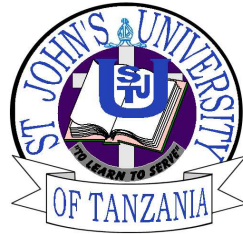


ST JOHN'S UNIVERSITY OF TANZANIA



**PARENTS' AND TEACHERS' PARTICIPATION IN PRE-PRIMARY
SCHOOL CURRICULUM DEVELOPMENT IN TANZANIA:
OPPORTUNITIES AND CHALLENGES**

MARTINE KIHUMBE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATION OF ST JOHN'S UNIVERSITY OF TANZANIA.**

2014-2015

SUPERVISOR: Dr. LYABWENE MTAHABWA

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by St John's University of Tanzania, a dissertation entitled: ***“Parents’ and Teachers’ Participation in Pre-Primary School Curriculum development in Tanzania: Opportunities and Challenges”*** in partial fulfilment of the requirements for the degree of Master of Arts (Education) of St John's University of Tanzania.

.....

Dr. Lyabwene Mtahabwa

(Supervisor)

Date.....

DECLARATION AND COPYRIGHT

I, **Martine Kihumbe** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This work is dedicated to my beloved mother, Mary Charles Jonathan Omuka, for her belief in me when others doubted.

ABSTRACT

Curriculum development is a shared responsibility among different education stakeholders which includes parents and teachers. This study, examined the state of parents' and teachers' participation in pre-primary school curriculum development in Tanzania focusing on opportunities and challenges. A cross sectional descriptive survey utilising a qualitative research approach and a sample of 30 participants (Parents=12; Teachers=12 and TIE Officers=6) purposively selected were involved to obtain data. The Social Cultural Theory guided the study and helped explain the findings. Data were collected through use of documentary review, semi structured interview and Focus Group Discussion (FGD). Interviews and Focus Group Discussions' data were analysed using thematic analysis while secondary data were analysed using content analysis.

Specific objectives of this study were; To assess the state of parents' and teachers' participation in pre-primary school curriculum development; Investigate the factors contributing to the current state of parents' and teachers' participation in pre-primary school curriculum development; Examine the opportunities for parents' and teachers' participation in pre-primary school curriculum development and Identify the actual and/or potential challenges associated with parents' and teachers' participation in pre-primary school curriculum development.

The study revealed that parents and teachers were hardly involved in pre-primary school curriculum development because of different factors which includes; inhibitive education system, avoidance of expenses, limited time, poor communication between the government on one hand and parents and teachers on the other hand and misallocation of funds.

Based on these findings, it was concluded that parents and teachers' participation in pre-primary school curriculum development, was essential for relevancy of the curriculum in Tanzania, Ultimately, the ministry responsible for education should provide opportunities for parents and teachers to participate in pre-primary school curriculum development. It was finally recommended that parents and teachers should be well informed about their roles as key stakeholders in curriculum development for quality pre-primary education in Tanzania.

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LIST OF ABBREVIATION

DEO	District Education Officer
ECCD	Early Childhood Care and Development
ECCE:	Early Childhood Care and Education
ECD:	Early Childhood Development
ECE	Early Childhood Education
ETP	Education Training Policy
FGD	Focus Group Discussion
TETP	Tanzania Education and Training Policy
MEOC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
MPs	Members of Parliament
NGOs	Non-Governmental Organizations
REO	Regional Education Officer
SCT	Social Cultural Theory
TIE	Tanzania Institute of Education
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE RESEARCH PROBLEM

1.1 Introduction

This study examined the state of parents' and teachers' participation in the process of pre-primary school curriculum development in Tanzania. It looked at the opportunities and challenges involved in the process of curriculum development based on experiences from Dodoma municipality, Tanzania. This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, basic research assumptions, scope and delimitations of the study, significance of the study and definitions of key terms, the chapter ends with a summary.

1.2 Background of the Problem

For the past three decades, research has demonstrated that parents and teachers have been playing a significant role on the improvements of students outcomes related to learning and school success despite the fact that families have passed through significant changes in life styles and schools have been operating differently during this time(Drake, 2000).Parents are considered to be the central role for raising their young children despite life style changes over the last decades, however today's rising generation are spending a large part of their early childhoods not in their own homes with their own families but in some form of child care (UNICEF, 2008).

The curriculum is a tool that describes the teaching, learning, and assessment materials available for each specific course of study (Esu, 2005). It specifies the

main teaching, learning and assessment methods and provides an indication of the learning resources required to support the effective implementation of the course. It includes a consideration of the purposes of education, the content of teaching, teaching approaches with the focus being on the product as well as the process and a programme of evaluation of the outcomes (Esu, 2005).

Therefore, in this study, the word 'curriculum' signifies a course of studies followed by students in a teaching institution. It refers to a course or courses through which learning takes place.

Also, in the current study, the word pre-primary school teacher will be used as a type of early childhood educator who instructs children from 5 to age 6, On the other hand, the word pre-primary school parent will be used in this study to refer to a father or mother; who gives birth to or nurtures and raises a child from 5 to 6 years of age.

Furthermore, the word opportunity in this study will be used to refer to an occasion or situation that makes it possible for the parents and teachers to participate in pre-school curriculum development process in Tanzania. On the other hand, challenges in the current study may refer to obstacles that needs great mental or physical effort in order for the parents and teachers to participate in pre-school curriculum development in Tanzania

Curriculum development process refers to all the activities of organizing what should be taught, at what time, to whom and by whom (Marsh,1999). The sequence, scope and integration also must be considered (Drake, 2006). Marsh (1999, p. 186) have identified three levels of curriculum development process development: macro, intermediate and micro levels. Some participants in

curriculum development process are interested primarily in general policies (macro level), some in programmes (intermediate level) and others in specific lessons (micro-level). The macro level of curriculum development is concerned with general policy. Parents and teachers may or may not have been participants in the formulation of policy statements.

Julius (2012) highlights some activities and roles that parents and teachers perform in pre-primary school Curriculum development. He argues that parents and teachers are one of the crucial stakeholders of the curriculum development due to the fact that they are the ones that transmit what has been planned in the curriculum. Gonzalez-Mena (2011) also supports this idea that teachers are the ones who determine and implement “the processes and products of planning, teaching and evaluating a course of study or related courses” (p. 147). Teachers are curriculum planners and implementers of what to be taught at school. Therefore, it is indispensable to involve teachers.

