THE IMPACT OF PHYSICAL RESOURCES ON PUPILS’ LEARNING IN PRE-PRIMARY SCHOOLS IN TANZANIA; A CASE STUDY OF PAMBA WARD IN NYAMAGANA DISTRICT - MWANZA

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED-APPS)**

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# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptable by the Open University of Tanzania a Dissertation titled; ''The Impact Of Infrastructure and Teaching-Learning Materials to Pupils Learning in Pre-Primary Schools in Pamba Ward in Nyamagana District – Mwanza” in partial fulfilment of Masters of Education in administration, planning and policy studies of the Open University of Tanzania.

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...................................................

Signature

…..........................................

Date

# DEDICATION

This work is dedicated to my beloved parents Mr. and Mrs. Mwarabu who used a lot to raise me where I am. I cannot forget them throughout my life. My father wherever you are, may your soul rest in peace AMEEN.

# ACKNOWLEDGEMENT

This research report could not be completed without God’s blessing and support from numerous people. I thank God for keeping me healthy throughout my study. I would like to thank Professor Emmanuel Babyegeya who undertook much of his time willingly to supervise and assist me from proposal preparation to completion of my work. His valuable criticisms, constructive ideas and experience attributed to the completion of this work.

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# ABSTRACT

This study assessed the influence of physical resources on pupils’ learning in preschools in Pamba ward, Nyamagana district in Mwanza region. The researcher employed the mixed approach in which both qualitative and quantitative methods were used. Tools for data collection were questionnaire, observation and focus group discussion. The study findings indicate overcrowded of pre-primary classes, classes without sufficient physical facilities like desks, toilets, water and play grounds. Moreover, teaching and learning material were not enough and the few available were of poor quality. The study concludes that the teaching and learning environment of pre-primary schools are not conducive for effective teaching and learning. Based on the findings and given the importance of preschool education for future learning, the study recommends to the Government and other stakeholders in the provision of primary education to provide sufficient budget that will cover all the basic requirements for establishing pre-primary classes to every primary school in order to facilitate effective teaching and learning. It is also recommended that the education policy should recognize and state that what is at present called pre-primary class is part and not an attachment or an annex to a primary school. This will make primary schools to start with preparatory class.

**Keywords**: *Pre-primary education; teaching and learning; infrastructure.*

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# CHAPTER ONE

## INTRODUCTION

This chapter covers background of the study, statement of problem, research objectives, research questions, significance of the study definition of key term and delimitation of the study.

## 1.1 Background of the Problem

In the words of Gonzalez-Mena (2008), early childhood education is an exceptional division of education helping through kids from babyhood to basic rank. As the explanation of this authority entail, it is believed that early childhood education brings or exposes young children into the world. The importance of the early childhood education became extremely known all over the world within the last twenty years. This circumstance is corresponding with research results based on long term effects of early education to later life.

The Jomtien World Declaration on Education for All (EFA) stress that knowledge begins at birth (UNESCO, 1999a). This calls for early childhood concern and early child education that is offered by involvement of ancestors, society and institutions. It is through excellent education that the public may generate a muscular and aggressive wealth which can successfully deal with the problems of social and economic development which can positively turn and alter markets and technological circumstances in the region and ultimately, the universal economy (Louis and Miles, 1990). Hallinger (1992) declare that one means of generating education transformation is to get better pre-primary learning which will take communities and societies through, to the destination of distinction triumph of pupils when moving to additional stage of education. For that reason, pre-primary education has to be healthy hold up by the government and stakeholders for the attainment of eminence education.

Growing of preschool education has number of challenges that face preschool classes. Since 2003 different education stake holders have noted different challenges that face teaching in preschool. One of the major issues is learning environment. WBC (2014), in their research describes that lack of properly ventilated classroom toilets and playground lead teachers not able to implement preschool curriculum effectively. International Association for the Education of Young Children (1991); also confirm that most of the surveyed preschool are affected with lack of adequate building which negatively affect an effective implementation of Early Childhood Development curriculum. According to Lee and Hyden (2009), lack of infrastructure in Zambia which is the result of overcrowded classroom make difficult for curriculum implementation as it makes difficult for teacher to pass through the classroom in order to help individual child; for instance, a single room accommodates more than 70 children contrary to 30 children that is proportional to single room.

UNICEF (2006) listed some of the minimum standards for items relating to infrastructure that play a big role on preschool academic success in their Guidelines for Early Childhood Development Services. One of factors is availability of buildings at school, that schools need conducive learning environment for children which are clean and safe- all precautions are taken to protect children and centre staff from physical, emotional, and social harm, preventing any risk of fire, accidents or other hazards. For the case of Rwanda preschool especially public school do not have enough money to build required classroom; enough and quality school building have significant effect on children academic achievement (Momoh1980). Most of children join standard one while they are not capable of reading and writing.

Most of Early Child Development (ECD) centres in Vihiga Kenya continue to experience challenge related to poor infrastructure (Muganga & Wanjiku 2013). Kenya Education Sector Program (KESP) tried to ensure good learning infrastructure but it was revealed that 48% of the classroom was poor, 30% was fair and 20% was good. 78% of toilets and100% of kitchen was poor. According to World Bank (2005), unsecure learning environment possess security risks for children to acquire intended goals. Parent will avoid enrolling their children in school with poor infrastructure. Also, teachers will be reluctant to teach school with poor condition.

The configuration of the formal education and training structure in Tanzania comprised of 2 years of pre-primary education, 7 years of primary education, 4 years of secondary (Ordinary Level), 2 years of secondary (Advanced Level), and a minimum of 3 years of university education. The analysis of the evaluation of Tanzania Education Policy of 1995 identified some weaknesses like failure of identifying individual pupil’s talent and long time spent in learning to an individual to be a professional or to graduate. This led to changes by condensing the system to be 1+6+4+2+3+ in order to save time of total training system, identify the talents of pupils at initial stage and include vocation training programs in both primary and secondary level (URT, 1995).

Education and Training Policy-ETP of 1995 demand that the Government is supposed to put extra effort in developing the whole education range which comprise nursery, day-care centres and kindergartens as element of formal education and training structure. The broad rationale of pre-primary education is to train children bodily, psychologically, socially and intellectually to go into Standard I of primary school education. This groundwork is well thought-out as the underpinning for further psychological development.

Mende (2000) maintain that in Tanzania predominantly in the rural areas, ordinary citizens do not differentiate between both implication and applicability of the services in the day-care centres, nursery schools, kindergarten and pre-primary classes. In Kiswahili it is dubbed “chekechea” which do not create any distinction to the ordinary people. Some parents seem to have high hope for provision of education to their youthful children than health services. Recent efforts by the Ministry of Education are directed towards provision of education to parents on pre-primary education for years 5 to 6 children. It is more accentuated that the institutions pre-primary aim to create a link between the surroundings of home learning and school environment.

Provision of pre-primary education in Tanzania became part of education policy in 1995 as part of broader Education and Training Policy (URT 2004). Under this Policy all primary schools were to establish pre- primary classes for children with five to six years old. This required good learning environment which unfortunately seemed not to be conducive regardless its importance of preparing children for primary education. Pre-primary learning has been affected by learning environment in terms of classrooms, toilets and play ground. Education for all (EFA) Report for Tanzania mainland (2014), reported that most Early Childhood Care and Education (ECCE) facilities are not conducive for children learning as most of the building have not built in accordance with national standard. Although the Education and Training Policy of 2014 claims that the existing education structure can provide an opportunity for children aged five years to join pre-primary education for one year (MoEVT 2014), it is not documented on how the existing facilities for pre-primary children can facilitate effective learning.

## 1.2 Statement of the Problem

Pre-primary education is the foundation on which further learning in primary and secondary schools is built. As such, pre-primary education promotes early upbringing education with a goal to raise the number of children ready for primary and further education (MoEC, 2005). For better learning in preschools, there should be excellent infrastructures that meet the needs of pupils. Tanzania is among the countries which emphases the provision of preschool education in its Education and Training Policy (MoEC 2005).

