

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

An analysis of provisions for Early Childhood Development (ECD) A and B, a case study of one government primary school in Chitungwiza district.

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This dissertation is submitted in partial fulfillment of the requirements of the Bachelor of Early Childhood Education Degree at the Midlands State University.

**Gweru: Zimbabwe
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APPROVAL FORM

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DEDICATION.

I dedicate this work to my late mother..... Jane.

ACKNOWLEDGEMENTS.

I would like to acknowledge the Midlands State University especially Dr. Dzimiri. W, Dudzai Primary staff, my Father and my beloved husband Happiness for the help, courage and support.

ABSTRACT.

The research contains an analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district. A sporadic rush of attachment of childcare facilities has been witnessed in Zimbabwe soon after the circulation of Director's Circular 12 of 2005 in which government schools were given the mandate to attach ECD A and B facilities in the normal stream through the school development committees. This has emanated in some communities having high quality ECD provisions whilst others having substandard ECD provisions. This has prompted the research to carry out this research. The major research question for this study was "What is the state of provisions in ECD A and B classes in government primary schools in Chitungwiza district?" The research design was a case study approach. The participants of this study were made up three school administrators and five ECD teachers from Dudzai primary school. The researcher used the purposive sampling procedures. The methods of data collection used were interviews, questionnaires, document analysis and observations. The research findings showed that in terms of qualifications the teachers manning the ECD classes are adequately qualified unlike in the school administrators. ECD A and B classes were offering a child centered and play based curriculum as according to the updated curriculum. In all the ECD classes at the government school the teacher pupil ratio is far above the stipulated ratio of 1:20. There was lack of proper health facilities like health personnel, sick bay and even a first aid kit. At the ECD center there was no running cold or hot water and this even compromised the health facilities such as toilets and general environmental cleanliness and relevant and safe indoor and outdoor playing equipment is offered at the school. However learners have to fight for a chance to climb the limited outdoor equipment since they are not proportional to the class learners number. It was recommended that school administrators should have ECD qualifications so that they are fully equipped with child development issues and aspects in ECD settings. Also parents should be directly involved in the children's development at school through payment of levies.

LIST OF ACRONYMS

ACRONYMS AND ABBREVIATIONS

ECD	Early Childhood Education
SDCs	School Development Committees
CBCC	Community Based Childcare Centers

CONTENTS

APPROVAL FORM	i
RELEASE FORM	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF ACRONYMS	vi
Chapter One: Introduction of the study	1
1.0 Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	6
1.3 Objective of the study	6
1.4 Research questions	7
1.5 Significance of the study	7
1.6 Delimitations	8
1.7 Limitations	8
1.8 Assumption	9
1.9 Definition of terms	9
1.10 Summary	9
Chapter Two: Review of related literature	10
2.0 Introduction	10
2.1 Teacher’s qualification as a provision determinant in ECD.....	10
2.2 Teacher’s training in colleges as a provision determinant in ECD	13
2.3 Curriculum and policy issues	14
2.4 Manageability of ECD as a quality determinant in ECD	15

2.5 Health and safety as a quality determinant in ECD	16
2.6 Provision indoor facilities in ECD	18
2.7 Provision of outdoor facilities in ECD	20
2.8 Challenges hampering ECD centers	20
2.9 Summary	21
Chapter Three: Research design and methodology	22
3.0 Introduction	22
3.1 Research design	22
3.2 Research population	23
3.3 Sample and sample procedures	23
3.4 Research instruments	24
3.5 Data collection procedures	26
3.6 Data presentation and analysis techniques	27
3.7 Ethical considerations	27
3.8 Validity and reliability	28
3.9 Summary	28
Chapter Four: Data presentation, interpretation, analysis and discussion	29
4.0 Introduction	29
4.1 Data presentation and interpretation	29
Figure 1	30
4.1.1 Theme 1: Academic and professional qualifications	30
Table 4.1: School administrators’ academic qualifications	31
Table 4.2: ECD A and B Teacher’s academic qualifications	31
Table 4.3: School administrators’ professional qualifications	32
Table 4.4: ECD A and B Teacher’s professional qualification	32

4.1.2 Theme 2: Curriculum offered in the ECD A and B classes	33
4.1.3 Theme 3: Manageability of the ECD A and B classes	34
4.1.4 Theme 4: State of health facilities offered in the ECD department	35
4.1.5 Theme 5: Availability of both hot and cold running water	35
4.1.6 Theme 6: Indoor and outdoor playing equipment and its adequacy	36
4.1.7 Theme 7: Challenges hampering the school in providing facilities	36
4.2 Discussion of findings	37
4.3 Summary	38
Chapter Five: Summary, conclusions and recommendations	39
5.0 Introduction	39
5.1 Summary of the research study	39
5.2 Conclusions	40
5.3 Recommendations	41
References	43
Appendices	49

CHAPTER I

INTRODUCTION

1.0. Introduction

The study focused on an analysis of provisions for Early Childhood Development (ECD) A and B, a case study of one government primary school in Chitungwiza district. This chapter outlined the research introduction to the problem, the research background study and statement problem. The objectives of the study are also highlighted in this chapter. The research questions and the significance of the study were included in the chapter. Delimitations, limitations and assumptions of the research study were highlighted as well. Terms were defined in this chapter. The chapter was closed by the chapter summary.

1.1. Background of the study

The relationship between structural quality and process quality in Europe in Early Childhood Development provisions was in which they studied five countries. In this research Lerikkanen and Leseman (2005) addressed the issues to do with ECD provisions especially to socio economically disadvantaged children. The main concern was on quality provisions. On the other hand data from German showed a significant effect of the children with migration background as being heavily affected and disadvantaged in ECD especially in the classrooms due to language barrier. Data in Netherlands reviews that poor services were evidence due to unfavourable children to staff relations. There were high enrolment and untrained staff. This led to poor quality in terms of ECD services (Nhavoto, 2008).

Further Liu and Hu (2008) postulates that in China there are two types of ECD centers, government owned centers and people owned centers. Most Government ECD centers are located in rural areas where the majority of the Chinese people are located. Due to the poor community in the rural areas the ECD centers have been drastically affected since parents cannot afford to develop the ECD centers. The centers leave a lot to be desired, since they have poor infrastructures, poor indoor and outdoor furniture, do not receive any government support that is financial or material and have unrestricted class enrolments. This has resulted in densely

crowded ECD rooms with no play space at all. This has drastically lowered the ECD standards in the centers (Zhao and Hue, 2008). Hence this study sought to seek an analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district in Zimbabwe.

Zhao and Hu (2008) argue that in China the District Officer of Education has constantly evaluated the rural ECD centers as being substandard and lacks inclusivity especially to wheel chair learners. Due to high enrollments there is barely any space left in the classrooms for relaxation, no mattresses, no pillows and neither blankets have been provided. If learners have to sleep only three quarters of the learners will be accommodated in the classroom and the rest will be outside. More over the classroom walls are bare; there is no indoor and outdoor playing material. There is barely and child sized furniture at the ECD centers.

Further, Liu and Hu (2008) avails that in Chines rural ECD settings there is great need to stock the ECD centers with age appropriate reading material. These books have to work hand in glove with the learner's current syllabus, learning activities, their culture and their community. There is need to improve the reading areas with comfortable sitting and sleeping mats, chairs or cushions. The preschools in rural settings lacked playing materials both for indoor and outdoor. The current state of affairs at the rural settings does derail the holistic development of the ECD child through the child care facilities.

Researches on provisions were also done in Malawi. Sifuna and Sawamura (2010) avails that changes in human development include growth of the brain of a human being which occurs very early in life. Programmes that enhance early childhood development therefore should be part of the national agenda. Cognizant of this fact, the Malawi Government together with development partners facilitated the establishment of community-based child care centers (CBCCs) which are owned and managed by community members.

This study was aimed at understanding how CBCCs operated and their core functions. The findings from their research are: firstly, communities provide structures, support for care givers, food, utensils, labour and play materials for the children in CBCCs. The first ECD center was established in 1966 but most CBCC premises and structures fell short of the standards laid down by the CBCC profile. Also some members of the community did not realize the value of the

CBCCs thus the study recommends that Malawi should take investments in ECD programmes as a priority for quality provisions to be enhanced. With this in mind the researcher so it fit to carry out an analysis of provisions for ECD A and B in Zimbabwe.

In a research done by Sifuna and Sawanura (2010) about the challenges of quality in Sub Sahara, states that most African schools have made great strides in the attachment and establishment of ECD settings in the main stream. The African governments through the division of education have provided strategies and guidelines to issues of childcare facilities however most of government child care facilities have remained of substandard quality.

This has been largely caused by government's initiative of leaving the establishment and running of the ECD centers as the parents' responsibility whilst the government has folded its arms. In addition, the lack of proper supervision by education officers and inspectors has drastically led to the rise of many substandard and unregistered preschools in operation. There still remains a lot of work to be done in order to raise issues of standards and quality ECD provisions. Hence the researcher saw it imperative to carry out an analysis of provisions for ECD A and B in Zimbabwe.

For the African government to be viable there is need of the government to set aside a national budget to finance the establishment and the running of proper government ECD settings. With this budget proper supervisions and frequent standard control supervisions can be done. This will therefore enable the government to control the rampart growth of substandard preschools in both government and private settings. Teachers involved in kindergarten care needs to be adequately trained in teacher's colleges first in arrears to do with physical development of the learner, health development of the learner, cognitive development of the learner, linguistic development of the learner and lastly socio-emotional development of the learner.

A lot has been said and done about ECD globally and regionally and in Zimbabwe even prior to independence the issue of provisions in native preschools and white preschools has been the debate of the age. During the colonial era African pupils had to walk long distance to school due to the scarcity of schools in both urban and worse in the remote areas of Rhodesia (Nziramasanga, 1999). Even if they did go, they would easily sleep in class due to the long distances. No proper structures were erected for the ECE learner.