According to Gonzalez-Mena (2011), parents’ and teachers’ participation is a combination of commitment and active involvement on the part of the parent and teacher to the school and child. Anyikwa and Obidike (2012) describe parents’ and teachers’ involvement as the participation and support of parents and teachers at school and in the home, which directly and positively impacts the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children. Parental involvement or participation entails seeing parents as active collaborators in their own children’s learning and development, and ensuring that

they are well informed about their children's school lives and clear about the ways in which they can work with the school (Williams & Ullman, 2002).

Parents and teachers are one of those education stakeholders that can easily identifies failures and success of a curriculum in relation to students' needs and interests, because practically and theoretically understanding of education, they can best judge whether or not a particular curriculum design (i.e. how content, methods and material are structured and assigned) will meet the specified curriculum objectives (Crozier & Reay, 2005; Fish, 1965; Henderson &Berla, 1997).

In addition, their interactions with people who have never gone to school make them the very crucial in bridging the gap between curriculum theory and practice due to their experience in education and curriculum matters in particular, they know what to look for in evaluating how feasible, relevant and effective a curriculum will be (Crozier & Reay, 2005; Fish, 1965; Henderson &Berla, 1997).

On top of that, what makes teachers viable candidates for curriculum development is their presence in the grassroots level; it is in the classroom where the curriculum is carried out, hence teachers experience primary curriculum outcome and their effects to learners (Oliva, 2005). Teachers tends to understand better the needs of their students as they can provide insight into the types of materials, activities and specific skills that need to be included in curriculum development, although state standards often dictate the skills covered by the curriculum (Oliva, 2005).

Parents and teachers having the knowledge of community and class experience respectively must contribute to the process by conveying their ideas and

transmitting into pre-primary Curriculum, they must participate in the planning stage of what they are going to implement. Teachers and parents have their own “perceptions of problems and issues in their families, communities, classrooms, schools, and professional lives” and thus “parents and teachers have a right to have their voices heard in creating the curriculum” (Beane & Apple, 2007:20).

Morrison (2007) highlighted the importance of parental participation in curriculum development that parents’ participation in curriculum development and in children’s learning positively affects the children’s performance at school. Similarly, Kindiki (2009) asserted that parental involvement in their children’s education will increase children’s academic motivation and achievement in education.

On the other hand, parents and teachers are important for the quality pre-primary school curriculum development; they have a lot to offer because of the personal satisfaction (Crozier & Reay, 2005; Fish, 1965; Henderson & Berla, 1997). Parents and teachers should be fully engaged in curriculum development process rather than be readers or receivers of evaluation reports of results (Scott & Sylva, 2004; UNICEF, 2009; Molukanele, 1980).

Research studies have shown that when parents participate in their children schooling, children experience more academic and social success, as Epstein (2001) suggests that parental involvement in their children’s education positively impact their attitude and performance. Over the past decade parents’ position in raising their young children has significantly changed (UNICEF, 2008).

Curriculum literature have indicated that, parents’ and teachers’ difficulties in seeing themselves as “curriculum developers”, or perceiving that they do not

have the authority to make decisions about curriculum is one common challenge of involving them in curriculum development (Brady, 1992). For example, in her article, *Teacher as a Curriculum Leader*, Beth Handler (2010) asserts that the problem lies in the teachers' self-perception and role identification as they identify themselves merely instructors.

Parents' and teachers' obligations and opportunities begin and end within the walls of the community and classroom respectively (Brady,1992). As discussed by Oliva (2005) teachers have been hired when every decision about the curriculum has been already made and operates, their roles become to deliver the curriculum to the students.

Ignoring teachers as something beyond instructors and classroom facilitators is due to their poor training. As Handler (2010) stated:

It is unreasonable, if not unfair, to place teachers into roles for which they do not have the prerequisite competencies. If teachers are to be put into such leadership roles, they must have a deeper understanding of education as a whole than is currently evident through evaluation of teacher preparation program content and standards.

Teacher's responsibilities demand strong theoretical bases on curriculum development, deeper understanding and knowledge and sharper critical and analytical skills are required of curriculum leaders (Handler, 2010; Oliva, 2005).

1.3 Statement of the Problem

Although parents' and teachers' participation in pre-primary School Curriculum development in Tanzania is generally viewed as crucial for quality improvement across all levels of education (HakiElimu, 2011; Uwezo, 2011), not much has

been written about the same in relation to curriculum development. The existing studies (Mtahabwa, 2001) have looked at parents' participation in pre-primary education in general and parents' participation in child protection respectively. As a result, there is paucity of information about the state of parents and teachers participation in pre-primary school curriculum development. The available insufficient information on this matter raises doubts on the quality of the existing pre-primary education curriculum due to the fact that parents' and teachers' participation in curriculum development ensures relevance of the curriculum. This study, therefore, investigated the state of parents' and teachers' participation in pre-primary school curriculum development process for the purpose of obtaining information that would lead to improvement in the quality of pre-primary education in Tanzania.

1.4. Objectives of the Study

1.4.1. Main Objective of the Study

The main objective of this study was to examine the state of parents' and teachers' participation in pre-primary school curriculum development process so as to gather information intended for quality improvement of pre-primary school education.

1.4.2. Specific Objectives of the Study

Specifically, the study sought to:

- i Examine the state of parents' and teachers' participation in pre-primary school curriculum development;

- ii Investigate the factors contributing to the current state of parents' and teachers' participation in pre-primary school curriculum development;
- iii Examine the opportunities for parents' and teachers' participation in pre-primary school curriculum development;
- iv Identify the actual and/or potential challenges associated with parents' and teachers' participation in pre-primary school curriculum development.

1.5. Research Questions

- i What is the state of parents' and teachers' participation in pre-primary school curriculum development?
- ii What are the factors contributing to the current state of parents' and teachers' participation in pre-primary school curriculum development?
- iii What are the opportunities for parents and teachers' participation in pre-primary school curriculum development?
- iv What are the actual and/or potential challenges associated with parents and teachers' participation in pre-primary school curriculum development?

1.6. Basic research assumptions

- i Teachers participate more in pre-primary school curriculum development process than parents;
- ii The system of centralisation in curriculum development would be the main factor that led to the current state of parents' and teachers' participations in pre-primary school curriculum development;
- iii There are little or no opportunities for parents' and teachers' participation in pre-primary school curriculum development process;

iv The most daunting challenge facing parents and teachers' participation in pre-primary school curriculum development processes is the ignorance of some parents, and teachers' qualifications.

1.7 Scope and Delimitations of the Study

This study was based on some of the selected schools in Dodoma Municipality; therefore, few schools were purposively chosen to gain a deeper understanding of the phenomena under investigation. The focus of the study was on parents' and teachers' participation in pre-primary school curriculum development in Tanzania focusing on opportunities and challenges. Based on the nature of findings, the study cannot necessarily be generalized to all schools in Tanzania.

