

Adequacy of Human Resources on the Implementation of Early Childhood Education in Public Pre-Primary Schools in Meru District, Tanzania

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ABSTRACT: *This study was conducted to assess the adequacy of human resources on the implementation of early childhood education in public pre-primary schools in Meru District Tanzania. The study was guided by the system theory developed by Ludwig Bertalafy in 1971. The study employed a convergent mixed method research design whereby probability and non-probability sampling techniques were used to select the study sample which consists of 1 DPEO, 4 WEO's, 30 head teachers of pre-primary schools and 30 pre-primary teachers. The questionnaire, interview guide and observation guide were used in data collection. The content validity of the research instruments was determined by two research experts, one expert in assessment and evaluation and the second in Management and Planning in from MWECAU, while the reliability coefficient of 0.962 was calculated by using Cronbach's Alpha. Quantitative data were analysed by using means, frequencies, and percentages and presented in table form with the aid of the Statistical Package for Social Sciences (SPSS) version 22 software while the qualitative data were summarised, coded, analyzed, and presented in narration form according to the themes created from the research questions. The findings revealed that human resources are adequate to implement ECE; most of the teachers were competent in various areas included: early childhood classroom management, communication with pupils in pre-primary classes, ability to identify and respond to the individual needs of pre-primary children. Moreover, the study exposed that most of the teacher's lack frequently training on how to implement a preschool curriculum. On top of that the teachers, as well as heads teachers complained about the teacher-students' ratio which revealed that most of the classes were overpopulated and the ratio of teacher-student did not comply with the government guide of 25 students per teacher. The study concluded that most of the public pre-primary schools have adequacy teaching staffs that are competent in their field for implementation of early childhood education. The study recommends that, there is a great need for the government to increase employment opportunities of ECE teachers as well as to build more classrooms in pre-primary schools*

KEY WORDS: human resources, early childhood education, public pre-primary schools.

INTRODUCTION

Early childhood education (ECE) is an important stepping stone for children's social, cognitive and general well-being, an opportunity period in a person's life, it is the time of incredible growth and under good early childhood development, children are seen to be developing soundly, physically, mentally, socially, emotionally, morally and spiritually, this enables them

to make better transitions in ensuring aspects of life and adulthood. (Msuya, 2017). It has a strong impact on the social preferences of children whereas the ones who pass through ECE are likely to demonstrate higher degrees of fairness compared to the ones who have not passed through it (Cappelen et al, 2020). Additionally, the participation of children in early childhood education improves their lives and has a positive impact on the children's lives, their families and society at large (Walton, 2018). Similarly, early childhood education sets a foundation for children's learning and future life achievements and national development. (Mashingia, 2015; Ndijuye et al., 2020). Therefore, early childhood education is considered part of the basic education that prepares children for primary education (Mbagala& Shukia, 2019). This kind of education offered to pre-school children should not be overlooked since it has a positive impact on the child's mental and general development.

According to the Tanzania Education and Training policy of 2014, children ages 3 to 5 years are mandated to attend ECE for a period not less than one year. The implementation of early childhood education (ECE) in Tanzania was widely documented and regulated in this policy which mandated that pre-primary school be a starting point before enrolling in primary school. The curriculum for ECE in Tanzania is a competence-based on providing children with problem-solving skills (URT, 2016). This kind of education is set to prepare children for primary education by enhancing their acquisition of reading, solving mathematics and science skills (Malik, 2019; Kitta & Kapinga, 2015). ECE does not only aims at preparing children for primary education but also the foundation of the education system (Roseline & Matthew, 2020). Due to this factor, a greater emphasis is now being placed on raising access to high-quality ECE services in Tanzania as well as in other parts of the world (Baum et al, 2019).

Efficiency delivery of ECE requires the presence of qualified and competent teachers to ensure quality. The presence of teachers with skills on how to facilitate the acquisition of life skills as well as general children's development will enable good interaction between children and teachers as well as their resources (Burton et. al, 2020 & Enock, 2018). A positive interaction between teachers and children, children and children, and children with the teaching and learning resources will make them acquire all the necessary skills (Guillén, 2018). The quality of childcare for every young child remains a serious issue, the knowledge, skills, status and pay for childhood teachers must be addressed (UNESCO, 2015). In Tanzania, however, there is a concern of some teachers who were once trained as primary school teachers are allocated the ECE classrooms (Lyimo, 2021). This situation raises concern about whether these teachers are equipped with the necessary skills and knowledge to effectively execute ECE programmes. On the other side, in 2019, the country had 9,435 qualified teachers (with early childhood education certification), resulting in a 1:124 teacher-to-student ratio as opposed to a 1:25 international standard ratio. Most of these competent teachers prefer to live and work in urban regions resulting to unsustainable teacher to child ratios in rural pre-primary schools hence worse implementation and undesirable outcome (Tandika, 2019). Therefore, there was a need for a study to be conducted on whether teachers who are currently being assigned to teach ECE classes possess the skills and knowledge required for them to implement ECE.

