IMPLEMENTATION OF PUBLIC PRE-SCHOOL EDUCATION INRURAL AREAS: A CASE OF MBEYA DISTRICT, TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2017

CERTIFICATION

The undersigned certifies that the has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: **Implementation of Public Pre-School Education in Rural Areas: A Case of Mbeya District, Tanzania,** in partial fulfillment for the requirements of the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania

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Date

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DECLARATION

I, **Martha William Mgata,** do hereby declare that this dissertation is my own original work and that it has not been submitted for a similar degree of Master of Education in Administration, Planning and Policy Studies or any other degree in any other university.

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Signature

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Date

DEDICATION

To my beloved husband Aidan James Mlawa, who permitted and assisted me financially and carried the burden of family activities to his best; and to my children Glory, Michael, Aston and Allen, also to my aunt Ashery Mgata for their tolerance during my studies. May GOD bless you all!

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All praise to the Heavenly GOD who blessed me with knowledge and skills necessary for accomplishing this dissertation. I also, with great respect and honor, thank my supervisor Dr. Michael W. Ng'umbi for his scholarly advice and intellectual support provided to me from the beginning to the end of this study.

I also accept and care for the advice and technical support provided to me by my sister and friend, Eunice E. Makere, for her supportive guidance and encouragement. Moreover, I kindly extend my thanks to Government officials; specifically to my boss the late Magreth Akilimali Mbwilo, may the Almighty GOD rest her soul in peace. I will never undermine the support provided by John Simwandia, the Head Teachers, and teachers from Mlimareli, Mageuzi and Mtakuja primary schools who committed their precious time to respond to the questions during interview.

Lastly, special thanks go to my family, specifically my husband Aidan James Mlawa and my children Glory, Michael, Aston and Allen.

ABSTRACT

This study assessed the implementation of public preschool education in rural areas, with special reference to Mbeya District, Tanzania. The objectives of the study were; to find out the effectiveness of implementing the public preschool education within Mbeya rural District; to assess the enrollment rate for preschool in the past four years compared to Mbeya City; to examine the general public awareness on the importance of preschool education and to suggest the recommendations to improve the public preschool services in providing quality education. The study employed both qualitative and quantitative approaches. It was a case of 158 primary schools in Mbeya District. The sample size involved 200 respondents, which included districts education officers, districts academic officers, ward education councilors, head teachers, prominent persons, village chairpersons, teachers, pupils and parents. They were selected through stratified simple random, systematic and purposive sampling techniques. Primary data were mainly collected through questionnaires and interview method while secondary data was collected through documentary review. Parents of children attending preschools in Mbeya District participated in a survey by filling through questionnaires given to them. The results of the survey reveal that the status and learning environment of the preschools are poor. The preschool cannot maintain the required standards due to poor support from education stakeholders. A monthly fund from the Government to school is not enough to cover the expenses of primary and preschools. The community would like to see the improvement of teaching and learning environment of preschools present in Mbeya District. The introduction of preschools within primary schools aimed on preparing children for primary education.

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LIST OF ABBREVIATIONS

BEST   Basic Education Statistics of Tanzania

DAEO   District Academic Educational Officer

DEO   District Educational Officer

EFA   Education for All

HOS   Head of School

HSGB   Head of School Guide Book

IMF   International Monetary Fund

MEd-APPS   Masters of Education in Administration, Planning and Policy Studies

MoEC   Ministry of Education and Culture

MoEVT   Ministry of Education and Vocational Training

NECTA   National Examinations Council of Tanzania

PEDP   Primary Education Development Plan

PSLE   Primary School Leaving Examination

RAO   Regional Academic Officer

REO   Regional Education Officer

SPSS   Statistical Package for Social Sciences

UNESCO   United Nations Educational Scientific and Cultural Organization

UNICEF   United Nations Children's Emergency Fund

URT   United Republic of Tanzania

USA   United States of America

WEC   Ward Education Coordinator

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter presents an introduction to the study. It covers issues related to background to the study, statement of the problem, research objectives, research questions and the significance of the study, scope and definition of the key terms.

1.2 Background to the Study

Preschool is educational establishment offering early childhood education to children between the age of three and seven before the start of compulsory education at primary school (Footnote *et al*., 2004; Buysee and Wesley, 2005; McDowall, 2013). Also, McCarty *et al*.(2001) define preschool education as the education during the period from infancy to age five or six before the start of statutory and obligatory education. Moreover, preschool education involves children aged 5 to 7 years prior to primary school enrollment (Mtahabwa and Rao, 2010).

Generally, this study conceives preschool as a school for younger children between the age of 4 and 6 who learn and play before the start of primary education. Preschools are sometimes known as kindergarten, nursery schools or pre-primary (Dowsett *et al*., 2008; Garces, Thomas and Currie, 2002; Footenote *et al*., 2004 and Buysee and Wesley, 2005).In Sub-Saharan Africa, it is estimated that 61% of children below 5 are not reaching their potentials as a results of poverty, malnutrition and learning opportunities (Engle *et al*., 2007), as a result more than one third of all children are not enrolled in pre-primary schools and have limited access to early

learning opportunities (Garcia, Pence and Evans, 2008; Bennett & Kaga, 2010). According to UNESCO (2012) in 2006, 93 million children were not in school; 80 percent of these children lived in Sub-Saharan Africa and Asia.

UNESCO survey of 2012 revealed that 23 out of 47 countries which were surveyed have adopted National Early Childhood Development Policies in health, education and child protection sectors (Vargas-Baron and Schipper, 2012; UNESCO, 2012; Aidoo, 2008). Other 13 countries have policies drafted but not yet approved (Vargas-Baron and Schipper, 2012; Torkington, 2001; UNESCO, 2012). Although most countries in Sub-Saharan Africa have adopted Early Childhood Development policies still the speed of implementation has been low (Vargas- Baron, 2008; Vargas-Baron and Schipper, 2012; UNESCO, 2012; Torkington, 2001).

According to World Bank Edstats Database of 2012 the trend in preschool enrollment in African countries such as Uganda in 2005 was 9% and 14% in 2010. Tanzania was 27% in 2005, 34% in 2008 and 33% in 2010. Kenya was 28% in 2005 and 26% in 2010 and Ethiopia was 3% in 2008 and 4% in 2010 (UNICEF, 2012).

Furthermore, Bennett and Kaga (2010) reveale that this trend increases or even decreases during the five years period across all four countries. Not only that but also a study done by UNESCO in 2012 pointed out that many children from poor families, marginalized, remote and impoverished communities and those from minority or indigenous populations the right to education is a dream for them(UNESCO, 2012).Seif (1987) and Omari (1973) reveal that before independence, the Government of Tanganyika did not provide early childhood

education for children below 7 years old. According to UNICEF (2012) about 97% of all Tanzanian children between 3 and 7 years up to 1990 did not have access to formal childhood education.

HakiElimu (1996) reveals that the Ministry of Education and Culture started the provision of guidelines, registration and curricula for preschool education in 1991. The Education and Training Policy of 1995 emphasizes preschool education for children aged 5 to 6 years old in the formal system and make the structure of formal education in Tanzania to be $2+7+4+2+3^+$ (MoEC, 1995; URT, 1995). The Ministry of Education and Training data shows that in 2008 public preschools enrollment rate was 38% (URT, 2008).

Research shows that although preschool education in Tanzania was formalized in 1995 still it is not mandatory and there is insufficient number of trained teachers (Mtahabwa and Lao, 2010). Equally important, Mtahabwa and Rao, pointed out that there are unspecified classroom space, uneven teacher-pupil ratio and lack of stakeholders' awareness on the importance of early childhood education. For example, BEST (2009) shows that in 2009 the total number of children enrolled in preschools in Tanzania were 896,146, trained teachers were 4,489, untrained teachers were 12,687 and student-teacher ratio was 55:1 (URT, 2008).

Despite by-laws policy reform and Acts such as Education For All (EFA) which aims at expanding and improving early childhood care and education especially for the most vulnerable children (UNICEF, 2012), No Child Left Behind Act of 2002 and Act No. 25 (URT, 1978) which allow the provision of free and compulsory

education for all children of the age 6 to 14 years (URT, 2000, 2006; URT, 1995; URT, 1997), the implementation of early childhood education in rural Tanzania is questionable.

Mbeya region had ten (10) districts, which were Mbeya city, Mbeya rural, Kyela, Busekelo, Chunya, Momba, Ileje, Mbozi, Mbarali and Rungwe. In 2005, the region had 654 preschools and in 2008 the number increased to 859 equivalents to 21% increase. The percentage of the presence of pre schools district wise is 66.3% in Kyela, 66% in Mbozi and 38% in Chunya (REO OFFICE, 2012). Currently, the other seven (7) districts data is uncertain. From this trend, the researcher doubts about the implementation of preschool education in Tanzania rural areas.

