et.al (2012) stated that there are three basic settings needed when setting up an ECE classroom: a place for the whole class to work together, a place for students to work independently, and a place for teacher-directed small group work. They further recommended that it is helpful to use a map of the classroom with scale cut-outs of furniture and equipment to try different arrangements and that there is need to arrange the room in a way to better accommodate children’s needs.

Ntumi (2016) examined the challenges that pre-school teachers encounter in the implementation of the early childhood curriculum; exploring teaching methods employed by pre-schools teachers in the Cape Coast Metropolis. The key findings of the study revealed that pre-school teachers are faced with a lot of challenges in implementing the early childhood curriculum. A notable one among them are that most pre-school teachers do not understand the early childhood curriculum, pre-school teachers do not have enough teaching and learning materials to help them implement the Early childhood curriculum, parents do not involve themselves in their wards education therefore, it makes it difficult for pre-school to do the work alone. It was also revealed that teachers, teaching and learning materials are the main factors that influence the implementation of the early childhood curriculum. The researcher recommended that private proprietors and government authorities overseeing the pre-school program should organize frequent in-service training for both teachers and parents with respect to early childhood education curriculum.

Cruz, J. (2017) argues that in the last decade, the boundaries of the profession have changed rather dramatically for teachers. He says that as they have become a more complex and diverse society, the roles traditionally ascribed to teachers have taken new meaning and significance. In the case of teachers of young children, their role has expanded to encompass many, heretofore, duties and responsibilities that were often considered to be part of the home. He argues that young children, for all intents and purposes, have become a social and political commodity. The welfare and education of children have become fair game for those seeking to win votes or sympathy for a particular cause. Consequently, teachers are finding themselves in the midst of a social revolution between forces competing for the hearts and minds of parents and their children. On the one side you have those that advocate for custodial care and on the other those that promote learning. Both sides have caused sufficient upheaval in the profession such that what teachers of young children should know and be able to do has taken new meaning.

Cruz (2017) went on to say that early childhood educators face insurmountable challenges in meeting their professional obligations. Aside from the traditional roles that teachers have assumed, they are now expected to serve as curriculum specialists, diagnosticians, health care providers, family counselors, adult educators, program managers, child development experts, child advocates, mental health specialists, nutrition specialists, and many others too numerous to list. At the same time, the teaching profession is confronting new notions of pedagogy and more intense

scrutiny by professional groups. Because the early years have now become a cause célèbre for many people and groups, there is no shortage of self-described experts ready to promote their opinions and solutions for the care and education of young children.

Unfortunately, such entities often lack the preparation and the grounding in the various bodies of knowledge that comprise the field of early care and education. For example, all too often, the curriculum is misunderstood and looked upon as something that teachers do to children and not as something that teachers do with children. Parents are frequently considered a part of the physical landscape and learning enterprise not as the child's first teacher or partner in the care and education of young children. Here teachers are relegated to assembly line roles and pressured to keep to a certain instructional time schedule under the guise of teaching and children learning. This approach to the care and education of young children will surely undermine the current mantra of "no child left behind" so prominently promoted by certain groups and individuals. In this highly politicized environment of schools and childcare, early educators are faced with the challenge of defining what to teach, when to teach it, and why it is important to teach it, all against enormous barriers. Dodge and Colker (1992:37) agreed and reaffirmed the same position and stated that "the challenges are, indeed, daunting. But it is important for us as a profession to be able to assure the public that what children should know must be availed and when they should know it. As professionals, early educators must take ownership of the challenges and provide the leadership to make it happen. The early childhood profession is not for the faint of heart or the passive individual. Pre-school teachers are an active, demanding, and complex profession. Early educators are the first line of defense in the teaching and learning of young children. The impact that can be seen today will be felt tomorrow and for generations to come. Hence, the legacy will be revealed."

2.17 The Practical Implications of Early Childhood Education

In recent decades, studies have shown that early childhood education is critical in preparing children to enter and succeed in the (grade school) classroom, diminishing their risk of social-emotional mental health problems and increasing their self-sufficiency as adults. In other words, the child needs to be taught to rationalize everything and to be open to interpretations and critical thinking. There is no subject to be considered taboo, starting with the most basic knowledge of the world he lives in, and ending with deeper areas, such as morality, religion and science. Visual

stimulus and response time as early as 3 months can be an indicator of verbal and performance IQ at age 4 years (Clement, 2002).

By providing education in a child's most formative years, ECE also has the capacity to preemptively begin closing the educational achievement gap between low and high-income students before formal schooling begins. Children of low socioeconomic status (SES) often begin school already behind than those from higher SES peers; on average, by the time they are three, children with high SES would be three times the number of words in their vocabularies than those children from low SES. Participation in ECE, however, has been proven to increase high school graduation rates, improve performance on standardized tests, and reduce both grade repetition and the number of children placed in special education (Clement, 2002; Hoyle, 1980).

Especially since the first wave of results from the Perry Preschool Project were published, there has been widespread consensus that the quality of early childhood education programs correlate with gains in low-income children's IQs and test scores, decreased grade retention, and lower special education rates (Clement, 2002; Hoyle, 1980).

Several studies have reported that children enrolled in ECE increase their IQ scores by 4-11 points by age five, while a Milwaukee study reported a 25-point gain. In addition, students who had been enrolled in the Abecedarian Project, an often-cited ECE study, scored significantly higher on reading and math tests by age fifteen than comparable students who had not participated in early childhood programs. In addition, 36% of students in the Abecedarian Preschool Study treatment group would later enroll in four-year colleges compared to 14% of those in the control group (Clement, 2002; Hoyle, 1980).

Hart and Marshall (1992) argued that beyond benefitting societal good, ECE also significantly impacts the socioeconomic outcomes of individuals. For example, by age 26, students who had been enrolled in Chicago Child-Parent Centres were less likely to be arrested, abuse drugs, and receive food stamps; they were more likely to have high school diplomas, health insurance and full-time employment.

2.18 Summary

In Zambia, ECE is beginning at the age of three (3). In other countries, it starts slightly earlier. However, it has been established that it is the period before 7 years. The literature reviewed has

also shown that there are several challenges affecting ECE. It has also been established that the qualification of the teacher affects the implementation of the ECE programme. Good practices and activities in ECE schools have also been highlighted. The Zambian government has begun providing ECE in the already existing infrastructure that includes facilities which were designed for children above the age of six (6). Most of the ECE centres do not have care givers who can be attentive to the needs of children. It is important, therefore, that the ECE annexed centres should exhibit some of these characteristics highlighted above for a desirable provision of Early Childhood Education in government primary schools.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the research methods which the researcher used to carry out the study. Research methods are innumerable processes and schemes used to carry out the research; they are the procedures used throughout the research which summed up to the research methodology which this study ultimately used. In more details, the chapter outlines the research strategies which include research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical considerations.