Despite the fact that better infrastructure in pre-primary classes is the source of effective learning, there were discoveries the existing physical resources for pre-primary classes were insufficient and poor to the extent of having 70 t0 100 children in one classroom instead of 30 pupils as directed by the Ministry of Education (Mende, 2000). Thus, there as a need to find out the extent to which situation in the physical facilities for pre-primary classes have improved and thus affecting positively the learning process.

Different NGO’S in Tanzania, for example, TAHEA, Plan International and Aman Home Girls have tried to build preschool infrastructure aiming to produce quality and widely shared preschools resources hence increase opportunities for effective learning. With all initiative shown by the government, the NGOs and other stakeholders, inadequacy of resources for pre-primary education is said to still be existing. Classrooms are not sufficient, teaching and learning materials are not enough, toilets are insufficient and of poor quality, playing grounds and material are inexistence, desks and other sitting facilities are not sufficient. Basing on the above information about the existing resources for pre-primary classes, this study aimed at finding out how the existing physical resources in pre-primary classes are affecting leaning of children in these classes.

**1.3 Research Objectives**

This study was guided by the following research objectives.

**1.3.1 General Objective**

The main objective of this study was to assess how of pre-primary school’s physical resources influence pupils learning in Tanzania.

**1.3.2 Specific Objectives**

1. To assess the availability of required physical resources for teaching and learning at pre-primary level in Pamba ward, Nyamagana District – Mwanza.
2. To analyse the influence of the available physical resources to the teaching and learning of pupils in pre-schools in Pamba ward, Nyamagana District – Mwanza.
3. To examine pupils’ ability of reading, writing, drawing and playing with materials in preschools in Pamba ward, Nyamagana District – Mwanza.

# 1.4 Research Questions

1. What is the mature of the available physical resources for teaching and learning at pre-primary school level in Pamba ward?
2. To what extent the available physical resources are facilitating teaching and learning to preschools pupils in Pamba ward?
3. To what extent pupils in pre-schools in Pamba ward are able to read, write, draw and play proficiently with learning materials?

**1.5 Significance of the Study**

Three important things which are required for effective learning are learners who are ready to learn, teachers who are committed to facilitate learning and conducive learning environment for effective teaching and learning. Insufficient information on how each pillar affects learning will lead to ineffective teaching and learning. This study has revealed how physical resources influence pupils’ learning in preschools.

The findings therefore are very important to educational policy makers, school communities and teachers on the importance of physical facilities for preschool classes as inevitable if we have to prepare pre-primary school children for effective learning at primary and upper levels. This means the study brings awareness to all stakeholders in the study area and to the larger Tanzanian community on what is existing in our preschools in terms of physical facilities; how it is affecting learning of children and what is required to improve learning in pre-primary school classes.

**1.6 Delimitation of the Study**

This study on an assessment of infrastructure on pupils learning was conducted in Mwanza city at Pamba ward by using the case study research design. The study was conducted in five primary schools and data was collected through the use of questionnaires, interview, observation and focus group discussion.

**1.7 Limitations of the Study**

Weak response from respondents, some respondents were reluctant to fill questionnaires, it was observed that few respondents didn’t fill all gaps. Also the use of SPSS program was a challenge, I looked for assistance from expert to fill the entire data.

**1.8 Definition of Key Term**

**Academic performance** - (Scottk 2012), define academic performance as how well pupil accomplish his/her task and studies. In this study, academic performance as represented by how pupils could read, write, count and play with learning materials in their class.

**Infrastructure**–In this study, three basic facilities were observed to represent the infrastructure: playgrounds, classrooms, and toilets.

**Pre- primary** – ISCED (2003) defined it as initial stage of organized instruction designed primarily to introduce very young children to school type environment. In this study, pre-primary is an educational offering of early childhood education to pupils of five to six years, prior to compulsory education at primary school.

**CHAPTER TWO**

# LITERATURE REVIEW

# 2.1 Introduction

This chapter is divided into five sub sections. Section one is about conceptual definition, section two is about theoretical analysis that is analysis of theories that relate with the study. Section three is looking for empirical literature review. Section four is about research gap that is to find out what the previous study did not take consideration on that. The last section is about conceptual frame work.

**2.2 Education and Early Childhood Development**

According to Edward, et. al. (2013) curriculum refers to the means and material which student will interact for purpose of achieving identified education outcome. It provides all the knowledge and skills which student expected to learn. It includes learning material that should be learned by pupils inside and outside the classroom. Shaw-Wen (2012) explain, curriculum can be seen as means of achieving specific educational goals and objectives. This means that curriculum can be regarded as a checklist of desired education outcome.

**2.2.1 Early Childhood Development**

The World Bank (2010) defines early childhood development as “The physical, cognitive, linguistics and social-economic development from parental stage up to age of eight” The childhood development is in variety setting which are home, school, health center and community. Early Childhood Development is the period of development that a child under go up to eight years old. It has four stages of development. Those are, pregnancy and pre–natal parent care, 0 to 3 parent education early stimulation and nutrition intervention, 3 to 6 parent education preschool and 6 to 8 transaction to formal education, improved early primary school.

**2.3 The Related Theories to the Study**

There are different theories that explain a certain topic within a domain of children learning and development. It formed an assumption on how young children learn and develop. It also analyses on what teaching and learning should be.

**2.3.1 Developmental Theory**

Developmental theory with Peaget as the prominent founder presents the idea that children construct as they manipulate and explore the world around them, Nolan and Raban, (2015). Children actively construct knowledge as they manipulate and explore the environment around the school. Therefore, conducive school environment leads to children to acquire what is needed. The theory arose from traditional with the notion that development is universal therefore every child has equal right to be treat the same regardless their social status or sex. With this notion teacher should consider all children in the same way without discriminating other children.

The focus for early childhood educator should clearly understand each child development and then planning to facilitate the identified development need. This will determine what should be considered when teaching pre-primary classes, Jean Paget stage theory, Maria Montessori planned theory, Rudolf Strainers seven years’ theory and Erickson stage of Personal and social development theory, they focus on child learning and development as an individual. Therefore, teacher should judge a children relating on individual child development. Goals are planned to meet the child developmental need.

This theory is useful to this study as children learning environment including infrastructure may alter the behaviour of children at each stage. Every individual child need good infrastructure for his/her development. The pre-primary classes’ environment must have similar physical space. Playground continues to be essential. The theory directs teachers to assess children individual development basing on their environment. And this study aims to study the effect of pre-primary infrastructure on the children learning development. Data collection also will be analysed on the same basis to answer how learning environment affect children learning.

**2.3.2 Social – Cultural Theories**

This also is one of early childhood education. It has important role in the practice of early childhood education. The theory proposes that teacher should understand the development of the children in the context of their communities because nature of the community plays a big role in the child development. Different children from different communities have different characteristics as well therefore teacher need to understand development of children in the class so as to be in position of planning strategies for academic success, (Rogoff, *et al.* 1998).

Children are positioned as learning through the belief system to which they are exposed and through their interaction with others. Hedegeared, (2004) as quoted by Nolan and Raban (2015) continue describe that child development as relationship between child and society. Here it means that child development relay on the society where child live concerning society culture and economic status example a child from poor family is different from that of well off family. According to Fleer (2006) argues that cultural not only determine the principle for defining development but also frames the context in which is the development of children supported. Saw social environment as being instrumental to a child.

The theory related to the study because social culture does not only determine the principal for defining development of the child but also frame the context in which the development of the children is supported. Children are from different societies. It is important for teacher to understand children background environment and plan technique for better learning success. For example, school infrastructure should be designed so as to bring together children from poor families and those from rich families.