More so, the pupils had to suffer the devastating harsh conditions of either the scorching sun, cold or blowing wind due to lack of buildings. There were no playing facilities both indoor and

outdoor at that time, whilst in private schools European pupils had the best group A school in the urban areas where they lived, and these had all provisions which were required but the black majority had no access to such infrastructures (Kanyongo, 2005). This was as a result of the Statutory Instrument (S.I.) 51 of 1973 and the Native Education Act of 1929 which were so restrictive to the construction of African schools hence compromising the issue of ECD A and B provision.

During the colonial era the Rhodesian government had segregatory policies in regard to the education of the African child and this indeed compromised the issue of provision in ECD A and B settings. Rather The Education Ordinance of 1899 was not in favor of the Black child and the government clearly declared it was not its responsibility to educate the native child. Rather it laid down the principles on which the racially differentiated system would be used and in addition the 1907 Hole Committee called upon the Rhodesian government to consider the question of bringing primary education within the reach of every white child with the cost being born by the government (Dyanda, Makoni and Mudukuti, 2006).

To add on, during colonial governance before 1960s, the infant classrooms had no child sized furniture. The classrooms and the benches and desks were too big for the infants and the classroom was unattractive at all due to lack of funding which was as a result of Education Ordinance of 1899 which contained a number of racially exclusive statues which were enacted to foster the system of segregating blacks from whites. Even the water and sanitation facilities were of poor quality and were never age appropriate to the ECD child (Gurrie, Mugweni and Dhlomo, 2011). The toilet seats and water basins were not at the height level of the pupils and no hygienic practices were being practiced since most had to walk a long distance to reach sources of water like the river, dams or wells which were the only water source. This indeed compromised the provision of ECD A and B in terms of water and sanitation facilities.

Nherera (2006) propounds that when the Government of Zimbabwe attained its independence from the colonial rule there was a drastic development of schools and this has led to an increase in terms of learner enrolment. More schools were built in rural areas in order to eradicate the inequalities in terms of provisions that existed in the colonial period, with the aim of trying to increase primary education accessibility. However these schools had no ECD provision but had infant classes.

Furthermore, a motion was passed with the Zimbabwean ruling government through its manifesto of 1980, that primary education should be free and universal soon after independence but some ECD A and B centers are still charging high levies to the extent that the pupils from socio economic backgrounds which are poverty stricken cannot afford and will not have access to such well-furnished and established centers (Moyo, Wadesango and Kurebwa, 2012). This follows that even though the government has shifted from a racial discriminatory education provided during the colonial era an economic discriminatory one is now at hand since those who are financially disabled will not be able to attend ECD A and B in schools like Arealdale Primary, Eaglesville Primary, St Gorges Primary or Heritage primary.

As was the colonial government, the Zimbabwean government has left the construction and furnishing of the ECD A and B centers to the hands of the parents through the school development association as stated in Directors' circular number 12 of 2005 and the Zimbabwe Government Statutory Instrument 87 of 1992, (Moyo, Wadesango and Kurebwa, 2012). This has resulted in some ECD A and B pupils being taught under tree shades and deserted farm houses due to financial constraints being faced by the local community. No uniformity is there in terms of provisions in both the public and private centers since the socio economic backgrounds of parents are quite varied.

Human resource provisions has also taken a drastic change. The training of teachers was not done by the government but by missionaries and church institutions namely St Gabriel's, St Pius and St Nicholas (Nzirasanga, 1999). Vast changes have been made to teacher education with the attainment of independence. Government has taken a strong stance in training ECD A and B teachers and it began in St Mary's in 1987. Of late diploma education in ECD A and B is being offered at several teachers' colleges and the bachelor of education in ECD A and B in several universities and now even the masters' programme in ECD A and B is now being offered in several universities (Dozva and Dyanda, 2012). This follows that the ECD A and B classes are now manned by highly qualified personnel and the colleges are also offering paraprofessional ECD A and B certificates in order to cater for those untrained teachers in preschools. Hence ECD A and B provisions have been witnessed in terms of human resources especially in teacher's training.

At the Dakar World Education Forum held in 2000, educational goals were deliberated as a general framework for the national action plan. From the Education for All goal number one

which states that there is need to improve ECD, and goal number six, which also stipulates that there is need to improve on quality education, the President of Zimbabwe made an inquiry into the education system and provision. From the findings several recommendations were forwarded. From these recommendations policies and circulars were formulated in order to implement the attachment of ECD A and B classes in government schools.

Recently policies and circulars have been published which do address the issue of accessibility and provisions of an ECE A and B setting, for instance The Director's Circular Number 12 of 2005 which introduces the attachment of ECD A and B classes to existing primary schools and The Director's Circular Number 4 of 2007 which gives reference to The Statutory Instrument 106 of 2005 on how the attachment shall be done and the expectations to be followed (Dyanda, Makoni and Mudukuti, 2006).

The government came up with a two phased ten year programme to establish two years of ECD A and B classes at every primary school in the country as follows: phase one: every primary school were expected to establish ECD B classes of 4-5 year olds between 2005 and 2010. Then phase two: in this phase another ECD A class of 3-4 years was to be attached and these would proceed to ECD B classes the following year, (Maphosa, 2013). In addition, the Statutory Instrument 106 of 2005 also availed on the registration operation procedures which are to be approved by the Secretary that is if the center has met the stated requirements of provisions at an ECD A and B center.

1.2. Statement of the problem.

A number of factors are considered in regards to the provisions of ECD learners. The quality of provisions do determine the quality of product output and in this context the ECD A and B learners are the product. However, there is very little voice on the issue of quality provision for ECD A and B. As a result the researcher sort to carry out an analysis of provision for ECD A and B.

1.3. Objectives of the study

The researcher intends to achieve the following:

- To make an inquiry on the terms of teacher ECD qualifications.

- To evaluate types of ECD curriculum being offered.
- To find out how manageable the ECD A and B classes are in terms of enrolment.
- To evaluate the state of health facilities which are offered at the school for the ECD A and B learners.
- To make an analysis on the adequacy of the indoor and outdoor facilities at the ECD A and B center.

1.4. Research questions

What is the state of provisions in ECD A and B classes in government primary schools in Chitungwiza district?

1.4.2.1. How qualified are the teachers manning the ECD A and B classes in government primary schools in Chitungwiza district?

1.4.2.2. What kind of ECD A and B curriculum is offered in government primary schools in Chitungwiza district?

1.4.2.3. What is the state of health facilities which are offered in ECD A and B in government primary schools in Chitungwiza district?

1.4.2.4. What indoor and outdoor playing equipment is available for ECD A and B in government primary schools in Chitungwiza district?

1.5. Significance of the study

The research findings may motivate ECD A and B facilitators to consider the issue of provisions in the ECD A and B classes in order to enhance holistic development in ECD learners. The ECD facilitators might speak on behalf of the ECD learner for the need of adequate and quality provisions of ECD classes by the government. This study may be important to schools administrators since the research points out the importance of provisions for ECD classes. The ECD A and B classes are the strong foundation for formal learning. Thus through this research school administrators may be enlightened of the value and need of ECD settings to the ECD A and B learner.

The research study may be an eye opener to other parastatals on the need of financial aid and provisions so as to establish quality infrastructures at ECD A and B level. In this regard, parents fully cooperate in providing provisions through payment of levies or through providing the necessary requisites needed to attain maximum development of the ECD A or B learner. The study may also benefit ECD A and B learners as adequate and quality provision in their classes does motivate and boosts interest in learning. With a well prepared learning environment learners will naturally learn and acquire information and the provisions in the prepared environment will make imprints on the child's mind.

1.6. Delimitations

The research was conducted in Zimbabwe, Harare Metropolitan Province because the teacher is a resident of Chitungwiza. Also only one government primary school was used as the research population. The data collection instruments were administered to a sample of teachers from only one selected school. The school has a total of four ECD B classes and one ECD A class.

1.7. Limitations

Time was a limiting factor to carry out the research since the researcher is also a full time civil servant teacher. Efforts were made to make use of any free opportunities that would have surfaced so as to make sure that the research is carried in time. The research was self-sponsored and the researcher had to meet all the financial cost of stationary and transport for conducting the study.

The researcher strove to make effective use of the available resources from limited finances in her pockets. Also some of the money needed in carrying out the research was realized from the selling of Dendairy milk sachets and sweets by the researcher. The researcher had difficulties in conducting interviews with the targeted groups as the respondents are full time employees with very busy schedules from morning until day end. The researcher utilized any time available to ensure that all interviews are conducted.

1.8. Assumptions

The following assumptions were made:

- Respondents shall be honest in completing the instruments.
- There shall be no transfer of current ECD facilitators at the school under study until the completion of the study.

1.9. Definition of terms

ECE A and B are group setting deliberately structured to bring developmental stages to pupils from three to five years, (Director's Circular 12 of 2005).

Provisions are educational facilities that are availed at a learning institute, (Hornby, 2000).

1.10. Summary

The study background, problem, objectives of the study and research questions that guided the study were presented. This chapter further provided the significance, delimitations, limitations and assumptions of the research. Terms were also defined. The next chapter presented literature review that was relevant to the research problem. The literature was reviewed in line with the research questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0. Introduction

Issues in this chapter are informed by research questions. The following research questions were addressed and these are: teacher's qualification of those manning the ECD classes, ECD curriculum is offered, language use during the instructional process, manageability of the ECD classes in government primary schools, the state of health facilities which are offered in ECD centers, indoor and outdoor playing equipment and its adequacy, and lastly impediments hampering the ECD centers in providing adequate and quality child care services. A summary shall end up this chapter.

