

**AN ASSESSMENT OF SCHOOL LEARNING ENVIRONMENT IN
RELATION TO IMPLEMENTATION OF EARLY CHILDHOOD
EDUCATION IN TANZANIA: A CASE OF MPWAPWA DISTRICT**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled “*An Assessment of School Learning Environment in Relation to Implementation of Early Childhood Education in Tanzania: A case of Mpwapwa District*” in fulfillment of the requirements for the degree of Master of Educational in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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(Supervisor)

.....

Date

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DECLARATION

I, **Mbuko Micka Msuya** do hereby declare that this dissertation is my own original work and that to the best of my knowledge; it has not been presented and will not be presented to any other University either in whole or part for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my sons, Stalin and Joseph

ACKNOWLEDGEMENT

I am grateful to the Almighty God for giving me the strength and courage to accomplish this course successfully. Baring all the difficulties that came on my way as I set to research into this important topic, His grace has been my driving force. However, if this work is found with some errors, this is due to the human imperfection.

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ABSTRACT

This study sought to assess the school learning environment in relation to the implementation of Early Childhood Education in Tanzania. Specifically, it aimed to examine the status of Early Childhood Education in Mpwapwa district, to assess the availability of teaching and learning materials for ECE in Mpwapwa district, to assess teaching and learning environment of Early Childhood Education in the Study area, to determine if there are trained teachers for Early Childhood Education in the selected schools in Mpwapwa district. The study was conducted at Mpwapwa district in five pre-primary schools where purposive sampling was used to select 101 respondents. Data were collected through questionnaires, interviews, observation, and documentary reviews. The findings revealed that, teachers in the pre-primary schools perceived Early Childhood Education as a very essential educational programme to young children from birth up to the time a child is joining for primary studies, and therefore this form of education should be given priority just like other forms of education. The findings show that there is an acute shortage of specialized teachers for ECE as well as shortage of teaching and learning materials. Based on the study findings, it is recommended that there should be improvement and development of pre-primary education facilities within the primary school premises by involving various stakeholders.

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LIST OF ABBREVIATIONS AND ACRONYMS

DED	District Executive Director
ECE	Early Childhood Education
ECD	Early Childhood Development
ESR	Education for Self Reliance
EFA	Education for All
ETP	Education and Training Policy
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NGO	None Governmental Organization
P/S	Primary School
PDEO	Primary District Education Officer
REPOA	Research on Poverty Alleviation
REO	Regional Education Officer
SPSS	Statistical Package for Social Sciences
TTC	Teacher's Training College
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
UPE	Universal Primary Education
UDOM	University of Dodoma
UDSM	The University of Dar es salaam

CHAPTER ONE

1.1 Chapter Overview

This introductory chapter provides background information, statement of the problem, purpose of the study, and research objectives. The Chapter also presents research questions, scope of the study and significance of the study. Furthermore, the Chapter gives a conceptual framework, definitions of key terms used in the study and organization of the study.

1.2 Background to the Problem

Early Childhood Education has been on the international agenda for some time now. Education For All (EFA) reports, neuroscience research, longitudinal studies on children who received early childhood studies, global mandate of child rights, the Millennium Development Goals all serve to demonstrate the view Issues concerning ECE has in sense arrived (Myers 2010).

Whilst coverage rates are increasing worldwide at national level good quality of childhood education remain inaccessible to the majority of the World children (UNESCO), particularly those in poorest countries of Asia, Latin America and even Eastern European countries.

Early Childhood Education is an opportunity period in person's life, it is a time of incredible growth and under good early childhood development, children are seen to be developing soundly, physically, mentally, socially, emotionally, morally, and spiritually, this enables them to make better transitions in ensuring aspects of life and adulthood.

In most of African countries the issues of providing the quality Early Childhood Education, it seems to be a day dream since young children have become the victim of poor provision of this vital education service since many children are not attending pre- primary classes because of unfriendly environment such as remoteness of their settlement and the pre-primary schools and communal conflicts.

Early Childhood Education in Tanzania was experienced for the first time in 1967, when Education for Self-Reliance (ESR) was adopted to guide educational practice at all levels of education (Nyerere, 1968). On the pre-primary school level, it stipulates the use of child-centered pedagogy to make children independent thinkers and actors and the pre-primary school curriculum recommends the use of active, hands-on activities. (Ministry of Education and Culture, MOEC, 2005).

The importance of and need for high quality Early Childhood Education (ECE) has been strongly emphasized in various policy documents in both developed and developing countries (Eurydice and Eurostat, 2014). A growing body of research recognizes that it provides a wide range of benefits, including social and economic benefits, better child well-being and learning outcomes as a foundation for lifelong learning, more equitable outcomes and reduction of poverty, and increased intergenerational social mobility. But these positive benefits are directly related to the “quality” of ECE (Taguma *et al*, 2012).

The quality of pre-primary education in sub-Saharan Africa has been considered to be poor and practices in these countries have been closely related to policy (Pence,

2004). There is a dearth of research on the relationship between pre-primary policy and the quality of pre-primary education in sub-Saharan Africa. Many developing countries have national early childhood policies which cover all areas of the country but these are not always accompanied by operational plans with different target dates depending on location of schools (Mtahabwa and Rao, 2009). In developing world, poor and rural children are most disadvantaged when it comes to access to early childhood services (UNESCO, 2006) and they also tend to receive services which are of a lower quality than their urban counterparts. Discrepancies in the quality of urban and rural pre-primary schools in Kenya (UNESCO/OECD, 2005), Botswana (Bar-On, 2004), Zimbabwe (Cleghorn and Prochner, 2003) and Ghana (Morrison, 2001) have been documented.

In Tanzania young children attend programme in child care centers, nursery schools, Montessori/other preschools and pre-primary classes which are affiliated to primary schools. Private sectors and government schools are both provide education and care for children below five years prior to the enrolment in the first grade of primary education (Mtahabwa and Rao, 2009). Pre-primary education in Tanzania is largely regarded as a preparation for primary education and the curriculum focuses on the development of literacy and numeracy skills while social and emotional skills tend to be neglected (Mbise, 1996).

Pre-primary education policy in Tanzania was developed in 1995 and is part of the broader education and training policy (MOEC, 2005). Under this policy the government mandated primary schools to establish a pre- primary class in partnership with communities. However, Tanzanian parents like teachers emphasize the early

mastery of literacy and numeracy skills during the pre-primary years as they regard pre-primary education merely as a preparation for formal primary education (Mtahabwa, 2001).

Pre-primary education for five and six year's olds was declared a government responsibility. The government was to supply teachers, Curriculum guidelines and resources while non government organization were encourage to provide education and care for children from birth to four years. When the policy was adapted in 1995, and even now there are insufficient numbers of trained teachers and classroom to educate all Tanzania's pre-primary school aged children. The policy did not specify any guideline on the group size, teacher/pupil ration and size of available space. (Mtahabwa, 2009).

It is from this scenario that necessitated for this study to be conducted in order to examine the factors which hinder the effectiveness of Early Childhood Education in primary schools in Tanzania.

1.3 Statement of the Problem

The Education and Training Policy of 1995 states that, all primary schools should have the pre-primary classes which is the part of Early Childhood Education(ECE). However Many teachers and education stakeholders are complaining about the poor quality of ECE with a number of Unknown reasons (URT 2001 and Mtahabwa 2007). The current situation is that not all primary schools in Tanzania have pre-primary classes, and even those schools which have pre-primary classes they are facing a lot

of problems such as shortage of qualified teachers, classrooms, play grounds, teaching and learning materials. Due to these reasons pupils in this level of education are learning in un-conducive environment as result they do not get the intended foundation for their primary education. Heckman argues that learning is a dynamic process and is the most effective when it begins at a young age and continues through to adulthood (Heckman, 2000). Many scholars such as Mbise(2010), Mtahabwa (2012) have concentrated much of their studies on the issues like policy and management of ECE in pre-primary schools in Tanzania, while others like Mligo (2015) dealt with ECE curriculum and pedagogy, these scholars did not deal with how the school learning environment affect the implementation of Early Childhood Education . This study therefore aims to examine the school learning environment in relation to the implementation of ECE.

1.4 General Objective of the Study

The general purpose of the study was to investigate the school learning environment in relation to the Implementation of early childhood education in Mpwapwa district, and to suggest the best way(s) of implementing ECE in Mpwapwa district and Tanzania at large. This objective was investigated through three specific objectives.

1.4.1 Specific Objectives

The study specifically aimed:-

1. To examine the status of Early Childhood Education in Mpwapwa district
2. To assess the availability of teaching and learning materials for ECE in Mpwapwa district

3. To determine if there are trained teachers for Early Childhood Education in the selected schools in Mpwapwa district

1.5 Research Questions

In order to assess the school learning environment in relation to the implementation of Early Childhood Education in Mpwapwa district, the following research questions were used to guide the study.

1. What is the Status of Early Childhood Education in Mpwapwa District?
2. To what extent does teaching and learning materials are available in Mpwapwa District?
3. What are the qualifications of teachers who are teaching Early Childhood Education in Mpwapwa District?

1.6 Significance of the Study

The findings of this study are the key input to the planners, researchers, academicians, policy makers, development agencies and stakeholders who are directly or indirectly involved in the improving ECE. The findings of this study will contribute to better understanding of the root cause of low implementation of ECE in Mpwapwa district and Tanzania. The findings also is expected to increase awareness on levels of organizing, operational and utilizing the educational information to community for the purpose of improving ECE.

The results of this study would furthermore, suggest the appropriate ways to formulate the appropriate policies that can develop children capacities in improving accessibility and utilization of ECE inputs for betterment of their livelihood.

1.7 Delimitation of the Study

The study was concentrated on an assessment of the school learning environment in relation to the implementation of Early Childhood Education in pre-primary school level. It examine how the implementation of early childhood education is influenced by policies and institutional support services, lack of qualified teachers for ECE and lack of teaching and learning materials. Since only one district was involved in this study findings may not be generalized to the whole Country, instead can be generalized to semi-urban areas of Tanzania.

1.8 Conceptual Framework

The conceptual framework for this study was diagrammatically presented in Figure 1. The study concentrated much on how ECE is implemented in Mpwapwa district in relation to the school learning environment. The assessment of school learning environment was assessed by looking the presence of classes suitable for pre primary pupils, Lavatory; play grounds, availability of desks and water supply.

The Implementation of ECE was measured by looking at the availability of teaching and learning materials, trained teachers who were trained specifically to teach ECE. So the diagrams figure 1.1, demonstrate how school learning environment affecting the Implementation of ECE in Mpwapwa district. This was done by analyzing the

Impact of unavailability of well ventilated classrooms, lack of play ground, desks, lavatory, water supply, lack of teaching and learning materials as well as lack of trained teachers.