# 2.3.3 Social – Behaviour Theories

Prominent of this theory are Pavlov, Skinner and Bandura. They believe that children can learn if given the right reinforcement. With positive reinforcement one is motivated to learn. Learning is associated with social and physical condition. Regarding social theory an environment determines what to learn. Children learn what acceptable ways of behaving is and what considerable unacceptable ways of behaving is. Teacher is the one that decide what to learn in response to children behaviour.

Children on the other hand are directed to undertake take the certain task. It is teacher directed approach. Under this theory rewards and reinforcement are key motivators. Children learn through reward according to their behaviour and imitating as a role model after observing how their behaviour has been received by others. Preschool teachers tend to reward those with good behaviour and ignore less desirable behaviour as they believe that everything can be learn or unlearned (DEEWR 2010). This will make children to be aware on what acceptable behaviour is and what is not acceptable hence to build an ethical community.

As behaviourism believe that everyone can learn anything at a given the right environment. Also according to the theory we learning through interaction with others, children experience life while interaction with their fellow children and the study assess the impact of infrastructure on better learning for pre-primary children. Therefore, good school infrastructure is needed for children to build their social interaction with their fellows. The theory will be used to determine how the data collected on pre-primary infrastructure reinforce the children learning.

**2.4 Empirical Literature Review**

Several studies related to this problem have been done by different people. For purpose of this study three researchers were reviewed.

# 2.4.1 The Quality and Quantity of Infrastructure

The study done by Wanjau (2013) at Mirangine district in Kenya which focus on influence of immediate preschool curriculum implementation through simple random technique sample of 20 parents out of 1543 and 20 teachers out of 73 teachers were used. Written questionnaires, interview and observation were used as a tool of investigation. The researcher found that there were inadequate physical facilities. “According to unpublished report from DEO’S office classroom, toilets, playgrounds and kitchens are inadequate.” Most of schools did not have enough classrooms to accommodate the large number of pupils this result into congested classroom and difficulty for teacher to move around the class while teaching. The toilets ratio was more than 1: 20 that made children to spend much time when they wait for their turn. Those classes which were available were in a poor condition. The researcher found that 67% of the classrooms were made of wood, mud floor and wooden window and the light was quite inadequate.

**2.4.2 Pupils’ Learning in Preschool**

The study which conducted by Kweka et al (2000) its main purpose of this study was to investigate the situation of early childhood education in Tanzania. The result of the study was to identify problem area that needed to be solved so as to promote accessibility as well as to raise the quality of pre- primary education in the country. Area of study was Temeke district at Dar-es–salaam. Six wards reached by researchers those wards include Mbagala, Temeke 14, Kigamboni, Kurasini, Yombovituka and Kisarawe.

To collect the data researchers used group discussion, interview, documentary review and direct observation as instruments. With this study they found out that the objective of pre-primary school policy of Education and Training (MoEC 1995) have different short coming due to the weakness of infrastructure and other facilities in pre-primary schools. Lack of classroom, toilets and playground was common problem to the surveyed area. “20% of the pre-primary school in Yombo they lack buildings, toilets and playgrounds.” That made about 60% of children to be enrolled in primary school (standard one) without passing through pre-primary school. Even those with buildings, they were poor and unsafe. Quality learning in preschool has to be supported by learning environment as it promotes the development of children critical thinking skills and foster awareness. Conducive environment invites purposeful playground and facilitate learning. They provide opportunities to broaden and strengthen their knowledge.

**2.4.3 The Effect of Learning Facilities on Pre-School Pupils Learning**

Another study was conducted by Atmore, (2012). The study aims to describe Education Childhood Development sector and the area of study was South Africa particularly Kwazulu and Limpopo. The aim of the study was to describe ECD sector. Researcher intention was to ensure that every young child has access to quality early child learning opportunity. The key questions were as follows. What are the challenges of infrastructure for early child education? What are the basic requirement and qualification needed? In his findings the researcher found out that infrastructure is a main problem for South Africa ECD. “Often framed as biggest challenge in ECD provisioning in the country” (HSRC, 2010 in Nhlapo., 2017).

Within the area of study it observed that about 80% of learners or more recorded to be the largest number with below average standard of infrastructure. Poor infrastructure is the source of poor quality education for preschool. Again researcher has found that programmatically sound ECD that provided in poor quality buildings, unsafe and improper learning environment often is associated with substandard ECD and limited opportunities (UNICEF, 2011 as quoted by Nhlapo2017). Well maintained playgrounds are also important. Sport and games play a big role in pre-primary learning as they not only enable children physical development but also help them to grow cognitively, social and effectively. Poor ventilation and mould walls can lead to respiratory infection, headaches and absenteeism, (Wayne and Youngs 2003). Therefore, school should be well planned, the rooms should be well painted and lighted so that so that children sited at different corner are able to see the teacher.

**2.5 Literature Gap**

The reviewed study by Wanjau (2013), focuses on the influence of immediate pre-school on curriculum implementation and found that inadequate classroom led to congested classroom and difficult for teacher to pass through. This is supported by Shoki (2013), who argued that pre-school education does not benefit from preschool education due to poor environment. Also Atmore (2012) argued that despite of challenges facing preschool, key questions which rise on his mind was concerning the challenge of infrastructure in pre-primary. This study intended to go further investigating the impact of physical resources on teaching and pupils’ learning. The investigation is revealing how infrastructures affect performance of particular pupils.

**2.6 Conceptual Frame Work**

The conceptual framework of this study stands on the assumption that school infrastructure influences the teaching and learning and thus can motivate both teachers to teach well and learners to become motivated and thus improve the learning level of pre-primary pupils. In this study, the school infrastructure is specifically defined as classroom, toilets, staffroom and playgrounds and these are observed as independent variables which influence primary pupils’ academic performance which stands as a dependent variable.

**Independent Variable**

School infrastructure

-Toilets

-Staffroom.

-Playgrounds.

-Teaching and learning materials

**Dependent Variable**

-The quality of teaching and learning in pre-primary classes

**Extraneous Variables**

-Weather

-Commitment of teachers

-Discipline of pupils

-Availability of teachers

**Figure 2.1: The Influence of School Infrastructure to Teaching and Learning**

However, this relation may be modified or affected by teaching and learning materials and the availability of other facilities such as desks and tables which together forms what we call teaching and learning environment. Thus this study considers these factors as intervening variables.

**CHAPTER THREE**

# RESEARCH METHODOLOGY

# 3.1 Introductions

This chapter presents a detailed description of the research methodology. It covers research design, research techniques, survey population, sample size, area of study, sampling design, and methods of data collection, data processing and analysis as well validity and reliability of the research tools.

**3.2 Research Approach**

This study used mixed approach because the research questions required both quantitative and qualitative information to be answered. For this reason, some of data were collected in qualitative and other in quantitative form. Qualitative methods were helpful in gathering detailed explanation on the study. While quantitative methods helped the researcher to collect data basing on statistical data or numbers. The aim of using mixed approach was to make qualitative and quantitative complement each other.

**3.3 Research Design**

Krishnaswami and Ranganatham (2005) defined research design as logical and systematic plan prepared for directing research study. It specifies the objectives of the study, methodology and techniques to be adopted for achieving the objectives. Also Kombo and Tromp (2006) defined research design as a glue that holds all major parts of the research project work together to try to address the central research questions. This study employed case study research design as it involves intensive descriptive and holistic analysis of pre-primary schools found at Pamba ward.

Onen and Oso (2008) defined case study as an intensive descriptive and holistic analysis of a single entity or bounded case. The study involved pre-primary schools found at Pamba ward and since it was not viable to study all pre-primary schools in Pamba, several case schools were selected making the study to be a multi-case study. Using this research design helped the researcher to study how infrastructure affects academic performance of pre-primary pupils at Pamba ward in Mwanza city and obtained results were generalized as actual situation.