3.1 Research paradigms

It is very significant to illuminate the fundamental rational research outline that designed the basis of this study. A paradigm is a collective world interpretation that denotes the views and values in a particular discipline which monitors the way problems are solved (Schwandt, 2001). Without recommending a paradigm as the initial step, there is no derivation for successive choices concerning methodology, methods and research design. Denzin and Lincoln (2005) alluded that researchers are accustomed to two main paradigms. Fundamentally a paradigm replicates people's beliefs about the world they live in and where they want to live in. Centring on the belief, Guba and Lincoln (1994) differentiated between the paradigms which are linked ideas for they both focus on understanding the world as it is experienced by other people. Focusing on the question of realism, the interpretative is alleged constructed socially by people and that there are many insubstantial realities because they are constructed by people (Creswell, 1994).

Qualitative research is usually more flexible because it allows greater naturalness and adaptation of the interface between the researcher and the respondents. Qualitative research focus on open ended questions which may be presented differently to different respondents which makes the respondents to respond in their own words which may be intricate and able to elaborate in a greater detail. According to Silverman (2006) noted that qualitative research respites on the expectations of interpretativism which is said to be the overall term for a range of approaches that reject some assumptions held by positivism. The interpretativism approach focuses on the way the respondents

perceive things. Because of the agreement with the research paradigm, therefore, it was necessary to use the qualitative paradigm.

3.2 Research Design

A research design stresses on what is obtained at the end of the process through following all the stages in the process to achieving the outcome. For this reason, a research design is seen as the useful design in which definite research methods and procedures are allied together in order to attain a dependable and effective information that can be used in the process. In this sense, the research design therefore, affords the researcher with a strong research basis which helps in the interpretation. Research design, according to Welman et al. (2009:46), is best defined as the general design which describes how the respondents of a planned study are nominated, as well as how and when the data was collected. Yin (1994:19) describes a Research Design as “an action plan for getting from here to there.” He further defines a research design as a “blueprint” of the research, which deals with four problems: (1) what question to study, (2) what data is relevant, (3) what data to collect, and (4) how to analyse the results. Focus group interviews was appropriate for this study because they helped reveal the perceptions, feelings, and thinking of people about issues (Krueger & Casey, 2000). In this research design, the study employed a case study design, in which qualitative techniques such as focused group discussions using semi-structured interview guides, observations were used.

Furthermore, qualitative technique is stressed by a component that are linked to observation of the studied object. Its richness is defined through the content in people’s intricacies (Lichtman, 2006, Denzin, 2011, and Lincoln 2008). Creswell (1998) suggests that it is important to decide on the best measures that may help people understand different experience in their lives as they detail with different people. For this reason, the study required administrators and teachers to provide with information on their perspectives in the management of early childhood in public schools.

3.3 Study Site

The Study was conducted in Lusaka District in Lusaka province. Lusaka District was purposively sampled among the districts in Lusaka being the capital city.

3.4 Target Population

The target population comprises respondents of a group that a researcher is involved in studying and be able to generalise the conclusions. The effects of the study are generalized to the population, because they have important characters that are found in all. Rajasekar, (2013) posits that, the target population for a study is the complete set of components for which the survey data are to be used to make conclusions.

The study was conducted in Lusaka district from selected public schools. The study targeted administrators and preschool teachers from fifteen government primary schools that have begun implementing Early Childhood Education.

3.5 Sample Size

A sample is a small proportion of the selected population for observation and analysis. Usually when characteristics of a sample which is diverse, representative, accessible and knowledgeable is observed in a study area, findings can be generalized (Kombo and Tromp, 2006). A sample of 30 respondents were drawn from the fifteen schools, comprised of 20 early childhood education primary class teachers and 10 teachers in management.

3.6 Characteristics of the Sample (Distribution)

The study used convenient sampling to select the 15 ECE centres in Lusaka District. The term convenience has been defined by Ghosh (1991) as a sampling technique where the investigator selects certain items according to his or her convenience. The selection of the ECE schools in Lusaka were in consideration to their localities. Predominantly, there are 2 types of places with varying statuses, namely, low density areas and high density. This is important because the quality of the school attended may have an influence on the type of the curricula offered which may also affect the child's full development and later academic achievement. 15 ECE centres were taken from different zones where 10 administrators and 20 teachers participated in the study. Purposive technique was used to select the 20 teachers and 10 administrators. This was so because according to Saunders (2003) purposive sampling enables the researcher to use his/her judgment to select cases that best helps him/her answer the research questions and meet the objectives.

3.7 Sampling techniques

Sampling procedure in research refers to an illustrative selection for a study whose features demonstrate the greater group from which it was selected (Patton, 2002; Denzin & Lincoln, 2005). Orodho and Kombo, 2002 in Kombo and Tromp (2006) noted that it is the method of choosing a number of respondents from a population that is part of the research; it is that part of the study that indicates how respondents were nominated to be part of the sample.

Purposive sampling was used in this study. Purposive sampling was used to select key informants such as school administrators and ECE class teachers. The respondents were selected purposively by them being in schools that offer ECE education. According to Kombo and Tromp (2006), purposive sampling aims at picking respondents that are alleged to be dependable for the study. Purposive sampling is beneficial for circumstances when the anticipated population for the study is difficult to find for a study. McMillan and Schumacher (2010) suggest that purposive samples can be stratified or nested by selecting particular units or cases that vary according to a key dimension.

The quality of a piece of work stands or falls not only by the appropriateness of methodology and instruments used but also by the suitability of the sampling strategy that has been adopted (Cohen, Morion and Morrison, 2007). Sampling can take two forms: it can either be probability or non-probability sampling. The researcher used purposive sampling to identify ECE primary school teachers and administrators.

3.8 Research Instruments

The study gathered data using unstructured questionnaires and interview guides. In qualitative studies, there was use of interviews as a method of data collection. Kothari (2004) states that interview is a method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Interviews are predominantly useful in acquiring the information which respondents experience. The researcher gets full information in the study which may be useful as additional information in order to get certain respondents to have further investigation from their responses (McNamara, 1999). Unstructured questionnaires were used in qualitative research and mostly in one to one discussion which helped in the flow of information in a more natural way between the researcher and the respondent.