Statement of the Problem

The number of primary school pupils who are not able to read, write or perform simple arithmetic in Tanzania is still alarming. According to the study by NECTA (2019), more than 25% of standard two pupils from Arusha region scored zero in the three aspects despite the fact that they passed through ECE. The early childhood education curriculum lays a foundation for all forms of education as it equips children with skills for both cognitive and social development (Ndijuye et al, 2020; Cappelen et al, 2020; Bakuza, 2019). Due to its significant effects on the general development of children, early childhood education is receiving much attention in different countries especially the low and middle-income ones (UNESCO, 2019). According to the Tanzania Education and Training policy of 2014, each primary school is expected to have a pre-primary class as part of the school set-up (Mbagala & Shukia, 2019). Literature has shown that the implementation of early childhood education depends on the availability of skillful and competent teachers, adequacy of teaching and learning resources as well as the suitability of methods used during teaching (Kamwitha, 2019; Enock 2018; Burton et. al, 2020; Guillén, 2018; Budinski & Lujic, 2018; Baidoo, 2016).

To ensure the effective implementation of early childhood education, the government of Tanzania has recommended the application of child-centered teaching and it has stated in the policy that the schools will be supplied with adequate resources necessary for achieving educational objectives. Despite such efforts, there are still complaints about the adequacy of human resources on the implementation of early childhood education as some stakeholders do not see the future in it as some children do not demonstrate the achievement of the intended skills despite undergoing the programme (Mligo et al, 2016; Ndijuye, 2020 & Pholphiril, 2017). Therefore, the current study was conducted to assess the adequacy of human resources on the implementation of early childhood education in public pre-primary schools in Meru district.

Research Question

The study was guided by the following research question

How adequate are the available human resources to implement early childhood education in public pre-primary schools in Meru District?

Significance of the Study

The study is significantly useful to the government and the Ministry of Education, Science and Technology by providing a real picture on the levels of implementation of ECE and advising on corrective actions. The study informs” the policy – leaving it free to either revise, or reinforce its implementation, or come up with a new policy if need be, by showing areas of the policy that need strong emphasis to enhance effective implementation of ECE. The findings also provide valuable data for funding agencies to make informed decisions regarding the sponsorship of early childhood education and development. The study gives the information on how adequate are the available human resources to implement early childhood education in pre-primary schools. . Moreover the study identified out challenges facing the implementation of early childhood education in pre-primary schools and provides suggestions that are possible to mitigate the challenges facing the implementation of early childhood education in pre-primary schools. Generally, the study adds to the body of knowledge from which future researchers of the same area of study will cite the work for further reference.

THEORETICAL FRAMEWORK

The study was guided by the systems theory. The concept of this theory was proposed by Ludwig Bertalafy a biologist. The theory is used to explain the interrelationships which exist between different organizations (Bertalafy 1950). A system may be more than the sum of its parts if it expresses synergy or emergent behavior. Changing from one part of a system may affect other parts or the whole system. According to Wililo (2020) there are two versions of systems namely, open system and closed system. The open system focuses on interchange between the system and its environment while the closed system focuses more on the internal aspects of the organization. According to Ogula (2009) as cited by Enock (2018) show that a system can be compared to a production system that consists of input, process and output. A system is comprised of sub-systems or sub-units that operate harmoniously in division of activities so that the entire institute can attain its objectives. The eventual objective is for all sub-system to execute in ways that make possible for achievement of elevated output for the complete union. The system theory asserts that, if one sub-system fails, the whole system is put in hazard (Wanjiru, 2015).

The strength of this theory lies in its assumption that a system is made up of components and each component contributes to the success or failure of the whole system. The theory also suggests that the education provide inputs (the number of teachers, school facilities, teaching materials supplies and the cost and level of financial resources used for education) facilitates the process of changing inputs into outputs (strong sense of identity, wellbeing, confidence and cooperation, and becoming effective communicators). A school is moderately open as a system. Financial and intellectual energy are the two main types of energy. The school is not a natural system; instead of a social mandate that represents a consensus of the participants, it operates under a series of sometimes conflicting legal mandates. As a result, significant amounts of system energy are spent on maintaining relationships rather than achieving objectives.

The weakness of this theory is that it may not be applicable in some situations where unity and harmony is not always possible. For example, some departments in schools may not be corroborating towards achieving the school goals. Moreover, it may not be always possible to find the inputs, process and product all being proper. Therefore, this was the limit to researcher in collecting information on how different factors including human and physical resources as well as well as the teaching and learning process, influence the implementation of early childhood education in public pre-primary schools in the district of Meru is currently restricted.