1.3   Statement of the Problem

Early childhood education has been a remarkable subject in much literature (Naugeau *et al*., 2011; Grantham-McGregor *et al*., 2007; Vargas- Baron, 2008). The study done by UNESCO (2012) reveals that education for children in rural poor families has been overlooked. According to IMF (2008) Tanzania has a population of 42,500,000 people, of which, 51% are children below 18 years old and 21% of all children are estimated to be less than 8 years old. Moreover, 80% of Tanzanians live in rural areas but more social services are found in urban areas (URT, 2008).

In Tanzania, particularly in Mbeya district the tendency of participation and the quality of pre-school education is vulnerable. This can be observed from the following example; the Ministry of Education, Science and Technology (MoEST) has set a condition that the enrollment of pupils in primary education should only be

for those who have completed their preschool education (Elimu, 1996; URT, 1995; MoEC, 1995). But this is not the case; the practice in the society is that some pupils are enrolled to primary education without attending the pre-school education. Also, the availability of little number of trained personnel for delivering this preschool education in rural areas hinders the implementation of this desired education.

There is no doubt that the implementation of pre-school education requires the collaborative effort/input of all stakeholders, including the government, parents/guardians, and school authorities. While the government is expected to provide necessary teaching and learning resources, the availability of relevant age-grade pupils, and the cooperation of parents/guardians in enrolling their children/wards cannot be overemphasized. Therefore the need for conducting this study arises due to the above grounds in order to assess how public pre-school education is actually implemented in Mbeya District.

1.4   Research Objectives

1.4.1   General Objectives

The main objective of the study was to assess the implementation of public preschool education in rural areas, with special reference to Mbeya District.

1.4.2   Specific Objectives

The specific objectives of this study were:

(i)   To find out the effectiveness of implementing the public preschools education within Mbeya rural District.

(ii)   To assess the enrollment rate of pupils in Mbeya District preschools for the past 4 years compared to Mbeya City preschools.

(iii) To examine the general public awareness on the importance of preschool education.

(iv)   To suggest the recommendations to improve public preschools services in providing quality education

1.5   Research Questions

The study intended to answer the following Questions:

(i)   How the public preschools education is being implemented in rural areas?

(ii)   What are the enrollment rates of pupils in Mbeya District preschools for the past 4 years compared to Mbeya City preschools?

(iii) What are the perception and awareness of society on the implementation of public preschool education?

(iv)   What are the suggestions and recommendations for improvement of public preschool education in Mbeya rural District?

1.6   Scope of the Study

The study confined itself to 20 primary schools in Mbeya District focusing on educational policy issues of the implementation of public pre-school education in rural areas.

1.7   Significance of the Study

The study intended to add knowledge on the existing literatures on preschool education and its implementation in Tanzania rural. On the other hand, the study will

help the Ministry of Education and Vocational Training, Policy makers, Regional and Districts Educational officers as well as other educational stakeholders to provide an immediate strategy that will promote the implementation of preschool education in the rural areas. In addition, the study will facilitate general public awareness on the importance of preschool education to the young children.

1.8   Definition of Key Terms

Pre-school Education: an educational establishment or learning space offering early childhood education to children, usually between the ages of three and five, prior to the commencement of compulsory education at primary school.

Public Education: a tuition-free, publicly funded system that must provide an education to each child in a neighborhood school within a publicly governed school system.

Early Childhood Education: the branch of education theory, which relates to the teaching of young children (formally and informally) up until the age of about eight.

Education Policy: the principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operation of education system.

Implementation of Education Policy: the series of efforts made by grant makers, national, state or local public agencies, system administrators, school leaders and teachers to translate newly adopted policies into tangible next steps that would likely lead to improved outcomes for students.

1.9   Limitations of the Study

The researcher faced the following limitations during her study, the first was time limitation: the majority of preschool teachers had no time to read the question guide or the description of the research and this may have impacted on the data collected; however this was not the case because while conducting interviews with teachers and policymakers, guided questions were elaborated during the interview. The second was financial limitation where the researcher faced problems in stationeries, paying research assistants and giving motivations to respondents; though this was covered by the researcher's own fund. Another limitation was un-conducive geographical environment where most of primary schools are found in uplands areas, which were difficult to use motorcar transport, though the researcher opted to use motorcycle, or on foot and in other circumstances telephone communication was done to reach respondents. However, these challenges were an opportunity for researcher because various tactics had been designed in advance to counter perceived obstacles.

1.10   Summary

Chapter one covered the general introduction part starting from the background to the study, statement of the problem, research objectives, research questions and the significant of the study and the limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents a review of literatures relevant to the study. The literature covers the theoretical framework of the study, concept and philosophy of the study. The chapter also presents a review of the benefits of attending preschool education from individual level to community level.

2.2   Theoretical Framework

Various theories can be used to explain preschool education learning. These theories include: Elaboration theory that argues that the content to be learned should be organized from simple to complex. According to Reigeluth, students should be taught from known (concrete) to unknown (abstract) (Reigeluth, 1970). The second theory is Cognitive apprenticeship theory which assumes that people learn from one another through observation, imitation and modeling (Collins *at el*., 1982). The third theory is experiential learning which perceives that experience is a source of learning where knowledge is created through combining experience, perception, cognition and behavior (Kolb, 1984).

For the purpose of this study Social Cultural Development Theory was used. Social Cultural Development theory states that social interaction plays a fundamental role in the process of cognitive development (Vygotsky, 1962). Moreover, Vygotsky pointed out that learning takes place through the interactions with peers, teachers and other experts; where by culture act as primary factor for knowledge construction.

Furthermore, Vygotsky (1978) shows that language is the only tool that promotes thinking, develops reasoning ability and supports cultural learning like reading and writing. In addition, Vygotsky ideas focus on connections between social interaction and more knowledgeable other (teachers, peers or older adult) so as to archive the zone of proximal development (zone of proximal development is the distance between the student's ability in solving the problem independently (Crawford, 1996).
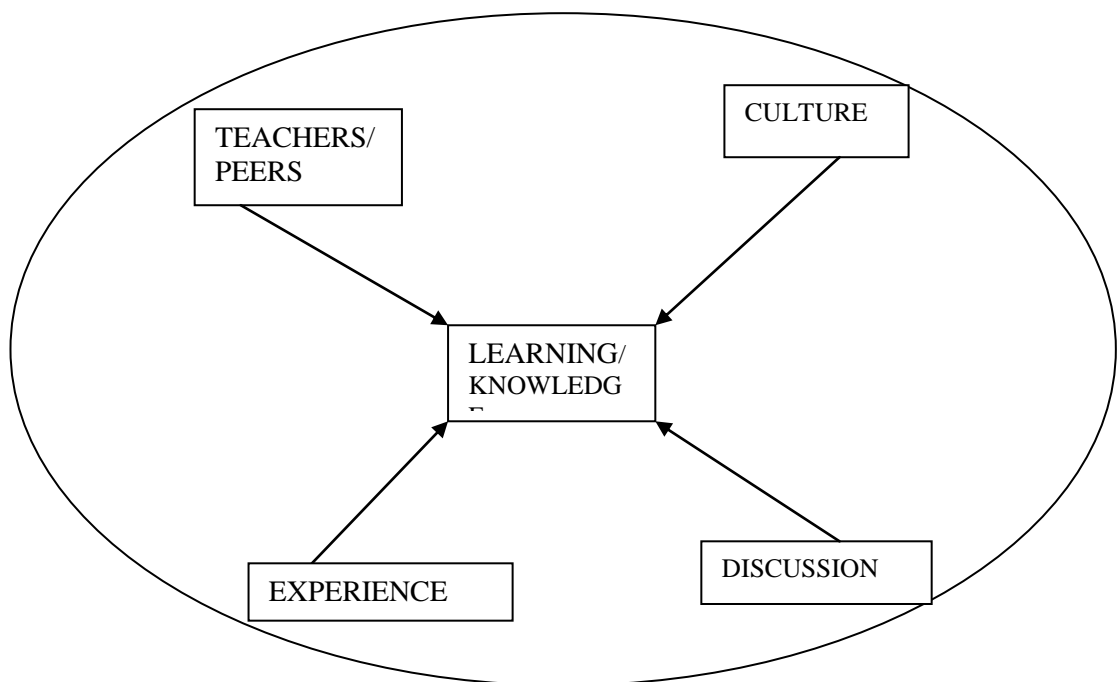
Figure 2.1: Social Cultural Development Theory
Source: Modified from Vygotsky, 1962 Theory

Social cultural development theory was essential in this study because human beings are social, thus both social and environmental factors could be of importance in maintaining mental health (Abdin, 2008; Bandura, 2007; Bernard, 2005; Mathew, 2006). Also, human beings live in diverse environments and environmental condition appears to play a critical role in maintaining their cognitive ability (Schriver, 2005; Vygotsky, 1962; Bandura, 2007; Philips, 2006). Moreover, this theory was used because Vygotsky defended it by pointing that culture is the primary determining

factor for knowledge construction; and children learn by interacting with others, following rules, skills and abilities shaped by their culture (Vygotsky, 1962). Furthermore, Bandura (2007)argues that socialization is a key focus in the learning process.