1.8 Limitations of the Study

The major weakness of this study was related to the size of the sample. The sample size was too small for any generalisation beyond the study objectives and the areas. The researcher wanted to gather data and information from various categories of informants, which necessitated the sampling of few informants in each of the identified categories. Thus, findings from this study could not be generalized to the general population, unless in areas and conditions corresponding to the study area. Further, given the size of the sample, no meaningful econometric analysis could be conducted.

It is worth noting that this participatory qualitative research attempts to bring to light the realities of the lives of the people interviewed, using their own voices and interpretations. These realities may be influenced by various factors, including people's aspirations, expectations, ideology and culture that represent

their collective values and shared history. Thus, there are no correct or incorrect answers and some statements from the same respondent may be contradictory.

The study also faced challenges of time resource, limiting the study from collecting information for the study particularly where the informants were reluctant to be interviewed and participate in the focus group discussion.

Again, the study faced limitation where some schools and TIE officers could not quickly reveal some issues pertaining to the state of parents' and teachers' participation in pre-primary school curriculum development in Tanzania and sometime deliberately rejected to be interviewed, perhaps because of the sensitivity of the information needed. The researcher could, however, use enough effort to win over them to provide the information, which was successful at the end-which information? How did you do to win them?. The researcher explained to the respondents that the information they provided was to be held confidential and was for academic purpose only.

1.9 Significance of the Study

The present study aims to shed light on the role of parents' and teachers' participation in pre-primary school curriculum development in Tanzania. Further, the study may help the policy makers to formulate certain policies in the light parents' and teachers' participation in pre-primary school curriculum development in Tanzania and promotion of parental involvement in Early Child Education. The study may also lead to further research in the field of teaching young children in Tanzania. With respect to managerial application, the findings will show teachers, parents and other educational stakeholders in Tanzania that

they have in their hands the weapon that they can use to manage young children's education through participating in curriculum development. Findings of the study will thus be useful to policy makers and analysts, researchers and students.

1.10 Summary of the Chapter

This chapter has analysed briefly on the teachers' and parents' participation in pre-primary school curriculum development focusing on opportunities and challenges. This chapter has provided information on the involvement of parents and teachers in pre-primary school curriculum development, which shows that this area needs great attention through research. However, through the expected results from this study as the chapter explains, it would be helpful to the general society of Tanzania and make some improvement in this sector for social and academic progress in other subsequent levels.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0. Introduction

This chapter deals with the theoretical perspectives, empirical review of literature and then summarizes conceptual framework that guides the study. At the end of this chapter knowledge gap is given the signifying needs of the study in the context of Tanzania.

2.1. Theoretical Framework

In this study Socio-cultural Theory (SCT) by Levy Vygotsky (1978), was employed to enlighten the phenomena of involving parents and teachers in pre-primary school curriculum development in Tanzania by highlighting opportunities and challenges. Lev Vygotsky (1896-1934), known for his theory of social constructivism, believes that learning and development is a collaborative activity and that children are cognitively developed in the context of socialization and education. The perceptual, attention, and memory capacities of children are transformed by vital cognitive tools provided by culture, such as history, social context, traditions, language, and religion. For learning to occur, the child first makes contact with the social environment on an interpersonal level and then internalizes this experience. The earlier notions and new experiences influence the child, who then constructs new ideas (Vygotsky, 1978, p. 56).

Vygotsky's theory is known as social constructivism because of the significance of culture and social context. For Vygotsky, the zone of proximal development

“the distance between the actual development of a child as determined by the independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more peers” (Vygotsky, 1978, p.52). This suggests that cognitive development is limited to a certain range at a particular age. However, with the help of social interaction, such as assistance from a mentor, students can comprehend concepts and schemes that they cannot know on their own. Curriculum specialists and lesson plan builders can use the zone of proximal development as a guiding reference.

Adherents of interactive or constructivist curricula view learning as an active exchange between the child and his/her environment. In this theory, teachers initiate activities designed to foster children’s reasoning and problem-solving abilities, but they also interact with children during child-designed activities to add new ideas or enhance learning. Peer-to-peer interaction is also viewed as essential to the learning process. Models derived from the constructivist theories also respect teachers as decision-makers and expect them to design activities and interactions to meet individual and community needs and interests. However, a framework for making these decisions, as well as specific methods for achieving learning objectives, is provided by the curriculum model.

A constructivist teacher creates a context for learning in which students can become engaged in interesting activities that encourages and facilitates learning. The teacher does not simply stand by, however, and watch children explore and discover. Instead, the teacher may often guide students as they approach problems, may encourage them to work in groups to think about issues and

questions, and support them with encouragement and advice as they tackle problems, adventures, and challenges that are rooted in real life situations that are both interesting to the students and satisfying in terms of the result of their work (Vygotsky,1978). Teachers thus facilitate cognitive growth and learning as do peers and other members of the child's community. Similarly, in this study, the SCT is used to evaluate the interdependence of social and individual processes in the development of a quality pre-primary school education through parents' and teachers' participation in pre-primary curriculum development in Tanzania.

2.2. Related Theoretical Literature

2.2.1. Forms of Parents' and Teachers' Participation in Pre-Primary School Curriculum Development.

Epstein (1992) discusses how children learn and develop through three overlapping spheres of influence: family, school, and community, these three spheres must be in a good position to meet child's needs and interests if their to work in partnerships. She defines six types of involvement focusing on partnerships which include the family, school, and community: skills to raise a child, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein 1992).

Another effective form of participation is presented by Hoover-Dempsey and Sandler (1995) they incorporated participation from out of school or home-based partnerships as well as in school activities with parents and children, the study indicated that when parents participate in child's education then benefits are inevitable these include knowledge, skills, and confidence.

According to Harvard Family Research Project (HFRP) (2006) different learning environments which consist of pre-primary programs, families, out-of-school time programs and activities are crucial for children academic development. This linkage corresponds to that of Epstein's (1992) spheres of influence that they each incorporate community, school (teachers) and family (parents) so that they all affect one another.

Cotton's (2001) work suggests that there are signs that the most effective forms of parental involvement are those where parents engage themselves directly with their children, curriculums with a number of strategies for parental involvement include tutoring, working on homework with children, and reading with children leads to most effective results.

2.2.2 Conditions/Strategies for Successful Parents and Teachers'

Participation in Curriculum Development

Fantuzzo, Tighe and Childs (2000) asserts that due to diversity of parents, there is need to have as many methods and strategies as possible in order to successfully fulfil a variety of needs.

