

**PRE-PRIMARY EDUCATIONAL POLICY AND QUALITY OF EARLY CHILDHOOD
EDUCATION IN NGARA DISTRICT, KAGERA REGION-TANZANIA**

BY

THOBIAS GEOFREY

15/X/14514/GMED/PE

**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTERS OF EDUCATION IN POLICY
PLANNING AND MANAGEMENT OF
KYAMBOGO UNIVERSITY**

DECEMBER, 2017

DECLARATION

I, Thobias Geoffrey, declare to the best of my knowledge that, this dissertation titled “*Pre-Primary Educational Policy and Quality of Early Childhood Education in Ngara District, Kagera Region-Tanzania*”, is my original work and has never been presented in any University or other institution of higher learning for any award.

Signature:..... Date:.....

THOBIAS GEOFREY

15/X/14514/GMED/PE

APPROVAL

This is to certify that this research report entitled “*Pre-Primary Educational Policy and Quality of Early Childhood Education in Ngara District, Kagera Region-Tanzania*”, carried out by Thobias Geofrey was done under our supervision and is now submitted with our approval in partial fulfilment of the requirements for the award of degree of Masters of Education in Policy, Planning and Management of Kyambogo University.

Signature:.....

Date:.....

DR. EJUJ GODFREY

Signature:.....

Date:.....

DR. NDAWULA STEPHEN

DEDICATION

I dedicate this research to my parents for their care, guidance and tireless support throughout my career aspirations.

ACKNOWLEDGEMENT

I am deeply indebted to many people without whose assistance; I would not have succeeded in completing my research. First and foremost, I wish to extend my heartfelt thanks to my supervisors Dr. Ejuu Godfrey and Dr. Ndawula Stephen who tirelessly guided me during this study. May the Almighty God generously reward them. I also acknowledge Ngara District, Kagera Region-Tanzania Administration which granted me permission to conduct research in their organizations, I am grateful to the administrators, in the education office and pre-primary teachers for their support and co-operation during data collection process. My gratitude goes to Kyambogo university lecturers, the Dean Faculty of Education Assoc. Prof. Joyce Ayikoru, the Coordinator of Graduate students Programs, Dr. Frances Esther Naluwemba, head of department Madam Leticia Komba, Dr. Ssettumba John Bosco, Dr. Kasule George Wilson, Dr. Kamukama, Dr. Kalule Lawrance, Dr. Owino Phillip, Mr. Semanda Enos and other staff members for their encouragement and guidance during my studies. In a unique way I would like to thank my Parents Mr. Thobias Gasanzwe and Mrs. Bertha Thobias Gasanzwe for taking me to school and open my way forward to schooling, the opportunity which other family members did not get. Many thanks goes to my dear wife Mrs. Peace Thobias, close relatives, Mr. and Mrs. Danford D. Sahin, Mr. and Mrs. Daud Niño, Rev. Mathew Mwella and Mr. Joseph Yuba for their support mentally, morally as well their motivation and encouragement. I also thank my children Happines, Gillberth, Tecxveir, Joycellene and Enock for being tolerant during the whole period of my study. Special thanks go to my fellow staff members Mr. Moshi N., Ally, Mr. Aaron J., Sokoni, Mr. Amin J. Kibona, Mr. Sephania M. Lemezo and the entire staff for their inspiration and personal support during the time of my study in Uganda. I thank my research assistants in Tanzania Curriculum Development Institute, Ministry of Education, science and Technology, Tanzania Education Authority in Tanzania for helping me in the collection of useful information that made this research success.

To all who were evolved in one way another I wish to express my deep appreciation.

TABLE OF CONTENT

TITLE PAGE.....	i
DECLARATION	ii
APPROVAL.....	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vi
LIST OF ABBREVIATIONS	viii
LIST OF FIGURES.....	ix
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER ONE:INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Purpose of the Study	10
1.4 Objectives of the Study	10
1.5 Research Questions	11
1.6 Significance of the study	11
1.7 Scope of the Study.....	12
1.8 Conceptual Framework	13
CHAPTER TWO:LITERATURE REVIEW	16
2.0 Introduction	16
2.1 Theoretical Review	16
2.2 Review of Related literature.....	18
2.2.1 Role of Government Support towards the Quality of Pre-primary Policy Education. 18	
2.2.2 Pre-Primary School Infrastructure	27
2.2.3 Pre-Primary School Instructional Materials	34
2.3 Literature Summary.....	37
CHAPTER THREE: METHODOLOGY	38
3.0 Introduction	38
3.1 Research Design	38
3.2 Area, Population, Sample, Sample Size and Sampling Techniques	38
3.2.2 Population.....	38
3.2.4 Sample Size	39
3.2.4 Sampling Technique.....	41
3.3 Research Instruments	41
3.3.1 Questionnaire	41
3.3.2 Interview.....	42
3.3.3 Document Review	42
3.4 Research Procedure	42
3.5 Validity and Reliability of Instruments.....	44

3.5.2	Reliability	44
3.6	Data Analysis	45
3.7	Ethical Considerations.....	45
3.8	Limitations of the Study	46

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS 47

4.0	Introduction	47
4.1	Presentation of Bio-data about the Respondents.....	47
4.2	Role of Government Support towards Implementation of Early Childhood Education	50
4.3	The Relationship between Infrastructure being used and Quality of Early Childhood Education.....	55
4.4	The role of Instructional materials in enhancing early childhood education in Ngara District.....	57

CHAPTER FIVE:DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 60

5.0	Introduction	60
5.1	Discussion of findings.....	60
5.2	Conclusions	66
5.3	Recommendations	67
5.4	Areas for Further Research.....	68
	REFERENCES.....	69

APPENDICES 78

	Appendix A: Interview Guide For Pre-Primary Educational Policy-Makers	78
	Appendix B: Questionnaire For Pre-Primary Teachers	81
	Appendix C: Interview Guide For Committee Members, Parents And Community Leaders	85
	Appendix D: Kyambogo University Research Introductory Letter	86
	Appendix E: Ngara Deo Research Introductory Letter	87

LIST OF ABBREVIATIONS

AACTE	:	American Association of Colleges for Teacher Education
ADEA	:	Association for the Development of Education in Africa
ACEI	:	Association for Childhood Education International
CM	:	Classroom Management
ECCE	:	Early Childhood Care and Education
ECE	:	Early Childhood Education
ECD	:	Early Childhood Development
ECDVU	:	Early Childhood Development Virtual University
EFA	:	Education for All
EMAC	:	Educational Materials Approval Committee
ID	:	Information Delivery
MOEC	:	Ministry of Education and Culture
MoEVT	:	Ministry of Education and Vocational Training
OECD	:	Organisation for Economic Cooperation and Development
SCT	:	Socio-cultural Theory
TIE	:	Tanzania Institute of Education
TF	:	Teacher Feedback
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations Children's Fund

LIST OF FIGURES

Figure 1. 1: Conceptual framework showing the relationship between pre-primary educational policy and quality of early childhood education in Ngara District- Tanzania.....	13
Figure 4.1: Pie chart illustrating the Gender distribution of the respondents	48

LIST OF TABLES

Table 4.1: Age bracket of the respondent.....	48
Table 4.2: Length of time in the education review commission/pre-primary school.....	50
Table 4.3: Illustrating the government support towards ECE.....	51
Table 4.4: Showing Descriptive views on the Relationship between Infrastructure being used and quality of early childhood education	56
Table 4.5: The role of Instructional materials in enhancing early childhood education	58

ABSTRACT

The study sought to examine the effect of pre-primary educational policy on the quality of early childhood education in Ngara district, Kagera Region-Tanzania. The study was guided by the following specific objectives to: determine role of the Government Support towards the quality of early childhood education, assess the relationship between Infrastructure being used and the Quality of early childhood education and establish the role of Instructional materials in enhancing the quality early childhood education in Ngara District, Kagera Region-Tanzania.

The study adopted a cross-sectional design involving both qualitative and quantitative techniques were used for the mutual validation of the data. The study sample size of 104 respondents comprising of DEO, inspectors of schools, head teachers, teachers and students was selected using simple random and purposive sampling techniques. Data was collected using questionnaires and interview.

The findings revealed that, the implementation of the ECE policy is practically enforced through government providing funding, supplying curriculum, syllabus, as well as enhancing capacity building for pre-primary teachers. Further still, the findings also revealed that there were almost no Games materials and coloured pictures that could be used to entice pre-primary learning in Ngara district, furniture was insufficient could not accommodate the children well. The role of Instructional materials in enhancing early childhood education in Ngara District was low.

Lack of government funding, quality assurance mechanisms, teacher professional development, classroom block constructions, community involvement, material availability and syllabus availability were inadequate and still calls for government intervention. Infrastructure at Ngara pre-primary schools, some of them well designed and others were in process of being designed so as to suit the young, to provide bouncy and eager pre-schoolers, keeping in mind their inquisitive and explorative nature. There is need to institutionalise maximum co-operation between the Ministry of Education and Vocational Training (MoEVT), and other stakeholders to work out a long-term goal to have quality infrastructure and resources for quality pre-primary education.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focused on assessing Pre-Primary Educational Policy and quality of Early Childhood Education in Ngara District, Kagera Region-Tanzania. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, scope of the study, significance of the study and limitation of the study.

1.1 Background to the Study

1.1 Historical Perspective

Kamerman (2007) states that Early Childhood Education (ECE) is largely a post-colonial development but its semblance is traced way back in the colonial era where kindergarten and infant classes (nurseries) consisted of children considered not yet ready for primary education. After War II, France integrated pre-school into the education system in 1886 and then expanded the *ecole maternelle* in the 1950s. However, the most significant developments date from the 1960s to the end of colonialism. Early childhood education care policies and programs originated from Europe, North America, Brazil, Germany, Netherlands, China, India, Sweden, Denmark and Finland for age 1 to 3 (The Organisation for Economic Co-operation and Development, 2005).

African Union, (2008) observed that education is the corner stone for sustainable development. It is a tool for producing and managing human resources; for inculcating values, thus ensuring the common bond of humanity in a global village; a tool for scientific research and technology cited in Tuntufye, (2014). Early Childhood Education (ECE) in Tanzania is traceable to the 1980s when it was realised, through the National Economic Programme of 1981-2000, that the success of the programme was linked to the growth and development of children. ECE in the context of Tanzania is for children aged 1-5 years (Mtahabwa, 2009).

Tanzania Education and Training Policy, (TETP, 2016) notes that Tanzania vision 2025 aims at total elimination of poverty. TETP emphasizes the creation of a better-educated nation with a high quality of life for all Tanzanians but the question is how this vision will succeed without starting from the foundation(pre-primary school)?Each child who is less than five years of age is eligible for enrolment for pre-primary education in a period of two years.(The Parliament of Tanzania, the Education (Amendment Act, 1995, Section 28).

In some cases religious organisations, the Government of Tanzania with the support of donors, particularly United Nations Children’s Education Fund (UNICEF, 2014) and some Ujamaa village shave initiated various formal programmes such as Day Care Centres(DCC), Nursery Schools and Kindergartens for the care and education of the children. The government provides curriculum for pre-primary education (Pre-primary Policy, 2009; pg.28 sec.3.2.4) and stakeholders provide scholastic materials (Pre-primary Policy, 2009; pg.39 sec.3.2.9).

Tanzania Education and Training Policy (ETP, 2016) gives a preamble with a list of policies which have been implemented by the Ministry since 1961. The introduction of pre-primary education programme is one of them and is in line with the Structural Adjustment Programmes, policies of education and training. Later on Ministry of Education and Culture MOEC, (1995:2-3) stipulates that the pre-primary school cycle will last for two years with no examinations for promotion purposes. This makes the structure of the formal education and training system to be 2-7-4-2-3+instead of the previous 7-4-2-3+.

Tanzania Education and Training Policy (ETP, 2016) gives the aims and objectives of pre-primary education as follows: To encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities; to identify children with abnormal patterns of development and education potentials and devise special

programmes for them; To mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour; to help the child acquire, appreciate, respect and develop pride in the family, his or her cultural backgrounds, moral values, customs and traditions as well as national ethic, identity and pride and finally to provide the child with opportunities to acquire and develop communication, numerical and manipulative skills.ETP emphasizes that pre-primary school education for children aged 4to 5 shall be formalized and promoted in the formal education system. This could mean attaching a nursery school to every primary school or assigning a number of nursery schools to feed one primary school. Particularly the government would promote, give incentives and liberalize the establishment and management of pre-primary schools (Hiza, 2013).

The government of Tanzania through the Ministry of Education, will positively support and enhance promotion of pre-primary education by training teachers. In order to improve the quality and competence of pre-primary education, the government will rise the entry qualifications for prospective teacher trainees and the minimum entry qualification for pri-primary teaching courses to be five credits in O'level.

The government will employ adequate teachers with academic and professional qualifications the minimum qualification for pre-primary teacher shall be possession of valid grade a teacher education certificate. In every primary school the government will employ and posit. Two teachers for each stream available at school. There will be a special programme for in-service training which will enhance pre-primary teachers to be exposed regularly to new methodologies and approaches of teaching and learning process (Education Policy, 2014).

The government of Tanzania in collaboration with other stakeholders shall set, establish good and standard infrastructure for pre-primary school pupils. This will include; provision of playing

ground, construction of toilets, two classes to every school that is situated in rural areas and urban centres. Another task will be to procure the physical facilities like classroom chairs, tables, teachers chairs, tables and cupboards as such facilities are among the most resources needed by schools to attain the good academic performance for pupils. The government will ensure that the construction of required pre-primary building and provision of furniture are maintained in every primary school under the supervision of the district executive director (Education Policy, 2014 pg. 32).

The curriculum for pre-primary education will focus on reading skills, writing skills and speaking. The Tanzania institute of education (TEI) shall be responsible for pre-primary school education curriculum design, development, dissemination, monitoring and evaluation as well as procuring syllabus, class textbooks and reference books (Gore, Nyakwara, & Kimani, 2014). Furthermore, the government shall establish, develop and promote the teachers resource centre in every district of which will be responsible for preparation. Prepare and supply instruction materials like visual aids, articles, district maps, drawings, pictures, colour objectives, matching sums (chart showing objects of different colours) counting numbers 1-10 and regional maps. Also local production and supply of instructional materials of the required standard will be encouraged and developed so as to facilitate teaching and learning pre-primary (Education Policy, 2014 pg 32).

1.1.2 Theoretical Perspective

The study shall be guided by the Socio-cultural Theory (SCT) and supported by the Systems theory. The Socio-Cultural Theory (SCT) is associated with works of Vygotsky (1896-1934). The theory gained roots in the 1920s and the 1930s (Sanders, 2005). The motives behind the SCT were to develop a Marxist-based psychology that would provide a framework for practice by people, solve children's psychological problems. This relevance of this theory is to help integrate individual development in social, cultural, and historical context (Olzman, 2006). Thorne, (2005) argues that the use of the SCT in early education reflects a paradigmatic shift from the emphasis placed on universalistic laws pertaining to children's learning and development characterised by the developmentally appropriate practice to localised laws of development and learning. Fler, (2006) and Harmer, (2005) observed that this trend is associated with the realisation that the human mind is predominantly situated in specific cultural contexts and enhanced through social interactions. The child's optimal development and learning can be realised by paying attention to the physical and social context, specific customs and child-rearing practices as well as teacher-ethno theories. SCT emphasises that policy formulation, analysis and quality be approached while paying attention to diversity of values, beliefs, biographies and interests inherent the policy stakeholders.