2.3 The Concept of Preschool Education

Preschool education can be defined as a center-based programme for five years children that are fully or partially funded by the State and are operated in schools under the direction of the State and local education agencies (Footnote *et al*., 2004; Reeves, 2000; Davidson *et al*., 1989). Also, preschools and nursery schools both provide excellent opportunities for children of five years and younger to get head start on the expectations of kindergarten and beyond (Levin and Schwartz, 2007; Dustman *et al*., 2008; McDowall, 2013; Dowsett *et al*., 2008; Garces, 2002). According to the Ministry of Education and Vocational Training in Tanzania, preschool is a formal school programme for children of the age between 5 and 6 years old (MoEC, 1995).

2.4 Types of Preschools

There are two types of preschools. The first type is public preschools, which usually operate and are administered by the Government or local school boards paid by a particular Government (Footnote *et al*., 2004; Buysee and Wesley, 2005; Levin and Schwartz, 2007). In developed nations such as USA pre schools (head start programmes) are free and designed to serve children from low-income families. The second type is private preschools, which do operate for profit or independent non-profit and are sponsored by individuals, religious organizations or Non Government

Organizations (Reeves, 2000; Footnote *et al*., 2004; Buysee and Wesley, 2005; Levin and Schwartz, 2007).

2.5   Preschool Philosophies of Learning

The first philosophy of learning in pre schools is Montessori. According to Footnote (2005) and Lopata *et al*.(2005), Montessori philosophy focuses on individual learning. Children are individual learners with teachers as guide. Children participate fully in play and hands-on activities. This philosophy fosters personal responsibility by encouraging children to take care of their own personal needs (Lopata *et al*., 2005). The second is Waldorf philosophy. The underlying principle of Waldorf philosophy is creative learning which deals with group oriented programme, such as play acting, singing, story reading and cooking. The goal is to develop a child emotionally, physically and intellectually (Gordon and Kathryn, 2010).

Moreover, Reggio Emilia is another type of preschool philosophy of learning. Reggio Emilia philosophy emphasizes creativity and artistic representation. The curriculum consists of a project that reflects the interests of the pupil. Teachers observe curiosity of their students and guide them to create projects that reflect their pursuits. Children are expected to learn through mistakes rather than correction as they are considered equal (Woods *et al*., 2005; Waite and Rees, 2011). Furthermore, Schweinhart *et al*. (2004) and Hohmann *et al*. (2008) point High scope philosophy, which emphasizes social and emotional development. High scope philosophy advocates learning experiences such as arranging things in order, counting and telling time. Students are encouraged to make independent decisions about their activities.

2.6   Benefits of Attending Preschool

Preschool education is concerned with whole child development (Thungi *et al*., 2008). Researches reveals that early childhood education is a very good investments to children and is of beneficial from individual level, family level and in other future studies opportunities as follows:

2.6.1   Individual, Family and Community Benefits of Attending Preschool

The evidence shows that children who participate in the preschool education demonstrate better cognitive and language skills and have a fewer behavior problems compared to children who do not practiced head start programmes; a child learn how to listen, how to wait, how to take turn. Also a child will learn poetry, songs and understand basic mathematics skills (Grace, Thomas and Currie, 2002; Burchinal, Howes and Kontos, 2002; Stegelin, 2004; Loeb *et al*., 2004; Doherty *et al*., 2006; Dowsett *et al*., 2008) not only that, but also, early childhood education is the best way used to reduce the number of truanting pupils, dropouts and juvenile delinquency (Stegelin, 2004).

Research also shows that, children up to 8 years of age can be at risk of turned into any character; ranging from usual to the eccentric personality thus, early childhood education is very important in shaping the distinctive citizen (Mtahabwa, 2010; Smith, 2002; Magnuson *et al*., 2004; Drirscoll and Nagel, 2008). Furthermore, learning to children starts from birth to age six, early childhood education is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development (Loeb *et al*., 2004; Smith Kristin, 2002; Magnuson *et al*., 2004). Equally important, schools with quality education have better reputation in the

community and teachers are ranting high by the community (Drirscoll and Nagel, 2008).

2.7   Preschool Education in Countries Abroad

According to Leggenberg (2011) who conducted a study on early childhood education in New Zealand in 2011 preschool education accommodates a large number of the country's population from children of 1 year – 5 years of age. Also, New Zealand Early Childhood Education Analysis Team (July2010) shows that the number of enrolments according to age groups was as follows: 8,704 (under 1 year); 24,771 (age 1); 36,873 (age 2); 57,729 (age 3); 59,141 (age 4); and 1,706 (age 5). The types of services offered were: education and care services, home-based services, play centers and correspondence schools (Leggenberg, 2011). Moreover, in order to provide preschool education to all children financial support is given to parents who opt to send their children to private preschools.

Furthermore, a study done by UNESCO (2006) shows that Cuba's preschool educational structure enrolls pupils from age 5 to 6 year whereby the curriculum is based on the child's age, it emphasizes group play, it seeks to assure the physical, intellectual, moral, and aesthetic development of the child; and establishes the basis for future learning. On other hand, a study done by Bradshaw (2015) reveals that in the USA there are various types of pre-schools, including non-profit co-operative schools, church-affiliated schools, local community schools and private schools. Also, a study pointed out that many preschool programmes offer financial assistance to lower income families. Generally, activities offered include alphabetical and

numerical orientation so children of the age of five or six who haven't attended pre-school are usually at a disadvantage; this is similar to UNICEF (2006) research in a number of countries (including the USA) which shows that children who attend pre-school usually progress at a faster rate than those who don't.

2.7.1 Preschool Education in Sub-Saharan Africa

The challenge in Sub-Saharan Africa today is to provide good beginning for the 130 million children of the less than 6 years of age (Pence, 2011). A study done by UNESCO (2006) in Sub-Saharan Africa shows that only 12% of preschool age children between the age of 3 to 6 years were enrolled in preschools in 2004; which meant that in Sub-Saharan Africa the gross preprimary enrollment rate has grown from 5,219,000 in 1999 to 7,359,000 in 2004; South and West Asia 22,186,000 in 1999 to 31,166,000 in 2004; East Asia 36,152,000 in 1999 to 32,831,000 in 2004 and in Latin America 15,720,000 in 1999 to 18,154,000 in 2004. Moreover, a studies done by Jeremillo and Mingat (2003) and Pence and Kofi (2008) reveal that countries with high preprimary enrollment ratio include Kenya 44%, Ghana 40%, Liberia 41%, and Equatorial Guinea 31% whereby the reports also pointed out the countries with low enrollment ratio as Mali by 3%, Cote D'ivore 2% and Senegal 1%.

2.8 Conceptual Framework

The conceptual framework adopted for this study shows the relationship between parental involvement in children's preschool education and their academic performance. It visualizes how parents are linked, interacts and related to the pupils' academic performance.

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                            ┌─────────────────────┐
                            │      PARENTS        │
                            └─────────────────────┘
                    ┌─────────────┘         └─────────────┐
                    ▼                                     ▼
        ┌───────────────────────┐           ┌───────────────────────┐
        │ Engage in Early       │           │ Disengage in Early    │
        │ Childhood Education    │           │ Childhood Education   │
        └───────────────────────┘           └───────────────────────┘
                    │                                     │
                    ▼                                     ▼
┌───────────────────────────────┐     ┌───────────────────────────────┐
│ ➢ Positive attitudes towards  │     │ ➢ Poor performance            │
│   school                      │     │ ➢ Poverty in adulthood        │
│ ➢ Later school success        │     │ ➢ Social problems in adulthood│
│ ➢ Well developed social       │     │                               │
│   behavior                    │     │                               │
└───────────────────────────────┘     └───────────────────────────────┘
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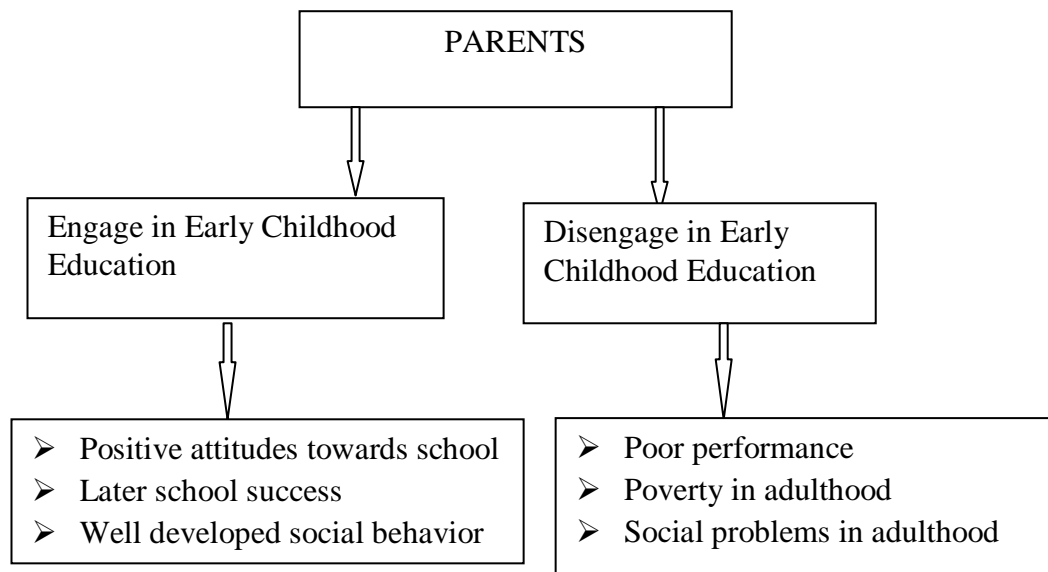
Figure 2.2: Relationship between Parental Involvements in Pupil's Preschool Education and their Academic Performance