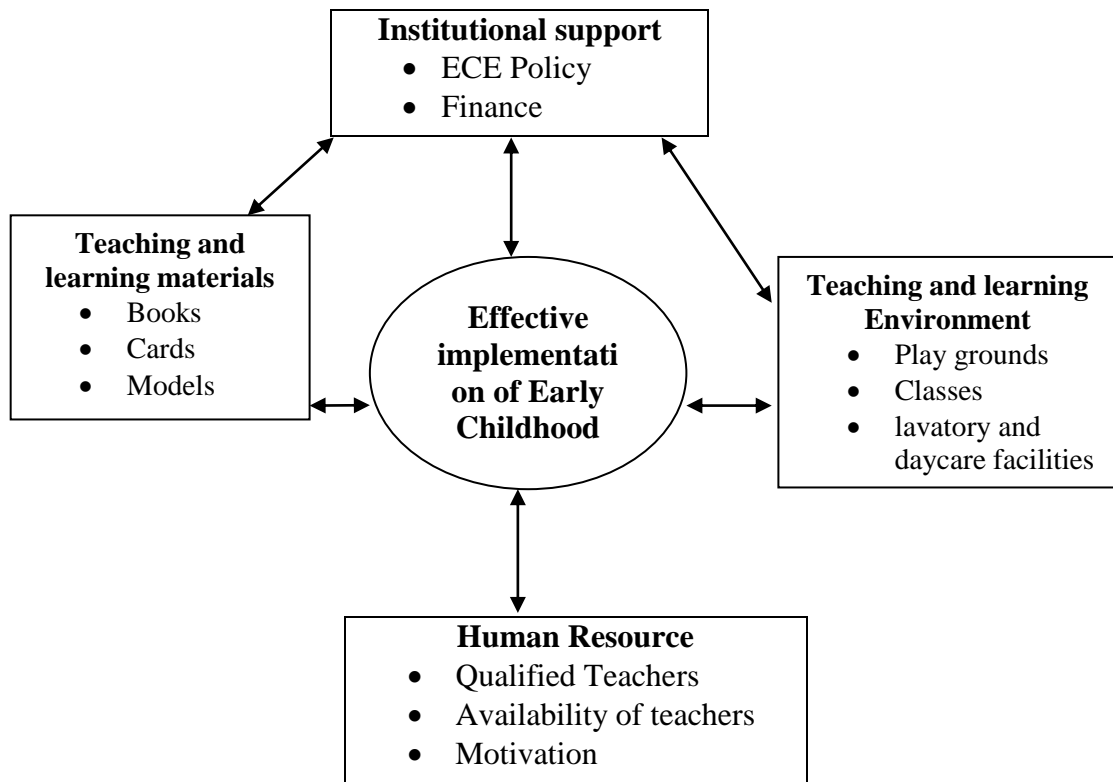


Figure 1.1 : A Conceptual Framework for Early Childhood Education

Source: Researcher's conceptualization, May 2015

1.9 Limitations of the Study

The limitations of the study were as follows;

- i. Some primary education officials and head teachers in some cases were so occupied to the extent that they forgot to provide requested documents or agree to be interviewed. To overcome this, researcher requested for

appointments and reminded them via phone calls to pay physical visits to their respective offices to get all required information.

- ii. Response rate. The response rate in most cases was low due to respondents being in a hurry, very busy with their daily activities and others were not present at their working places. To overcome this, the researcher sought appointments, encouraged participation and responsiveness of questions, the purpose of the study was explained and anonymity of respondents were ensured to encourage participation of respondents and interviewees in answering questions.
- iii. Some target respondents were not willing to take part in the study. In this case, extra effort was done for clarifying the purpose of the study to the target respondent to encourage their participation in the study and disclose the information to enrich the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter provides a literature review in relation to the study. The literature is analyzed under the following sub topics: History of ECE, The concept of ECE, Theoretical literature on ECE and Empirical literature on ECE. The chapter also explores peoples' perception about ECE and explains ECE and implementation at global level. Furthermore the chapter explains ECE in Tanzania and its implementation in the country. For the purpose of centering the study the literature also explain in detail the success and challenges of the implementation of ECE in Tanzania. The chapter ends by establishing the knowledge gap filled by this study.

2.2 Theoretical Literature

This study was guided by the following theory on ECE;

The developmental interaction approach theory, this is based on the theories of Jean Piaget, Erick Erickson, John Dewey and Lucy Sprague Mitchell, the approach focuses on the learning through discovery, Jean Jacques Rousseau recommended that teachers should exploit individual children's interest in order to make sure that each child obtains the information most essential to his/her person and individual development. These scholars give out five development domain of childhood development, these includes the following

(i) Physical domain: this domain focuses on the way in which a child develop biological and physical functions including eyesight and motor skills

(ii) Social domain: this focuses on the way in which a child interact with others, children develop an understanding of their responsibilities and rihgt as member of families and communities

(iii) Emotional domain: this domain focuses on the way in which a child creates emotional connections and develops self confidence. Emotional develop when children related to other people and share feelings.

(iv) Language domain: ni which a child communicate including how they present their feelings and emotions. At 3 months children employ diffent cries for different needs, at 6 months they can recognize and imitate the sound of spoken language. In the first 3 years children need to be expose to communication with others in order to pick up language, normal language development is measured by the rate of vocuabulary acquisition.

(v) Cognitive domain: this is the way in which a child organises information, cognitive skills include problem solving, creativity, imagination and memory, the embody the way in which children make sense of word.

2.3 Empirical Literature on ECE

It has been acknowledge that learning begins at birth before a child walks through the classroom door, the first among six goal of Education for all (EFA) call upon all countries to expand and improve comprehensive ECE especially for the most vulnerable and disadvantaged children. It adopt a holistic approach encompassing health, nutrition, hygiene and children's cognitive development and social-emotional well being (UNESCO 2010) ECE is vital to offset social and economic disadvantage,

and is an instrument to guarantee children rights that opens the way to all EFA goals and contribute powerfully to reducing poverty, the overarching objective of the Millennium Development Goals (MDGs).

2.3.1 The History of Early Childhood Education in Tanzania

The provisions of ECE in Tanzania during Colonial period were started by the religious organizations and minority racial group (Seif, 1987). These included bush schools, Madrassa (Quran School) nursery schools, Kindergartens and day care centres. These were however few due to the weak position of those organizations during the colonial times. The colonial government on its part introduced early childhood care and development with the establishment of the social welfare division in 1946 which dealt with the problem case such as probation of young offenders, social guidance and counseling of families and individuals, child welfare, destitute care, (aged and poor people) and handicapped persons and children (Omary, 1973). The government did not provide early childhood education for normal children below the minimum age of 7years when they were required to start formal schooling.

After independence in 1961 there was some pressure from a few parents for pre-school education of their children. The reasons given for pre-school education were growth of towns and disruption of communal rearing practices, working mothers, development of modern technologies and the appearance of nuclear families. Later the development of Ujamaa villages in 1967 required that women should be freed and participates fully in economic production in the new villages (Kweka *et al*, 1998). Like the colonial government, the independent Tanzanian government also did not

show the real efforts to come out with an integrated national policy on ECE. Individual policies were formulated by the government ministries that had mandate to look after the education and care of young children, pre-schools under none governmental organization functioned outside government policies and guideline (Seif, 1991).

In 1967, the education for self-reliance (ESR) was adopted to guide educational practice at all levels of education (Nyerere 1968), at the pre- primary school level, it stipulate the use of child centered pedagogy to make children independence thinkers and actors and pre-primary school curriculum recommends the use of active hand on activities (Ministry of Education and Culture, MOEC 2005).

Tanzania Education and Training Policy (ETP) 1995 come out with the real efforts of the government to promote and develop ECE. ETP recognizes the existence of initial education both at home and in the few existing day care centres, kindergartens, nursery and other pre-schools located mostly in urban areas. It also recognizes that the early years of life were critical for development of a child's mental and other potentials and in particular its personality development and formation. However, it was not economically feasible to formalize and systematize the entire pre-education for this age group. The Ministry of Education and Culture then called upon parents, local communities and NGOs to systematize and formalize pre-primary education for the 5 - 6 year old children (MOEC, 1995). Later on it stipulates that the pre-primary school cycle will last for two years with no examinations for promotion purposes. This makes the structure of the formal education and training system to be 2-7-4-2-3+

instead of the previous 7-4-2-3+. This meant that the Ministry of Education and Culture was integrating the pre-primary schools for the 5-6 year old children in the formal primary school system. Besides this the ministry should promote pre-school education for all children aged 0-6 year (MOEC, 1995).

On access and equity, ETP states the government would guarantee access to pre-primary, primary and adult literacy to all citizens as a basic right (MOEC, 1995). ETP gives the aims and objectives of pre-primary education as follows: (i) to encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities, (ii) To identify children with abnormal patterns of development and education potentials and devise special programmes for them, (iii) To mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour, iv) To help the child acquire, appreciate, respect and develop pride in the family, his or her cultural backgrounds, moral values, customs and traditions as well as national ethic, identity and pride, (v) To provide the child with opportunities to acquire and develop communication, numerical and manipulative skills. ETP emphasizes that pre-primary school education for children aged 5 to 6 shall be formalized and promoted in the formal education system. This could mean attaching a nursery school to every primary school or assigning a number of nursery schools to feed one primary school. Particularly the government would promote, give incentives and liberalize the establishment and management of pre-primary schools. The Ministry of Education and Culture would facilitate proper training, availability and development of a competent cadre of teachers for pre –primary schools (MOEC, 1995).

2.3.2 The Concept of Early Childhood Education

According to encyclopedia of children's health, ECE consist of all activities and experience that are intended to affect developmental changes in children prior to their entry into elementary school. The World Declaration of Education for all (EFA) at Jomtien Thailand (1990) introduced the idea that learning begins at birth, affirming ECE as an integral part of basic education and an educational level in its own right. The Dakar EFA (2000) declaration further institutionalized and propagated this objective, and the 2010 Moscow declaration sought to elevate the priority attached to ECE even more, these declarations show how ECE is very important since it provides the solid ground upon which other levels of education stand. It is the level of education which determine the type and intensity of future intervention strategies, as a reliable prediction tool for a country's likelihood for social-economic development. (Mtahabwa, 2010)

2.3.3 Early Childhood Education and Its Implementation at Global level

Globally, many events have contributed to the realization of the significance of the childhood years for the country's economic progress. These changes started with the United Nations Convention on the rights of the child in 1989 whereby a set of international standards and measures to protect and promote the welfare of the children in society were put in place (Alwar, 1995). The early years of a child's life are globally accepted as the most critical years for the lifelong development of a child. Recent, various neuroscientists particularly on the brain has provided convincing evidence of the critical periods located within these early years for the formation of synaptic connections in the brain and for the full development of the brain

potential. Globally, ECE faces a lot of problems which leads to unsuccessful situation of this level of education to allow human to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future such as climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption (Marker, 2011). Education motivates and empowers learners to change their behavior and take action for sustainable development. Education for sustainable development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way for enlarging people's choices. These choices primarily reflect the desire to lead a long and healthy life acquires basic knowledge and have an access to resources essential for a decent standard of living (Kink, 2010).

2.3.4 Early Childhood Education and its Implementation in Tanzania.

Early Childhood Education in Tanzania is provided in both urban and rural areas as the basic rights of all children as it was stated by the Jomtien Declaration of Education for All EFA (UNESCO 2010). The 1995 ETP Stipulated that all children from the age of five and six are allowed to join the pre-primary classes which are affiliated in primary schools and should spend two years there without examination for promotion purpose.

2.3.5 People's Perception about ECE

Many parents in African countries concentrates much on primary, secondary and tertiary education than ECE (Olembo et al, 2012), this situation is applied the same here in Tanzania in which many poor rural and urban parents are usually considering

ECE an unnecessary preparatory burden (Shivji, 2010), it is therefore benefiting a small proportion of children from financially better off urban and rural families.

2.3.6 Success of Early Childhood Education (ECE) in Tanzania

According to education international report (2009) ECE in Tanzania mainland is part of the formal education and vocational training system, the system is an academic one that ranges from pre-primary through primary, ordinary secondary education level to advanced secondary level with the structure of 2-7-4-2-3+.