The questionnaires were pre-tested for error, omissions and ambiguity using the researcher's residential neighbourhood nursery school teachers and head teachers.

3.9 Validity and Reliability of the Instruments

To ensure internal validity, the researcher collected data using two sources, that was, through questionnaires and interviews. Leedy and Ormrod (2001) defined internal validity of a research study as the extent to which its design and the data it yielded allowed the researcher draw accurate conclusions.

3.10 Semi Structured Interview for teachers and administrators

The researcher interviewed teachers and administrators using the semi-structured interview. An interview is defined as questions that a researcher asks the respondents orally and the responses are given orally. An interview can be done per individual or as a group. The researcher in this study had interviewed the teachers and the administrators separately which gave the freedom of expression and gave the researcher to obtain more information on what was needed to be researched on and the interview was conducted where was preferably by the respondents. Creswell (2012) perceived that the benefit of the interview accords the opportunity to receive the similar data acquired from number of people by covering the same material.

3.11 Data Collection

Data was collected between May 2018 and September 2018. The study site were 15 primary schools that offer pre-school in Lusaka district. Before the research process the researcher got a letter of introduction from the University of Zambia to show that the researcher was the student from the University of Zambia. The researcher sought permission from DEBS office and school administrators to carry out the interviews from each school. Prior to the day for an interview, the researcher informed the administrator about the meeting. Data was collected using both the teachers and administrators that were offering early childhood.

In order to obtain teachers' spontaneous responses, none of the groups was informed of the topic of the focus group interviews beforehand. Each focus group lasted approximately one hour and which included teachers mainly handling ECE classes. The sessions were facilitated by the researcher. Open-ended questions were used. The questions were intentionally broad in order to

elicit an open discussion. However, the facilitator clarified questions and from time to time prompts were used to keep the discussion active and respondents focused on the issue. The responses notated on note pads.

3.12 Data Analysis

Data analysis in qualitative research was frequently simultaneously done with data collection through interactive processes. There is no particular correct way to analyse and present qualitative data but is based on an interpretative kind of thinking that aimed at examining meaningful symbolic content (Ary et al, 2009). The goal of qualitative coding is not to count but rather separate data and reorganize it into classes that enable it to be contrasted so as to develop a theoretical concept. Therefore, the components of the same concepts were placed together in order to develop themes. Themes were scrutinized carefully in order to establish the relationship and categorise the themes according to objectives raised by the study and discussing the information objectively. Maree (2009) further added that the goals of analysing qualitative data was to ensure that the data was summarised, understood and interpreted of that which was developed. After each focus group, data from the written notes were categorized in common themes.

The responses to research questions were analysed together. Following Krueger's (1998) focus group analysis guidelines, respondent comments were analysed for internal consistency, frequency, intensity, extensiveness, and specificity.

3.13 Data Interpretation

Since this is a qualitative study, the data was collected, appropriately categorized and themes were considered and interpreted accordingly.

3.14 Ethical Considerations

In every research, it was imperative for the researcher to consider ethical matters before the study was undertaken. The ethical issues helped the researcher to be aware of the boundaries, carry out activity in an ethical manner as well as determining the quality of the data to be collected. As a researcher it was important to follow appropriate steps in order to adhere to strict ethical guidelines so as to uphold respondents' time, confidentiality, privacy, dignity and rights. In view of this, the following was considered in order to collect quality data.

3.14.1 Informed consent

The Researcher informed the respondents the of the purpose, nature, data collection methods, and extent of the research prior to commencement of the research process. Additional, the Researcher clarified to the respondents the part they were to take in the research.

3.14.2 Harm and risk

The researcher in this study assured the respondents that they researcher was not going to put them in a state that might harm them as a result of their contribution.

3.14.3 Time

The researcher made the respondents aware of the time the researcher spent on each respondents. This helped the researcher to work within the stipulated time (Lankshear and Knobel, 2004). The researcher ensured that the research design was designed in a way that made the respondents more at easy.

3.14.4 Researcher and respondents Relationship

As the researcher it was important to build a good relationship with the respondents for the sake of quality data. The researcher made the respondents freer so that they participated more freely. Creswell (2002) stated that the closer the researcher was to the respondents, the more the opportunities that the respondents were freer to express themselves. This type of freedom the respondents had helped increase the natural behaviour of respondents as they participated in the researcher. The researcher had to build the relationship with the respondents in order to make the work easy and approachable.

3.14.5 Confidentiality

As the study was still being carried out, the researcher assured that the information the respondents gave was treated with utmost confidentiality. At no time were participants required to give out their names. Confidentiality in research entails that data identifying the respondents was not disclosed (Kvale and Brinkman, 2009). The respondents were informed about the intention of the research and the information was treated purely for academic and were assured that the information was not going to be disclosed to third party. According to Kvale and Brinkman (2009), informed consent entails informing the research respondents about the overall purposes of the investigation

and the main features of the design as well as of possible risks and benefits from the participants in the research projects.

3.14.6 Mutuality

Another ethical issue that the researcher needed to consider was mutuality. It was cardinal that the researcher and respondents reciprocated effectively in order to give responses that was appropriate and helpful in the research. It was also important to note that it was discouraged to compensate respondents during the process of data collection because they would have not given correct data instead they would have given in favour of the researcher. In order to protect the quality of data which was gathered, the researcher did that assure the respondents any compensation after the process. Instead the researcher emphasized to the respondents how the data collected would help in the early childhood education.

3.14.7 Voluntary participation

Despite all the above mentioned precautions, it was made clear to the respondents that the research was only for academic purpose and their participation in it was absolutely.

3.15 Summary

The methodology used in the study has been discussed in this chapter. The researcher had originated the research design to plan a strategy of the study. The researcher used the qualitative design, the sample, sampling procedure to gather people and data collection procedure were discussed. The chapter also scrutinized the instruments used in the study such as observation and interviews as well as data analysis were discussed. The validity and reliability of the study were also established and the chapter looked at ethical issues that were considered in the study. Having looked at the methodology the next chapter will present and analyse data.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0. Overview

This chapter presents the findings of the research conducted. The data collected was grouped according to the major themes of the research. The information is based on data that was collected through semi-structured interviews, focus group discussion and observation administered to administrators and pre-school teachers in Lusaka district. In this chapter the researcher began with a description of the sample which was collected. This started with the background Information of the respondents which was followed by the presentation of the findings for each research question aligned with the answers to the research questions.