Source: Designed by Researcher

The study relied on the concept that parents are the dominant factor for preschools education success. Arnold *et al*. (2008), Reynolds (2000) and Goldman (2005), point out that the preschool years represent crucial opportunities for the development of parental involvement in children's education. Also, Powell *et al*. (2010), Fantuzzo, McWayne & Childs (2004), Flouri and Buchanan (2004) and Senechal (2006) reveal that parents' active involvement in their children's learning has been shown to improve children's academic, behavioral and social relationship. Not only that but also, Domina (2005), Waldfogel (2004) and Ben-Galim (2011) show that there is a link between parental involvement in preschool education and high performance in later level of education. For instance, parents' active involvement during the preschool years has been positively associated with children's literacy development, acquisition of mathematical skills, well-developed social skills, and positive attitudes toward school children. Later reading achievement during later school years is an

additional long-term benefit of parental involvement during preschool education (Fantuzzo *et al.,*2004; Arnold *et al.,* 2008; Powell *et al.,* 2010).

 A study done by UNICEF (2000) reveals that children with single parents and low income earners in their household are exposed to the risk of growing up and being trapped in disadvantageous environments, requiring public investments to guarantee equality of opportunity. Also, the literature emphasizes that high quality early childhood education services must be delivered by highly qualified, trained and experienced personnel, which remain crucial in achieving children's early education experiences (Miller & Cable, 2001; Hayes, 2007; Early *et al*., 2006; Penn, 2011; Early & Burchinal, 2007; Elliott, 2006; Fukkink and Lont, 2007; Nutbrown, 2012; Sylva *etal*., 2010). All in all, early investments in childhood education are expected not only to improve the development of innate productivity, but also to have a multiple effect on later human capital investments (Crosnoe, 2001; Heckman *et al*., 2002;Haney & Hill, 2004; Webster-Stratton, Reid& Hammond, 2004).

2.8   Summary

This chapter reviewed literatures related to the study. It also shows the theoretical framework, the concept of preschool education, philosophies of preschool education, benefits of attending preschool education and studies done in other countries abroad and in Sub-Saharan Africa.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This section explains how the research was conducted. The methods and the procedures employed to carry out the research are presented in this chapter. The chapter explains the research design, which was adopted, and the type of data required for the research as well as the sampling procedure for data collection. Also the setting for this study is shown in this chapter. Mbeya District was selected because it is among the places where the number of primary schools is large enough to fit random selection for pre-schools assessments. Population and sampling techniques have been shown in this chapter. The researcher used instruments such as questionnaires, records from the Regional Education Officer, District Education Office and the head masters' offices. The other instrument was field observation. Moreover the researcher included procedures for conducting the study and the way data was analyzed.

3.2   Area of the Study

The study was conducted in Mbeya District.It involved all Government primary schools which were in 28 wards, among them were Utengule, Usongwe A,Utengule Usongwe B, Inyara, Iwindi A, Ilembo, Santilya,Tembela, Ijombe, Mshewe and Maendeleo. Gray (2009) holds that rapport is the key factor if the researcher wants to collect data in the identified area. Rapport involves knowing and familiarizing with the local population to know their attitudes and culture so that one can collect in a more efficiency way. The researcher was working as a District Academic Officer in Mbeya rural where these schools are located. Mbeya District has been observed to

have the problem of low participation of pre-school education and it can represent other districts within the country. Not only that, but also the experience of a researcher being in Mbeya District for almost six years helped to collect the relevant information from the respondents more easily and within a minimal time than if she could have been new. Therefore these are some reasons that led the researcher to choose Mbeya rural District as an area to conduct the investigation.

Figure 3.1: Location of the Area of Study in Tanzania
Source: URT (2002)

3.3   **Research Approach**

Researcher used triangulation method in data collection on which both quantitative and qualitative research methods were employed. Quantitative approach involved the numerical data for obtaining the required information. Qualitative approach was also been applied in order to explore individual traits that cannot be easily obtained numerically. Data collected from the identified sample schools concerning the effectiveness of interpersonal communication was then used (Bryman, 2012).A qualitative research approach was used to develop the understanding required for evaluating the variable relevance to a given problem situation. Compared to the perspective on quantitative research as counting, qualitative research was seen as proposing which variables to count (Bryman, 2012)

3.4   **Research Design**

Research design provides the overall strategy of how an investigation will take place (De Vaus, 2001; Lofland and Lofland, 1994; Reason and Bradbury, 2001). The study was conducted using descriptive statistics research design through using questionnaires and field data and inferential statistics research design in order to assess the pre-schools education and its implementation in rural Tanzania and investigating the relationship between parental awareness on pre-schools and pupils learning attitude (Cresswell, 2009; Yin, 2009; Anastas,1999).

This study was analytical in nature, it was done using two kinds of instruments for assessment, it used questionnaires which was administered to the secondary school teachers, students, parents and students to collect the data,. Moreover, interview was

administered to head of schools and the District Secondary Education Officer (DSEO).

Moreover, inferential statistics approach was selected because this approach does not necessarily have to rely on previous literature or prior empirical evidence; thus, itcan be used for theory-building even if little is known about the phenomenon. Not only that but also, a descriptive statistics approach was used because the researcher wanted to obtain detailed data inside and outside the pre-school environment. Furthermore, this approach is a systematic way of analyzing and reporting information (Cresswell, 2009; Yin, 2009; Anastas, 1999).

During this study, the selected education stakeholders such as teachers and parents/guardians from primary schools with pre-school pupils at Mbeya rural District were involved during data collection. These stakeholders formed two groups of study; the first group was the assessment of parents whose pupils are in public day preschools(only day pupils). The second group was the assessment of parents whose pupils are in public boarding and day preschools (boarding and day pupils).

Through descriptive statistics, the researcher collected detailed information using methods and instruments of data collection procedures. For this study, data were collected through application of questionnaire instrument and reviewed documents from schools where the study was conducted. Specifically, interviews were conducted and recorded on tape recorder and later transferred into word document. Moreover, the documents were reviewed and data were coded for analysis stage.

3.5   Population of the Study

The population of the study is a scientific study group of individuals taken from the general population who share a common characteristic such as age, sex or residence selected because they are relevant to the research questions (Lofland and Lofland, 1994; Altshuld and Witkin, 2000; Miles and Huberman, 1994; De Vaus, 2001). The sample size involved 200 respondents which included District Educational officers (DEOs), District Academic Officers (DAOs), Ward Education Coordinators (WECs), head teachers, prominent persons, village chairpersons, classroom teachers and parents. The total sample size was 200 people of which: 2 Districts Educational officers, 2 Districts Academic officers, 20 Ward Educational Coordinators, 50 head teachers, 6 prominent persons, 20 village chairpersons, 50 teachers and50 parents. The study used these respondents because are the key educational stakeholders within the District and are the advisors, designers and implementers of educational policies and Acts in the respective area.