Enrolment in ECE programme in developing countries increased by 13.8% between 1999 and 2004, from 80 million children to 91 million (UNESCO, 2009), even though of many benefits of ECE many children still do not have access to high quality ECE.

Early childhood education in Tanzania has successes by increasing the number of pre-primary students to a great extent for instance in 2009 there was the increase of 5% to the enrolment compared to 3% in 2008 (REPOA, 2009), as a result the number of students joining primary education who are the graduate of pre-primary education has also increased dramatically hence ECE has improved outcomes by providing better access to primary school, higher retention in primary schools, improved gender equity in education, lower repetition rates and higher achievement in education in general.

2.3.7 Challenges of Implementing ECE in Tanzania

Various studies have identified barriers in the implementation of ECE in Tanzania, these includes shortage of qualified teachers, large classes which is an obstacle in

using active teaching methods, lack of teaching and learning materials as well as lack of community support (Dovza, 2012) Similar barriers were reported by the study done by Mtahabwa (2010) teachers revealed that they are teaching early childhood classes on by experiences due to the fact they do not have basic skills and knowledge of early childhood education, and large class size which hinder the effective teaching and learning process.

Another challenge of ECE in Tanzania is that people put more priority in financing higher level of learning and neglect the initial stages of children development and learning. A good example is the name given to day care centres, kindergarten and nursery schools in Tanzania “shule ya vidudu” which denotes a school of insects, this negligence might have been caused by ignorance and lack of awareness about the crucial need of early childhood education (Cornerstone in early childhood education report, 2012).

2.3.8 The Importance of Early Childhood Education (ECE)

Early Childhood Education (ECE) is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. Childhood is widely considered as the most vulnerable and crucial stage of a person's life. ECE is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning take place from birth to age of six. It is a time when children particularly need high quality personal care and learning experiences (Osaki, 2008).

Tanzania has continued to provide and expand education services corresponding to the needs of her people for the acquisition of basic life skills. The “World Conference on Education for All”, held in 1990 emphasized and identified dimensions for ensuring that every child should be enabled to meet basic learning needs. These include early childhood care development and basic skills training. However, Universal Primary Education remains at the core of attempts to achieve Education for All, and is a target still eluding many developing countries. Tanzania being a member of the World community is committed to implement agreed international commitments. In this view Tanzania implement and expanding to improve comprehensive early Childhood Education.

Early Childhood Education is a far greater tool for success. A child’s earliest years of development are the most critical. The vast majority of neurons are developed between birth and age of three, as this is the brain’s peak capacity to retain new information (Mandela, 2009). Since children are most receptive to information at a young age, Early Childhood Education expose essential role in fostering mental development. Childhood Education taking new sights sounds and information plays a paramount component in the formation of active neural pathways (Omary, 2010).

ECE in Tanzanian society has raised the level of awareness capable and willing to learn for better understand the nature of things, perhaps even come to understand the nature to a formative effect on the way one thinks, feels and acts (Huzi ,2008). Education has been an important tool for development and poverty alleviation and also important for social welfare to any community.

Furthermore, level of education of a generation reveals the level of poverty existing to a particular society. However, investment in Education yields returns in poverty reduction, improved health outcomes, and economic growth (UNESCO, 2007). Education and Early Childhood Education in particular has a great social importance especially in the modern, complex and industrialized societies. Education is both the foundation and cornerstone of development. According to World Bank's Early Childhood Development (ECD) program, Early Childhood is the most rapid period of development though children develop at their own paces. Thus Early Childhood Development and Education is very important for the children because this accelerates Education for All (EFA) movement and helps achieving Millennium Development Goals (MDGs).

2.4 Knowledge Gap

Basing on the empirical literature review above, it is revealed that most of studies conducted show the importance of having a good Early Childhood Education to an Individual Child and the nation at large. The studies also showed the number of challenges facing the Implementation of ECE in the Country and how they affect the set goals of having this kind of education for our children.

However most of the conducted studies on the Implementation of Early Childhood Education have been conducted in urban areas. This study aims to assess the relationship between school learning environment and the Implementation of Early Childhood Education in semi urban areas with assumption that condition of ECE is poorer than that in urban areas.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This section presents and justifies the choice of the study Area, research design, target population, sample and sampling procedure. The section also provides details on different approaches used in data collection and analysis as well as presentation of findings. Finally the section presents validity and reliability of instruments, ethical issues that were taken into account when conducting this study.

3.2 Study Area

This study was carried out in Mpwapwa district in Dodoma Region. Dodoma Region is divided into seven administrative districts namely: Dodoma Urban, Kondoa, Chemba, Mpwapwa, Kongwa, Chamwino and Bahi (Figure 3.1).

Mpwapwa is one of the oldest colonial districts in Tanzania, boasting local German colonial government headquarters, or *bomas*, in the early 1890s, and British administrative offices after World War I. It has long been an important educational town, with the oldest teachers' training college in Tanzania (Mpwapwa TTC) and a secondary school dating back to the turn of the century that was originally called the central primary school. It is almost centrally located on the Tanzanian mainland, lying between the 5° 30' and 7° latitudes and straddles the 36° longitude line. Its dominant physical features include semi arid scrubland formed at around 3000^{ft} ~ 4000^{ft} above sea level, and a mountainous belt across the centre with peaks upwards of 7000^{ft}. Climatically Mpwapwa is relatively cool at night and warm and sunny

during the day. The average temperature is 21°C with average rainfall of 700mm per annum. In good years the rainy season starts from mid November until the end of April, but about one in every five years it is prone to fail completely.

According to 2012 National Population Census, Mpwapwa district had a population of 305056 and an annual population growth rate of 3.4 %.

The District has a total number of 122 Pre- Primary schools, 124 primary schools with 956 teachers and 24 Public Secondary schools with 234 teachers. Literacy rate is estimated to be 53%. Enrolment of children to Standard one in 2009 was 10,771(104%).

Existing primary and secondary schools are facing major shortage of school infrastructures. The central government through PEDP and SEDP in collaboration with the District Council have been supporting community initiatives in the construction of school infrastructures mainly classrooms, Teachers houses, Laboratories, hostels and toilets.

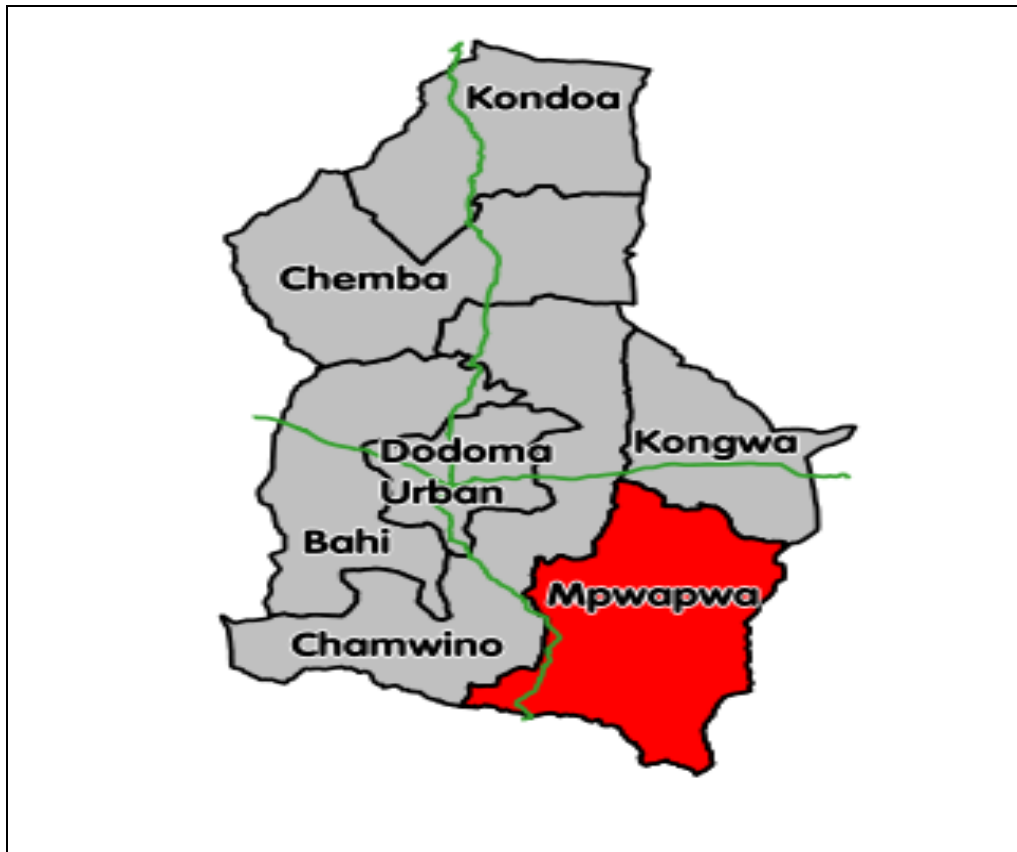


Figure 3.1 : Showing the Map of Dodoma Regional Administrative Division

3.3 Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Research design is a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision or so that an hypothesis can be tested properly. Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project such as the samples or groups, measures, treatments or programs, and methods of assignment, work together to try to address the central research questions. (Gimbi A, 2010).

The design which used in this study is a cross-sectional survey. Cross sectional research design is a popular design that is widely used by researchers. Such a design allows collection of data on different groups of respondents at one point at a time. The design has greater degree of accuracy and precision in social science studies than other designs (Casley and Kumar, 1988).

In this type of design, either the entire population or a subset thereof is selected, and from the sample population, data are collected to help answer research questions of interest. Cross-sectional survey was referred in this study because of its flexibility and its simplicity in collecting many types of information related to the use of various data collection methods. The design is also economical in terms of costs and time due to its ability to draw generalization about large population on the basis of representative sample (Krishnaswami and Ranganathan, 2005).

3.4 The Study Population

According to Frey (1996) population are people who possesses the characteristics of interests and the relevant characteristics of a population is referred as parameter, thus the study involved Head teachers, primary school teachers, pre-primary teachers, parents and District Primary Education Officer of the selected wards which are Mpwapwa urban, Ving'hawe and Mazae.

3.5 Sample Size and Sampling Procedures

3.5.1 Sample Size

Kothari (2004) defines sample as the selected few items from the universe which

researchers is interested in gaining information and drawing conclusion. The sample size for the study was calculated according to the formula recommended by Yamane (1973) as cited by Jigme (2007) which is as below.

$$n = \frac{N}{1+N(e)^2}$$

Whereas, n = size of the sample, N = population of sample, and

e = is probability of error of (0.1).

$$\frac{15,000}{1+15000(0.1 \times 0.1)} = 100.99 \text{ approximately } 101 \text{ respondents}$$

Thus, sample size comprised of 101 respondents in the study area as in Table 3.1

Table 3.1 : The Distribution of Respondents

Type of respondent.	Total number
Pre-primary teachers	10
Primary school teachers	75
Parents	10
Head teacher	05
DPEO	1
TOTAL	101

Source: Field Survey (2016)

3.5.2 Sampling Procedures

Sampling is the selection of some parts of an aggregate or totality on the basis of which judgment about the aggregate or totality is made (Kothari, 2004). The research used purposive sampling, convenience Sampling Technique and random sampling to obtain the respondents for the study.