Empirical Review

There is a positive relationship between the adequacy of human resources and the effective implementation of ECE. Different scholars have conducted several studies related to this aspect inside and outside of Tanzania. In India, Ahmad et al. (2019) conducted a study to propose strategies for the effective implementation of Early Childhood Education Programme in government schools in Punjab, India. The study employed mixed approach. For the purpose of assessing this programme, a sample of 300 heads of educational institutions was selected from the 36 districts of Punjab. The Questionnaire served as the data gathering tool. The study's findings show that early childhood educators and school administrators received training to ensure successful implementation. Parents and members of the school council must be involved

for the ECE programme to be implemented successfully. In order to increase the effectiveness and success of the ECE programme, it is also necessary to choose instructors on the basis of merit and that they possess a professional degree in early childhood education. However, the study did not reveal whether available instructors were adequate despite of other efforts made to implement early childhood education, therefore, the current study was conducted to fill the gap by assessing the adequacy of human resources on the implementation of early childhood education in public pre-primary schools in Meru District.

In Zimbabwe Chikwiri & Musiyiwa (2017), did a study on the challenges and gaps faced by children during the transition period from early childhood development (ECD) to grade one in Zimbabwe. The study employed the qualitative research approach. A purposeful sample of participants was drawn from 15 schools in each participating district. Data were collected through document analysis and focus group discussions. Data analysis was done according to emerging themes and descriptive statistics. The study discovered that the participants were unaware of the transition policy, and as a result, they are probably not going to instruct kids according to the expectations of the policy. The comments made it very evident that the participants were aware of how crucial the child's transitional age is. Participants identified a problem as the absence of knowledgeable teachers. Children's travel troubles were caused by distance. According to the findings, Zimbabwe's implementation of early childhood education was significantly impacted by a shortage of competent instructors and early childhood education experience, leaving the majority of kids unprepared for the transition from early childhood development (ECD) to grade one. However, the researcher employed focused group discussion and document analysis which the results of the study can only be generalized within the boundaries of the study. The researcher didn't also consider classroom observation that could help the researcher to prove if teachers were unqualified or not. Therefore, a gap was left for the current study to the assess adequacy of available human resources to implement early childhood in public pre-primary in Meru district.

Burreta (2021) conducted a study to assess the effectiveness of implementing the pre-primary education curriculum in public primary schools in Moshi municipality, Tanzania. The study adopted the convergent design under the mixed method approach to collect data from 31 respondents. The study employed simple random stratified; convenient and purposeful sampling techniques. The tools for data collection were questionnaires; an interview guide and observation guide. The collected data were analyzed using descriptive and inferential statistics. The study findings point out that teacher's lack of essential skills required for them to effectively implement the curriculum and also their attitudes toward teaching pre-primary children were weak. However, the study didn't indicate whether the available teachers were adequate for the implementation of early childhood education. Therefore, there was a need for the current study to be conducted to assess the adequacy of available human resources to implement early childhood education in public pre-primary in Meru district.

Shemahonge (2018), conducted a study on the provision of early childhood education in pre-schools in Muheza District, Tanzania. The study employed both qualitative and quantitative techniques in data collection and analysis. The samples of 20 pre-schools attached to the primary schools were involved. The study found out that the district's ECE centres provided low-quality educational services as a result of the following factors: the qualifications of the instructors, the resources used for instruction and learning, and the teachers-pupil ratio. The

district's ECE centres were generally reported to be suffering two key challenges: a lack of funding and a lack of classrooms for ECE teachers. Although the study demonstrated that the Tanzanian government had made efforts to construct new classrooms and offer training services, these efforts have a positive impact on the implementation of ECE because they raise the standard of early childhood education offered to kids. However, the study did not reveal whether available teachers were adequate despite of other efforts made to implement early childhood education, if that was the case, the current study was conducted to fill the gap by assessing the adequacy of human resources on the implementation of early childhood education in public pre-primary schools in Meru District.

Mbagala & Shukia (2019), conducted a study to assess Pre-primary Education in Tanzania: Teachers' Knowledge and Instructional Practices in Rural Areas of Mwanza and Morogoro, Tanzania. The study used a descriptive survey design, and 19 rural pre-primary teachers from six wards in the Mwanza and Morogoro areas were employed to take part. The tools of data collection were a questionnaire and a classroom observation. The findings show that pre-primary teachers in general had inadequate expertise of early childhood education. These teachers, on the other hand, were informed of the relevance of play to children and the goals of pre-primary education, but they lacked supportive resources to employ in ECE implementation. Despite of showing teacher's knowledge and practice in implementing ECE, the result was too general for solving the existing problem since there are a lot of factors affecting quality of education such as availability of adequate teachers, training programs and adequacy of workshops which was not covered. Therefore, there was a need to conduct a study in assessing the adequate of teachers on the implementation of early childhood education in public pre-primary particularly in Meru district.