2.1. Teacher's qualification as a provision determinant in ECD

In Zimbabwe, according to Shumba and Chireshe (2013), before gaining its independence, the early child caregiving facilities had been well established and defined for the whites unlike the child. In the white schools, quality and adequate child care facilities were stipulated even in legislature. Soon after the liberation war and gaining of independence by the black Zimbabwean majority from colonial rule, the black Zimbabwean government began looking into the provisions childcare facilities even for the black population.

As stated by Cleghorn and Pochner (1997), as a start of point, the crèches which began to mushroom were community based and were manned by unqualified personnel, mostly community mothers without any academic and professional qualifications. These mothers only got in-service training from those who had attained O' levels. No proper supervision and monitoring were done. Later the mothers had to enroll in church ECD training programmes which were mainly church sponsored. The day care child facilities were inadequate and lacked proper child development infrastructures and this compromised the concept of quality provisions in the ECD centers. Most were illiterate and could not even scheme and plan.

Myers (2004) maintains that education is a human right and is an essential component of child's right and for it to be attained the academic and professional qualification the teacher holds is a

major determinant. Hence the researcher embarked on an analysis of provisions for ECD A and B in Chitungwiza district. Of late enormous strands have been witness in terms of teacher professional training programmes both in teachers' colleges and in universities.

The government of late has also paid particular attention in terms of teacher qualifications in order to be enrolled for ECD employment (Myers, 2004). Those inappropriately qualified have been offered paraprofessional courses in order to maintain quality child care provisions (UNICEF, 2000). On the other hand, most preschools that are privately owned do not adhere to the provided guide lines especially on teacher qualification hence compromising the issue of provisions in the ECD centers.

Inversely, according to OECD (2006), due to a lack of collaboration by stake-holders poor provisions in the ECD centers is a common phenomenon often caused by lack partnerships. With this in mind, once the teachers lack adequate qualifications this results in them in not properly remunerated. This therefore negatively impacts on the quality of provisions and services offered by the teachers in such centers. On the other hand, the ECD teaching profession needs a sound understanding of child development theories and developmentally appropriate practices, hence the need for intensive teacher's training programmes in order to equip the ECD teacher which such back ground and classroom application know how (Govindasamy, 2010). Failure to do so this will definitely negatively impact on the issue of provisions in the ECD centers.

Teachers' theoretical and professional training does determine the child care quality provisions at an ECD center. In a research study by Walker (2008) of teacher professional training as a quality indicator unveils that teachers with highly professional training for instance masters or doctors also did provide high quality ECD standards and services to their learners. On the other hand teachers with low professional training like certificates and diplomas also provide low quality ECD standards and services to their learners. To add on Kipnis and Sakai (2011) postulates that learners attached to a nurtured environment with a capable other who is highly professionally trained have been found to be independent learners, with high self-esteem, good communication skills and have an upper hand in cognition activities, unlike those of lesser qualified capable other.

Kathyanga (2011) in his study on ECD policies of Malawi unearthed that for one to become an ECD professional teacher there was greater need for tertiary teacher's training so as to be able to

handle the ECD learners and to provide appropriate child friendly developmental activities. Through such teacher's training programmes this will enhance national ECD curriculum interpretation and implementation at the chalk face, thus leading to quality ECD provisions. Govindasamy (2010) also states that ECD teachers who are professionally qualified and trained have the ability to provide quality childhood care facilities.

Kathyanga (2011) further emphasises that it is the government role to formulate and implement ECD policies that do enforce better quality ECD provisions and education in coherence with teacher's professional education. In a research done by Govindasamy (2010) in South Africa reveals that as of late there has been a large enrolment in tertiary teacher's education and universities by government teachers who have been lowly qualified in order to advance their knowledge. This is so because the low professional qualifications they hold have also a negative effect on teacher's professional conduct and performance, hence this study analysis issues of provisions in Chitungwiza district.

A well trained ECD teacher is a professional who knows how to coordinate and deal with the ECD children and parents to promote the quality of education and care, (Govindasamy, 2010). The word "professional" refers to the public recognition of the demands for a specific service which may only be provided by people that are skilled and formally educated (UNICEF, 2000). Espinosa (2002) states that well trained ECD professional teachers in the US communicate respect for families and warmth for children and this in turn, affects the child's self-concept leading to quality education and care. A skilled teacher has goals intended to achieve specific outcomes, a standard of performance to adhere to and makes informed judgments that are applied effectively to improve the quality of ECD education and care.

Professionally qualified ECD personnel have the ability to provide quality childhood care facilities and do have professional communication skills which they use in different interactional processes. In a research by Espinosa (2002) in America he reveals that professionally trained teachers have the following characteristics like warmth, respect, child friendliness, respect for individual differences and they always act in loco parentis. Through professional training ECD teachers are able to break down long term curriculum goals into specific lesson's objectives which they execute within a realistic time frame and later make evaluations. From there

informed sound child's developmental reports are compiled. This then provides standard and quality child care provisions.

Hyde and Kabin (2003) in their study of European day care child services avails that child care givers who are professionally trained have the following characteristics that is they are able to teach from what the child knows to what he or she does not know, they are able to set a well nurtured environment which caters for individual child's learning styles, is able to provide guidance and counseling to the learners and above all the teacher is very resourceful and matches the child's cognitive level with the teaching methods. Myers (2004) also adds on that a well-trained teacher instills discipline in learners and discipline cultivates learning.

Teacher's professional qualification is also a determinant in the issues of quality provisions of child care services (Whitebook, Kipnis and Sakai, 2011). The lack of proper supervision especially in private colleges and child care facilities has led to unprofessionally qualified personnel manning the ECD classes hence jeopardizing the issue of quality provisions in ECD schools in Chitungwiza district. Whilst, teachers' colleges do provide ECD caregivers with better understanding of their learners, the learning environments, instructional processes, interpretation and implementation of the curriculum and class management skills. Without undergoing such training this does derail the concept of better child care services.

2.2. Teacher's training in colleges as a provision determinant in ECD classes

The analysis by Dozva and Dyanda (2012) also showed that ECD training programmes are now available at various levels (from paraprofessional to post graduate) but training at the postgraduate level has lagged very far behind the other categories since the programme profile data yields an output of only 6 graduates produced with 13 who were still under training. One can therefore conclude that PhD level training for ECD in Zimbabwe is still fairly nonexistent. This situation is likely to continue given the constraints in the funding of tertiary education in general as a developing country. This therefore compromises the issue of ECD provisions.

Developments of teachers training have taken place for instance Seke Teachers College in consultation with the Ministry of Higher and Tertiary Education and the University of Zimbabwe initiated professional training for specialist ECD teachers at Diploma level in 2004. In

Zimbabwe, this level of training is taken after successful completion of four years of secondary education (Ordinary level). Ten primary teachers' colleges are at the moment offering the ECD Diploma in Education programme (Dozva and Dyanda, 2012). The University of Zimbabwe also responded by developing a set of policy guidelines for colleges to develop ECD programmes at Diploma level. In 2006, Seke Teachers' College also took the initiative to train paraprofessional ECD personnel, whose role cannot be underestimated since successful comprehensive ECD programmes cannot function without their services (Dyanda et al, 2006). However, training of these paraprofessionals is not accredited by the university.

On the other hand, Bachelor of Education in Early Childhood Education started in 1995 at the University of Zimbabwe with an initial group of 30 students. Six students were later recruited into the very first Master of Education in Early Childhood Education (M. Ed E.C.E.) programme in Zimbabwe in 2004. As of now there is a total of four (4) university undergraduate level programmes and one masters' level programme offering ECD training in Zimbabwe (Dozva and Dyanda, 2012). With this in mind the researcher so it fit to carry out a comparative analysis of provisions in for ECD A and B in government primary schools.

2.3. Curriculum and policy issues

Zimbabwe has been ear marked by major developmental milestones in terms of curriculum and policy issues concerning ECD. As stated by Manjengwa (1994) the classes resembled those of the junior learners and no child sized and or age appropriate furniture was available in the classes. At that time mainly learners were engaged unplanned activities mainly games, rhymes and feeding. Of late Zimbabwe has adopted the Millennium Developmental goals on education and the Education for all policy.

The Presidential commission of inquiry held in 2005 also led to great strands towards the establishments of child care facilities. This has led to the rapid expansion and attachment of ECD classes in the mainstreams classes through the Director's Circular number 14 of 2005. Statutory Instrument 106 of 2005 was enacted so as to provide guide lines on establishment, registration, age requirements, the curriculum, staffing, infrastructure, water and sanitation then supervision issues. The inception of ECD classes into the main stream classes was facilitated by teacher

education in teacher's colleges and universities. This led to the outburst of ECD specialists who then manned the ECD classes.

In Zimbabwe of late there has been an introduction of the updated curriculum which is learner centered and focuses on physical, social, cognitive, emotional, linguistic and aesthetic development. The newly adopted ECD curriculum also focuses on the main three R that is reading, writing and aural skills. The new updated curriculum has portrays the teacher as the facilitator of learning activities whilst the child has to engage in self-discovery through nature walks, discoveries and experimentations. Workshops on curriculum implementation have been held at provincial, district, cluster and school level. Teacher professional standards have been also attached to such workshops. Hence the current study sought to analyse the provisions of ECD A and B learners.

2.4. Manageability of ECD as a quality determinant in ECD provisions

In this view, quality provisions is further noted in the report as the holistic development of the child and adherence to specified teacher to pupil ratio and yet because of high demand and general shortage of facilities this context of quality is not achieved (Kanyongo, 2005). To add on UNICEF (2000) avails that the children from high income families tend to receive high quality care while programmes from low earning families have high enrollment and poor quality education. In view of the quality provision indicators highlighted above, the study sought to make an analysis in provisions for ECD classes.