3.5.3 Purposive Sampling Method

In purposive sampling, cases are deliberately chosen on the basis of specific qualities that they illustrate (Cohen, Manion, & Marrison, 2000). Purposive sampling was used to obtain the sample of five (5) Head teachers and one (1) District Primary Education Officer (DPEO) giving a total of six(6).

3.5.4 Random Sampling Method

Random sampling is sampling method in which all members of a group (population) have an equal and independent chance of being selected; it was employed so as to achieve an unbiased sample. This method was considered during the selection of 10 pre- primary teachers. The study selected pre-primary teachers randomly from the list of all pre-primary teachers given to the researcher by the head teachers of each visited school. The researcher visited the schools and met the teachers and distributes to them the questionnaires to respond.

3.5.5 Convenience Sampling Technique

Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The

study used convenience sampling technique to select 10 parents. The respondents were selected based on their accessibility to the researcher. The reason for selecting this technique was the assumption of the researcher that any of parents of the pupil in the pre-primary school in the study area is capable of giving appropriate information for the study.

3.6 Data Collection Methods

The collection of data was involving four methods namely Questionnaire, Interviews, observation and Documentary review.

3.6.1 Interview

According to Kothari, (2004) interview refers to the method of data collection that involves oral verbal stimuli and reply in term of oral verbal responses. The main advantage of interview over other forms of data collection is that the interview is able to gather complex, depth that is not easily obtained through questionnaire. The head teachers, pre primary teachers and District Primary Education Officer were interviewed in order to obtain important information on ECE in the study area. The rationale for interviewing these participants was to learn from their experience about the difficulties they face in the implementation of effective early childhood education. The interview helped the researcher to understand the challenges and successes of implementing ECE. By interviewing the participants separately, the researcher intended to obtain converging evidence about the Implementation of ECE from the participants. According to Yin (2011), the converging evidence from participants helps the researcher to obtain rich data to cover the study problem. Interview guides

consisting of semi-structured open-ended questions were used to collect data from the Primary District Educational Officer (PDEO), pre- primary teachers, head teachers, and parents. Also an audio recorder was used to capture the interview.

3.6.2 Questionnaire

It is the most widely used data collection technique within the survey strategy. This strategy was used to collect the views from pre- primary teachers and other teachers on the challenges experienced during the implementation of ECE. It was adopted in this study since it provides an efficient way of collecting responses from a large sample prior to quantitative analysis (Saunders, Lewis & Thornhill, 2009). Also it works best with standardized questions which can be confidently interpreted the same way by all respondents (Robson, 2002). Therefore, the collections of Quantitative data were conducted through Questionnaires were given to 15 teachers from each school. The selections of respondents were random selection.

3.6.3 Observation

Observation is the method of qualitative inquiry gathers live data from live situation to discover complex interactions in the natural settings. Leedy and Ormrod (2005) asserts that in a qualitative study, through the un structured and free flowing observations, the researcher focuses from one thing to another as they seem to be significant. Observation was made by a researcher on pre-primary teachers and pupils activities on the surrounding environment. The method helped to collect the data that could not be obtained through questionnaire, Interview and documentary review.

3.6.4 Documentary Analysis

This is the systematic examination of documents or records to investigate specific topics or themes (Ary *et al*, 2010). This method was involving the researcher in reviewing available records on implementation, monitoring and evaluation of ECE in selected pre primary schools. Also the Review of the text books used, references, and the approach used in teaching and learning so as to measure if the education provided is following the objects set by the 1995 education and training policy. The records enriched findings in relation to the knowledge ladder (Kozma, 2011). A document analysis protocol used to analyze information from document.

3.7 Data Analysis and Presentation

An approach to data analysis involved both qualitative and quantitative techniques. In this study, preliminary data analysis comprised sorting, coding and summarizing and organizing the data in such a manner that they answer research questions.

3.7.1 Quantitative Data Analysis

The data were captured onto Statistical Package for Social Science (SPSS) for analysis. The descriptive statistics involved frequency distribution on respondent's background information, it also involved cross tabulation in order to compare different variables in the study.

3.7.2 Qualitative Data Analysis

Data from interviews and document review were recorded and analyzed after the end of the session. The data were transcribed from interviews and documents into texts and code then into categories indicating issues and ideas relevant to the study.

Emerging themes were written as interpreted ideas and related with ideas from other data collection methods for triangulation. This triangulation helped to inform the researcher of the meaning conveyed by data from different participants or data collection methods in relation to the study problem (Stake, 2010). Subsequently, the meaning obtained from the qualitative data complemented the meaning from the quantitative data in order to enrich the study findings.

3.7.3 Presentation of Data

Findings from the analysis were being presented in description forms, tables, charts and graphs. Data from quantitative and qualitative sources were merged in the interpretation of findings and production of the research report. However, the discussion of findings and the report were being done descriptively.

3.7.4 Validity and Reliability of the Instruments.

Cohen, Manion and Marrison (2000) asserts that validity and reliability refers to the quality of data gathering procedures, which measure what is supposed to be measured. The preparations for data collection were being discussed with the researcher's supervisor and fellow researchers prior to the field trip. The discussion helped to improve the instruments in achieving the target of this study.

3.7.5 Ethical Issues and Consideration

Considering ethical measures and standards the researcher collected the data after official permission from the respective authorities granted approval. Accordingly, the data and photos which were taken during the study were only used in this study and

for academic matters. Permission was sought and obtained from participants before they participated in the study. Participants were informed about the objectives of the study. It was clearly clarified that the information given out whether orally or in a written form would be for the research purposes and therefore would be strictly dealt with confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Chapter Overview

This chapter presents analysis and discusses the findings of the study obtained from the field. The findings are organized and presented in accordance with the main themes embraced in the research objectives namely: the status of Early Childhood Education in Mpwapwa district, the availability of teaching and learning materials in Mpwapwa district and to determine if there are trained teachers for Early Childhood Education in the selected schools in Mpwapwa district.

4.2 Respondents' Demographic Profile

The researcher interviewed Five (5) pre-primary school teachers, one (01) Primary District Education Officer (PDEO), five (5) head teachers and ten (10) parents also 75 questionnaires were distributed to all five primary schools, of the 75 questionnaires distributed only 70 questionnaires were returned as shown in the Table 4.1.

Table 4.1 : Respondent's Distribution by Gender

Gender Category	Frequency	Percent
Male	16	22.9
Female	54	77.1
Total	70	100

Source: Field Survey (2016)

Data in table 4.1 shows that of all respondent majority 54 (77.1%) of Teachers in Primary were female teachers while a few 16 (22.9%) were male teachers. Data

suggest that female teachers are the ones who teach majority of Pre-primary schools than male teachers.

This could be due to traditional gender biases related to social views and attitudes about the teaching and caring profession (Nyandiya-Bundy, 2000). Women have often been regarded as child minders and care givers and hence women dominate in primary education and nursing hopefully, this challenge will begin to ease as gradual social change catches up with educational and other professional fields.

Table 4.2 : Showing Age of Respondents

Age category	Frequency	Percent
20-30	13	18.6
30-40	22	31.4
40-50	19	27.1
50-60	16	22.9
Total	70	100

Source: Field Survey (2016)

Majority of the respondents from table 4.2 were that from 30 years to 50 years, this may perhaps be due to the fact that at this age teachers are matured enough to take care of the young children, since most of them would have already have families and it's time to engage in economic activities such as employment teaching in particular

Table 4.3 : Showing Academic Qualifications of Respondents

Qualification	Frequency	Percent
Masters degree	0	0
Bachelor degree	2	2.9
Diploma	9	12.9
Grade IIIA	58	82.9
Others	1	1.4
Total	70	100

Source: Field Survey (2016)

The results from table 4.3 shows that majority of respondent 58(82.9%) had grade IIIA that is certificate in education, These results suggest that all the respondents had the qualifications of teaching primary education and not Early Childhood Education, this was also discovered during the interview with the ECE class teachers in all five pre-primary schools, these teachers said that they never been trained to teach Early Childhood Education, and that they are only possessing certificates as general teachers who are teaching primary education from standard one to seven. This study revealed that most of the pre-primary schools in Mpwapwa district lack ECE qualifications causing pupils to be taught by unqualified teachers. The study found that none of all those five pre-primary schools had a profession pre-primary teachers, most of the respondents complaining that they are teaching Early Childhood Education only by experience due to the fact that for sometimes they used to teach standard one and two as a result head teachers are normally appointing them to take over and teach ECE in their respective Schools.

Table 4.4 : Showing Respondent's Job Experience

Year	Frequency	Percent
1-5	6	8.6
6-10	10	14.3
11-14	5	7.1
15-19	7	10.0
20-24	12	17.1
25-29	17	24.3
30-34	5	7.1
35-39	6	8.6
40-44	2	2.9
Total	70	100

Field Survey (2016)

The result in table 4.4 show that majority of the respondents their teaching experience was between 25-29 years and 30-34 years of experience which is almost 29 (41.4%) of all respondents. This show that many teachers are given the task of teaching ECE at this particular period of their teaching experience due to the fact that they would have enough teaching experience and they can take good care of the young children compared to their fellow teachers who have little teaching experience in teaching young children, further more as the matter of fact that there are no professional teachers for ECE these teachers are the only resource available to take care of the young children in pre-primary classes.

4.3 The Status of Early Childhood Education in Mpwapwa District

This was the first objective in this study where by researcher used questionnaire and observation to determine the status of ECE in Mpwapwa district.

Observations results show that all five (5) schools which were visited had pre-primary education classes, although out of those 5 schools only 2 (40%) had full fledge pre-primary class rooms and 3 (60%) had no class rooms and its pupils are attending their session in other building which in actual sense are not classrooms,. For instance in one of the schools; pre-primary pupils were using a former store which had no desks or the blackboard for teaching and learning process.



Figure 4.1 : Pre primary pupils answering some questions during the lesson at Mpwapwa primary school

Sources: Researcher in the field (photo was taken by the researcher)

This shows that there are few schools which contained pre-primary classrooms. This is in line with URT (2012) which indicated that many primary schools still lack pre-primary classes and other adequate facilities including toilets. One of the interviewed teachers had the following to say:`

“lack or insufficient classrooms lead to poor provision of education especially for the pre-primary classes contrary to the other classes in the school” .

This finding is in line with URT (2008) which asserts that, in Tanzania, few primary schools have a class to serve early childhood education. This indicates that little emphasis is placed towards the enhancement of such education for pupils' future effective learning.