Table 3.1: Sample Size

SN	Respondents	Female	Male	Total
1.	District Educational Officers	1	1	2
2.	District Academic Officers	1	1	2
3.	Ward Educational Coordinators	5	15	20
4.	Head Teachers	20	30	50
5.	Prominent Persons	0	6	6
6.	Village Chairpersons	3	17	20
7.	Teachers	25	25	50
8.	Parents	30	20	50
	Total	**85**	**115**	**200**

Source: Field Survey,(2016)

3.6   Sampling Procedures

Sampling is a scientific procedure by which inference is made to the whole by examining a few selected units (Altshuld and Witkin, 2000; Miles and Huberman, 1994; De Vaus, 2001; Lofland, and Lofland, 1994). Both probability and non-probability sampling designs were used in the study. In probability sampling, simple random sample was used because all elements in the population have the same opportunity of being included in the sample (Adam and Kamuzora, 2008; Golafshani, 2003; Yin, 2009). The researcher used simple random sampling because the nature of sample was homogeneous (sample size of 200 people) and had a least chance of biasness. Generally, simple random sample was used to get key informants such as the Ward Education Coordinator, head teachers, parents, village chairpersons, prominent persons and teachers in the targeted schools.

On the other hand, non-probability sampling is a biased sampling procedure that does not provide any basis for estimation the probability that each item in the population has a chance of being included in the sample (Adam and Kamuzora, 2008; Golafshani, 2003; Yin, 2009). Non-probability sampling was used because of the nature of relevant data needed that were obtained through interview method and it is less time consuming. Furthermore, non-probability sampling specifically was used to key informers such as Regional Educational officer, District Educational Officers and District Academic officers based on their relative ease of access.

3.7   Data collection and Technique

Both primary and secondary data sources were used to obtain information for use in the study. Primary data are those, which are collected for the first time, and are

original in character (Kothari, 2004; Adam and Kamuzora, 2008). The collection of primary data used multiple sources of data known as triangulation method. The triangulation method was used so as to avoid relying on a single method of data collection, to minimize bias and enhance validity and increase the confidence in the research data (Mills, 2003; Golafshani, 2002; Long and Feese, 2006).

Therefore, in this study primary data was collected using interviews, it was a conversation between the researcher and REO,DEO,DAEO and prominent persons, these was due to the smallest number of representatives from the mentioned population, self administering questionnaires, this was used to teachers, parents, head teachers and WECs, this technique was used because of the large number of respondents so large information was collected from large population for a short time of period and while secondary data was collected through documentary review through visiting the existing literatures from publications and professional papers, public documents, from educational institution acts and the Internet.

3.8 Data Analysis

Both qualitative and quantitative designs were used to analyze the data collected from the field because both operate within a traditional context. Quantitative method was used because it is believed to yield more accurate information and the use of computer. Identification and grouping were followed by calculation of occurrences for each question in terms of percentage. The group that scored higher percentage was determined as major idea in the data base. Then they were used in constructing a narrative description on findings as well as visual display in terms of tables. The researcher used editing and classification as a technique of data analysis. Content

analysis method was employed in qualitative methods. The method was used in describing unquantifiable data that was provided by the respondents such as body language/gestures, identified during face-to-face interviews. This meant that, whatever observed or reported by the respondents was presented in detail so as to reduce ambiguity in the study (Lofland and Lofland, 1994; Altshuld and Witkin, 2000; Miles and De Vaus, 2001).Descriptive statistical analysis was applied to get tables and graphs. The qualitative data collected also were sorted, cleaned and edited to remove unwanted information and errors, data were then arranged into themes concerning the objectives of the related study for analyzing, organizing and report writing.

3.9   Research Methods and Instruments

According to Leung (2001), Kothari (2004), Gillham (2008) and Yin (2009) research instrument is a survey, scale or rating tool designed to measure the respondent's characteristics, information of interest, behavioral or psychological characteristic of the respondents. Adam and Kamuzora (2008) point out that the chosen instruments must be valid and reliable so as to enhance the research facts. For the purpose of this study the following instruments were used:

(a) Questionnaire

Questionnaire is a form of inquiry document which contains well organized series of questions for the purpose of gathering information from respondents (Kothari, 2004; Oppenheim, 2000; Ryan *et al.,* 2002). According to Foddy (1994) and Golafshani (2003) questionnaires are of two types. The first type is an open ended questionnaire which asks the respondents to formulate his own answer, and the second is closed

ended questionnaire whereby the respondent pick an answer from a given number of options (Munn and Drever, 2004; Kothari, 2004; Grix, 2001; Oppenheim, 2000). This method was used in this study because large amount of information can be collected from large number of people in a short period of time. Equally important, the method has standardized answers that make it simple to compile data. Furthermore the method is not costly.

(b) Interview

Interview is an interaction in which oral questions are posed by the interviewer to elicit oral response from the interviewee; the researcher has to identify a potential source of information and structure the interaction in a manner that will bring out relevant information from his respondent (Adam and Kamuzora, 2008; Grix, 2001; Kothari, 2004; Mills, 2003;Ryan *et al.,* 2002).

The literature points out four types of an interview: the first is structured interview, this is formal interview whereby a sets of questions known as interview questionnaire are posed to each interviewee visited and the responses are recorded on a standardized schedule. It is, therefore, characterized as being a closed interview situation. The second is unstructured interview; this is conducted as an opened interview because there is more flexibility and freedom in the interaction. The third is non-directive interview which gives excessive freedom for the respondent to express his or her ideas subjectively and spontaneously as she/he chooses, there are no set questions in this style. The forth is focus interview, this method is used by researchers to render the non-directive interview more interviewer control with the

use of verbal cues that serve as a stimulus to inspire respondents to volunteer more information on the subject (Oppenheim, 2000; Grix, 2001; Kothari, 2004; Golafshani, 2003; Yin, 2009). The researcher used this method because she wanted to get real information from respondents, also to get excess information through respondents' excessive freedom of interaction.

(c) Document Analysis

This refers to recorded information related to the issue under investigation; it was used to obtain information from school documents, like students examinations results files and records of duty records and all type of school meetings.

3.10   Reliability and Validity of Data

3.10.1 Reliability

Kothari (2004) defines reliability as an ability of the measuring instrument to measure the phenomenon. In order to ensure the reliability of the study, the researcher reviewed information only from authorized sources.

3.10.2 Validity

According to Yin (2009) and Grix (2001) validity is the truthfulness of measurement. In order to ensure the validity of the study, the researcher ensured that all data are collected from the intended sources.

3.11   Ethical Consideration

Before data collection, the researcher obtained a clearance letter from an authorized department from The Open University of Tanzania. Also, the researcher received

permit from District Administrative Secretary (DAS) to collect data at Mbeya District Council. Not only that but also the respondents were given freedom to participate willingly in the interview. Furthermore, the respondents were assured respect and confidentiality to their responses.

3.12   Summary

Chapter three was about the research methods, procedures and techniques that were used by the study; and the way, which was used to analyze data and the research. Also, reliability and validity of the collected data were elaborated.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter is concerned with data presentation and analysis of the findings carried out in twenty (20) primary schools in Mbeya District. In order for the researcher to meet the objective of collecting and analyzing the data four objectives were put forward to assist the process of finding out the truth from the respondent by using questionnaires, interview and focus group discussion. Mbeya District was chosen because at least all primary schools have pre schools which enabled the researcher to obtain the required and reliable information for the research. The selected respondents were positively represented in order to provide required information as indicated in Table 4.1.

Table 4.1: Number of Respondents and the Percentages

Category	Number of Respondents	Percentage
Parents	50	25.0
Teachers	50	25.0
Head of Schools	50	25.0
Prominent persons	6	3.0
Ward Education Coordinators''	20	10.0
Village chairpersons	20	10.0
District Academic Officer's	2	1.0
District Education Officer	2	1.0
Total	**200**	**100%**

Source: Field Data, (2016)

Table 4.1 shows the real response of selected respondents from given and returned questionnaires. Questionnaires were supplied to parents, teachers, village chairperson and prominent persons; while the interviews guide was prepared for heads of

schools, District Academic Officers, Ward Education Coordinators and District Education Officer. All the questionnaires were returned and analyzed.

4.2   Demographic Characteristics of Respondents

The socio-demographic characteristics of the respondents under study have been highlighted in order to compare and discuss with them concerning the implementation of public preschools in rural areas.

(a) Respondents' age group

Table 4.2reveals that out of the 200 respondents selected to participate in this study, the majority were aged between 25-34 years which involved about 90 respondents (45%), followed by the aged between 35-44 which involved about 60 respondents (30%), age group of 45-54 had about 40 respondents equivalent to 20% and 55+ had 10 respondents(5%). This indicated that, most of respondents were grownup individuals who in one way or another, understands the concept of the implementation of public preschools in primary schools education and effectiveness of preschool in preparing pupils for primary education in Tanzania.

Table 4.2: Age Group of the Respondents

Age group	25-34	35-44	45-54	55+	Total
Frequency	90	60	40	10	200
Percent	45	30	20	5	100

Source: Field data 2016

(b) Gender of the respondents

Regarding gender, a total of 115 (57.50%) were male, the remaining 85 (42.50%) were female. These results suggest that the sample was reasonably gender representative.

