

**Reach Out Africa Project
Evaluation and Measurement of Outcomes**

**A Report On Teachers Needs in Early Childhood and Preschool Education in
Eastern Africa**

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Research Objectives

Research Objective 1: To determine the perceived needs of educators and caregivers in the local setting.

Survey Instrument: Needs Assessment: QAM-1 Early Childhood and Preschool Education. (Antelo and Ettl, 2004).

Results of First Survey: Early Childhood and Preschool Education

Purpose. The purpose of this study was to determine the needs of teachers and care givers for early childhood and preschool education of the region involved in the Reach Out Africa Project. In this document a discussion of the results is presented following the dimensions and methodology included in the Quadrant Assessment Model.

Methodology

The design for this study is the QAM which is an assessment tool that facilitates the measurement of four relationships: high real and high ideal profiles; this is a standard of excellence. High ideal and low real profiles; this is the index of needs. High real and low ideal; this is an indicator for role clarification. And low ideal and low real profiles indicate tasks that must be discarded by the administration of the institution or school. Figure 1 illustrates the model.

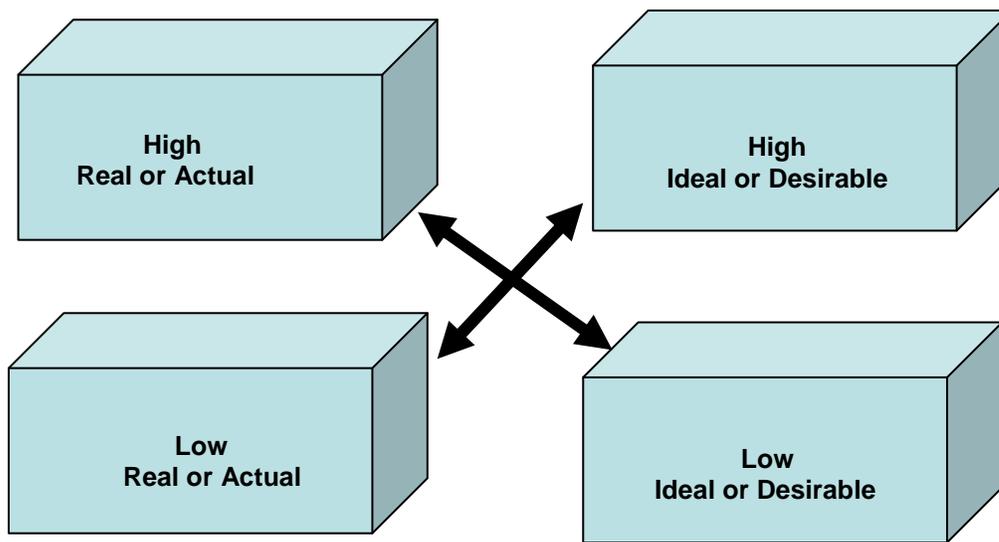


Fig. 1. Quadrant Assessment Model

The Instrument. This study was conducted following the survey design methodology. An instrument was constructed with items that comprise functions, tasks, activities or responsibilities typically ascribed to teaching and caring at the early beginning of the formal schooling in the African educational institutions.

A pilot testing process was performed to check for clarity, exactness and understanding of the items and variables included in the entire questionnaire. A qualified

panel of experts participated in this revision at a small scale and as a result several items were modified and or corrected.

Participants. The participants of the study were selected from a pool of available people following the convenience sampling technique. These people were basically 34 teachers and care givers that work in the African schools located at Mongu, Zambia and Bukoba, Tanzania.

Results

The purpose of this study was to detect the needs of teachers in early childhood and preschool education. The results are presented following the components of the Quadrant Assessment Model.

Real Profile. Data included in this profile indicate the way teachers work in an everyday operation of the school. Therefore this profile shows how teachers actually work and what and how things are done in reality. Items are presented with their respective T-Scores organized from high to low.

Early Childhood And Preschool Education

High Real	T- Score
1. Children play during breaks	66.38067
2. Children participate in class activities	65.26046
3. Children can use toilets at the school	63.02002
4. Children have access to playgrounds	60.77958
5. Children go to class every day	60.21947
6. Children have a space to play	58.62151
7. Children can participate in organized activities at the school	57.41893
8. Children play in class	54.61838
9. Teachers have knowledge about early childhood development	53.49816
10. Pre-schools follow an academic program and schedule	53.18516
11. Children have teachers in every class	52.93805
12. Children have a Kindergarten to go	51.20352
13. Teachers have material to help children learn	49.5774
14. Parents or caregivers have information about early childhood development	49.37971
15. Children have educational materials to use in class	47.33696
16. Children have a pre-school program before kindergarten	44.58892
17. Children can get materials to read and play with	44.53641

18. Children have access to sport facilities and programs	40.54564
19. Children have access to a library or to a study center	35.78883
20. Children and their parents or caregivers participate in school activities	44.53641
21. Children can eat free at the school	42.29598
22. Children receive books from the school	41.76882
23. Children can have breakfast at the school	33.07065
24. Children can have lunch at the school	29.41346

Ideal Profile. Data included in this profile indicate the way teachers ought or should work if given the conditions and required resources. This profile is an ideal situation and reflects a desired condition of the teachers' job. That is, the illustration portrays what teachers should do on their job. Items representing teachers responsibilities are shown with their respective T-Scores organized from high to low.