The reviewed empirical studies have identified the importance of human resources as support for maintenance of standards and quality for actual implementation of ECE. The studies also revealed that availability of human resources for ECE affect positively the implementation of early childhood education and therefore improve their academic attainments (Ahmad et al., 2019; Chikwiri & Musiyiwa; Bureta, 2021; Shemahonge, 2018; Mbagala & Shukia, 2019). However, despite the fact that provision of early childhood education in Tanzania is compulsory and fee-free in public primary schools for all children under 6 years, little attention has been made on the adequacy of human resources on the implementation of early childhood education. Despite having studies addressing ECE issues, many of them had not conducted an actual assessment on the adequacy of the available human resources as they are self-sufficient in helping to achieve ECE goals in public pre-primary schools. Little was known about the efficiency of human resources in supporting ECE particularly in Meru District. This offered the room for the current study that was conducted to assess the adequacy of human resources on the implementation of early childhood education in public pre-primary schools Meru district, Tanzania.

RESEARCH METHODOLOGY

The study adopted convergent design under the mixed method research approach. The target population of the study were (157) primary schools consisted with pre-primary classes found in Meru District. According to Meru Primary Education Office, the District has one hundred and fifty seven (157) head teachers of pre-primary schools, one hundred and fifty eight pre-primary teachers (158), and eighteen (18) ward educational officers. The researcher used both probability and non-probability sampling procedures. The sample of this study was comprised of 30 schools, 01 District Primary Education officer, 04 Ward Education Officers, 30 head teachers and 30 teachers of pre-primary schools. Therefore, the sample of this study involved 65 respondents which are equal to 13.2 % of the participants out of 491. Questionnaires, interview guide and observation guide were used to collect data. Questionnaires were used to collect data from head teachers of pre-primary schools and teachers of pre-primary classes, interview guide was used to collect data from the District Education Primary officer and ward education officers.

To ensure the validity of the instruments, the instruments were given to two experts, one expert in assessment and evaluation and the second in Management and Planning from the Directorate of Postgraduate Studies MWECAU. In order to determine the reliability of the instruments, pilot testing procedures were conducted and peers briefing. For quantitative data Cronbach Alpha was used in the study to assess the stability and internal consistency of the instruments of Likert-type items in questionnaires Therefore, the result from pilot testing shows that reliability of the questionnaire of head teachers and pre-primary school teachers was 0.962 which is greater than acceptable level of 0.6. Hence the obtained reliability from the instruments was Acceptable. For qualitative instruments triangulation technique was used to check for validity of the instruments. The analysis of data was done by both qualitative and quantitative data analysis techniques. The quantitative data were coded, analyzed and presented through the use of description and inferential statistics, tables, figures, and percentages and the interpretations and discussion will be given. For qualitative data that were obtained from DPEO and WEOs and head teachers of public pre-primary schools were summarised, coded, analyzed, and presented in narration form according to the themes created from the research questions

FINDINGS AND DISCUSSIONS

Adequacy of Human Resources on the Implementation of Early childhood Education in Public Pre-primary schools.

The study sought to assess the adequacy of human resources on the implementation of early childhood education in public pre-primary schools in Meru district, Tanzania. The implementation of ECE depends on availability of skillful and competent teachers, adequacy of teaching and learning resources as well as the suitability of methods used during teaching .The findings covered responses of the teachers and heads teachers as presented in Table 4.1 and 4.2 to report on this question, a Likert Scale of ten items measured a five part scale was used respectively. Moreover, the findings from interviews with Ward Education Officers (WEO's) and District Primary Education Officer (DPEO) have been presented in form of quotations within discussion.

Table 1: Pre-primary Teachers Responses on the adequacy of Human Resources on the Implementation of Early childhood Education in Public Pre-primary Schools (n=30)

Statements	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	F	%	
Teachers have adequate knowledge on different teaching methods for teaching pre-primary pupils	3	10.0	0	0.0	3	10.0	19	63.3	5	16.7	3.77
Teachers are able to discover learning challenges of pre-primary children	3	10.0	2	6.7	1	3.3	18	60.0	6	20.0	3.73
Teachers have been trained on how to implement early childhood education	0	0.0	1	3.3	9	30.0	16	53.3	4	13.3	3.77
Teachers have a variety of methods that used to effectively assess the learning of my early childhood education children	2	6.7	1	3.3	2	6.7	17	56.7	8	26.7	3.93
Teachers are well skilled on how to manage early childhood education classrooms	0	0.0	0	0.0	3	10.0	16	53.3	11	36.7	4.27
Teachers are well skilled on how to communicate with pupils in pre-primary classes	0	0.0	2	6.7	1	3.3	9	30.0	18	60.0	4.43
Teachers are able to identify and responding to the individual needs of my pre-primary children	3	10.0	0	0.0	4	13.3	5	16.7	18	60.0	4.17
Teachers always attended seminars on to implement early childhood education	5	16.7	22	73.3	0	0.0	3	10.0	0	0.0	2.03
Teachers have in-service training to enhance effective implementation of early childhood education	3	10.0	2	6.7	2	6.7	8	26.7	15	50.0	4.00
Teachers number are enough for the implementation of early childhood education	23	76.7	4	13.3	0	0.0	2	6.7	1	3.3	1.47
Grand mean score											3.56