Table 4.3: Genders of the Respondents

Category	Frequency	Percent	Cumulative Percent
Male	115	57.5	57.5
Female	85	42.5	100
Total	**200**	**100**	

Source: Field Findings,(2015)

According to Table 4.3, there was at least gender equality in selection in order to avoid bias. Also the 115 male and 85 female were expected to provide reliable data from both male and female respondents and to compare the judgment of the results on the effectiveness to the public preschools and its implementation in rural areas in Tanzania.

(c) Marital status of the Parents

The information requested from marital status of the parents indicated that, those parents who were interviewed some were married while others were either divorced or single parents.

Table 4.4: Marital Status of Parents

Category	Frequency	Percent	Cumulative Percent
Married	30	60	60
Single	15	30	90
Divorced	5	10	100
Total	**50**	**100.0**	

Source: Field Data 2016

From Table 4.4 show researcher wanted to assess the perception of parents on public preschools implementation in primary school system from married couples compared to single or divorced parents. The researcher was satisfied with the results and the concluded the positive perception of the married couples.

(d) Respondents level of education

Table 4.5shows that, 10 of the parents (6.7%) had informal education, 30 parents (20%) with primary school education, 10 parents (6.7%) with secondary education, 35teachers (23.3%) had certificates while 15teachers (10%) had diploma, and 45 head teachers (30%) had diploma while 5 (3.3%) had a university degree. This implies that most respondents had good understanding on the concept of public preschools and its implementation in rural areas of Tanzania.

Table 4.5: Respondents by Level of Education

Category	Frequency	Percent
Informal Education	10	6.7
Primary Education	30	20
Secondary Education	10	6.7
Certificate Education	35	23.3
Diploma Education	60	40
Degree	5	3.3
Total	**150**	**100.0**

Source: Field Findings (2016)

(e) Respondents Ethnic group

On the side of ethnicity, the information from 50parents shows that 35 (70%) were Safwa and 15 (30%) were other tribes. The large numbers of parents were mainly Safwa. This indicates the requirements of awareness education on preschools education to all parents because it seems to be a new concept.

Table 4.6: Ethnic Group of the Parents Interviewed

Category	Frequency	Percent	Cumulative Percent
Safwa	35	70	70.0
Other tribes	15	30	100.0
Total	**50**	**100.0**	

Source: Field Data (2016)

4.3   The Situation of Public Pre-School Education in Mbeya District

The situation of the effectiveness of the implementation of public preschool within primary schools present in Mbeya District was assessed through given objectives and research questions. Each objective was then subjected to research questions aimed at finding the answers through given questionnaires, interviews and documentary records.

4.3.1 The Presence of Public Preschools within Mbeya Rural District

The first objective of the study was to find out the presence of public preschools within Mbeya rural District. The operational assumption was that there is less implementation of preschool education in rural Tanzania compared to urban areas. The related question was: How the public preschools are implemented within Mbeya rural District?

Data from District Academic Officer in Mbeya rural District revealed that there are 158 Primary schools in Mbeya Rural District and among them 157 which is 99 percent do have preschool classes. Also, when District Secondary Academic Officer interviewed, pointed out that:

> ‘The Government circular of1995 ordered every primary school to have preschool classes, and the order is known by every head teacher, and they use it to register preschool pupils. Only the problem comes into practice and implementation, specifically in rural communities where parents show resistance to register their children in preschool classes (Field data, 2015).

The head teacher from   Mageuzi primary school revealed that educated and employed parents collaborate with teachers to implement preschool education and he pointed out that there is good preschool enrollment rate in Mbeya City compared to

Mbeya rural District (Field data, 2015). Not only that, but also the Ward Educational Coordinator (WEC) from Utengule Usongwe "A" ward pointed out that in Mbeya Rural District 99% of primary schools have preschool classes but the number of preschool pupils is very small. He pointed out that the main issue is on the parents' response where most of unemployed parents especially farmers and small scale traders who composed 70% of Mbeya Rural community do not register their children for preschool education (Field data, 2015).

These findings are similar to Allhusen *et al*. (2005) who argue that children who grow up in poverty are at higher risk for negative outcomes such as lower levels of cognitive development, academic achievement, and socio-emotional well-being. In Ireland for example, there is a strong view that preschool education has been designed for all children from disadvantaged environment and thus all children in need of intervention as well as children with additional needs are getting free education thus ensuring equality and inclusion (Barnett, 2010; Darragh, 2007). Tanzanian Government has done a lot to ensure the preschool education is free for every child but more effort is needed to educate rural community the importance of this level of education.

This view relates to Nyerere (1967) ideas who revealed that the major role of the nation is to advocate and plan for the basic services such as health and education. In these services, the nation is responsible for assisting the family and community efforts in provision of facilities which will cover medical advances and education. Also he pointed out that the provision of public services and other resources is an

action of investment in children; as they grow up and become adults they will constitute to a stable nation with a stable economy.

4.3.2 To Assess the Enrollment Rate for Preschool Pupils in the Past 4 Years

The second objective of the study was to assess the enrollment rate for preschool pupils in the past 4 years compared to Mbeya City.The operational assumption was that: There is an increasing enrollment rate for preschool pupils in Mbeya rural District. The related question was: what is the rate of enrollment for the past 4 years compared to Mbeya City preschools? The Responses were as Follows:

Table 4.7: Projections and Registration of Pupils

DISTRICT	2012 PROJECTION		2012 REGISTERED		2013 PROJECTION		2013 REGISTERED		2014 PROJECTION		2014 REGISTERED		2015 PROJECTION		2015 REGISTERED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
MBEYA RURAL	3,700	4,500	1,500	2,500	4,000	4,400	1,490	2,361	4,000	4,000	1,800	2,400	4,030	4,800	1,867	2,382
MBEYA CITY	3,972	4,881	4,177	5,397	4,271	4,434	4,008	4,035	4,028	4,306	3,986	4,763	4,060	4,865	4,102	5,272

Source: Field Data, (2015)

4.3.3 To Examine the Awareness of Respondents on the Preschool Implementation

The third objective of the study was to examine the awareness of parents on the importance of preschool education in rural areas of Tanzania. The operational

assumption was that there is no public awareness on the importance of implementing the preschool education in rural areas. The related question was: what are the communities understanding on the importance of preschool education?

4.3.4To Suggest the Recommendations for Improving the Quality of Preschools

The objective four of the study was to suggest the recommendations, which help to improve the quality of preschools education in rural areas of Tanzania. Both qualitative and quantitative research methods were used during data collection. Quantitative approach involved the numerical data for obtaining the required information while qualitative approach was applied in order to explore information that could not be easily obtained numerically. The operational assumption was that there attributes such as: ignorance, cultural factors, laissez-faire, economic hardship of parents, helping at home and long distance from home to school can be the factors that affects the implementation of preschool education in Mbeya Rural District. The related question was: What attributes affect the implementation of preschool education in Mbeya rural District?

 When head teachers, teachers and pupils among selected respondents from the following primary schools: Mlimareli, Wimba, Mageuzi, Hazina, Mbalizi II, Iwalanje, Swaya, Haonde, Songwe-Magereza, Mshewe, Ilembo, Njerenje-B, Maendeleo and Ilota were requested to agree or disagree through given question in questionnaire whether each of the above mentioned reasons affect the implementation of preschool education their responses were as summarized in Table 4.3.

Table 4.8: Attributes that Affect the Implementation of Preschool Education

Attribute	Total Respondents	Response			
		YES	%	NO	%
Ignorance	200	140	70	60	30
Cultural Factors	200	30	15	170	85
Laissezfaire	200	130	65	70	35
Economic hardship	200	50	25	150	75
Helping at home	200	198	99	02	01
Long distance from home to school	200	160	80	40	20

Source: Field Data, (2015)

4.3.4.1 Response about Helping at Home

The findings in Table 4.8 as shown revealed that the participation of school age children helping at home is a leading factor which affects the implementation of preschool education in rural areas. Data shows that 99% of the interviewed people supported this.

One among interviewed parents had this to say:

'I feel very bad for my daughter not to attend preschool education, but there is no way out because I'm forced by the situation. My daughter use to take care of her two young brothers one of 4 years old and another of 2 years old…Yes, I do need an extra help because I'm a business woman working hard to uplift my family economy because my husband does not support our family'.

This was also supported by an Anglican Church Pastor from Mlimareli ward who pointed out that men specifically in Mbeya Rural District quit home early in the morning and come back at the very late hours, they neither do close supervision of their families nor their children progress at school.

Another respondent declared,

'I don't remember the day when my husband supported me at farm or children care activity. It's my responsibility to wake up very early in the morning to cook tea for my three primary schools children so they can go to school on time. Then I have this young boy aged 5 years old, he use to take care of his young brother of 2 years old so I can get a chance to attend to other economic activities like farming or fetching woods for selling'.