According to Christensen (2004), there are varieties of techniques to increase parental involvement in the school setting; which could be used by teachers by welcoming parents, these techniques or strategies should range from teachers disseminating information to parents, to teachers working in partnerships with parents in decision making processes concerning educational practices.

According to Fantuzzo, Tighe and Childs (2000) traditionally parents are participating in a number of activities, such as invitation to meetings and school

events, however, these strategies did not promote mutual interaction between home and school.

Christensen (2004) identified the strategies that can be used to strengthen partnerships, some of these were include enough time for both teachers and parents for a sustainable partnerships, capacity building for both parents and teachers in order to communicate well and work together, restructuring schools to support parent-school partnerships, and bridging school-parent differences such as language, culture and education.

2.2.3. Challenges that Affect Parents' and Teachers' Participation in Pre-Primary School Curriculum Development

Socio-economic status has been recognized as an influential factor concerning parental involvement as Coleman (2009) report, that the family socio-economic background best predicts of student achievement. Muller(1991) in Coleman, (2009) stated that several researchers have found that parent socio-economic background is positively related to parental involvement. For example, Liu's (1996) found that upper middle class parents engaged in school activities and in school decision, while working class parents took a supportive role with respect to their involvement with their children's school.

As a result of his personal experiences, reading, and research, Motsinger as cited byKirby(2006) asserted that "the developers of Teacher Expectation Student Achievement (TESA) workshops found that teachers do tend to give high achieving students more attention than those who lag behind thus underachieving children feel disliked by the teacher" (p.5). Parents then feel "it is

because we are poor (p.5).” and resentment grows, some low income parents feel schools ignore their presence and participations in children education. Although these low income families may feel not recognized with their children’s school, Henderson (2002) posits that children of low income families benefit most when parents are involved in the schools and parents do not have to be well educated to make a difference.

The cultural background affects the relationship between home and school. as cited in Henderson (2002) have found that “parents from racial, ethnic and cultural minorities, especially those of low socioeconomic status, tend to feel less affinity for the school than those in the mainstream middle class” (p.15), this shows that families and schools are unable to communicate effectively in the United States due to culturally diverse.

According to Ascher (1988) language acts as one of the barriers that affects parents’ participation in pre-primary school curriculum development, since English is not the native language of non English speaking groups, parents think their language skills are so poor that they cannot be useful as participants in participating curriculum related matters. Similarly; Eccles and Harold, (1993, p.19) quoted “Involving parents from any background is no easy task and in light of cultural and language differences, linguistic minority parents present a special challenge” this means that lack of language skills became a challenging factor when parents and schools meet.

Parent literacy is identified by Liu (1996) as another challenge; it is difficult for students from illiterate parents to be supported by their parents at home setting. As stated by Liu (1996), “Students’ academic performance at school is closely

related to the family literacy environment and their parents' educational levels" (p.20).

His views are supported by Edwards et al,(2008) who asserted that, families should create literacy rich environments to foster children's education. However, because many parents did not receive education to provide academic support for their children hence these denied students to get literacy rich environment at home, for stance this issue is severe with many parents whose English proficiency and education level is low (Liu, 1996). Parents with limited schooling are limited to help their children doing homework beyond the primary level, a problem may arise when the dominant language in the home conflicts with assignments in English especially if parents are not literate, they cannot assist their children (Finders and Lewis, 1994).

According to Liu (1996) the structure of family has undergone significant changes over the past thirty years, as the results many children experience multiple family compositions resulting from the transitory nature of the modern family.

2.3. Related Empirical Literature.

2.3.1. Studies Conducted in Developed Countries

Epstein (1992) conducted a survey with the sample of 3700 pre-primary school teachers' practices in United States. Teachers across 600 schools in Maryland reported that there was little or no parental activity within schools as parents were only supplement the teachers' emphasis on basic skills and most of parents who were involved to help were purposely recruited by the teachers.

White-Clack and Decker (1996) conducted a study to examine the relationship between parents and schools as children move from pre primary, elementary school and secondary school. The result shows that among eighth graders only 50 percent of parents had attended a school meeting since the beginning of the school year, 42 percent had not contacted the school about their child's academic performance, and only 29 percent had visited their children's classes. These results indicated that trends of parents' involvement change as child move through the educational system.

The study conducted by Kessler-Sklar and Baker (2000), surveyed 200 superintendents in 15 American states concerning their districts' parent and teachers' involvement policies and programs. The study indicated that 90% of the school districts were having at least one policy in place that addresses parent and teachers' involvement in pre-primary school curriculum development. Districts were least likely to indicate they had policies to train teachers and parents to work with other education stakeholders in the development of pre-primary curriculum.

In the Netherlands, a research study by Smit et al (2005) focusing on the expectations and wishes of non-native and native Dutch parents with respect to pre-primary curriculum development in Rotterdam. The findings revealed that on one hand there was satisfaction amongst parents regarding their contacts with teachers and school principal, but on the other hand there was parental dissatisfaction with respect to the extent to which their views were considered by the authorities as far as pre-primary school curriculum development is concerned.

The results further indicated that non-native parents felt that communication with the school was one-sided and that topics of discussion and information given by teachers to parents at informal meetings with parents have little or no influence on childrearing behaviours at home and that mutual sharing of information regarding children's learning and development between parents and practitioners is not happening (Smit et al., 2005).

Kimman(2012) conducted a study on a review of the forms of parental involvement in early learning in informal, non-formal and formal settings. The results indicated that there was a wide range of initiatives, programmes and information resources designed to support parents towards pre-primary school curriculum development although however, because of uncertainties about the respective role of parents and institutions in children's childrearing and curriculum development.

McNaughton, et al (1996) conducted a study that showed how six of seven Tongan families in a Tongan ECE centre practice of story reading style that focused on story meanings in New Zealand. Results showed that story reading style seemed to be associated with children having higher scores on measures of letter identification and comprehension which also added to families' values. The use of story reading style was consistent with Tongan parents who wished for their children to succeed at school.

Mitchell et al (2006) conducted a study to examine the factors associated with a good quality children's learning environment. The results showed that there were structural features of quality that are common to all ECE services, which are good quality resources, adult qualifications and training, and participation in

professional development which seemed to contribute in developing a quality pre-primary curriculum development.

A study by Sanders and Sheldon (2009) in four parent-led day-care centres in France had similar findings. The study found that, regular participation of parents in pedagogical activities together with some qualified adults was associated with parents' participations that contributed to a good and quality pre-primary school curriculum for children.