Kanyongo (2005) states that quality child care facilities are ear marked by facilitator to learner ratio. The more the enrollment the lesser the teacher's ability to provide one on one care to the ECD learners. This greatly affects the issues of attachment and caregiving. UNICEF (2000) avails that learners on standard teacher to pupil ratio of one is to twenty learners and below especially in private ECD facilities have received high quality care whilst those with high enrolments have low quality care.

The level of attention given to few learners in a class by the caregiver is higher than that of a teacher of larger enrolments like one teacher as to forty five learners. In such enrolments the class teacher has a limited chance of speaking and responding to individuals' needs (Biermen

and Erath, 2006). The more the enrolment the poor the nurture of provisions in the child care facilities.

2.5. Health and safety as a quality determinant in ECD classes

The development of the ECD learner encompasses the cognitive, physical, emotional, social, linguistic and aesthetic skills. For these areas to be developed and enhanced the child has to be exposed to a nurtured environment in which the learner explores and interacts with (Christie, 2008). As stated by Maslow in Morrison (2000) certain needs have to be gratified first before the learner can learn, especially issues to do health and safety needs. Without these being addressed in the local environment this might hinder the child's holistic development. Soud (2009) further notes that, convenience and hygiene is a quality indicator in ECD programmes. Hence the need to carry out a research on the provisions in child care centers.

Kanyongo (2005) states that undeveloped countries face great constraints in the provision of child care services. The constraints might be financial limitations, material restrictions and human resources. This therefore compromises the development of the learner. This is in line with Martinez, Nanden and Pereira (2012) in a study of Geza in Mozambique who advocated that the situation affecting learners is the lack of proper sanitation facilities. If water and sanitation issues are addressed in child care facilities then the rampant outbreak of diarrhea might be addressed. In addition the more the learners are congested the more they are prone to communicable diseases. Hence the need of a research on the analysis of provisions in ECD A and B centers in government schools.

Statutory Instrument 106 of 2005 has been set as the bench mark for health standard control for the preschools. As stated in the instrument for a preschool to be registered it has to meet the set health standard first. However lack of proper supervision has led to substandard health preschools in Zimbabwe. For a child care facility to be registered the building classroom should have a total area of 2,25 square meters of indoor floor and an outdoor play area of 5,5 square meters. Another requisite to be met is that of running cold and hot water facilities, morning snack and a hot meal if it's a full day. The toilet shanks ratio for the center should one shank should accommodate a maximum of eight learners. For the hand washing basin ratio one washing basin

should accommodate a maximum of six learners. Moreover all the staff including teaching staff and auxiliary staff should undergo a health medical checkup yearly.

Ciumwari (2010) maintains that food provision and safety issues play a major role in the learning and development of the ECD learner. In Zimbabwe however, most government schools do not provide any food for their learners since they are half day care facilities and the parents has the task to provide a morning snack. This has greatly derailed the issue of adequate provisions in government centers since some parents may send pupils to school on empty stomachs and without any food provisions, thus compromising issue of provisions in ECD centers.

The government of Zimbabwe through its school development committees has tasked parents to make adequate provisions for the attachment of ECD A and B centers in the main streams. The parents had to provide adequate levies for the building of the ECD classroom blocks, its toilets and the outdoor equipment. Also they have to provide the child sized furniture and the teaching and learning resources (Mulford, 2003). This has indeed brought a great difference between schools with wealth and affording parents and that with poverty stricken parents. The type of buildings, nurtured environment, health care facilities and child learning exposure in the two centers are totally different, hence the research makes an analysis on provisions of ECD A and B facilities in government schools.

Zimbabwe suffered a cholera outbreak during the period of August 2008 to May 2009, which recorded more than 98,000 cases and claiming more than 4,000 lives (WHO, 2010). In spite of the existing evidence that the sanitation and hygiene conditions in Zimbabwe schools are below standard the Ministry of Education pressed for integration of ECD into the mainstream primary school education system. Lack of safe water, sanitation and hygiene education (WASH) contributes to diarrhea and pneumonia, which are the leading killers of children under the age of five. To add on the Millennium Developmental Goal number 7 seeks to halve the proportion of people without access to WASH; this is of vital relevance to children in ECD. WASH in ECD is also a key prerequisite for child mortality (MDG 4 to 5) and combating disease (MDG 6).

The Human Right Convention article twenty four, avails that it is the right of every child to receive the highest standard of health through provision of health medication to fight diseases and to get the most nutritious diet that is food, clean drinking water and sanitation services (Kent, 2004). WASH in schools help to fulfill children's rights to education and participation and

enjoys widespread recognition for its significant role in achieving the millennium development goals particularly those related to universal access to primary education, reducing child mortality, improving water and sanitation and increasing gender equity.

WASH in schools, provide safe drinking water, improves sanitation facilities and promotes lifelong health. It improves the well-being of children and their families and paves way for new generations of health children (UNICEF, 2010). WASH in schools provides a health, safe and secure school environment, which can protect children from health hazards, abuse and exclusion. It ensures quality education, because children who are health and well-nourished can fully participate in schooling and gain its maximum benefits (UNICEF, 2006). Quality education in turn leads to better health and nutrition outcomes especially for girls.

Furthermore, safe water, improved sanitation and good hygiene, are closely related to better health, reducing the WASH related diseases. A programme in Chinese primary schools to promote hand washing by the provision of soap and a selection of a ‘student hand washing champion’ result in health children who had 54% fewer days of absence (Bowen, 2007). Children in Bogota who reported proper hand washing behavior in school facilities had a 20% less likely to report absence than those in schools without good hygiene practices (Lopez et al., 2009).

Early childhood is a time of great opportunity and a time of great vulnerability (Tarrullo, 2002) as it is marked by some rapid and dramatic changes in physical and mental development. Also, children’s intellectual development, moral development, gross and fine motor development is determined by the health state of the child. Poor nutrition exposes children to diseases and a diseased child is more sustainable to malnutrition.

2.6. Provision of indoor facilities in ECD classes

The caregiver has the mammoth task of planning daily activities for the learners in all the eight subject areas which have to be cautiously spread out at the weekly learning time table. The activities should be planned in a play way method (Excell and Lenington, 2011). For quality provisions to be attained, the child’s rights have to be observed in the ECD settings. The child’s

right to play and education should be observed at all times through the planning of developmentally appropriate activities (Myers, 2004).

Woolfolk (2010) states that child development is directly affected by the interaction patterns the child is exposed to in the environment. The child has to interact with the knowledge other, the play materials, electronic media and the teacher. The cognitive development in a child care facility center is as a result of direct interactions of the child with the environment, the child with concrete media, the child with the caregiver and the child with the other learners. As the child grows the interaction process also becomes intense and more complex (UNICEF, 2000).

It is one of the major roles of the ECD teacher to provide teaching and learning media for the lesson. Learners have different learning styles in which some are visual learners whilst others are tactile learners and others are auditory learners. Learners operate at different cognitive operational levels. As stated by Piaget in Gordon and Browne (2006), some learners are at the sensory operational stage where they use their sense to gain knowledge out of the environment. Some are at the concrete operational stage in which concrete media is used during accommodation and assimilation of knowledge.

The provision of instructional resources is another administrative role of an ECD manager (Ciumwari, 2010). This depends on their understanding of the role of concrete materials in the education of ECD children which is rather low. As stated by Piaget in Gordon & Browne (2006) concrete objects enables pupils to store information better from the environment. Hence the provision of instructional media which is child centered facilitates quality child care provisions at an ECD setting.

Child friendly classroom environments have been advocated for. This kind of an environment is the responsibility of the teacher, where the teacher's learning atmosphere has to be warm, friendly and caring. With such kind of environment, ECD learners become explorative and engage in self-discovery learning (Kerman, 2006). The room management plays a pivotal role in the creation of a friendly environment. A warm classroom environment enhances the child's intrinsic and extrinsic motivation (UNICEF, 2006). A child friendly environment does promote pupil to pupil interaction process in which issues of attachment, love and belonging are addressed. This therefore enables ECD class teachers to provide a conducive environment for the

pupils. Failure to do so also compromises the end product. Hence the study sought to analyse the issue of ECD A and B provisions in government schools.

Baurer (2010) states that the prepared environment has to stimulate the physical muscle of the learner, cognitive senses of the learner, emotional skills of the learner and lastly the communication skills of the learner. The preparedness of the ECD environment does determine and promote the type and quality of play at the center. Hence this study seeks to make an analysis on the issue of provisions in ECD A and B centers in government schools.

2.7. Provision of outdoor facilities in ECD classes

As stated earlier the Zimbabwean government has implored parents through the SDCs to meet all the financial requirements for the establishment of an ECD center in the main stream classes (Kanyongo, 2005). Some centers have failed to be equipped with proper and adequate outdoor equipments. This has been drastically caused by the economic challenges being embedded by the learner's parents in the financial circles. This has led to a high number of school fees defaulters and hence compromising the gross motor and social development of the ECD child through the outdoor playing facilities. In most cases learners are left to climb the single tree at the center and nothing else.

2.8. Challenges hampering ECD centers to provide quality provisions of child care facilities

Quality provisions are determined by the nurture of child care facilities at a center. The learning facilities at a centered coupled with the type of curriculum offered in ECD programmes do determine the quality provisions of a child care center (Shumba & Chireshe, 2013). In most developed countries child care facilities are state funded unlike in Zimbabwe and most developing countries where the burden of ECD establishment has been handed over to the parents shoulder (Andrew & Slate, 2001). With this in mind great variations has emanated in terms of ECD provisions in such a given set up, hence the need of a research on the analysis of provisions in ECD A and B centers in government schools.

The mere fact that ECD classes are now being implemented in many countries certainly does calls for provision concerns. Currie (2001) observed that the high rate of unemployment in

Zimbabwe makes parents make their children to skip ECD learning and wait until they are allowed to enter formal learning by their age. This has stifled the holistic development of the child and is faced by formal concepts in grade one without attaining the preparatory activities in ECD. With this regard it follows that an analysis of provisions in ECD A and B centers in government schools is of paramount importance.