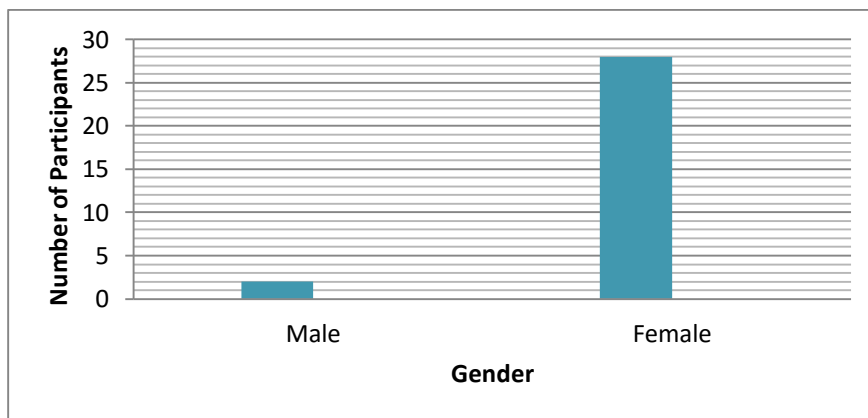
4.1. The Background Information of the respondents

The total number of the participants was 30.

4.1.1. Gender

The figure below shows the distribution of the respondents by gender:

Figure 1: Gender of the respondents

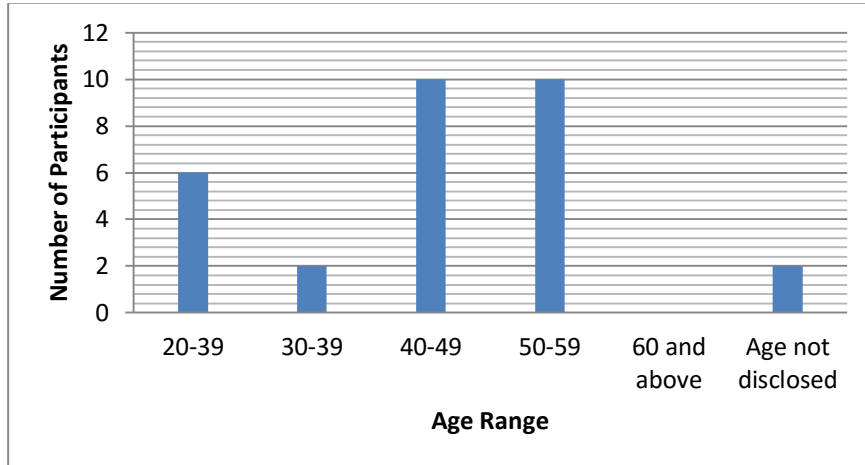


Out of the total number of 30 respondents, only 2 were males, 28 were female. There were more female than male teachers teaching in ECE Centres.

4.1.2. Age

The figure below shows the age distribution of the respondents:

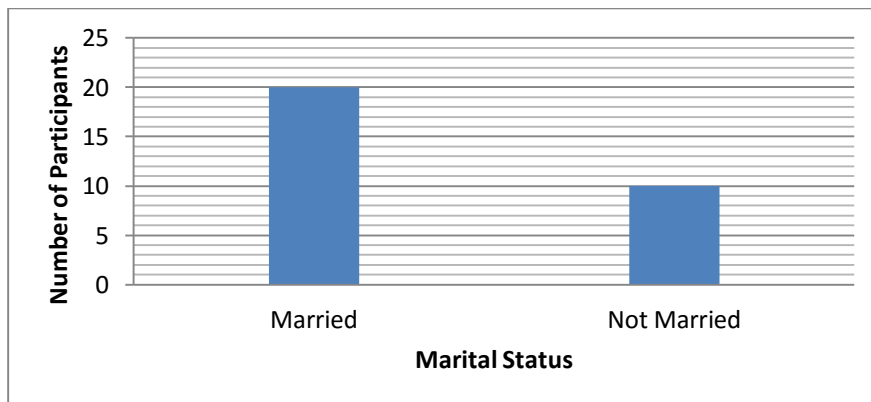
Figure 2: The Age of the respondents



6 of the 30 respondents were aged between 20 and 29 years; 2 were aged between 30 and 39; 10 were between 40 and 49 years old; the other 10 were between 50 and 59; no respondent was above 60 years old; and 2 respondents did not disclose their age to the researcher. Majority of the respondents were between 40 and 60 years old.

4.1.3: Marital Status

Figure 3: The Marital Status of respondents



The table above shows that 20 respondents were married representing 67%, of the total respondents. 10 respondents were not married representing 33% of the total respondents.

4.2. Educational Information of the respondents

The educational information gathered included the level of education of the respondents, whether teaching was the main occupation of the respondents, whether respondents had other qualifications other than that of teaching, and whether the respondents felt adequately qualified for the job or not.

4.2.1. Level of Education

Early Childhood Education, Primary Incomplete, Primary Complete, Secondary Incomplete, Secondary Complete, and others were the levels of education used to get information on how qualified respondents were.

Table 1: The Level of Education of respondents

ECE Qualification	Primary Incomplete	Primary teaching Complete	Secondary Incomplete	Secondary Complete	Advancing in Studies	Other Qualifications
14	0	4	0	2	26	15

Table 1 above shows that 14 respondents had ECE qualification; 4 had the primary school teaching qualification; 2 had the secondary school teaching qualification. A good number (26) of the respondents were advancing in studies and 15 respondents had other qualifications apart from the ECE qualification.

4.2.2. Teaching as the Main Occupation

Table 2: Teaching as the Main Occupation

Main Occupation	Others
26	4

Table 2 above shows that 26 respondents had teaching as their main occupation, while 4 indicated that they had other things to do apart from teaching.

4.2.3. Views of Respondents on Qualification

Table 3: respondents' Views on Qualification

Adequately Qualified	Not Adequately Qualified	Others
18	10	2

Of the 30 respondents, 18 stated that they were adequately qualified, while 10 indicated that they were not adequately qualified. 2 respondents neither felt qualified nor inadequately qualified to teach at ECE Centres.

4.3. Challenges in ECE Centres

The challenges explored included learning space, adequacy of teaching staff, qualification of the teaching staff, teaching-learning materials and policy issues.