2.3.2. Studies in Developing Countries

In Ghana, the concept of parental involvement had been broadened to embrace parent participation, which respects and strengthens the parent's role in developing curriculum and the child's development and establishes linkages between the home, early childhood programs and children's transition into the primary school. The use of local resources, indigenous knowledge, skills and experiences has been encouraged for a quality ECCD Curriculum in order to maximize results in ECCD service delivery (Mukanzi, 2005).

In Papua New Guinea, community schools decided to consider the community as the center of learning and the focus of education in order to link the culture of the pupils' home with the culture of school. Therefore, community schools have become central to the national curriculum development which enables community life, such as, customs, to be reflected in the curriculum (Marsh, 1992).

Another example is found in Colombia's program for multi grade schools that incorporates a number of innovative components, including parents and community participation in school curriculum. The parents and community were

given learning task, self-instructional textbooks guide students to identify examples and cultural elements from their own experience and allow local materials to be accumulated in the learning centers from which among other things the oral tradition is transcribed and classified (Peralta, 2008).

In Madagascar, where Government investments at the pre-primary level have been extremely low, it compels parents and communities to contribute money, labor and materials such as school infrastructure, equipment, and pupil supplies (Mulukalene,1998). As a result, community and parents are in the center “in keeping the schools going including curriculum planning and development” (p.30).

2.3.3. Studies Conducted in Tanzania

In the Tanzania context, participation in the Early Childhood Education is not a new phenomenon. Nyerere (1967) explained that education was the duty of the community and elders. A good curriculum should reflect the needs and wishes of the society for which it is intended. Therefore, community and parents should be involved at the planning stage to determine the needs of the society that should be reflected in the curriculum.

HakiElimu (2011) conducted a study that examined the role of parents and teachers and their involvement in the curriculum development and implementation processes. The study was done qualitatively through interviews and focus group discussions with parents and school committees. Results of interviews and focus group discussions show that parents, teachers and communities in general are seldom involved in the curriculum making process. A

plurality of parents and other community members, though aware of the subjects their children were taking at school, did not seem to be informed of what exactly their children were learning in schools (HakiElimu, 2011).

Furthermore, in Tanzania the family plays a very important role in early childhood education (Seif, 1987). The father, mother and siblings provide the necessary training in language communication, toilet – training (Seif, 1987; and Kweka et al., 2000). Parents and siblings also teach young children what they consider to be “good habits” such as greeting older people, respect to elders and pleasant language use (Ministry of Education and Culture, 1995; and Kweka et al., 2000). Now days children in Tanzania attend programs in childcare centres, nursery schools, Montessori/other pre-schools and pre-primary classes which are affiliated to primary schools (Mtahabwa, 2007).

2.4. Pre - Primary Education Policy in Tanzania

The 1995 Tanzania Education and Training Policy (ETP) give a preamble with a list of policies which have been implemented by the Ministry of Education since 1961. The introduction of pre-primary teacher education programme is one of them. Its policy statements reminded the Ministry of Education and Culture what it should have been doing with the nursery schools since it was given the mandate to coordinate it in the 1980s.

ETP recognizes the existence of initial education both at home and in the few existing day care centres, kindergartens, nursery and other preschools located mostly in urban areas. It also recognizes that the early years of life were critical for development of a child's mental and other potentials and in particular its

personality development and formation. However, it was not economically feasible to formalize and systematize the entire pre-education for this age group. The Ministry of Education and Culture then called upon parents, local communities and NGOs to systematize and formalize pre-primary education for the 5 - 6 year old children (MOEC, 1995:2-3).

To encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities and 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 were among of the ETP objectives.

There are only policy directions for the future of the expansion of Early Childhood Care Development (ECCD) activities. Policy directions for the future of ECCD, as it is well reflected in ED-SDP, will involve and co-operate with parents, local communities, NGOS/CBOS and other private institutions in strengthening expansionary measures to meet pre-school and primary enrolments while at the same time ensuring that quality is maintained (Kweka et al., 2012). However, currently nothing has been said by the policy concerning the role of parent-teacher partnerships towards ECD. The education policy emphasizes that GoT will take an active lead in the delivery of pre-primary education and not parents (Mkonongwa, 2012).

Furthermore, the Ministry of Education and Culture might not have done most of the things mentioned in the 1995 ETP and that many people including the parents and managers of pre-primary schools are not aware of the details of the policy. Parents, teachers and community careful understanding of the 1995 ETP

policy details would help them come up with important strategies for development of parent-teacher partnership towards ECD (Mkonongwa,2012).