The concept of system theory was introduced by Burtalanffy in 1937. He integrated the ideas of general systems theory using biological systems as a means to understand the world at large (Irby, 2013). In any system there are things which are interrelated with one another that make the whole system more than just the sum of its element. Therefore, systems theory will help me to explain more on how school should function as a system towards the quality of pre-primary education.

Starlet (2011) argues that "in organizations, systems consists of people, structure and processes that work together to make an organization healthy or unhealthy". School as an organization which

consist of teachers and other stakeholders if they work together they will achieve the goal in quality of pre-primary education. Therefore, generally systems theory sees human behaviour as the outcome of shared interactions of persons who are within the same social systems. In addition to that it has been realised that establishing routine and consistently following them built important relational trust among the leader and teachers (Sterrett, 2011).

1.1.3 Conceptual Review

A Policy specifies standards in terms of physical conditions, teacher–child ratios, teacher qualification, and curriculum while Pre-primary education policy is part of the broader Education and Training Policy of the republic of Tanzania developed in 1995 and (MOEC, 2005). The pre-primary educational policy has not been developed as a separate document. Rather, it has been included in the larger policy document, *Education and Training Policy* (Ministry of Education and Culture, 1995). Pre-primary education in Tanzania concerns formal education for five- to six year- olds and it forms the first level in the 2-7-4-2-3+ education system – that is, pre-primary education, primary education, ordinary-level secondary education, advanced-level secondary education and tertiary/higher education, respectively (Mtahabwa, 2010). It is stated clearly in the policy document that each primary school is required to establish a pre-primary class/unit. However, the policy remains silent about the manner in which this particular level of education could be managed within primary school compounds (Mtahabwa, 2009).

Pre-primary education as a basic right is incomplete without a focus on quality and equity. In ECE, the quality of services largely begins with development of a comprehensive policy. Further, in order to achieve equity, the policy requires an equitable implementation plan to facilitate translation of the policy into practice. Although the preprimary educational policy in Tanzania has stated that each primary school needs to have a preprimary class/unit, this statement has remained impracticable for most primary schools in rural areas (Mtahabwa, 2007).

Pre-primary education also known as Early Childhood Education (ECE) is the education given in educational institutions to children prior to entering the primary schools. Early child-hood Education is the bedrock upon which excellent basic and sound education is built. ECE has been considered to be a pre-school, semi-formal education outside the home. Pre-primary includes the crèche, the nursery and kindergarten, introduced for children between the ages of 0 – 5 years. The current National Policy on Education (NPE, 20014)

Pre-primary education has taken a centre stage as a process of educating young children in educational institutions prior to their entry into primary schools in the current National Policy on Education (NPE, 2014), Early childhood education is labelled as Pre-primary education and is defined as the education given in an educational institution to children prior to their entering the primary school. As stated in the policy document, the purpose of Pre-primary education includes, among others: providing a smooth transition from the home to the school; preparing the child for the primary level of education; providing adequate care and supervision for the children while their parents are artwork; Inculcating in the child the spirit of enquiry and creativity through the exploration of nature, and the local environment, playing with toys, artistic and musical activities, etc. and teaching the rudiments of numbers, letters, colours, shapes forms, etc. through play, and inculcating social norms (Yelland, 2005).

Children who have had ECE have the following advantages: they are less likely to repeat classes; less likely to drop out of school and are less likely to be assigned to special need classes. ECE leads to higher achievement scores; higher completion rate in subsequent years of education; low correlation between such children and criminal activity. ECE programs include a wide range of part-day, full-school-day, and full-work-day programs under education, health, and social welfare auspices, funded and delivered in a variety of ways in both the public and private sectors (United Nations Educational, Scientific and Cultural Organization, UNESCO 2010).

Spodek and Saracho (2005) reveal that children who have had Early Childhood Education (ECE) or Early Childhood Development (ECD) services are typically provided for in centres, with interventions in the areas of health, nutrition, stimulation and education and a component of capacity building by care givers. The term Early Childhood Education (ECE), on the other hand, is used interchangeably with Pre-school Education (PSE) or pre-primary education (PPE) and focuses on services for children ranging in age from two to six years. This type of pre-primary education typically aims at preparing children for formal primary education. PSE has a strong content of education as a preparation for primary education. In this study, the term early childhood education refers to centre-based educational services provided to children below six years and the term pre-primary education to refer specifically to services provided in pre-primary schools in the two years before Primary.

1.1.4 Contextual Perspective

Tanzania like any other developing country has no clear early childhood education policy guidelines on increasing enrolment, registration, curriculum development, teaching materials and teacher training. Governments have to choose whether to start developing human capital from early childhood or wait until school-age or adulthood the government provides classroom for pre-primary school in each and infrastructure (pre-primary education policy 2009, page32 sec. 3.2.12). The amount of resources spent on the wellbeing of young children cannot be compared with the costs to be incurred later in the development of human capital. Heaver and Hunt (1995), listed a number of disadvantages associated with negligence to children's learning and development needs such as inadequate psychological, cognitive, neurological and psychomotor systems which make children less active and less responsive to stimulation. This hampers the development of quality of citizens a nation deserves for the labour market and is a major root cause to unemployment and underdevelopment of the economy.

According to Uwezo report (2016), a big challenge in Tanzania is that pre-primary education is not prioritised or properly resourced. Pre-Primary teachers are paid less than other teachers, they are not offered as much training as other teachers and severely lack teaching and learning materials to deliver quality learning experience. Increasingly, middle class parents are sending their children to private schools that have their own standards and select students based on ability to pay and capability (Haki, 2014)

The national educational policy specifies the same standards for pre-primary education regardless of location. However, in Kagera region and specifically Ngara district, rural classes have considerably less space, larger group sizes, less favourable teacher/pupil ratios, fewer instructional resources and less qualified pre-primary teachers than urban classes. Teacher professional qualifications appear to influence the quality of classroom interaction more than the physical setting and resources. Hence divergence in facilities hinders effective quality of the education policy and realization of the goals of early childhood education (Lyabwene, Mtahabwa and Nirmala Rao, 2010).

Similarly, Irby (2013) identified the major problems of pre-primary in Tanzania as; inadequate supply of teaching and learning materials, limited physical facilities, unqualified and inadequately trained teachers, limited care, social welfare and undesirable health environment for children. All seemed to have compromised the quality of early childhood education in Ngara district, Kagera region-Tanzania and hence the need for further research.

1.2 Statement of the Problem

Pre-primary plays a significant role in the introduction of basics learning skills, which are vital for their subsequent formal education at all levels. Although the Tanzania National Pre-Primary Educational Policy specifies the same standards for ECE regardless of location, the quality of early child education continues to decline due to poor government support, inadequate infrastructure as well as lack of sufficient instructional materials (Ngikundael, 2016). Since the commencement of the quality of the National Policy on Education in Tanzania in 2007 which seeks to ensure an optimal and qualitative pre-primary, stream of concerns have been raised by stakeholders in respect of the quality of education in pre-primary and its actual quality (Twaweza, 2014). Brook Meyer et al., (2011), note only 42.4% of children are accessing that service. Uwezo (2012) also adds that less than one in three children were able to pass the Swahili test (32%) and numeracy tests (29%), only one in six passed the English test (16%); less than one in six passed both the literacy and numeracy tests (15%). Three out of ten children live in peace and are happy as the community makes it safe at the school (McAlpine, 2016; Mmasa, 2016). No single study had been done to examine the link between pre-primary educational policy and quality of early childhood education. As a result, there is lack of knowledge on how the pre-primary educational policy is implemented/practiced to influence ECE quality. Therefore, there was urgent need to conduct a study to assess the effect of pre-primary educational policy on the quality of early childhood education in Ngara district, Kagera region-Tanzania.

1.3 Purpose of the Study

The study sought to examine the effect of pre-primary educational policy on the quality of early childhood education in Ngara district, Kagera region-Tanzania

1.4 Objectives of the Study

The study was guided by the following specific objectives:

- i. To determine role of the Government Support towards improving the quality of early childhood education in Ngara District, Kagera Region-Tanzania.
- ii. To assess the relationship between Infrastructure being used and the Quality of early childhood education in Ngara District, Kagera Region-Tanzania.
- iii. To establish the role of Instructional materials in enhancing the quality early childhood education in Ngara District, Kagera Region-Tanzania.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the role of Government Support towards improving the quality of early childhood education in Ngara District, Kagera Region-Tanzania?
- ii. What is the relationship between Infrastructure and Quality of early childhood education in Ngara District, Kagera Region-Tanzania?
- iii. What is the role of Instructional materials in enhancing the quality early childhood education in Ngara District, Kagera Region-Tanzania?

1.6 Significance of the study

The results of this study will be beneficial to different stakeholders in different ways as explained below;

The study findings will contribute to a better understanding of how pre-primary policy is linked to fulfilment of the education needs of children in Tanzania.

More specifically, the findings at the practice level will be used to inform policy. The pre-primary educational policy-makers may be sensitised on the need to develop policies that sought to improve practice by focusing on the quality of teachers.

The study will also contribute to research work done in pre-primary education in Tanzania. Indicate strategies and intervention to explore and overcome the challenges in inclusive education schools. This gives insight to policy makers, curriculum developers and other educational stakeholders at various levels to take measures to overcome the existing problems of implementing inclusion in primary school in Tanzania.

The study results will be used as reference to other researchers who want to do their research in pre-primary education. The study will make a contribution to research knowledge in the field of pre-primary education. It will also help to make such schools very effective, achieve good results in impacting knowledge and better preparation for primary education.

1.7 Scope of the Study

1.7.2 Geographical scope

The study was carried out from Ngara District pre-primary schools. The district is located in Kagera Region Tanzania. the district was chosen because it was experiencing poor quality of pre-primary education.

1.7.1 Content Scope

The study focused on examining the effect of pre-primary educational policy on quality of early childhood education in Ngara District- Tanzania

1.7.3 Time scope

The study was conducted within the period between January 2017 – December, 2017 as it is possible to find the respondents of the study within the selected area of the study.

1.9 Definition of quality

Curriculum consists of the principles of education, the content for pre-primary schools in each year and the related subject, methods to be used in teaching and learning, goals and the objectives intended to be achieved in primary education.

Early Childhood Education (ECE) is the education given in educational institutions to children prior to entering the primary schools.

Early child-hood Education is the bedrock upon which excellent basic and sound education is built.

Early childhood education/ nursery education is a type of education given to children in a formal educational institution from the ages of three to five plus, prior to their entering primary schools.

ECCE or the term ECD to refer to services (in the terms of health, nutrition, stimulation and education, and a component of capacity building for care givers) for children from birth to eight years of age.

Education may be defined as the process of imparting knowledge, skills, values, norms and culture from one generation to another in a society. In line with this education is the influence exercised by adult generations on those that are not yet ready for social life (Lauder et al., 2006).

Government support in accordance to the ECD policy encompasses: to supply teachers, curriculum guidelines and resources for children aged 5-6years

Policies tend to specify standards in terms of physical conditions, teacher–child ratios, teacher qualification, and curriculum. These factors influence teachers’ ability to plan and meet children’s needs. In this study, the large classes with a wide age range of children posed challenges for the teachers to manage and interact effectively with pupils.

Pre-primary education policy is part of the broader Education and Training Policy of the republic of Tanzania developed in 1995 and (MOEC, 2005). Under this policy, the government mandated primary schools to establish a pre-primary class in partnership with communities. Pre-primary education for five- to six-year-olds was declared a government responsibility.

Quality can be viewed in terms of input of process (curriculum, process implementation and reform) and in terms of results (development status and learning of children).

Quality in early childhood programs is embedded in a political, cultural and economic life; lists quality learner, learning environment, quality content, quality process and quality outcome as being central for programme quality.

Teacher quality stands to be one of the most important determinants of high-quality education and could offset both poor material environments and unfavourable adult/child

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature reviewed in relation to the research objectives. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to the Pre-Primary Educational Policy and Quality of early childhood education.

2.1 Theoretical Review

2.1.1 The Socio-Cultural Theory (SCT)

Socio cultural theory has made a great impact on the learning and teaching profession. The theory advocates learning, including L2 acquisition, as a semiotic process where participation in socially mediated activities is essential. Vygotsky (1896-1934) is one of the Russian psychologists whose ideas have influenced the field of educational psychology and the field of education as whole. For him, although biological factors constitute the necessary pre-requisite for elementary processes to emerge, socio cultural factors are indispensable for elementary natural processes to develop. He argues for the uniqueness of the social milieu and regards socio cultural settings as the primary and determining factor in the development of higher forms of human mental activity such as voluntary attention, intentional memory, logical thought, planning, and problem solving.

One of the fundamental concepts of socio cultural theory, according to Lantolf (2000), is its claim that the human mind is mediated. Lantolf claims that Vygotsky finds a significant role for what he calls „tools“ in humans“ understanding of the world and of themselves. According to him, Vygotsky advocates that humans do not act directly on the physical world without the intermediary of tools. Whether symbolic or signs, tools according to Vygotsky are artefacts created by humans under specific cultural (culture specific) and historical conditions, and as such

they carry with them the characteristics of the culture in question. They are used as aids in solving problems that cannot be solved in the same way in their absence. In turn, they also exert an influence on the individuals who use them in that they give rise to previously unknown activities and previously unknown ways of conceptualising phenomena in the world. Therefore, they are subject to modification as they are passed from one generation to the next, and each generation reworks them in order to meet the needs and aspirations of its individuals and communities.

Williams and Burden (1997) claim that socio cultural theory advocates that education should be concerned “not just with theories of instruction, but with learning to learn, developing skills and strategies to continue to learn, with making learning experiences meaningful and relevant to the individual, with developing and growing as a whole person”. They claim that the theory asserts that education can never be value-free; it must be underpinned by a set of beliefs about the kind of society that is being constructed and the kinds of explicit and implicit messages that will best convey those beliefs. These beliefs should be manifest also in the ways in which teachers interact with students.

Socio-cultural theory has a holistic view about the act of learning. Williams & Burden (1997) claim that the theory opposes the idea of the discrete teaching of skills and argues that meaning should constitute the central aspects of any unit of study. Any unit of study should be presented in all its complexity rather than skills and knowledge presented in isolation. The theory emphasizes the importance of what the learner brings to any learning situation as an active meaning-maker and problem-solver. It acknowledges the dynamic nature of the interplay between teachers, learners and tasks and provides a view of learning as arising from interactions with others.

According to Ellis (2000), socio cultural theory assumes that learning arises not through interaction but in interaction. Learners first succeed in performing a new task with the help of another person and then internalise this task so that they can perform it on their own. In this way, social interaction is advocated to mediate learning. According to Ellis, the theory goes further to say interactions that successfully mediate learning are those in which the learners scaffold the new tasks. However, one of the most important contributions of the theory is the distinction Vygotsky made between the child's actual and potential levels of development.

2.1.2 Supported by the Systems theory

The concept of system theory was introduced by Burtalanffy in 1937. He integrated the ideas of general systems theory using biological systems as a means to understand the world at large (Irby, 2013). In any system there are things which are interrelated with one another that make the whole system more than just the sum of its element. Therefore, systems theory will help me to explain more on how school should function as a system towards the quality of pre-primary education.

Starlet (2011) argues that “in organizations, systems consists of people, structure and processes that work together to make an organization healthy or unhealthy”. School as an organization which consist of teachers and other stakeholders if they work together they will achieve the goal in quality of pre-primary education. Therefore, generally systems theory sees human behaviour as the outcome of shared interactions of persons who are within the same social systems. In addition to that it has been realised that establishing routine and consistently following them built important relational trust among the leader and teachers (Sterrett, 2011).

2.2 Review of Related literature

2.2.1 Role of Government Support towards the Quality of Pre-primary Policy Education

UNESCO, (2007) observed that, Government has a great role to play in ensuring that it supports pre-primary Education, and that is done in different ways from one country to another as stated

by different scholars (Education For All Global Monitoring Report, UNESCO, (2007). For example, in Nigeria the Government supports pre-primary education policy by establishing one set of state regulatory standards that applies to all early childhood programs. Given the fact that Nigerian children suffer deprivation from lack of essential social services in terms of poor nutrition, health care, sanitation, safe water and general protection from environment disasters, such situation necessitated the government to form the National policy for integrated early childhood care and supports the children aged to 2 through 5 years so as to enable them to access pre-primary education (Osho, Aliyu, Okolie & Olugbenga, 2014). The study sought to establish whether Tanzanian government has a pre-primary policy that allows children to have accessibility and quality education.

Similarly, Eriba (2011) observed that government designed steps to achieve the objectives of pre-primary education in Nigeria like provision and distribution of policy guideline for the establishment and management of pre-primary institutions and this encourages both public and private efforts in the provision of pre-primary education, making provision in Teacher Training Institution for production of specialist teacher in Pre-primary education and ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community (Brooker, Liz and Woodhead, 2012). The Effectiveness of various teaching methods in ECE was the major step taken in order to establish and develop the orthography for many more Nigerian languages, and to achieve this, much efforts has been put in Producing textbooks of Nigerian languages which also contributed much in promoting the standard of pre-primary since language helps young children to, interact, learn, read and understand written materials that are used for teaching and learning processes, Hence, Nigeria has considered this as one of the influencing factor that can promote early child hood Education (Olaleye, Florence and Omotayo, 2009). The study seeks to establish the extent to which Tanzanian government manages a

standardised pre-primary education to allow children, learn, read and understand written materials that are used for teaching and learning processes.

In addition to the above, Osariemen (2013) adds that, National Policy on Education, Food, Nutrition and Health are laws and policies which have given shape to different scrotal interventions on Early Childhood Care and development in Nigeria. World data on education: Nigeria, UNESCO-IBE(2010-2011),currently however, an Integrated Early Childhood Development (IECD) policy, that integrates interventions from the various sectors to promote an integrated holistic approach to the development of the child in its very earliest years, efforts are also targeted at vulnerable or disadvantaged children through community-driven and home based care and support for young children age 0-3 years supported by UNICEF in focus communities nationwide has boosted access of very vulnerable and disadvantaged children to early childcare and early learning (UNESCO, 2007). Launching of the children and AIDS campaign in Nigeria with increased focus, care and attention to children affected by the HIV and AIDS' scourge. This study pursued to understand how Tanzanian national policies entice early childhood care and learning among children of 6years and below.

In 2002 the Curriculum Development Centre of the MONE announced the Competence-based Curriculum for Early Childhood Education. A first of its kind, the curriculum is proving its potential as a key instrument for converging different services within a progressive lifelong learning framework. It also showed the Ministry of National Education (MONE's) clear awareness of the need to embrace different types of services, not only administratively but also pedagogically, this is an indication that the MONE is prepared to assume the role of lead agency in early childhood (Hua, 2010). The researcher intended to establish the extent to which Tanzanian educational curriculum supports infant progressive lifelong learning framework.

UNESCO (2006) report provides Education for all states that Government should provide Funding for Pre-Primary funding needs to be given maximum consideration because it is very crucial in achieving success in any educational enterprise. In ECE, adequate funds need to be made available for provision of many resources and activities which include stimulating materials for teaching, training and re-training of staff (teachers and caregivers), enrichment and sensitization of programmes through regular workshops, monitoring, feeding, immunisation, supervision and inspection, report writing, publications, school meals and training manuals among others (Alabi & Ijaiya, 2014). The study shall find out whether Tanzanian government provides funding to pre-primary education and further assess the effect of the funding in realization of effective and efficient teaching, training and re-training of staff (teachers and caregivers), enrichment and sensitization of programmes through regular workshops, monitoring, feeding, immunisation of children under ECD especially in Ngara district.

According to Osho, Oluwafemi, Aliyu, Okolie & Olugbenga (2014), overseer of Supervision during Quality of Pre-Primary Policy is needed to ensure effective quality of any educational programmes, supervision must be given adequately in order to gather information from children, caregivers, parents, communities, and general ECE environment, supervision of ECE can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in its quality (Nakpodia, 2011). This study shall assess how government's ability to monitor and supervise the quality of early child education programmes in relation to the policy requirements.

In another study by Obidike (2012), revealed that "Government has a duty and role to play as far as providing effective Supervision of Early Childhood Institutions. No educational plan however excellent it may be, can be effectively implemented if the school supervision is ineffective. State Ministry of Education officials are in principle, supposed to visit and inspect the physical plant, the human and other resources available in a proposed nursery school and if these are found to be

adequate, the ministry would approve the school for operation. In most cases these visits are made a long time after the school has become operational and had been paying the prescribed taxes. The same is true in regard to teachers in nursery schools. Some of the people employed to teach the children are neither trained to teach nor do they know how to handle or relate with children (Tombowua, 2013). The researcher conducted a study in Ngara district to establish how supervision of pre-primary education facilitate effective operationalisations of Nursery schools in Ngara district.

Similarly, Government has a responsibility to increase advocacy and other stakeholders to ensure that young children are fully- protected from the scourge of the disease. According to UNESCO (2007), the curriculum for Early Childhood Education in Nigeria was reviewed and revised in 2003/2004 using an integrated bottom up approach, targeting children age 1-5 years. This is for use by theme, and a training manual of the curriculum; is in process of development. The training manual is expected to promote the integrated approach and sectoral interventions- health, nutrition, water and environmental sanitation, psycho-social care, early learning and creating a conducive environment for them to service, live, learn and reach their full potentials (Nfua, 2008). It remained unclear to whether this is applicable in the quality of early childhood education in Ngara district, Kagera Region-Tanzania.

Olaley, lorence and Omotayo, (2009), noted that artificial distinction of services naturally leads to a fragmented inspection process if a facility has more than one service component, it is visited by more than one source of authority, such duplication is particularly lamentable where the Early Childhood Education (Pendidikan Anak Dini Usia-PADU) Directorate is interfaced with the Directorate of Kindergarten and Primary Education. For instance, Taman Kanak-TK (Kindergarten, is the main centre-based pre-primary education service catering for children ages 4+- 6+years) and Kelompok Bermain- KB (Playgroup, caters for children ages 2+- 6+years) are

normally delivered in the same service structure as the senior and junior classes, respectively. Alabi and Ijaiya, (2014), added that, but TK is inspected by the Directorate of Kindergarten and Primary Education, and KB by the (Pendidikan Anak Dini - PADU) Directorate, when a TK service uses the PADU curriculum, it will still have to receive inspection from the Directorate of Kindergarten and Primary Education. The two Directorates and their subsidiaries interact little or not at all, either at the central or at the local levels, jeopardising the continuity of the child's early childhood experience (Nwakaego, 2007). This study pursued the noble goal of finding out how quality of Pre-primary education policy in Tanzania has jeopardised the continuity of the children's early learning and experience.

Zachariah (2012) revealed that the ECE Consortium should be reinforced and mobilised as an important partner of the Government in implementing its decisions on the ground. Meanwhile, the Government is suggested to examine the functionality of the ECE Forum as a body for formulating an integrated policy for early childhood. As described earlier, what is needed more than a coordination mechanism in developing an integrated policy? This provides a clear line of authority and leadership, which can most efficiently muster partnerships across different partners and stakeholders (Oyewumi, Alhssan and Ofoha, 2010). The research sought to establish how Tanzanian facilitates the functionality of pre-primary policy to enable the psychomotor development of children.

Another study done by Ejuu (2012), in Uganda states that government supports pre-primary education policy through providing funds from government, stimulating the needs to a comprehensive early childhood policy and creating awareness on the importance of early childhood education, this has necessitated the establishment of day care centres, nursery school which are being run by private institutions in many parts of Uganda. There is need to assess the

extent to which Ngara district utilises ECE funding to enable day care centres, nursery inclusively promote child education and early learning policy.

In addition to the above, Global Monitoring Report (2015), concerning policy issues, the Education for All (EFA) Plan should highlight more explicitly the existing disparities in access and quality of early childhood among children from different regions and family backgrounds. The target goals – both access and quality – should be set at different levels for urban and rural areas, given the current disparities. The same could be said about the specific aspects of quality. Without a set of region-specific goals identified at the national level, it will be difficult to motivate local authorities to develop operational plans to implement global goals (Jin, Nirmala and Pearson, 2015). The study assessed the extent to which disparities in access and quality learning affect early child hood learning in Ngara district.

Indeed, because of Indonesia's decentralisation policy, national goals are elaborated at the local level. But the Review Team observed little sign of systematic planning at the local level. Sub national planning should not be a mere technical/bureaucratic exercise. It should be based on a clear assessment of local needs and seek to involve and coordinate all agencies and stakeholders. The ECE Forum could be a convening power in this regard, at least for information exchange among stakeholders (Tombowua, 2013). There was need to find out the extent to which Ngara district community support and contributes to the needs early childhood education in Tanzania.

In line with the above, Zakariyah (2012) noted that, Child Care and Education should work together to develop the government support and incentives for states to create unified preschool education systems that link with their existing public education systems. These government agencies should model interagency collaboration. To the maximum extent possible, the government should promote system integration and be itself a model of the collaboration across

sectors that is needed to create a unified system of preschool education in every state. The study sought to examine the extent to which unification of pre-primary education systems promotes effective child early learning in Ngara district.

Another study by Oyewumi, Alhassan and Ofoha, (2010), revealed that the government should provide financial incentives to institutions that undertake staff recruitment and retention initiatives that are cross pre-primary sector. The teacher shortage is severe and affects all child care programs and prekindergarten programs. Effective initiatives will address the key factors of appropriate preparation, day-to-day working conditions and compensation that currently undermine the recruitment and retention of qualified staff. The researcher found out how lack of enough pre-primary teachers has affected child care and educational programmes and realization of its goals and objectives.

Further still, UNESCO (2008), argues that it is a responsibility of government to boost Early Childhood Professional Development. This can be done through expanding and re-structuring to support developing countries to develop early childhood professional development systems Early Childhood Professional Development Systems Toolkit, (2009). The Early Childhood Professionalization Act, passed in the Higher Education Act of 1992 but never funded, offers a useful framework to build on in Uganda (Education White Paper, 2001). The study seeks to examine the extent to which pre-primary policy of Tanzania has enabled the expansion of early childhood education and facilitated the professional development systems of Early Childhood in Ngara district.

In agreement with the above Nakpodia (2011) states that the government should create financial incentives for states to fund full-day kindergarten with standards for quality such as early childhood qualified teachers and effective curricula. This could be done in combination with

current government support for class size reduction in primary grades similarly, Olaleye, Florence, and Omotayo (2009) add that, Class size reduction funds could be extended to include preschool programs. Adequate facilities are a concern for nearly all preschool programs. A facility improvement and expansion fund should be established to help preschool programs to construct and renovate space and to help schools with the expansion necessary to accommodate full-day kindergarten. The researcher ascertained how Ngara district has early childhood qualified teachers and effective curricula quality backed by government support.

It was also studied by Hua (2010), that, Government has a responsibility to provide Quality and Qualification of Teachers for early childhood development. The quality of the teachers determines the strength of any educational system and the value of the learners (Sheridan and Knoche, 2009). In Nigerian early childhood institutions today, the teacher quality is generally low. It is only a few of the nursery schools especially those owned by educational university graduate teachers and holders of Nigerian Certificate in Education (NCE) qualifications, competent and committed teachers and are also capable of retaining such teachers. Most others employ a few NCE teachers (if any at all), who are usually underpaid, while others employ mainly Grade Two teachers and secondary school leavers with school Certificate or General Certificate (ordinary level) qualification. In a situation where most of the teachers in our early childhood institutions are unqualified and/or unprofessional, effective teaching and learning cannot be achieved (Nwakaego, 2007). This contravenes the policy guidelines and quality of early childhood education. This study found out how low teacher quality affects the realization of effective and quality early childhood education in Ngara district.

In view of the limited resources available for early childhood, the Government is unlikely to be able to pursue all of its planned goals with equal attention. Moreover, in order for the plan to become a real instrument for action, the long-term goals should be translated into short-term plans,

which should be tested for feasibility in order to make them realistic. A phased approach is needed, prioritising and optimising to build on existing structures and practices. The prioritisation may be expressed in terms of the age group and the type of services that would receive policy attention and investment (UNESCO, 2007). This study found out how Ngara district conducts prioritisation of the aspects of ECE to achieve quality pre-primary education.

2.2.2 Pre-Primary School Infrastructure

According to Ibrahim Yaro, Rozita and Salleh (2016), School infrastructure refers to suitable space that designed for safety and comfort to allow teaching and learning processes, it encompasses the quality of school buildings and may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Uchem and Ngwa (2014), adds that, factors like on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on taste. This study sought to find out whether pre-primary schools in Ngara district have suitable space that designed for safety and comfort to allow teaching and learning processes.

Similarly, Shey (2010) states that infrastructure should allow Children's play and that can be divided into deferent types of play, which often overlap, Dramatic-Fantasy-directed play with dressing up in costumes, assuming roles as characters, using toys to represent characters in stories, creating imaginary settings, and pretending to take on the roles of adults, Manipulative - Holding and handling small toys often used to build objects but also found in puzzles, characters, beads, etc. Physical-using the whole body in activities with bikes, balls, jump ropes, hoops, play structures among others. Creative-using art materials such as paint, clay, markers, pencils, glue, etc. The play takes place in the process of using the materials,

not in the end product (Rodriguez, 2016). The researcher intended to establish if Ngara district has desirable infrastructure that allows children's play.

Rodriguez (2016) reported that duration of the pre-primary education courses and classroom organization is not suitable. With the duration of pre-primary education course, priority will be accorded expanding coverage following the present pattern of the one year course; daily 2 to 3 hours for 5-6 days a week. On completion of the one year course children will move into nearby primary schools (Dahar and Faize, 2011). In regard to the number of children in each centre or class, ideally, there should be no more than 20-30 children in each class with preferably two teachers/facilitators. However, the actual number of children may vary based on the available space in the learning centre for organizing learning sessions in a child friendly environment and resources for facilitators (MoES, 2011). The study sought to evaluate the suitability of pre-primary education course and prevailing classrooms in Ngara district.

Frost, Wortham and Reifel, (2008) reveal that in terms of spaces and facilities, there are long established and broadly agreed programmatic requirements for the design of pre-school kindergartens and nursery schools. For example, Joseph Featherstone in a series of articles published in the 1960's in *The New Republic*, set out a clearly prescribed set of ideal conditions: Storage space, including individual lockers, rooms divider, flat working surfaces, easels, play store, dress-up area, with racks for adult clothes, costumes; puppet theatre, library alcove, with book shelves, tools and zoo. This emphasizes on the infrastructure or components that should be provided for children to support their study programme. Pre-primary education fact sheet (2003-2015). The study shall assess the extent to which infrastructure development enhances the child learning in Ngara district pre-primary schools.

Copple & Bredekamp (2009) recommends that all children and young people take part in at least one hour a day of physical activity including PE, play, sport, exercise, dance, and outdoor activities - much of which could be supported by schools' classroom or environment. It therefore appears that far more attention could be given to the outdoor space rather than relegating it to the status of 'ancillary accommodation'. In particular, children with disabilities are found to be at greater risk of diseases associated with inactivity because they are less active than other young people. Therefore, an appropriate outdoor environment is particularly important to meeting their needs (Frost, Wortham & Reifel, 2008). The researcher found out how often pre-primary children take part in the physical activity and how they have benefited from PE activities.

Edwards, Bayless, & Ramsey (2009) assert that there is a concern that unless it is clear that the school grounds are a fundamental part of the school environment then it is possible that the focus of plans will fall back onto buildings. Mention is made of the outdoor space, 'external environment: this includes the physical construction and condition of buildings and grounds, and the impact on the local environment, taking account of issues such as noise, pollution, efficient use of resources, sustainability and transport' (Waigera, 2013). This study sought to evaluate the basic requirements for suitable pre-primary play grounds and their effectiveness to enhancement of early childhood education in Ngara District.

Socio-dramatic Play; Dolls and stuffed animals, Props for dramatic play (hats, neckties, child stethoscope, eyeglasses with lenses, etc.) Miniature life figures Housekeeping equipment and props (child-size broom, dishware, table and chairs, among others (Frost, Wortham, Reifel, 2008). The study shall find out if Ngara district pre-primary schools have desirable children play materials that promote effective child learning.

In addition, Lumeng, (2009) noted that other pre-primary infrastructure includes; Fine-Motor Play: Clay, Puzzles, Art supplies (finger and water paints, brushes, markers, crayons, scissors extra), Beads for stringing, Construction materials (small blocks, Legos, Lincoln Logs, to mention but a few). There is need to establish whether these facilities prevail in pre-primary schools of Ngara district and whether they are provided for in the Tanzanian pre-primary policy.

Obidike, (2012) states that the main challenge to the delivery of training in Indonesia is that of streamlining divergent training channels without having to forgo potential venues. The principle should be to make the most of all possible actors and venues -communities, individual services, NGOs, professional associations, government and private training institutions, colleges and universities (Tuntufye, Selemani & Mwamwenda, 2014). But to prevent the system from becoming fragmented, a streamlined line of authority must ensure that the training offered by different actors and institutions meet basic standards, such as comprehensive coverage of the elements required, minimum number of hours, and the qualifications and relevant experiences of trainers (Parlakian & Lerner, 2010). The study seeks to evaluate whether MoEs ensures that the pre-primary training offered by different actors and institutions meet basic standards, such as comprehensive coverage of the elements required, minimum number of hours, and the qualifications and relevant experiences of trainers.

Large-motor control, participation in group games, and learning about the wonders of nature take place as the children play outside. These activities allow children to improve their attention span and concentration skills, small motor control, eye-hand coordination, attention to detail, perseverance, and the joy of learning. Responsibility for one's own learning is developed as the children make their own choices (Oyewumi, Alhassan & Aloha, 2010). The researcher seeks to evaluate how children in pre-primary schools of Ngara district play games to improve their

attention and concentration skills, small motor control, eye-hand coordination, attention to detail, perseverance, and the joy of learning.

Yoro, Arched and Salle (2016), state that the school premises are walled in with lock up gate for safety of wandering children and movement of vehicles. School buildings are well constructed and comfortable for learning in the pre-primary institutions. Sick bays are provided for suddenly sick and weak children. Low level good toilets and wash have basins are provided for children. Libraries are well equipped with books and relevant materials for children and teacher's use. Good source of water is available in schools. Transport facilities are available for the conveyance of children, Desks and chairs are provided for children's comfort, Tables and chairs are available for teacher's use, Play pens are found in the playground, Swings are in place for the children's physical exercises, Ladders are provided for children's exercises, Skip ropes are provided for children to play with, Teachers specialized in ECE, Well ventilated classrooms, Child sized furniture, Spacious playground, Beds/beddings, TV/computer, Bathrooms, Nature table/ corner, Toys and models, Charts and wall drawings, Playing equipments, like see-saw, swings and Safe and clean water (Uchem, 2014). There is need to conduct a study to evaluate whether the presence or absence of lock up gate, Libraries, Desks and chairs and Child sized furniture affect children in early childhood education in Ngara district.

In addition to Pica (2009), early childhood curriculum care has to be included in the professional development or training of nursery teachers of Nigeria's Universities since 1991. The concept has also been integrated in the syllabus of Colleges of Education throughout the country. In-services training on the early childhood development concept and learner centered pedagogy for handling young children is continually provided to teacher/caregivers in public ECC/ pre-school facilities in UNICEF supported focus Local Government Associations (LGAs) nationwide. However, it is being recognized that early childhood care and early stimulation is the basis upon which

attainment of the child's fullest potential depends. There is need to conduct a study to find out whether pre-primary teachers in Ngara district are fully knowledgeable about the concept of early childhood development and learner centred pedagogy for handling young children and continually serve as devoted teachers/caregivers.

Akbari and McCuaig (2014) adds that only 30% of the schools had furniture suitable for ECE, and in these schools the classes were overpopulated. 10% of the schools had no furniture for both teachers and pupils, while in some 10% only the teachers had furniture to use. For the remaining schools, the available furniture could not accommodate the pupils. This is obviously a very bad situation that should be looked into and given urgent attention by relevant educational body (Virginia, Mawere and Muguti, 2015). The study seeks to establish whether pre-primary schools in Ngara district available furniture can accommodate the children well.

Similarly, Shey (2010) laments that resources including television/computer systems, nature table/corners, toys and models, charts and wall drawings and even playing equipments like see-saw, merry-go-round, slides etc. are almost completely not available in any of the schools. Anderson, (2014) also found out that some very necessary facilities for the convenience of the children like toilets, bathrooms, beds/beddings and clean and safe water are not available. It is a known fact that children of ages 2 to 5 years have little or no control over their need for using the toilet. It is also known that they sleep easily due to their low concentration span, and always need to drink water and be cleaned very often (Olaleye et al., 2012). There is need to conduct research to examine how these needs would be met in the absence of the required basic facilities in Ngara district.

Nfua (2008) states that, teaching and learning materials like furniture for both teachers and pupils, television sets/computer systems, nature table/corners, toys and models, charts and wall drawings

and playing equipments like see-saw, merry-go-round, slides etc. should be made a vital provision in all learning centres for effective teaching and learning. Toilets, bathrooms, beds/beddings, clean and safe water and other basic facilities/resources should be made available. A maximum of 30 pupils should be allocated to a teacher for effective teaching and learning. This may require employing more teachers who specialize in ECE. Creche/Day care levels should be introduced in all ECE learning centres to help working mothers. It is strongly believed that if the above recommendations (UWEZO, 2016) the researcher seeks to investigate the adequacy, sufficiency, effectiveness and utilisation of teaching and learning materials in Ngara district.

Uzoigwe (2007) revealed that the objectives of pre-primary education in the country can only be achieved if the policy is consistently and effectively implemented. For this to happen, government, especially at the local level, should show more interest in early childhood education by providing some of the facilities and funds and must make sure that all those measures stated in the policy document aimed at facilitating the achievement of the objectives are put in place. More effective control should be exercised over the establishment of nursery schools. Approvals should be given to building plans of nursery schools before construction work starts in order to standardize some of the infrastructural facilities. These facilities should be inspected and declared adequate before the admission of the first batch of children. Effective measures should be taken to ensure that such facilities are available to children in rural areas. Very importantly, the facilities and activities in these schools should be closely monitored and regularly inspected to enhance the quality of their educational programmes (Frost, Wortham & Reifel, 2008). The researcher seeks to conduct a study to examine whether pre-primary policy is consistently and effectively implemented to influence the quality early childhood education in Ngara District.

2.2.3 Pre-Primary School Instructional Materials

Pre-primary education is globally recognized as important in laying the foundation for a child's further education and character formation. As the most significant resource in schools, pre-primary school teachers are critical to ensure that learning takes place at the pre-primary education centres (Okune, Gudo, Owino and Odongo, 2016). The competent use of instructional materials in pre-primary education is expected to enhance classroom interaction which results in effective learning and positive outcome in education. However, with the mushrooming of pre-primary education centres across the country, lack of proper supervision and regulation of pre-primary education, there are concerns as to whether there is proper use of instructional materials in classroom interaction in Juja zone, Kiambu County, Kenya (Gachoki & Warui, 2015). The study pursues to evaluate the supervision and regulation of pre-primary education instructional materials in Ngara district.

The study done by Hua, (2010), early childhood curriculum care has to be included in the professional development or training of nursery teachers of Nigeria's Universities since 1991. The concept has also been integrated in the syllabus of Colleges of Education throughout the country. In-services training on the early childhood development concept and learner centered pedagogy for handling young children is continually provided to teacher/caregivers in public ECC/ pre-school facilities in UNICEF supported focus LGAs nationwide. However, only now it is being recognized that early childhood care and early stimulation is the basis upon which attainment of the child's fullest potential depends. There is need to conduct a study to evaluate the extent to which this applies to Ngara district pre-primary schools' education.

Also Nfua (2008) said that, other equally essential teaching and learning materials are indispensable for effective teaching and learning in the ECE level of education are unavailable in

most schools. It is not clear with the case of Ngara district pre-primary schools unless this study is conducted to unveil the prevailing circumstances.

Nakpodia (2011) states that the government should create financial incentives for states to fund full-day kindergarten with standards for quality such as early childhood qualified teachers and effective curricula. This could be done in combination with current government support for class size reduction in primary grades. Similarly, Olaleye, Florence, and Omotayo, (2009) add that, Class size expansion funds could be extended to include preschool programs. Adequate facilities are a concern for nearly all preschool programs. There is need to conduct a study to help Ngara district pre-primary schools improve and expand facilities and programs through a well-established fund necessary to accommodate full-day kindergarten.

Nsa, Ikot & Udo (2013) submitted that whatever input is made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little avail if the teacher is unskilled, poorly trained or even ignorant. This is to say that whatever intervention the federal government of Nigeria makes to improve ECE will be of little effect if pre-primary school teachers are not given constant professional development. There is need to conduct a study to find out the level of skills and training attained by pre-primary teachers in order to determine the value of early childhood education in Ngara district.

Regardless of the format of the game, students can simultaneously build their problem solving skills while having fun throughout the process if an instructional game is well-designed (Harris, 2009 and MacKenty, 2006). There are many factors to consider including: 1) which game best integrates into the existing curriculum, (Harris, 2006, p.26) which game meets the objectives of the topics being taught, (MacKenty, 2006, p.48) and 3) what are the instructor's personal beliefs

on teaching pedagogy (Van De Bogart, 2009). This study seeks to establish whether there are many gaming formats that educators can choose from within Ngara district pre-primary schools.

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings (Chelimo, 2014). There is need to conduct a study to assess whether flash card prevail in pre-primary schools in Ngara District.

Also Glenn (2008) suggested that, flashcards are used to help learners distinguish letters since many letters look similar for children, letter flashcards are used to distinguish between similarly shaped letters for example C/ O, P/R, L/J. Flashcards are used to help children identify sounds in words as well as matching that sound to the corresponding letter. Flashcards are also used to help children identify simple words like three letter words CAT, DOG. They are also used to help children recognize two-letter diagraphs that according to NACECE guidelines in Kenya. Glenn (2008) states that material should be displayed in a manner that the child will be interested in them and have an access to them easily. This study seeks to examine how early childhood is well developed and effectively conducted in Ngara nursery schools using Flash cards.

Mabugu and Rakabe (2015) revealed that Government provides a full or partial subsidy for constructing and/or upgrading community or nongovernmental organization-based facilities, as well as private ECD facilities in poor areas. The national and provincial departments of social development develop well-coordinated and integrated ECD infrastructure sector plan because, without one, piecemeal interventions continue to distort the distribution of funding and reinforce inequities (Republic of South Africa, 2015). This study will establish if Tanzanian government

provides a full or partial subsidy for constructing and/or upgrading community pre-primary schools in Ngara district with facilities as provided for in the pre-primary policy.

2.3 Literature Summary

The reviewed literature reveals that early childhood education is facilitated by government support; pre-primary infrastructures and availability of instructional materials prevailed in different countries other than Tanzania. There is no doubt about the fact that the quality of ECE, especially at the pre-primary school level, is faced with diverse challenges. However, what needs to come to mind is that there is no problem without solution. This is to say that, there are ways out of these challenges. Some practical steps, which have been put forward in this paper, would need to be given adequate consideration by relevant stakeholders if ECE must be successfully implemented. Therefore, further research to be conducted to establish the effect of pre-primary educational policy on quality of early childhood education in Murgwanza ward, Ngara district, Kagera Region-Tanzania.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study. It describes the research design, population and sampling techniques, research instruments, procedures of data collection and analysis.

3.1 Research Design

The researcher used a cross sectional design. This design is suitable for the study because cross sectional studies are generally quick, easy, and cheap to perform. They are often based on a questionnaire survey. There was no loss to follow-up because participants are interviewed only once. The design is a type of observational study design. In a cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time (Seyedian, & Yi, 2011). A cross-sectional survey collects data to make inferences about a population of interest (universe) at one point in time. Cross-sectional surveys have been described as snapshots of the populations about which they gather data (Yin, 2014).

3.2 Area, Population, Sample, Sample Size and Sampling Techniques

3.2.1 Area of Study

The study was conducted from Ngara district, Kagera region in Tanzania. Ngara District is one of the eight districts of the Kagera Region of Tanzania. It is bordered to the north by Karagwe District, to the east by Biharamulo District, to the south by the Kigoma Region, to the northeast by Muleba District and to the west by the countries of Rwanda and Burundi.

3.2.2 Population

The target population consisted of Head teachers, deputies, teachers, community members and parents. The aforementioned categories of participants were considered appropriate for this study

because they have first-hand opinions, views and ideas regarding the prevalent educational policy and its quality in Ngara District, Kagera Region-Tanzania. This is based on the fact that they are key actors/key players in the quality of pre-primary education process.

3.2.3 Sample

A sample is a subset of people from a larger population of community members of Ngara district from whom data was collected and analyzed to make inferences. To represent the population well, a sample of community members were randomly collected from a large number of community households having children meant to be or undergoing pre-primary education. This represented the whole population and not reflect bias toward a specific attribute. Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations.

3.2.4 Sample Size

A sample is a part of the targeted population that is systematically selected to represent the whole population. Sampling is done because usually data cannot gather from the entire population due to urgency. From a population of 126, a sample of 104 respondents were selected to participate in the study. The sample size was determined using Krejcie and Morgan's cited in Scott, (2013).

Table 3. 1: Showing the categories of respondents to be involved in the study

Category School	Population				Sample size			
	H/T	Deputies	Teachers	Other stakeholders	H/T	Deputies	Teachers	Other stakeholders
A	1	1	12	-	1	1	12	-
B	1	1	12	-	1	1	12	-
C	1	1	12	-	1	1	12	-
D	1	1	06	-	1	1	06	-
E	1	1	06	-	1	1	06	-
F	1	1	06	-	1	1	06	-
District Executive Director				01		-	-	01
District primary Education Officer				01		-	-	01
Inspector of Schools				12		-	-	02
Ward Education Officer				01		-	-	01
Division education officer				03		-	-	03
Committee members (07 members in each of the 6 schools)				42		-	-	30
Total	6	6	54	60	6	6	54	38
Grand total				126				104

Source: Tanzanian MoES Statistical Abstract (2016)

Only 6 pre-primary Schools found in the Ngara ward were selected to participate in the study. The six schools were chosen because they three belong to urban canters whole the other three are rural based where the trend for pre-primary quality differs.

Each school has one head teacher and two deputies and all were purposively and scientifically selected to participate in the study. The total number of pre-primary teachers are four per class (Baby, Middle and top classes) differs per pre-primary, all were selected to participate in the study. Other stakeholders too participated in the study as indicated in the table 3.1 shown on the previous page.

3.2.4 Sampling Technique

Purposive sampling was used to select six similar pre-primary schools in Ngara ward, Ngara district. This technique is used because the pre-primary schools are homogeneously located within the Ngara ward with similar pre-primary school characteristics.

Purposive sampling was used to select key informants because they possess adequate knowledge and information on pre-primary policy and quality of early childhood education.

Simple random sampling was used to select teachers. This sample helped in providing relevant and adequate data for the study.

3.3 Research Instruments

The researcher used questionnaires and interview as primary sources of gathering information and document analysis as a secondary method. The tools were preferred because they are considered appropriate in getting comprehensive data about a social phenomenon under investigation.

3.3.1 Questionnaire

The questionnaire to be used consisted of both open and closed ended questions designed in appropriate way for the respondents to give their perception, opinions, views, and feelings about pre-primary policy and quality of pre-primary education. The instrument was used to collect information from teachers and students. This instrument was considered appropriate for this study due to the fact that it is a tool for data collection which is less expensive to administer (Willem, Saris, Irmtraud & Gallhofer, 2017). The questionnaire is also convenient for literate respondents who are able to fill it objectively and within a short time. The questionnaire items were rated in accordance to the likert scale where respondents were required to indicate the extent to which they Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and Strongly Agree (SA).

3.3.2 Interview

The researcher employed interview as a tool to obtain first-hand information from the respondents about their feelings about pre-primary policy and quality of education. Face to face interviews were conducted among school administrators, starting with head teachers and deputies but in cases of absence of either head teachers or deputies' directors of studies, heads of departments, were contacted to represent them. This research instrument was used to gather information from head teachers and their deputies. Each interview session lasted for a period of 20-30minutes and each school was provided one day for interviews. As noted by Lynn (2011) interview is considered an appropriate data collection tool because the participants are able to freely express their views as well as making it possible for the researcher to explain and clarify the questions being asked.

3.3.3 Document Review

The researcher carefully studied written documents such as the education policy of Tanzania, resource materials used in the teaching–learning process for nursery schools or kindergarten schools and the kind of infrastructures used in pre-primary education within Ngara ward. This assisted in triangulation and discussion of the findings.

3.4 Research Procedure

Having approved the study tools by both supervisors and defence of the proposal, the researcher obtained an introduction letter from the Head of Department, Education Planning and Management, Kyambogo University which he used to introduce himself to the District Education officer and Ngara executive director seeking permission to carry out the study in their respective pre-primary schools.

Authorisation letter was written by the district primary education officer authorizing the researcher to conduct the study within Ngara. The researcher introduced himself to the respondents

explaining the aim of conducting the study and seeking their full consent to the participation being voluntary. Both the introductory letter and authorization letter form appendix G and H in the research report.

From the district education officer's office in Ngara, the researcher visited the schools using the authorization letter obtained from the district education officer. He was able to introduce himself and interact with the head teacher and sought for audience to interact with the respondents as spelt out in the letter. The head teachers obtained permission from the head teacher to meet staff members to provide data about the study.

Prior visits to pre-primary schools were first made. Thereafter, the researcher personally made schedules for data collection days and appropriate time, suitable to school activities. This was agreeable between the researcher and the pre-primary headteacher of every school. The researcher made a phone call a day in advance to remind the head teachers about the data collection days. On arrival at school for data collection, the headteacher was required to offer the procedure to follow while collecting data.

The schedule for conducting data collection was agreed upon to be 3days per primary school within which data was collected. Meetings with other stakeholders outside the pre-primary schools was done within 5days.

The researcher worked together with research assistants to effectively administer the research tools. Both primary and secondary data collected was categorized, sorted, corded and entered into Ms. Excel or SPSS for analysis within one month weeks. Thereafter, a dissertation was compiled for submission.

3.5 Validity and Reliability of Instruments

3.5.1 Validity of Instruments

Validity was measured by using the Content Validity Index (CVI) where 5 experts in school administration were utilized as inter-judges to vet the content in the questionnaire and in the structured interview. According to Mohaffyza (2010). The formula for finding the CVI, was as follows;

$$\text{CVI} = \frac{\text{No. of items declared valid (questionnaire items)}}{\text{Total No. of items in the section}}$$

In this study, the validity of the questionnaire items and structured interview items was established by computing the CVI. For questionnaires of this study the CVI was found to be 0.78 while for the interviews it was 0.85. Thus the researcher then declared the instruments as being valid; since, according to Azrilah (2010), an instrument which had an average index of 0.7 or above is accepted as being valid.

3.5.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. Cronbach's Alpha coefficient was used to measure reliability of the instrument. According to Azrilah (2010) an alpha of 0.5 or higher is sufficient to show reliability the closer it is to 1 the higher the internal consistency in reliability. The questionnaire was pretested using respondents within Ngara District that were valued in the actual study.

The Cronbach's alpha coefficient results in this study show that the questionnaire reliability was 0.85. this was considered apparent because it was above 0.5.

3.6 Data Analysis

The study used both quantitative and qualitative data analysis techniques. Quantitative data was checked for completeness and entered into Statistical Package for Social Scientist (SPSS version 21.0). The data was analysed descriptively using frequencies, percentages, mean and standard deviation). Qualitative data was transcribed and analysed using content analysis technique. The emerging themes were presented with a few quotes to illustrate the findings. The results were presented in form of tables and charts then discussed in relation to existing literature, conclusions and recommendations will be drawn in relation to the set objectives of the study.

3.7 Ethical Considerations

3.7.1 Confidentiality

The researcher devised ways to ask whether participants are willing to reveal confidential information about school status. This was done in order to allow free communications and enhance protection of respondents' views with utmost confidentiality. This could mean respondents provide a set of increasingly detailed interview questions so that participants can stop if they feel uncomfortable. This is because research participants have the freedom to choose how much information about themselves they revealed and under what circumstances,

3.7.2 Informed consent

The researcher adhered to the consent process to ensure that each respondent's participation in the study is voluntarily acceptable with full knowledge of relevant risks and benefits. The researcher took full responsibility of explaining in detail to the participants about: the purpose of the research, expected duration and procedures as well as Participants' rights to decline to participate and to withdraw from the research once it has started, as well as the anticipated consequences of doing so.

3.8 Limitations of the Study

The researcher experienced financial constraints. This covers high rental costs of staying around the university drafting a proposal, transport costs of moving from Tanzania to Uganda, typesetting and printing the draft chapters every time of correction. The researcher obtained a soft loan from the employer in bid to accomplish the task.

The study also used a smaller and manageable sample size of the respondents in the selected specific pre-primary schools in Ngara district in order to overcome delays that made the researcher risk failing to accomplish the dissertation within the mandatory time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter focuses on presentation of findings in terms of given sub-headings that match with the themes of the objectives. The study focused on establishing the Pre-Primary Educational Policy and Quality of Early Childhood Education in Ngara District, Kagera Region-Tanzania. The emphasis of the study was based on; the Government Support, between Infrastructure, Instructional materials in enhancing the quality of early childhood education in Ngara District. The data collected was presented in tabular form. Frequencies were expressed in percentages, graphs, means and standard deviations were used to interpret and analyse results. Pearson product correlation coefficient was used to analysis the relationship between infrastructure used and the Quality of early childhood education in Ngara District, Kagera Region-Tanzania.

4.1 Presentation of Bio-data about the Respondents

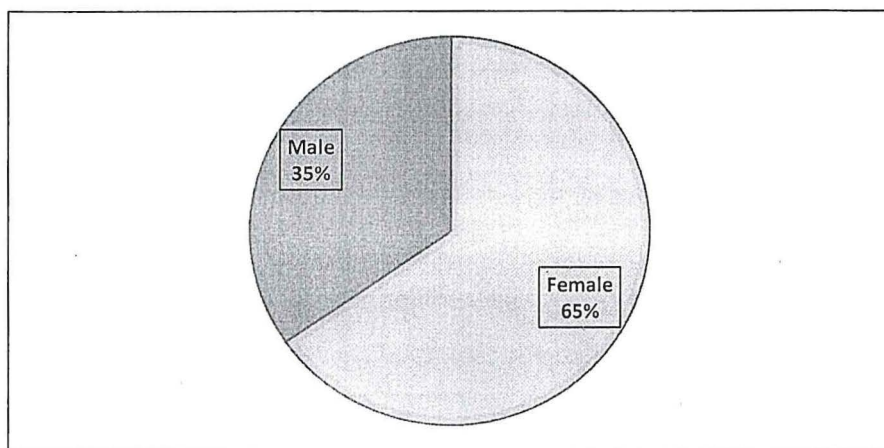
The researcher analyzed Questions 1 to5 of the questionnaire (Appendix A) dealing with demographic data for. The findings are presented in the Tables below:

4.1.1 Gender distribution of the respondents

The researcher requested respondents to indicate their gender

The researcher requested respondents to indicate their gender and below is the figure showing the results.

Figure 4.1: Pie chart illustrating the Gender distribution of the respondents



Source: Survey data (2017)

Figure 4.1 shows that out of 104 respondents who participated in the study, majority were female 65% (68) compared to male respondents who were 35% (36). The implication of the above finding is that more female responded in the study than males. Although this was the case, the ideas and opinions of all the respondents were considered which gave rise to the objectivity of the study results.

4.1 Age bracket of the respondent

The researcher elicited data about age distribution of the respondents and the findings were as below:

Table 4.1: *Age bracket of the respondent*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Valid 25 years	14	13.5	13.5	13.5
26-30 years	46	44.2	44.2	57.7
36-40 years	29	27.9	27.9	85.6
Above 41years	15	14.4	14.4	100
Total	104	100	-	-

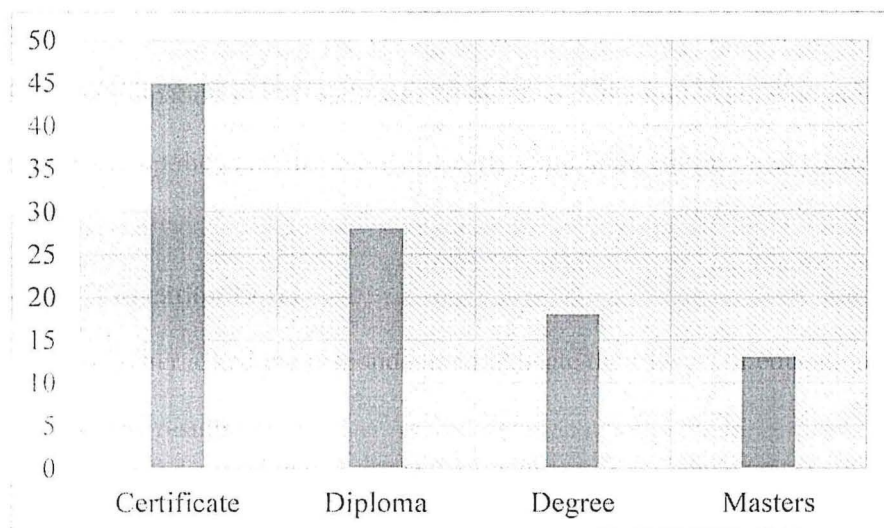
Source: Primary data (2017)

From the Table 4.1 illustrated that there were more respondents (44.2% (46)) aged 26-30 years, while only 14.4% (15) were aged above 41 years. The implication of the above finding is that more participation in the study was from those in the mid years who are actively involved in the pre-primary policy and the quality of early child hood education in Ngara district.

4.1.3 Education Level

The researcher asked the respondents to indicate their levels of education and below is the figure showing the results.

Table 4. 2: Showing respondents by level of Education



Source: Primary Data

Figure 4.2 above indicates that, majority 43.3% (45) of the respondents were certificate holders 26.9% (28), while 12.5% (13) had master's degrees. The implication of the findings is that; majority of the respondents were certificate holders who may not have been well grounded on policy matters although they are expected to be the ones to implement them.

4.1.4 Work experience with Ngara district Pre-primary schools

The researcher asked respondents to indicate the period they have served/worked with pre-primary schools in Ngara. The findings provided were presented as follows;

Table 4.3: Length of time in the education review commission/pre-primary school

	Frequency	Percentage	Valid percentage	Cumulative percentage
Valid 1yr and less	11	10.6	10.6	10.6
1- 2 years	18	17.3	17.3	27.9
3-4 years	45	43.3	43.3	71.2
5-6 years	17	16.3	16.3	87.5
Above 6years	13	12.5	12.5	100
Total	104	100		

Source: Primary Data

Results in table 4.2 suggests that majority 43.3% (45) of the respondents had worked in pre-primary in Ngara district schools as well as education review commission for a period between 3-4years, 18 (17.3%), while 13 (12.5%) of the respondents had worked for 6 years and above. The implication of these findings is that majority of the respondents had worked for a considerable period of time (3years and more). This means that employees were familiar with the pre-primary requirements and how it influenced quality of pre-primary education in Ngara district.

4.2 Role of Government Support towards Implementation of Early Childhood

Education

In a bid to establish the findings for the first objective, which was to analyze the Role of Government Support towards Implementation of quality early childhood education, respondents provided their view in relation to the extent to which they; strongly disagree (1), Disagree (2), Not sure (3), Agree (4), strongly agree (5). This was presented and analysed in Table 4.3

4.2.1 Role of Government Support in Implementation of Early Childhood Education

In bid to establish the findings on the first objective, which was to analyze the Role of Government Support towards Implementation of quality early childhood education, respondents provided their

view in relation to the extent to which they; strongly disagree (1), Disagree (2), Not sure (3), Agree (4), strongly agree (5). This was presented and analysed in the table below; the interpretation of the results is based on the mean and the SD.

To ease analysis of findings, the researcher combined strongly agree with agree data for agree while strongly disagree findings were merged with disagree to give disagree results.

Table 4.4: Illustrating the government support towards ECE

n =104

S/N	Statement about Government Support towards ECE	Agree		Disagree		Not sure		Descriptive Statistics	
		f	%	f	%	f	%	Mean	Std. Deviation
1	Tanzanian government provides pre-primary curriculum	25	24	65	62.5	14	13.5	2.47	1.610
2	Sensitises and enlightens about pre-primary curriculum	25	24	77	74	02	2.0	2.44	1.562
3	Supplies qualified and competent pre-primary teachers	30	28.8	70	67.3	04	3.9	2.49	1.494
4	Provides pre-primary capacity building and training	15	14.4	80	76.9	09	8.7	2.62	1.645
5	Providing child care guidelines and supervision	22	21.2	70	67.3	12	11.5	2.68	1.678
6	Providing conducive learning environment	40	38.5	59	56.7	05	4.8	2.54	1.486
	Total	157	-	421	-	36	614	2.54	1.579

Source: Primary data (2017)

Table 4.3, explores whether the government extends support towards ECE in Ngara District. According to *Elimu ya awali* (ECD policy) (MoEST, 2012), the government is supposed to provide the curriculum for pre-primary education, sensitise teachers, supply qualified teachers, do capacity building, support supervision, child care guidelines and a conducive learning environment to improve quality of ECD in the district. Results showed that 68.6% disagreed with

the view that Tanzanian government provides support to pre-primary, while 25.5% agreed that government provided support to Ngara District. A few respondents (5.9%) were not sure. The findings mean that majority of the respondents had not yet received support for pre-primary education from government; although they know that government is supposed to provide support.

The researcher wanted to find out from other key informants what they knew about how government supports pre-primary in Ngara district. During FGD with the community members on whether Ngara community members were aware of the existing government support towards quality of pre-primary education, they had this to say:

“Ngara district experiences a big challenge of having many children in pre-primary, but the schools are not properly resourced. While the government of the republic of Tanzania has taken responsibility to sensitise the community about early childhood policy, there are still many things that need to be brought to the schools. Pre-Primary teachers are paid less than other teachers, they are not offered as much training as other teachers in primary schools and severely lack teaching and learning materials to deliver quality learning experience”.

The above excerpts shows that the district leaders know that government is supposed to provide materials for pre-primary schools, but are yet to receive. The community leaders seem to show that on their own, they can do nothing but wait for government. It is clearly seen that government has made an effort to put officers at district level to support teachers, sensitise communities and bring the policy to them. However, some officers still remain and continue blaming government for not doing enough. Curriculum books and guidelines are still in the some resource centres and have never been distributed to schools.

Interview with stakeholders in the district education office, they showed that some training for teachers had been conducted with support from NGOs and other agencies. They indicated that:

“Since the Fursa kwa Watoto (FkW) approach programme of pre-primary education started in 2014, we have worked in 180 schools and trained more than 200 teachers and improved the quality of pre-primary education for over 15,000 children. Beyond that we hope that the Tanzanian government will adopt key

lessons and evidence from the Fursa Kwa Watoto (FkW) approach into teacher training and ultimately contribute to the delivery of quality pre-primary experience across all 16,000 primary schools in Kagera region”.

The implication for the above finding is that government officers are able to support teachers in the field to improve the quality of education if they do it in conjunction with NGOs. This could be because of the incentives given by the agencies to work in supported areas. The schools that are not in the project areas never get support from government officers, although they are meant to be there for them all the time.

On the other hand the analysis of the policy-makers’ statements (Ward Education Officer-WEO, Director of Basic Education Authority and Director of Tanzanian Institute of Education) showed that they knew the government roles. These statements are quoted as follows,

“The provision of teachers, curriculum guidelines, syllabus and teaching-learning materials is the responsibility of the MoEVT”.

The Tanzania Institute of Education (TIE) has been entrusted with the task of curriculum design, development, dissemination, monitoring and evaluation. This institute deals with pre-primary, primary, secondary and teacher education curricular issues. Pre-primary Teaching Methods Syllabus (Wizara ya Elimu na Utamaduni (MOEC), 2003a) and Malezi Syllabus (Wizara ya Elimu na Utamaduni (MOEC), 2003b). The Malezi Syllabus sought to provide teachers with knowledge on the field of pre-primary education in general. According to the Primary district education officer- Kagera region,

“The pre-primary Curriculum guidelines, are supposed to be sent to pre-primary schools by District Education Officers (DEOs). They are also supposed to give orientations to teachers about, for example, indoor and outdoor materials, fixed and movable materials and so on”. But the problem of poor /low supply of the curriculum stems from poor planning, budgeting and delayed submission of the budget to the central government for funding.

The study results also indicated that there were distinct positions regarding the government roles. The first established that the government shouldered the burden of teacher supply, curricula

availability and supply of teaching-learning materials. The second statement explicated the mechanism through which curriculum guidelines would reach the schools. Here, the DEO was expected to disseminate them to the concerned schools together with orientating teachers on issues related to pre-primary education. The third statement showed that the government role was to evaluate the worthiness of books and other materials before such books and materials were approved for use in pre-primary schools. However all these processes were slow which compelled to slow growth of child/infant education in Ngara district, as revealed by the Statistical Logistics education Officer (SLE).

Another question was administered to establish how government has helped Ngara community to be able to participate in pre-primary education. Interviewees revealed that;

“Many of these centres are characterised by inadequate play and learning materials and lack of health and nutrition services which government will provide in the next financial year, 2018/19”.

The above shows that while schools are supposed to have play and learning materials, many still do not have. Also, some schools do not provide any health and nutrition services from government. While the above can be true, play materials can be made locally. The teachers need to be supported to use their local environment to make no cost materials that can also promote quality learning. They can as well work with local health centres to get health services for children or parent leaders to provide nutrition services instead of waiting for government.

When the teacher education training officer was interviewed he seemed to be the most dissatisfied with the current 2-year teacher education programme. He wished the earlier 1-year optional in-service programme would be revived rather than having the 2-year, compulsory, Grade III ‘A’ teacher training programme. The reasons were evident in his statement:

Initially, pre-primary education course was optional for Grade ‘A’ teachers. One could train in pre-primary education according to one’s

interest. Now every Grade 'A' teacher is obliged to undergo training in pre-primary education. This may bring shortage of pre-primary school teachers. We fear that after the training in the current programme, the teachers will be assigned to teach primary classes only, not pre-primary ones. Most people think that pre-primary education involves playing only. We are not bold enough to send teachers with pre-primary education to teach pre-primary classes; unless otherwise the teachers are sick, old or with poor teaching skills”.

The above excerpts show that the teachers are now being trained using the harmonised curriculum that makes it compulsory to do pre-primary education in the college. The fear is justified that some teachers meant for pre-primary will now leave and go to teach in upper primary. It is however, also a good thing in that it will prepare all teachers to be able to handle children in pre-primary, thus solving the teacher availability problem.

4.3 The Relationship between Infrastructure being used and Quality of Early Childhood Education

In bid to elicit data about the Relationship between Infrastructure and the quality of early childhood education in Ngara District, Kagera Region-Tanzania. The researcher administered research tools whose findings about the extent to which respondents; Strongly disagreed (1), Disagreed (2), were not sure (3), Agreed (4), Strongly agreed (5), were presented as in table 4.4 below;

Table 4.5: Showing Descriptive views on the Relationship between Infrastructure being used and quality of early childhood education

n=104

N	Statement on Infrastructure being used and the Quality of early childhood education	Agree		Disagree		Not sure		Descriptive Statistics	
		f	%	f	%	f	%	Mean	Std. Deviation
1	Conducive buildings enhance proper teaching and learning	31	29.8	69	66.3	04	3.8	2.26	1.298
2	Desirable pre-primary classroom sizes promote effective learning	22	21.2	80	76.9	02	1.9	2.60	1.476
3	Sizeable chairs provide children comfort to admire learning	25	24	75	72.1	04	3.8	3.06	1.649
4	Equipments such as ladders in the playground entice child learning	20	19.2	75	72.1	09	8.7	3.18	1.701
5	Classrooms have motivating materials that support children concentration	15	14.4	78	75	11	10.5	2.87	1.639
6	Availability of Games materials and coloured pictures entice pre-primary learning	19	18.3	80	76.9	05	4.8	2.75	1.509
7	Good reading materials support the development of the children in early childhood education	30	28.8	69	66.3	05	4.8	2.27	1.356
	Total	162	-	526	-	41	729	2.71	1.518

Source: Primary Data

Table 4.4 findings revealed that participants believed that there is a relationship between infrastructure being used and Implementation of early childhood education in Ngara District, Kagera Region-Tanzania. Results revealed that 72.2% of the respondents believed that the poor infrastructure in the schools like un conducive buildings were not enhancing proper teaching and learning, while 3.8% were not sure of the view. The implication of the above finding is that in Ngara district pre-primary schools lacked good structures within which learners could be effectively taught. The crowded classrooms were also seen as a source of lack of quality learning. A total of 76.9% of respondents noted that there were no desirable pre-primary classroom sizes to promote effective learning. The results imply that the lack of spacious classrooms to accommodate learners was hindering quality interaction between teachers and learners in the schools. If there is no quality interaction, it means that children are not getting the support they deserve.

The study also found out that 72.1% of the respondents agreed that many schools did not have outdoor play equipment such as ladders, slides, swings or sand play centres in the playground entice child learning. This lack of such outdoor materials makes learning to be more academic than practical as desired in the early years' education. The results imply that Ngara pre-primary schools lacked desirable infant equipments that would develop their psychomotor skills to encourage better learning. If we do not have such materials in the schools, it could be explaining a lot as to why we do not have quality output for pre-primary in Ngara district. This is because provision of materials for learning has a relationship with learning outcomes of children in the pre-primary schools.

4.4 The role of Instructional materials in enhancing early childhood education in Ngara District

In bid to elicit data about the role of Instructional materials in enhancing early childhood education in Ngara District, Kagera Region-Tanzania. While it has been proved that use of instructional materials greatly improve the quality of learning, the materials must be relevant. After establishing that most schools did not have materials supplied by government, the researcher identified schools that had local materials made by teachers to improve learning. The researcher administered research tools whose findings about the extent to which respondents; Strongly disagreed (1), Disagreed (2), were not sure (3), Agreed (4), Strongly agreed (5), were presented as in table 4.5 below;

Table 4.6: The role of Instructional materials in enhancing early childhood education

Statements on the role of Instructional materials in enhancing early childhood education	Agree		Disagree		Not sure		Descriptive Statistics	
	f	%	f	Mean	Std. Deviation	%	Mean	Std. Deviation
Availability of alphabetical charts enable children critical thinking	17	16.3	83	79.8	04	3.8	2.62	1.370
Children learning is enhanced through pictured books	30	28.8	65	62.5	09	8.7	2.83	1.596
Child competence is promoted by resource materials like Toys	27	25.9	70	67.3	08	7.7	2.34	1.419
Coloured letters and pencils provide child self-direction	24	23.1	70	67.3	10	9.6	2.72	1.463
Audiovisual materials develop children's thinking capacity	42	40.4	60	57.6	02	1.9	3.63	1.551
Artistic materials aid learners to acquire literacy skills	38	36.5	65	62.5	01	0.9	3.94	1.319
Musical activities enable child brain development	20	19.2	78	75	06	5.8	2.14	0.132
Totals	198		491	-	39	728	2.89	1.264

Source: primary data (2017)

Table 4.6 indicates that most respondents (67.4%) had no materials for use with children in the centres to promote quality learning in Ngara District, Kagera Region-Tanzania. A few respondents (27.2%) had bothered to make local materials for use in class. Some of the materials that were commonly used included alphabet charts to develop literacy in children, pictures charts and other play materials that could entice learners to critical thinking and understanding. The implication of the above is that most schools that did not bother to have such play materials were being overly academic and following primary school structure as opposed to pre-primary.

During interviews with the district ward officer held on 2nd October, 2017, he had this to say;

“Instructional materials used in Pre-Primary Education in Ngara District are undesirable and unsuitable for infants. They are not meeting the goals as proposed by Fursa kwa Watoto (FkW) Programme that is hinged on global evidence that the most effective learning approaches for young children. This includes new approaches to teaching, new layouts of the classrooms – away with desks in rows and bring in ‘learning corners’ – the use of learning materials made from locally available resources such as bottle tops,

bamboo and sticks and using local games to develop counting and social skills. With the use of these approaches our teachers create classes where the children are safe and free to try to discover their unlimited potential”.

The above excerpts show that the district officials have an idea of what materials should be in the schools but are yet to put in practice the right materials. It also means that the districts have competent persons who know what to do but are yet to go out. It also shows that they recognise the need for quality materials from the environment to develop children’s potentials.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary, conclusions, recommendations and suggested areas for further research within the context of the objectives and the corresponding research questions as outlined in chapter one.

5.1 Discussion of findings

5.1.1 Government Support and the Quality of Early Childhood Education in Ngara District, Kagera Region-Tanzania.

This study revealed that Tanzanian Government extended support towards ECE in Ngara District. Government provides pre-primary curriculum, supplies trained teachers, did capacity building for teachers and built classrooms in some schools. This support however, is considered not enough as many schools still remain without the much needed help. Insufficient scholastic materials and curriculum negatively affected teachers' potential to serve learners diligently which compromised quality. The finding is in agreement with Oyewumi, Alhassan and Ofoha, (2010) who lamented that shortage of school materials severe and affects all child care programs and prekindergarten programs. Additionally Mitahabwa (2001) also supports the finding where he found out that curriculum resources in the government pre-primary schools were generally not sufficient and argued that the new teacher education syllabus that emphasised use of local resources should be put into practice.

The study also revealed that government provides pre-primary capacity building and training. Through capacity building, the government advocated for community support for pre-primary education. It was particularly important because pre-primary education in the district was not very

familiar to most stakeholders including those monitoring its quality such as the directors of basic education. The pre-primary policy provide for pre-primary teacher capacity building and training. This capacity building process is not as frequent as needed in Ngara district to have well educated and equipped teachers with competencies to deliver to infants. The finding is supported by Leu (2004) who observes that teacher quality needs to be nurtured under conditions that encourage it to grow and flourish but that in developing countries pre-service teacher education is given the majority of resources and very limited resources are allocated to in-service teacher training. It is for these reasons that pre-primary educational policy needs to articulate succinctly how early childhood teachers will keep refurbishing their knowledge, skills, attitudes and dispositions so as to be in consonance with new developments in pre-primary education, teacher preparation and classroom teaching. He maintains that information about classroom practice could inform policy reforms related to teacher preparation for improved classroom teaching and learning outcomes. Lack of sufficient career development plans through In-service or pre-service training makes teacher trainees not to receive the actual experiences of children in classrooms”. This finding is contrary to the parameters for high-quality education which advocates for practical teacher training for enhanced quality of teachers (MOEC, 1995).

The study also revealed that the government approved the ECD policy to enable every primary school to start a pre-primary class. This order for primary schools to start pre-primary classes was however not preceded by sufficient arrangements to cater for the teaching and learning demands in such classes, as revealed by such as supply of adequate syllabuses, review of improved syllabus developed in 2000 (Wizara ya Elimu na Utamaduni, 2000).

The pre-primary policy-requires School committees under the school Head teacher to be responsible for buying books and other materials. The system adopted in the acquisition of books, materials and curriculum guidelines seemed to be ambiguous and difficult to implement. In the

first place, the notion of buying and “following” these requirements at the TIE was ambiguous. However, in the interviews with teachers it became clear that the pre-primary schools in Ngara district have to buy all these requirements from their own sources of fund by following them up from the TIE. It was not just a matter of collecting them from the Tanzanian Institute of Education (TIE).

To ensure high-quality practice, the pre-primary policy states that the government shall be responsible for teacher preparation, availability and development of pre-primary school teachers. The policy does not stipulate the required teacher qualification for pre-primary school teachers but does so for primary and secondary school teachers. The policy stresses, “In order to improve the quality and competence of primary and secondary school teachers, it is necessary for the Government to raise the entry qualifications of prospective teacher trainees” (MOEC, 1995, p. 50). It sets Division III of the Certificate of Secondary Education and Division III of the Advanced Certificate of Secondary Education Examination as the minimum admission requirements for certificate and diploma prospective teacher trainees respectively. Despite this awareness, the policy fails to shed light on teacher professional development arrangements available apart from the Teacher Resource Centres (TRCs) supposedly to be responsible for in-service training and re-training. To cater for children’s learning and development needs, the policy stresses co-operation between parents, families, communities and non-governmental agencies. The policy is however not explicit on how parents, families and communities would be involved. Throughout the policy document stakeholders’ participation is said to be through establishment and management of educational institutions. Statements on how exactly this will be done are absent which compromises the quality of pre-primary education in Ngara district.

To have high-quality pre-primary education in the decentralised and liberalised education system, the policy advocates for a good registration system. Such a system would “ensure that educational

institutions are established according to laid down regulations and adherence to stipulated standards” (MOEC, 2005, p. 26). However, the policy does not explicate the regulations for registration. This does not feature even in the “next steps” documents such as the teacher preparation curriculum. The organ responsible for inspection of the quality (directorate of basic education) of services in pre-primary schools is also not mentioned. The general statement is that “The inspectorate shall be strengthened and adequately resourced to monitor the provision of education” (MOEC, 1995, p. 31).

5.1.2 The relationship between Infrastructure being used and the Quality of early childhood education in Ngara District, Kagera Region-Tanzania.

The study revealed that there was a relationship between Infrastructure being used and quality of early childhood education in Ngara District, Kagera Region-Tanzania. It was however, noted that classes were over crowded to allow meaningful learning. Classroom sizes were not promoting effective learning. Also, high teacher to pupil ratio of 1:80 could not allow effective teaching and learning of infants in Ngara pre-primary schools. The finding is similar to Rodriguez (2016), who reported that classroom organizations that have many children is not suitable for meaningful learning. In regard to the number of children in each centre or class, ideally, there should be no more than 20-30 children in each class with preferably two teachers/facilitators (Dahar & Faize, 2011).

The findings also show that respondents further agreed that sizeable chairs that provided children comfort to admire learning were insufficient to match classroom population and were also unsuitable for the infant since they did not provide comfort to the pre-primary children.

The findings also revealed that availability of Games materials and coloured pictures entice pre-primary learning was lacking. This clearly demonstrates that play materials were not adequate to enable teachers perform “play activities”. In this regard there is a great tendency of separating

“learning” from “play” and hence threatening the implementation of the “activity-oriented curriculum” (Samuelsson & Johansson, 2006). This would mean that teachers were required to plan for “play lessons” yet there are no play materials and sometimes for “activity or learning lessons”. Play is actually the child’s work (DeVries et al., 2002) and play and learning was indivisible (Samuelsson & Johansson, 2006).

Results showed that good reading materials were able to support the development of the children in early childhood education. In the absence of such materials, there is retarded achievement of quality pre-primary education as it limits children’s thinking and numeracy skills. The finding supports that of Oyewumi, Alhassan and Aloha (2010) who established that play is extended to include moral and intellectual development hence encompassing the four domains of the child’s development. The latter type of classroom characterises the constructivist teachers. Similarly, the study result also is in agreement with Shey (2010) who states that infrastructure should allow children’s play.

The study findings also established that pre-primary schools in Ngara district available furniture could not accommodate the children well. The finding is supported by Akbari and McCuaig (2014) who revealed that only 30% of the schools had furniture suitable for ECE, and in these schools the classes were overpopulated. This situation is even worse in Ngara where 10% of the schools had no furniture for both teachers and pupils, while in some 10% only the teachers had furniture to use. For the remaining schools, the available furniture could not accommodate the pupils. This is obviously a very bad situation that should be looked into and given urgent attention by relevant educational body (Virginia, Mawere & Muguti, 2015). Similarly, Nfua (2008) also earlier established that, teaching and learning materials like furniture for both teachers and pupils, television sets/computer systems, nature table/corners, toys and models, charts and wall drawings and playing equipments like see-saw, merry-go –

round and slides should be made a vital provision in all learning centres for effective teaching and learning.

5.1.3 The role of Instructional materials in enhancing the quality early childhood education in Ngara District, Kagera Region-Tanzania

The results indicate that availability of materials like alphabetical charts that enable children to acquire critical thinking are very crucial in enhancing quality education. A further analysis of the policy indicates that the government was aware of the critical role played by resource materials for high-quality pre-primary education. The policy states that “Owners of pre-primary and primary schools shall be responsible for the provision of adequate instructional and school materials approved for use in schools”. This meant that the government is responsible for the provision of resources in public pre-primary schools. Neither the nature of resources nor how the instructional materials would be supplied is delineated. However, the availability or unavailability of resources in public pre-primary schools was wholly a government’s responsibility. Few children are provided with desk and chairs of any description and even chalk can be unavailable. This compromised the quality of pre-primary education in Ngara district. This finding is in line with Samuelsson and Johansson (2006) argument that schools must have materials to be effective.

The findings also reveal that play materials made from local materials helped to promote skill development. If teachers are encouraged to be creative in the material design and development process using cheap locally available resources, learning can be promoted. The finding concurs with Nsa, Ikot & Udo (2013) submitted that whatever input is made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little avail if the teacher is unskilled, poorly trained or even ignorant.

5.2 Conclusions

Based on the summary of findings above, Government Support towards the quality of early childhood education in Ngara District, Kagera Region-Tanzania was still wanting. The pre-primary policy itself has loopholes that need analysis and review due to lack of specificity and implementation guidelines as well as the omission of the key issues that were likely to influence practice such as teacher qualification, group size and teacher child ratio were viewed as weaknesses. Lack of government funding, quality assurance mechanisms, teacher professional development, classroom block constructions, community involvement, material availability and syllabus availability were inadequate and still calls for government intervention.

Infrastructure at Ngara pre-primary school were not well designed to suit the young, to provide bouncy and eager pre-schoolers, keeping in mind their inquisitive and explorative nature. This kind of arrangements at pre-primary schools in Ngara district did not promote learning through, and with, fun and cheer. The bright facade of Ngara pre-primary schools' buildings were clean but did not possess colorful interiors combine in creating the perfect atmosphere for the children to 'react' in and pick up the basic skills. The pre-primary schools had no thematic rooms like an aqua room, audio-visual room, art and craft room. This kind of infrastructure could not be used to enhance life skills amongst children. The rooms well not stocked, with non-toxic toys and equipment, splash pool and a mud pit, prime examples of 'learn while you have fun. Improper infrastructure hampered children's development of child-friendliness, aesthetical pleasing, and stimulate learning environment, which would also support our innovative curriculum and pedagogy. There was no Ambience and children's minds could not be made inquisitive and their eager eyes could not get the feel of things as fresh and attractive.

The study deduced that there were limited Instructional materials availed in Ngara District, Kagera Region-Tanzania to enhance the quality early childhood education. The absence of

enough; books, toys, building blocks, puzzles as well as the naturally occurring materials such as bottle tops, shells, feathers, gravels, dry maize stokes and limited learners' motivation children to engage in learning activities in Ngara district.

There were insufficient numbers of instructional materials to educate all children in Ngara district pre-primary schools. The policy did not specify any guidelines on group size, teacher/pupil ratio and size of available space. In addition, there were no public education campaigns to enhance community awareness about the importance of ECEC or to provide skills to establish and manage pre-primary classes. More importantly, the policy was not supported by implementation guidelines. The lack of stakeholder awareness about the importance of pre-primary education, specialists in early childhood education, policy specificity and implementation guidelines could inadvertently lead to the promotion of inappropriate pre-primary education practices.

5.3 Recommendations

The pre-primary educational policy-makers should be sensitised on the need to develop policies that seeks to improve ECE policy practices by focusing on proper government funding strategies for proper implementation.

There is need to institutionalise maximum co-operation between the Ministry of Education and Vocational Training (MoEVT), and other stakeholders to work out a long-term goal to have quality infrastructure and resources for quality pre-primary education.

Education policy makers in Tanzania must lay down plans on how all policies regarding children to be reviewed to reflect the actual meaning of ECD in terms of instructional materials adequacy, availability and design. To ensure that the required standards are followed, there is need for harmonisation of the policy to make it relevant in line with the funding policy.

5.4 Areas for Further Research

The study provides that further research should be conducted in the following areas:

To assess the effect of early childhood education (ECE) in relation to choice and access to early childhood programmes in Uganda.

To examine the extent to which Education for Sustainable Development in Early Childhood Education enhances national development.

To investigate the relationship between pre-schooling and poverty reduction in African countries

REFERENCES

- Aderie, F. D. (2016). The Study of Accessibility of the Physical Environment of Primary Schools to Implement Inclusive Education: The Case of Addis Ababa, Ethiopia. *Imperial Journal of Interdisciplinary Research (IJIR)* Vol.2, Issue-1 , 2016 ISSN : 2454-1362 , www.onlinejournal.com.
- Ajayi, H.O. (2008). Early childhood education in Nigeria: A reality or a mirage? *Contemporary Issues in Early Childhood*. Vol. 9 No. 4.
- Akbari, E., McCuaig, K. (2014). *Early Childhood Education Report 2014*.
- Alabi, A. T. & Ijaiya, N.Y.S. (2014). Funding strategies and sustenance of early childhood education in Nigeria: the way forward. *European Scientific Journal* January edition vol. 8, No.1 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431
- Amali, I. O., Bello, M., B. Okafor, Ijeoma. An assessment of pre-primary school Programme activities in kwara state, Nigeria. *European Scientific Journal* April edition vol. 8, No.8 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431
- Anderson. (2014). The Physical Element of Possession of Corporeal Moveable Property In Scots Law. *International Journal of Social Science and Humanities Research* ISSN 2348-3164 (online).Vol. 4, Issue 1, pp: (292-299), Month: January - March 2016, Available at: www.researchpublish.com
- Azrilah, A. A. (2010). *Rasch Model Fundamentals: Scale Construct and Measurement Structure*. Kuala Lumpur: Integrated Advanced Planning Sdn.Bhd
- Brooker, Liz and Woodhead, Martin eds. (2012). *Developing Positive Identities: Diversity and Young Children. Early Childhood in Focus (3)*. Milton Keynes: Open University.
- Chelimo, M., (2014). Impact of Flashcards on Preschool Learners' Acquisition of English Language Pre-Reading Skills in Kapkesosio Zone, Bomet County
- Copple, C., & Bredekamp, S. (Eds.). (2009). *developmentally appropriate practice in early child-hood programs: Serving children from birth through age 8 (3rd ed.)*. Washington, DC: National Association for the Education of Young Children
- Dahar, M.A. and Faize, F.A. (2011). Effect of the availability and use of instructional Materials on academic performance of students in Punjab (Pakistan). *Middle Eastern Finance and Economics*. Issue II

- Edwards, L., Bayless, K., & Ramsey, M. (2009). *Music and movement: A way of life for the Young. A way of life for the young child* (6th Ed.). Upper Saddle River, NJ: Merrill
- EFA (2007). *Strong Foundations – Early Childhood care and Education*. Paris: UNESCO Publishing.
- Emmel, N. (2013). *Sampling and choosing cases in qualitative research: A realist approach*. London: Sage.
- Ejuu, G. (2012). *The status of Quality of the Education Sector Early Childhood Development Policy in Uganda*. Kampala, Uganda.
- Eriba, J.O. (2011). *Nigeria at Fifty: An Appraisal of her Educational System*. A paper presented at the 5th Annual National Conference of the School of Education College of Education Katsina-Ala on the 11th August 2011.
- Frost, J. L., Wortham, S.C and Stuart R.R. (2008). Play and Child Development. 3rd Education quality in Sokoto State, Nigeria", *Quality Assurance in Education*, Vol. 25 Issue: 2, pp.248-267, doi:
- Gachoki, L. & Warui, S. (2015) Use of instructional materials in facilitating classroom interaction in pre-primary education centres in Juja zone, Kiambu County, Kenya.
- Glenn, D. (2008). *How to teach your Baby to Read*. London: Longman.
- Hiza, E. (2013). Opportunities for child protection training in Tanzania: Unlocking Community capacity. Resources and recommendations for the development of locally appropriate child protection training curricula. Arusha, Tanzania: Caucus for Children's Rights
- Hua, R. (2010). *Early Childhood and Development: Benue State situation*. Paper Presented at The Workshop on Establishment and Strengthening Civil Society Organization (CSOs) Network for Effective Implantation of ECC/Gender Issues Programmes in Benue State at Gboko, Benue State.
- Ibhaze, F.O. (2016). Issues and Challenges of Quality of Early Childhood Education In Nigeria. *International Journal of Scientific and Research Publications*, Volume 6, Issue 5, May 2016 176 ISSN 2250-3153

- Jin, S., Nirmala R. & Pearson E. (2015). *Policies and Strategies to Enhance the Quality of Early Childhood Educators*; Education for All achievement and challenges report 2015
- Kamerman S. B. (2007). A global history of early childhood education and care
- Lumeng, J. (2009). *What can we do to prevent child-hood obesity?* Early Childhood Education, 20, 85-91.
- Lynn D. (2011). *Introduction to Primary Research: Observations, Surveys, and Interviews*
- Mabugu, R. & Rakabe, E. (2015). *The need for proper early childhood development Infrastructure is urgent.*
- McAlpine, K., (2016). Promoting Early Childhood Development and Education in Tanzania's Post 2015 Sustainable Development Agenda. Bright Futures for Every Child, Every Nation.
- Mohaffyza, M. (2010). *Procedia - Social and Behavioral Sciences*, Volume 204, 24 August 2015, Pages 164-171.
- Mtahabwa, L. (2007). *Pre-primary Educational Policy and Practice in Tanzania: observations from urban and rural pre-primary schools.* Unpublished PhD thesis, University of Hong Kong.
- Mtahabwa, L. (2009). *Early Child Development and Care in Tanzania: challenges for the future, Early Child Development and Care*, 179(1), 55-67.
- Mtahabwa, L. (2010). *Provision of Pre-primary Education as a Basic Right in Tanzania: reflections from policy documents*
- Mussa, M. (2016). Exploring Literacy and Numeracy Teaching in Tanzanian Classrooms: Insights from Teachers' Classroom Practices. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.9, 2016
- Nakpodia, E. D. (2011). *Early Childhood Education: Its policy formulation and Quality in Nigerian Educational System.* African Journal of Political Science and International Relations, Vol. 5(3), pp. 159-163. March 2011.
- National Child Care Information and Technical Assistance Center A Service of the Child Care Bureau 10530 Rosehaven Street, Suite 4; Child Care Bureau Office of Family Assistance Administration for Children and Families U.S. Department of Health and Human Service

- Nakpodia, E. D. (2011). Early Childhood Education: Its policy formulation and Quality in Nigerian Educational System. *African Journal of Political Science and International Relations*, Vol. 5(3), pp. 159-163. March 2011
- Ngikunda, E. M. (2016). The Effect of Early Childhood Education Experience on the Academic Performances of Primary School Children
- Ngure, G. N. (2014). Utilization of instructional media for quality training of pre-primary teachers in Nairobi County, Kenya. Unpublished PHD Thesis, Kenyatta University, Nairobi.
- Ngure, G., Nyakwara, B., & Kimani, E., (2014). Utilization of Instructional Media For Quality Training In Pre-Primary School Teacher Training Colleges In Nairobi County, Kenya. *Research journal's Journal of Education* Vol. 2 | No. 7 July | 2014 ISSN 2347-8225
- Nsa, S.O, Ikot, A.S., Udo, M.F., (2013). Instructional materials utilization and students' performance in Reading skills. *J. Educ. Res. Rev*; 1(4): 49-54.
- Nwakaego, E. (2007). *Effective quality of the UBE Programme*. Nimo: Rex Charles & Patrick Ltd.
- Nfua, R. E. (2008). *Nursery education and its effect on the academic performance of students in Government secondary schools in Buea Municipality*. Unpublished Bachelor Degree Thesis Department of Curriculum studies and teaching, Faculty of Education, University of Buena
- Ngcobo. M. M. (2015). Education White Paper 5 on Early Childhood Education (2001). Meeting the challenge of early childhood development in south africa.pretoria may 2001.
- Nkechi, R. U. (2014). *A Comparative Study of the Quality of Pre-Primary Education Policy in Nigeria and Cameroon*. Nsukka, Enugu State, Nigeria; <http://www.iiste.org/boo>
- Nwakaego, E. (2007). *Effective Quality of the UBE Programme*. Nimo: Rex Charles & Patrick Ltd.
- Obed, L. & Newman, L. (2011). *Guidelines for implementing National Policy in integrated Early childhood development in Nigeria*, Government Ministry of Education, 2011.

- Obidike, I. V. (2012). *Towards Effective Early Childhood Care and Education Programme in Nigeria*. Journal of Teacher Perspective 6 (3) (507-513).
- Odiagbe, S. I. (2014). *The National Minimum Standard on Early Child Care Centers (ECCC) in Nigeria and the Status of Pre-Primary Education in Uhumwode Local Government Area of Edo State*.
- OECD (2005). *Mexico. Country Report*. Paris, France: OECD.
- Ogunlade, O. O, Amosa, A. A (2013). Effect of Audio Instructional Package on Basic Pupils' Performance in English Pronunciation Skills in Ilorin, Kwara State, Nigeria. Unpublished thesis; University of Ibadan
- Okune R. A, Gudo, Owino, C and Odongo, B. (2016). Implications of instructional materials on oral skills among early childhood learners in central zone, Kisumu County, Kenya. International Journal of Educational Policy Research and Review Vol.3 (2), pp. 20-28 April, 2016.
- Olaleye, O. Florence, O and Omotayo, K. A. (2009). Assessment of Quality in Early Childhood Early Child Development and Care 179 (3), 233–245. ISSN 1818-4952 IDOSI Publications, 2009.
- Organisation for Economic Cooperation and Development (n.d.), Encouraging quality in Early Childhood Education and Care (ECEC) research brief: Minimum standards matter, OECD, Paris, accessed 15 March 2016, www.oecd.org/education/school/48483409.pdf
- Osariemen, J. O. (2013). Appropriating Colonialism: Complexity and Chaos in the Making of a Nigeria-Centric Educational System.
- Osho. L., Oluwafemi, Aliyu, N., Okolie, O., & Olugbenga, O., (2014). Quality of Early Childhood Education: A Case Study in Nigeria. Universal Journal of Educational Research 2(2): 119-125, 2014
- Oyewumi, A., Alhassan, A. B., and Ofoha, D. (2010). Management of Early Childhood Education (ECE 412), National Open University (NOUN).
- Ogbonnaya, N.O. (2010). *Principles and applications of educational policies of Nigeria second Edition*. Nsukka: University Trust Publishers, Nsukka, Enugu State.

- Seyedian, M., & Yi, T. D. (2011). Improving financial literacy of college students: A cross-sectional analysis. *College Student Journal*, 45(1), 177-189.
- Susan, M. S., and Knoche, L. L. (2009). *Professional Development in Early Childhood Programs: Process Issues and Research Needs*
- Tombowua S. (2013). Early Childhood Education in Nigeria: Issues and Problems. ISSN 2239-978X *Journal of Educational and Social Research* Vol. 3 (5) August 2013
- Tuntufye, S. M. (2014). Early Childhood Education in Africa. *Mediterranean Journal of Social Sciences MCSE Publishing, Rome-Italy. Vol 5 No 20 September 2014* the situation of early childhood education in Tanzania the case
- Twaweza, (2014). Are our children learning?
- Tor-Anyiin, S. A. (2008), *Origin, Growth and Development of Pre-Primary and Primary Education in Nigeria*. Makurdi: Selfer Academic Pres Ltd.
- Tremblay, M.S., LeBlanc, A.G., Kho M.E., Saunders TJ, Larouche R, Colley RC, Goldfield G, Gorber SC. (2011). *Systematic review of sedentary behaviour and health indicators in school-aged children and youth*. *International Journal of Behavioral Nutrition and Physical Activity*. 2011;8:98.
- Uchem , R N. and Ngwa,E.S. (2014). Inclusive Education Policy Quality in Post-Apartheid South Africa: Lessons for Nigeria and Cameroon. *Journal of Education and Practice*. Vol.5, No.36
- UNESCO (2014). EFA Global Monitoring Report 2013/4; Teaching and learning achieving Quality for all. Paris. UNESCO.
- UNICEF. (2014). Is Tanzania a Better Place for Children? 25 years of the CRC. Dar es Salaam, Tanzania: UNICEF Tanzania.
- UWEZO. (2013). Are our children learning? Annual learning assessment report 2012. from UWEZO Retrieved from <http://www.uwezo.net>
- UNESCO (2007). *Nigeria Early Childhood Care and Education (ECCE) Programmes*; International Bureau of Education (IBE). Retrieved from efareport@unesco.or.

- UNESCO (2008). *The Contribution of Early Childhood Education to a Sustainable Society*
- UNESCO (2007). *International Bureau of Education (IBE), Early Childhood Care and Education (ECCE) programs*. Geneva, Switzerland (2007).
- UWEZO (2016). *Are Our Children Learning?* Uwezo Kenya Sixth Learning Assessment Report. Twaweza publications.
- Uzoigwe B. N. (2007). *Strategies for promoting quality in teacher training institutions in Nigeria*. Quality Assurance and Indicators in Teacher Education in Nigeria: A book of Readings. Lagos: Bisinaike Educational Publishers.
- Verhoeven, L., Reitsma, P., & Siegel, L. S. (2011). Cognitive and linguistic factors in reading acquisition. *Reading and Writing*, 24(4), 387-394.
- Virginia, Mawere, H and Muguti, J. (2015). Availability, Adequacy and Suitability of Infrastructure, Furniture and Outdoor Play Area Equipment at ECD. *International J. Soc. Sci. & Education* 2015 Vol.5 Issue 3.
- Waigera, J. (2013). Pre-primary school teachers use of Culturally Relevant Instructional materials in teaching in Kyeni West district Nyeri county, Kenya. Un published Masters Theses. Kenyatta University Nairobi.
- Willem E. Saris, Irmtraud N. Gallhofer, (2017). *Design, Evaluation, and Analysis of Questionnaires for Survey Research*. New Delhi: Kogan Page. P.262.
- Winton P. (2009). *Early Childhood Professional Development Systems Toolkit (2009)*. With a Focus on School-Age Professional Development, National Child Care Information and Technical Assistance Centre; A Service of the Child Care Bureau 10530 Rosehaven Street, Suite.
- Yaro, I., Arshad, R. and Salleh, D. (2016). Education Stakeholder's Constraints in Policy Decisions for Effective Policy Quality in Nigeria. *British Journal of Education, Society & Behavioural Science* 14(1): 1-12, 2016.
- Yorke, K. (2012). A comparative study of early Childhood Education in selected public and private Pre-schools in Kumasi.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed., p. 312). Thousand Oaks, CA: SAGE Publications.

Zakariyah, I. (2012). *Lecture note on Curriculum and Resources*. Centre for Continuing Education, College of Education, Minna.

APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR PRE-PRIMARY EDUCATIONAL POLICY- MAKERS

Dear Respondent,

I am Tobias Geofrey, a student of Kyambogo University pursuing a Master's Degree in Education Policy, Planning and Management. You are warmly invited to participate in the interview session about "*Pre-Primary Educational Policy and Quality of early childhood education in Ngara District, Kagera Region-Tanzania*". The goal of this interview is to collect information related to policy that will help in the analysis of the factors that influence policy quality in pre-primary schools. The information will be used to inform the policy. The ultimate purpose of the study is to initiate policy debate that would lead to improvement in the policy which in turn would improve teacher preparation and classroom practice in pre-primary schools. The information given will be treated as *strictly confidential* and your identity kept *anonymous*.

Section A: Bio-data about the Respondents

1. Gender : A) Male B) Female

2. Age Bracket :

Age	25yrs and below	26 -30yrs	31 -35yrs	36-40yrs	Above 41yrs
Tick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Education Level : A) certificate B) Diploma
C) degree Masters

4. How long have you been employed in the education review commission?

Period	1yr and less	1- 2 years	3-4 years	5-6 years	Above 6years
Tick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Marital Status:

- a) Single b) Married c) Divorced
- d) Any other specify.....

Section B: Role of Government Support towards Quality of early childhood education

1. What role does government play towards the quality of pre-primary policy?
2. What is the required qualification for one to become a pre-primary school teacher?
3. What does the pre-primary curriculum require from the implementers of the policy to do?
4. Are there any specific arrangements for teacher professional development? If any, kindly outline them.
5. It is clearly stated in the policy that the Tanzania Institute of Education (TIE) is responsible for the development of pre-primary school curriculum.
6. How do you ensure that the curriculum guidelines are developed and disseminated equitably?
7. The current policy states neither the standard class size nor teacher-child ratio.
Could you explain why should the policy hold this position?
8. Which regulations exist for the establishment of pre-primary schools?
9. How do you ensure that quality is controlled after the pre-primary schools have been established or registered?
10. How and in what ways does government ensure community participation or involvement in pre-primary education?

Sec C: The Relationship between Infrastructure being used and Quality of early childhood education in Ngara District, Kagera Region-Tanzania.

1. What kinds or types of infrastructures are used in Pre-Primary Education in Ngara District, Kagera Region-Tanzania?
2. What categories of physical learning environmental materials are favour to children attending pre-primary education in your area?

3. In the current pre-primary policy, parents and communities are considered important in the provision of pre-primary infrastructure.
4. Is the pre-primary infrastructure provided adequate to meet the early child educational needs?
5. What should be done to improve the infrastructural capacity requirement in pre-primary education?

Sec D: The role of Instructional materials in enhancing early childhood education in Ngara

District, Kagera Region-Tanzania.

1. What Instructional materials are used in Pre-Primary Education in Ngara District?
2. Does the current pre-primary policy show that pre-primary school owners are responsible for the supply of resources in their respective pre-primary schools?
3. What is the role of Instructional materials in enhancing Pre-Primary Education in Tanzania?
4. How do you ensure that resources are available in the public pre-primary schools?

“Thank you for your willingness to participate in this interview session”

APPENDIX B: QUESTIONNAIRE FOR PRE-PRIMARY TEACHERS

Dear Respondent,

I am Tobias Geofrey, a student of Kyambogo University pursuing a Master’s Degree in Education Policy, Planning and Management. I am conducting a study on “*Pre-Primary Educational Policy and Quality of early childhood education in Ngara District, Kagera Region-Tanzania*”. You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with utmost confidentiality and be used for academic purposes only.

Section A: Bio-data about the Respondents

1. Gender : A) Male B) Female

2. Age Bracket :

Age	25yrs and below	26 -30yrs	31 -35yrs	36-40yrs	Above 41yrs
Tick					

3. Education Level : A) certificate B) Diploma
 C) degree D)

Masters

4. How long have you been employed in the education review commission?

Period	1yr and less	1- 2 years	3-4 years	5-6 years	Above 6years
Tick					

Section B: The role of the Government Support towards the quality of Pre-primary education in Ngara District, Kagera Region-Tanzania

1. Which of the following statements can best explain “The role of the Government Support towards the quality of Pre-primary education in Ngara District, Kagera Region-Tanzania” Please indicate the extent to which you strongly disagree (1), disagree (2), Not sure (3), agree (4), strongly agree (5);

S/N	Statement about government support towards ECE	SD	D	NS	A	SA
1	Tanzanian government provides pre-primary curriculum	1	2	3	4	5
2	Sensitises and enlightens about pre-primary curriculum	1	2	3	4	5
3	Supplies qualified and competent pre-primary teachers	1	2	3	4	5
4	Provides pre-primary capacity building and training	1	2	3	4	5
5	Providing child care guidelines and supervision	1	2	3	4	5
6	Providing conducive learning environment	1	2	3	4	5

2. Have you ever read or heard about the pre-primary educational policy in Tanzania? Is there any relationship between the policy and classroom teaching? Please, explain.
3. In your view, what does the current pre-primary educational policy intend to achieve in terms of your classroom teaching?
4. How can pre-primary educational policy be improved to enhance quality teaching in Ngara division?
5. In your opinion, does the current pre-primary educational policy affect your classroom teaching?

Section C: The relationship between Infrastructure being used and the Quality of Pre-Primary Education in Ngara District, Kagera Region-Tanzania.

Which of the following statements can best explain "*The relationship between Infrastructure being used and Quality of early childhood education in Ngara District, Kagera Region-Tanzania*" Please indicate the extent to which you strongly disagree (1), disagree (2), Not sure (3), agree (4), strongly agree (5);

S/N	Statement on Infrastructure being used and the Quality of early childhood education	SD	D	NS	A	SA
1	Conducive buildings enhance proper teaching and learning	1	2	3	4	5
2	Desirable pre-primary classroom sizes promote effective learning	1	2	3	4	5
3	Sizeable chairs provide children comfort to admire learning	1	2	3	4	5
4	Equipments such as ladders in the playground entice child learning	1	2	3	4	5
5	Classrooms have motivating materials that support children concentration	1	2	3	4	5
6	Availability of Games materials and coloured pictures entice pre-primary learning	1	2	3	4	5
7	Good reading materials support the development of the children in early childhood education	1	2	3	4	5

Section D: The role of Instructional materials in enhancing early childhood education in Ngara District, Kagera Region-Tanzania.

Which of the following statements can best explain "The role of Instructional materials in enhancing early childhood education in Ngara District, Kagera Region-Tanzania" Please indicate the extent to which you strongly disagree (1), disagree (2), Not sure (3), agree (4), strongly agree (5);

S/N	Statement	SD	D	NS	A	SA
1	Availability of alphabetical charts enable children critical thinking	1	2	3	4	5
2	Children learning is enhanced through pictured books	1	2	3	4	5
3	Child competence is promoted by resource materials like Toys	1	2	3	4	5
4	Coloured letters and pencils provide child self-direction	1	2	3	4	5
5	Audio visual materials develop children's thinking capacity	1	2	3	4	5
6	Artistics aid learners to acquire literacy skills	1	2	3	4	5
7	Musical activities enable child brain development	1	2	3	4	5

Which of the following resource materials are used in early childhood education?

Which of the following statements can best explain “*The relationship between Infrastructure being used and the Quality of early childhood education in Ngara District, Kagera Region-Tanzania*” Please indicate the extent to which you strongly disagree (1), disagree (2), Not sure (3), agree (4), strongly agree (5);

S/N	Statement	SD	D	NS	A	SA
1	Locally available resources	1	2	3	4	5
2	Ready-made resources	1	2	3	4	5
3	Arrangement of resources	1	2	3	4	5
4	Children’s work products	1	2	3	4	5
5	Teacher’s work products	1	2	3	4	5

“Thank you for your willingness to participate in this interview session”.

**APPENDIX C: INTERVIEW GUIDE FOR COMMITTEE MEMBERS, PARENTS AND
COMMUNITY LEADERS**

1. Are the Ngara community members aware of the existing government support towards quality of pre-primary education?
2. What kind of support does government provide to enhance quality of early childhood education?
3. How has government helped Ngara community to be able to participate in pre-primary education?
4. What kinds or types of infrastructures are used in Pre-Primary schools in Ngara District?
5. Does pre-primary infrastructure permit effective learning of children in pre-primary?
6. To what extent do parents and communities contribute to the provision of pre-primary infrastructure?
7. What Instructional materials are used in Pre-Primary Education in Ngara District?
8. What is the role of Instructional materials in enhancing Pre-Primary Education in Tanzania?
9. In your view, what would you consider to be the qualities of instructional materials to entice pre-primary learning in Ngara?

Thank you for your willingness to participate in this interview session.

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA

Tel: 041 - 285211 Fax: 220464

www.kyambogo.ac.ug

Department of Educational Planning Management

14th August 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: THOBAS GEOFREY - 15/X/14514/GMED/PE

This is to certify that **Thobias Geoffrey, Reg. No. 15/X/14514/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Pre-Primary Educational Policy and Quality of Early Childhood Education in Ngara District, Kagera Region, Tanzania.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Komba

Leticia Komba Rwakijuma (Mrs.)
AG. HEAD OF DEPARTMENT