4.3.1. Adequate Space

Table 4: Adequate Space in ECE Centres

Adequate Space	No Adequate Space	
		5: Stated something was being done about it
16	14	9: Stated nothing was being done about it

Of the 30 respondents who took part in the research, 16 indicated that their ECE Centres had adequate learning space for the learners. However, 14 respondents indicated that there was no adequate space for the learners. When asked what was being done about the inadequate space, less than half the number of those who said the space was enough reported that different learning sessions were created (2 streams arrangement, improvised rooms like the use of the school hall, dormitories and other rooms and space). Others indicated that the school was building classrooms. However, about 60% of the 14 who said the space was not enough indicated that nothing was being done about it.

4.3.2. Teachers Handling Enrolled Pupils

Information was also gathered on whether the ECE Centers had enough teachers to handle enrolled pupils or not, and if teachers were not enough, whether something was being done about it or not. The following table shows the results obtained:

Table 5: Adequacy of Teaching Staff

Adequate Staff	No Adequate Staff	
18	12	5: Stated something was being done about it
		7: Stated nothing was being done about it

The table above indicates that 18 respondents reported that there were enough teachers teaching at ECE Centres. However, 12 respondents were of the view that the teaching staff were not enough. Of the 12, 5 indicated that something was being done about it. They said that the school administration was requesting the District Education Board Secretary’s office (DEBS) to send them more teachers. Others said that the school had made local arrangements to engage some teachers to teach and be paid by the PTA. The other 7 of the 12 respondents however said that nothing was being done about it.

4.3.3. Teachers Adequately Qualified

When teachers were asked whether they were adequately qualified to teach at ECE Centre, 28(93%) stated that they were qualified enough to teach learners at ECE Centres. Only 2(7%) indicated that they felt inadequately qualified and that they needed more skills to ably handle learners in ECE Centres.

4.3.4. Teaching-Learning Materials in ECE Centres

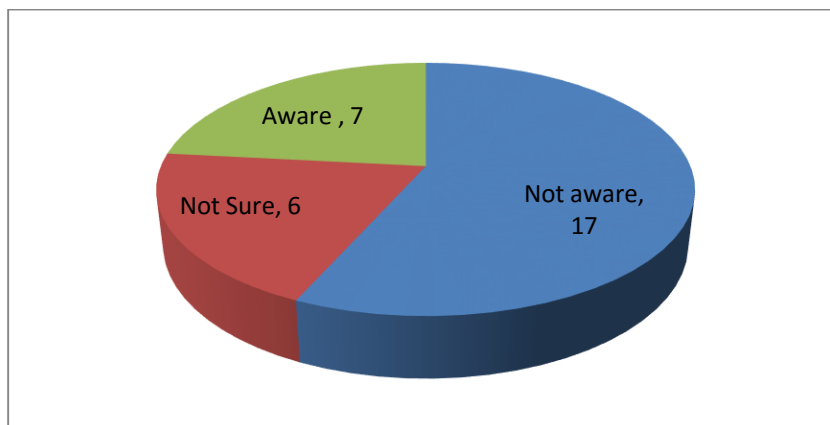
Concerning the availability of the teaching-learning materials in ECE Centres, 20 respondents indicated that their centres had enough teaching-learning materials. The other 10 respondents indicated that the teaching-learning materials in their ECE Centres were not enough. When asked what was being done, those teachers stated that in some instances, teachers themselves improvised

the teaching-learning materials like writing on the wall and on the ground. Other respondents stated that nothing was being done about it since funds were either limited or not there at all. However, others indicated that school authority used part of user fees paid by the pupils to buy the teaching-learning materials like manila papers, markers, bostic, among others.

4.3.5. Policy Issues Affecting Work in ECE Centres

respondents were asked whether there were policy issues that affected the way teachers in ECE Centres worked. The pie-chart below shows the responses from the respondents:

Chart 1: Awareness of Policy Issues in ECE Centres



The chart above shows that majority of the respondents indicated that there were no policy issues that made them not work properly. Apparently, it became evident that some respondents were not just aware of the availability of those policy issues, and subsequently they were not even aware that their working was affected by such policies. The number of respondents who were not sure about the policy issues affecting their work in one way or another was 6. Out of the total number of respondents, 7 indicated that they were aware about the availability of policy issues that affected their work. Some of the policy issues highlighted included the policy of not charging ECE learners any fees, the thing which they said adversely affected the running of the schools.

The other policy issue cited was that of inclusive education. Some respondents held the view that mixing disadvantaged learners with others presented challenges on the educational progress of both groups. Another policy issue cited was on language use in ECE Centres, that is, the use of local language as a medium of instruction. Some respondents registered concern that in an event

where a child from another area where a different language was used joins a group with another language use posed a lot of challenges on both the teacher and the learner.

Double-class policy was also cited to have been another policy issue which presented problems on the teachers. Teachers interviewed stated that the arrangement brought about over-enrollments. Consequently, it created unfavorable teacher-pupil ratio.

4.3.6. Teaching and Managing the ECE Centres

Both teachers and administrators indicated that they had received adequate guide on how to teach at and run the ECE Centre respectively.

4.4. Management Strategies in ECE Centres

respondents were asked whether or not the management was improving things, motivating teachers, enhancing workers' relationships and interaction. Their responses are presented in the table below:

Table 6: Management Strategies

Strategies	Respondents' Views	
	Yes	No
Improving Things	25	5
Motivating Teachers	23	7
Enhancing Workers' Relationship	24	6
Enhancing Workers' Interaction	23	7

The table above shows that though most of the respondents indicated that management was improving things, motivating teachers, enhancing workers' relationships and interaction, few participants held the view that the opposite was happening. Nevertheless, all the respondents were optimistic that things could improve in ECE Centres.

Encouraging teachers to upgrade, encouraging teachers to attend Continuous Professional Development (CPD), awarding teachers and their support staff were highlighted as some of the strategies management in some schools used to motivate teachers. However, some teachers stated that management in some instances were selective in assigning teachers with responsibilities and simply gave favourite teachers certain responsibilities especially if those responsibilities had some financial benefits.

4.5 Summary

This chapter has presented the findings of the study. It was found that there were challenges teachers in ECE centres faced, such as inadequate teaching-learning materials, feeling inadequately qualified, having over enrolment of pupils, and feeling inconvenienced by policy demands such as free education. Interestingly, some teachers were not aware that there were policies which affected their working. In some instances, some teachers felt they were not fully involved in the running of the ECE centres because managers did not involve them fully in preference for other teachers to do tasks especially those that had financial benefits.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0. Overview

The purpose of the study was to establish teachers' perspectives on management of early childhood education in selected public primary schools of Lusaka province in Zambia. This chapter relates the reviewed literature and the findings of the study. Teacher qualifications, challenges and administrative strategies were used to organize the data collected. All these themes have been discussed from the teacher's point of view.