2.5. Synthesis of Key Issues and Knowledge Gap in the Reviewed

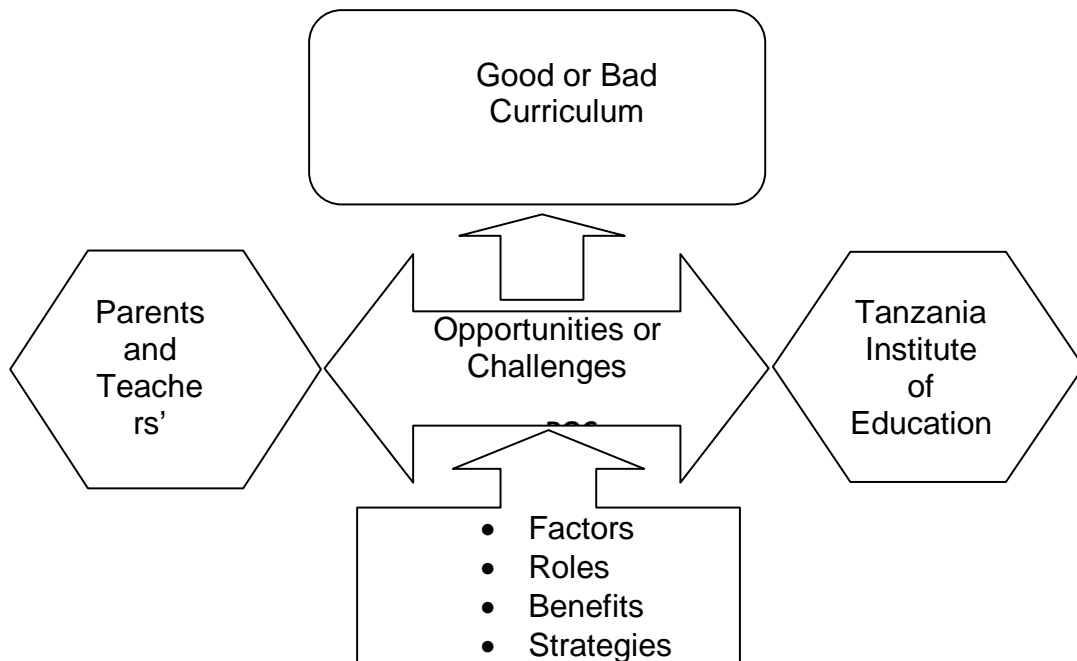
Literature

Various studies have been done in Tanzania on pre-primary education .For example, Tanzanian researchers such as Kuzenza (2010) conducted a study on pre-primary education basing on assessment strategies; Julius's (2012) study looked at the linkage between pre-primary and primary school education.(Mbise, 1996; Kwekaet *al.*, 2000; Mkombozi, 2010; Mnasi, 2010; Mtahabwa, 2001 &Mwinuka, 2001), and others focused on policy and practice between urban and rural areas for example Mtahabwa (2007). All mentioned studies contain one or more elements of the current study. Despite these studies done in Tanzania, little information was found regarding the development of a caring disposition among young children based on these aspects above. This study, therefore, sought to assess the state of parents' and teachers' participation in pre-primary school curriculum development. There appears to be no study done on this area and perspective in Tanzania. This gave an excellent opportunity for this study to be done in Dodoma Municipality under the requirements of the education reforms and reduction of ignorance in Tanzania.

2.6 Conceptual Framework of the Study

FIGURE 2.1 CONCEPTUAL FRAMEWORK

The conceptual framework for the study is depicted in the figure below,



Source: Modified from Kohler (1996, p.4)

The figure above summarizes the idea contained in the model that if there are opportunities and positive attitudes towards parents' and teachers' role in pre-primary school curriculum, then the process would produce good and quality curriculum. However, if there are challenges and negative attitudes in the whole process of involving parents and teachers in pre-primary school curriculum development then the process would produce poor curriculum. On the other hand, the study assumes that, for parents and teachers to participate in curriculum development there must be some key issues which include benefits, factors or conditions, which guide that partnership as well as roles and

activities done by both parties. The following chapter represents research methodologies used in the current study.

2.7 Chapter Summary

This chapter started with main sections of the study after introducing the chapter such as the theory guiding the study and their applicability. Others are general understanding in pre-primary school curriculum development and related literature focusing on the current study which varied from one area to another. The chapter also presented the synthesis of the literature reviewed; knowledge gap and finally conceptual framework guiding the study have been explained. The framework postulated a general picture on the necessary elements which could enhance parents' and teachers' participation in pre-primary school curriculum development in Tanzania created by the researcher. Therefore, from this aspect it opened a room to proceed with chapter three.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the research methodology employed in the study and has the following sections: the research design, research approach, location of the study and population, sampling techniques, sample size, validity and reliability of the research, research ethics, research instruments, procedures for data analysis and chapter summary.

3.2 Research Design

Research design provides a framework for the collection and analysis of data. According to Kombo and Tromp (2006), a research design holds together all the elements used to structure the research. In this study, a cross section descriptive survey design was employed. A descriptive research is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The major purpose of descriptive research is to obtain information concerning the current status of the phenomenon with respect to variables or conditions. Descriptive method is a way of collecting information on people's attitudes, opinions and habits on social issues (Kombo, 2006). This research made use of a descriptive study of wards in Dodoma Municipality with regard parents and teachers' participation in pre-primary school curriculum development in Tanzania with special attention to opportunities and challenges. This was done through collection and analysis of information from parents, teachers, and TIE officers in the study area.

3.3 Research Approach

The qualitative research approach was adopted as the research approach. The qualitative approach was selected to enable the researcher investigate teachers and parents' strategies for the development of a caring disposition among young children in Dodoma Municipality. This study employed qualitative research approach because it allows the researcher to get in-depth data from respondents through their personal knowledge, experience and opinions (Best and Khan, 1992). Qualitative studies are highly exhaustive and reliable because they make a deep exploration of respondents to obtain purposive information. In this way, the researcher was able to collect information from respondents in an interactive manner.

3.4 Location of the Study

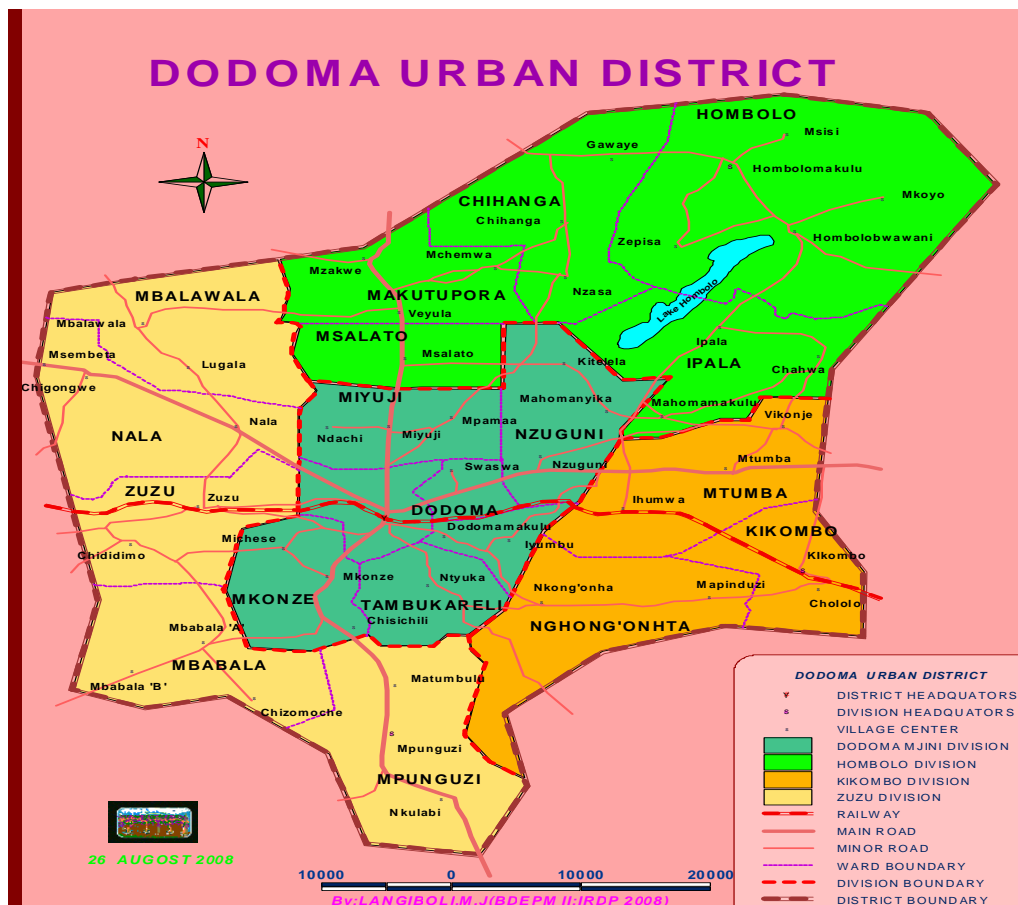
The research area is important and influences usefulness of the information produced, (Kombo & Tromp, 2006). For this matter, a well-planned study should provide a justifiable choice of the area of the study.