**3.4 The Study Area**

The study was conducted in pre-primary schools in Pamba ward, Mwanza city. Pamba ward is one of eighteen wards in Nyamagana district. The ward was selected because it has the highest percentage of pre-primary school classes (11 classes) in the ward, followed by Butimba ward which has (7 pre-primary classes). From this perspective Pamba ward was therefore considered a focal point for the study of pre-primary schools in the ward.

**3.5 Study Population**

The study was conducted at Pamba ward, Nyamagana district which is in Mwanza region where all stakeholders in pre-primary education were involved. They include heads teachers, ward education officers, primary school teachers and pre-primary teachers. Others are ward community development officer and pupils of pre-primary classes.

**3.6 Sample Size**

According to Onen and Oso (2008) sample is a part of the targeted population (accessible population) that has been procedurally selected to represent it. Five out of eight schools were selected as the case studies. The sample size for this study was 145 respondents; where by 3 were primary school head teachers, 5 pre-primary teachers, 75 primary school teachers, 01 ward executive officer and01 ward community development officers.

**3.7 Sampling Procedure**

This study employed probability sampling to select the sample schools and teachers in these primary schools. At the same time, non-probability technique as used to select pre-primary school teachers, pupils in class seven, ward executive officers and ward community development officers.

Simple random sampling procedure was used, as it gave each respondent equal chance of being included in the study. In this study the names of pre-primary schools with pre-primary classes in Pamba ward were assigned numbers representing names of schools and mixed in the box and only five pre-primary schools were picked from the box randomly to constitute the sample unit to eb case schools. From the selected sample of pre-schools, 15 teachers from each school were selected randomly. This helped to give equal chance to all members in the sample schools. The non-probability technique (purposeful sampling) was used to get volunteering pupils from class seven,, teachers teaching pre-primary classes, head teachers, ward executive officer and ward community development officer. It helped the researcher to collect focused information, save time and other resources. The size of the sample is shown in Table 3.1.

**Table 3.1: The sample Size**

|  |  |
| --- | --- |
| **Category Of Respondents** | **Number** |
| Primary school Teachers  | 75 |
| Pre-primary school teachers  | 5 |
| Head Teachers  | 5 |
| Ward Executive Officers | 5 |
| Ward Community Development Officers  | 5 |
| Standard Seven pupils | 50 |
| Total | 145 |

**Source:** researcher, 2020

**3.8 Data Collection Method**

The following data collection tools were employed in this study questionnaire;

**3.8.1 Questionnaire**

Onen and Osu (2008): defined questionnaire as a collection of items to which a respondent is expected to react in writing. This study used questionnaires with both structured and unstructured questions which were administered to teachers and head teachers to fill the information required. Both qualitative and quantitative information were obtained from questionnaire. The selection and use of this tool helped the researcher to collect a lot of information for a short period of time from the respondent.

**3.8.2 Interview**

Onen and Osu (2008), defined interview as person to person verbal communication in which one person ask questions intended to solicit information or opinions. The researcher prepared interview guide in order to interview ward education officer and ward community development officer. Therefore, the semi-structured interview technique was used. This helped the researcher first, to ask the same leading questions and secondly, to get deep and detailed information and be flexible in asking questions, get immediate answer which brought healthy information and saved time of respondents.

**3.8.3 Focus Group Discussion**

Focus group discussion was employed by the researcher to discuss the school infrastructure with standard seven pupils. The researcher involved standard seven pupils because they are old and have the learning experience than the rest at school, so they are aware of physical resources compared to other pupils especially preschool pupils. It became helpful because pupils were organized in small groups to discuss and provide additional information learning physical resources hence they have the same experience.

**3.9 Data Processing and Analysis**

The researcher used statistical package for social science (SPSS 17th Version) program to analyze quantitative data, the data were filled in the SPSS program and statistical analysis was done accordingly. Then the data were presented in graphs, charts and tables. Also data collected through interview and focus group discussion were filled in computer and analyzed by using MAXQDA program for coding and categorization of variables then were be presented in explanations form.

**3.10 Validity and Reliability**

To ensure validity and reliability of the research instruments, the researcher conducted a pilot study in Pamba ward where questionnaires were distributed to primary schools. This was done in order to access the clarity of the research instruments, to make correction and to make changes of the question to meet the demand of the study. Also, all instruments were sent to research supervisors for correction and advice. This will help to avoid ambiguities, repetition of questions and biased question.

**3.11 Ethical Consideration**

The researcher observed and followed research ethics which are required for this study; this included seeking all research permits from responsible authorities. Also, all respondents were involved when they are willing to; as no threats corruption or intimidations which will be used to force them.

On the matter of confidentiality, all data collected is anonymous, hence is used for the purpose of this study only. Moreover, there was informed consent that all respondents were given all important information on this study before being involved in the study. Moreover, the researcher asked the consent of teachers in order to allow pupils to get involved in the study as they are under 18 years old.

# CHAPTER FOUR

# PRESENTATION AND DISCUSSION OF FINDINGS

# 4.1 Introduction

This chapter presents and discusses the findings. It starts by showing the characteristics of the respondents followed by data presentation and discussion according to the research objectives. The chapter first presents and discusses findings on the quantity and quality of the available physical resources in pre-primary schools in Pamba ward. This is followed by the presentation and discussion of findings on the influence of the available physical resources on teaching and learning. Lastly, the data on the quality of learning, which is the outcome of teaching are presented and discussed. The quality of lessening is specifically observed on reading, writing, drawing and playing, things which are basic in pre-primary education.

**4.2 Preliminary Information**

**Table 4.1: Sex, Age and Experience of Respondent**

|  |  |  |
| --- | --- | --- |
| Sex of respondents | **Male** | **Female** |
| Number | Percent (%) | Number | Percent (%) |
| 16 | 22.2 | 56 | 77.8 |
|  |
| Age of respondents in years | **Below 21** | **21-30** | **31-40** | **41-50** | **Above 50** |
| N | % | N | % | N | % | N | % | N | % |
| 2 | 2.8 | 14 | 19.4 | 30 | 41.7 | 20 | 27.8 | 6 | 8.3 |
|  |
| Respondent’s years of experience as primary school teachers | **Below 11** | **11-20** | **21-30** | **Above 30** |
| N | % | N | % | N | % | N | % |
| 23 | 31.9 | 28 | 38.9 | 19 | 26.4 | 2 | 2.8 |

**Source:** researcher, 2020

The researcher distributed 75 questionnaires, but only 73 were returned and successfully filled. 16 (22.2%) respondent were men, while 56 (77. 8%) were female, this indicate that there is good number of female primary school teacher than men. The age of respondent was ranging from below 21 years to over 50 years. About 30 (41.7%) teachers, have the age between 41-50 years. Also 14 (19.4%) have the age 21-30 years, those who were having above 50 years were 6 (8.3%), lastly 21 years were 2 (2.8%) only. This indicate that majority of primary school teachers have the age between 31-40 years few have above 50 and very few below 21.

**Figure 4.1: Average Number of Pre-Primary Pupils in Schools in Pamba Ward**

Moreover, the researcher noted the difference between teachers in terms of experience. When the researcher asked respondent to indicate the years of experience in range 23 (31.9%) teachers reported to have below 11 years of experience, 28 (38.9%) reported to have the range of 11-20 years of age, other 19 (26.4%) indicate to have 21-30 of teaching primary school and only 2 (2.8%) reported to be more than 30 years of teaching experience. This indicate that majority of primary school teachers have 11-20 years of teaching experience, while very few have above 30 years’ experience.

The researcher wanted to know the total number of pre-primary children at each school. About 66 (91.7%) respondent reported the presence of above 45 pre-primary children other 5 (6.9%) reported 36 - 45 pupils and only reported 1 (1.4%) reported the of the school to have more then 260pre-primary children at school while no respondent who reported the enrolment of below 26 children. This indicate that majority of primary school have more than 45 pre-primary children.