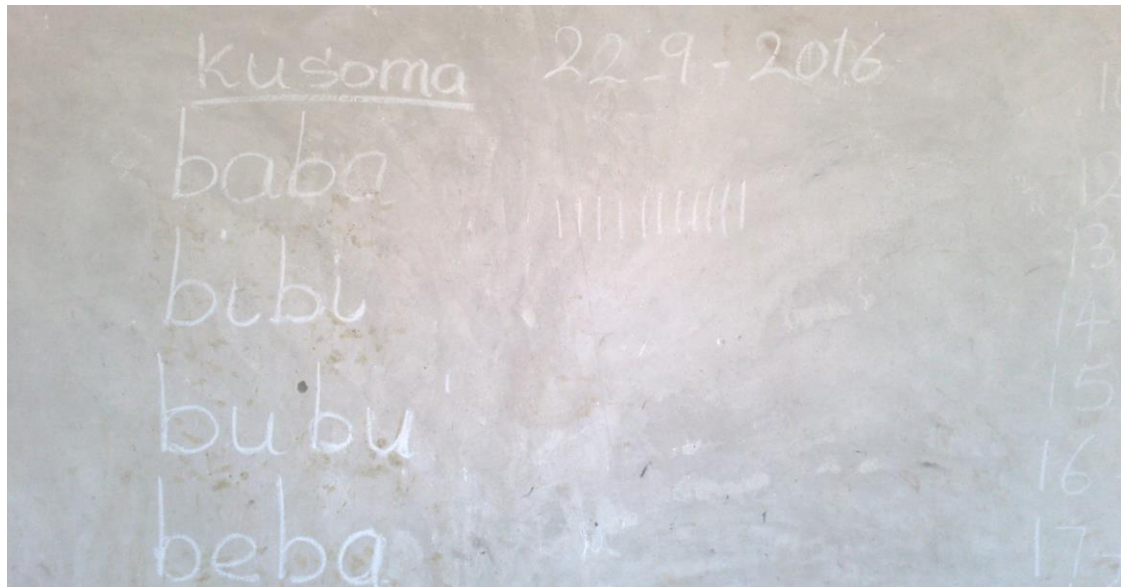


Figure 4.2 : Written words on the wall.

Sources: Researcher in the field (photo was taken by the researcher)

4.4 Institutional Factors Affecting ECE Implementation.

In an interview five(5) of headteachers and eight(8) teachers who are Teaching Early Childhood Education were complaining on the way the government and the community support the implementation of ECE in their schools. The government is supposed to fund the running of ECE through the Ministry of Education, Science and Technology along side President's Office Regional Administration and Local Government by providing Quota Budget Code, Quota Budget Code refers to the system of supplying grants to schools, teacher education, and higher institutions in a quarterly basis. but all grant directed to these Schools are normally comes to run the

Primary school and the head teachers are always told that the grants should be for primary education only and if there are surplus then they can do something about ECE. However, at the time this study was conducted the allocation of funds for the pre-school education through Quota budget Code was not yet implemented.

Head Teachers reported that the amount of fund for primary education was not sufficient to meet primary students' needs and was not coming in on time. The pre-school does not have its own budget. Pre-school education was therefore funded through the parents and community donations organised by local committees but since the announcement of free education by the 5th president honorable *John Pombe Magufuli* parents and other members of the community have stopped to fund ECE this has both negative and positive impact on the Implementation of ECE. On positive side the announcement has contributed to the increase of enrollment since there are no school fee and other school contributions, and on negative side children nowadays they don't get the porridge as result the school administration has decided to reduce the number of hours spend by ECE pupils from 3 hours per day to 2 hours and this may eventually affect the accomplishment of syllabus. The Secular states that "*Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of new circular.*" (The government Circular Number 5 of 2015).

The above points is supported by the head teacher in Mpwapwa primary school, when she commented;

“Yeah! Actually the pre-primary class has no budget and there is no surplus remaining from the primary school budget because even in primary school the amount is not enough. The amount of money is calculated based on the number of pupils in a particular school but I normally receive low amounts compared to the number of pupils. The government says each pupil should receive Tanzanian shillings 25,000/= per quota but the amount coming is less than what was said. When I ask for clarification from the President’s office Regional Administration and local government officials, the response is, the government is supplying according to the amount available ”

Findings through documentary review whereby the researcher examined pupil’s enrolment and discovered that the enrolment is good, this might have been contributed to the announcement of free education for all pre primary pupils, primary students and ordinary level students. Previous primary education was announced free since 2002 but parents and guardians were supposed to pay other school contributions but now everything is free, except parents bare the role of making sure that their children have proper school uniform and exercise books. As result this has triggered the increase of primary school pupils and pre primary pupils in particular compared to previous years. For instance in three years the enrolment was as follows:-

Table 4.5 : Showing the Enrolment of Pre-Primary Pupils in the Selected Schools between 2014-2016

Name of school	Registered Pupils by Year		
	2014	2015	2016
Ving’hawe	103	122	150
Mazae	116	126	198
Mtejeta	92	88	102
Chazungwa	83	92	112
Mpwapwa	85	65	117
Total	479	493	679

Field Survey (2016)

From the table 4.5 it true that the enrolment of pre primary pupils at these five selected schools have increase tremendously for 64% in the year 2016 compared to the year 2015 which was only 36% and 2014 was 28%, this may be caused by the removal of other school contributions at this level of education, which attracts parents to send more children to pre- primary studies.

The findings is quite different from Best (BEST, 2012; URT,2012a) which states that, in Tanzania, the total enrolment in pre-primary education dropped by 3.2% from 1,069,208 in year 2011 to 1,034,729 in year 2012 which implies that there is a decrease in participation in pre-primary education. This was quoted by Mghasse N.E (2016)

The above argument concurs with a statement from one of head teachers who said that:

“Yeah after the announcement of free education and the removal of other school contributions to all Pupils, we have witness the tremendous rise of enrolment for pre-primary pupils, and this I think is the direct Impact of free education policy”

Findings from Interview with Pre-primary teachers and parents revealed that the situation in ECE is not good at all since teachers were complaining about the lack of seriousness on the part of the government, teachers said that they are teaching ECE in very difficult environment since in one class there are more than 100 pupils and these pupils are of different ages from 3years to 6 years as well as different level of understanding and most of them are sitting on the floor, as result the quality of education provided to these pupils is very low. One of the teachers in Mazae primary school had the following to say

“It seems that the government and parents does not remember that they have the pre-primary programme, since they are is very busy in prioritising and financing primary, secondary and tertiary levels of education and they have totally forgotten the importance and the need of having ECE to our children.”

This argument is supported by Olembo and others when they said that many parents in African countries concentrates much on primary, secondary and tertiary education than ECE (Olembo et al, 2012).

Another parent who his child is schooling at Mtejeta primary school said that now days he is happy that the government has taken the responsibility of funding ECE but the problem is, there is no porridge for their children as a result children are coming home so soon and the number of periods have been reduced so that children cannot get hungry and this has a negative impact to the child’s academic and biological development. This implies that the government should fund enough in both pre-primary and primary education so that children can get the intended quality of education they deserve. Therefore this means that the status of Early Childhood Education in Mpwapwa district is not good, since teaching and learning process for ECE is taking place in a very difficult situation due the fact that pre-primary class has no its own budget a thing which force to depend on the surplus fund from primary school.

4.5 The Availability of Teaching and Learning Materials for Early Childhood Education in Mpwapwa district.

This is objective number two in which a researcher aimed at looking if there is enough teaching and learning materials for ECE in Mpwapwa district by investigating the five selected primary schools.

Table 4.6 : Table Showing the Availability of Teaching and Learning Materials.

1	Equipment		Frequency	Percent
	Classroom	Yes	39	55.7
		No	31	44.3
		Total	70	100
2	Computer	Yes	0	0
		No	70	100
		Total	70	100
3	Model	Yes	0	0
		No	70	100
		Total	70	100
4	Child sized Furniture	Yes	08	12
		No	62	88
		Total	70	100
5	Hill slide	Yes	0	0
		No	70	100
		Total	100	100
6	Accessible Swing Seat	Yes	0	0
		No	70	100
		Total	70	100
7	Reading Rods	Yes	0	0
		No	70	100
		Total	70	100
8	Writing Wheels	Yes	0	0
		No	70	100
		Total	70	100
9	Inflatable World globe	Yes	0	0
		No	70	100
		Total	70	100
10	Giant inflatable Solar System.	Yes	0	0
		No	70	100
		Total	70	100
11	Children's books	Yes	3	4
		No	67	96
		Total	70	100
12	Wall pictures	Yes	21	30
		No	49	70
		Total	70	100
13	Paintings	Yes	10	14
		No	60	86
		Total	70	100
	Spacious playground(S)	Yes	0	0
		No	70	100
		Total	70	100

Source: Field Survey 2016

The findings from table 4.6 show that there was a critical shortage of teaching and learning materials in most of the pre-primary schools in Mpwapwa district. These shortages were explained one after another:

4.5.1 Reference and Text Books

The findings show that in all five selected pre-primary schools, it was discovered that there is an acute shortage of books both reference and text books, however few schools were lucky to have one or two books; this was evidenced by 96% of this study's respondents who argued that pre-primary schools face a critical shortage of teaching and learning materials except 4% of respondents whose schools had some of the basic reference and text books. One of the pre-primary school teachers at Mpwapwa primary school commented

“I face a lot of problems during preparation for the lesson since I don't have even a single book to refer, this one you see I bought for my own money, the school management does not support my teaching by any teaching and learning materials so I teach these pupils in a very difficult environment since there are neither reference books nor text books”

The findings are in line with Mbatha (2004) and Katz (1999) who observed that children in schools with critical shortage of teaching and learning resources require a lot of efforts from teachers to learn well than those in rich communities. One of the head teachers had this to explain when asked to comment about availability of teaching and learning resources in his school

“My school has no reference books for teachers and pupils as a result teachers work day and night to find reference books in order to prepare lessons to teach”

This head teacher's arguments is in line with Schneider (2003) who asserts that inadequate teaching and learning facilities have a direct impact on teaching and learning to both teachers and pupils.

This indicate that Early Childhood Education is taking place in Mpwapwa district in very difficult environment since teachers and pupils are lacking the essentials teaching and learning materials hence pupils are receiving very poor quality Early Childhood Education.

Table 4.6 also shows that majority of pre-primary schools in Mpwapwa district lack teaching and learning equipments that are essential for facilitating teaching and learning process.

4.5.2 Wall Pictures

The result in Table 4.6 show that 49 (70%) respondents said that they don't have wall pictures in their pre-primary classes, this indicates pupils are lacking essentials ingredient in their studies by not learning through seeing things such as animals, insects, birds, and other organisms. A photograph is worth a thousand words through which a complex idea can be conveyed with just a single still image. Pictures make it possible to absorb large amounts of data quickly. Using photographs for explaining complex phenomena is one of the teaching aids of modern education system all over the world. (Sadiq, M 2013).

4. 5.3 Paintings

Majority of respondents 60 (86%) in table 4.6, showed that they don't have any Paintings in their pre-primary classes. Paintings have a great importance to ECE since painting is a way for children to show their feelings and to become creative using colours and texture of paints. This point is in the line with Yadar (2001) and the report by UNESCO (2008) which reported that inadequate teaching and learning materials such as textbooks, class rooms, teaching aids (chalk, wall pictures, board, ruler, paintings and protractor), stationeries and laboratories affect provision of education, this is very Opposite with what the government has promised. The government will ensure equipments, resources and materials for teaching and learning in education and vocational training are adequate according to the need of development in science and technology and methods of teaching and learning at all levels (ETP 2014).

4.5.4 Computer

Findings from Observation and questionnaire showed that all 70 (100%) of respondents in selected pre-primary schools said that their schools had no Computer, despite the fact that computer for this generation has a very crucial role in teaching and learning. The findings are corresponding to the statement made by Clements and Natasi (1995) during the current decade, research has moved beyond simple questions about technology and young children. For example, no longer need we ask whether the use of technology is developmentally appropriate. Very young children have shown comfort and confidence in using computers. They can turn them on, follow pictorial directions, and use situational and visual cues to understand and reason

about their activity, this idea of using computer in pre-primary classes is also supported by Clements and McMullen (1996) the unique value of technology as a learning device is no longer in question. For instance, by presenting concrete ideas in a symbolic medium, the computer can help bridge the two. Research shows that what is concrete for children is not merely what is physical but what meaningful is, computer representations are often more manageable, flexible, and extensible.