5.1. Qualifications of Teachers in Early Childhood Education Centres

Teachers were asked to state their highest level of education, whether they were advancing in their studies, whether teaching was their main occupation, and whether they felt adequately qualified to teach at ECE centres. The study found that teachers had the required qualification and additionally most of them were advancing in their studies. An examination of the teacher views clearly indicates that teachers recognized the necessity to change and continually seek to improve their classroom practices. This is the same view Berlin (2018) held when he argued that there is a critical relationship between staff experience, high quality training, commensurate compensation and the effectiveness of a program. In pursuit of more knowledge, teachers indicated that they were studying so as to have, what Berlin referred to as in-depth knowledge of child development and how young children learn. In the same vein, administrators also encouraged teachers to make progress in studies because they believed that when teachers were more qualified they became more competent. This was in line with Berlin (2018) who recommended that governments should adequately deploy ECE teachers with valid qualifications in all the ECE centres, with a minimum of Diploma.

However, what was not clear is whether teachers advanced in their studies because they wanted to improve their teaching or they just wanted the higher qualification for some advantage in the education system. Like Sockett (1993) correctly makes the distinction between these two aspects

of professionalism: one may have a solid grasp of subject knowledge, but not have the pedagogical knowledge and skills to teach learners. He believes pedagogical knowledge goes beyond subject knowledge to include an awareness of the teaching context. In other words, teachers must be effective in the “hows” of teaching such as questioning, classroom management, and curriculum delivery. Sockett (1993) also believes that modern education emphasizes the pedagogical aspect of professionalism above and to the detriment of the other categories.

Some teachers were aware that for them to be more effective in teaching children in ECE centres, they needed to interact more with other professionals who would in turn share some better ways of teaching and subject content. Again this is in tandem with Sockett’s typology of teacher professionalism which she believed involved obligations and working relationships beyond the classroom. This broad category includes characteristics that allow teachers to work with colleagues, parents, and the public.

Questions such as “Do you feel adequately qualified?” elicited responses that teachers still needed more competencies on how to handle pre-school children, hence advancing in their studies. This finding was suggestive that, like Clement (2002)’s study found, teachers have high standards, ideals, and expectations for themselves and other teachers. The finding also suggest that teachers believed there are qualities, competencies and skills that can still be learnt to help teach learners in a more effective way. In other words, they did not believe that education comes to an end, but that it continues. Teguma, et al., (2012) had the same consideration when they considered well-educated, well trained professionals as the key factor in providing high-quality ECEC with the most favourable cognitive and social outcomes for children.

5.2 Teacher challenges in ECE centres

Despite the growing importance of Early Childhood Education (ECE), there are a number of challenges that have continued to pull down its effective implementation (Van de Linde, 2005). The challenges this study found included learning space and inadequacy of teaching staff. Others had to do with the qualification of the teaching staff, the teaching-learning materials and the policy issues.

Out of the 30 respondents, 14 indicated that there was no adequate space for the learners. When asked what was being done about the inadequate space, less than half the number of those who

said the space was not enough reported that different learning sessions were created (2 streams arrangement, improvised rooms like the use of the school hall, dormitories and other rooms and space). Others indicated that the school was building classrooms. However, about 60% of the 14 who said the space was not enough indicated that nothing was being done about it.

Adequate Space is highly valued in educational settings. There are a lot of pedagogical reasons why adequate space is relevant in learning settings. Teguma, et.al (2012) stated that there are three basic settings needed when setting up an ECE classroom: a place for the whole class to work together, a place for learners to work independently, and a place for teacher-directed small group work. In the absence of enough space, the teacher may not be able to differently arrange the room in a way to better accommodate children's needs.

Information was also gathered on whether the ECE Centres had enough teachers to handle enrolled pupils or not, and if teachers were not enough, whether something was being done about it or not.

Although more teachers indicated that there were enough teachers teaching at ECE Centres, some respondents were of the view that the teaching staff were not enough. Of the 12, 5 indicated that something was being done about it. Others said that the school had made local arrangements to engage some teachers to teach and be paid by the PTA. Others, however, said that nothing was being done about it. This finding entails that some administrators had good initiative of engaging teachers who had not yet been put on government payroll arranging that they would be paid by the PTA. This however posed another challenge since there was a policy of free education in government ECE centres. This is why some teachers reflected such policies to be among some of the challenges ECE centres faced.

5.3 Teacher Views on their Qualification

When teachers were asked whether they were adequately qualified to teach at ECE Centre, 28(93%) stated that they were qualified enough to teach learners at ECE Centres. Only 2(7%) indicated that they felt inadequately qualified and that they needed more skills to ably handle learners in ECE Centres. Although very few teachers felt inadequately qualified, according to Kramer (2003), it was a healthy way a professional teacher should feel so as to seek for more knowledge. This explains why even if some teachers said that they were adequately qualified, they

were found advancing in studies but not in the same ECE field. This entails that such teachers were not concerned about becoming more competent and more professional in ECE.

5.4 Teaching-Learning Materials in ECE Centres

Concerning the availability of the teaching-learning materials in ECE Centres, 20 respondents indicated that their centres had enough teaching-learning materials. The other 10 respondents indicated that the teaching-learning materials in their ECE Centres were not enough. When asked what was being done, those teachers stated that in some instances, teachers themselves improvised the teaching-learning materials like writing on the wall and on the ground. Other respondents stated that nothing was being done about it since funds were either limited or not there at all. However, others indicated that school authority used part of user fees paid by the pupils to buy the teaching-learning materials like manila papers, markers, bostic, among others.

Contrary to what most scholars stated (Teguma, M. et.al, 2012), that in most developing countries there is lack of appropriate infrastructure, inadequate learning and teaching materials, long distances between schools and homes, illiteracy among parents, poor health conditions, among others, this study found that most of the ECE centres had adequate teaching-learning materials. This was so because, with a lot of support, the government had just incorporated ECE in mainstream schools and the support in terms of exercise books was still adequately available in schools.