**4.2 Quality and Quantity of Classrooms, Toilets, Sitting Facilities and Play Grounds**

Under this objective the researcher was eager to know the situation of classrooms, toilets, sitting facilities and play grounds for pre-primary school children in terms of quantity and quality. In order the obtain necessary information respondents were asked to report the availability and usefulness of the mentioned school facilities.

**Figure 4.2: Showing the Class Size**

The researcher found important to investigate the class size. About 65 (90.5%) respondent reported the class to have more than 45 children in one classroom while only 7 (9.7%) respondent reported the class of 35 to45 pupils. This indicates that classes are over clouded as it is recommended one classroom to contain 25 children. Over cloudiness of classroom makes the teaching and learning process to be difficult as class management become difficult. Also it is not easy to use pupils centred during teaching and learning as pupils cannot participate fully due over cloudiness and time factor for every pupil to participate. One respondent was quoted saying:

*“ni ngumu sana kutumi azana za kufundishia kama michoro na kadi kwasababu ya wingi wa wanafunzi”*

“It is so difficult to use teaching aid, for instance cards and drawings as they can’t participate”.

In this case it is difficult for the teacher to attend an individual child so that he/she can discover learning weakness and provide assistance. To the other side the interviewed head teachers reported poor classroom condition. From the interview, the effects of classroom size to pupils had affected negatively the learning process. The big number of pupils within a single class which has resulted to teachers being unable to use different techniques and media so that the pupils can focus and understand what the teacher is teaching.

There is the absence of friendly relationship between pupils and their teachers.As data indicate, the large class size makes the teacher unable to understand or attend every individual pupil also pupils cannot get clear time to ask the teacher questions or assistance in case there is a need, hence there is no interaction due to congestion in classrooms. To overcome this problem some schools introduced double session whereby one group attends morning session and second group becomes the afternoon session. Esponding on this challenge, one respondent had this to say: -

*“wanafunziwashulenyinginewamelazimikakusomakwaawamuilimadarasayatoshe”* “pupils of some schools attend school by shift so they can fit rooms”

Another concern was the occurrence of diseases to these pupils to the extent of hindering their learning progress. Diseases which are communicable such as flue spread very fast due to excessive number of pupils in one class. ,For instance the diseases such as hepatitis, tuber closes (TB) and chicken pocks; these kind of diseases can easily spread from one child to another in such environment of clouded classes. This has been stimulated by lack of classes with good ventilation, over crowdedness, absence of desks and dust which rise due to mud floor.

Frequent occurrence of conflicts between pupils was also noted which results to the loss of time for learning because teachers have been using a lot of time to solve conflicts among the pupils instead of using the same time to teach. Examples of such conflicts are like stealing one’s property which cause conflict between pupils, losing one’s property may also cause conflict between pupils and loosing properties may also cause conflict between pupils and parent, for example stealing the school bag.

Another discovered challenge due to inadequate physical facilities is lack of discipline and irresponsibility. Due to large class size, the teacher is unable to control and manage all the pupils hence some pupils resort to doing different activities and the teacher fails to make pupils stick to classroom activities. There is also the emergence of bad peer groups. The presence of large number of pupils in a single class with minimal control many leads to different informal groups in which every pupil gets an opportunity to show his/her behaviour resulting into bad peer groups.

**Figure 4.3: The Ratio of Toilet Pit to Pupils**

The researcher went far to investigate on how the available toilets are impinging on health, safety and sanitation in in pre-primary schools. To get the required information, information was gathered by asking the ratio of toilets pit to number of pupils 8 (11.1%) respondent reported one pit to be used by 16-25 pupils, 19 (26,4%) reported one pit to be used by more than 25-35 pupils and 45 (62.5%) said one pit is used by more than 35 pupils. There was no any respond who reported one pit to be used by less than 15 pupils. It is not safe for one pit to be used by more than 20 girls or 25 boys; this make sanitation (cleanness) of toilet to be difficult because of frequency uses, for that case healthy safety of those young pupils is endangered.

Environment is the total surrounding of human being. We have no choice but to keep our school environment clean so as to avoid eruption of disease also disnature of the nature by planting trees, sweeping, slashing grasses, cleaning classes, building durable toilets, good water supply, creating garden and loons to attract pupils and teachers and make teaching learning safe and inviting to both teachers and pupils. For the effective learning, pupils need clean and safe environment starting with having enough classrooms according to the population of pupils; natural vegetation so as to have good supply of oxygen and enough and clean toiletsto make the learning environment conducive, safe and attractive.

The findings show a big weakness of lack of enough toilets in some schools especially government schools. This is due to the high population of pupils. The number of pupils whom are registered in school every year and attending is increasing. As such the toilet-pupils ratio is too high. In primary schools which host pre-primary classes, it was found to have no special toilets for pre-school pupils making them venerable to older pupils since they all use the same facilities. It was also discovered that construction and planning of the school buildings were poorly done. In some schools, planning didn’t forecast the future expansion to allow additional classrooms and toilets as the number of students increases. In some schools in Pamba ward, private houses are very close to the school leaving no breathing space around the school. This can be attributed by lack of proper school site plan which clear boundaries and buffer space.

Improper use of school facilities especially toilets was discovered. In some schools tolets are not cared by users (pupils) and teachers are not supervising the use of these toilets. Alsoin some schools, some of teachers do not enforce towards the cleanness and no improvement and maintenance which have been done on toilets. This study argues for teachers to be responsible in ensuring school facilities are properly used, cared and maintained.

The situation in the condition of facilities such as toilets is worsened by lack of cleaning equipment. This it means that many of the case schools especially were found to have the challenge of lacking of equipment like hard brooms, soft brooms, soaps, chemicals, buckets and mopes.

**Figure 4.4: The Classroom Condition in Terms of Quality**

Poor school environment definitely affect teaching and learning negatively. Pupils become less attentive to learning because of poor environment and some of pupils might abscond or become truants due to poor facilities, especially toilets. Teachers become less motivated as the work environment is not conducive. The combination of the two makes learning to suffer the most.

Every day teaching and learning process is done in the classroom, there for classroom are very important to pupils as well to teachers. The size, the condition and durability are vital to ensure good learning of pupils. The researcher investigated on the classroom condition in terms of quality. 54(75%) respondents reported classroom to be in bad condition, 5(6.9%) reported them to be worse, 4 (5.6%) reported the presence of good classes while only 3(4.2%) respondent reported classes to be in a very good condition. With these responses it means that classrooms are in bad condition. Even the interviewed head of school both reported classrooms to be in bad condition, there is no window which leads to close of classes when it rains, there is no floor and some are weak. This makes both teachers and pupils to become less comfortable.

**Figure 4.5: Toilets Condition in Terms of Quality and Safety**

More over the researcher was interested to know the condition of toilets in terms of quality and safety 37 (51.4%) respondent reported toilets quality and safety to be satisfactory for use, 23 (31.9%) said to be bad while 8 (11.1%) only reported toilets condition to be good. Also from the interviewed head teachers reported toilets to be in bad condition, dirty and its infrastructure needs serious repair. There is no good supply of water. This makes pupils health to be jeopardized hence affecting learning of pupils

**Figure 4.6: Type of Available Furniture for Pupils in Classrooms**

Furniture which is used by pupils during learning is desks or chair and tables. The researcher was eager to know what types of furniture are used by pupils in classrooms. 50 (69.4%) respondents said their pupils are using desks, other 22 (30.6%) reported table and chair to be used for learning. This indicates that many schools prefer desks for pupils than table and chairs.

**Figure 4.7: The Extent to Which the Furniture Satisfy Pupils**

After knowing what kinds of furniture are used by pupils, the researcher went far to know if they are enough to satisfy pupils needs.

About 56 (77.8%) reported available furniture to be few that they don’t satisfy pupils’ need, 9 (12.5%) reported average. The interviewed reported some pupils reported one desk was shared by more than three pupils; some of the pupils sit on the floor. This leads to poor learning as well as poor hand writing and also noise during learning and teaching process. It was also reported that even pupils are not happy with the situation during focus group discussion. The researcher was able to witness the facial expression of those pupils. Sometimes they fight during scramble for available of few desks. It makes their learning to be difficult, class management also become poor.

**4.3 The Influence of Available Physical Resources on Teaching and Learning**

In this objective the researcher went deep to figure out the influence of available infrastructures and teaching and learning material on pupils learning.

**Figure 4.8: Quantity of Reading, Writing, Drawing and Playing Materials**

The researcher asked the influence of quality and quantity of reading, writing, drawing and playing materials for pupils.

About 55 (76.4%) reported the presence of very much influence while 5 (6.9) reported the effect to be there to some extent, during the discussion pupils expressed how much they miss playing while they are at school, other are using locally made balls and poor playing grounds which are not safe.Good school environment include all things which are needed to be surrounding the school; For example; buildings, playing grounds, trees, roads and water. Good school environment attract pupil and help them in learning by the following ways: -

Presence of library with enough special books for pupils; the occurrence of Library with book will encourage the pupil to participate in learning activities because they learn more by finding book from the library. Hence, they get different knowledge about attain topic which help them to understand that topic clearly so they will be aware on their performance and get different ideas or knowledge from different book.

Availability of good fresh air, which stimulated by the presence of trees and flowers, the occurrence of different trees facilitate fresh air will encourage the pupils in learning activities due to the shadow provided by those trees during day time so that some pupils can get areas with fresh air in order to exchange their ideas. The presence of good playing areas help the pupil to participate in the school and also to meet the target of education through which they maintain their health by doing physical exercise for example playing football, jogging, netball and swinging places so the presence of good playing areas will encourage the pupil to come at school and participate well in the studies with good health toward the better performance.The presence of safe water let pupil to participate well in learning activities because with safe water supply pupils will be able to use in different purpose like cleaning activities and also drinking when he or she is feel thirst. Also, when there are good and safe toilets will help the pupil to have the safe specific place for their purposes like long call and short call this will prepare the pupil to have good performance and maintain their health.

The presence of classes, the class is the build used by the pupil for learning. The good classes involve desks, black boards, windows and doors so if all of this are there the class will encourage the pupil to study hard and he/she will have a good performance. The presence of a good staff rooms with enough furniture to fit teachers; will help encourage the teachers to prepare well their lesson and what they are going to teach the pupils and also this helps a pupil to follow a teacher in a staff room when she or he have a private problems or academic issues.

Availability of good food and exercise, if school provide food to pupils they will be punctual to study with wonderfully performance at academic and also when they make exercise they build their body health as well as to interact with themselves, be punctual to study. One respond said: -

*“kukosekana usafiri kusababisha wanafunzi kupata usumbufu kuja shule, ukizingatia ni wadogo kwa umri pia”*

Presence of transport that can help pupils to arrive at time; the presence of school bus can help pupils to arrive at school at a good time and help them to reach their homes on time. It helps the pupils to do everything on time that is more active with private schools compared to the Government schools. When pupils reach at school early they will be able to prepare themselves and get knowledge in strong feeling and it help the pupils to like the school and to perform well during the time when pupils staying school.

Absence of enough teachers and their teaching materials; this can be supported by Enos and Francis (2016) in their study stated that “pre-primary schools are not as much of supported by the Government and further education stakeholders to the degree that they unsuccessfully gave education to customers. Teachers are amongst the most significant inputs into the educational system and, consequently, the existence of sufficient and competent teachers is so essential in enhancing good provision of education in pre-primary schools in Tanzania”. Due to the availability of sufficient teachers and teaching materials, encourage the pupils to learn and perform better. Pupils will have more confidence and if when happen the compaction between different schools the school with enough and competence teachers is in good position to win because they provide quality learning materials.

We have not to forget the encouragement of the people / teachers at school. When the teachers encourage the pupils on studying and other things such as playing. Pupils are better in sports if they have encouragement of their sports teachers which result into good health and good classroom participation as well. Also, the presence of electronic infrastructures has an added advantage. The presence of electricity at school can help to have access in science and technology as they can be aware science and technological change. With availability of electricity pre-primary will be able to play different game hence increase their creativity.

Laboratories on another end help the pupils to learn through action and when they learn it so difficult to forget about such thing and it bring the confidence to everyone because everyone supports to participate his/herself on an experiment. Example; you can’t see the bacteria at your own eyes but in laboratory we can use microscope to see those bacteria Example of bacteria Amoeba. We don’t have to forget cooperation between teacher and pupils. It can help the pupils to have a good cooperation and it can lead to the pupils’ confidence and help them in better performance at their studies and it can help the pupils to be a good youths and became good leader to future generation who will build patriotic country.

We need also not to forget the availability of tools of cleaning which help pupils to clean environment example for using blooms help to clean toilet and avoid the disease such as cholera, and slatted help to decrease the glasses that can cause mosquito’s which are the source of diseases like malaria. Again, they are useful planting the trees in school to protect soil within the period of precipitation. Also lack of restrooms in preschools leads to spread of diseases such as UTI and also distribute a large number of absentees due to pupil have to go to the bushes for a short and long calls instead of staying in the class room to study.

Lack of first aid service to pupils, accidentally when pupils has got an accident they don’t get a quick service since schools has no simple medical equipment that is first aid kit. Lack of cooperation between teachers and pupils; many teachers in primary schools lack proper relationship and cooperation with their pupils. Many pupils used to be afraid of their teachers which this lead to the dropping down of pupils’ performance as they do not interact with teachers. Lack of proper nearby house of teachers and pupils in local areas or villages we see that there is lack of proper houses for teachers to settle, they live very far from their schools, this leads to the late coming of teachers and pupils to the schools. This is the one of the major factors that hinders the education sector in local areas.

**4.4 The Quality of Reading, Writing, Drawing and Playing with Learning Materials in Preschools**

Under this objective the researcher investigated widely the quantity and quality of preschool teaching and learning such as of reading, writing, drawing and playing materials for pupils in preschools.

**Figure 4.9: Indicating the Ratio of Pupils per Book**

For satisfactory reading and references pupils need books, the researcher investigated the availability of those books and how they satisfy them. It was noted that 30 (34.7%) reported 01 book to be shared by more than three pupils; while 25 (34.7%) reported the absence of books. 11 (15.3%) said 01 book is used by 03 pupils, 4 (5.6%) reported a single book shared by two pupils and only 2 (2.8%) reported that 01 book to 01 pupils. Learning becomes difficulty due to availability of few books. Pupils have nowhere to refer. During the discussion pupils explained pupils even the available books are distrusted to the extent of missing some pages. Head teacher claimed that some of the books are out of date hence poor learning process.

Due to the fact that our primary school has got many pupils, they need teaching facilities like drawing materials and writing materials unfortunately they not enough and to some school those materials are not found at all. Lack of enough drawing and writing materials resulted into hardship for teachers in teaching and giving exercises to pupils, especially for writing and drawing practice. This will not help pre-primary pupils in their learning process as their learning is much on practical.

This is supported by Mende (2000) that teachers in pre-schools; on the other side seemed not to have the necessary utensils for children to interact with. The worsening in putting into practice pre-school education might have been caused mostly by scarcity of the essential equipment. Young children gain knowledge more by doing and practicing. Listening merely prepares them to practically take action ahead something. Document at Tanzania Institute of Education show many manuscripts which according to the working measures by then were submitted to Ministry of Education and Culture for publication and their distribution in pre-schools. Only a small number of them have been published and are inadequate.

**Figure 4.10: The Extent to Which Reading, Writing and Playing Material Satisfy Pupils**

Also researcher found it is important to know to the extent to which reading, writing and playing materials satisfy pupils. Among those responds 50 (69.4%) reported that they are not satisfying pupils needs while other 17 (23. 6%) reported to satisfy to some extent.

**Figure 4.11: The Effect of Classroom, Toilets, Toilets, Sitting Facilities and Play Grounds to Pupils Learning**

Having information about quality, quantity and satisfaction of reading, writing, play grounds, toilets, classroom and sitting facilities the researcher went deep to find out their effects and influences. To hold it the researcher asked respondents to explain how the quality of classroom, toilets, sitting facilities and playground affect to pupils learning. The response shows that 41 (56.9%) respondent reported that the quality and quantity of them effect pupils learning very much, 20 (27.8%) reported it cause much effect 10 (13.9%) said the effect is moderate while only 1 (1.9%) respondent there is no effect.

As quoted from Nhlapo, (2017) Apart from pre-schools to lack education resources, the education transformation to expand primary schools down to pre-schools is, had an out of sight difficulty. There is hazard for pre-school children to be administered in the pattern of primary pupils. Head teachers of the schools have to understand that pre-school education is a stage by means of itself. It desires to have its own proper desks, teaching-learning rooms, timetable, abundance of learning materials as well as food and an independent pre-school committee.

The absence of writing and drawing materials like pencils, rubbers and drawing boards is among the sources of this, hence pupils are not interested to stay at school every day because-many of the pupils didn’t participate in their classrooms. One responded was quoted saying: -

*“Hatuna vifaa vya kutosha vya kufundishia sio rula, vibao wala mifutio. Ni changamoto kwakweli; naishauri serikali ijitahidi kuokoa jahazi”*

*“we have no enough learning materials, we don’t have rulers, chalkboards even dusters. I advise the government to work on it”*

Also lead to conflicts; the absence of enough drawing and writing materials-brought about misunderstandings between pupils as the materials for Learning were not enough for each pupils to have so they fighting over it. Enos and Francis (2016)argued that “…the majority of the schools examined do not meet up criteria for the offering of pre-primary education because of serious lack of teaching and learning resources… insufficient teaching and learning equipment such as textbooks, class rooms, teaching medias (chalk, board, ruler and protractor) and stationeries effect on provision of education. This reveals that in numerous schools there are troubles of desks for the pupils as well as unsatisfactory teaching and learning equipment since a pre-primary classroom should be well outfitted with many learning materials.”

Poor Performance; the absence of those tools leads to the poor Performance in academic activities because many of pupils will not understand due to the lack exercises and material for practice. Also the teacher teaches without materials to held him/her in making pupils understand and be involved in the lesson so that they can participate. Less Cooperation among pupils and their teachers, the absence of drawing and writing materials contribute to poor cooperation. Hence influence the pupils’ low understandings with their teachers, so there will be no enough interaction as they don’t participate together.

Generally, all above are the effects or outcome of the result of the absence of those materials for learning like Rubbers, Pencils, drawing boards, rulers etc., so in my opinion I advise the government to provide support in our schools like buying those materials which will help the pupils to be able to learn early in order to succeed their goals. The total backwardness of the school, due to that writing and drawing materials are not enough to provide some tests in order for increasing good results in their academic performance, as this happened in many schools especially government schools compared to private schools.

Poor participation of teachers; when the school has no materials for learning it leads to pupils fail in mastering drawing, reading, counting and writing. It can be realized usually in their learning process, what was done.

**CHAPTER FIVE**

**SUMMARY, CONCLUSSION AND RECOMMENDATION**

# 5.1 Introduction

This chapter presents conclusion, recommendation and suggestion for further research based on the objectives of the study.

**5.2 Conclusion**

The study aimed at determining the impact of infrastructure and teaching – learning materials to pupils learning in pre-primary school in Nyamagana district. The finding proved that school infrastructures are in bad condition in terms of quality and quantity. For instance, the finding revealed that one classroom is used by over forty-five pupils, one desk shared by more than three pupils while others are sitting on the floor. Also the finding revealed the absence of playing ground. Also, the quality and quantity of reading, writing and drawing material were observed. The findings revealed that one book is used by more than three pupils. Other schools reported the absence of books. More over the visited school some of the respondents reported that the available reading, writing, drawing materials and playing materials do not satisfy pupils and some are outdated. The findings proved that the condition of infrastructure and teaching and learning materials have much impact on teaching and learning process for pre-primary school classes.

Generally, school infrastructure, teaching and learning material is critical important for pre-primary pupils learning. There for there is a need for Government, city council, parents and other stakeholders to collaborate together so as to ensure sufficient school infrastructures and learning materials are well provided at every school and maintained for the sustenance of pupils learning.

# 5.3 Recommendations

From the research findings the researcher pointed some recommendations as far as research findings are concerned. First, while recognizing the significance of better school infrastructures to the learning process, there is a need for Government and other stake holders to insure that school infrastructures such as toilets, classrooms, toilets, playgrounds and others are provided in every learning institution. By sum up, due to the free education that accosted in schools by government in the country due to that, the pupils that are reporting per year are many in number. So that the government should prepare a budget that will cover the needs of schools so as to fulfil its promises that are made in education system.

Pre-primary pupils need a conducive environment so that they can acquire their learning considering that those classes are foundation for preparation of primary school education. There for Government is responsible for making sure those pre-primary classes are giving priorities when it comes into infrastructure that will encourage those children. It is not just the matter of infrastructure but they must be sufficient as well as with good quality. To maintain the quality of those infrastructures there should supervision of those buildings, this will enable government to detect whether there is a need of making renovation hence the sustainability of pre-primary classes.

Similar recommendation is on policy formulation. In this regard an effective policy should be made. The government has to devoted more time preparing a policy document on issue concerning pre-primary school. There should be different ways for forming policies like forming construction policy that will state clear how pre-primary should be. Government has to announce those policies to the public. To achieve this government should identify key question that require major decision and drafting relevant law. Otherwise it may end up with just a policy document but with zero implementation that means there is no implementation at all.

The financial resources; this also should be taken into first consideration for pre-primary support. Clear sources of pre-primary financing should be identified and transparent, proper channel of distributing the money sought for and the amount should be raised to the standard required. To make this work there should be special capitation grant only for pre-primary classes with close supervision to ensure the proper use of it.

The government is supposed to look upon competent individuals and groups and promote them to battle in producing numerous and useful books and other materials; toys, models and the rest, for the pre-schools. Lastly the government is the just major guider of the citizens; to that the government is ought to not only instruct the citizens but also to provide in simply toilets materials as well as hygienic utensils like brushes and germs drugs for good healthier of the people.

Although the government is providing free education still the effect has increased more than in the past. So in order to reduce the effect above, the government should provide more support in building infrastructure such as building enough classrooms, toilets and supplying desks.

Policy makers and the political system have great influence to the society, with that they should encourage their members on the importance of them to participate in pre-primary development and convince their members to volunteers on building of classrooms and toilets rather than mislead citizen and go against just to let vote for them during election. Also they should work as a team with school committee as well as school administration for the purpose of school development.

The study also recommends to the local Government under council should to ensure that there are sufficient classrooms, toilets, playing grounds, sitting facilities for every school as well as learning materials such as books, pictures, drawing boards. This will help the pupils to be attracted with school and learning process in general. Poor support from the local government, the local government does not provide the needed support to this schools the support may base on teachers’ motivation. Teachers are working hard but less motivated, Councils should prepare schemes to motivate teachers.

The community is the primary stakeholder of primary schools. Their children are raising there, therefore spend their early childhood taking the foundation for their future profession. In pre-primary school is where children are prepared for further education process. Based on this fact parents and community in general should cooperate with the authority to ensure each school has enough infrastructure and teaching and learning materials. They should educate people on how the toilets are important to their life because many civilizes and normal people don’t have skills and knowledge on how they can use toilet for their cleanness as well as for their health merits. Schools belong to community so the community has a duty to ensure the safety of school facilities. School resources have been destroyed and were stolen by the community, so the community has to look after themselves. Also educated each other about the importance of early education. Less active of the parent about their children learning; due to the less active of parent had stimulated to the absence of the pupils in the class hence affecting pupils learning. Most of the parents tend to spend of much time doing their business and less or not all consideration concerning their children learning matters.

School administrators with teachers’ cooperation should ensure that the built school infrastructures such as toilets, classrooms, playing grounds and teaching resources are preserved, maintained and managing school sanitation. Teachers should educate their pupils on how to make their cleanness and apply skills from other for cleanness matter and home parents educate their children on cleanness for both internal clean and external like toilet clean in general.This authority is responsible for quality assurance of the education system. So, this organ especially for primary school department should ensure that pre-primary classes have improved infrastructure and teaching and learning materials so as to make attractive learning environment. More action should be taken for those schools which have no sufficient teaching and learning materials.

City director is the owner of all schools that are found in concerning area. Therefore, he should pay priority concerning learning environment. Also, the director should act on comment and suggestion made by school quality assurers so as to improve environmental quality in learning. The absence of teaching and learning materials is lead to poor performance due to that pupils are not given a chance to read different books as through learning we gain more knowledge which may stimulate to intelligent pupils. More over lack of enough teachers; the absence teacher in a school has led pupils to lack care, serious training, use poor language hence they tend to use vernacular language at school instead of using Swahili and English language. And the present teachers are facing overload due to the presence of many pupils. So, the city director should ensure that there is balance of teachers and pupils, good supply of books, playing, drawing and writing materials.

# 5.4 Recommendation for Further Research

Finally, in relation to further research studies, there is a need to study all institution providing pre- primary education to the similar study concerning to the impact of infrastructure and teaching and learning materials. This should be carryout in more district and region in Tanzania. Further research can be carrying out mainly focusing on the impact of school infrastructure in relation to academic performance in Tanzania for further comparison.

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**APPENDICES**

**APPENDIX 1: RESEARCH QUESTIONNAIRE FOR TEACHERS**

I am Mariam Mwarabu Awadh a master student from the open university of Tanzania, pursuing the program of Masters of Education in Administration, Planning and Policy Studies. I am doing a research on “The Impact of Physical Resources on Pupils’ Learning in Pre-Primary Schools in Tanzania; A Case Study of Pamba Ward in Nyamagana District – Mwanza Region”. I ask for your cooperation so that I can compete this program. I assure you that the issue of confidentiality is going to be at the maximum rate of security. Please cycle the later of the answer of your choice and fill the blanks provided.

**Preliminary information**

1. Your sex a) Male b) Female
2. Your age

|  |  |
| --- | --- |
| a) | Below 21 years |
| b) | 21 – 30 years |
| c) | 31 – 40 years |
| d) | 41 - 51 year s |
| e) | Above 50 years |

1. What is your experience as a primary schools’ teacher?

|  |  |
| --- | --- |
| a) | Below 11 years |
| b) | 11 – 20 years |
| c) | 21 – 30 years |
| d) | More than 30 years |

1. How many pre-primary pupils do you have at your school?

|  |  |
| --- | --- |
| a) | Below 26 pupils |
| b) | 26 – 35 pupils |
| c) | 36 – 45 pupils |
| d) | Above 45 pupils |

**Objective 1: The Quality and Quantity of Classrooms, Toilets, Sitting Facilities and Play Grounds**

1. Please circle if the mentioned facility is available

|  |  |
| --- | --- |
| a) | Classrooms |
| b) | Toilets |
| c) | Sitting facilities |
| d) | Play grounds |

1. What is the ratio of pupils to each class?

|  |  |
| --- | --- |
| a) | Below 26 pupils to 1 classroom |
| b) | 26 – 35 pupils to 1 classroom |
| c) | 36 – 45 pupils to 1 classroom |
| d) | More than 45 pupils to 1 classroom |

1. What is a ratio of toilets pit for pupils?

|  |  |
| --- | --- |
| a) | Below 16 pupils to 1 pit |
| b) | 16 – 25 pupils to 1 pit |
| c) | 26 – 35 pupils to 1 pit |
| d) | More than 35 pupils to 1 pit |

1. What is the classroom status it terms of quality?

|  |  |
| --- | --- |
| a) | Very good |
| b) | Good |
| c) | Satisfactory |
| d) | Bad |
| e) | Worse |

1. What is the status of toilets in terms of quality and quantity?

|  |  |
| --- | --- |
| a) | Very good |
| b) | Good |
| c) | Satisfactory |
| d) | Bad |
| e) | Worse |

1. What kind of furniture do pupils use at your school?

|  |  |
| --- | --- |
| a) | Table and chair |
| b) | Desk |

1. (i) To what extent do the mentioned furniture (in 10) satisfy children?

|  |  |
| --- | --- |
| a) | Very much |
| b) | Much |
| c) | Average |
| d) | Not satisfy |
| e) | Worse |

(ii) Give the reason to your answer

……………………………………………………………………………………………………………………………………………………………………Cycle the letter of the playground(s) you have at your school.

|  |  |
| --- | --- |
| a) | Football |
| b) | Netball |
| c) | Volleyball |

Other play grounds please mention

………………………………………………………………………………………………………………………………………………………………………………………………………………

1. To what extent are mentioned play grounds (in 12) are good and safe to pupils.

……………………………………………………………………………………………………………………………………………………………………

**Objective 2: The Quality and Quantity of Reading, Writing, Drawing and Playing Materials for Pupils in Preschools.**

1. What is the ratio of children per book?

|  |  |
| --- | --- |
| a) | One book for on pupil |
| b) | One book for two pupils |
| c) | One book for three pupils |
| d) | One book for more than three pupils |
| e) | There is no books |

1. Comment on the availability of writing, drawing and playing materials

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… (i) To what extent reading, writing, drawing and playing materials satisfying children

|  |  |
| --- | --- |
| a) | Very much |
| b) | Much |
| c) | To some extent (average) |
| d) | Not satisfying |

(ii) Explain the reason for your answer

……………………………………………………………………………………………………………………………………………………………………To what classroom, toilets, sitting facilities and playgrounds affect teaching and learning of preschool pupils?

|  |  |
| --- | --- |
| a) | Very good |
| b) | Much  |
| c) | Moderate  |
| d) | Not affect |
| e) | Not affect completely |

**Objective 3: The Influence of Available Infrastructures and Teaching and Learning Material on Learning.**

1. Explain how classroom, toilets, desks and playgrounds influence teaching and learning for preschool children (as responded in 17)

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………To what extent the quality and quantity of reading, writing, drawing and playing materials for pupils affect their learning?

|  |  |
| --- | --- |
| a) | Very good |
| b) | Much  |
| c) | To some extent |
| d) | Do not affect |
| e) | Never affect |

1. Give reasons for your answer in question 9

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. What should be done to improve materials for teaching and learning in preschools?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**End of Questionnaire**

**APPENDIX 2: AN INTERVIEW GUIDE FOR WARD EXECUTIVE OFFICER AND HEAD TEACHERS**

1. For how long have you been working at this post?
2. To what extent classroom toilets and sitting facilities satisfy pupils in terms of quality and quantity.
3. a) What kind of playgrounds is available at each school?

b) Do they satisfy pupils in terms of quality and quantity?

1. Please comment on how, writing, drawing and playing materials satisfy children in terms of quality and quantity.
2. How infrastructure influence pupils learning process?
3. What do you suggest to be done in order to improve the quality and quantity of physical learning materials?

**APPENDIX 3: A FOCUS GROUP DISCUSSION GUIDE FOR PUPILS**

1. How many are you in the single room and what is the status of those rooms?
2. To what extent the number of pupils affect you in learning?
3. What kind of playgrounds do you have at school? Which one is in good condition?
4. What is the contribution of playing in learning?
5. How do you perceive the quality of other physical learning materials in terms of quality and quantity?
6. How did they affect you during learning process?
7. What do you recommend to the administration?