The area of the study was Dodoma Municipality in Dodoma region. Four schools were selected for the study. The researcher decided to choose Dodoma Municipality due to its rapid urbanization, a process which has brought up dramatic changes in the total ways of life including provision of social services such as education. Educational practices in the typical urban schools would tend to differ from practices in the typical rural schools, due to variations of resource allocation and the abundance of supportive social services; hence, a need to address those variations in relation to linkage.

Dodoma Municipality is within Dodoma Region, it covers an area of 41,310 km² and has 2,083,588 inhabitants of which 1,014,974 are males and 1,068,614 are females (United Republic of Tanzania, 2012). Dodoma Municipal council has a total number of 410,956 people of which 199,487 are males and 211,469 are females (URT, 2012). Dodoma Municipality is one of the seven administrative districts, which make up Dodoma Region. Others are Kondoa, Mpwapwa, Kongwa, Chamwino, Bahi and Chemba. It covers an area of 2,669 square kilometres of which 625 square kilometres are urbanized (URT, 2012).

Dodoma Municipality is located centrally 6°00 North and 6°00 South and Longitude 35°30 West and 36°02 East. It is found between 6000 and 1000 meters above sea level on a broad dry upland plateau. The annual average rainfall ranges around 550-600mm. Dodoma Municipality enjoys a hot dry climate with minimum annual average temperatures of 10°C to 12°C during the cool dry season in June - July and maximum annual average temperature varying from 20°C to 24°C during hot season in October – November (URT, 2012). The municipality has four divisions, 30 wards, 40 villages and 70 streets. Economically, about 75% of the population sources of income are agriculture and animal husbandry, while another 25% of the population is engaged in petty business like retail shops, carpentry and food vendors. Other activities in the Region include small and medium industries, construction work and consultancy. However, industrial products like wine, mattress and packed water act as source of income as well (URT, 2012).

FIGURE 3. 1 MAP OF DODOMA MUNICIPALITY TO SHOW THE STUDY AREA



Source: Dodoma Municipal Council Profile (2008)

3.5 Population of the Study

Due to the large number of pre-primary schools in Dodoma Municipality few schools were selected. The population of this study comprised of teachers and parents serving children in the pre – primary schools and home setting in Dodoma Municipality and TIE officers. These selected schools were public and private pre-primary schools located in Dodoma Municipality. The schools were Kiwanja cha ndege, Mlimwa C, St Gasper and Capital.

3.6 Sample and Sampling Techniques

Purposive random sampling was used to get participants who are rich in information depending on the nature and purpose of the study (Coolican, 2004; Patton, 1990 in Mtahabwa, 2007). The sample size was determined by the level of saturation. However, after collection of data the researcher ignored some of irrelevant responses from informants.

Four pre–primary schools were selected purposely for the current study. These pre – primary schools are Kiwanja cha ndege, Mlimwa C, St Gasper and Capital. The first two schools were government owned, while the last are privately owned schools. The sample size of the study comprised of twelve (12) teachers who were randomly selected from the selected schools. The second group comprised of twelve (12) parents whose children were studying in the selected pre-primary schools in which 3 parents with children at the schools were selected. The purpose of selecting this group was to get their experience in promoting caring disposition among young children at home. The last group involved in the study comprised of six (6) TIE officers, this group of informants were involved in the study because TIE is responsible for design and development of curricula for pre-primary, primary, secondary and teacher education levels (URT, 1995); hence they hold important information on how parents and teachers are involved in pre-primary school curriculum development.

3.7 Data Collection Methods

This study employed multiple methods of research to meet the need of the study. Interviews, focus group discussion and documentary review were deployed to get data for the study. The study used both primary and secondary data collection

methods for acquiring information. Kombo and Tromp (2006:100) defined primary data as information gathered directly from the respondents, while secondary data are data neither collected directly by the user nor specifically for the user. Creswell (2005) argues that, no single technique or research instrument that is considered adequate in collecting data for valid and reliable information. Accordingly, multiple methods were used to collect data for this study, and these methods are further discussed below.

3.8.1 Primary Data

3.8.1.1 Semi-Structured Interviews

Interview is oral-verbal presentation for collecting oral-verbal responses (Kothari, 2001). Therefore, is an interpersonal purposive conversation between a researcher and respondent(s). This can be done through face-to-face, phones and/or video interviews. Semi-structured interviews were deployed in the present study because it is focused and flexible enough to gather rich data. Under this type, parents, pre-primary teachers and TIE officers were interviewed; thus, information on parents' and teachers' participation in pre-primary school curriculum development in Tanzania (State of parents' and teachers' participation in pre-primary school curriculum development; factors contributing to the current state of parents' and teachers' participation in pre-primary school curriculum development; opportunities for parents' and teachers' participation in pre-primary school curriculum development, actual and/or potential challenges associated with parents' and teachers' participation in pre-primary school curriculum

development. The data solicited were tape recorded and later on transcribed and analyzed through reduction, organization and interpretation.

3.8.1.2. Focus Group Discussion

Focus group discussion (FGD) was used in data collection. The purpose of using this tool was to collect in depth information on issues, perception and ideas of the communities related to parents and teachers' participation in pre-primary school curriculum development in Tanzania. Two focus group discussions were held in this study. Each group consisted of six people. As suggested in Kothari (2001), a focus group discussion must comprise 5 to 10 people so as to have effective and participatory group discussion. According to Kothari (2004), the advantages of FGD are its low cost, it provides speedy results, it allows the facilitator to explore unanticipated issues, and encourages interaction among participants. Lastly, in a group setting, participants provide checks and balances, thus minimizing false or extreme views. The group consisted of homogeneous members of the target population.

The researcher acted as a facilitator in the discussions and ensured that everyone present in the study had a say about the topic at hand. Four main types of data were obtained through this instrument, state of parents' and teachers' participation in pre-primary school curriculum development; factors contributing to the current state of parents' and teachers' participation in pre-primary school curriculum development; opportunities for parents' and teachers' participation in pre-primary school curriculum development, and actual and/or potential challenges associated with parents' and teachers' participation in pre-primary school curriculum development. During FGD, the researcher encouraged the

participants to talk; and notes about the discussion were taken by the researcher. The main purpose of choosing this method is to bring teachers together so as to develop in depth information about their perceptions towards pre-primary school curriculum development in Tanzania.