Source: Field Data (2022)

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Information in Table 1 indicated that human resources are adequacy on the implementation of early childhood education in public pre-primary schools by the grand mean of (m=3.56). This implies that most of pre-primary schools teachers agreed that pre-primary schools had reasonable number of teachers with the required skills for the implementation of early childhood education in public pre-primary schools. The findings revealed that greater majority 24 (80%) of teachers strongly agreed and agreed to have adequate knowledge on different

teaching methods for teaching pre-primary pupils while 3 (10%) of teachers strongly disagreed to the statement that they have adequate knowledge on different teaching methods, and 3 (10%) of teachers were undecided to the fact that they have adequate knowledge on different teaching methods for teaching pre-primary pupils. This implies that majority of pre-primary teachers regard themselves to have enough skills on how to use different teaching methods to facilitate the acquisition of life skills as well as general children's development. This findings supported by Bureta (2021) who indicated that most of the pre-primary teachers in Moshi municipality consider themselves to be well armed with the knowledge and skills to implement pre-primary curriculum. This means that pre-primary teachers have ability to foster skills and knowledge and skills required by pre-primary pupils, having knowledge is one thing, and ability to use that knowledge is another thing.

During a personal interview with the Ward Education Officer from ward B argued that;

Understanding of many teaching techniques that are accessible is one thing that might help you to handle some of these difficulties. Although you do not have to choose one approach and stick with it, you can discover that particular approaches and teaching styles are ideal for various learning settings
(Personal interview with WEO from ward B, on 15th July 2022.)

The idea of the WEO had been supported by District Primary Education Officer, as commented that;

Instead of using only one or two teaching tactics; teachers perform best when they use a diversity of approaches. Having variety guarantees that students never get bored. Additionally, it guarantees that students will probably be exposed to techniques that fit their desired, unique learning style. However this can be only attained when teachers are offered with various training but this is not done in our schools. (Personal Interview with DPEO on 25th July 2022)

The response from DPEO and WEO indicated that there is a need for teachers to be knowledgeable on how to use different teaching style, pre-primary teachers also should apply different teaching according to various learning setting.

In-service training is very import for pre-primary teachers for the effective implementation of early childhood education data in table 1 also revealed that majority 23 (76.7%) of teachers strongly agreed and agreed that teachers have in-service training to enhance effective implementation of early childhood education while 5 (16.7%) of teachers strongly disagreed and disagreed to the statement that teachers have in-service training to enhance effective implementation of early childhood education , while only 2 (6.7%) of teachers were undecided to the statement that teachers have in-service training to enhance effective implementation of early childhood education. Findings implies that, teachers were well equipped through in-service training with enough skills required for implementation of early childhood education, despite of having some challenges like shortage of teaching staffs to implement early childhood education as the item related to the number of teaching staff revealed to have small mean score of 1.47. However lack of regular in-service training revealed to be another limitation facing

pre-primary teaching staffs in Meru district to upgrade their skills to comply with exponentially changes experienced in technology and teaching career.

Moreover, majority 27 (90%) of teachers strongly agreed and agreed to the statement that teachers are well skilled on how to communicate with pupils in pre-primary classes, 2 (6.7%) of teachers disagreed to the statement that teachers are well skilled on how to communicate with pupils in pre-primary classes, while only 1 (3.3%) of teacher were undecided to the statement that teachers are well skilled on how to communicate with pupils in pre-primary classes. This implies that pre-primary teachers regard themselves to have enough communication skills which enable them to communicate effectively with their pupils. With respect to these findings it can be added that communication is a key component of teaching, so having these skills is essential when working with students. Teachers must comprehend and break down complex content in order to effectively communicate it to their students, maintain their attention throughout the lesson (both verbally and through written materials), and address any questions or concerns they may have however these findings are supported by Moradi and Alavinia (2020) who revealed that, there are many different teaching strategies that you might implement with elementary-aged pupils. Since every approach uses a distinct set of tools and approaches to accomplish similar educational objectives, an approach that works for one instructor may not necessarily be helpful for another. Because of this, many teachers attempt to draw ideas from several teaching strategies, combining and blending them into one special teaching strategy depending on the needs of the students, the school, and other factors.

The idea had been supported District Primary Education Officer during interview who commented that;

In the teaching, interaction is essential. It is universally agreed that effective communication are just as important as insight for effective teaching. A teacher must therefore be skilled in all four forms of communication and having extra competence to understand how to use these skills in a classroom setting. It has been demonstrated that doing so influences both the teacher's personal professional performance and the academic success of the students
(Personal Interview with DPEO, 25^h July 2022.)