4.5.5 Toys and Models.

The findings from table 4.6 show that 70 (100%) of respondents revealed that there were no toys and models in their pre-primary schools, this indicates that pupils in these schools lack very important aspect in their cognitive development. Cognitive development is how the brain processes information makes sense of the World and applies its new knowledge. Brain development starts from birth as a baby to absorb and understand information that helps them to exist. This is statement is supported by Hohmann (2002) who revealed that Cognitive skills are essential to a child's ability to grasp ideas and concepts. From birth, children develop and refine cognitive skills through play. Provide your child with a variety of toys that promote learning and development in all developmental domains, including cognition.

4.5.6 Reading Rods

Reading Rods is an innovative, color-coded, interlocking rod system that makes learning to read and write an engaging, hands-on experience. It allows students to build print concepts, phonological awareness, phonics and word recognition, and fluency using interlocking rods featuring a picture, letter, word part, or word. The

Reading Rods teaching method is research-based and designed to supplement any reading language arts program. The program focuses on literacy skills that help pupils to meet state and national standards Chaparro (1990). Unfortunately the results in table 4.6 shows that there are no reading rods in all five selected pre-primary schools, as result majority of pupils lack essential tool of learning and writing.

4.5.7 Writing Wheels

According to Polisena (2016) writing is an essential skill that can benefit students for the rest of their lives. Introducing and practicing writing with engaging activities in elementary school can foster confidence and a lifelong love of writing. Immediately, writing skills are important for elementary students' continued learning in all academic areas, communication and self-expression, but the findings from table 4.6 revealed that in all five selected schools there were no even a single writing wheel to assist the pupils in their studies.

4.5.8 Inflatable World Globe

In Table 4.6, all 70(100%) respondents said that in their pre-primary there is no inflatable World globe, this indicate that pupils in these pre-primary schools are not in the position of learning their geography and other social science subjects practically. This point is in the line with what, Katz (1993) said we know, for example, those children aged 4-6 learn better through direct, interactive experiences than through traditional teaching, where the learner is passive and receptive.

4.5.9 Giant Inflatable Solar System

The study found that all 70(100%) respondents said that they lack a giant inflatable solar system in their pre-primary classes; hence pupils in these classes are denied the very important chance of learning and taught practically since this will give them chance of understanding things more easily .

On the other hand during the study the researcher used observation to gather the data from the actual environment. In this theme the general physical environment of the school was carefully studied to know if they really support the implementation of ECE in the selected school.

The study found that all 5(100%) pre-primary schools had neither spacious playground nor hill slide this indicates that pupils at these schools are lacking the opportunity of having the important segment in their studies. Playgrounds provide crucial and vital opportunities for children to play. There is substantial research showing the clear link between play and brain development, motor-skills, and social capabilities. All learning emotional, social, motor and cognitive is accelerated, facilitated, and fueled by the pleasure of play. Playgrounds that promote different types of play are vital for a child's cognitive, emotional, physical, and social development .This point is in line with Hudson (2001) Playgrounds provide an opportunity for free play. Free play differs from the structured play of recess or organized sports and games. Playground and free play allows children to play any way they choose,supported by a wide range of structures and spaces. Free play allows

the child to explore according to his or her natural tendencies, and allows them to learn from one another and to interact with a wide range of age groups.

Similarly, all ten parents in the selected primary schools had many criticisms concerning the lack playgrounds in the pre-primary schools where their children are schooling. For example, Karia a parent who his Child is schooling at Chazungwa primary school had this to say:

“Yes!you know! This is the lowest level of education and the government does not regard it as a priority. The government sees investment in these young children as a waste of money. Look at this school there is no even a playground for our children to play how can we discover thier sport talents,it is very difficult for teachers to discover individual child talent when it comes to sports and games,so we argue the government to consider this kind of education as important as other level of education which are receiving great priority”

Furthermore, the researcher made general observations concerning the school surroundings and environments in totality. For instance, at Mazae primary school, he found that health services were not good. There were only eight pit hole toilets for 1200 people, who were 1100 pupils from primary school standard one to seven; 100 pre-school children and 20 teachers.

There was a poor supply of water which was very dangerous for the health of the users, especially for those young children. There were no special toilets for small children and special needs children; there were shared toilets with the whole school community. The researcher did this observation because in documentary reviews he saw the speech delivered by the Minister of Education and Vocational Training when

he submitted the Ministry of Education annual budget report on May, 2014 for 2014/2015 (Ministry of Education and Vocational Training (MoEVT), 2013). Among other key issues which the Ministry of Education and Vocational Training (MoEVT) was directed to enact from the government were ECEC issues; *“Ibara ya 85(a) (ii) Kujenga vyoo kwa ajili ya watoto wa Elimu ya Awali ili wasiingiliane na wale wa shule za msingi”* (Translation...) Act 85 (a) (ii) *The local community should build special pit holes toilets for pre-school children to avoid sharing toilets with older pupils from Standard one to seven* (Ministry of Education and Vocational Training (MoEVT), 2014).

The study revealed that in Mpwapwa pre-primary schools the school learning environment was purely un conducive for teaching and learning process.

4.6 To Determine if There are Trained Teachers for Early Childhood Education in Selected Schools in Mpwapwa District

This is another objective which was raised with the aim of finding out if teachers who are teaching pre-primary classes were trained purposely to teach pre-primary schools, also the objectives aimed at finding out if teachers are getting professional development. In this objective a researcher started by giving the respondents the questionnaire, in which one of the theme was to know how these teachers understand the meaning of Early Childhood Education.

This study revealed that most of the pre-primary schools lack qualified teachers causing pupils to be taught by unqualified teachers. The study found that all 5 pre-

primary schools which were selected by a researcher have no qualified (Professional) teacher to teach pre- primary pupils. Most of the respondents complained a lot that the Government is not serious with pre-primary education which is the foundation of other levels of education. Researcher starts analysing this objective by looking on the meaning of ECE as far as pre-primary teachers are concerned.

4.7 Teacher's Understanding of the Meaning of Early Childhood Education

Through questionnaires, teachers were asked about the meaning of Early Childhood Education so as to determine their knowledge of Early Childhood Education. Table 9 summarizes the findings of the views of the respondents.

Table 4.7 : Showing the Meaning of Early Childhood Education

Respondents' views	Frequency	Percent
Early childhood education (ECE) consist of all activities and experience that are intended to affect developmental changes in children prior to their entry into elementary school.	4	5.7
Early Childhood Education is a branch of education which relates to the teaching of young children(formally and informally) up until the age of about eight.	24	34.3
Early Childhood Education is the term that refers to educational programme and strategies geared toward children from birth to the age of eight.	33	47.1
Early Childhood Education is the formal teaching and care of young children by people other than their family or in settings outside of the home.	9	12.9
Total	70	100

The findings in table 4.7 revealed that teachers in different pre-primary schools had different perceptions on the meaning of ECE; generally, the study revealed that teachers in pre-primary schools had the knowledge regarding the meaning of Early Childhood Education. This indicates that even though these teachers are not trained to teach pre-primary pupils but they have the ability identify and give out their views concerning ECE, majority of the respondent 47.1% have the views that children should be prepared for early education since the birth to the age of eight, this implies that early childhood education should be given priority soon after the baby is born with the partnership between parents and education practitioners who are responsible in preparing good programme and strategies for these young children. This argument is in line with the World forum on Education for All (UNESCO, 1990) and Dakar Framework of Action (2000) Learning begins at birth and that the preconditions for educational quality, equity and efficiency set in early childhood years. Also a great number of respondents 34.3% showed that they believe that Early Childhood education should not only take place in a selected areas like school and day care centres but also it should take place even at home by parents taking care of their children and participate fully in making sure that young children are learning the basic things at home and not put all task on the shoulder of teachers at schools and day care centres. This indicates that parents and society at large should change the mind set that children are there at home to stay and listening to their parents and are not given chance of contributing any thing in the process of learning.

In my views concerning the meaning of Early Childhood Education, that every member of the society should take ECE very seriously because as it was noted

learning begins at birth, and continues for the rest of life of an individual person. Parents and society at large should bear in mind that the responsibility of taking care of the child can not be only vested to the teachers, it is responsibility of every member of the society even though nowadays parents and guardians especially those from Urban areas are so busy with some activities of money generation such as employments and business. All these have led to the emerging issues of women employment. This employment affects the children because in the African community women are taken to hold the main responsibility of taking care of the children when the husband is out to work.

So from above views of pre-primary school teachers it is obvious that there is a need to have well trained teachers to teach our children, therefore there is a necessity of professionalism as far as ECE is concerned.

During the interviews with District Primary Education Officer (DPEO) he has the following to say about the teachers qualification as far as ECE is concerned.

“We are very glad that all 117 primary schools in our district have Early Childhood Education programmes, but unfortunately among all these primary schools with early childhood classes there is not even a single teacher who is a professional teacher for Early Childhood Education, so the pupils are just taught by normal teachers with general certificates in primary education (Grade IIIA)”

He went on commenting on the case of a trained teacher on ECE

“Yes, there is a serious problem concerning the qualification of preschool teachers. Basically in Tanzania it is said that there are about 8% of pre-school teachers who got a little teacher education of two years in ECE during their GRADE III ‘A’ (primary school teacher

education) course of study which takes two years. Before 2003 inservice primary school teachers had an option to attend the short courses concerning ECE matters. The course missed recruiting trainees due to the poor implementation plan because trainees had to pay the costs of the course by themselves. From 2003 to date the Ministry of Education located a few ECE modules in the teacher education curriculum for primary school teachers. Therefore, trainees in primary school courses (GRADE III 'A') take ECE as a course and not as a programme''

In another interview with pre-primary teacher about the professionalism in teaching Early Childhood Education, this teacher from Ving'hawe primary had this to say;

'I am a Grade III 'A' primary teacher; I have a certificate in teaching primary school education. I have been in a teaching post since 2006 when I completed my Grade III 'A' teacher education. I started teaching in primary schools but since 2010, I teach Primary school Standard one and pre-primary classes due to the shortage of teachers. In my Grade III 'A' course we had been taught few topics concerning ECE matters. However, although tutors guided us partially in ECE the concentration was on primary education courses.'

About on job training and other professional development PDEO said that his office has never send any pre-primary teacher to any job training, seminars or workshops to these teachers since they don't receive any fund from local or central government, so these teachers are just doing their job only by experience.

On the side of teachers themselves they complained a lot that they are teaching Early Childhood Education only by experience, since they never attended any job training, seminars or work shops about how to teach early childhood education in effective manner.

During the interviews with pre-primary teachers, one of the teachers had this to say:

‘‘I have told the head teacher that I am not competent enough to teach pre-primary pupils, but he has been forcing me to teach instead of looking for the competent teachers out of the school, as a result I fail to deliver well education to learners’’

The above arguments concurs with the study done by Leu (2004) and URT (2001) which reported that most of the pre-primary schools in third world countries face challenges in provision of quality pre-primary education due to lack of qualified professional pre-primary school teachers. Most of the school managers are blamed all the time by the Government and parents that education deteriorates in terms of quality in their schools without knowing that there is critical shortage of qualified teachers who are the engine for provision of quality education. No matter how effective initial teacher education is, continuous learning is essential in improving professional expertise in order to cope with changes in their areas of specialization (Meena, 2009; Mkonongwa, 2012; Shahjamal, 2008). Available literature associates the shortage of in-service training with the lack of funds to run the programmes (Kitta, 2004).