The researcher revealed that, in Mbeya rural district as in Tanzania and Africa in general there is a patriarchy ideology whereby the male are usually not responsible for any home activity or children care responsibility, instead, women get support from their children who are below 7 years old (in Tanzania every 7 years old child is required by law to attend primary school education).

4.3.4.2 Response about Long Distance from Home to School

Eighty percent of the respondents interviewed revealed that long distance from home to school is a second leading factor which affects the implementation of preschool education in rural areas. When responding to the researcher question a standard six pupil from Mlimareli Primary school said that he used to walk 2 kilometers from home to school every day. Also, he said that some of his friends are truants because of this attribute. Not only that, he also pointed out that he has his young sister aged 6 years old but she was not registered for preschool education because she could not manage to walk such a long distance (Field Data, 2015).

When responding to this attribute, the District Education Officer (DEO) from Mbeya rural District agreed that there are schools which are far from the community. She argued that some schools have a distance of more than two kilometers from the villages.

> *'It is true that long distance from home to school is the factor which affects the implementation of preschool education in rural areas, specifically in Mbeya Rural District, but I request parents especially men to escort their young children to school so that they can attend preschool education. This is a tough work but preschool studies have a good foundation for primary education'* (Field Data, 2015).

4.3.4.3 Response about Ignorance

Seventy percent of the respondents interviewed pointed out that ignorance is a factor which affects the implementation of preschool education in rural areas. According to WEC of Ilembo "B" people need to be knowledgeable about the importance of preschool education. He admitted that, head teachers and ward educational officers should play a very big role to educate rural the community on this. He said that the Government has tried her best level to introduce preschool classes in every primary school. Not only that, but also the Government has introduced childhood programme in teachers colleges and universities so as to motivate teachers to have further studies on preschool education. Furthermore, he pointed out that teachers who volunteered to study this course are getting full Government sponsorship (WEO private conversation, 2015).One among prominent persons interviewed from Maendeleo Ward who also declared that he have 25 children to his 4 wives had this to say,

> *'I have never ever sent my children for preschool education because even myself I didn't attend that education and I was performing good in primary school and I managed to pass for secondary studies'.*

Furthermore, the head teacher from The Shinning Primary and Preschool from Songwe ward which is an English medium school reported that there is a very good attendance at his school in the pre-primary classes because there is a provision of porridge and lunch during school hours. Moreover he said that there is a transport service to pupils who live far from the school.

4.3.4.4 Response about Laissez Faire

According to data shown in Table 4.8, laissezfaire constitutes 65% as a factor which affects the implementation of preschool education in rural areas. According to the

Regional Academic Officer (RAO) from Mbeya Region laissezfaire factor has a close relationship with ignorance factor. The difference is that those who fall in laissezfaire factor clearly know the importance of preschool education but they become reluctant to insist their children to attend preschool classes while those who fall on ignorance factor totally don't know the importance of preschool education (Field data, 2015).

> *'...This is the most difficult group to help, because they know but they resist practicing while they have no reliable reason behind, but we are trying our level best to educate them and somehow the response is very good in cities (Field data, 2015).*

4.3.4.5 Response about Economic Hardship and cultural factors

According to data presented in Table 4.8economic factors and cultural factors have no effects to the implementation of preschool education in rural areas. One among the prominent leaders at Maendeleo Ward who is known by local name as "Amafumu" pointed out that the District has traditions and customs such as harvesting, burial and wedding ceremonies which do not forbid children to attend school.

In the contrary, World book (1986) reveals that, parents are responsible in promoting their children in two major basic needs; these are physical and psychological needs. Physical needs are such as meals which containing nutrition, proper clothing, comfortable home, access to play, health, education, safety, immunization and cure. Psychological needs include parents' actions that will develop the child's love, confidence and respect to him/herself and other people. In America for example, during the enrollment process, parents should clarify who is/are the legal guardian(s) of the child (U.S. Department of Health and Human Services). All relevant legal

documents and court orders should also be collected and filed during the enrollment process (Korelek, 1992). From this attitude Tanzania Government should make a law that will force parental involvement to their children's education.

4.4 Further Research Finding

More data with information from head of schools, teachers, students, parents, District education officer, prominent persons and WEC was presented and analyzed in order to compare the performance of day preschools and boarding preschools and day preschools education in rural Mbeya District. The information from data presentation enabled the researcher to conduct a discussion. After the discussion the researcher was able to draw up conclusions and recommendations concerning the public preschools and its implementation in Mbeya District in Tanzania.

The study was also conducted at Songwe primary school which includes both boarding and day preschool. The following respondents were involved in the study: WEC, head teacher, teachers, parents, students, prominent persons and chairpersons form Usongwe Ward. The results were as follow:

Ninety five percent of the interviewees confirmed that pupils who study at this preschool are the workers children who know the importance of early childhood education. Also, it has been pointed out that there is a close follow-up relationship between teachers and parents to students' performance. One among interviewed pastor from Roman Catholic Church at Nguvukazi village had this to say:

> 'I feel proud for the parents who are responsible to make sure that their children attend both pre and primary education as it is ordered by the Government…I also insist all parents to care for preschool education because it lays the foundation for other level of education'

Generally, there is only one public boarding and day preschool in Mbeya rural District. The researcher realized that 98% of the pupils at this school are either teachers' or other workers' children.

4.5   Summary

The finding on the implementation of preschool education in Tanzania rural specifically in Mbeya rural is bad. It was observed that every primary school has a preschool class as it has been ordered by the Government, but the problem comes into practice and implementation, specifically in rural communities where parents show resistance to register their children in preschool classes. The findings also reveal that rural communities have less awareness on the importance of preschool education. Moreover, the study reveals that school age children helping at home is a leading factor which affects the implementation of preschool education in rural areas by 99% followed by long distance from home to school (80%), ignorance (70%) and the last factor is laissez-faire (65%).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1   Introduction

This study assessed public preschool education and its implementation in Tanzania rural, with special reference to Mbeya rural District. Specifically, the objectives of this study were: to find out the effectiveness of implementing the public preschool education within Mbeya rural District, to assess the enrollment rate for preschool pupils in the past 4 years compared to Mbeya City; to examine the general public awareness on the importance of preschool education and lastly to recommend for improvements in public preschools services in providing quality education. The study mainly employed the qualitative approach though in some aspects it involved some aspects of the quantitative approach. The study was conducted to preschools present in 158 primary schools in Mbeya Rural District.

The sample size involved 200 respondents which included districts educational officers (DEOs), districts academic officers (DAOs), ward education coordinators (WECs), head teachers, prominent persons, village chairpersons, classroom teachers, pupils and parents. They were selected through stratified simple random, systematic and purposive sampling techniques. Primary data were mainly collected through questionnaires, interview and observations while secondary data was collected through documentary review.

5.2   Conclusions

The study aimed at assessing the public preschool education and its implementation in primary schools present in Mbeya District in Tanzania. The data collection

process included responses from primary schools teachers and head teachers. The study supplied prepared questionnaires to two hundred (200) respondents, observations and focus group discussions were conducted.

The study had four specific objectives as summarized below:

The first objective was to find out the effectiveness of implementing public preschools education within Mbeya rural District. The study found out that not all teachers have knowledge and skills of dealing with preschool children. Most of the respondents were not able to explain the concepts of introducing preschool on each primary school. In addition, the study reveals that not all teachers had formal education on management of children in preschools. The environment does not support the introduction of preschool education in primary schools and this was evident from the sitting arrangement where it was found not enough space to accommodate all children.

The second objective was to assess the enrollment rate of pupils in preschool pupils for the past four years compared to Mbeya City. The findings indicate that, the number of children enrolled in four past years increased tremendously, but was less than children enrolled in Mbeya City. The number of children enrolled in preschools present in Mbeya City was higher than those enrolled in Mbeya rural District due to positive awareness of parents towards preschools education. Most of the parents in Mbeya rural District preferred to use their children in helping home activities than taking them to preschools. The findings indicate that, there was a problem in implementing preschools education effectively in Mbeya rural District compared to Mbeya City due to:

(i) Absence of enough teaching and learning materials for at least all preschools which could improve understanding of children.

(ii) Lack of special trained teacher with skills and knowledge of dealing with preschools children.

The third objective was to examine the general public awareness on the importance of preschool education to the children. Some parents perceive preschools education within primary schools positively. But, there is no enough support from the government that can help to maintain children to preschool, for example food and facilities for sports and games. There are no seminars for teachers to attend so that they can learn new skills on how to handle the children in preschools. There is no good cooperation among teachers and parents on solving the problems the children have. In short, the system does not give enough support to teacher so that they can get motivation on teaching in preschools classes. It shows that teachers have been left with the burden of taking care of the children in preschools, while the public does not see it as their responsibility. For example, the head teachers, parents, administrators and the ministry of education do not participate fully as they should.