2.9. Summary

Issues in this chapter were informed by research questions. The following areas were addressed and these are: teacher's qualification of those manning the ECD classes, ECD curriculum is offered, language use during the instructional process, manageability of the ECD classes in government primary schools, the state of health facilities which are offered in ECD centers, indoor and outdoor playing equipment and its adequacy, and lastly impediments hampering the ECD centers in providing adequate and quality child care services. The next chapter shall dwell on the research methods and data collection procedures.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction

This study focuses on an analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district. This chapter shall also outline the research design, population, sample and sampling procedure, research instruments, data collection procedures, data presentation and analysis techniques. Ethical considerations, validity, reliability and summary are also outlined.

3.1. Research design

In this research since it is a qualitative research paradigm the researcher chose to a case study as the research design. In order for the researcher to answer certain research questions a research design had to be engaged as a strategy for the collection of data (Chikutsa and Chingozha, 2011). A research design out spells out the procedures for carrying out the study, how it should be layed out. The case study design is one of the best designs when one is studying a single school. It has the following advantage that is it produces a well detailed results which can later be used for improvements by other researchers on the same area of study (Yin, 2011).

According to Anataru, Brown and Mangione (2002) a case study design gives a detailed analysis of a sample under study. Moreover, when using the case study design the researcher obtains information from observations and documents of the group under study. Another advantage of a case study design is that the researcher can randomly select sample so as to study in depth for a given time and by doing so the researcher is able to gather data for the research study. Reddy (2007) also adds on the advantages and states that a case study design is used to study real life situations (Yin, 2011).

3.2. Research population

There is great need to exercise caution when selecting a study population in order to have the desired outcomes of the research. Isreal (2009) defines a research population total number of research participants understudy. It is a group of people with the same attributes which are of interest to the researcher and can be used to come up with valid conclusions. In this case our population is ECD A and B classes in Chitungwiza District.

3.3. Sample and sampling procedure

Sampling is the process of systematically choosing a subset of the total population one is interested in (Reds, 2007). In another view Yin (2004), defines sampling as a process used in systematical analysis in which a predetermined number of observations will be taken from a larger population. In this context the term sample simple means a sub set of the main population. For the purpose of this research non random sampling procedure was embarked on.

Chikutsa and Chingozha (2011), avails that non random sampling is a sampling technique where the samples are gathered on the basis of their accessibility. It is done so as to save time and resources. As stated by Yin (2004), non-random sampling can be used when the researcher aims to do a qualitative research study and by doing so this allows the researcher to obtain basic data and trends regarding the study without the complications of using a randomized sample. Specifically for this research convenience sampling and purposive sampling shall be used.

According to Creswell (2009), convenience sampling is a nonrandom sampling technique where subjects are selected because of their convenience, accessibility and proximity to the researcher. In this regard it follows that convenience sampling is a collection of subjects that are accessible. In this cases the researcher took Dudzai Primary ECD center from the 26 primary schools in Chitungwiza district since Dudzai Primary had established ECD A and B classes at their schools.

This school was also more convenient to the researcher since the school is the station where she was also deployed. To narrow down the sample size purposive sampling was also used. Purposive sampling relies on the judgment of the researcher when it comes to selecting the units. Reds (2007) states that in this sampling procedure the subjects are chosen to be part of the sample with specific purpose in mind. In this case only 5 ECD A and B classes were selected by

the researcher from the population of the entire school grades since they suit well the topic under study. On the other hand all the 3 school administrators were purposively sampled for the research and these are the head, deputy head and teacher in charge.

3.4. Research instruments

Chikutsa and Chingozha (2011) proclaims that the ability of the research data collected to be used and produce desired results is highly dependent on the data collection instrument used. For any researcher cautious selection of research instruments should be practice so as to match type of respond participants under study. Also there is greater need to match the research questions with the research instruments. This researcher carefully selected to use the following data collecting methods or instruments which are: interviews, questionnaires, observation and document analysis.

3.4.1. Interview

Interviews are a very important and common data collection method. Personal interviews were embarked on by the researcher. Schurink (2000) states that interview is a systematic way of talking and listening to people after prior arrangements have been made between the interviewer and the interviewee. In other words it is a way of soliciting information from participants. As stated by Creswell (2009), this type of interview is also known as face to face interview and the researcher will be at the same station with the interviewee during the interview.

To add on structured interviews were used in which the same questions were asked for all respondents with the same wording and in the same sequence. The researcher chose to collect data using this instrument because it allows immediate feedback to be collected, it gives room for further probing and clarification, it allows the decoding of any nonverbal communication (Yin (2004). This might be in the form of a frown, screwing of the face, a smile or even a folding of arms in a defensive manner. In this research all the five ECD A and B teachers in the selected school were interviewed.

The interview guide structure is made up two sections. Section A is comprised of the topic, purpose of the interview and the instructions. Section B is comprised of structured interview questions. The interviews were done after instructional contact hours. Each interview lasted between 20-30 minutes. The interview guide is found in Appendix 1.

3.4.2. Questionnaire

Questionnaires are defined as a set of questions related to the topic under study and are used to gather information from research participants. Through questionnaires ones' feelings, beliefs, experiences, perceptions and attitudes may be gathered and later used for analysis and conclusions. Self-administered questionnaires are going to be used to collect data (Chikutsa and Chingozha, 2011). The researcher shall visit the respondents and hand over the questionnaire to the respondents who shall remain with the questionnaire and shall respond on the questionnaire what has been asked. For this research the researcher chose to use open ended and unrestricted form of questions so as to allow greater depth of responses since the respondents supply their own answers without being constrained by a fixed set of possible responses.

One of the advantages of the questionnaire is that it gives respondents ample time to respond. It allows the respondents to remain anonymous hence it reduces bias, (Creswell, 2009). In this research school administrators that is the head, the deputy and TIC were given questionnaires so that they would respond to the questionnaires at their own free time since they are always busy with administrative issues. The questionnaire is structure in two sections. Section A is comprised of the topic, purpose of the questionnaire and the instructions. Section B is comprised of open ended questions. These were personally handed over to the targeted respondents which are the three school administrators that are the head, deputy head and teacher in charge. The questionnaire guide is found in Appendix 2.

3.4.3. Observation

As cited by Creswell (2009), sometimes the researcher has to observe events as they unfold and observing events in their natural set up is the best way of getting information about the phenomena being observed. Data collected under observation is likely to be accurate since subjects may not be aware that there is an enquiry going on hence they will behave naturally. The researcher chose this instrument also because Chikutsa and Chingozha (2011), states that through observation method honest data is secured, researcher has the firsthand experience of the phenomenon, there is great reduction of bias and no response is eliminated. The ECD A and B learners were observed in their learning set ups that is the indoor and outdoor. A checklist was

used for observation purposes. The observation is structure in two sections. Section A is comprised of the topic and purpose of observation. Section B is comprised of observation guide grid. The observation guide is found in Appendix 3.

3.4.4. Document analysis

Reds (2007) defines document analysis as the scrutinisation of given records for the purpose finding out information that that might be of interest to the particular study. In this case the register and inventory record are going to be used. The researcher also engaged this data collection instrument since Chisaka and Vakalisa (2000) argue that document analysis fills the gaps that may have been left open by interviews and observations. Recorded information by the class teacher for educational purposes through records is gathered tabulated and analysed. The Document analysis is structured in two sections. Section A is comprised of the topic, purpose of the document analysis and the instructions. Section B is comprised of the document analysis grid. The document analysis is found in Appendix 4.

3.5 Data collection procedures

Robson (2003) asserts that the data collection procedures are steps taken into administering instruments and collection of data from respondents under study. Patton (2000) defines data collection procedure as an orderly process followed in an effort to collect data through distributing questionnaires to the selected respondents. In the case of the researcher it shall be a cover letter. Robson (2003) also observed that, cover letter is important because it establishes the legitimacy of the study and respectability of the researcher.

The researcher collected a letter from Midlands State's University, to be used to seek permission from the Harare Provincial Offices in order to enter their district for research purposes. The Province gave a response letter of permission which the researcher took to Chitungwiza District Education Authority. From the District permission was further granted and the two letters of permission from the Education Authorities were taken to the head of the school under study. The head went on to grant her permission again and appointments prior to data collection were made to the respondents.

During the collection of data, the researcher made a number of familiarisation visits to establish gaps and explore further questions through document analysis. The researcher made observations on how the ECD learners were exposed to quality provisions. Interviews shall be carried out with the five ECD teachers at the school. Finally questionnaires shall be handed over to the school administrators.

3.6. Data presentation and analysis techniques

After data has been collected it shall be presented in a frequency module, as bar graphs, as tables and pie charts. In analysing the data the researcher will first look at the observations made and these shall be discussed as per observation guide that is item by item also documents analysis shall be done as per document guide that is item by item. After that results from the interviews will be given and analysed as per question by question. Lastly the results from the questionnaire will be given and analysed before looking at research questions which shall also be analysed research question by research question.

3.7. Ethical considerations

Ethics are defined as norms governing a researcher when carrying a research study. These are the dos and don'ts of the researcher (Nigel, 2008). Several ethical considerations were observed as the research took its course. During the research writing and compilation the researcher observed the ethical rule for respect for intellectual property. It demands the researcher to give proper acknowledgement to other peoples work and to avoid plagiarism (Cohen, Manion and Morrison, 2011).

The researcher also observed human protection of research subjects (Nigel, 2008). This entailed that all the sampled participants where not to harm or injured be it physically or psychologically. Furthermore Cohen, Manion and Morrison (2011) further state that when dealing with the vulnerable subjects due diligence and caution had to be observed. This also means that participant shall not be stressed, threatened or traumatised.