4.8. Barriers of the Implementation of Early Childhood Education

Although the teachers admitted that they are implementing Early Childhood Education in their pre-primary schools, they felt that they did not implement it well because they were constrained by a number of factors. These factors included: lack of funds (14.4%), Lack of teaching and learning materials (21.3%), and Lack of job training such like seminars, workshop and other ECE training (37%) as shown in table 4.8

Table 4.8 : Respondents views on the Factors Affecting the Implementation of ECE in the selected Pre-primary Schools

No.	Respondents' views	frequency	Percent
1	Lack of funds	10	14.4
2	Inadequate knowledge and motivation among teachers	7	10.0
3	Lack of teaching and learning materials	17	21.3
4	Lack of skills for teaching ECE on the part of teachers	2	2.9
5	Inadequate support from the society surrounding the school	8	14.3
6	Lack of on job training such like seminars, workshop and other ECE training	26	37.1
	Total	70	100

4.8.1 Lack of Funds

From the findings in table 4.8, it is evident that the Government and other educational stakeholders put less effort in providing fund to pre-primary schools. Most of the respondents said that pre-primary education is neglected to a large extent in such a way that it fails to provide education to clients. Moreover, it is very true that it is very difficult for pre-primary schools to provide quality education without having enough funds to access necessary resources. One head of pre-primary school argued that:

“I am tired promising my teachers that I will buy books for teaching and pay them overtime allowances as I did not receive any fund to run the school for almost three years from 2012-2015 since I was appointed to run this school to date”

This finding is in congruent with Makene (2007) who asserts that inadequate financial inputs usually hinder provision of instructional materials in schools for learners and teachers use. In addition to that, Baker and Elmer (2009) who affirm that schools that spend more money per pupil tend to have higher average outcomes. It

means that, for pre-primary schools to provide education to pupils more funds is needed to support proper running of the schools.

4.8.2 Lack of Teaching and Learning Materials.

Another theme which was the area of discussions was the area dealing with Lack of teaching and learning materials, as it was discussed early most of the pre-primary schools lack the essential teaching and learning materials to facilitate the implementation of ECE, according to Padmanabhan (2001) for effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non exciting .This argument is in the line with Bruns (2003) when he said that there is a very strong positive significant relationship between teaching and learning materials and academic performance. According to Bruns, schools endowed with more teaching and learning materials performed better than schools that are less endowed.

This corroborated the study by Ndurumo (2006) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Bergsma (2000) also supports that students performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance and implementation of ECE could be attributed to inadequate teaching and learning materials.

4.8.3 Lack of on Job Training such as Seminars, Workshop and other ECE

Training

It was also discovered that there was no on job training such as seminars, workshop and other ECE training, in table 4.8, 26(37%) of all respondents agree with the fact that lack of on job training such as seminars, workshop and other ECE training hinder the implementation of ECE programme, many teachers as it was explained before were not trained to be Early childhood teachers instead they were trained only to be primary school teachers, but they have been grand the task of teaching young children without being send to even to a short course on how to teach Early Childhood Education. In an interview with the ECE class teacher in Mpwapwa primary school, one of the teachers had this to say:

“My son as you can see at this age am about to retire now, I have been teaching These young children for 30 years, but for all these years, I teach these young Angels only through my experience of teaching primary schools especially Standard one and two, I never attended any seminar or workshop about ECE, I can see the government has put more emphasize on primary education other than pre-primary education since my fellow teachers who are teaching Standard one and two are now attending seminar on how to teach effective those classes, their seminar is sponsored by a none governmental organization (NGO) known as Equip. Equip has been doing a great job to these teachers Because they provide to them with some very crucial teaching aids that assist Them in the process of teaching and learning in their classes, we teachers who are teaching ECE are left with nothing”

During the Interview with the Primary District Education Officer, this government official had the following to comment on the Issue of on job training;

“Yeah!!, the Ministry of Education, Science and technology has a plan to provide guide lines regarding professional development which will be school-based. The central government has decentralised power to the local government, the district councils through the District Executive Director (DED) and Regional Education Officers (REO) to

coordinate various programmes of workshops, seminars, and inservice teacher education. For that matter, the DED's and REO's will be responsible for handling all matters concerning pre-primary education such as control and monitoring. The government is planning to provide training to district educational coordinators, educational guidance counsellors and heads of the schools on how the exercise of professional development will take place. At the moment two public universities already have ECE programmes to train tutors who after their completion will go to teacher education colleges for pre-school teachers and others will be employed in the pre-primary classes. The public Universities which run the programmes are the University of Dodoma (UDOM) and the university of Dar-es-Salaam (UDSM)''

However, at the time that this study was conducted, this programme was not yet implemented. The Primary District Education officer mentioned the efforts from the government regarding professional development and teacher education for pre-primary teachers. He commented that for a long time the government did not make any effort to support pre-primary education. In some areas children are taught by retired teachers and in many areas they are taught by primary school teachers. But in both circumstances no on job training is taking place in order to improve the teaching and learning situation. Regarding lack of on job training and other ECE training, the PDEO had the following to add ;

‘‘Look here!! Last year in 2015 the government through its officials saw the need to support pre-primary education. The government showed its intention and there is a team dealing with this issue in order to allocate the pre-primary with their own budget, Quota Budget Code. In addition, the government is in the process of making arrangements for initiating more pre-primary teachers, Officials from President's office Regional Administration and local Government said that pre-primary teachers are going to attend some seminars just like those teachers who are teaching standard one and two through the programme called EQUIP’’

4.9 Fostering Early Childhood Education Knowledge and Skills

Here pre-primary school teachers were asked to mention the most appropriate activity they think can foster the implementation of ECE in their pre-primary schools. The Table 4.9 summarizes the mentioned ECE activities that the researcher think can boost the implementation of ECE in the study area.

Table 4.9 : Table Showing Activities that can Foster Early Childhood Education and Knowledge

Activity	frequency	Percent
More training eg attending non-credit course	2	2.6
Reading self boks	5	7.1
Attending Early Childhood Education conference,training and workshop.	32	46.7
Listening to inspirational speakers online and watching video about Early Childhood Education.	3	4.2
Experience sharing among Early Childhood professionals.	20	28.5
Interviewing practicing Early Childhood Education and writting case study	4	5.7
Examining websites dedicated to Early Childhood studies.	2	2.6
Teaching Early Childhood Education practically.	2	2.6
Total	70	100

Source: Field data (2016)

4.9.1 Attending Early Childhood Education Conference, Training and Workshop.

Training is the process of acquiring specific skills to perform a job better; it helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. The majority of respondents 32(46.7%) from table 4.9,said that they think attending Early Childhood Education conference, training and workshops could foster the implementation of ECE in their pre-primary schools,These respondents shows that they believe that attending Early Childhood Education conferences, training and workshops could enrich them with new knowlegde and skills and master the subject matter of ECE.This imply that It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. (Darling-Hammond, 1997) This is clearly that well trained teachers are of great important in the process of teaching and learning; highly skilled teachers are one of the single most important influences on student success (Kane et al, 2007). Class size and other salient variables do not impact students' learning trajectories as much as the quality of their teachers. In addition, teacher-based influences impact students' performances throughout a significant span of their school careers (Sanders & Rivers, 1996).

4.9.2 Experience Sharing Among Early Childhood Professionals

From table 4.9, 20(28.5%) of all respondents agree with the statement said that sharing experience among Early Childhood professionals could have a positive result in fostering the implementation of ECE, This can happen when pre-primary school teachers share the strength and weakness of their teaching methodology and pedagogy, as a result through their experiences they can foster teaching and learning of ECE. Knowledge sharing among teachers is a major issue in current movements of education reform and school improvement. The teacher is considered the key element for the success of school education (Yin, 1996). Traditional studies on teacher effectiveness focus largely on the performance of individual teachers in classrooms. This narrow conception of teacher effectiveness has its limitations and can no longer meet the needs of changing school environments, particularly when parents and the public are demanding high quality in school education. By sharing their knowledge, teachers gain more than they lose. Sharing knowledge is a synergistic process we get more out than they put in. When teachers share an idea or a way of doing things with another teacher then just the act of putting their idea into words or writing will help them shape and improve that idea. If they get into dialogue with the other person, then they would benefit from their knowledge, from their unique insights and improve their ideas further.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter contains a brief summary of the study and its findings. It presents conclusions drawn from analysis of the findings. Furthermore, it addresses the implications of the conclusions for policy, practice and further research. Lastly, the study makes recommendations drawn from the implications in relation to policy, practice and further research.

5.2 Summary of the Study

The study sought to assess the school learning environment in relation to the implementation of Early Childhood Education in Tanzania and to suggest the best way on how the implementation of early childhood education can be achieved in an effective manner in all pre-primary schools in Tanzania.

Moreover, it shows how pre-primary school teachers and parents perceive ECE, the availability of teaching and learning materials for ECE as well as the availability of trained teachers. In addition, the study explored the practical views which, if employed by the education stakeholders in particular; the government, can improve the implementation of ECE in our pre-primary schools.

The related literature reviewed was guided by the conceptual framework that was developed by the researcher. The model incorporated a number of interrelated

features in trying to explain the phenomena. The researcher was able to study each variable in relation to perceptions so as to generate findings on the effective implementation of Early Childhood Education in relation the school learning environment in Tanzania. The literature reviewed focused attention on the history of ECE in Tanzania, the concept of Early Childhood Education, theories of Early Childhood Education ,Early Childhood Education and its implementation at global level, Early Childhood Education and its implementation in Tanzania, People's perception about Early Childhood Education, Success of Early Childhood Education in Tanzania, Challenges of implementing Early Childhood Education in Tanzania as well as the importance of Early Childhood Education.

Mazae primary school, Mtejeta primary school, Ving'hawe primary school, Chazungwa primary school and Mpwapwa primary school were chosen as areas of study, where a total of 70 teachers, 5 head teachers,1 Primary District Education Officer (PDEO) and 5 parents. A descriptive research approach was adopted for the study and a cross sectional research design was employed as it was considered appropriate in testing the relationships between the variables. Questionnaires, observation, interview and documentary analysis were used to gather the required data.

The data gathered from the questionnaires were analyzed by the aid of SPSS version 20 for windows, where the percentage was used to determine the effects of school learning environment in relation of the effective implementation of Early Childhood Education in Tanzania.

5.3 Summary of the Findings

In the context of this study, the following were the study findings which enhanced the discussion:-

The findings discovered that the general understanding of teachers on the meaning of Early Childhood Education based on the response concerning the perception of teachers on what is exactly the meaning of Early Childhood Education, majority of teachers said that ECE is the kind of education given to young children from birth to the time when they are admitted to standard one, this kind of education could be given in pre-primary classes or daycare centers with the cooperation with parents, government and society at large.

The study found an acute shortage of essential teaching and learning materials such as text and reference books, classrooms as well as child sized furniture. Also the study went further and discovered that in all selected pre-primary schools there is a shortage of professional teachers who are prepared to teach Early Childhood Education, many pre-school teachers were the ones who have the general certificate of primary education (Grade IIIA).

The finding illustrates that Early Childhood education is not receiving funds as an independent entity, this make very difficult to have enough fund to finance the running of some crucial equipments and learning resources.

From this study, it has been found that pre-primary teachers despite the fact that they are teaching ECE only by experience of teaching lower standards such as standard

one and two, but these teachers they never attended any job training such as seminars, workshop or symposium on ECE.