The fourth objective was the suggestions for improving preschools implementation. In suggesting the way forward, the following were suggested: teachers should be formally educated so that they have the knowledge of their work and responsibilities. There should be effective monitoring and evaluation if the goals of introducing the development of preschools in Mbeya District are to be achieved. There should be cooperation between teachers and other stakeholders to make it easy for the implementation of preschools in primary schools. The government should support

the preschools by the provision of funds and teaching and learning materials. Teachers should be involved in decision making concerning how to implement preschool education in primary schools, because this will help in achievement of its objectives.

The government should ensure quality education to all the children. In addition, it was suggested that the government should employ teachers with knowledge and skills for teaching pre and primary education. It is by doing all these that can be a guarantee for quality and equal education for all.

5.3   Recommendations for Improvement

Based on presented results, discussion and conclusion several issues need to be addressed in order to enhance the implementation of preschools education in primary schools. The following recommendations are among the issues that can be addressed to enhance the implementation of inclusive preschools established in primary schools present in Mbeya District.

Education policies should be reviewed to take full account of the introduction of preschools in primary schools. There should be cooperation among teachers, children and parents. Cooperation helps the teaching and learning process in schools to run smoothly. Teachers should be able to teach preschools effectively and children should be able to obtain preschools knowledge and skills.

There should be the provision of teaching and learning materials which might be helpful for teachers in order to help children in preschools to understand. Mmbaga

(2002) suggests that, using whatever resources available in the classroom could have had telling effects on the learning of all children. She says "given the assumption that some preschools children may find difficulties in school at some stage" teachers need to accept and find a way of how to help these children in regular classes.

Parents and other members of the society should be provided with civic education about inclusive education in order to assist the schools effectively. Mmbaga (2002) suggests that "building partnerships between school, families, and communities which focus on finding ways in which families and communities can support the development of preschool education".

She emphasizes that the school can act as the resource in the community. This means that it can provide services and facilities which promote the life of community but which are not necessarily to do with education. Many schools do this informally. There should be revision of curriculum to make it flexible so that teachers have room to use different teaching styles to achieve the same objectives.

Then we can conclude that, public pre-school education and its implementation in rural Tanzania can either have a positive or negative impact on preparing pupils for primary education. Parents can have a possibility of supporting their children learning in public pre-school through provision of all necessary resources required for their learning. However, education is a right for all and basic education should include pre-schools. Therefore the government should invest in education for the following reasons:

The achievement of the implementation of public pre-school in rural Tanzania depends much on Government support, whereby supportive parents to children learning have positive impact for their survival of pre-schools. Therefore, children and teachers in pre-primary schools need extra support from their parents and from the Government. The more the positive support from parents the more the possibility for children to complete their pre primary education and achieve their goals of begging their learning the primary education.

5.4   Areas for Further Studies

After analyzing the data and obtaining the required information, then the researcher recommends the areas for further research to be; "Assessment on contribution of community secondary schools towards education for all". This can help to explore the contribution of introducing community secondary schools in Tanzania.

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APPENDICES

Appendix I: Proposed Questionnaire for Teachers and Educational Officers

The information is strictly for research purposes and none other

SECTION A

Personal Particulars

Please circle the correct response and fill in the blanks

1. What is your gender?

(a) Male

(b) Female

2. How old are you?

(a) Between 18 - 25 years

(b) Between 25 - 30 years

(c) Between 30 - 35 years

(d) Between 35 – 40 years

(e) Above 40 years

3. How many children do you have?

(a) One

(b) Two

(c) Three

(d) more than three

(e) I don't have any

4. How old are they?

(a) Between 1 month – 5 years old

(b) Between 5 years to 7 years old

(c) Between 7 years to 9 years old

(d) Over 10 years old

5. Did they attended preschool Education

(a) Yes

(b) No

(c) Not yet, because they are below 5 years old

6. What is your occupation?

(a) Educational Officer

(b) Teacher

(c) Others

SECTION B

Put (v) in the correct answer

7. (i) Are there public preschools within Mbeya Rural District?

(a) Yes

 (b) No

7. (ii) How many Primary Schools do you have within Mbeya Rural District?

(a) Between 100 – 200 Primary Schools

(b) Between 250 – 300 Primary Schools

(c) Between 300 – 350 Primary Schools

(d) Between 350 – 400 Primary Schools

(e) More than 500 Primary Schools

7. (iii) Do every Primary School within Mbeya Rural District have preschool classes?

(a) Yes

(b) No

7. (iv) How many Preschools do you have within Mbeya Rural District?

(a) Between 100 – 200 Primary Schools

(b) Between 250 – 300 Primary Schools

(c) Between 300 – 350 Primary Schools

(d) Between 350 – 400 Primary Schools

8. What are the rate of enrollment for preschool pupils in the past 4 years

YEAR	GOOD	AVAREGE	BAD	WORSE
2011 – 2012				
2012 – 2013				
2013 – 2014				
2014 – 2015				

9. Does the community understand the importance of preschool education

(a). YES

Give reasons ---

(b) No

Give reasons --

----

10. What attributes affects the implementation of preschool education in Mbeya Rural District?

ATTRIBUTE	10% - 30%	30 % – 50%	50% - 70%	70% - 100%
Ignorance				
Cultural Factors				
Laissezfaire				
Economic hardship				
Helping at home				
Long distance from home to school				

THANK YOU

Appendix II: Proposed Questionnaire for other Respondents

The information is strictly for research purposes and none other

SECTION A

Personal Particulars

Please circle the correct response and fill in the blanks

1.   What is your gender?

(c) Male

(d) Female

2.   How old are you?

(a) Between 18 - 25 years

(b) Between 25 - 30 years

(c) Between 30 - 35 years

(d) Between 35 – 40 years

(e) Above 40 years

3.   How many children do you have?

(a) One

(b) Two

(c) Three

(d) more than three

(e) I don't have any

4.   How old are they?

(a) Between 1 month – 5 years old

(b) Between 5 years to 7 years old

(c) Between 7 years to 9 years old

(d) Over 10 years old

5. Did they attended preschool Education

(a) Yes

(b) No

(c) Not yet, because they are below 5 years old

6. What is your occupation?

   (a) Employee

    (b) Peasant

   (c) Self employed

   (d) Others

SECTION B
Put (v) in the correct answer

7   (i) Are there public preschools within Mbeya Rural District?

(a) Yes

 (b) No

7. (ii) How many Primary Schools do you have within your ward?

(a) One

(b) Two

(c) Three

(d) More than three

8. Does the community understand the importance of preschool education

(a) YES

Give reasons ---

(b) No

Give reasons ---

----

9. What attributes affects the implementation of preschool education in Mbeya Rural District?

ATTRIBUTE	10% - 30%	30 % – 50%	50% - 70%	70% - 100%
Ignorance				
Cultural Factors				
Laissezfaire				
Economic hardship				
Helping at home				
Long distance from home to school				

THANK YOU

Appendix III: Guided Questions/Observation Guidelines

Guided questions on interview/ Observation guidelines to teachers and educational officers

This questions aims to get your opinion regarding the impact of truancy in students' academic performance in primary schools. The information is strictly for research purposes and none other.

SECTION A

Personal Particulars

1. What is your gender?

   (a) Male

   (b) Female

2. How old are you?

(a) Between 18 - 25 years

(b) Between 25 - 30 years

(c) Between 30 - 35 years

(d) Between 35 – 40 years

(e) Above 40 years

3. For how many years have you been at this school/Ward? ----------------- Years

4. For how long have you been a professional teacher? ------------------ Years

5. Does the community understand the importance of preschool education

(a) YES

Give reasons --

(b) No

Give reasons --

----

6.   What attributes affects the implementation of preschool education in Mbeya
     Rural District?

ATTRIBUTE	10% - 30%	30 % – 50%	50% - 70%	70% - 100%
Ignorance				
Cultural Factors				
Laissezfaire				
Economic hardship				
Helping at home				
Long distance from home to school				

THANK YOU

Appendix IV: Research Clearance

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, *AND POSTGRADUATE STUDIES*

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

01/10/2015

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act becam
operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 ha
now been replaced by the Open University of Tanzania charter which is in line the university act of 2005.
The charter became operational on 1st January 2007. One of the mission objectives of the university is to
generate and apply knowledge through research. For this reason staff and students undertake research
activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowere
to issue a research clearance to both staff and students of the university on behalf of the government of
Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms.** Martha W. Mgata
with **REG.** PG201401437 who is a Master student at the Open University of Tanzania. By this letter, **Ms.**
Mgata has been granted clearance to conduct research in the country. The title of the research is **"Publi**
Pre-school Education and Its Implementation in Rural Areas" The research will be conducted at
Mbeya District Council.
The period which this permission has been granted is from 5/10/2015 to 4/11/2015.
In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es
Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA