

**PRACTICE AND CHALLENGES IN THE IMPLEMENTATION OF
EDUCATION POLICY AT PRE-PRIMARY SCHOOL LEVEL IN
TANZANIA: A CASE OF BARIADI DISTRICT COUNCIL**

**PRACTICE AND CHALLENGES IN THE IMPLEMENTATION OF
EDUCATION POLICY AT PRE-PRIMARY SCHOOL LEVEL IN
TANZANIA: A CASE OF BARIADI DISTRICT COUNCIL**

By

Ally Litinchi

**A Dissertation Submitted in the School of Public Administration and
Management in Partial fulfilment of the Requirements for the Master of
Research and Public Policy (MRPP) of Mzumbe University**

2018

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled “**Practice and Challenges in the Implementation of Education Policy in pre-primary school level in Tanzania: A case of Bariadi District Council**” in partial fulfilment of the requirements for award of the degree of Master of Research and Public Policy of Mzumbe University.

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ACKNOWLEDGMENTS

First and foremost, I am very grateful to the Almighty Allah the creator of the universe and most powerful for granting me healthy, guidance and blessing throughout the course of my study including the completion of this work.

I would like to express my special appreciation to my supervisor Dr. Athanas, A. Ngalawa for his moral support, guidance, mentorship, tireless efforts and constructive ideas and criticism in achieving this piece of work in this presentation, Thank you sir and May Almighty Allah bless you. My sincere thanks are extended to my mentors from school of Public Administration and Management at Mzumbe University, my special acknowledgement are extended to Dr. Orest Masue, Dr. Kamugisha, Dr. Montanus Milanzi, Dr. Agrey Kihombo, Prof. Philbert Ndunguru, Dr. Elizerbeth Mwakasangula, Dr. D. K. Muya, Dr. Idda Lyatonga for their generous effort to convey and share academic skills and knowledge.

In addition, I would like to express my cordial gratitude of appreciation to my colleagues Mr Muadhi Mayunga, Mr Uledi Hamad, Miss Mary Amos, Mr Almassy J. Haroub, Mr Amri Omary Mbena, Mr Yahaya J. Bori, Mr Zacharia Ngussa, Mr Ame Masemo Ame, Miss Valeria Makonda and Mr Mbago T. Ngoma for their company and encouragement in pursuing this study.

I would like to acknowledge the Bariadi District Council for granting opportunity to pursue my studies, I would like to extend my gratitude to Mr Albert Rutaihwa, Mr Abdallah Malela, Miss Doreen Lutahanamilwa, and Mr Shigolile Chambitwe for their support and encouragement and my gratitude of appreciation extends to all individuals who participated in the study from the district, wards and villages as well as schools.

Last but not least, I would like to express my deepest thanks to my wife Amina Sai Mambina, my children Aaliyah and Ammar. My mother Mariam Juma for laying strong academic foundation and all brothers and sisters.

DEDICATION

I would like to dedicate this work to my beloved family, the late Mr Bakari Mchimwa, and my mother Mariamu Juma. My wife Amina Sai Mambina and my children Aaliyah and Ammar.

LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|----------|---|
| AAI: | Africa-America Institute |
| CRC: | Child Rights Convention |
| DED: | District Executive Director |
| ECE: | Early Childhood Education |
| ECEC: | Early Childhood Education and Care |
| ECED: | Early Childhood Education and Development |
| EFA: | Education for All |
| ETP: | Education and Training Policy |
| FDG: | Focus Group Discussion |
| IMF: | International Monetary Fund |
| NGOs: | Non-Governmental Organisations |
| NSGRP: | National Strategy for Growth and Reduction of Poverty. |
| OECD: | Organisation of Economic-Cooperation and Development |
| PO-RALG: | President Office Regional Administration and Local Government |
| PPE: | Pre-primary Education |
| PTR: | Pupils Teacher Ratio |
| SDGs: | Sustainable Development Goals |
| UNCRC: | United Nations Child Right Convention |
| UNESCO: | United Nations Scientific and Cultural Organisation |
| UNICEF: | United Nations International Children Education Fund |
| URT: | United Republic of Tanzania |

ABSTRACT

This study is about practice and challenges in the implementation of education policy at pre-primary level done in Bariadi District in Simiyu, Tanzania. As many literatures realized that investment in early childhood education for children has promising future for the nation. Besides, few studies conducted in Tanzania show that provision of quality pre-primary education is not yet attained. The pre-primary level is encountered by number of setbacks, to mention few, there is shortage of qualified teachers for PPE, High pupils teachers ratio, few or absence of classes for pre-primary classes and teaching, learning and playing materials is a big challenge. With regard to that observation, this study seeks to find out why there is poor implementation of pre-primary education in Tanzania with special focus to Bariadi District Council. The study explore the stakeholders perception on education policy on improving quality of pre-primary education delivered at Bariadi District, to explore the existing situation in delivering of pre-primary education and examine the policy interventions available for improving pre-primary education. The study collected data from respondents by the use of interview, questionnaire and focus group Discussion for primary data and documentary review for secondary data. The findings of the study show that poor provision of pre-primary education is a result of lack of clear policy statement on how that level of education to be provided and be financed; lack of political commitment and coordination; failure to involve stakeholders such as parents and community in program aimed at improving pre-primary education. Basing on the study findings, it is time now for increasing work for improving pre-primary education through which can be used for financing building of pre-primary classes and equip them with necessary facilities such as desks, textbooks, teaching, learning and playing materials as well as employing qualified teacher specialised in pre-primary education teaching.

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CHAPTER ONE

PROBLEM SETTING

1.0 Introduction

The section is composed of the background of the study, problem statement, general and specific objectives. It also includes the research questions, significance and scope of the study. The background information highlights important aspects of education on early Childhood Education (ECE) particularly focus on Pre-Primary Education (PPE). It covers its historical perspective on aspect of (PPE) delivery globally, regionally and locally with specific focus on Bariadi District.

1.1 Background of the problem

Worldwide education is considered as a fundamental human right, key to sustainable development, peace and stability within and among countries (Dy & Ninomiya, 2003; Neuman & Devercelli, 2012). Mostly, there are two basic arguments in favour of the importance of ECE which are, firstly the right argument which considers it to be the right of every young child as stipulated in the 1989 United Nations Convention on the Rights of Child (UNCRC), secondly was the investment argument which posits that ECE is an important investment area which yields high returns in the long learning process (Heckman, 2006, Mtahabwa, 2010; Uchem & Onuh, 2014).

Basing on the investment argument, it is said that if the initial years for human development is ignored or not adequately treated, the later effort to correct the earlier default are expensive and results are less predictable (Mtahabwa, 2010; Uchem & Onuh, 2014). Therefore, education including Early Childhood Education (ECE) is an indispensable means for effective participation in the societies and economies of the respective countries (Dy & Ninomiya, 2003). Therefore, investing in ECE programmes results in improved educational achievements and potential for preparation of future productive workforce (Shaeffer, 2015, Heckman, 2011; Barnett & Masse, 2007). All these, points out the essential need to consider PPE as credible

for the better of the young generation and as a nice time to create foundation for long learning of our children.

With respect to the above perception on ECE, the United Nations launched a Human Rights Declaration in 1948, in whereby Article number 26 clearly stipulate that everyone has the right to quality education (UNESCO, 2000). Similarly, the United Nations (UN) adopted the Child Right Convention (CRC) in 1989 in which article 28 stipulates that basic education is the right to all children (Praineviciene & Puraite, 2010; UNESCO & UNICEF, 2007; UNESCO, 2013). In addition, UNESCO (2000) posits that education will be compulsory and free globally, at least in the basic education at initial stages in learning. As a result the provision of Pre-Primary Education (PPE) captured attention and became prominent agenda in international and national forums. Different organisations and countries started to make deliberate efforts to invest in ECE because it was seen to have a multiplier effects for the individual and societal development (Hayden & Lee, 2009; Wilinski, Nguyen & Landgraf, 2016), though there are variations among the countries depending on resource availability. In many low income countries private sector provides pre-primary education to a large extent. In many countries, the pre-primary education is delivered in attachments to primary schools, or separate centres run by NGOs or religious institutions (Neuman, Josephson & Chua, 2015).

Regarding its primal importance as the first stage, pre-primary education creates a base for life-long learning and permeates the potentialities for whole personal development. It essentially serves as starting point of formal education as it ensures smooth transition to primary education (The Africa-America Institute [AAI], 2015; Haquel *et al*, 2013; Newman et al, 2015). Since the importance of pre-primary education is recognised in the world through increase in enrolment rate which enhances smooth transition to primary education all over the world, this indicates that pre-primary education has been accepted and implemented in many countries in the world. However, the increase is not equal in all parts of the world, it is high in developed countries, minimum in transitional countries and very low in developing countries particularly African Countries south of Sahara (UNESCO, 2000) including

Tanzania. For instance, in a year 2012 average enrolment in developed countries was 74.5% in America and 89% in Europe while in Africa especially Sub-Saharan Africa was 20% (Newman et al, 2015; UNESCO, 2015). Also, in 2015 global enrolment was 184 million children; nearly 11million children were enrolled in Sub-Saharan African Countries (UNESCO, 2015; AAI, 2015).

Despite the enactment of UN Declaration on Human Right and Convention of Child Right, as well as enactment many pro-child policies in the world as result of effort of UN and its agencies (Kamerman, 2006; UNESCO, 2007), delivery of Early Childhood Education and Care (ECEC) is less promising in many developing countries (Mtahabwa, 2010). As the importance of PPE is evidenced, many developed countries have established sufficient structural arrangement for provision of quality pre-primary education which resulted in rising of enrolment level in developed countries (UNESCO, 2007). Unlikely, in many developing countries there is no sufficient structural arrangement for provision of quality pre-primary education as Mtahabwa (2010) argued that PPE is not highly valued in many developing countries including Tanzania.

Numerous literature demonstrate that improvement in early childhood programmes goes concurrently with policy development (Piance, 2003; Pence, 2004). Ways which may result in improvement in policy practice are articulations on answerability, directive and resources allocation such as human, financial and material, as well as setting out of structural framework and quality control mechanisms (Mtahabwa, 2010). Therefore, policies and other supporting documents are at the centre in determining the quality policy practice and reflecting the government attention to a given policy (ibid). For instance, if special attention is given to pre-primary education, the government is expected to allocate resources, setting rules and regulations and setting implementation plans. Thus, Doryan, Gautam and Foege (2002) argued that investing in pre-primary education needs political commitment and cooperation. Different study findings postulate the critical importance of pre-primary education but many countries are unwilling to invest in

ECE for the reason that the cost for intervening are instant while its output takes long time to mature (Doryan et al., 2002).

The Government of Tanzania was among earlier African countries to ratify the international conventions such as CRC in 1991, African Charter on Rights and Welfare of Child of 1999, Education for All declaration, Dakar framework for action and human rights Convention, all consider ECE including PPE as basic right (Mtahabwa, 2010). Also, in the year 2009 United Republic of Tanzania enact Child Act to contextualise the CRC. The above development made in Tanzania with respect to children's rights would suggest that Early Childhood Education is regarded as basic right, does not guarantee the right to quality Early Childhood Education especially Pre-primary Education (ibid).

The situation in Tanzania shows that there is insufficient information about Pre-primary Education in the key government documents implying low value attached to Pre-primary school education. Because it is normally known that availability of information about a given sector in the key government documents justify high value attached to it (ibid). Also, absence or scarcity of research done on a particular field suggests low value is accorded and might imply marginalisation of the sector or subsector. It is expected that since the President's Commission on Education [PCE] (Makweta Commission) in 1981-82 in Tanzania which emphasises on provision of quality early childhood education including pre-primary education, and thus pre-primary education would appear in all important Government documents. Unfortunately, observation shows that from 1982 up to 2004 there was no data on pre-primary education and reasons for its absence were not mentioned (Mtahabwa, 2010). Also, the National Poverty Eradication Strategy (NPES) as well as the Poverty Eradication strategy Paper underrates and remains silent on pre-primary education while pre-primary education was already formalised in the country (ibid). Similarly, the Millennium Development Goals (2000) never paid a special attention to the pre-primary education in its objectives and targets rather talk about primary education (Neuman, Josephson & Chua, 2015).

However, the treatment of ECE on the National Strategy for Growth and Reduction of Poverty (NSGRP) of 2005 clearly stated that pre-school education should be accorded high value so as to improve people's lives; it also stresses the need to develop sector coordination to monitor child development, pre-primary programmes, child wellbeing, food, overall sanitation and maternal healthiness. Despite NSGRP paying more consideration to PPE, the research document produced by research and analysis working group in the year 2007 which aimed at assessing the effect of NSGRP on students and peoples lives at large. In that document, pre-primary education was not mentioned at all (Mtahabwa, 2010; URT, 2007). Similarly, Tanzania Development Vision 2025 (URT, 2013) does not pay much attention to pre-primary education and it uses ECE with no focus, whereby no mention of preschool, day care and pre-primary throughout the document. In that document it state that: to reduce infant and maternal at the rate of three quarters of the current level. Additionally, the Sustainable Development Goals (SDGs) which put forward the 2015 Education Agenda, have also paid a greater concern on the issue of ECE development with a particular mention of the PPE (Neuman et al., 2015; Wilinski et al., 2016). Wilinski for instance asserts that the target 4.2 of SDGs number four (4) commit that all males and females children must have access to quality to early childhood education, development, care and PPE by the year 2030 so that they are ready for primary education.

The government of Tanzania has made education reforms and policies since independence intended to provide quality education, deposing important declaration emphasising on education such as education for self-reliance of 1967, the Universal primary education of 1977, the 1995 and 2014 general Education and Training Policy (ETP). However, serious consideration for ECE was done since 1980s but pre-primary education was not documented until 1995 when ETP that had a focus on it was endorsed. The 1995 ETP has recognised pre-primary education as a formal education and incorporated into the Tanzanian education system which emphasised on 2- 7-4-2-3+ system to replace the old system of 7-4-2-3+. The first two years were allocated to children aged 5 to six years to attend PPE, 7 years of primary Education,

4 years of Ordinary level of education then followed by 2 years of Advanced level of secondary education and finally the 3 year or above of University Education (URT, 1995). Thereafter, the 2014 education and training policy was introduced with a change in education system from 2-7-4-2-3+ to 1-6-4-2-3+, meaning one year of compulsory PPE for a children aged five years and now six years is eligible age to Primary school and it is (URT, 2014). Also, the speech by Minister of Education and Vocational Training (formally) in 2006 which provide directives that every primary school must have pre-primary class (URT, 2006).

However, the 1995 ETP did not clearly state whether pre-primary education is compulsory one and or a sine qua non condition for joining to primary education, meanwhile the 2014 ETP clearly state that one year of pre-primary education is compulsory. Despite the 2014 Education and Training Policy and many other earlier reforms and amendments, the question on how those reforms and amendment have effect on the provision of quality pre-primary education in Tanzania to a large extent remains unanswered. Mechanism put in place to effect the implementation of policy statements is not well documented. Furthermore, the effectiveness of institutions in ensuring provision of teaching and learning materials at this foundational level of education with potentials of influencing all subsequent levels of education following thereafter has received less or no empirical assessment. This scenario invited a study about pre-primary education because some literature including Mtahabwa, (2010), UNICEF, (2015) both state that unconducive environment for pre-primary education may affect negatively mentally, psychologically about education hence children may dislike study and the effort to correct earlier default are less promising.

In addition, the government introduced special diploma training for Pre-Primary Education teachers so as to cater for the need of qualified PPE teachers, to ensure availability of qualified and competent PPE teachers. Furthermore, the government has started massive employment exercise employing teachers trained from special PPE diploma programme to reduce the challenge of insufficient teaching force (Wilinski et al., 2016). But the question is 'how does the training provide a room for getting committed teachers ready to apply their knowledge to intended children? The

ETP 2014 was a nice attempt made by the government but some researchers still report that pre-primary education is hardly provided as basic right and the issue of quality and equity is not given its due consideration, whereas most studies reveal that pre-primary education is accorded low values in most developing country (Garcia, Pence & Evans, 2008; UNESCO, 2007), the state of affair in Tanzania is not extensively studied and documented.

1.3 Statement of the Problem

It is generally agreed that early childhood education especially pre-primary school education is vital to smooth primary enrolment, setting foundations for a child life-long learning and educational achievements and human development. Tanzania like many other countries has acknowledged the importance of early childhood education and thus integrated PPE into formal education system through enactment of Education and Training Policy (ETP) of 1995 which formalised pre-primary education and 2014 ETP that consider PPE as compulsory entry point for joining to primary education in Tanzania. Despite government efforts in reviewing and amending the ETP 1995 and 2014 regarding provision of quality pre-primary education, the goal is not yet achieved. It was therefore necessary to understand reasons impeding provision of quality PPE in Tanzania. This study aimed at investigating reasons underlying provision poor quality pre-primary school education in the selected primary schools in Bariadi district. The study sought to get answers of this general question as to understand what happens behind the implementation of Pre-primary Education.

Despite these policy reforms made by the Government, the reality show that, the goal for provision of quality PPE is not yet achieved. Pre-primary education is faced with a lot of challenges. It is upon this background that this study was set to answer the question: Why there is a discrepancy in Tanzania between policy and practice with regard to provision of pre-primary education? The study intended to understand what happens behind the implementation of Pre-primary Education in Tanzania with special attention to Bariadi District as a case.

1.3 Research objectives

1.3.1 General Objective

The general objective was to explore the reasons for the poor provision of quality pre-primary education in the selected primary schools in Bariadi District.

1.3.2 Specific Objectives

- i. To find out respondents perceptions about the quality of pre-primary education delivery in Bariadi.
- ii. To assess the state of affair in the delivery of Pre-primary education in Bariadi
- iii. To determine government interventions available for improving of pre-primary school education.

1.4 Research Questions

- i. What are stakeholder's perceptions on the quality of pre-primary education delivery in Bariadi?
- ii. How is the condition of pre-primary education delivery in public Schools?
- iii. What does government do to improve the condition of pre-primary education delivery in public Schools?

1.5 Significance of the study

Findings of the study might be useful information for education stakeholders such as the government, policy makers, curriculum developers, teachers and parents as well as other persons interested in the ECE delivery. The findings of the study will further help to contribute on the existing gap of knowledge of research in early childhood education service delivery. Also, the study will enable the identification of the strengths and weaknesses in the provision of pre-primary education, challenges in the provision of pre-primary education. Such information

will assist the ministry responsible for education, science, technology and vocational training to improve the quality of pre-primary education.

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1.6 Scope of the study

This study normally focused on public pre-primary schools found in Bariadi District Councils from eight wards such as Ngulyati, Ikungulyabashashi, Dutwa, Inkololo, Mwaumatondo, Mwadobana, Ihusi, Inkindwabiye

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter provides a forum of discussion of relevant academic works pertaining to the purposes of the research with the need to establish grounded knowledge from the existing scholarship. The main sections found in this chapter are the theoretical framework, the empirical review and thereafter the conceptual framework. In particular the researcher seeks to learn the underlining knowledge gap and methods which are already used in the former researchers pertaining to policy implementation of pre-primary education.

2.1 Theoretical Reviews

In the framework of the theoretical reviews the main issue of concern is the definition of key concepts, review of relevant policy statements and then the substantial theory which facilitate the explanation of the relationships of concepts and thereafter formation of variables.

2.1.1 Operational Definition of Terms

Key concepts for the study are quality education, early childhood Education, Pre-primary Education, perceptions of stakeholders, government policy intervention and policy implementation practice.

2.2.1.1 Quality Education

Education in the words of Srivastava, (2014) is a lifelong process, whereby an individual acquires all proficiencies, information and wisdom at different stages of one's life through different channel either formally, informally or incidentally. Under this perspective of understanding, quality education is then perceived as the learning and teaching standards which focus on strengthening the children's ability to act gradually on their own over the gaining of significant knowledge, valuable abilities

and suitable attitudes; and generate new understanding, and help them to generate for their own and others, as well as ensuring there is peace, secured life and vigorous interaction (Bernard, 1999). In other words, a quality education can be conceptualised when learner's are healthy, prepared to take part and learn, learning support guaranteed by their relatives and community, good learning environment, adequate resources, realisation of basic life skills, well skilled and trained teachers, use of child centered schooling in well managed classrooms and resulting in positive outcome in the society (UNICEF, 2000).

In this study, quality education involves a complex combination of different aspects which serve to facilitate learners and teachers to achieve the intended outcomes. In this case, quality education includes quality learners in a healthy environment with relevant content of knowledge and skills transmitted by well trained teachers who facilitate learners to achieve relevant knowledge, skills, and attitudes in accordance with the general objectives of education to include positive participation of all people in the society. Generally, quality education refers to knowledge and skills that are anticipated to bring valuable outcome to learners and generates well educated personnel with extraordinary ability in problem solving and workable solutions to address developmental challenges resulted from technological advancement and social economic affairs (EFA, 2005; Mashburn & Pianta, 2010)

2.2.1.2 Early childhood Education (ECE)

Different people and organisations have sought to conceptualise the meaning of ECE. The ECE involves a well-designed programme offered to meet the requirements of preparing children aged about three years and above as a preparatory for joining primary education. Normally, it comprises at least 50% of education content and the rest is of leisure or sportive programmes normally supervised by qualified staff or teachers (Taguma, Litjens & Makowiecki, 2012). The Organisation of Economic-Cooperation and Development [OECD], 2013) perceived ECE as foundation system which covers all forms of organised and continuous learning centre-based which include pre-schools, kindergartens and day-care centres which

are designed to foster learning ,emotional and social development in children just after birth, and it continues to about five or six years. In this study ECE is conceived as the elementary learning and upbringing process for children from their birth to six years of age which can take place at home, kindergartens, day-care centres or pre-schools (Sellar, & Lingard, 2013).

2.2.1.3 Pre-primary education

In Tanzania, PPE is understood as an initial education provided to children aged from 5-6, it can be given at home, in individual child care centres and in public primary schools and kindergartens with the intention to preparing children for primary education (URT, 1995). According to Obiweluzor (2015) pre-primary education is a basic knowledge given to children at the young age before entering primary education. It is perceived as bedrock through which all other levels of education build on and when a child misses this basic stages of learning processes it is very difficult for it to get back to the basics as Mtahabwa (2010) postulate that, even if you allocate more resources the result are less promising. This level of education is the preliminary phase for providing organised directives deliberated basically to introduce children aged at least 3 to 5 years to school-type environment like a centre or a school based institution (Zubairi & Rose, 2016). The study contends that a pre-primary education refers to a formal education focusing to 3 to 5 year children with the aim of preparing them physically, mentally, morally, socially and psychologically for primary education and their entire human growth formation. In addition, the PPE prepares children of a particular country to introduce themselves on endless voyage of lifelong learning, education and training.

2.2.1.4 Perceptions of stakeholders

The term stakeholder is perceived as an individual or group of individuals with an intention of ensuring achievement of the organisation or institution in meeting its mission of delivering quality services and satisfying the need of its customers, maintaining quality product and service and result over time (Darden, 2008). In context of education, stakeholder is any person or group of people or organisation

who invested in the welfare and success of school and its pupils, including administrators, politicians like member of the parliament and appointed officials, teachers, parents, governmental and nongovernmental organisations.

The term perception is commonly used especially when measuring values and understanding attached to a certain aspect. According to DePung (2016), perception is a belief over something, thus he says what you believe is true makes it so for you. For instance, Komba and Nkumbi (2008) believed that teachers are important source of knowledge which leads to awareness, skills, wisdom, appropriate orientations, inspiration and models for the students. For this study, perception is defined as views, feeling, knowledge, attitudes, belief, behaviour and thought about pre-primary education based on true situation.

Thus, stakeholder perceptions includes a range of measured ideas, opinions, beliefs, actions and convictions held pertaining to education programme that has been launched and implemented in a given area. Generally, those elements have to depict knowledge, behaviour and the affection of the established education policy. The perceptions of stakeholders in this study include the ideas, opinions, beliefs and practical experiences of teacher and parents pertaining to the provision of pre-primary education in public schools.

2.2.1.5 Government policy intervention

The government interventions policy is basically understood in the language of market economy whereby the state takes charge of controlling the market process for the sake of correcting market failures and promote general welfare of the public (Stiglitz, 2000). With regard to our case, education delivery is a public good but also a commodity which is provided by different partners including the public and the private sectors. The pre-primary education merits having intervention of government policy for it to have legal recognition and be considered in the national budget.

2.2.1.6 Policy implementation practice

Policy implementation practices refer to behaviour of officials and leaders at various levels who are expected to carry out policy measures by translating the document or deliberation into action (Signe, 2017). The implementation practices may lead to success or failure of the policy or programme. When the policy is formulated and guided by clear policy guidelines and communication among different stakeholders. The success practices involve quality of the plan, quality implementation plan to involve various stakeholders, sensitisation programmes and building staff capacity (Berke, Laurian & Dixon, 2005). In the broader sense implementation of a policy involves practices which seek to establish interactions between different organisations, administrations and other stakeholders with intention to realise the government goals (Mossberger, 2000). Some scholars argue that the implementation practices of the policy is a combination of rules, regulations and activities, that are prior arranged to bring effect to the public in accordance to the targeted policy intentions and measures (Signe, 2017). Therefore, policy implementation may be perceived as a process of putting effort or not put effort to effect the policy decision positively or negatively which much depends on level of commitment to bring changes. When there is commitment toward a certain policy it is expected to see that resources are injected, capacity building project are introduced, clear legal and regulatory environment is developed, developing of action plan, this implies positive implementation practices and when there are no these strategies it imply that there are negative practices which do not guarantee success of the policy.

2.3 Policy statement

In Tanzania, pre-primary education hasn't been developed as independent document, nonetheless it has been included in the comprehensive ETP of both 1995 and 2014 respectively. In other countries there is a separate document of policy for PPE for the sake of precision in its implementation practice (Newman & Devercelli, 2012). In accordance with the ETP 1995 the pre-primary education is recognised as form of two years whereby children aged 5-6 years will be prepared to enter primary schools.

In addition, the policy stated that the pre-school have to be attached to primary schools. Likewise, the policy openly states that pre-primary education though formally recognised, it would not receive a systematised economic attention by the government (URT, 1995). The government then reviewed the 1995 ETP for the sake of resolving the observed shortcomings from the former policy. With respect to pre-primary education, the ETP 2014 stated it to be compulsory to at least one year and it should be accorded to children aged 4-5 years (URT, 2014). However, these two education polices have been silent in pronouncing the financing system of PPE which is undertaken in different areas across the country. In the contrary, the ETP 2014 mentioned the need to improve the number and quality of pre-primary teachers. The need was to counteract the issue of inadequacy of teachers, especially in reading, writing and arithmetic (URT, 2014).

2.4 Theory

This paper will mainly present system theory. This theory is becoming more prominent on matters related to education sector and even in other social political and economic affairs in recent years. The theory offered likely solutions on education management and policy implementation as well as leadership in practice.

2.4.1 Systems theory

The notion of system theory was firstly introduced by Burtalanffy, a biologist in 1937. The theory was used to describe the interdependency that prevail or occurs among diverse organisations. He used system to digest principles that are shared in any system. In systems theory, the general mechanism takes place in biological system is used as a means to understand the world at large (Irby, 2013). Various scholars in numerous fields used different terms and ideas related to systems theory. Senge (2000) and Morgan (1997) in their study have combined the systems theory notion into theoretical constructs and their application to the leadership. It is argued that in every system there are some aspects which are interconnected with one another to make complete system and it is more than just the sum of its aspects.

In this study, the systems theory was used to explain the necessity of coordination between various Ministries, Agencies and community existing in the system. Senge (2000) contends that “in an organisation, system consists of people, structure and processes that work together to make an organisation healthy or unhealthy”. Thus, education sector is an example of an organisation which consists of Ministry of Education, Science, Technology and Vocational Training; Ministry of Planning and Finance, Teachers Union, Teachers, parents, community and other stakeholders; if they will be well informed will work together to achieve objective of delivering quality PPE. In another perspective, the systems theory assumes education management as a system which consists of different interrelated and interdependent parts.

In management system, there are complex interactions of people with varied behaviours and interests. The social system of interaction is therefore perceived to coordinate human actions ranging from individual to group level while seeking to influence decision and actions through the art of leadership (Sterrett, 2011). According to National School of Public Relations Association [NSPRA] (2006), it is essential to create effective two way communication as an essential trait for attainment at all levels of education, starting from ministerial level, regional, District to school level including and a teacher. This ensures a constant two-way of information flow of quality information from the Ministry of Education or President’s Office Regional Administration and Local Government (PO-RALG) which flows from the top to lower level up to school level whereby teacher and other street level bureaucrats implement it. Also, the street level bureaucrats have to communicate with the top level government following similar channel of communication as a way of giving feedback (Bottom up) policy implementation strategy.

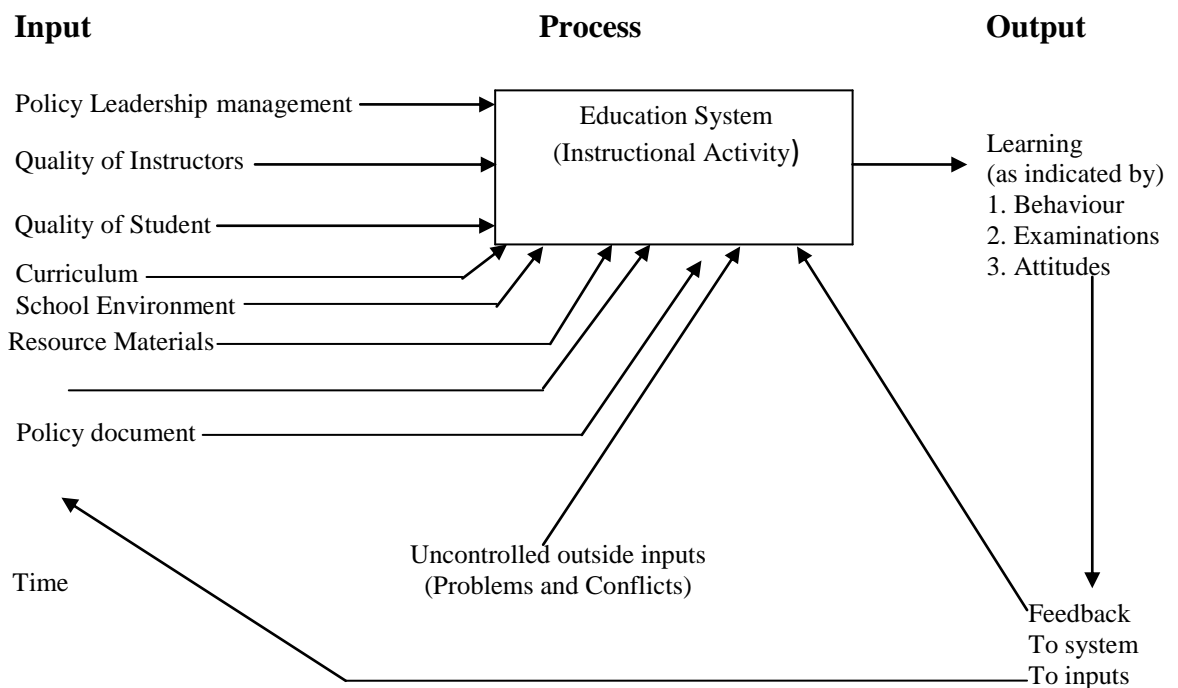
The major issue in systems theory is communication among ministries, department and agencies. Communication is perceived as mechanism for sending and receiving information from one point to another or from one person to another and normally performed in two ways which are verbally or in written form. In any communication messages are communicated from one point to another, thus communication to be effective the message should be understood by sender and receiver and it should be timely communicated. Lunenburg (2010) outlines important basics of communication process to include a source (sender), means of communication (medium), message, sound, receiver and feedback.

Sender is a person who initiates the communication by sending a message to a receiver. Receiver is an individual to whom a message from a sender is focused. Message is the spoken and or written content that need to be encoded by the sender and interpreted by the receiver. Medium is the channel by which the message is delivered and received. Feedback is the reaction from the receiver indicating whether a message has been received in its intended form. Therefore, in any organisation or institution communication is of vital importance and if no proper means of communication the realisation of organisation or institutional will be less predictable. For instance, a school as an organisation needs information from Ministry of Education, PO-RALG, as well as from regional and District level for achievement of objectives. Thus, proper communication system and channel are essential for every institution. Effective communication between policy maker and implementer will help the preschool class and primary school in general to access quality education services.

In any operating system must have three important aspects such as inputs, process and output (Lunenburg, 2010) which goes systematically and depends on one another such that output depends on input and process and all can be affected by others, for instance, in education context inputs can involve; administration, service provider (educators), pupils, syllabus, setting, instructional and learning materials, time and other things. Process involves activities aiming at providing quality education, which might include for-instance classroom condition, actual teaching and learning

activities. The output includes knowledge which normally indicated by change in behaviour, ability to read, write and doing arithmetic, which will be indicated in examinations performance and change in attitudes. After the whole process, feedback is essential since it helps to know the achievements of the intended goal. In learning process feedback can be in various ways including developing pupil's ability to read, write and counting (arithmetic), good performance in examination. This concept of system theory is explained diagrammatically using the Irby's (2013) system modal of education. Figure 2.1 show the systems model.

Figure 2.1: Irby's Systems Model of Education



Source: Adopted from Vornberg (2010, p 117)

Input is simply about resources put into a system to facilitate process, thus when there is enough input injected into the system and the ministries, Agency and Department work well and communicated these input would have positive impact into the system. Therefore, political will, commitment and communication play important roles in the system.

Educational implication of the systems theory in pre-primary education

In the field of education, systems theory plays a key responsibility in making the large system work in a mutually dependent way. This meant that anyone in the system has to perform a certain duty and if one fails to perform his or her duty will have an impact on the whole since they depend on each other. Ainscow and Sandil (2010) insisting on the rationale for leaders in producing, assembling and interpreting information originates within a school environment so as develop an interesting attitude aiming at providing quality education. In systems theory more focus is directed to work together as an organisation and not as a single person or individual.

Therefore, in any system it is important for every individual to know his or her duty and responsibility. For instance, school as an organisation, teachers should be clear about what is to be taught and when it is to be taught and the administrator should consistently ensure that the goals made are being met (Sterrett, 2011). With regard to education context, systems theory plays an important role in understanding ways through which school as a social system works. There are some premises put forward by Irby (2013) about school, which states that school is a social system which is goal oriented and may have a multiplicity of goals but the central one is preparation of its students for adult roles. Social systems are peopled, and these individuals act in roles as students, teachers, administrators and others. Sanctions exist in a social system where norms are being enforced with rewards and punishments.

Schools are generally open systems that operate in an environment that include exchanges. They are affected by values of the community, by politics and outside forces. From these assumptions we can say that the central goal of the ministry responsible for education, Ministry of President Office Regional Administration and Local Government Authorities (PO-RALG-TAMISEMI), Ministry of finance and planning, Local Government Administration, teachers and other stakeholders is to make sure that all learners (pupils) receive equal and quality education. All stakeholders in the system should work together in the implementation of quality education at all levels. And people or community have not supposed to hold the

notion that teacher as the main implementer of all education projects which resulting in ineffective support most of the burden is left to teachers.

In providing quality education at different level, teachers are among the most important factors in educational quality (UNESCO, 2005; UNESCO, 2007; Mtahabwa, 2015). It is said that, they are important factor because they are in position of influencing educational quality, whether positive or negative, depends on their own quality. Different studies suggest that teacher quality is largely a result of the way in which teachers were prepared into the teaching occupation (Kerry & Wilding, 2004). For that reason, initial teacher preparation lays a foundation for a teacher's future practice. When teachers lack appropriate skills (practical skills) and conceptual models reflecting practical condition on the field, they will not be able to deliver the needed results because there is a close relationship between what teachers receive during training and their capacity to handle practical conditions at work places. For most excellent results, early childhood teacher programmes should utilise specific teacher preparation models underpinned by specific philosophy. The Tanzanian Government through Ministry of Education, Science, Technology and Vocational Training puts some efforts to prepare pre-primary school teachers through enacting various education policies, pre-primary teacher curriculum, teacher's guide and pre-primary education curriculum as well as introducing special diploma programme for training pre-primary teachers and conducting massive employment programme aiming at addressing pre-primary teachers shortage (Wilinski et al., 2016).

2.5 Empirical Review

The section of empirical review aims at providing an analytical discussion of the observed facts from previous related works pertaining to the theory of the study with specific objectives. The review largely deal with substantiating the perceptions of different education stakeholders while paying attention to teachers and parents views on the quality of PPE, Government inputs injected so as to improve this initial level

of education and analysing the state of affair in delivering PPE in various countries with the main focus be the case of Tanzania.

2.5.1 Perception of stakeholders on the quality of PPE

There are different literature that demonstrate the perceptions of people pertaining to the quality of pre-primary education and many of them demonstrate that educational stakeholders are generally not satisfied with the quality of PPE including Mtahabwa & Rao, (2009), Kholowa and Rose (2010), Mtahabwa (2001), Tandika (2015) and many others. The convergence zone of argument for these studies is basically on the points of view about parents and teachers understanding of pre-primary education, their attitudes and expectations toward the government role in facilitating pre-schools and the community participation as stakeholders in the improvement of PPE. However, the PPE level is not given sufficient consideration, but through various literature it was found that most parents and teachers value PPE as a preparatory stage for entering primary education. It is also perceived as an important stage for the mastery of different skills such as numeracy and literacy as well as a set ground for lifelong learning. While these findings were seen common to many reviewed literature, in some instances literature presented a sense of inconveniences in the provision of PPE especially in Sub-Saharan African countries. Some of these studies exploring the stakeholders' perception on quality of PPE delivered in many developing countries include the following:-

Tandika (2015) who conducted a study on stakeholder's view on the PPE quality in Tanzania. The stakeholders' view shows that the PPE delivered is of poor to low quality. In his study stakeholders pointed out some indicators for quality PPE to include presence of furniture and friendly learning environment, qualified and specialised teacher in PPE, good and manageable number of pupils per single teachers, provision of food for pre-primary pupils and even for other levels and finally to have good relationship between parents teachers and head teachers. However, this study did not specifically declare where the study was conducted in Tanzania and also the study did not explain about the situation in PPE delivery rather

than listening the views of stakeholders on the parameters of quality PPE. Furthermore, the study conducted by Kweka, Binagi and Kainamula (1997) in Temeke Municipality Dar-es-salaam who also observed that underprivileged teachers training, absence of PPE management as well as absence of supervision organised by the ministry and absence and shortage of teaching and learning guidelines indicates that PPE provided is of low quality.

Also, Mtahabwa and Rao (2010) conducted a study with intention of examining the policy guiding PPE provision and what is actually done in the provision of PPE in Tanzania, whereby observations were made to rural and urban classrooms. The findings of this study show that there is difference in classroom size, quality of teachers and learning environment. Urban classrooms was observed to be large in size with good quality, equipped with more learning and teaching material, pupils teachers ratio is low as compared to rural schools. Meanwhile, rural classrooms was observed to be of low quality in which classes are small, lacks important facilities like desks, tables, pictures, chair and even mats are not available whereby pupils are sitting down in bare floor with many pot holes and there is high pupils teachers ratio (PTR). This study only focuses on the conditions in the provision of PPE in Dar-es-salaam and Mtwara by observing classrooms setting and it does not seek to understand the possible reasons for that differences.

Furthermore, Libent (2015) conducted a study with the aim of analysing the determinant factors for parent's satisfaction with the quality of pre-primary education delivery at Ilala District in Dar-es-salaam. His study claimed that parents are important stakeholders in PPE but views are not considered in the planning and practices. The study found that parents are more satisfied with children's ability development, teacher's interaction with pupils, and good communication between parents and teachers (process quality). On the other hand, parents are not satisfied with the learning environment such as absence of physical infrastructure such as classes, toilets and sanitation, parents are also not happy with pupils teachers ratio and quality of service provider. All together is known as structural indicator. However, the study is important as parents are vital stakeholders in PPE and to meet

their needs is also important, but the study did not tell the readers on the situation observed in the Pre-primary classes visited, it does not tell about pupils teachers ratio, and public school, how they look like and how they differ. Lastly, Ilala is urban area whereby service providers are many which would enhance quality in the provision of PPE as compared to rural and remote areas.

On the other hand, these stakeholders contend that the government has been very silent on dealing with the issue of pre-primary education despite its recognition as important stage in learning. As Newman and Devercelli (2012) observed that currently many countries give priorities in developing intersectoral ECD policies, but still they are not effective due to lack of proper execution and monitoring plan. Parental participation in this regard seem to have greater role for the survival of the preschools attached to primary schools, however, it observed that the rate of accessing pre-primary is very low due to absence of appropriate classrooms, teachers and teaching and learning materials necessary for children. Generally, the literature provided a feeling that parents and teachers are ill positioned with the quality of pre-primary education due government laden inconsistencies.

Regarding the quality, Vespoor (2008) and Mghasse and William (2016) made a plausible contribution which link with the system theory. For them, quality pre-primary education is conceived to be a product of proper classroom management in terms of teacher, learner and environmental support for interaction. The running of public pre-primary classes is faced with poor environmental support which can't facilitate and motivate both learners and teachers in learning and teaching process. There is poor provision of learning resources, limited teacher training as majority of teachers are meant for primary education and some are under qualified to teach in pre-primary Moreover, most of the primary schools which host pre-primary pupils are facing challenges of inadequate number of classrooms, long distances from home to school and unwillingness of parents to enroll their children.

The study conducted by Mtahabwa and Rao (2009) for instance blamed the government education and training policy 1995 of being less coherent and coordinated with ministries dealing with children affair, poor emphasis on partnerships interactions whereby the government just takes little number of children leaving the greater portion of young people eligible to PPE in the hands of expensive private sector. Kholowa and Rose (2007) presented that parents link pre-primary education with as a means to fight poverty whereas Mtahabwa (2001) found that though they contribute in the construction for school buildings and food they don't provide any assistance in the classrooms. In addition, while all these conducted their studies in different areas, in their presentations they failed to portray the methodology used to come up with the findings apart from (Mghasse & William, 2016) who used mixed methods for data collection and analysis whereby, interviews, questionnaires and documentary methods were applied.

Together with what literature presented, it is certain that there is need to deepen the understanding of the essence of early childhood education especially PPE. Taking PPE as a mere means of entrance to primary education is not a sufficient argument which suffice for the government to invest in this level of education. The other challenges and opportunities, the desire to link the gap in the theory and practice in education policy for pre-primary education is of critical importance now than before.

The measure of quality for pre-primary education calls for the revision and amelioration (improvement) in terms of input-process-output system from the classroom management to national support. This study thereof sought not just an elucidation of the perception of teachers and parents but rather make use of their understanding to provide further recommendations to the government, donors and other education stakeholders sharing the interest of guaranteeing children rights to education. Additionally, if we consider that, early childhood as most important time in human development the process, the perspectives we hold about the young child and those who care for and teaching them are equally important. As a rule, human actions are belief driven. Consequently, our beliefs about children and the kind of teachers we consider suitable for taking care of them stay at the core of best practice.

2.5.2 Government inputs for the improvement of pre-primary school level

It is a common expectation that when things go wrong in any sector, it is upon the government of the respective country to intervene through political declarations, material support and strengthening manpower by recruiting new staff or employing new staff to curb shortage if it exist. It is in that regard that the section is dedicated to visit empirical evidences on how the government became responsible in providing multiple supports on the issue PPE. With regard to PPE the Government of United Republic of Tanzania has taken number of effort to make sure quality pre-primary education is delivered. Some of these effort including enactment of Education and Training Policy (ETP) of 1995 and 2014 respectively, the introduction of pre-primary education in all public primary school and introduction of special diploma programme for pre-primary teachers.

Neuman and Devercelli (2012) pointed out that many developing countries have adopted Early Childhood Development (ECD) policies but the vast need of majority of children is not yet reached. Most of these ECD policies stress for the expansion of education, child protection, health, nutrition, education, and child nutrition as well as health services across various sectors but its enforcement seems to be very minimal. A good example is United Republic of Tanzania in which the ECD policy was drafted by the Ministry of Community Development, Gender and Children since 2010 but till this moment the policy is not yet approved by the parliament. Similar problem is experienced in Uganda whereby the ECD policy was drafted in 2011 but till now is not yet approved by the parliament, unlike Kenya and Ethiopia where they already have comprehensive ECD policy.

Also, Newman et al. (2015) argue that a positive behaviour and good interaction of teachers toward pupils which enhance quality service rendered much depends on respective and organised training given to service provider. Additionally, the study by OECD countries revealed that promising structural characteristics like

Wilinski et al. (2016) stated that when the government made PPE compulsory in the 2014 ETP, it was the responsibility of the government to ensure that the new and existing PPE classes have sufficient number of qualified teachers. Thus, about 16,000 teachers were taken to participate pre-primary teachers training. The programme of recruiting teachers was expected to curb the shortage of qualified pre-primary teachers all over the country.

Different scholars agree on the need of strong political support if the investment in pre- primary education has to be of high quality (UNESCO, 2007; Garcia et al., 2008). These literature together present an ironical message that, while governments in developing countries tend to pronounce ECE particularly PPE as an important level of academic and human formation of young children and that the only fundamental way of providing children right is through education, very little is done to demonstrate their political will in favour of PPE. Mtahabwa (2010) provided validation to this contention in his findings in which he found PPE has not being provided as essential right in Tanzania. The government for instance has paid very little attention to issues related to quality, equal access and hearing to children's expressions and desire. Apart from the appalling mention of PPE in ETP 1995, no statistical records were found in Basic Education Statistical Survey (BEST) report until 2004. Studies have further shown that no proper implementation plan or strategy was created special for PPE.

In practice, it is the responsibility of the central government to create enabling environment for the execution of various developmental activities and programmes related to children welfares. It is also required to decide on budgetary issues, arrange and run training programmes and allocation of resources through the existing ministries. However, researchers commended the government for its openness to accept the formalisation of pre-primary education and selection of some teachers colleges for a preparation of pre-primary school teachers. The colleges include Mpwapwa, Butimba, Tabora, Singachini, Kitangali, Mtwara, Kabanga and Songea (Mghasse & Francis 2016). However, the preparation of pre-primary teachers was

found to be poorly backed by policy hence the curriculum was blunt and unstable to support thorough preparation.

2.5.3 Situations in the delivery of Pre-primary education

About one decade and half, the world witnessed the importance of investing in young generation, which was remarked by fast development of Early Childhood Development and Care [ECDC]. However, these developments are not equal all over the world whereby some countries especially developed countries are delivering quality education while in developing countries mostly Sub-Saharan Africa the provision of ECDC including pre-primary education remains as a challenge. Therefore, the current situation in many developing countries is less promising in achieving the global education target pressing insistence on equitable and quality provision of pre-primary education by year 2030 (Newman, Josephson & Chua, 2015; UNESCO, 2015).

Different literature suggest that there is close relationship between three variables such as service providers (personnel), quality of programme implemented and child outcomes. When there is suitable environment, quality structure of pre-primary education, regular quality service provider training, attracting working environment which have positive impact on teachers capability in delivering services to pupils (Newman et al., 2015; Rao et al., 2014). Furthermore, some literature shows that contextual structure in which PPE is rendered enhance the quality of the project, for instance low pupils teachers ratio (PTR) lead to quality education and positive child development. On the other hand, bad working environment resulted in high level of turnover to workers (OECD, 2012; Eurofound, 2015).

As various literature shows that there is minimal government support in PPE, therefore the PPE programme faces a number of bottlenecks. While in many developed countries including Eastern Europe and Central Europe, Latin America, Caribbean, Pacific and Eastern Asia have largely developed resilient structures for ECCE covering huge areas and gives the sector special consideration (UNESCO, 2010). While in many less developed countries PPE structures tend to be more

visible in urban areas and less observed or few resources in the rural areas (Neuman et al., 2015) where it normally characterised by shortage of qualified staff and learning infrastructures (Mtahabwa, 2010).

William and Mghasse (2016) conducted a study in Monduli on practice and challenges in delivering pre-primary education using both qualitative and quantitative methods for data collection. The findings of the study show that pre-primary education is hardly provided in public primary in which head teacher are getting much trouble in delivering PPE due to shortage or lack of classes for Pre-primary pupils, shortage of education, instruction and play material for Pre-primary pupils, absence of qualified teacher for teaching pre-primary class. This study though it highlights important issues related to failure to provide quality PPE education, it did not bother to find out the reasons for prevalence of such bud situation in the provision.

Wilinski et al. (2016) conducted a longitudinal qualitative study to investigate the problem of not having quality pre-primary teacher and efforts to build capacity in pre-primary education (PPE) through the introduction of a new PPE diploma programme in 2014 education Policy. It takes views about the new diploma programme for preparing PPE teachers introduced in Tanzania with intention of curbing shortage or absence of qualified Pre-primary Teachers. The programme was initiated in 2013 and in 2014 about 16,000 teachers were recruited to join various colleges and provided with diploma teachers training for teaching Pre-primary classes all over the country. Following this decision, it shows that Tanzania paid concern toward quality early childhood services despite some challenges anticipated by some scholars in the whole process of recruiting these teachers; that it does not guarantee getting good and committed teachers. However, literature and experience tells that these people who were provided with diploma course in PPE were enrolled to pursue that course, they have completed the training since 2017 but they have not yet been employed in the government primary school and the initiative is no longer spoken by government officials while there is critical shortage of pre-primary teachers in public school.

Furthermore, the study by Cosmas (2010), UNESCO Institute of Statistics (2011), Uchem and Onuh (2014) provide some challenges facing education and PPE implementation in general. In these studies some of the challenges mentioned to be associated with resource constrained so as to meet the international goal of providing quality education. These challenges are related to financial constraints leading to poor service offered like what has been observed in Nigeria where there was no specific training for pre-primary education which resulted in shortage of qualified teachers in PPE, it was also observed in Nigeria that there were very few colleges offering PPE training in preparing teachers of this level of education, the infrastructural facilities are rarely observed (Uchem & Onuh, 2014). The situation found in Nigeria is similar with what was experienced in other countries including Tanzania, Kenya, Ethiopia, Uganda and many other Sab-Saharan Africans. For instance, Mtahabwa (2007) studied about the Provision of Pre-primary Education as a Basic Right in Tanzania: reflections from policy documents using a desk based research with phenomenological design.

Analysis of their findings presents some sort of similarity on issue of what limit the progress of PPE implementation in Tanzania and other Sab-Saharan Africa. However, it was mentioned in the literature that poor provision of PPE is associated with resource constraints; it might not be a sufficient argument because improvement in PPE does not need heavy investment but sometimes need only commitment and community involvement. Community members on their own have done a lot in various areas like in primary education in building classes for primary pupils, building classes as well as laboratories at secondary school level. Another thing which might be the reason for poor implementation of PPE might be lack of clear policy statements as various studies noted that the education policy was silent on the mechanisms in which PPE could be managed within primary school compounds. There is no precision of how the pre-school could be funded by the government, no clear budget allocation for this level of education. Linked to the first, the other is poor political commitments and coordination which is associated with problems like lack of instructional materials, lack of chairs and tables or desks, high enrolment in

some schools, low enrolment in some schools, absence of classroom(s)/buildings for pre-school pupils, low quality pre-primary education, shortage and untrained pre-primary education teachers (Mtahabwa, 2010).

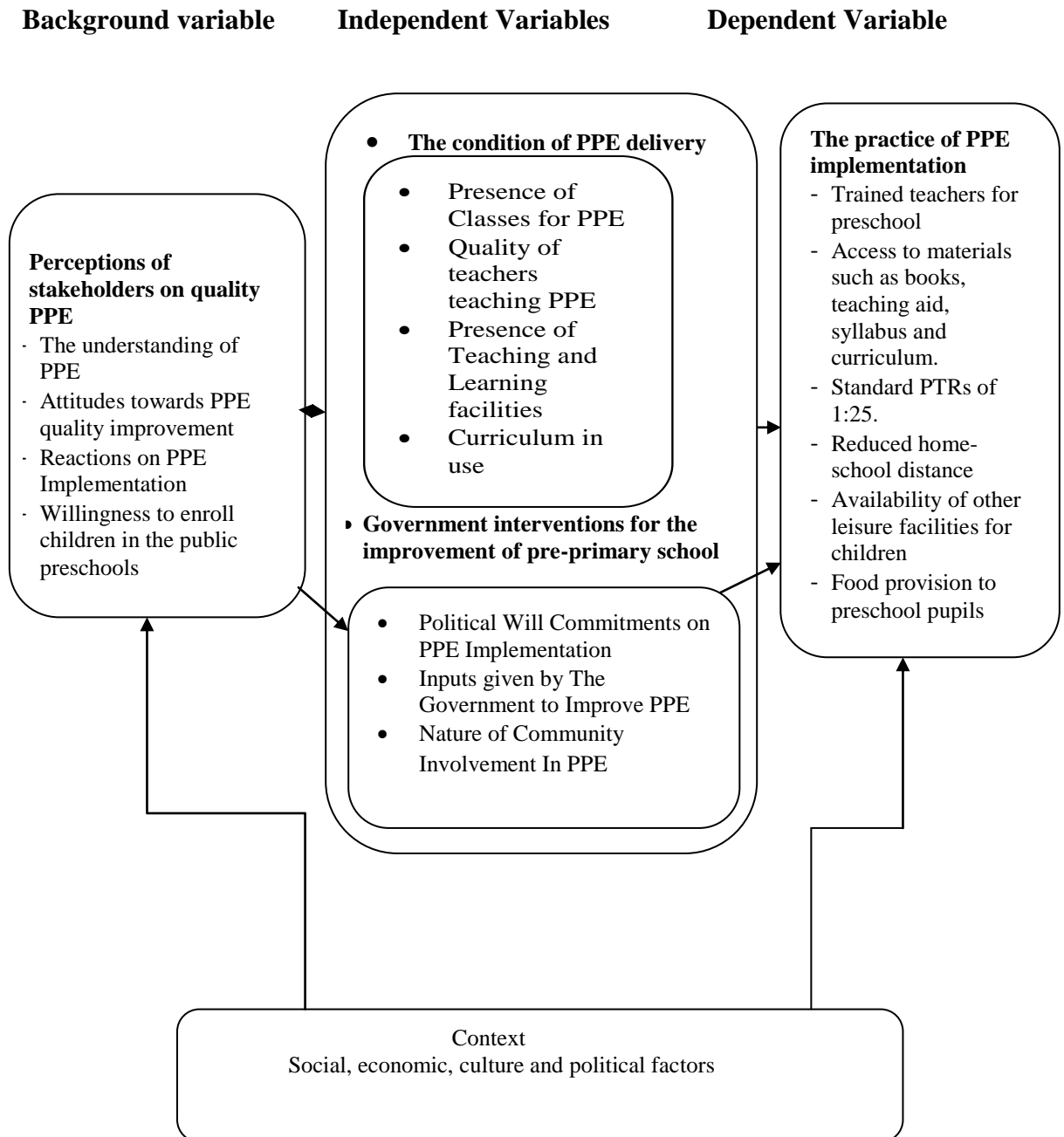
This means that practically PPE provision depended much on primary schools for all issues related to the operation of pre-primary units. The facilities used like desks and toilets are oversized for the young children and some sat on the ground or classes which are devoid of wall displays and classes which unfriendly for PPE learning environment (Mtahabwa, 2010). Astonishingly, very few schools use the up-to-date syllabus while the rest had photocopies of the outdated syllabus. Schools also face a challenge of human and physical resources allocation. Finally, the issues related to community limited awareness on the importance of PPE revealed that people in the community conceived that anybody capable of reading, writing and counting is capable of teaching young children in pre-primary school classes. In most cases, the community appointed any of the form four failure graduates to take the charge of teaching pre-primary education without any prior training.

The literatures seem to have exhausted the limitations that obstruct implementation of PPE. However, these results could not be over generalised across all places and moreover, Bariadi district council seem to experience dearth of research pertaining to this topic of the study. The need to conduct this study was to understand why the practice of PPE in Bariadi district council not promising. Despite the challenges, the need to provide quality pre-primary education is undisputable. PPE teachers need formal training specific to early childhood to oppose the assumption that anyone could teach PPE, because teaching PPE simply involved playing with children. In addition to this, the Tanzanian government is working to overcome challenges in PPE teaching and learning. These efforts are like the development of the PPE diploma programme, which addresses the fact that many current PPE teachers do not possess specialized ECE training.

2.6 Conceptual framework

The conceptual framework was developed as a result of the analysis of variables from the specific objectives, and then treated in the review of literature both theoretical and empirical reviews. The perception of education stakeholders including teachers and parents about the quality of PPE is treated as the background variable. The independent variables for the study are the situation (practice) of Pre-Primary Education implementation and government interventions for the improvement of pre-primary school. The dependent variable is the practice of PPE implementation. The study being largely qualitative these variables could also be treated as predicative variables (Independent variables) relative to affective variable (dependent variable).

Figure 2.2: The Conceptual framework



Source: Modified from Mahunda (2013).

The interpretation of the conceptual framework shown in Figure 2.2 is as follows.

The existing relationship among the variables was that the independent variable shaped or affected the dependent variable both positively and negatively. The observed condition of the PPE predicted the practice of government in the implementation of PPE. Likewise, the government intervention was to be revealed through the existence of political will, inputs provided by the government and the nature of community involvement in PPE. In consequence the interventions are to affect the practice of implementing PPE. All these actions were found to explain about the existed discrepancy between the theory and practice of delivery of PPE. In the background, the stakeholder perceptions about PPE explained in detail about why the practice of PPE was not appropriate.

Generally, the independent variables played an input role which provided a framework for implementation of quality pre-primary education. The dependent variable manifested the effects of the implemented PPE or output. It is to be borne in the mind of the reader that the research wanted to know why there was no proper implementation of PPE as it is portrayed in the policy education and training of 1995 and 2014. The Tanzanian ETP (1995 and 2014) respectively stated that PPE is under the control of Government and the government was to ensure provision of qualified teachers, pre-primary teachers training, syllabus and other instructional material (URT, 2014).

2.7. Literature synthesis and research gap

Early Childhood Education (ECE) as well as Early Childhood Care and Education has become global agenda hence resulted in the implementation of various pro-child policies in many countries in the world. To effect the effort to promote ECE various international conventions such as UN Declaration for Human Right 1948 and the Child Right Convention 1989 focusing on children rights to equity and equality in accessing quality education including PPE was ratified in many developing countries including Tanzania (UNESCO & UNICEF, 2007; UNESCO, 2013; Uwezo, 2015). For instance, the millennium Development Goals (MDGs) clearly stipulate that its

goal is to ensure that all children have equal chance to access to quality education and learning for all by the year 2030 (UN, 2015). Furthermore, many studies done in Tanzania and other countries on PPE were normally focusing on perception of stakeholders on services provided to children, challenges in the provision of PPE including shortage of qualified Pre-primary teachers and other facilities important for provision of quality PPE (Mghasse & William, 2016). Furthermore, Wilisnki et al. (2016) his study focuses on the introduction of diploma programme for preparing teachers for pre-primary classes however nothing was done up to this time with respect to shortage and absence of qualified teacher in public PPE. Additionally, the study conducted by Newman and Devercelli (2012) revealed that there is delay in the adoption of some integrated policies focusing on promoting early childhood education and care, for instance Tanzania has drafted integrated child policy since 2010 but up to the moment it is not yet approved by the member of the parliament, similarly to Uganda which had drafted the policy since 2011 and it is not yet approved.

Majority of the literature narrated above has shown situation and challenges in pre-primary sector but these literature did not explore the reason behind that situation. Thus, this study aimed to fill that gap by finding out the reasons for the existing discrepancies between education policy and what actually is done in the process of delivering pre-primary education with a particular focus to Bariadi District Council.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study was mixed in nature, it used both qualitative and quantitative methods to explore the underpinning reasons for existing discrepancies between policy and practice in the provision of PPE with special focus to Bariadi District. The exploration used subjective assessment measure which is qualitative information about stakeholder's perception, state of affair in the provision of PPE and interventions available for improving PPE in Tanzania paying attention to Bariadi. Therefore both numbers and qualitative information was comparatively used with respect to study objective. The chapter described the methodology and procedures used in data collection and analysis of data, validity and reliability and finally the ethical consideration observed in throughout data collection process and report writing.

3.1 Area of the study

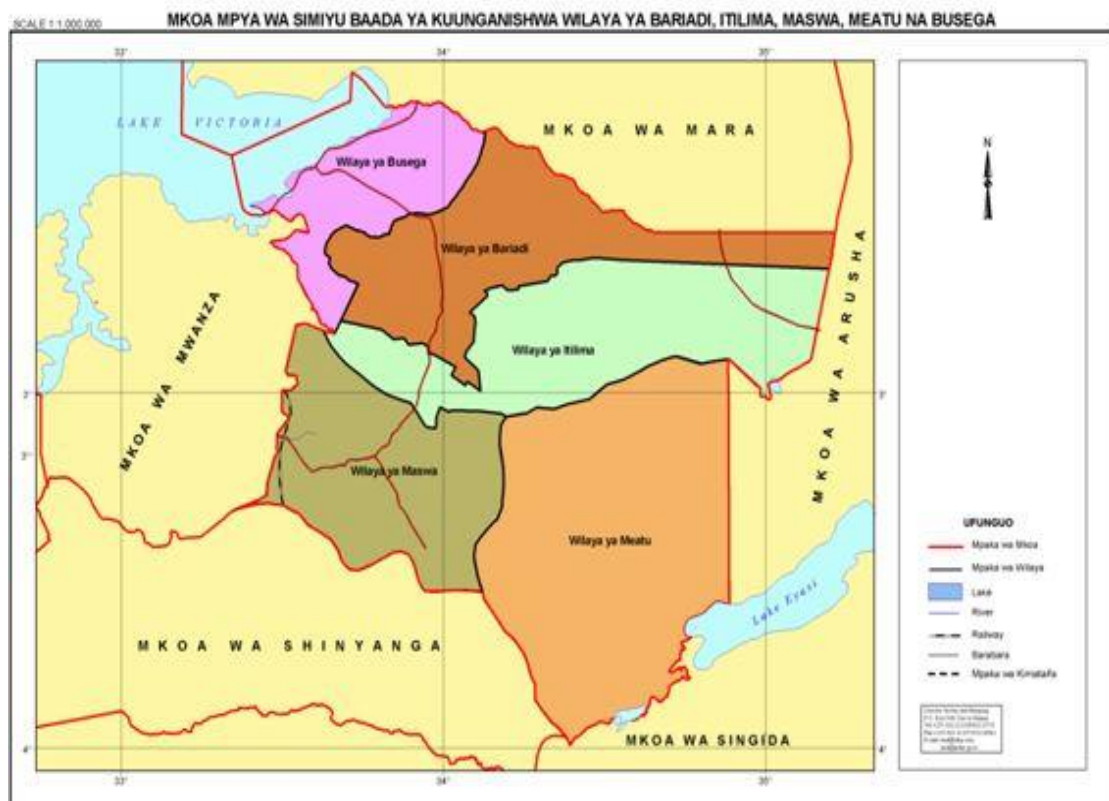
The study was carried out in Bariadi District which is among five districts of Simiyu region in Lake Zone of Tanzania. The District was purposively selected for the study due to the fact that the area has presented some elements of alarming situation such as high Pupils Teachers Ratio (PTR) whereby in many pre-primary classes there is no good ratio between pupils and teacher. A researchers experience of the area shows that many schools had PTR about 1:120 and even above.

3.2.1 Description of the study area

This district is located between 2° 1' and 4° South of the equator and longitude 33° 59'E (National Geospatial-Intelligence Agency [NGSIA], 2018; Ofisi ya Mkuu wa Mkoa Simiyu, 2017.). The district covering the area of 5,921.29 square kilometres, which is 23.5% of the total area of Simiyu Region, which has 25,212 km². It is bordered by Serengeti National Park on north, Itilima and Busega districts in the

west while south and east is bordered by Itilima District. Bariadi district Council has 21 wards.

Figure 3.1: Districts of Simiyu Region



Source: http://simiyuregion.blogspot.com/p/blog-page_57.html

3.2 Research approach

This research employed a mixed approach methods with large inclination to qualitative information. The mixed research approach was chosen due to nature of objectives which tended to have a need of collecting narrative and statistical data to satisfy the general objectives. In social science research, the mixed approach witnessed a significant importance in that it serves to overcome the weakness of either approach or methods used in data collection (Creswell, 2014). With the mixed approach the research is exposed to wide range of choices to make use of a design that suit mixed methods of data collection.

3.3 Research design

The study employed a case study design because it aimed at exploring the underlying reasons for the discrepancies in implementation of the Education and Training Policy in pre-primary level. There is a need to access detailed information on the implementation of quality pre-primary so as to be able to answer question “why?” Furthermore, choosing case study design allowed a researcher to use different methods of data collection such as interviews, questionnaires, observation, documents and artefacts to provide evidences that might be useful to create ground for discussions and thereafter provide policy implications. These helped to know and explain underlying link and pathways resulting from new policy initiative or service development into practice. Therefore, the answers enabled a researcher and readers to understand the existing situation and policy implication in pre-primary education.

3.4 Study Population

A population is the term that conveys multiple understanding apart from its traditional meaning. In the language of research a population refers to a characteristic of a specific group from which samples may be drawn (Singh, 2006). The target population of the study involved pre-primary education stakeholders that included District primary education officers, Head teachers, Pre-primary teachers, chairpersons of school committee, and parents with children in pre-primary class and other normal primary teachers.

3.5 Sample size

The sample size is perceived as a number of data sources that are normally selected from the total population. The sample size was obtained through stratified and random sampling techniques. In this regard the study though made use of mixed methods, it is essentially inclined to collection of narrative information hence it was more qualitative than quantitative. Scholars in qualitative research suggest that while it would be useful to have a designed sample size prior to data collection, there is a possibility of depending on saturation or redundancy point in data collection rather

than engaging a rigorous statistical criteria as a standard for determining sample size (Given,2008; Mason,2002; Patton,2001). In this study the sample taken for the study was 84 respondents. Table 3.1 provides a brief description of the sample size distribution.

Table 3.1: Sample size distribution

| Distribution of participants | | | |
|-------------------------------------|-------------------------------------|----------------------|--------------------|
| S/N | Units of inquiry | No. of person | Sample size |
| 1. | District Education Officer (DEO) | 01 | 01 |
| 2. | Teachers at ward level (WEO) | 21 | 08 |
| 3 | Head teacher | 79 | 25 |
| 4 | Teacher in charge of pre-primary | 85 | 25 |
| 5 | Chairperson of school committee | 79 | 3 |
| 6 | Other teachers | 320 | 11 |
| 7 | Parents whose child is in preschool | 820 | 11 |
| Total | | | 84 |

Source: Researchers Construct

3.6 Sampling techniques

The study employed two major sampling method which are probability and non-probability sampling methods. In fact, the non-probability sampling differs from probability sampling on the freedom of representativeness of the individual member of population in the sample. While the non-probability sampling is restrictive and selective in nature, probability sampling offers equal chances for every individual to take part in forming a sample from a given population (Singh, 2006). The study used judgmental and stratified sampling methods, also simple random sampling was employed so as to get final sample for the study when coming to selection respondents for focus group discussion and selection of schools. The purposive sampling is used to select a segment of population that possesses considerable information and disposition to provide data (Creswell, 2014).

In this study, education officer at district level, teachers at ward level or ward education officers (WEO), head teachers and teachers responsible for pre-school were purposively selected to participate. Also, purposive method was used to select nine (9) participants for interview whereby in every school a researcher conducted one interview with a pre-primary teacher at first school and in a second school head teacher was taken, the same exercise was done in all nine primary schools to get 9 representatives for interview. As it was stated above that in those nine primary schools formally used for interview with one teacher and leaving nine teachers without being interviewed; these nine (five pre-primary school teachers and four head teachers) were given questionnaire to fill in. Also, eight WEOs were purposely selected for questionnaire. Therefore, purposive sampling was used to prior select participants who were thought to have rich information useful for meeting study objectives, thus these participants such as district educational officer, WEOs, head teachers and Pre-primary teachers were selected purposely because they were exposed to many information about pre-primary education.

Moreover, for the case of parents and the rest of the primary teachers, they purposely selected to participate in the study. For primary teacher sex, age and work experience was given important consideration. While for parents the criteria used for selection was sex, education level, having child in pre-primary school and having interested to issues related education. It has to be understood that, the general principle in qualitative research is that a researcher had continued to sample until not getting any new factor was no longer gaining new insights and if but did not give a new knowledge. This principle was used in selecting pre-primary teacher as well as head teachers involved in the study interview.

On the other hand, the stratified sampling was used in order to get proportionate representation of schools from each ward to be used for questionnaire. In selecting a sample the study used the following sampling techniques:

3.6.1 Selection of study area

The judgmental sampling method was used to select Simiyu Region out of 26 regions in Tanzania Mainland. The study was selected purposeful due to the fact that the region. Similarly, Bariadi district was also purposely selected out of five districts in Simiyu region. The reason for selecting study area was due to the alarming situation in pre-primary education after a researcher experiencing that situation for about four years. Again the area observed to have some villages and sub villages located some kilometres to primary school as some villages have no primary school, and some wards, villages and sub villages are near to Serengeti National park which is subject to danger of wild animals which would have an impact on willingness of parents to take four to six-year aged children to school. Furthermore, the region and Bariadi District in particular has high population growth rate of 2.8.

Because Bariadi as a District is also a huge area which cannot be covered for a single study therefore a researcher purposefully selected eight (8) wards out of twenty one (21) wards from which the sample was drawn. Among factors considered when selecting these wards are those located in remote areas especially those wards located near to Serengeti National Park in which there is a threat of wild animals, schools are located some kilometres from home to school and poor infrastructure in many areas of the district. With the above regard sixty five wards were selected such as Mwaumatondo, Ihusi, Nkidwabiye, Mwadobana and Ikunglyabashashi. Another factor used were wards with big centres which are highly populated in which Nkololo, Dutwa and Ngulyati were found with these features, hence were purposely selected for the study. After the study areas were clearly identified, then selection of samples from those selected area followed.

3.6.2 Purposive Sampling

The technique is commonly known as judgmental sampling method which is commonly used by a researcher to select most productive samples by grouping participants with respect to particular research questions. A researcher used purposive sampling technique to select ten respondents which include one district

educational officer, five pre-primary teacher and four head teacher of public primary schools. Table.3.2. show distribution of sample selected purposely.

Table 3.2. Sample distribution for interview and FGD

| Category | Number of respondents | Interview/FGD |
|-----------------------------------|-----------------------|---------------|
| District Education Officer | 01 | Interview |
| Head teacher of Primary schools | 04 | Interview |
| Pre-Primary Teacher | 05 | Interview |
| Normal teachers | 11 | FGD |
| Parents | 11 | FGD |
| Chairpersons of school Committees | 03 | FGD |
| TOTAL | 35 | |

Source: Field Data, (2018)

3.6.3 Stratified Sampling

When the study needs to have proportionate representation from different geographical areas in similar district, purposive sampling method above cannot ensure proportional representation of respondents with certain characteristics to be included in the sample. Since the study was conducted in a single district but from different geographical areas within a district (different wards), therefore it was important for the sample to include representatives from all geographical areas. As McNabb (2009) puts it, a sample stratum is a portion of population with one or more characteristics of interest to a researcher, which might include income level, party affiliations, age, geographical location origins and many others. In this study, number of primary schools was been used to determine representative sample from every ward depending on number of schools in every ward, then the sampling frame must be divided into strata.

Stratified sampling method in this study was used to get 32 respondents for questionnaire from twenty six (26) primary school found in all eight wards after excluding nine schools in which judgmental sampling was employed to obtain nine respondents for interview and nine for questionnaire.

Formally the total number of primary schools in all eight wards was 35, after deducting 9 schools already used for interview, remained with 26 schools from which 32 respondents is required from all eight wards. The required number of schools needed to form 32 representatives was 16 in which each school should have two participants such as head and pre-primary teachers. Thus, stratified method were used to get proportionate representation from every ward by taking the proportion of the population times sample size from a ward and divide by total number of school across eight wards. Mathematically it is performed by taking total number of schools by adding n1, n2, n3, n4, n5, n6, n7 and n8 which give total of 26, sample size to be drawn is 16, n represent total number of schools in each ward, so to get strata from every ward

Sample size for strata n1 =3, therefore $\frac{3}{26} \times 16 = 2$

Sample size of strata n2 =4, therefore $\frac{4}{26} \times 16 = 2$

Sample size strata n3 =2, therefore $\frac{2}{26} \times 16 = 1$

Sample size of strata n4 =6, thus $\frac{6}{26} \times 16 = 4$

Sample size of strata n5 =5, thus $\frac{5}{26} \times 16 = 3$

Sample size of n6 =3, therefore $\frac{3}{26} \times 16 = 2$

Sample size of strata n7 =2, therefore $\frac{2}{26} \times 16 = 1$

Sample size of strata n8 =2, therefore $\frac{2}{26} \times 16 = 1$

The simple calculation above gave a researcher a proportionate representation from every ward in which first ward (n1) with 3 primary school had 2 primary schools taken for the study; second ward (n2) with 4 primary schools had 2 representatives. Therefore, when you add the sample from each ward you finally end with a total number of 16 schools taken for the study from eight wards with proportionate representation. In order to get exactly school from every ward were participant was drawn, simple random sampling was employed in which a table of random numbers

with names of all schools was found in particular ward and a researcher picked then depending on the representation needed. For instance, if there were 6 schools and four schools were to be selected a researcher wrote the name of all six schools in a small piece of paper and folded them on the table and picked four pieces of paper so as to have representative sample.

This method of obtaining a sample has some benefits of getting sample that is sufficient to enable researchers to draw valid conclusions.

3.6.5. Summary of the procedures used to obtain sample

Procedures of obtaining sample for interview was in one stage only while for questionnaire was at three stages. A first stage involved both sample for interview and questionnaire in which ten (10) respondents including one education officer at district level, four head teacher and five pre-primary teachers were purposively selected for interview and 9 respondents including five head and four pre-primary teachers from public school primary school. Table 3.2 shows the way eighteen including nine for interview and nine for questionnaire.

Table 3.3. Interview and questionnaire sample for nine primary school

| School name | Interview respondents | Questionnaire respondents |
|-------------|-----------------------|---------------------------|
| Mabimbi | Pre-primary teacher | Head teacher |
| Malela | Head teacher | Pre-primary teacher |
| Barideco | Pre-primary teacher | Head teacher |
| Nyamisagusa | Head teacher | Pre-primary teacher |
| Igaga | Pre-primary teacher | Head teacher |
| Nkolo | Head teacher | Pre-primary teacher |
| Nyagugeni | Pre-primary teacher | Head teacher |
| Halawani | Head teacher | Pre-primary teacher |
| Buyuna | Pre-primary teacher | Head teacher |

Source: Field Data, (2018)

Therefore from the above nine primary school a total number of nine head and pre-primary teachers were used for interview and nine head and pre-primary teachers were used for questionnaire. Thus, when taking one interviewed education officer at

district level you get ten (10) respondents used for interview and nine respondents for questionnaire.

At stage two, involved seventeen (17) respondents in which nine (9) respondents were selected using systematic sampling and eight (8) who were purposely selected for questionnaire because of being teachers at ward level (Ward Educational Officer). The third stage involved stratified sampling technique which was used to obtain total number of 16 schools from eight wards whereby in each school head and pre-primary teacher were purposely selected for the study to give total of 32 respondents to give the total of 49 respondents when adding seventeen (17) respondents.

3.6.4 Simple random sampling

The method is commonly used in selecting sample for research study especially when the population have similar characteristic. To obtain the sample the researcher listed all schools in each ward (after exclusion of nine schools formally used for interview) and randomly selected schools by using table of random number assigned to names of school in each ward.

Therefore the sample size taken for each ward is 4 primary schools were obtained from Nkololo ward, 3 in Dutwa ward, 1 from Mwadobana ward, 2 from Ihusi, 2 from Ikungulyabashashi, 2 from Nkidwabiye, 1 from Mwaumatondo ward, and 1 from Ngulyati ward. After having sample from every stratum, simple random sampling was employed to obtain sample of schools in every ward.

3.7 Methods of data collection

The study employed interviews, questionnaire, Focus Group Discussion (FGD) and observation methods in collecting primary data. The questionnaire method was employed to respond to research question one; the other methods were employed to get answers to all research questions. On the other side, documentary reviews were employed to collect secondary data. These methods were selected due to the fact that the research questions needs to attain valid response as possible.

3.7.1 The questionnaire method

In this study questionnaire was employed with intention of getting an accurate proportion of responses which look similar or different from respondents. The result was judged basing on the number of respondents who share the same feelings, understanding or conviction about the subject in question. With respect to this study, the first designed questionnaire was subjected to pilot study in order to improve its validity and make important corrections. The method was used to collect information from 49 teachers such as teachers at ward level, head teachers and pre-primary teachers, whereby respondents were provided with questionnaire sheets to be attempted in written form. In this study, questionnaire method was employed because it is the accurate method of getting responses covering a huge area within a limited time. Also, the researcher used this method to triangulate with the finding of other methods employed in similar study which have implication on reliability and validity of the findings. A questionnaire sheet is provided in appendix IV.

3.7.2 Interviews

This study involved interviews so as to obtain in-depth information about all research objectives which focused on stakeholder's perception, intervention for improving pre-primary education delivery, and the situation in the delivery of pre-primary education. Interview method was employed to 10 respondents head and pre-primary teachers Interview method was employed to one (1) education officer at district level, four (4) head teachers, and five (5) interviews for pre-primary classes. The questions used were open ended in nature which provided enough room for the respondents to give their opinions regarding the issue under discussion. The study decided to conduct interview with the above group of people because these respondents in one way or another are in strategic position which have influence on the delivery of pre-primary education. For instance, the education officer at district level receive some directives from regional level as well as from District Executive Director (DED) on matters related to education who then gives directive to lower level of education officers including head teacher of primary school. Furthermore, strategies, action

plan related to provision of quality education from the ministry of education and PO-RALG are normally directed to educational officers at district level for implementation. Thus, a researcher believed that this person had rich information about pre-primary education at large.

Also, head teacher and pre-primary teacher were selected to participate in the interview because of their position whereby they act as service providers, link with parents and district level regarding service rendered in their area. Thus, head teacher and pre-primary teachers know well the situation of pre-primary education, strategies at local and district level for improving pre-primary education delivery and setback to provision of quality pre-primary education. During the interview tape was not largely used due to the fact that the environment where interview conducted was school compound with a lot of noise from pupils, it was applied for only two respondents whereby a researcher and respondents moved some few metres from class and managed to record interviews with permission from respondents. An interview guide questions is attached in Appendix V.

3.7.3 Focus Group Discussions (FGDs)

In this study, the researcher used focus group method as a means of data collection from parents, normal teachers and chairpersons of school committees who were purposely identified based on criteria such as working experience for teachers whereby teachers with experience from four years and above were taken purposely. For parents criteria for selection were at least standard seven levels of education and above, parents with child in pre-primary or primary, parents who pays attention to education matters like being active in attending school meetings and pupil's progress.

The study conducted three focus group discussions which consisted of twenty five participants. This method was selected due to its potentiality to collect multiple sorts of opinions from different individuals in a single instance. In those discussions the respondents were very free to provide their responses and share understanding. The study employed normal teachers excluding head and pre-primary teachers,

chairpersons of school committees and parents in focus group discussion with intention of knowing understandings, perception and their participation as they are important stakeholders. Chairpersons were involved in the focus group discussion because of the title and the involvement in the education affair as chairperson such as the strategy for improving pre-primary education, to understand their perceptions about that level of education. Other teachers were involved so as to share experience as the situation of pre-primary school is concerned, parents were involved so as know their understanding about pre-primary education and involvement in the programme for improving pre-primary education. Table 3.4. shows distribution of sample for focus group discussion from different clusters. FGDs question guides are attached in Appendix VI.

Table 3.4. Participant Distribution for FGD

| | Parents | Normal primary teachers | Chair persons | |
|---------|---------|-------------------------|---------------|----|
| Males | 07 | 06 | 02 | 15 |
| Females | 04 | 05 | 01 | 10 |
| Total | 11 | 11 | 03 | 25 |

Source: Field Data, (2018)

3.7.4 Observation

The observation method was used to collect data in which a researcher records the presence or absence of some elements important for the study or the behaviour and activities of individuals at the research site. The study used participant observation method to obtain pre-primary teacher habit and behaviour toward pre-primary class. Also, the study observed physical and material infrastructure for pre-primary education, observed teacher and pupils relationships, Pupils Teachers Ratio (PTR), text books, classrooms and its infrastructures such as desks and drawings, due to the fact children understand more through pictures and drawing. Observation provides rich data sources that offer an in-depth explanation of the case and observation provide tangible evidence to support or reject what oral interview may not suffice. In this technique a researcher took photographs to witness what has been observed in

the field regarding situation in delivering pre-primary education. Appendix VII shows observation schedule.

3.7.5 Documentary review

This study also reviewed various documents as the secondary method of assembling information so as to supplement the primary data. The reviewed documents include district council meeting report, and minutes of school committees, teachers meeting done since the beginning of the year 2015 to March 2018, Bariadi district strategic plan 2013 to 2016. The aim was to find out available strategies for improving pre-primary education at school, ward and district level. In addition, other published research documents were used to foster discussion of the findings.

3.8 Data Analysis techniques

Data analysis is normally done in order to make sense or meaning out data gathered in view of presenting intelligible report. There were two sorts of analysis being carried in the end of field work mainly qualitative and quantitative data respectively. The analysis in qualitative research relies on text and image data.

3.8.1 Analysis of primary data

The qualitative data collected was analysed using the content analysis method whereby a collected data from interview and focus group discussion was firstly transcribed in text data, then the text data was systematically categorised through the process of coding and develop different themes emerged from the text was identified. After doing these entire process researcher proceeded by interpreting the text data based opinions, personal understanding, as well as various perspective. Therefore data collected through observation, interviews and focus group discussions were analysed following similar process described above. Virtually, the process of analysing the field notes started by first, transcribing interviews and FGD, optically skimming resources, writing up field notes, making categories of all visual material, arranging and sorting data into different types depending where the data were on sources of information.

The next stage was about getting familiar to the data whereby a researcher read and re-read all the data so as to have general ideas of what participant said and the credibility of the information. Then, the coding process began by making categories out of data including texts and pictures. The coding process at the end generated explanation of situation or peoples as well as themes for analysis. Further, analysis proceeded to the development of themes and associated cases generated from categorisies so as to convey the results and findings in the analysis. Together with all these steps, there was also a constant process of interpreting the data to give inner understanding of phenomenon under study relative to the experiences, history and culture.

The questionnaire data was analysed using descriptive statistical method to get percentages, frequencies and Analysis of Variance (ANOVA). The questionnaire data were treated in the computer software so called Statistical Package for Social Sciences (SPSS). The analysed data were finally presented using simple tables, charts and graphs. Finally, both qualitative and quantitative data were comparatively analysed and came up with a single sort of results or findings that suit to explain about the implementation of the PPE in Bariadi.

3.8.2 Secondary data analysis techniques.

The study consulted various full council meeting documents, school committee meeting minutes, teachers meeting minutes, district strategic plan, unfortunately the issue of pre-primary education was not mentioned in all of these documents. Therefore in this study secondary data analysis was not employed at all.

3.9 Ensuring validity and reliability

Concept of validity is perceived as how good and impressing an idea about reality 'turns' with actual reality. A researcher is required to ensure truthfulness and authenticity in collecting, analysing and reporting of research information while reliability proposed that when similar idea or theme is repeated or recurs under the environment which seems to have unique characteristics, (Newman, 2003). The

validity of the study findings was assured by piloting the research instruments to judge whether they were worthy for attaining what they were required to attain. The reliability then was improved by the triangulation of methods and thereafter the use of comparative analysis of the findings versus the prior existing documented literature. In short, the validity and reliability in this study was attained by the use of triangulation meaning that using Questionnaires, interview, FGD, Observation and documentary and examining the finding how they resemble or differ with others.

3.10 Ethical considerations

Rubin and Rubin (2005) stated that prior to data collection it is important to acquire necessary approval from authorized institution to conduct the study without any kind of distraction to potential respondents. Meanwhile, the nature of this study is typically a policy research therefore it is important for a researcher to adhere to particular ethical codes before entering into practical research which involves actual data collection. Observance to ethical codes was suggested so as to ensure that participants of the study were not distorted during and even after the research process or announcement of research results. According to King and Horrocks (2010), the study risks and distortion to respondents are required to be intentionally avoided. These risks may include worry and suffering to respondents, misrepresentation of respondents' ideas and the documentation of the respondents in the final report. As we have seen how important it is in ensuring that the respondent are protected from any kind of danger or risks, the study observed all research ethics. Some of these research ethics considered include the following:-

3.10.1 Access to respondents

Before going to study participants, a researcher obtained a research permit and approval letter normally issued by the Directorate of Research and Postgraduate studies (DRPS) of Mzumbe University which approved the area where the study was conducted (see Appendix VIII). After receiving the letter of approval, the letter was then submitted to District Administrative Officer (DAS) who then wrote a letter to the District Executive Director (See appendix IX). After that a District Executive

Director (DED) wrote a letter to introduce to ward Executive Officers (WEO) and asking for their consent to participate as well as to give support for what a researcher was seeking for accomplishing the study.

3.10.2 Informed consent

Before the researcher conducted interview, questionnaire, focus group, interview, or any other form of informal conversation a researcher first explained to participants what research was about and asked for their willingness to participate, and also asked permission for the discussion to be audio recorded. It was fortunate that in this study all participants accepted. The respondents were also requested to allow the discussion to be recorded. Also, the respondents were assured that they were free to terminate participation in the study and there was no payment for the participation.

3.10.3 Confidentiality

A researcher took all actions likely to guard privacy of the participants. The respondents were guaranteed of privacy by not exposing their personal particulars and hiding people who provided me with tangible information. Throughout my study no cases of discontinuation was noted among the first responded thoughts. The respondents were also assured of not being subjected to pressure or inducement of any kind to encourage them to participate in the study. Otherwise, much thanks were given to every respondent at the end of every session to both parents, chairpersons, head teacher and pre-primary teacher after the interview is over or after FGD.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The chapter presents the results and findings obtained from field data collection. The chapter is composed of the section for demographic characteristics of respondents and the other three sections for the specific objectives. The presentation attempted to describe the perceptions of teachers and parents about the quality of pre-primary education delivery, analysed the implementation structure available for improving pre-primary school and lastly determined limitations and solutions for thorough implementation of PPE delivery.

4.1 Socio-Demographic characteristics

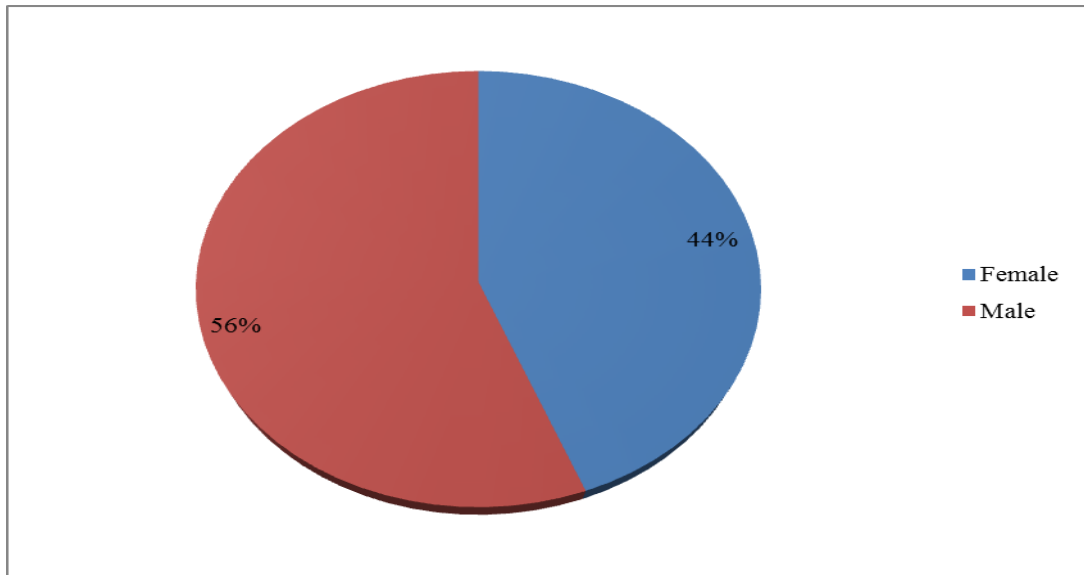
The researcher studied demographic profile of respondents in order to understand the inter link between their traits and the responses they gave. Four aspects were considered necessary in the course of the study. These are sex, age, education level, and job experience. Each of the aspects was elaborated independently. The description of socio-demographic characteristics was classified into groups. The first group composed of 49 respondents who answered questionnaires and the second group included 35 respondents who took part in interview and focus group discussion together. Thus, the total number of respondents who participated in the study was 84 respondents.

4.1.1 Socio-demographic characteristics of respondents

4.1.1.1 Sex distribution of respondents

The study sought to know the representation of respondents by sex. The total number of respondents involved in this study was 84. Figure 4.1 presents the distribution of respondent by sex ratios.

Figure 4.1 Sex representations of respondents



Source: field data (2018)

The male sex was highly represented in the course of study by 56% while female sex was presented by 44%. The results suggested that female respondents were many in the schools where data were collected.

4.1.1.2 Age distribution of respondents

The intention of searching for the age of respondents was backed by the fact that the maturity of respondents was measured by their age levels among other factors. The study supposed that the age difference of respondents implied differences in understanding of life realities particularly in education sector. The results are presented in Table 4.1.

Table 4.1 Age of respondents

| Age rank | Frequency | Percent |
|--------------|-----------|---------|
| 20-29 | 14 | 16.6 |
| 31-39 | 35 | 41.8 |
| 40-49 | 21 | 25 |
| 50 and above | 14 | 16.6 |
| Total | 84 | 100.0 |

Source: Field data, (2018)

4.1.1.3 Education status of respondents

The researcher was interested in the level of formal education attained by the respondents because of the assumption that knowledge is essential in dealing with pre-primary pupils. The respondents were grouped into five categories of educational levels, namely standard seven, secondary education, certificate for teacher education, diploma in education and degree level. Table 4.2 illustrates the distribution of educational levels of the respondents.

Table 4.2 Education profile of respondents

| Demographic characteristics | Frequency | Percent |
|-----------------------------|-----------|------------|
| Standard seven | 9 | 10.7 |
| Secondary education | 8 | 9.5 |
| Certificate education level | 43 | 51.2 |
| Education level | | |
| Diploma education | 15 | 17.9 |
| Degree education | 6 | 7.1 |
| Master education | 3 | 3.6 |
| Total | 84 | 100 |

Source: Field Data, (2018)

The results showed that majority of respondents have certificate level of education shown by 51.2%, followed by 17.9% respondents with diploma level of education, 10.7% of respondents with standard seven education, 9.5% percentage with secondary level of education, 7.1% respondents hold degree level of education. Lastly, is 3.6% of respondents had master's degree level of education. The above

description shows that majority of respondents in this study have certificate level of profession in teaching primary education.

4.1.1.4 Job experience of teachers in the study

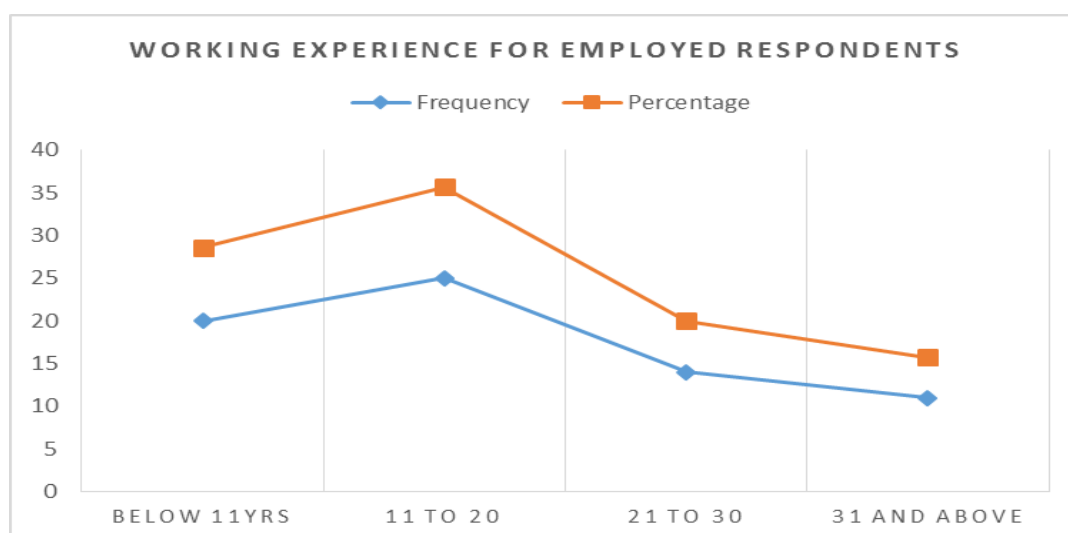
In this study, total number of 70 respondents were teachers at four groups such as one (1) Educational officer at District level, 8 educational officer at ward level, 25 head teacher, 25 pre-primary teachers and 11 normal teacher at primary level were involved in the study with different years of experience in employment. The number of years in the job or profession determined the experience of a person. The researcher asked respondents to mention their job experiences and the responses are described in Table 4.3.

Table 4.3 Experience of respondents (officers and teachers) in the work

| Range of experience | Frequency | Percent |
|---------------------|-----------|---------|
| Below 11 years | 20 | 28.6 |
| 11-20 | 25 | 35.7 |
| 21-30 | 14 | 20 |
| 31 and above | 11 | 15.7 |
| Total | 70 | 100.0 |

Source: Field data, (2018)

Figure 4.2: The experiences of respondents in the work



Source: Field data 2018

The results from Figure 4.2 revealed that 35.7% of respondents had between 11-20 years of experience followed by those with the experience in work below eleven years by 28.6%. Only 20% of respondents worked for 21-30 years and 15.7% of respondents possessed the work experience above 30 years.

4.1.3 Description of visited primary schools

The study conducted an interview in nine primary schools found in eight wards as an area of study. This part presents short description of the visited schools.

4.1.3.1 Mabimbi primary school

Mabimbi primary school is located at the area surrounded by mountain rock in the northern east of Dutwa centre. It is about 2 kilometres from the centre. The school is also surrounded by trees and teachers' house, there is no any other people living near the school. Generally, it is situated in a calm environment proper for effective learning and teachers are working hard despite being few compared with the number of pupils.

The school has 19 teachers including ten males and 9 females. It has also 1059 pupils including pre-primary class. There are ten classes which are of medium size built of burnt bricks and some classes were coloured with white and other classes were not coloured. Five classrooms seem to be of long time and they have already cracked. Also, the school has one class special for pre-primary pupils, who are 350 and taught by a single teacher known as Minza aged 45. Because the number of pre-primary pupils is large and she cannot manage the whole class she always divides the class into two group, one group taken into the class for study and the other one placed at the football ground located about 80 to 100 metres for physical exercise.

4.1.3.2 Malela primary school

Malela primary school is at the top of the Mwasinasi village about 100 metres from the village. The school is also surrounded by trees and grass which looks very interesting. The school has 8 classrooms built by blocks without being painted and

the class also has no floor in which pupils are sitting in the classroom with dust. The school also in the fore front has six houses where teachers are living. The classrooms available are used by pupils of standard one to seven and left pre-primary class with no class and they are staying outside the class throughout this level. The school has 1576 total number of pupils. Pre-primary class has a total number of 258 pupils of which 120 males and 138 females taught by one male teacher known as Sholi aged 58. The school has a total number of 14 teachers of which 9 males and 5 females. Due to shortage of teachers at that primary school, teachers are forced to group many students in a single class and others for instance standard two class which has 420 pupils to study under the tree outside the classes.

4.1.3.3 Barideco primary school

The school is located in the northern-east of Ihusi village. It is located about one kilometre from Ihusi centre, the school also is well surrounded by trees and all teachers teaching at that school are living at school compound. Also, the school is located few kilometres to Serengeti national park hence many times wild animals are passing near or across the village.

The school has a total number of seven (7) classes built of block and not painted with colour and there is project of building 3 classes going on. The classes are big enough with ventilations. The school has a total number of 1422 pupils, thirteen (13) teachers including pre-primary teacher. The pre-primary class has a total number of 295 pupils of which 129 males and 166 females taught by one female teacher known as Buluba aged 59. There are six teachers' houses built of block and other three houses have been constructed by teachers themselves due to house crisis which is locally constructed by poles and soil. Also, the school has no pre-primary class and the 295 pre-primary class and open spaces especially under the trees were used to conduct studies. Furthermore, a pre-primary teacher decided to use notice board as a teaching board due to shortage of classes and teaching board.

4.1.3.4. Nyamisagusa primary school

The school is located at the edge of the plateau where the Mwamoto village is found. It is found along the Bariadi to Nkololo road, it is very open and easy to be observed. The school is surrounded by thorny trees as the area is at the hill plateau with stone ground which does not offer an opportunity for trees to grow. The school has seven classes which are built of block with medium sized windows which offer enough ventilation. The school has four houses in which few teachers are living in these school houses and many other teachers have rented at Nkololo centre about three kilometres from school.

The school has a total number of 1235 pupils of which 185 are pre-primary pupils taught by only single female teacher aged 32 known as Joy. The school has one class with oversized desks used by pre-primary pupils. However, the class is really used due to the fact that pupils are many and they cannot be placed in a single class and thus open spaces are used to conduct the learning session. Pre-primary pupils are not offered with food or porridge which posed a challenge in teaching pre-primary class.

4.1.3.5 Igaga Primary School

The school is located at Nkindwabiye Village, it is surrounded by trees and teachers' houses in the eastern side of the school. In the western side of the school there is road from Nkololo to Halawa village. The school has 9 classes which are built of block and four classes offered by TANAPA are looking good as they are painted in grey colour. The other five classes are not coloured, there are no pictures or drawings found for pre-primary pupils. The school has a total number of 10 teachers' houses in which majority teachers are living in school house.

The school has total number of 13 teachers, and there are 1345 pupils of which males 650 and female 695 which are also taught by a single female teacher Anna aged 59. The pre-primary class has a total number of 225 who are taught by single teacher with 59 years.

4.1.3.6. Nkolo primary school

Nkolo primary school is located about 750 metres from mwaumatondo village. The school had a total number of 1064 pupils in which 485 were males and 579 were females. The school had a total number of 12 in which five females and seven males. Also the school has no teachers house where by majority of its teachers are living at Nkololo centre which is about 12 Kilometres to Nkolo primary school. During rainy season teachers attendance become low due to poor infrastructure which some seasonal rivers when flood limit teachers ability to go to school. Also the school has seven classes built by blocks with no any modification, there is no floor in all classes and there is a lot of cracks in the walls. The seven classes are few when compared with number of pupils available at the school. Due to that challenge pupils of similar class are always kept in a single class and all classes observed to overload with about 150 to 200 pupils.

The school has total number of 65 pupils of pre-primary class. There is no pre-primary class at Nkolo primary school. The learning process is conducted under the tree by a single teacher known as Mgata aged 56, whereby there is a single desks used by teacher for keeping his properties as well as used to sat while pupils are sitting on stones. During rainy season it become very difficult to conduct the study and pre-primary pupils normally taken to other classes to protect themselves from rain.

4.1.3.7. Nyangueni primary school

Nyangueni primary school is among primary school found in Dutwa ward. The school is located about 3 kilometres northern east of Dutwa centre. It is about 1 kilometres from Mwamabu Village and it is surrounded by few trees and stone hill in the eastern side. The school has seven classes whereby six classes are teaching classes and one class is used as staff office. There is also one small and narrow room between classes used as head teacher's office and there is no teachers around the school, all teachers are living at Dutwa centre. During rainy season the area is hardly reached due to poor infrastructure.

Nyagugeni primary school has a total number of 1245 pupils of which 595 males and 640 females. The school has total number of 16 teachers of which females are 6 and 10 are males. The pre-primary class has total number of 223 pupils of which males are 105 and females were 118 taught by single teacher known as Penina aged 53.

Generally, all fifteen primary school including those nine where observation and interview was conducted and other six where only observation was used was found to have similar characteristics with very minor differences. Most of those primary schools were found to have few classes and few teachers which resulted in putting together many pupils in a single class. Despite having many pre-primary pupils, all pre-primary classes in the interviewed schools were observed to have only one teacher dealing with pre-primary class.

4.2 Perceptions of stakeholders about the quality of PPE

In order to understand perceptions of educational officers, teachers and parents about quality of pre-primary education, four indicators were put forth. They include the understanding of PPE, attitudes towards PPE quality improvement, reactions on PPE implementation and willingness to enrol children in the preschools. Descriptive results were deduced from the responses of teachers and narrative information was attained from parents and the rest of teachers.

4.2.1 The understanding of PPE

In questionnaire teachers were asked to state their understanding of pre-primary education. The result showed in Table 4.4 that teachers understood pre-primary education as the early education provided to children as a preparatory stage to enter primary school. Others conceived pre-primary education as the organised instruction, designed primarily to provide a bridge between home and school atmosphere. Pre-primary education is meant to promote development in children through planned programme.

Table 4.4: Defining Pre-Primary Education

| What do you understand by pre-primary education? | | |
|--|-----------|---------|
| | Frequency | Percent |
| Is the early education provided to children as a preparatory to enter primary School? | 40 | 80.0 |
| Is the organised instruction, designed primarily to provide a bridge between home and school atmosphere. | 05 | 10.0 |
| Is meant to promote development in children through planned programme. | 04 | 10.0 |
| Total | 49 | 100.0 |

Source: Field data (2018)

Following the three definitions presented in Table 4.4, it was found that teachers were aware of the concept of pre-primary education, hence disposed to provide further information. Pre-primary education in the study is understood as an organised mode of instruction designed primarily for provision of early education to children as the preparatory stage before entering primary school.

Additionally responses from interviews shows that PPE is regarded as an important stage in child mental development as one pre-primary teacher said that:

“Pre-primary education is very important as it prepare child to join primary education, it reduce load for teachers in teaching standard one as child as provided with basic skills in study as well as school environment. Though the situation in pre-primary education is very bad as there is no class for pre-primary, also 350 pupils per one teacher it is impossible to deliver quality education” (Minza aged 45).

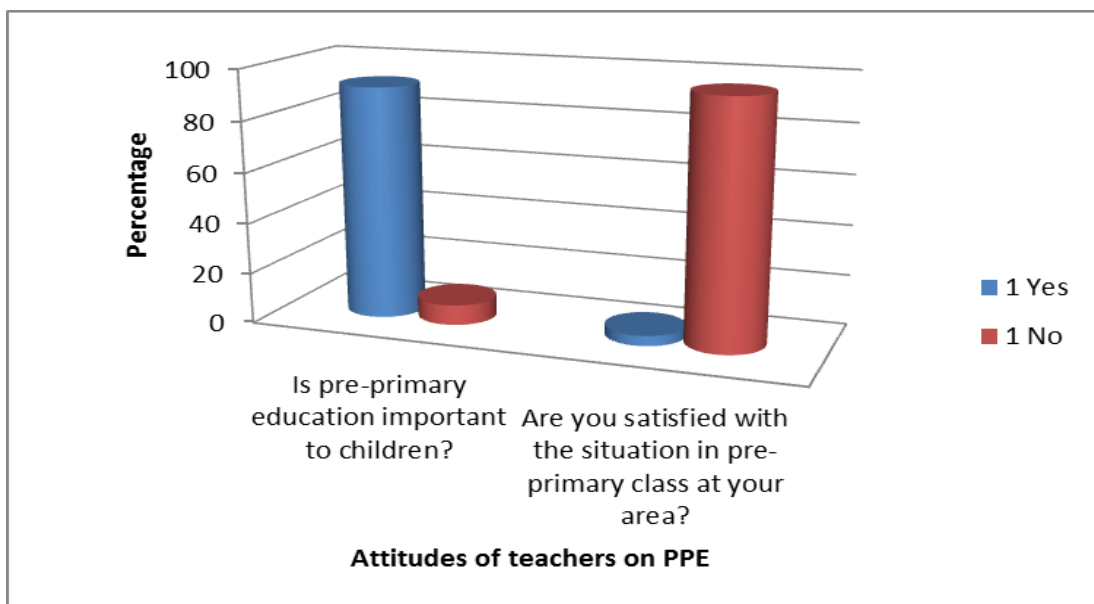
On the other hand, parents conceived pre-primary education to be linked with the government and community efforts to create a foundation and pillar of education to young children. In the course of focus group discussions parents presented their appreciations and disappointment regarding PPE. For instance one parent during the course of FGD quoted said that:

“We understand that pre-primary education is important as it prepare children aged for to five to be ready to join standard one. However situation in provision of pre-primary education in my school is completely not satisfactory which has led myself to take my child from this school and enrol to private school owned by SDA Church in which it has seen to have good and conducive environment as when compared to my school. The reason for poor teaching practice in my school is that there is only one teacher who supervise more than hundred pupils with no class” (James aged 58).

4.2.2 Attitude towards PPE quality improvement

This aimed to study attitudes of stakeholders such as educational officer, teachers and parent’s different convictions and held beliefs about the importance of PPE and the satisfaction they have to send children to join pre-primary education. The results were attained through descriptive statistics as presented in figure 4.5.

Figure 4.3: Repondents’attitude on PPE



Source: Field data (2018)

It was found that teachers recognise the importance of pre-primary education on one side. On the other side they were not satisfied with the situation of pre-primary class found in the school. Together with the given responses, some reasons were provided to explain their agreement or disagreement. These responses are presented in Table 4.5.

Table 4.5: Attitudes of teachers on pre-primary education

| | Why pre-primary Education is important? | | Why not satisfied with the situation in pre-primary class in the school? | |
|---|--|--|--|-----------------------------------|
| | It prepares children and provide them with fundamental abilities to start primary school | It help teachers to discover individual talents and gift of children | Inadequate infrastructures to support pre-primary learners | Long distance from home to school |
| F | 44 | 05 | 30 | 19 |
| % | 90 | 10 | 62 | 38 |

Source: Field data (2018)

The analysis of the results in Figure 4.5 and Table 4.5 revealed that teachers have a positive attitude towards PPE but they are not impressed with the quality of the PPE classes in their schools. All interviewed respondents including head teachers, pre-primary teachers, District Education Officer agreed that pre-primary education is of vital importance for children as it prepares pupils to be familiar with school environment, to help children to familiarise with the instructional language which is Swahili, it provides solid foundation on reading, writing and arithmetic.

The presented reasons for the dissatisfaction of the PPE school classes were further explained by respondents who participated in the interview and focus group discussions. Respondents blamed the government for the poor investment in pre-primary education. In different schools teachers pointed out that before the introduction of Free-education pre-school classes were taught by untrained teachers and parents contributed some money monthly to pay the PPE teachers. One of the head teachers had this to say in details.

The pre-primary education is very important as it prepares children for joining standard one with some skills in reading, writing and arithmetic. But the environment is not conducive for learning because there is no even a single class for pre-primary class.

(Lugatta aged 54)

4.2.3 Reactions on Pre-Primary Education implementation

The actualisation of the government's need to foster pre-primary education was found to have succeeded quantitatively. Meaning that, a good number of pupils were enrolled in pre-schools attached to different primary schools. It was further noted that the pre-primary education for the government has not yet reached its autonomy of having an independent school management system but attached to the primary school. In that, the head teacher of primary school is the manager of both primary and pre-primary school and class. In the course of learning the reaction of participants regarding the implementation process of the pre-primary education, the study focused on elements like the presence of pre-primary education delivery and the conduciveness of learning and teaching environment.

4.2.4 Willingness to enrol children in the pre-primary schools

Having studied the reaction of respondents on the implementation of PPE, the study sought to know the internal disposition of the participants regarding their willingness to send their own children to public pre-primary schools. The results from questionnaire are cross-tabulated in Table 4.6.

Table 4.6: Willingness of teachers to enrol their children into Public Pre-Primary schools

| Count | As a teacher are you willing to enrol your child in the public pre-primary school? | | Total |
|--|--|-----------|-----------|
| | Yes | No | |
| Public classes help the child personally to become patriotic and conscious of country's challenges | 13 | 0 | 13 |
| Cheap to afford | 19 | 0 | 19 |
| Why? Children can be easily cared by the parents due to nearness of the school from home | 04 | 0 | 04 |
| insufficient and poor infrastructures | 0 | 9 | 09 |
| lack of pre-primary professional teachers | 0 | 4 | 04 |
| Total | 36 | 13 | 49 |

Source: Field data (2018)

The study found that 36 respondents out of 49 were willing to enrol their children in public primary schools basing on three reasons: Public classes help the child personally to become patriotic and conscious of country's challenges, the PPE was cheap to afford and finally, children can be easily cared by the parents due to nearness of the school from home. On the other hand, 13 respondents were not willing to enrol their children to public pre-primary education. The forwarded arguments were that public schools have insufficient infrastructures and lack professional and qualified teachers. It could be deduced that the proponents of public pre-primary education were tied to economic and social factors in their decision to enrol their children in public pre-primary education while the opponents focused on the quality of learning and teaching.

4.3 Assessment of the condition of Government/Public PPE delivery

In the attempt to evaluate the condition of the PPE the study sought to ascertain the presence of classrooms for pre-primary pupils, the quality of teachers teaching in PPE, Existence of teaching and learning materials and the status of the curriculum in

use. Respondents were required to give their opinions, views and explain some details about the observed situations in every category under inquiry.

4.3.1 Ascertaining the presence cum status of Pre-Primary (PP) classrooms

The researcher paid visit to 15 primary schools found in Bariadi District. In the observation process the study was interested in noting three elements: Dispensation of pre-primary education, presence of special pre-primary classrooms and the ratio of teacher and pupils in pre-school.

The study found that all of the 15 public primary schools offered pre-primary education. Only two schools had special classes for pre-primary education, the rest (13) alternated classes and some students were taught under the tree with the movable black board as it is shown in Figure 4.6. In other five schools it was found that walls outside the classrooms were used as a black board for teaching, and pre-primary pupils seated on the ground in the prepared open space.

Figure 4.4: Pre-primary students studying under the tree



Source: Field data (2018)

The photograph above shows the pre-primary school in which pupils are normally sitting down on stone under the tree listening to the teacher, as you can see the stones are arranged in lines. Implying that the situation is worse for learners and teachers to concentrate and interact effectively. There were no supportive physical infrastructures to facilitate the better delivery of PPE.

4.3.2 Teacher –pupils Ratio in pre-primary education

In the focus group discussion and in the interview with education stakeholders it was said by respondents that there is a critical problem emanated from shortage of pre-primary teachers. As one pre-primary teacher expressed the problem of overcrowding of students to impact on the increase on teacher-pupils ratio. In different schools, the number of students was said to be above 100 pupils being taught by a single teacher. Other respondents explained that the situation is worse for pre-primary education delivery because the government has not put its priority to improve it. It was found that situation of PPE is facing many challenges including shortage of qualified teachers, inadequate infrastructures. The teacher expressed in the following words “Situation is becoming hard because it forces a teacher to group all 295 pupils in one group/class. Our school environment is not conducive enough to properly deliver pre-primary education” (Madam, Ester aged 56). In some schools like Sengera had 120 pupils, Mabimbi (350), Tangeni (126) with only one teacher to deal with them all. In short, the situation of Pupils Teacher Ratio (PTR) was lamentable. The other element that was observed in the schools was the ratio of teacher and pupils. The study found the imbalanced ratio of teacher-pupils due to the fact that classes were overcrowded with only a single teacher.

4.3.3 The quality of teachers teaching Pre-primary education

The pre-primary classes were found to be taught by primary teachers who are not specialist in Pre-primary education. In addition, there was shortage of facilitators or teachers for pre-primary classes (elementary classes). Pre-primary teachers were found to be un-qualified for teaching pre-primary pupils in the sense that primary school teachers claimed to be not well at easy with teaching pre-primary.

In the interview, the findings showed that there was no a single teacher who specialised in pre-primary education. It was common to find a certificate teacher for primary schools being assigned to teach the pre-primary classes. The government failure to provide sufficient and qualified pre-primary schools was named to increase the workload of teachers. Table.4.7. shows education qualification of 25 Pre-primary teachers used in this study.

Table 4.7. Education qualification of Pre-primary teachers employed.

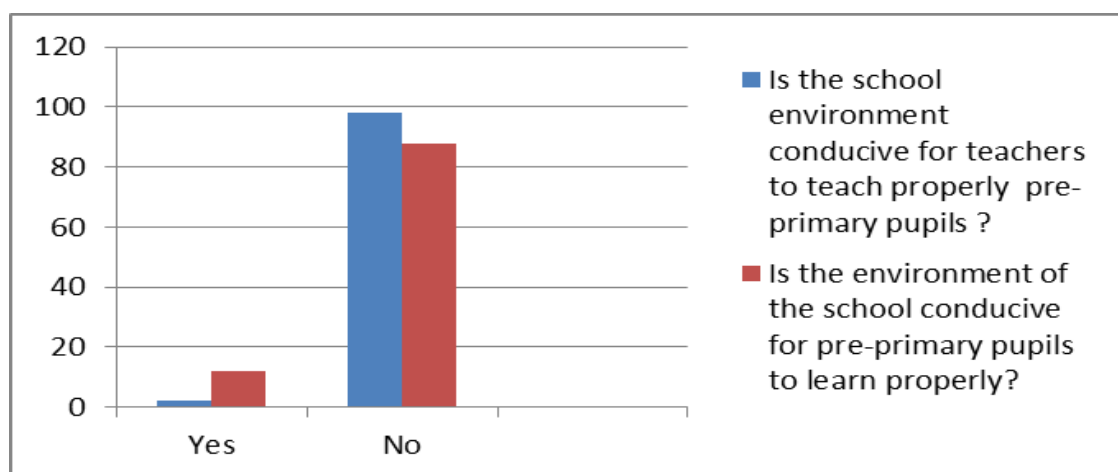
| | |
|----------------------------------|--|
| Certificate of primary education | Certificate/diploma in Pre-primary education |
| 25 | Nil |

Source: Field Data 2018

4.3.4 The conduciveness of the pre-school environment for teaching and learning

The study sought to know how the environment of the schools supported teaching and learning processes. Teachers were asked to provide their points of views as to whether the pre-primary school has conducive environment for both teachers and pupils. The results are presented in Figure 4.6.

Figure 4.5: Perceived conditions of the school for PPE implementation



Source: Field data(2018)

The results from Figure 4.6 showed that schools had no conducive environment for teaching pre-primary pupils by 98% and it was not conducive for pre-primary pupils to learn properly. Teachers described that the teaching environment was not conducive due to inadequate facilities to facilitate learning and teaching process, shortage of facilitators or teachers for elementary level, geographical problems like long distance from home to school.

A further analysis was sought from the key informants during the interview sessions. In the interview sessions respondents agreed that the environment of public pre-primary schools was not adequate for proper teaching and learning. A class may have more than 200 pupils but no sufficient classrooms, others are just taught in the open spaces rendering hardship for a single teacher to teach and control the class. Respondents further expressed their appreciation to the government for the supplied new curriculum for PPE. The curriculum was found to be very adaptive to the learning and teaching situation of Tanzania lifestyle.

The study found that in all of the visited schools the number of pre-primary pupils was above 100, some had no desks to seat on. There was shortage of classrooms, shortage and absence of qualified teachers and absence of clear programmes which presented a negative look of the participants on the delivery of PPE.

4.3.4. The missing facilities for teaching and learning

In the schools it was found there was shortage of teaching and learning materials for pre-primary class. The learning practice for young children was reported to demand a lot of objects which need to involve children through different activities. Schools were found to lack special classrooms for pre-primary pupils, shortage of textbooks, teachers were not sufficient in respect to the number of pupils in the class. In the interview sessions with head teachers it was found that out of 15 schools only three schools had enough text books for pre-primary pupils. The display of the important facilities for pre-primary education in schools is presented in Table 4.7.

Table 4.8: Availability of facilities for PPE from fifteen public primary schools

| Question | Response | Frequency | Percent |
|--|----------|-----------|---------|
| Do you have enough textbooks for pre-primary class? | Yes | 3 | 20 |
| | No | 12 | 80 |
| Do you think the number of pre-primary teacher is enough with respect to number of pre-primary pupils? | Yes | 2 | 13 |
| | No | 13 | 87 |
| Do number of classes enough for pre-primary pupils? | Yes | 0 | 0 |
| | No | 15 | 100 |
| Does your school have playing facilities for pre-primary pupils (balls, playing ground, picture etc.)? | Yes | 0 | 0 |
| | No | 15 | 100 |

Source: Field data (2018).

It was evidenced from Table 4.7 that at school level, the bottlenecks for thorough implementation of PPE were shortage of classrooms, inadequate playing facilities, and shortage of qualified teachers and deficiency of textbooks.

During the focus group discussion one of the participants a class teacher of pre-primary school expressed her concern on the problems facing the school regarding the shortage of important facilities for teaching pre-primary school. She had this to express in details:

When books and necessary facilities miss in the class, teaching and the entire learning process becomes a challenge because pupils in pre-primary classes mostly learn through practices. Sometimes I miss important teaching aids but all the same I do my best, though I know it would be hard for pupils to understand the lesson (Madame, Catherine, aged 50.

The problem of missing classrooms was frequently pronounced to disappoint teachers in their profession. If that was not enough there are other schools whereby pupils are placed in the open space and when it rains the class stops.

4.3.4.1. Limitations for PPE implementation at school level

In the schools it was found there were shortages of teaching and learning materials for pre-primary class. The learning practice for young children was reported to demand a lot of objects which need to involve children through different activities. Schools were found to lack special classrooms for pre-primary pupils, shortage of textbooks, teachers were not sufficient in respect to the number of pupils in the class. In the interview sessions with head teachers it was found that out of 15 schools only three schools had enough text books for pre-primary pupils. The display of the important facilities for pre-primary education in schools is presented in Table 4.7.

It was evidenced from Table 4.7 that at school level, the bottlenecks for thorough implementation of PPE were shortage of classrooms, inadequate playing facilities, and shortage of qualified teachers and deficiency of textbooks. During the interview and focus group discussion some participants expressed their concern on the problems facing the school regarding the shortage of important facilities for teaching pre-primary school. To mention few, participants said that: “We do not have books for pre-primary class. Teaching pre-primary education is challenging because of not having learning and teaching facilities and you know children in pre-primary level learn more through practice” (Madam Levina, aged 37).

The problem of schools missing classrooms was frequently pronounced to disappoint teachers in their profession. If that was not enough there are other schools whereby pupils are placed in the open space and when it rains the class stops. Another teacher from pre-primary class pointed out her experience of the schools as he said;

Lack of classroom infrastructures is a problem; there is no classroom for pre-primary pupils. They are using walls outside other classes for learning purpose. When it rains, pupils are taken to other classes awaiting it to end such that the periods for other classes do not continue due that interference. When rain stops, if there is no mud the class is resumed, but if not pupils are sent to school football ground to play. Really, it is very challenging environment for teaching (Mr. Khamis aged 54).

All of these testimonies present the painful experiences facing schools in the course of implementing the government policy particularly on education delivery service to pre-primary pupils.

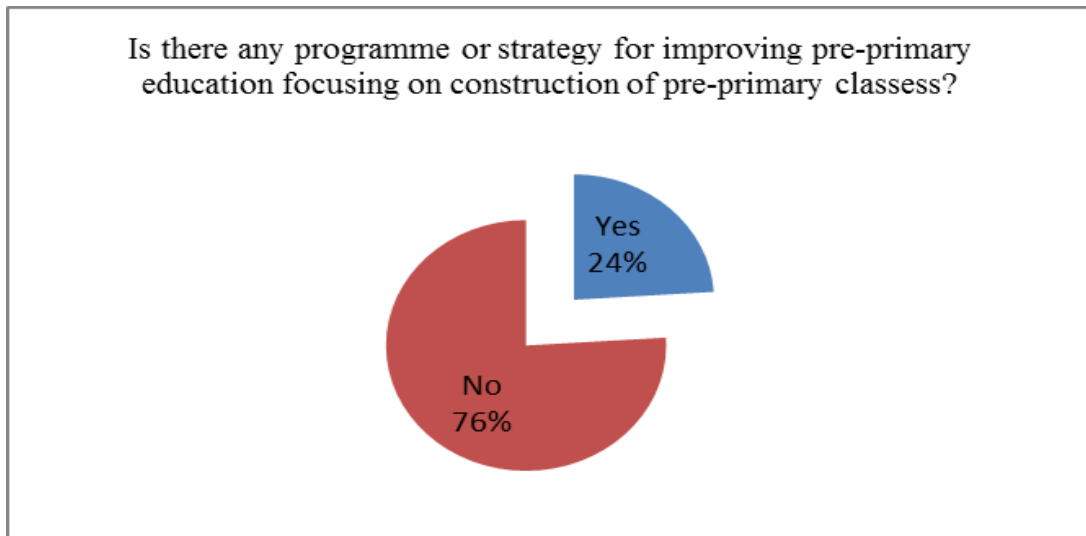
4.5 Policy/government Interventions structures for improvement of PPE

The study sought to understand policy interventions that were used by the government in view of improving the quality of PPE delivery. The indicators of policy interventions were the presence of political will and commitment on PPE implementation, provision of inputs in favour of PPE and the participation of the community on the welfares of PPE. It was supposed that the existence of these three aspects implied that the government made efforts to enhance the pre-primary education category.

4.5.1 Measuring the government political will and commitment on PPE implementation

Respondents were asked to give their opinions on the ways the government dealt with the issue of PPE. In the first place respondents expressed their appreciation that the government has recognised pre-primary education as the formal education system as per the Education and Training policies of 1995 and 2014. In Figure 4.7 the descriptive results are presented.

Figure 4.6: Efforts made by the government to improve PPE



Source: Field data(2018)

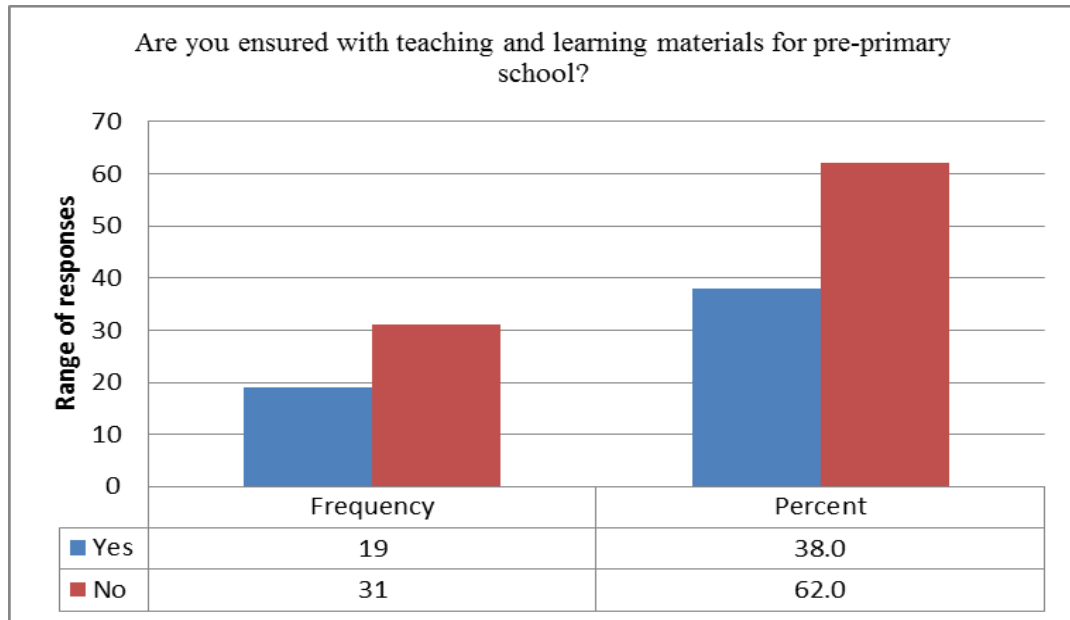
It was unanimously agreed that the government has a good political will to improve the situation of pre-primary education. Teachers expressed that, over the recent years the government decided to recruit teachers who professionally intended to teach pre-primary schools. Despite the commendable efforts to enhance the delivery of PPE, the government has failed to make improvement on infrastructures particularly the classrooms, qualified pre-primary teachers as well as unimproved Teachers-Pupils Ratio (TPR) for pre-primary schools.

Participants in focus group discussions were not left behind in assessing the government political will in view of developing the PPE sector. In brief, parents were not impressed with the ways the government deals with the issue of pre-primary education since they don't find any right.

4.5.2 The government inputs for improving Pre-Primary Education

Respondent were asked to tell whether the government provided sufficient inputs for pre-primary school. The responses are presented in Figure 4.7.

Figure 4.7: Government Inputs to facilitate PPE



Source: Field data,(2018)

The results from Figure 4.7 showed that 62% of respondents refused that the government provided the schools with sufficient learning and teaching materials for pre-primary education. 38% of the respondents agreed with the proposition that the government ensured the schools with teaching and learning materials for pre-primary schools.

In the interview sessions it was expressed that the government provide capitation grants for the benefit of all pupils including pre-primary pupils. Parents and teachers together had the view that the capitation grants received in school had little contribution to the improvement of PPE for the reason that the school budget for primary schools alone were hardly met, so the pre-primary sector received little amount of funds. During the focus group discussions participants were of the view that the condition of the pre-primary education was due to lack of appropriate and concrete programmes dedicated for preschools, as they are in other levels of education. One of the parents aged 45 said that;

...With regard to pre-primary education I don't see any clear intervention programme for improving pre-primary education which resulted in creation of friendly environment for our children in pre-primary classes. Look they sit down; there are no enough desks to suit their number (Madam. Rehema aged 45).

It sufficed to mention that the government brought minimal inputs for PPE. There was no special budget allocated for pre-primary education expenses and finally the number of books provided was few in proportion to the number of pupils in a class. Research participants instead were very fond of EQUIP Tanzania an NGO which works with the government in facilitating learning and teaching programmes for primary schools.

4.4.3 Community involvement in Pre-Primary Education

The community participation in PPE is an important aspect in education matters. The study supposed that the nature of community participation in education sector is defined by the government policy and programmes. Respondents were asked to elaborate the ways in which the community was involved in developing pre-primary Education. The results are presented in Table 4.7.

Table 4.9: Ways of community participation in PPE

| | How community members were involved in those PPE programme? | |
|--|---|--------------|
| | Frequency | Percentage |
| Communities were involved through representatives, school committees and PTP | 5 | 10.2 |
| Village meetings | 16 | 32.7 |
| Not involved | 28 | 57.1 |
| Total | 49 | 100.0 |

Source: Field data (2018)

It was found that the involvement of the community members was low. It mainly took place through the representative approach via school committees and public meetings in the villages. Implying that the rest of the community members participated through consultation and communication system where the school

committees would make decisions then parents and others members were informed during village meetings for its execution. It followed that the study found the community participation is poor and top-downed.

In line with the statistical results, during the interview, one pre-primary teacher accepted that community had not yet been involved in the issue of pre-primary education. Also, the District Education Officer accepted that the level of community participation was relatively low. As for the government and the community members respectively don't play their parts properly, hence complicating the work of improving the sector of pre-primary education. The District Education Officer said that,

It needs special attention as it is very demanding in terms of material things, personnel and infrastructures that can suit the learning process, but in reality the condition of our schools are not very friendly to meet the demands (Madam. Grace, aged 52).

The needed facilities to be used by the pupils can hardly be attained if we just depend on the government alone. There is need for the community to take part in some notable issues. In the focus group discussions it was amazing to find that chairpersons of school committees were very political and tried their best to camouflage the reality on the ground. In exception of one chairperson who mentioned that the situation of the PPE was lamentable, others expressed that the PPE goes on well and there were no problems. However, they failed to provide details on the number of teachers teaching the pre-primary class, and if they knew the quality of the teacher teaching their children. Impliedly, these chairpersons were less involved in safeguarding the interest of the community which signified the existence of information asymmetries.

4.5 Chapter summary

In general, the study found that education stakeholders have a good understanding of pre-primary education and they have positive perception toward this level of education. Though, stakeholders were not satisfied or impressed with the situation of pre-primary class found in their schools because of not having classrooms for pre-primary pupils, lack of qualified teachers for pre-primary classes, imbalance ratio between teachers pupils, geographical problems, as well as insufficient teaching and learning facilities. Despite of all these challenges impede provision of quality PPE but parents are sending their children to these public school due to financial constraints, absence of private pre-primary schools around their community especially rural communities Also the study found that poor condition in pre-primary education is caused by low political will to improve PPE, low community participation and lack of coordination among ministries especially ministry of education, social welfare and community development ministry, Ministry of President Office Regional Administration and Local Government.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

The chapter discusses the findings that were obtained in chapter four. The discussion focuses on the specific objectives. The first section explains the first objective. The second section discusses the second objective and the last section expounds on the third objective. The discussion is linked with other findings from documentary reviews and the theory of the study.

5.1 Perceptions of stakeholders about the quality of PPE

Education stakeholders especially teachers and parents conceived pre-primary education to a preliminary level of education provided to young children as a preparatory stage before commencement of primary education. The study found that stakeholders were knowledgeable about pre-primary education. Similarly, respondents were of the view that PPE was an important stage for children as it prepares pupils to be familiar with the school environment, to help children to familiarise with the instructional language which is Swahili and it provides solid foundation on reading, writing and arithmetic. A slightly similar finding was revealed in the study by Tandika (2015) whereby stakeholders view PPE as important preparatory stage for primary school education enrolment. Also, in his study stakeholders perceived the quality of pre-primary education provided in Tanzania was poor. Furthermore, the study done by Libent (2011) shows that stakeholders demand are not compatible with the quality of pre-primary education delivered in Tanzania. Therefore, stakeholders view PPE as important stage but is not given priority by policy maker and implementers.

5.1.1 Knowledge and attitude of people about quality of PPE

Together with the possession of high theoretical understanding of pre-primary education, respondents were also in favour of the provision of PPE. The attitude of the respondents towards the provision of pre-primary education was found to be positive though, practically they were not impressed with the situation of pre-primary classes found in the schools. The dissatisfaction was a demonstration of the disappointment regarding the quality of PPE delivery. The PPE sector has not yet been autonomous in the education system of Tanzania since it is still under the primary management system. Despite the reactions portrayed in the attitudes, respondents in the statistical results were willing to enrol their children in public pre-primary schools. Meaning that, they were in a conflict of judgment between need for service and the need for a service of good quality.

In the course of the presenting the findings the government was frequently mentioned to have a role to play either for good or bad. This appeals to what the system theory explains in the literature. In education service delivery, respondents believed that the government is at the Centre of the system coordinating different parts such as the ministries, departments, agencies and implementers and communities at large. It was the concern of respondents in the study that the government could play a crucial role in improving the quality of pre-primary education through proper coordination. To the controversy the expectations were not met. Failure to work as a system led to have poor learning and teaching environment and low quality education delivered to pre-primary schools pupils. The findings of the study were similar to what Mghasse and William (2016) observed in their study. According to the findings it was a common trend for PPE to lack qualified teachers since the professionals were likely to be employed in private sector which pays a lot. In addition, Mghasse and William (2016) provided a link between quality pre-primary education and the system theory whereby the pre-primary education is conceived as the product of the system which involves aspects of proper classroom management in terms of a teacher, learner and the support given by the environment

of the class or school for the interaction. In the contrary, the study findings found the imbalance between the three parts of the system, hence poor quality of PPE.

5.2 The conditions of PPE classes versus quality education

The implementation of PPE was found to be achieved in terms of quantity since all of the 15 primary schools that were visited offered pre-primary education despite the lamentable conditions. It was observed that only two schools had special classrooms for pre-primary pupils. In other schools, pre-primary pupils had completely no classrooms and used open spaces to handle their programme. The same situation was revealed in questionnaire whereby out of 49 responses 45 shows that their schools has no pre-primary classes and only four schools had pre-primary classes though they are not special for pre-primary pupils. Due to the above situation, many schools pre-primary pupils are taught under the tree and others were in the open space learning with the wall of the other class being used as a board. Despite the absence of the classrooms, pupil's enrolment was found to be high. In each school the number of pupils was above 100 but under single teacher. There was also a problem of qualified teachers for pre-primary education. There was shortage of textbooks, teaching aids and other facilities for learning and teaching. Finally, some schools were located far from the homesteads of pupils. In similar ways, Uwezo (2016) also found the existence of high ratio between pupils and teacher due to increase in enrolment while there is no new employment of teachers. In addition, the presence of few teachers implied the increase of workload for teachers leading to failure to handle huge classes (Rice, 2003).

All of these aspects served to prove that the school environments were not conducive for teaching and learning in PPE, however, classes continued. Amazingly a good number of respondents (36/49) were willing to enroll their children in the public pre-primary schools for the reason of patriotism, affordability in costs, absence of alternative service provider and nearness of the school from home. The researcher was surprised by the forwarded reasons since the very people who blamed about the poor quality of the PPE did not forward reasons related with quality of service

delivery but rather social-economic reasons. The willingness to enroll was therefore tied to the socio-economic factors contrary to the opponents who worried about the poor quality of the education delivery. According to IMF (2011) quality education encompasses improvement in physical infrastructures, teaching and learning materials, human resources and school governance. It also includes quality teaching and learning environment to motivate learning, and development of reading, strategic thinking, communication, and problem solving skills and culture.

5.3 Government interventions structures available for improvement of PPE

The second objective dealt with identification of government interventions structures for improvement of PPE. The study found that the government had relatively low political will to improve the situation of pre-primary education. There was no any concrete designed programme devoted to improve the PPE as it was observed in other levels of education. Yet there are trained teachers specialised in PPE but not employed, parents education officers and teachers were not impressed with the government ways of dealing with the issue of PPE. There are minimal inputs provided by the government for PPE such as the supply of PPE curriculum, provision of seminars for PPE teachers, and the capitation grants. There were observable deficiencies in the learning and teaching materials. The PPE sector was not properly funded hence the capitation grant has very little contribution to the improvement of PPE. Finally, the community involvement was relatively low. Leaders were selected to form school committees, but it seems that they are not interested in issues related to pre-primary education or they were not informed of the school matters. In sum, the participation of the community was relatively low because they are not well informed. The school committee leaders were politicised and less concerned in safeguarding the interest of the community involvement in education.

5.3.1 Low political will of the government to improve quality of PPE

Since various reviewed document at district level including full council meeting minutes, Bariadi District strategic plan, primary teachers meeting, Primary school meeting minutes but the issue of pre-primary education was not mentioned in all of these documents which imply that pre-primary education is not given high value at large. Among other factors that justified that the government has low political will to improve the quality of PPE is its failure to introduce a special policy programme for PPE. Kweka, Binagi and Kainamula (1997) described that the sector of early education particularly PPE was formally recognised as formal system of education in 1982 following the formulation of Presidential Commission on Education (1981-82) known as Makweta Commission. However, since then, the sector of PPE has never received a particular programme to affect its goals. Another reason found from the study was the fact that in 2014 the government organised mass recruitment for pre-primary teachers diploma training course so as to curb qualified pre-primary teachers shortage, but they are not yet employed meanwhile there is shortage of teachers in that regard. The World Bank (2012) came with some propositions that might affect the implementation of PPE and Early child Development policies which states as follows;

...establishment of environment which enable formulation of legal frameworks and finance, emphasis on implementation through programme, covering other aspects of equity and lastly the conduct of monitoring for quality assurance.

This approach is far from the reach of education and training policy (2014) since it has treated all levels of education in one cup. There is high need for the government to reverse the trend of policy making in education sector so as to provide wider scope of precision for each of the levels of education including pre-primary.

5.3.2 Analysis of the government related challenges

The study found that the government was not active in improving the standards of PPE delivery. It therefore resulted in poor supply of qualified teachers, poor allocation of budget, negligence in construction of classrooms and inadequate supply of teaching and learning materials. Arguing from the perspective of the education and training policy (2014), the government has failed to realise its goals in this regard. The government stated that the pre-primary education is compulsory for one year (URT, 2014).

It was astonishing to find that the PPE has no specialised financing system as it is included in the primary school system. Similar findings were observed from other scholars on the challenges undermining the growth of PPE (Wilinski *et al.*, 2016; Cosmas, 2010; Mtahabwa 2007). The 2014-ETP stated the need to improve the number and quality of teachers for PPE, but that has not been actualised since the declaration of the policy in 2014. The government in power declared free Basic Education programme which has received strong appreciation from different education stakeholders. The programme implied the establishment of the new system of funding education in schools at different levels. However, the government stated the rate of fee compensation for primary pupils and secondary school pupils (HakiElimu, 2017). It was silent on how much should a pre-primary pupil receive if the sector has a share of the fund provided. The study contends that the challenges facing the delivery of PPE are largely linked to lack of clear policy statements and goals. The government mixes up things of primary and pre-primary education in one cup whereas it is possible to separate the two systems just as it has managed to have a different curriculum special for PPE. The argument of the study is that if the PPE sector has to be fully autonomous there is need to develop a separate policy document to provide precision on declaration of its goals and objectives. The act of having a special policy for PPE was also done in other countries and has shown improvement in the provision of quality PPE. When there is special policy on Early Child Education and Care and PPE the issue of community participation, administration, financial resource allocation as well as human resource would be

enhanced to ensure provision of quality education and care. Having special ECEC and PPE has shown good achievements in developed countries in the process of providing quality education in countries like England, Finland, Spain, Germany, Ireland and the Netherland which has developed ECEC, PPE policies as well as laws to govern provision of quality education (Haquel et al, 2013; Lindeboom & Buiskool, 2013; Newman & Devercelli, 2012). For instance, Finland in the year 2008 developed ECEC policy programme with its working structure for PPE which took important strategy to build, supervise, monitor and provide teachers for PPE, it set standard for pupils teachers ratio and resulted into improvement in education delivery (European Agency, 2018).

CHAPTER SIX

SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

6.0 Introduction

The chapter presents summary of the study, conclusion, policy implication and recommendations. It also presents the limitation of the study and proposes area for further study.

6.1 Summary of the study

The study explored the reasons for poor practice in the providing pre-primary education in Bariadi District council. Specifically, the study wanted to understand the perceptions of stakeholders about quality of pre-primary Education delivery, to determine the situations in the delivery of pre-primary education and lastly to determine the government interventions available for improving PPE delivery. The study used a mixed approach with large inclination on qualitative information. The case study design was employed. The study employed methods like questionnaires, interviews, focus group discussion, observations and documentary review in data collection. Qualitative information was analysed by the use of content analysis while descriptive statistical analysis method was used to analyse quantitative data to attain frequencies and percentages. The study used both probability and non-probability sampling techniques.

With regard to the findings of the study, the summary of the findings is presented basing on specific objectives.

In the first objective the study found that respondents were knowledgeable about the PPE and recognised its great importance. PPE was understood as a preliminary level of education provided to young children as a preparatory stage before commencement of primary education. The attitude of the respondents towards the provision of pre-primary education was found to be positive though, practically they

were not impressed with the situation of pre-primary classes found in the schools. Similarly, respondents were of the view that PPE was an important stage for children as it prepares pupils to be familiar with the school environment, to help children to familiarise with the instructional language which is Swahili and it provides solid foundation on reading, writing and arithmetic.

However, schools were found to have unconducive environment for teaching and learning PPE, Pupils learnt under trees, or in open space against the class walls. Few teachers were qualified to teach pre-primary education, classes were overcrowded with pupils. In brief, the perception of the stakeholders was that there was poor quality of PPE delivery.

The second objective assessed the condition of pre-primary education. It was found that out 15 schools only two schools had classrooms special for pre-primary education, some schools alternated classes with some students, in other schools pupils were under the tree with movable black board. The school had no classroom infrastructures specified for pre-primary education delivery.

There was shortage of teaching and learning materials, the pupils -teacher ratio was found to be high above the normal ratio. The huge size of the classes increased the workload of teachers. The dominant number of teachers was un-qualified and some were under qualified to teach PPE. Schools were found to be taught by primary teachers and some secondary school leavers hired by the school to teach the pre-primary school. The teaching environment was found to be unconducive due to inadequate facilities to facilitate learning and teaching process, shortage of facilitators or teachers for elementary level, geographical problems like long distance from home to school.

In the second objective the study found that the government has low political will to improve PPE. There was no any concrete policy programme devoted for PPE. The government provided insufficient inputs to support the quality of learning in PPE. The capitation grants were not sufficient to cover the demand of PPE sector. The

community involvement was poor in schools. Parents were not impressed with the government means to deal with the provision of PPE.

6.2 Conclusion

Basing on the presented findings and discussion, the study draws the following conclusions:

The education stakeholders conceived pre-primary education to be important aspect for child development but they were not impressed with the practice of the PPE in classes. There was poor quality of pre-primary education delivered in the public schools. This was due to unconducive school environment for teaching and learning.

There was poor political will for the government to improve the sector of PPE. The absence of a particular policy programme for the improvement of PPE, the provided inputs were not sufficient to support the development of PPE. There was no clear strategy used to involve the community to participate in PPE delivery.

The factors limiting thorough implementation of PPE are basically institutional and contextual. Teachers faced with heavy teaching workload due to overcrowded pupils. Low level of awareness of the community members about the importance of PPE culminated to poor community participation.

6.3 Policy implications

The perceived poor quality of pre-primary education provision calls for policy attention. It was revealed that challenges that prevailed were poor quality of teachers, inadequacy of teaching and learning materials and lack of classrooms for pre-primary pupils. The education and training policy was found to be silent on the financing system for PPE. The lack of strong political will and absence of programme for PPE delivery create miscellaneous challenges which risk provision of quality PPE. The shortage and deficiencies reported in the findings and discussions chapters are to be addressed by policy actions under partnership of the government and private sector.

6.4 Recommendations

The study recommends that the government should establish a concrete programme to rescue the quality of delivery for pre-primary education. The programme could serve to urge the government to allocate budget for construction of classes for pre-primary education, provide sufficient teaching and learning materials.

The government has to create a plausible policy engagement approach to involve the education stakeholders like parents, teachers and the community at large to create interests on improving the welfare of the pre-primary education. There is need to make an autonomous PPE system and separate it from the rings of primary education management system. This will facilitate to urge the government to have a special attention on the PPE sector. Education stakeholders in the grassroots like parents, teachers and the entire community should collaborate with the government assuring the provision and maintained of quality PPE.

6.5 Area for further study

The completion of this study is not an end in itself; there are other aspects to be scrutinised through research. The study suggests further researches to be conducted on the reasons for the low political will of the government in improving the quality of PPE. Another study can be done to investigate the opportunity costs for the government to separate PPE system from primary school management system.

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APPENDICES

APPENDIX I

Questionnaire for Primary Teacher

- 1. Sex
- 2. Marital status Age
- 3. School/Ward Title/Position
- 4. Education level attained
- 5. Years of job experience.....

6. Are you satisfied with situation in pre-primary class at your area?

- i. Yes
- ii. No

Why?

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What do you understand by pre-primary Education?

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Is pre-primary education important to children? Why?

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As a teacher, are you willing to enroll your child in the public pre-primary school? If yes why? If no give reasons.

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.....

What are the criteria's for teaching pre-primary classes?

- (i)
- (ii)
- (iii)

7. Is environment conducive for teachers to teach properly in pre-primary pupils found in your school/area? If yes How? /If no why?

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.....

Is the environment conducive for pre-primary pupils to learn properly? If yes
How? /If no why?

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

8. Are you ensured with teaching and learning materials for pre-primary school?
How?

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9. What problems block the school from thorough provision of quality pre-
primary education?

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.....

(i) Is the any government programme or strategy for improving pre-
primary education focusing on constructing pre-primary classes?

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.....
.....

(ii) How community were involved in those programme and what are their reaction toward those programme?

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.....

10. Basing on your understanding, what should be done so as to improve pre-primary education programme in Bariadi District?

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.....

Thanks for your cooperation

Appendix II

Interview guide for head teachers, and teachers responsible for pre-primary class

1. Please give your personal biographical presentation (name, age, marital status and job experience, education level).
2. What can you tell about the school you are working in?
3. What do you understand about pre-primary education?
4. How many teachers are trained specifically for teaching Pre-primary school here?
5. Is pre-primary education important? Why
6. How do you find quality of pre-primary education delivery in your school? Probe... When it started, and its experience.
7. What is the condition of the pre-primary school/class at your school?
8. What support do you get from the government with regard to PPE?
9. Do you think the free education is also meant for the PPE? How much money is allocated for them?
10. What can you tell about the community involvement in developing quality PPE?
11. Are parents willing to enroll their children here at school for PPE? Why do you think so?
12. What challenges do you find are limiting the delivery of quality PPE?
- 13.** In your opinion, what should be done to resolve the impending challenges?

I have completed my interview, welcome for any addition, opinion and questions on our discussion.

Thanks for your cooperation

Appendix III

Interview Guide with the Educational officer at District level.

1. Please give your personal biographical presentation (name, age, marital status and position experience, and education level).
2. What do you understand by pre-primary education?
3. Is pre-primary education important to our children?
4. How many teachers in your District are specialised training in pre-primary education?
5. What can you say about the quality of pre-primary education delivered at your District?
6. Is there any strategies for addressing classroom crisis for pre-primary Bariadi District?
7. What support do you get from the government and community for improving PPE?
8. What can you tell about the community involvement in developing quality PPE like class building?

I have completed my interview, welcome for any addition, opinion and questions on our discussion.

Thanks for your cooperation

Appendix IV

FGDs questions for discussion for teachers, parents and village and ward workers.

1. Are you satisfied with the situation of pre-primary class? Why?
2. What community and government did to improve the quality of PPE?
3. Why there is no classes for PPE and have ever been informed about pre-primary project at your area?
4. What are the community contributions in promoting the quality of PPE?
5. How do you see the support you get from the government?
6. Suggest the ways to improve quality of pre-primary education in Tanzania?

Thanks for your cooperation.

APPENDIX VII

Observation schedule

| S/n o | Items to be observed | Availabilit y | | Quality of objects | | Numb er of objects | Others comments |
|----------|-------------------------|------------------|--------|-----------------------|------|--------------------------|--------------------|
| | | Present | Absent | pleasant | Poor | | |
| 1. | Classrooms for PPE | | | | | | |
| 2. | Text books | | | | | | |
| 3. | Syllabus for PPE | | | | | | |
| 4. | Teaching aids | | | | | | |
| 5 | Desks | | | | | | |
| 6. | Average TPR | | | | | | |



**MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)**

OFFICE OF THE VICE CHANCELLOR

E-Mail: vc@mzumbe.ac.tz
Tel: +255 023 2931212
Fax: +255 023 2931213
Cell: +255 0754694029
Website: www.mzumbe.ac.tz

P.O. Box 1
Mzumbe
TANZANIA

Ref. No. MU/DPGS/INT/38/Vol. IV/141

Date: 27th March, 2018

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. LITINCHI ALLY

The bearer of this letter Mr. Litinchi Ally whose registration number is 14408027/T.16 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Research and Public Policy (MRPP)**. As part of requirements for completion of his studies, he is collecting information on: **Practice in the Implementing Education Policy in Pre-Primary Level at Bariadi District.**

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Fred Alfred (PhD)
For: **VICE CHANCELLOR**

HALMASHAURI YA WILAYA YA BARIADI

(Barua zote zijibiwe kwa Mkurugenzi Mtendaji Wilaya)

Simu. Na. 028 2700012

Fax: 028 2700212

Unapojibu tafadhali taja:



S. L. P. 109,
BARIADI.

Kumb. Na. LV.344/346/01/81

Tarehe: 09/04/2018

Watendaji wa Kata za,
Nkololo, Dutwa, Ngulyati, Nkindwabiye,
Ikungulyabashashi, Mwaumatondo Mwadobana,
Ihusi na Mwaubingi
BARIADI.

YAH: KUMTAMBULISHA BW. LITINCHI ALLY

- 1.0 Tafadhali husika na Mada tajwa hapo juu.
- 2.0 Namtambulisha kwenu Mtajwa hapo juu ambaye ni Mwanachuo kutoka Chuo Kikuu cha Mzumbe, akisoma kozi ya Uzamili katika fani ya Utafiti na Sera. Anakusanya takwimu kwa ajili kukamilisha Utafiti unaohusu **'Practise in the Implementing Education Policy in Pre- Primary Level at Bariadi District with the case Study of Bariadi District Council'**
- 3.0 Kwa barua hii nakuagizeni mmpatie ushirikiano katika kukamilisha Utafiti wake.
- 4.0 Mwisho, nikutakieni kazi njema huku mkizingatia Sheria , Kanuni Na taratibu za Utumishi wa Umma.

Shigolile Chambitwe
KNY;MKURUGENZI MTENDAJI (W)
BARIADI

KNY MKURUGENZI MTENDAJI.
BARIADI

Nakala;

Mkurugenzi Mtendaji (W),
Bariadi.

Aione Ndani ya Jalada

T. Sam 12/04/2018
[Signature]
-FISA MTENDAJI WAKATI
DUTWA BARIADI
-AB- 12/04/2018