5.5 Policy Issues Affecting Work in ECE Centres

A policy is typically described as a deliberate plan of action to guide decisions and achieve rational outcomes (Althaus, Bridgman & Glyn, 2007). It is developed to guide actions toward those that are most likely to achieve a desired outcome. As alluded by Baron (2005: 3), “Child growth and development can be improved through implementing policies that help institutions and communities to identify and meet essential developmental needs of children and parents.” respondents were asked whether there were policy issues that affected the way teachers in ECE Centres worked. Majority of the respondents indicated that there were no policy issues that made them not work properly. Apparently, it became evident that some respondents were not just aware of the availability of those policy issues, and subsequently they were not even aware that their working was affected by such policies. The number of respondents who were not sure about the

policy issues affecting their work in one way or another was 6. Out of the total number of respondents, 7 indicated that they were aware about the availability of policy issues that affected their work. Some of the policy issues highlighted included the policy of not charging ECE learners any fees, the thing which they said adversely affected the running of the schools.

The other policy issue cited was that of inclusive education. Some respondents held the view that mixing disadvantaged learners with others presented challenges on the educational progress of both groups. Another policy issue cited was on language use in ECE Centres, that is, the use of local language as a medium of instruction. Some respondents registered concern that in an event where a child from another area where a different language was used joins a group with another language use posed a lot of challenges on both the teacher and the learner.

Double-class policy was also cited to have been another policy issue which presented problems on the teachers. Teachers interviewed stated that the arrangement brought about over-enrolments. Consequently, it created unfavourable teacher-pupil ratio.

5.6 Management Strategies in ECE Centres

Respondents were asked whether or not the management was improving things, motivating teachers, enhancing workers' relationships and interaction. Most of the respondents indicated that management was improving things, motivating teachers, enhancing workers' relationships and interaction. Nevertheless, few respondents held the view that the opposite was happening although all the respondents were optimistic that things could improve in ECE Centres. Both teachers and administrators indicated that they had received adequate guide on how to teach at and run the ECE Centre respectively.

Encouraging teachers to upgrade, encouraging teachers to attend Continuous Professional Development (CPD), awarding teachers and their support staff were highlighted as some of the strategies management in some schools used to motivate teachers. However, some teachers stated that management in some instances were selective in assigning teachers with responsibilities and simply gave favourite teachers certain responsibilities especially if those responsibilities had some financial benefits. This is why Nivala (2002) challenged the leadership models adopted by the education field which were often more appropriate to the business world and that the mass quantities of leadership discourses, the "jungle" of theories, made it difficult to identify leadership

models that were most appropriate to the ECE contexts. He concluded that there were only a few articulate leadership competencies for early educators that include engagement with the broader field and policy development and analysis. He stated that although a handful of college-based programs may be focused on developing leaders who understand the broader context of the ECE system, and may be prepared to engage in the policy context in which the field operates, overall leadership beyond program management receives minimal attention. This lack of attention may stem from a lack of available data about who constitutes the growing population of leaders in roles outside ECE settings (Nivala, 2002).

5.7 Summary

This study established that managing ECE in government schools was not without challenges only that with appropriate teacher qualification, accurate interpretation of policy and use of initiative in using locally available resources, ECE centres could still be viable in providing the relevant Early Childhood Education to children. Notably, this chapter has shown that the experiences found in the government ECE centres may not have been necessarily peculiar since it was the similar experiences elsewhere only that some teachers were not aware of some policies which affected their work in one way or another.

CHAPTER SIX

RECOMMENDATIONS AND CONCLUSION

6.0. Overview

This study was looking at Teachers' Perspectives on Management of Early Childhood Education in Selected Public Primary Schools of Lusaka district. This study aimed at establishing the views of the teachers on the management of ECE centres in government schools. This chapter also presents concluding remarks and recommendations based on the major findings of the study.

Zambia has participated in several conferences in line with early childhood education and policies have been put in place to ensure that children from the age of zero to six have access to early childhood education. The policies put in place have helped in increasing access to education in primary public schools, but how the teachers are managing it was not known.

6.1 Policy Issues in ECE Centres

It was noted that although the policy is put in place, not all school in the districts were aware of policy issues and subsequently they were not even aware that their working was affected by policies. Some teachers were not aware that children were not to be levied in schools. Although it was in those lines, some administrators had good initiative of engaging teachers who had not yet been put on government payroll arranging that they would be paid by the PTA using the money that the children were levied. This however posed another challenge since there was a policy of free education in government ECE centres. This is why some teachers reflected such policies to be among some of the challenges ECE centres faced.

6.2 Management strategies

The study established that ECE centres in the district had some challenges when it came to teaching. From the research question that focused on the challenges teachers faced, it was noted that most schools had inadequate space, teaching staff and teaching and learning materials. From

the finding, the administrators were able to manage this by creating double session so as to accommodate the children.

When it came to teaching materials, some respondents mention that teachers themselves improvised the teaching-learning materials. However, others indicated that school authority used part of user fees paid by the learners to procure teaching materials. The school administrators Encouraged teachers to upgrade, attend Continuous Professional Development (CPD) as well as awarding teachers.

6.3 Qualifications

The research question on teacher's qualification, it asked for data which provided responses to the Qualifications of Teachers in Early Childhood Education Centres. The findings indicated that most schools in Lusaka district had qualified preschool teachers. The findings indicated that most of them were advancing in their studies and it was also noted that administrators encouraged teachers to make progress in studies because they believed that when teachers were more qualified they became more competent.

6.4 Conclusion

ECE has received a lot of attention world over because of the vital role it performs in the education of a child. It has equally been given the same regard in Zambia and has now been even incorporated in government schools. What had not been explored adequately, however, are views of the teachers on how ECE in Zambian government schools was managed. This study, therefore, aimed at establishing teacher views on how ECE in government schools was managed.

Among the findings, this study found that, like in other ECE schools somewhere, especially in developing countries, financial constraints, inadequate learning space, teacher qualification, teaching-learning materials to have been among the challenges experienced in ECE centres. The study also found that some teachers were not aware of the policies which affected their work. As such, they held a view that such policies (free education) were part of the challenges ECE centres faced. The study further found that, in few instances, management was not seen to be doing something about inadequate learning space and inadequate number of teachers, saying the government would do something.

6.5 Recommendations

1. This study found that some teachers held the view that there were financial constraints and inadequate teaching-learning materials experienced in ECE centres. It would be good, therefore, if the government adequately funded the ECE centres since there is the policy of free education that the schools were following.
2. The study also found that most of the teachers were advancing in their studies only that they did not capacitate themselves in the same earlier of ECE. The Ministry of General Education therefore would do better to come up with a deliberate policy where teachers would still be remunerated well after advancing in their studies even if they still worked with ECE learners. That way, a situation where teachers go for farther studies end up diverting in their study area would be avoided.
3. It would also be good if management in schools were qualified enough to be able to manage the ECE centres with the creativity they deserve.

6.6 Recommendation for Future Research

How Language Policy in Zambia affects ECE would be one area for future research.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR ECE TEACHERS

Date of Interview _____

Name of the research site _____

PART A: Respondent's Background Information

Sex of the respondent 1. Male 2. Female

1) Age of the respondent (*in complete years*) _____

2) Position of the respondent in the family

1. Father 2. Mother 3. Guardian 4. Other (*Specify*) _____

3) Marital Status of the respondent

1. Single 2. Married 3. Divorced/Separated 4. Widowed

PART B: Qualifications of Teachers in ECE centres

1. What is the respondent's highest level of education?

1. ECE 2. Primary incomplete 3. Primary complete

4. Secondary incomplete 5. Secondary complete 6. Others (*Specify*) _____

2. Is the respondent currently advancing in his/her studies?

1. Yes 2. No

3. Is teaching the respondent's main occupation?

1. Yes 2. No 3. Other (*Specify*) _____
4. Has the respondent got any other qualification apart from that of the teaching qualification?
1. Yes 2. No 3. Other (*Specify*) _____
5. Does the respondent feel adequately qualified?
1. Yes 2. No 3. Other (*Specify*) _____

PART C: Challenges Experienced in ECE Centres

1. Is there enough space for all the pupils in the school?
- No Yes
2. If the answer to (1) above is 'no', what has the school done to provide for enough space?
- _____
- _____
3. Are the teachers adequate to handle the enrolled pupils?
- No Yes
4. If the answer to (3) above is 'no', what is done to have enough teachers?
- _____
- _____
5. Are the teachers qualified enough to handle ECE?
- No Yes
6. If the teachers are not qualified enough, what is being done about it?
- _____
- _____
7. Are there enough teaching/learning materials in school?
- No Yes

8. If the teaching/learning materials in school are not enough, what is hindering to have them and what is being done about it?

9. Are there any policy issues that you feel are not making you work well?

No Yes

10. If so, please specify and give details.

11. Are you happy as a teacher?

No Yes

12. If not happy, what is making you unhappy working as a teacher?

13. Would you say you have received enough guide on how to teach at the ECE centre?

No Yes

14. If no enough guide has been given, where do you think you need more guide?

PART D: Management Strategies in ECE Centres

1. Is management improving things at your school?
2. Is management motivating you to work well at school?
3. Do you work well with other teachers?
4. Do you have any conflicts with the management of the school?
5. Do you receive teachers from other schools who are coming to learn how you are doing things here?
6. Do you go to other schools to learn how they do things?
7. Do you think things can be done in a better way?

THE END

THANK YOU SO MUCH FOR YOUR COOPERATON

APPENDIX 2: INTERVIEW GUIDE FOR ECE ADMINISTRATORS

Date of Interview _____

Name of the research site _____

PART A: Respondent's Background Information

- 1) Sex of the respondent 1. Male 2. Female
- 2) Age of the respondent (*in complete years*) _____
- 3) Position of the respondent in the family
Father 2. Mother 3. Guardian 4. Other (*Specify*) _____
- 4) Marital Status of the respondent
a. Single 2. Married 3. Divorced/Separated 4. Widowed

PART B: Qualifications of Teachers in ECE centres

- 1. What is the respondent's highest level of education?
2. ECE 2. Primary incomplete 3. Primary complete
4. Secondary incomplete 5. Secondary complete 6. Others (*Specify*) _____
- 2. Is the respondent currently advancing in his/her studies?
1. Yes 2. No

3. Is teaching the respondent's main occupation?

1. Yes 2. No 3. Other (*Specify*) _____

4. Has the respondent got any other qualification apart from that of the teaching qualification?

1. Yes 2. No 3. Other (*Specify*) _____

5. Does the respondent feel adequately qualified?

1. Yes 2. No 3. Other (*Specify*) _____

PART C: Challenges Experienced in ECE Centres

15. Is there enough space for all the pupils in the school?

No Yes

16. If the answer to (1) above is 'no', what has the school done to provide for enough space?

17. Are the teachers adequate to handle the enrolled pupils?

No Yes

18. If the answer to (3) above is 'no', what is the administration doing to have enough teachers?

19. Are the teachers qualified enough to handle ECE?

No Yes

20. If the teachers are not qualified enough, what is being done about it?

21. Are there enough teaching/learning materials in school?

No Yes

22. If the teaching/learning materials in school are not enough, what is hindering to have them and what is being done about it?

23. Are there any policy issues that you feel are not making you work well?

No Yes

24. If so, please specify and give details.

25. Are the teachers happy?

No Yes

26. If they are not happy, what do you think is making them unhappy?

27. Would you say you have received enough guide on how to run the ECE centre?

No Yes

28. If no enough guide has been given, where do you think you need more guide?

PART D: Management Strategies in ECE Centres

1. Is management improving things at your school?
2. Is management motivating you to work well at school?
3. Do you work well with other teachers?
4. Do you have any conflicts with the management of the school?
5. Do you receive teachers from other schools who are coming to learn how you are doing things here?
6. Do you go to other schools to learn how they do things?
7. Do you think things can be done in a better way?

THE END

THANK YOU SO MUCH FOR YOUR COOPERATION

THE UNIVERSITY OF ZAMBIA,
GREAT EAST ROAD CAMPUS,
SCHOOL OF EDUCATION,
POST GRADUATE STUDIES,
LUSAKA.

30TH JULY 2018.

THE DISTRICT EDUCATION BOARD SECRETARY,
LUSAKA DISTRICT,
LUSAKA.

Dear sir/madam,

RE: REQUEST TO CARRY OUT AN ACADEMIC RESEARCH IN YOUR DISTRICT

I am a post-graduate student from the University of Zambia. I would like to carry out research in your selected schools on the following topic: *Teachers' Perspectives on Management of Early Childhood Education in Selected Public Primary Schools of Lusaka Province.*

Please be assured that the information gathered from this research will be handled with the confidentiality required and entirely for academic purposes.

Your positive regard will be appreciated.

Yours faithfully,

Judith Chikonde