Another ethical consideration used during the execution of this research was confidentiality. It requires study participants to remain anonymous and their names and identity shall be withheld throughout the research (Cohen, Manion and Morrison, 2011). Rather acronyms shall be used

like teacher 1, teacher 2 and teacher 3. On the other hand informed consent is another ethical consideration to be used where study participants shall voluntarily participate in the research. If the research is under age consent shall be sort from the child's parents. The study participants shall be well informed of the procedures to be taken and where the information shall be used. Their right to withdraw from participating shall be observed whenever they feel like doing so (Cohen, Manion and Morrison (2011).

Honesty throughout the research is another ethical consideration in which the researcher is required to honestly report data, results and methods. The researcher shall not falsify, fabricate or misrepresent data (Nigel, 2008).

3.8. Validity and reliability

Every data collection instrument has its own weaknesses (Nigel, 200). Hence the issue of reliability and validity was addressed through the use of triangulation where three or more research instruments were used in order to counteract the weaknesses of a single instrument.

3.9. Summary

This chapter has looked at the research paradigm, research design, population, sample and sampling procedure, research instruments, data collection procedures, data presentation and analysis techniques, ethical considerations, validity and reliability then finally the summary.

Chapter IV

Data Presentation, Interpretation, Analysis and Discussion.

4.0. Introduction

This chapter presents, interprets, analyses and discusses the data based on the responses to the interview, questionnaire, document analysis and observations made. The data collected was analysed using a thematic approach. ECD school administrator's responses and teacher's responses were merged at the same time with the data from observations and document analysis. Firstly finding from administrators with ECD A and B classes was firstly presented. This was followed by findings from ECD A and B teachers. Lastly a juxta comparison of the two was done using Statutory Instrument 106 of 2005 as the focus lenses.

The data being presented aim to answer the following research questions:

- a) How qualified are the teachers and administrators manning the ECD A and B classes?
- b) What kind of ECD A and B curriculum is offered at the school?
- c) What is the state of health facilities which are offered in ECD A and B department at the school?
- d) What indoor and outdoor playing equipment is available for the ECD A and B classes? These are presented as themes.

4.1. Data presentation and interpretation

The research data based on the responses to the interview, questionnaire, document analysis and observations made were collected as raw data then analysed using a thematic approach. ECD school administrator's responses and teacher's responses were merged at the same time with the data from observations and document analysis.

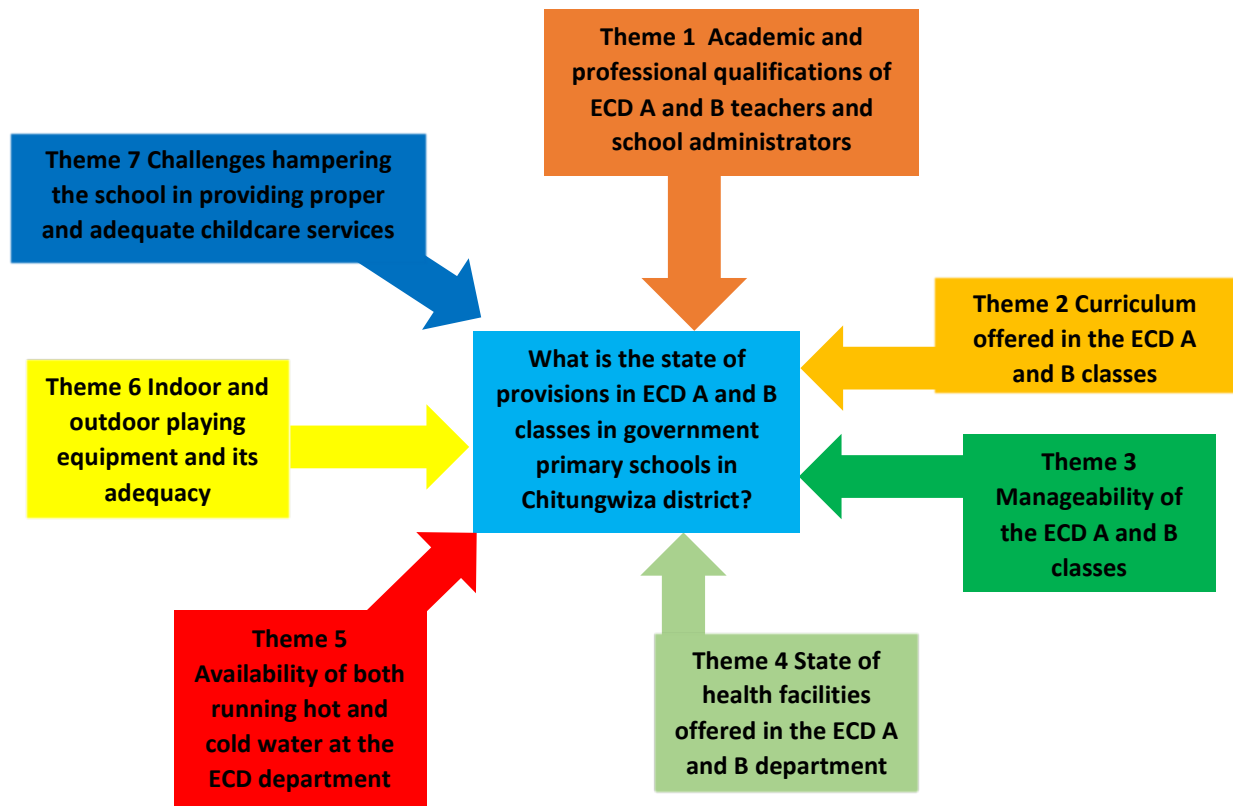


Figure 1: Visual presentation of themes

4.1.1. Theme 1: Academic and professional qualifications of ECD A and B teachers and school administrators

4.1.1. 1. Academic qualifications

The respondents were required to indicate their academic qualifications on the first section of the questionnaire administered and also in the interviews held. Data from questionnaires and interviews indicated that teachers and administrators of ECD classes held appropriate academic qualifications. This was also confirmed by observation of the staffing list in the school heads office. The respondents' academic qualifications are shown in Table 1.

Table 4.1: Administrators' academic qualifications

N=3

Administrator's Academic Qualifications	Number	Percentage
O levels	1	33.3
A levels	2	66.7
TOTAL	3	100

Data in Table 1 above shows that 33.3% (1) of the respondents had O' levels and only 66.7% (2) had A' levels. This may suggest that ECD A and B school administrators were academically qualified for the job.

Table 4.2: ECD A and B teachers' academic qualifications

N=5

ECD A and B Teachers Academic Qualifications	Number	Percentage
O' levels	4	80
A' levels	1	20
TOTAL	5	100

Data in Table 2 above shows that 80% (4) of respondent had O' levels and only 20% (1) respondent had A' levels. This may suggest that all of the teacher respondents were academically qualified to teach the classes.

4.1.1.2. Professional qualifications

Regarding ECD administrators' and teachers' knowledge on ECD issues, it was important for the respondents to show their professional qualifications. Only the school administrators were required to indicate this information on the questionnaire administered to them whilst ECD teachers were asked during their interviews. Data from questionnaires and interviews indicated that only the ECD teachers held appropriate professional qualifications. This was also confirmed by observation of the staffing list in the school heads office. Table 3 below shows the school administrator's professional qualifications.

Table 4.3: School administrators' professional qualifications

N=3

Administrator's Professional Qualification	Number	Percentage
Bed (ECD)	0	0
Bed (Primary)	2	66.7
Med (ECD)	0	0
Med (EAPPS)	1	33.3
TOTAL	3	100

The data in Table 3 show that all the administrators that is 100% (3) had further professionally advanced themselves. Table 3 indicates that 66.7% (2) of the administrator's respondents have acquired some knowledge at first degree level through training that is Bed (Primary). 33.3% (1) had highly advanced herself and had attained a Master's Degree in Educational Administration, Planning and Policy Studies. However all the administrator's professional advancements at the school under study had nothing to do with ECD. Moreover all the school's administrators had not specialised at all in ECD matters but were heading the ECD facilities.

Table 4.4: ECD A and B teachers' professional qualifications

N=5

ECD A and B teacher's Professional Qualifications	Number	Percentage
Dip in ECD	4	80
Bed in ECD	0	0
Med in ECD	1	20
TOTAL	5	100

The data in Table 4 shows that all the ECD A and B teachers were appropriately professionally qualified that is 80% (4) of the respondents had acquired a diploma in ECD. Another 20% (1) had the highest professional qualification with a Master's of Education degree in Early Childhood Development M(Ed) ECD. The teacher's professional qualification shown in table 4 makes the respondents highly qualified to answer the research questions.

From the tables presented before that is table 1, 2, 3 and 4 it can be concluded that the school administrators are academically qualified for the running of ECD centers. To add on though some have attained masters and first degrees but their professional qualifications has nothing to do with ECD provisions and management. This therefore does compromises on the quality of ECD A and B provisions since they are most likely to make uninformed decisions concerning the ECD department.

This lack of appropriate professional qualification might be a hindrance to quality provisions. Within this framework, administrators and teacher's characteristics such as level of education, ECD specialisation and ability to deal with learners' psychosocial problems, are expected to influence the quality of children's development through interaction. This follows that the administrator's ill informed decisions due to lack relevant ECD professional qualifications might be a major cause of the prevalence of substandard ECD provisions.

Fortunately the ECD A and B teachers are adequately qualified to teach the ECD A and B classes. Most of them are diploma holders and some even stated they have already enrolled for their B(Ed) ECD in universities whilst the other one is already a Masters holder in ECD. This details the fact that teachers are the major contributors for poor provisions in ECD classes.

4.1.2. Theme 2: Curriculum offered in the ECD A and B classes

Both the school administrators and the ECD A and B teachers confirmed that they were offering the Zimbabwean national play based curriculum which is child centered. A curriculum which emphasises on the acquisition of the foundational skills for learning. They even stated that they were deriving this from the recently introduced updated curriculum which focused on the concrete stages of development and the enhancement of psychomotor skills. This shows that all were adhering to Statutory Instrument 106 of 2005 which avails that pupils should learn through play and should not be exposed to any form of formal education.