The response received from DEPO indicated that effective communication between pre-primary teachers and pupil's' is a major tool in teaching and learning. On the other side the findings were also supported by Roseline and Matthew (2020) who reported that teaching itself entails communication, it is crucial to have these abilities when interacting with pupils. In their job as educators, teachers are charged with understanding and deconstructing complicated material, communicating it to their pupils in a way that keeps their attention (both vocally and through written resources), and listening to and solving any questions or issues they may have. Furthermore, it is crucial that once teachers and students communicate well, it enables you to do your work effectively, producing favourable outcomes for your students. Another advantage is that your students can look up to you as a role model for developing communication skills, which are crucial for growth and future learning. Based on this findings it can clearly bare that A few fundamental categories of learning styles exist. Some kids may respond to visual signals,

but other kids could need auditory techniques or more physical ways. There are various enjoyable and memorable ways to meet these developmental demands.

Moreover, to triangulation the data head teachers were asked the same questions asked for pre-primary teachers. To get head teachers' response, a five point Likert Scale on ten items dealing with the adequacy of human resources on the implementation of ECE was used. The results in Table 2 cover responses of head teachers on adequacy of human resources on the implementation of early childhood education in Meru district, the findings from interviews with Ward Education Officers (WEO's) and District Primary Education Officer (DPEO) have been presented in form of quotations within discussion.

Table: 1 Heads Teachers Responses on the Adequacy of Human Resources on the Implementation of Early childhood Education in Public Pre-primary Schools (n=30)

Statement	SD		D		U		A		SA		Mean
	F	%	F	%	F	%	f	%	F	%	
Teachers have adequate knowledge on different teaching methods for teaching pre-primary pupils	4	13.3	2	6.7	2	6.7	18	60.	4	13.3	3.53
Teachers are able to discover learning challenges of pre-primary children	2	6.7	2	6.7	2	6.7	18	60.	6	20.	3.80
Teachers have been trained on how to implement early childhood education	2	6.7	1	3.3	5	16.7	18	60.	4	13.3	3.70
Teachers have a variety of methods that used to effectively assess the learning of my early childhood education children	2	6.7	2	6.7	4	13.3	18	60.	4	13.3	3.67
Teachers are well skilled on how to manage early childhood education classrooms	0	0.0	0	0.0	3	10.	12	40.	15	50.	4.40
Teachers are well skilled on how to communicate with pupils in pre-primary classes	0	0.0	0	0.0	2	6.7	8	26.7	20	66.7	4.60
Teachers are able to identify and responding to the individual needs of my pre-primary children	2	6.7	0	0.0	5	16.7	7	23.3	16	53.3	4.17
Teachers always attended seminars on to implement early childhood education	5	16.7	1	3.3	2	6.7	7	23.3	5	16.7	2.87
Teachers have in-service training to enhance effective implementation of early childhood education	3	10.	3	10.	3	10.	6	20.	15	50.	3.90
Teachers number are enough for the implementation of early childhood education	16	53.3	4	13.3	1	3.3	4	13.3	5	16.7	2.27
Grand mean score											3.69

Source: Field Data (2022)

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Data in Table 2 revealed that head teachers responses on adequacy of human resources for the implementation of early childhood education had a grand mean score of 3.69 which portrayed

that majority of the head teachers were agreed that there were adequacy in human resources required on the implementation of early childhood despite of having some limitations on it. This implies that head teachers supported that pre-primary schools had adequacy of human resources with required skills and knowledge on how to implement early childhood education. The information indicated that majority 22 (73.3%) of head teachers were strongly agreed and agreed that to the statement that pre-primary teachers have variety of methods that used to effectively assess the learning of ECE children, 4 (13.3%) of the head teachers strongly disagreed and disagreed to the statement that pre-primary teachers have variety of methods that used to effectively assess the learning of ECE children, while 4 (13.3%) of the head teachers were undecided to the statement that pre-primary teachers have variety of methods that used to effectively assess the learning of ECE children. The findings implies that head teachers supported that teachers who teach in pre-primary classes were well trained and equipped on how to use different methods to assess pupils learning. Pre-primary teachers need to be provided with education necessary for them to be effective during conducting assessment. Tandika (2015) who argued that, Training in another discipline may hinder instructors' ability to implement the curriculum, affecting the overall development of children in the investigated preschools. More importantly, Teachers who comprehend how pupils evolve will be able to differentiate the child from the behaviour in order to keep youngsters from internalising damaging signals. Examining how learners develop and what they require at various phases of growth will also assist teachers in seeing the big image of learning.