Early Childhood And Preschool Education

High Ideal	T-Score
1. Children can use toilets at the school	62.38469
2. Teachers have material to help children learn	62.38469
3. Children have teachers in every class	61.13371
4. Children have educational material to use in class	61.13371

5. Parents or caregivers have information about childhood development	58.44221
6. Teachers have knowledge about early childhood development	57.38078
7. Children go to class every day	57.15332
8. Children participate in class activities	56.1298
9. Children have access to playgrounds	55.58249
10. Children can get materials to read and play with	54.87882
11. Children have access to a library or to a study center	54.57555
12. Children have pre-school program before kindergarten	53.28666
13. Children have access to sport facilities and programs	51.99778
14. Children can participate in organized activities at school	49.8749
15. Children receive books from school	49.42
16. Children have a space to play	46.84223
17. Children have a kindergarten to go	46.27834
18. Children play during breaks	45.55334
19. Children can eat free at school	43.62001
20. Children and their parents or caregivers participate in school activities	41.11805
21. Children can have breakfast at school	37.82001
22. Pre-school follows an academic program and schedule	36.53113
23. Children play in class	28.99919
24. Children can have lunch at school	27.50892

Relationships and Measures. An additional analysis of data was performed combining the actual and ideal profiles and creating as a result a quadrant containing the data. This combination originated four measures or relationships between the actual and ideal profiles. These were:

1. High Real-High Ideal
2. High Ideal-Low Real
3. Low Ideal-High Real
4. Low Real-Low Ideal

This computation led to the development of four measures: Standard of excellence, need index, role clarification and discarding indicator.

Standard of Excellence. The standard of excellence is constructed from the high real-high ideal quadrant. Since data located in this quadrant indicate that the activity, function or responsibility is done well in practice and it is thought to be highly desirable in an ideal situation. Then, there is no discrepancy between them. Therefore, the absence of difference indicates no deviation that in turn leads to a desirable standard of excellence. These results are shown below. In consequence, any teacher's training program, teacher development activity, teacher preparation program and so on should include as its major objectives and content themes related to:

1. Children go to class every day
2. Children participate in class activities
3. Children have teacher's in every class
4. Children can use toilets at the school
5. Children have access to playgrounds
6. Teachers have knowledge about early childhood development

Need Index. The major purpose of this study was to identify the needs of early childhood and preschool teachers. The study produced exactly that, the need index. This

information is constructed as an indicator of the teachers' needs. It was built by combining the T-scores of both the low real and high ideal profiles. Since data located in this quadrant indicate that an action is poorly done in practice though, it is thought to be highly desirable in an ideal situation; then, a discrepancy exists. This is telling us that there is a deviation that leads to a detected need. Functions and things are not well done in practice and yet they are considered to be of a great importance. This is the index of need. Thus, teachers do have a number of needs that must be met to improve teaching and learning. These are as follows:

1. Children have a pre-school program before kindergarten
2. Children have educational materials to use in class
3. Children have access to a library or to a study center
4. Children can get materials to read and play with
5. Children have access to sport facilities and programs
6. Teachers have materials to help children learn
7. Parents or caregivers have information about early childhood development

Role Clarification. Teaching performance may require supervision that can support, advise, collaborate, and the like to help teachers to do a better job. Information such as this serves as a means to distinguish what should be the role of teachers and also to prevent those in the teaching profession from performing meaningless tasks. This information is constructed by combining T-scores of high-ideal and low-real profiles. The resulting data then represent functions, responsibilities or tasks that teachers do well in real practice but they are not considered important. Thus role clarification is in order to restructure the teaching job and reorient performance. These are:

1. Children have a kindergarten to go to
2. Children have a space to play
3. Children play in class
4. Children play during breaks
5. Pre-schools follow an academic program and schedule
6. Children can participate in organized activities at the school

Tasks to Be Discarded. In this section, a number of tasks are included because they are both not done well in practice and are not considered important by common knowledge. One may think that these are worthy tasks, but are not seen as the teacher’s main responsibility.

1. Children can eat free at the school
2. Children can have free breakfast at the school
3. Children can have lunch at the school
4. Children receive books from the school
5. Children and their parents or caregivers participate in school activities

Summary

This document has presented the findings of a study conducted in eastern Africa to determine the needs of teachers that work in institutions of early childhood and pre-school education. The overall results can be inspected in the following table.

Early Childhood And Preschool Education

HIGH REAL + HIGH IDEAL	HIGH IDEAL + LOW REAL
<ol style="list-style-type: none"> 1. Children go to class every day 2. Children participate in class activities 3. Children have teacher's in every class 4. Children can use toilets at the school 5. Children have access to playgrounds 6. Teachers have knowledge about early childhood development 	<ol style="list-style-type: none"> 1. Children have a pre-school program before kindergarten 2. Children have educational materials to use in class 3. Children have access to a library or to a study center 4. Children can get materials to read and play with 5. Children have access to sport facilities and programs 6. Teachers have materials to help children learn 7. Parents or caregivers have

	information about early childhood development
<p>HIGH REAL + LOW IDEAL</p> <ol style="list-style-type: none"> 1. Children have a kindergarten to go to 2. Children have a space to play 3. Children play in class 4. Children play during breaks 5. Pre-schools follow an academic program and schedule 6. Children can participate in organized activities at the school 	<p>LOW IDEAL + LOW REAL</p> <ol style="list-style-type: none"> 1. Children can eat free at the school 2. Children can have free breakfast at the school 3. Children can have lunch at the school 4. Children receive books from the school 5. Children and their parents or caregivers participate in school activities