From this research it has been discovered that pre-primary pupils are learning in very difficult environment since most of them are sitting on the floor, and also they don't have teaching aids such as wall pictures ,paintings, reading rods and writing wheels to assist them in the process of teaching and learning.

The study also revealed that the environment in all selected school are not conducive to young children since there no primary service for young children such special toilets for young children, clean water, and playgrounds these services are very important for biological and academic development of a children.

The study also revealed that the most significant factor affecting the implementation of Early Childhood Education in Mpwapwa district was luck of funds as well as regular on job training for pre-primary school teachers.

The findings showed that there was a great relationship between the school learning environment and the implementation of Early Childhood Education in Tanzania.

5.4 Conclusions

In this study, an attempt was made to assess the school learning environment in relation to the implementation of Early Childhood Education in Tanzania and measures for improving the implementation of Early Childhood Education in

Tanzania management. In the respect to the key findings described in the preceding section, the following conclusions were made:

To the large extent the findings proved that in all study pre-primary schools, there were low implementations of Early Childhood Education. The fact that the findings show that all study pre-primary schools have the registered pre-primary pupils and the teachers are there, this could not be verified by the researcher as the only required school learning environment for effective implementation of ECE.

This study has laid a solid foundation of relationship between the impressive school learning environment and the implementation of Early Childhood Education because the results can be used to improve the implementation of ECE in our country for today's generation and the future one.

Also it is essential to be acquainted with the understanding that staff professional development in methodological and content perspective terms has substantial power towards efficiency in teaching ECE. Nonetheless, expecting wonderful and extraordinary performance of pre-primary school teachers with no in-service training and professional development is difficult. This study has shown that availability of funds, teaching and learning materials and on job training has an important contribution in the teaching and learning process.

5.4.1 Implication for the Policy

For the purpose of improving Early Childhood Education and achieving the desired impacts in pre-primary schools, professional development for pre-primary teachers

must be treated as the policy matter. Teachers are considered to be very important in the dissemination and implementation of Early Childhood Education because of their potential multiplier effect (Powers, 2004; van Petegem et al., 2005). The study has indicated that pre-primary school teachers do not possess the skills and knowledge to teach Early Childhood Education. How can they disseminate and implement knowledge and skills that they do not have? This situation suggests that there is a need for the ministry of education, science, technology and vocational training to design appropriate training programmes, which can help pre-primary school teachers in the teaching of Early Childhood Education.

5.4.2 Implication for Practice

Integrating Early Childhood Education into the Teacher's Training Colleges (TTCs) as an independent programme could make learning more meaningful and relevant to the student teachers because most of them will go back to the society (ies) after finishing their studies. Majority of them will be employed as teachers in public and private pre-primary schools. This activity may have a positive impact on the implementation of Early Childhood Education.

5.5 Recommendations

Based on the implications of the study, three categories of recommendations have been made, which can be addressed by education stakeholders such as teachers, parents, and the Government.

5.5.1. Recommendation in Relation to Practice

- (i) To improve and develop the pre-primary education facilities within the primary school premises, involving various stakeholders (such as public, private, and religious organizations). This should be done together and not put all the burden of running these schools to the government, these stakeholders should be involved in things like construction of Classrooms, toilets providing the children with some basic teaching and learning materials such as books, pencils and furnitures
- (ii) A maximum of 30 pupils should be allocated to a teacher for effective teaching and learning. This may require employing more teachers who specialize in ECE
- (iii) Teaching and learning materials like furniture for both teachers and pupils, television sets/computer systems, nature table/corners, toys and models, charts and wall drawings and playing equipments like see-saw, merry-go-round, slides etc. should be made a vital provision in all pre-primary learning centres for effective teaching and learning.

5.5.2. Recommendation in Relation to Policy

- (i) The practice shows that the Education and Training Policy of 1995 is not followed by the implementer of ECE since the policy has instructed that all primary schools have a pre-primary class, but the situation is quite different some primary schools as it was seen in the study they don't have the really pre-primary class instead they have the pupils who are attending pre-primary studies in a very unfriendly environment so the government and all the authorities which are supervising these schools should stick on what the

policy is saying about Early Childhood Education and its Implementation. This is going to improve the quality of pre-primary education provided in our schools.

- (ii) Findings showed that all teachers participants reported that primary education and pre-school education are at present coordinated in one directorate named the Primary Education Directorate. Hence, the Head Teacher of the primary school is also the Head of the pre-school and as a result there is more concentration on primary education at the expense of ECE. Therefore there is a need to have an independent directorate for pre-primary education, the government should make sure that pre-primary education has its own independent directorate rather than being under the umbrella of primary education. Giving an independent directorate for ECE would change the status of ECE since there will be special education officer who supervise the execution of ECE in a given district, this also is going to assist ECE to have its own budget to run its affairs instead of depending on the whole budget of primary education.

5.5.3. Recommendation in Relation to Further Research

On the basis of the study findings, the following recommendations are made for further research:

- i) Further research should be conducted on the role of on-job training to pre-primary school teachers in the implementation of Early Childhood Education.

- ii) Also, a research on issues of implementation of Early Childhood Education at national level should be done since this study was confined at Mpwapwa District only. This can give a broader picture of the really situation of Early Childhood Education in our Country.
- iii) Further research is recommended which will use a larger sample of pre-primary schools to include both public and private pre- primary schools, since this study was conducted with only public pre- primary schools education and with a small sample. This could provide more comprehensive insights into the status of pre- primary schools education and learning needs of children from a greater area of the country. This would inform policy makers in collaboration with ECE practitioners, towards planning based on the needs and interest of children, pedagogies, teachers, and resources.

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APPENDICIES

Appendix 1 : Questionnaire Schedule for Teachers

Questionnaire Schedule for Teachers

Dear Teachers

This questionnaire seeks information on the Current Implementation of Early Childhood Education in Mpwapwa district and To determine if there are trained teachers for Early Childhood Education in the selected schools in Mpwapwa district. Please, kindly respond to the following questionnaire as requested. Information from this document will be confidential and it will be only used in this study. Do not write your name in this document.

General information

Region	District	Ward	School	Gender	Working Experience (Years)	Age (Years)

Academic Qualification (Tick the most applicable)

Masters Degree	Bachelor Degree	Diploma	Grade III A	Others

Implementation of Early Childhood Education

1. What do you understand by the term early childhood education? Please respond to this question *in order of preference* (irrespective of whether you have studied early childhood education or not) . The responses mean: **SA** = strongly agree, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree.

S/N		SD	D	A	SA
1	Early childhood education (ECE) consist of all activities and experience that are intended to affect developmental changes in children prior to their entry into elementary school.				
2	Early Childhood Education is a branch of education which relates to the teaching of young children(formally and informally) up until the age of about eight.				
3	Early Childhood Education is the term that refers to educational programme and strategies geared toward children from birth to the age of eight.				
4	Early Childhood Education is a broad term used to describe any type of educational programme that serves children in their pre-school years, before they are legal age to enter Kindergarten.				
5	Early Childhood Education is the formal teaching and care of young children by people other than their family or in settings outside of the home.				
6	Others				

Assessment of Teaching and Learning Environment in the Selected Schools

1. Please indicate your answer by putting a tick (✓) on the equipment which is available in your school.

1	Well Ventilated classrooms	
2	TV/Computer	
3	Toys and Models	
4	Child sized furniture	
5	Hill slide	
6	Accessible Swing seat	
7	Reading Rods	

8	Writing Wheels	
9	Inflatable World globe	
10	Giant inflatable solar system	
11	Children's books	
12	Wall pictures	
13	Paintings	
14	Spacious playground	
15	Others	

Barriers of the implementation of early childhood education

2. From your own views, what are the factors affect how factors affect implementation of early childhood education in your school? Please indicate your answer by putting a tick (√) where appropriate.

1	Lack of funds	
2	Inadequate of knowledge and motivation among teachers	
3	large class size	
4	lack of teaching and learning materials	
5	lack of skills for teaching early childhood education on the part of the teachers	
6	Inadequate support from the society surrounding the schools	
7	Lack of on job training like seminars, workshops and other early childhood education training	

Fostering Early Childhood Education Knowledge and Skills

3. From your point of view which of the following do you think can foster early childhood teachers' education knowledge and skills?

Please rank according to the level of importance the activities that can foster Early Childhood Education knowledge and Skills.

Very important	Somehow important	Important	Somehow not important	Not important
1	2	3	4	5

Activities that can foster early childhood education knowledge and skills	1	2	3	4	5
More training e.g. attending non-credit courses at a fee	1	2	3	4	5
Reading self help books	1	2	3	4	5
Attending early childhood education conferences and workshops	1	2	3	4	5
Listening to inspirational speakers online and watching videos about early child hood education	1	2	3	4	5
Experience sharing among early childhood professionals	1	2	3	4	5
Interviewing practicing early childhood education and writing case studies	1	2	3	4	5
Examining websites dedicated to early childhood studies	1	2	3	4	5
Teaching ECE practically	1	2	3	4	5

THANK YOU FOR YOUR COOPERATION

Appendix 2 : An Assessment of School Learning Environment in Relation to the Implementation of Early Childhood Education in Tanzania, a Case of Mpwapwa District

An Assessment of School Learning Environment in Relation to the Implementation of Early Childhood Education in Tanzania, a Case of Mpwapwa District,

Interview Guides to District Primary Education Officer and Heads of Schools

Region	School	Date	Status

1. For how long have you been working at this position?
2. What do you understand about the term “Early childhood education”?
3. Are you satisfied with the way early childhood education is implemented in your District/school?
4. Which are indicators of effective implementation of early childhood education in your District/school?
5. What do you think are the main setbacks for effective implementation of early childhood education in your District/school?
6. What should be done to achieve effective implementation of early childhood education?

THANK YOU FOR YOUR COOPERATION

Appendix 3 : Early Childhood Education, Interview Guides to Early Childhood Class Teachers and Parents

Early Childhood Education, Interview Guides to Early Childhood Class Teachers and Parents

Region	School	Date	Status

PART I; INTERVIEW GUIDES QUESTIONS TO EARLY CHILDHOOD

CLASS TEACHERS

1. For how long have been working at this position?
2. How many Pupils do you have in your class?
3. Were you trained as an early childhood teacher?
4. How does the school management support your teaching?
5. Does your class have enough teaching and learning materials?
6. Do you attended any job training, seminars and workshops about early childhood education? If yes please mention.

PART II; INTERVIEW GUIDE QUESTIONS FOR PARENTS

1. Do you know anything about early childhood education?
2. Do your children go through early childhood education before they start primary education?
3. Do you think early childhood education has any significance to your child?
4. What do you think are the challenges facing the implementation of Early Childhood Education?
5. What should be done so that we can have an effective early childhood education?

THANK YOU FOR YOUR TIME

**Appendix 4 : A Documentary Sheet for Capturing Data on Early Childhood
Records Activities on the Selected Schools**

**A DOCUMENTARY SHEET FOR CAPTURING DATA ON EARLY
CHILDHOOD RECORDS ACTIVITIES ON THE SELLECTED SCHOOLS**

Means of Measurement and Evaluation					
1	Classroom exercise	Regular test	Mid-term test	Terminal examination	Annual examination

The Current Status of Pre Primary Pupils Enrolment in the Selected Schools					
School Name	Ving'ahawe	Mazae	Mtejeta	Chazungwa	Mpwapwa P/S
Registered Pupils					