Based on interviews findings, the study quoted some of responses gathered from Ward Education Officer and District Primary Education Officer concerning availability of human resources on the implementation of early childhood education. Another Ward Education from ward A Officer argued that;

Having ability of using different methods to assess pupils in their learning is very important, in may ward majority of pre-primary teachers were Well equipped with that skills and knowledge (Personal interview with WEO form ward A, on July 2022)

Findings from WEO indicated that teacher's ability in using different types of assessment is very important in pre-primary pupils learning.

On the other side majority 1 (70%) of head teachers agreed that teachers have in-service training to enhance effective implementation of early childhood education, 6 (20%) of head teachers disagreed to the statement that teachers have in-service training to enhance effective implementation of early childhood education, while only 3 (10%) of head teachers were undecided to the statement that teachers have in-service training to enhance effective implementation of early childhood education. This implies that the pre-primary teachers were provided with in-service training on how to implement ECE, because is very important for teacher to have continuously training regarding with teaching because the word we live is not static, things tend to change due to many social changes, economic changes as well as political changes. These findings were supported by Nkechinyere(2016) argued that teachers, like doctors, ministers, and lawyers, must continue with education after graduation. Constantly applying new techniques and materials make education in-service absolutely necessary. During observation the study revealed that in-service training for preschool teachers helps to increase

their competency in a variety of areas such as multitasking, practical expertise, inspiring pupils, and teaching abilities. As a result, the institution as a whole has improved. Only teachers can assist pupils in applying academic information in everyday situations. Teachers must go through various in-service seminars and workshops to achieve excellence in teaching. This is so critical to the educational reformation. Teachers, just like every other career, must stay current with the changing world. Teachers can benefit from the training programme by increasing their efficiency, skill, understanding, integrity, and enthusiasm for their work.

Moreover, the information revealed that majority 20 (66.6%) of the head teachers were strongly disagreed and disagreed to have enough teachers on the implementation of early childhood education, minority 9 (30%) of head teachers strongly agreed and agreed and strongly agreed to the statement that schools have enough teachers for implementation of early childhood education, while only 1 (3.4%) of the head teachers were undecided to the statement that schools have enough teachers on the implementation of early childhood education. These findings imply that though available teachers are well equipped with required skills sufficient for implementation of early childhood education, the schools are facing with inadequate number of human resources. That is to say the rate of teachers available is too small to accommodate the number of pupils in their respective classes. The findings supported by Mghasse and William (2016) who found that head teachers faced multiple challenges in managing pre-primary education, shortage of classrooms, shortage of qualified teachers and lack of teaching and learning materials. This implies many pre-primary schools had lack of teachers who were qualified to teach pre-primary classes, and it can be assumed some pre-primary classes were attended by the teachers who were not qualified. Pre-primary classes need to be attended by qualified teachers who are able to attend pupil's needs.

During personal interviews with one among Ward Education Officers from ward C

Added that;

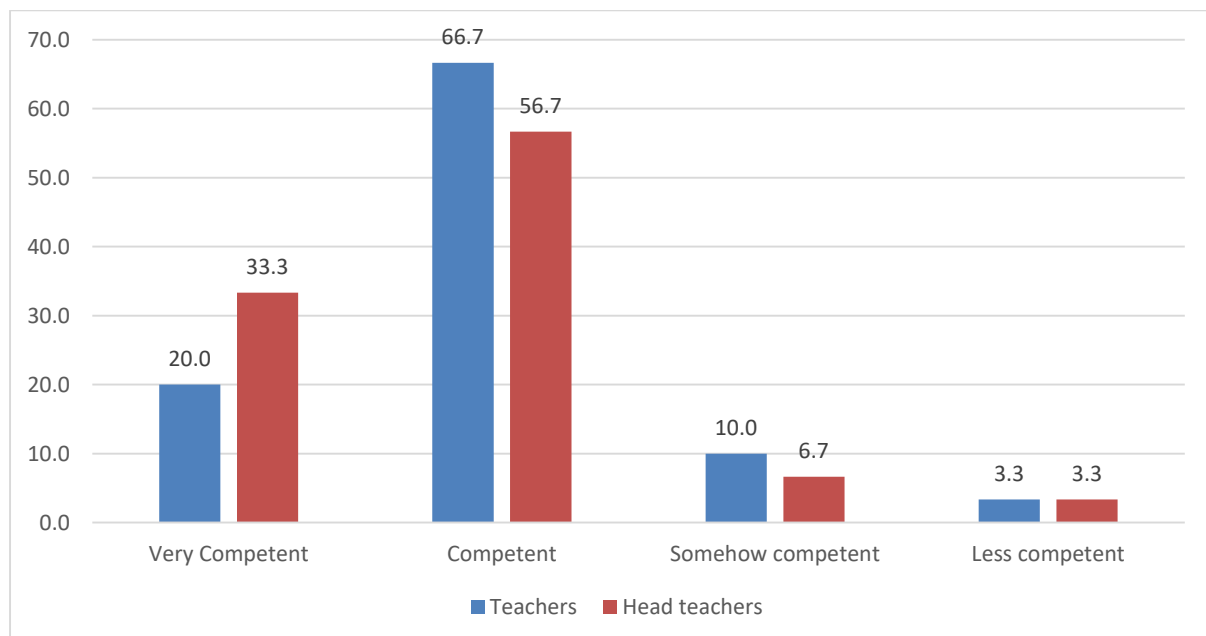
We have a huge shortage of teachers. The number of teachers in our primary schools is in line with the number of students in the classes. That is, it is the same as one teacher teaching three classes at the same time. Basically the situation is completely unsatisfactory. (Personal Interview with WEO from ward C, 18th July 2022)