For quality provisions to emanate the ECD teacher and school administrators have to be well informed and have to be abreast on the current ECD theories and teaching methods. Without so, this will lead to misinformed decision making and will jeopardies the quality of provisions at the ECD schools. On the other hand all of the teachers 100% (5) at the school were well qualified for

the manning of ECD A and B classes as stated from Statutory Instrument 106 of 2005. It states that ECD classes shall be manned by relatively qualified personnel. The difference in professional qualifications can be as a result lead to inevitable conflict between the misinformed administrators and the qualified ECD A and B teachers.

4.1.3. Theme 3: Manageability of the ECD A and B classes

The government school under study had one ECD A and four ECD B classes, however the teacher pupil ratios were far above the stipulated size which is 1: 20 according to Statutory Instrument 106 of 2005. From document analysis of the class daily attendance register, class room observations, interviews and questionnaire it was seen that classes were comprised of the following teacher to learner ratios:

Table 4.5: *ECD A and B class enrolments*

Name of class	Teacher to learner ratio
ECD A Green class	1: 48
ECD B White class	1: 57
ECD B Blue class	1: 58
ECD B Red class	1: 59
ECD B Yellow class	1: 58

The ECD class enrolments at the school were way far above the stipulated ratio. ECD A green class had one teacher with 48 learners, ECD B White had one teacher with 57 learners, ECD B Blue had one teacher with 58 learners, ECD B Red had one teacher with 59 learners and lastly ECD B Yellow had one teacher with 58 learners. All the administrators were stating that they were not allowed to turn down a child who was in the school radius and wanted to be enrolled. To add on they also stated that the greater the number the better the development due to more levies being paid.

4.1.4. Theme 4: State of health facilities offered in the ECD department

According to the responses from the interviews, questionnaire and observations made, the school had child sized toilets shanks, washing basins and showers. However the boys urinary was adult sized. To make matters worse only four sitting shanks were available for the boys' toilet and another four for the girls' toilet. The sitting shanks were not adequate enough since the ratio was far above the stipulated 1: 8. Hence this compromised the state of health facilities at the center.

To add on there was only one washing basin and one shower in each toilet. Considering the class totals the washing of hands after toilet use was unachievable and learners were observed pushing and shoving each other in the bid to wash their hands. In one particular incident some ended falling on the toilet wet floors and some even fought. This greatly compromised the health provisions at the center.

Even though these toilets were near to the learning facilities they were constantly inaccessible since they were constantly kept under lock and key. In addition there were no separate toilet facilities for staff and pupils. This exposed pupils to contaminable diseases and was not recommended at all.

On the other hand there were no sick bays established in each classroom due to limited space. Neither was there any in the school or near the school. No first aid kits were available in the ECD classroom or at the school. What was available was just a rusty white metallic box of what once used to be a first aid kit. When a child got ill he or she would be escorted back home by the auxiliary staff. This greatly affected the healthy facility provision at the center even if according to document analysis the health record was daily monitored. There was no healthy qualified personnel neither was there a clinic at the school.

4.1.5. Theme 5: Availability of both running hot and cold water at the ECD department

From all the respondents and observations made water was a scarce resource at the school. Council water had last been seen coming out of the tape for two years now. Even if the taps for hot water was there, there was no geezer to heat up the water. Neither was there borehole water

connected at the taps. Water had to be ferried by head from the school wells to the toilets for hand washing and cleaning the toilets. This even compromised the hygienic conditions at the center. The respondents even mentioned that if a child messed up himself they had to call the parents to come and collect the child back home for cleaning.

4.1.6. Theme 6: Indoor and outdoor playing equipment and its adequacy

At the school the following indoor equipment had been provided by the parents for their learners and these are dolls, toy cars, building blocks, musical instruments, balls, scissors, painting brushes, reading books, activity books, monster crayons, plasticine, mirror child sized desks and chairs. Most of the electrical gadgets were non-functional and these include the television set, DVD player, fan, heater, stove and desktop computer.

From the child inventory great discrepancies were seen in terms of parental provision. In each class two to three learner's parents had not provided anything for their children since first term. With this in mind this follows that the quality of environmental nurturing was greatly compromised. Those who lacked meant that in terms of holistic development they were limited. Everything was name tagged and no child touched another learner's toy.

As for outdoor equipment it had adequate space, inadequate playing equipment, though they were age appropriate. No harmful and dangerous objects were observed at the center. The sand area had been disinfected by coarse salt on the opening day. The outdoor environment was well secured from predators with fence and a gate. Cleanliness was well maintained. Of point to note is the ever pushing, shoving and fighting of the learners in order to climb on the four erected outdoor playing equipment.

4.1.7. Theme 7: Challenges hampering the school in providing proper and adequate childcare facilities

All the administrators questionnaired responded saying that the high number of school fees defaulters has immensely contributed to the poor provision of proper and adequate childcare facilities. Finances are the ones needed to purchase and expand the ECD facilities. They also commented that the school lacks parental support which is evidenced by consecutive and fruitless efforts to try and raise the school levies.

In the interviews the ECD teachers maintained that improper and inadequate childcare facilities was being caused by the misconception the parents have that ECD is just a phase of meaningless play hence they don't even commit their financial resources there. This is the same with the administrators who lack background qualifications in this field. All they do when finances come is they consider first the examinable classes over the ECD department.

Another teacher respondent explained that the classrooms built were never according to recommendations given in Statutory Instrument 106 of 2005. Hence the square meters per child were not accommodated. These learners were loaded in one class almost triple the stipulated teacher pupil ratio. Hence proper care and attention is compromised.

4.2. Discussion of findings

From the research findings on academic and professional qualifications, the results differ from the situation availed by Shumba and Chireshe (2013) who concluded that teachers from crèches were manned by mothers from the community who barely had O' levels education and greatly compromised the quality of provisions. In this research, the findings reveal that both ECD administrators and teachers had O' levels and some even had A' levels. Moreover, all administrators had degrees in various educational areas but none had acquired a degree in ECD except for the ECD teachers in which the highest qualified had a Med in ECD. The difference could be explained by strides in recent years taken to train specialised ECD in teachers colleges and universities. As stated in an analysis done by Dozva and Dyanda (2012), who state that ECD training programmes were now available at various levels from paraprofessional to post graduate level in Zimbabwe.

From the research findings learners are no longer engaging in meaningless play, singing and reciting rhymes and songs as revealed from the research findings by Dozva and Dyanda (2012). Rather they are now engaged in the updated curriculum as revealed from the document analysis. All activities are planned from the national based syllabus up to the school based syllabuses as observed from the TICs office. The school based syllabus is termly scheme cum planned targeting specific areas of child development. These activities are later evaluated to check for strengths, weaknesses and remedies.

Research findings on manageability of the ECD A and B classes do review that the high teacher to pupil enrolment were in contradiction to the stipulated enrolment of 1:25 as at stated in Statutory Instrument 106 of 2005. This is in line with research findings by Nhavoto (2008) who state that data in Netherlands reviews that poor services were evidence due to unfavourable children to staff relations. There were high enrolment and untrained staff. This led to poor quality in terms of ECD services. In this view, poor quality provisions are further noted by Kanyongo (2005) in his report as he states that adherence to specified teacher to pupil ratio are yet to be maintained because of high demand and general shortage of ECD facilities hence the context of quality provisions is yet to be achieved.

As stated by Zhao and Hu (2008) who avails that since the 1980s, 58% of early childhood education in rural areas has been implemented through these types of kindergarten classes. These village family cares usually are poorly equipped with furniture, materials, and teachers. They receive no government support but the staff tries to enroll as many children as possible. This is in line with the research findings found in this research in terms of the state of health facilities. Even if the school is located in an urban setting, the limited number of shanks, running cold or hot water, no sick bay neither a health personnel at school is evident enough on the poor state of child care health facilities at the center. This has mainly been facilitated by the lack of government interventions and general economic hardships faced by parents. Hence proper establishment of health facilities have been compromised.

Moreover, the provision for the development of gross motor skills through outdoor child care facilities was inhibited due to limited outdoor playing equipment. To add on even the indoor equipment for cognitive development, language development and fine motor development was limited and unequally provided for all learners by their parents.

4.3. Summary

The chapter discussed the major findings on the provisions of ECD A and B a case study of one government primary school in Chitungwiza district. Research raw data obtained through questionnaires, observations, document analysis and interviews from the teachers and administrators. The findings and analysis of this study have shown that there are no quality and no adequate ECD provisions at the government school. The next chapter gives a summary of the research, summary of findings, conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter summarises the whole research project, makes conclusions from the major findings and gives recommendations arising from the major findings on the study an analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district.

5.1. Summary of the research study

The aim of the dissertation was to make an analysis of provisions for ECD A and B of one government primary school in Chitungwiza district.

The first chapter focused on the introduction to the background of the study. The researcher intended to achieve the following in the research: to make an inquiry on the terms of teacher qualification in ECD A and B classes, to evaluate the type of ECD A and B curriculum being offered and to find out how manageable the ECD A and B classes are in terms of enrolment. To add on the researcher also aimed to: evaluate the state of health facilities which are offered at the school for the ECD A and B learners and to make an analysis on the adequacy of the indoor and outdoor facilities at the ECD A and B center.

Issues intended to be research were: what is the state of provisions in ECD A and B classes in government primary schools in Chitungwiza district? How qualified are the teachers manning the ECD A and B classes in government primary schools in Chitungwiza district? What kind of ECD A and B curriculum is offered in government primary schools in Chitungwiza district? What is the state of health facilities which are offered in ECE A and B in government primary schools in Chitungwiza district? What indoor and outdoor playing equipment is available for ECE A and B in government primary schools in Chitungwiza district?