Furthermore, the findings from WEO indicated that the available number of teachers were not enough to implement early childhood education, this affect teachers ability to attend the needs of pupil's due to the teacher-student ratio. With respect to these findings it can be added that these findings are congruent with Wanjiru (2019) who discovered that, The Teachers Service Commission revealed that there is a shortage of 1142781 teachers in Kenya's primary and secondary schools. More importantly, the global teacher crisis is worsening, and many countries desperately need instructors. Tanzania was among the top ten teacher shortage countries, demonstrating an abnormally uneven teacher-to-student ratio. As teacher shortages worsen, there is a need to understand why this is occurring and what steps are being taken to solve the problem. however these findings are supported by Ndjuyeye and Tandika (2020) who revealed that, it can be difficult to include so many various teaching philosophies into a single class, but it is worthwhile to make the effort to broaden the range of topics and activities since

doing so will enable us to reach a greater number of kids and show them how much fun learning can be.

On the other side the findings are relevant to Roseline and Matthew (2020) who reported that teaching itself entails communication, it is crucial to have these abilities when interacting with pupils. In their job as educators, teachers are charged with understanding and deconstructing complicated material, communicating it to their pupils in a way that keeps their attention (both vocally and through written resources), and listening to and solving any questions or issues they may have. Furthermore, it is crucial that once teachers and students communicate well, it enables you to do your work effectively, producing favourable outcomes for your students. Another advantage is that your students can look up to you as a role model for developing communication skills, which are crucial for growth and future learning. It is further, concerning that the majority of the countries experiencing a teacher shortage in most of African countries. This has historically been connected with low pay. As a result, it gives the idea that teaching is not a good career for one to rely on. Consequently, so the government of Tanzania has been seen to fight to reduce the challenge of the shortage of teachers where in recent days it has provided jobs for primary and secondary school teachers to reduce the challenge of the shortage of teachers. It is our hope that if this happens every year, the challenge of teacher shortage in the coming years may become a thing of the past.

Figure 1: Generally Rate of Pre-primary Head Teachers and Teachers' Competence in Implementing the Early Childhood Education



Data in Figure 1 revealed that, minority 20% of teachers considered themselves to be very competent, majority 66.7% of teachers considered themselves to be competent on the implementation of ECE, while only 3.3% of teachers considered themselves to be less competent on the implementation of ECE. Data in Figure 1 revealed that, minority 33.3% of the head teachers considered pre-primary teachers to be very competent for implementing ECE, majority 56.7% of the head teachers considered pre-primary teachers to be competent on implementing ECE, while only 3.3% of the head teachers pre-primary teachers to be less

competent on implementing ECE. The findings agreed with the findings of Burreta (2021) who found that though the pre-primary teachers in Moshi municipality consider themselves to be competent; they still lack some essential skills and knowledge for them to effectively implement the pre-primary curriculum. The finding of Mbagala and Shukia (2019) disagreed with the findings, as it was revealed that pre-primary teachers had little knowledge regarding early childhood education. On the other hand these teachers were knowledgeable on the importance of play to children. This implies that pre-primary teachers had little knowledge concerning with teaching and learning in pre-primary classes, this may affect effective delivery of ECE, because effective delivery of ECE depends on the availability of competent teachers.

CONCLUSIONS AND RECOMMENDATIONS

Basing on the findings a study concluded that most of the public pre-primary schools have adequacy teaching staffs that are competent in their field for implementation of early childhood education. The findings exposed that, most of the available teachers were competent on various areas included: early childhood classrooms management, communication with pupils in pre-primary classes, ability to identify and responding to the individual needs of pre-primary children. Moreover, the study exposed that most of the teachers lack frequently trainings on how to implement preschool ECE. On top of that the teachers as well as head teachers complained on the teacher students' ratio which revealed that most of the classes were overpopulated and the ratio of teacher student was not comply with the government guide of 25 students per teacher.

Therefore, Basing on the findings and conclusion, the study recommended that there is great need for the government to increase employment opportunities for the pre-primary teachers as well as to build more classrooms in order to reduce the number of students in pre-schools in which most of the schools there is one to two class for pre-school while the number of the students is more than 100.

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