The second chapter addressed previous researches on ECD provisions. Relevant authorities were also examined in the chapter in relation to provisions in ECD settings. The literature mainly

focused on the given themes. On academic and professional qualification of the ECD administrator and the teacher literature reviewed that here has been a drastic change in terms of teacher training. Of late both paraprofessional and post graduate courses were being offered in teachers' colleges and universities. On the theme of manageability, literature reviewed the stipulations on teacher to child ration as governed by Statutory Instrument 106 of 2005.

Literature further revealed that issues to do with health facilities were gazetted by the government in the guiding Statutory Instrument 106 of 2005. Which further outlined the issues of indoor and outdoor playing equipment at an ECD center.

Chapter three focused on the research design which is qualitative in nature and used a case study. This chapter also looked at the research methodology where the population, the sample, sampling procedure, and the research instruments used for collecting data were explicitly described. The questionnaire, observation guide, document analysis and interview were the research instruments used for data collection. Advantages and disadvantages of these instruments were also outlined. Data collection procedures and data analysis procedures constituted the last part of this chapter.

5.2. Conclusions

From the data gathered the following findings were found:

5.2.1. In terms of qualifications the teachers manning the ECD classes are adequately qualified unlike in the school administrators.

5.2.2. ECD A and B classes were offering a child centered and play based curriculum as according to the updated curriculum.

5.2.3. In all the ECD classes at the government school the teacher pupil ratio is far above the stipulated ratio of 1:20.

5.2.4. There was lack of proper health facilities like health personnel, sick bay and even a first aid kit.

5.2.5. At the ECD center there was no running cold or hot running water and this even compromised the health facilities of toilets and general environmental cleanliness.

5.2.6. Relevant and safe indoor and outdoor playing equipment is offered at the school. However learners have to fight for a chance to climb the 4 outdoor equipment since they are not proportional to the class learners number.

The data gathered reveals that most ECD A and B classes lacked most of the provisions required. The school administrators had no qualifications that had anything to do with ECD however the ECD teachers at the government school adequately qualified to teach the ECD classes. The school was struggling in managing of the ECD department in the proper provisions of ECD A and B facilities as evidenced the limited financial school fees revenue accrued at the school which could not cater for more establishment of indoor and outdoor provisions.

Indeed the school was offering the updated curriculum which focused on the play way method. The classes were almost triple the stipulated teacher pupil ratio of 1:25. Poor health facilities characterised by lack of running water and lack of adequate sanitation facilities were the norm of the day. There was a supply of indoor and outdoor equipment but they were not adequate enough.

5.3. Recommendations

The following recommendations were based on the findings made.

- It is recommended that all the school administrators especially the teacher in charge should have ECD qualifications so that they are fully equipped with child development issues and aspects in ECD settings.
- It is recommended that both parents should be directly involved in the children's development at school through participating in payment of fees and levies and even making donations since this has totally affected the provisions at ECD center. If possible may there be a revisit on the current status of payment defaulters in schools since they are so reluctant and protected by a policy which disallows pupils to be sent back home for non-payment.
- It is recommended that school administrators and School Development Committees be in-service trained or be offered refresher courses on the issues of ECD provisions and how these provision issues affects children during their learning and development.

- It is recommended that, may the Government, Local Communities and Parastatals intervene financially in the establishment of childcare services.
- May School District Inspectors maintain standards in terms of ECD provisions in the government schools as stated in the Statutory Instrument 106 of 2005.
- Recommendation for further study is that, there is need for such level of research at a larger scale, thus covering more ECD centres in government and private schools since the topic which was under study might be a nationwide problem which needs to be addressed at national level.

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APPENDICES

APPENDIX 1

MIDLANDS STATE’S UNIVERSITY.

FACULTY OF EDUCATION.

DEPARTMENT OF CURRICULUM STUDIES.

INTERVIEW GUIDE FOR ECD TEACHERS.

INTRODUCTION: My name is Florence Karengo. I am a student of MSU and my student number is R168582N.

RESEARCH TOPIC: An analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district.

PURPOSE OF THE INTERVIEW GUIDE: To solicit data from ECD A and B teachers on the issue of provisions at the center.

INSTRUCTION: All information gathered in this interview shall be used solely for this dissertation only. Your information shall be treated with confidentiality. Participation shall be free and you are permitted to withdraw in participating at any given point whenever you feel like doing so for any reason.

INTERVIEW QUESTIONS.

SECTION A: Background information.

SECTION A: Background information.

1. What academic qualifications do you hold?
2. What professional qualifications do you hold?

SECTION B: Research data.

3. What kind of curriculum do you offer in your ECD classes?
4. In your ECD class which language do you use as a vehicle of instruction?
5. How manageable is your ECD A or B class at your school?
6. What is the state of health facilities which are offered in ECD A and B department?
7. Do you have both running hot and cold water at the ECD center?

8. What indoor playing equipment is available for your ECD learners?
9. What outdoor playing equipment is available for your ECD learners?
10. Is the available indoor and outdoor equipment adequate enough, in comparison with number of pupils at the center? Please explain your answer.
11. What challenges do you deem as hampering your ECD center's ability to provide quality child care services?

APPENDIX 2

MIDLANDS STATE’S UNIVERSITY.

FACULTY OF EDUCATION.

DEPARTMENT OF CURRICULUM STUDIES.

QUESTIONNAIRE GUIDE FOR SCHOOL ADMINISTRATORS.

INTRODUCTION: My name is Florence Karengo. I am a student of MSU and my student number is R168582N.

RESEARCH TOPIC: RESEARCH TOPIC: An analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district.

PURPOSE OF THE QUESTIONNAIRE GUIDE: To solicit data from school administrators on the issue of the provisions at the ECD A and B center.

INSTRUCTION: Please answer all the questions in this questionnaire honestly. All the information gathered through this questionnaire will be treated confidentially. In the dots fill in your response.

QUESTIONS.

SECTION A: Background information.

1. What academic qualifications do you hold?

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.....

2. What professional qualifications do you hold?

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.....

SECTION B: Research data.

3. What kind of curriculum do you offer at your ECD A and B classes?

.....
.....

4. As the one of the administrators of the center, which language do you use as a vehicle of instruction?

.....
.....

5. How manageable are the ECD A and B classes at your center?

.....
.....

6. What is the state of health facilities which are offered in ECD A and B department?

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.....
.....

7. Do you have both running hot and cold water at the ECD center?

.....
.....

8. What indoor playing equipment is available for the ECD A and B classes?

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.....
.....

9. What outdoor playing equipment is available for the ECD A and B classes?

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10. Is the available indoor and outdoor equipment adequate enough, in comparison with number of pupils at the center? Please explain your answer.

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.....
.....

11. What challenges do you deem as hampering your ECD center's ability to provide proper and adequate childcare services?

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APPENDIX 3

OBSERVATION GUIDE FOR ECD CENTRE.

RESEARCH TOPIC: RESEARCH TOPIC: An analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district.

PURPOSE OF THE OBSERVATION GUIDE: To observe quantity and quality of provisions at the ECD center.

SECTION A: INDOOR ENVIRONMENT

VARIABLE	COMMENTS
1. Safety of the indoor environment	
2. Adequate ventilation of the classroom	
3. Adequacy of play space	
4. Availability of child sized chairs and tables	
5. Availability of age appropriate toys and equipment	
6. Adequacy of toys	
7. Functionality of toys and equipment	
8. Accessibility of toys and equipment	
9. Availability of functional electrical gadgets	
10. Cleanliness of the environment	
11. Teacher pupil ratio	

SECTION B: HEALTHY FACILITIES.

VARIABLE	COMMENTS
1. Safety and cleanliness of the toilets	
2. Adequacy of chambers	
3. Adequacy of washing basins	
4. Child sized equipment	
5. Availability of hot and cold running water.	
6. Nearness of the toilets to the classrooms	
7. Separate toilet facilities of pupils and staff.	
8. Cleanliness of the toilet environment	
9. Availability of a first aid kit in the classroom	
10. Well-equipped sick bay with health personnel	

SECTION C: OUTDOOR ENVIRONMENT

VARIABLE	COMMENTS
1. Safety of the outdoor environment	
2. Adequacy of play space	
3. Availability of toys and equipment	
4. Adequacy of play equipment	
5. Age appropriateness of play equipment	
6. Functionality of toys and equipment	
7. Accessibility of outdoor equipment	
8. Cleanliness of the environment	
9. Maintenance of the outdoor	
10. Healthy threatening issues available in the outside environment	

General Comment:.....

Signature of observer:**Observation Period:****To**

APPENDIX 4

DOCUMENT ANALYSIS GUIDE FOR ECD FACILITATOR'S RECORDS.

RESEARCH TOPIC: An analysis of provisions for ECD A and B, a case study of one government primary school in Chitungwiza district.

PURPOSE OF THE DOCUMENT ANALYSIS GUIDE: To analyse quantity of provisions recorded in the inventory and their adequacy so as to determine quality of the provisions at the ECD center.

SECTION A: REGISTER.

REGISTER	TOTAL BOYS	TOTAL GIRLS	ALL TOGETHER

SECTION B: INVENTORY RECORD.

INVENTORY	TOTAL
DOLLS	
TOY CARS	
BUILDING BLOCKS	
TV	
DVD	
COMPUTOR	
MUSICAL INSTRUMENT	
BALLS	
SCISSORS	
PAINTING BRUSHES	
READING BOOKS	
ACTIVITY BOOKS	
MONSTER CRAYONS	
PLASTICINE	
BOARD	

DESK	
CHAIRS	
MIRROR	
TEACHER'S TABLE	
TEACHER'S CHAIR	
SHELVES	
CUPBOARD	

Comments:

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APPENDIX 4