3.8.2. Secondary Data

Secondary data collection was then carried out by review of available documents which had the relevant information needed for this research topic, Tanzania Education Policy (ETP), Review of curriculum changes since 1961, magazines, organizations, journals, report or information of the previous researches and through the internet.

3.8.2.1 Documentary Review

In this study, the documents that were reviewed included syllabuses of pre-primary (materials, teaching methods and assessment strategies) schemes of work and lesson plans focusing on teachers' and parents' partnerships, teaching methods as well as materials. Lesson plans were important in assessing teaching methods and evaluation of the pupils in pre-primary classes. Teacher's guide was another document to be reviewed. Data that were obtained from documentary review were summarized, presented and discussed to expand or provide more insights into the phenomena under the study. The researcher also reviewed documents such as attendance registers, parent-teacher meetings, school board meeting documents and progress reports.

3.9 Trustworthiness of the Data.

In this study, trustworthiness of the data were assured through the use of multiple methods of data collection as argued by Merriam (1995 in Taylor *et al.*, 2008); as well, thick description of the findings and back translation were done for this purpose. These two strategies are depicted in the following subsections.

3.9.1 Triangulation

According to Patton (2002), triangulation is the combination of different data collection methods in the fieldwork. Studies that use one method are vulnerable to obtaining wrong information. It is argued that triangulation helps to control bias. Patton (1990), states that among the ways that are used to verify validity of instruments is data source triangulation. In this type of triangulation, Patton (1990) focuses on to comparing the data collected from different sources, that is, peoples' perspectives from different points of view so as to come up with a single idea which becomes consistent. In the current study, triangulation of the data sources were used to get different ideas on parents' and teachers' participation in pre-primary school curriculum development in Tanzania focusing on opportunities and challenges.

3.9.2 Thick Description

According to Ponterroto (2006, p. 543), this is the interpretation of what has been observed in the field. Moreover, it is observed that thick description helps to capture feelings and thoughts of participants. It involves the use of participants' voices like the use of the long quotes from the participants or experts (Ponterroto, 2006). This study, therefore, used several quotations from

participants as well as descriptions to make the reader develop insights, especially during interviews to have a feeling of the meanings contained in the data collected.

3.9.3 Back Translation

This referred as the process of translating a material from its original language to a different language, the aim is to make easy communication with informants (Mtahabwa, 2007). In this study, the interviews were done into Kiswahili for easy communication during data collection and then back into English during report writing

3.10 Data Analysis Techniques

The data were analyzed descriptively to reveal the findings as Craswell (2003) asserted that, it is carried out by designing detailed description of case study and using coding to put themes into categories. The data which were obtained from semi structured interview were subjected into thematic analysis, and documentary review data were subjected into content analysis. The study used three main stages in analyzing data as suggested.

Firstly, the researcher started by listening carefully to recorded tapes, transcribing interviews from tape to paper, and reading over the written transcripts and making notes of ideas that come to mind in relation to the study. Data reduction was involved for transcribing and summarizing data from all sources. Data reduction enabled the researcher to assess methods and strategies of data generation and adjust accordingly.

Secondly, the researcher went back to the interview guide and observation checklist guide so as to identify and differentiate between the questions/topics and answers, this method of organizing and displaying the data allowed the researcher to look at the responses to each topic and specific question individually, in order to make it easier to pick out concepts and themes. The organization of data based on research objectives and sub-topics from oral and written texts.

The researcher identified words/phrases used frequently, as well as ideas coming from how the interviewee has expressed him/herself, and then the researcher will organize these ideas into codes. Identifying salient themes, recurring ideas or language, and patterns of belief that link people and settings together is the most intellectually challenging phase of the analysis and one that can integrate the entire endeavour.

Then, the researcher tried to find the most descriptive wording for the topics and convert them into categories. The aim was to reduce the total list of categories by grouping topic that relate to each other. A final decision was made on observing each category and the codes were arranged alphabetically. Lastly, the materials belong to each category was sought together in one place and preliminary analysis to be performed by recording the data.

3.11 Research Ethics

The trustworthiness of a research study is judged by standards of competent and acceptable practice and ethical conduct (Rossman & Rallis, 2003). Ethics were assured in this study through making sure that participants of the research are

informed on the purpose of the research. Pseudonyms were used for participants' confidentiality. However, values and interests of the respondents were respected.

Research procedures like permission from the responsible personnel, consideration of the needs and concern of the people under the study were put into consideration. Confidentiality of the information collected was respected to the maximum. Respect was highly observed during the study for avoiding interruption of their daily routines.

3.12 Plan for Dissemination of Research Results

The Researcher will submit a copy of the report to the Director of Post Graduate Studies (DRCPGS), Supervisor and another copy will be submitted to the Library and the Head of department to make it accessible. A summary of the report will be submitted to both authorities. The researcher intends to publish a summary report as a journal article.

3.13 Chapter Summary

This chapter was focused on the methodological issues of the study. The chapter presented, in brief, key issues like research design, research approach and the sampled area of the study. Along with that, other aspects included in this chapter are the sampling techniques, whereby the researcher employed random sampling technique to obtain the participants. Research instruments, i.e. interviews, focus group discussion and documentary review which were used in the study are also discussed in the chapter. The researcher has also explained, in this chapter, how anonymity and confidentiality were employed to meet ethical

considerations which are required in conducting a research. A preliminary survey was conducted to improve the research tools and ascertain the validity and reliability of the instruments. The following chapter presents and discusses the findings of the study.

CHAPTER FOUR

RESEARCH FINDINGS AND THEIR DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. It responds to the objectives and research questions indicated in chapter one. The findings show the state of parents' and teachers' participation in pre-primary school curriculum development in Tanzania, factors contributing to the current state of parents' and teachers' participation in pre-primary school curriculum development, opportunities for parents' and teachers' participation in pre-primary school curriculum development and actual and/or potential challenges associated with parents' and teachers' participation in pre-primary school curriculum level.

Data collection and analysis were guided by the Socio-cultural Theory (SCT) by Levy Vygotsky (1978) which highlighted the phenomena of involving parents and teachers in pre-primary school curriculum development. The study findings are from thirty (30) informants. The socio-demographic characteristics of the sample population are presented first followed by an analysis of both qualitative and quantitative data under specific sub-themes.

4.2 Socio-Demographic Characteristics of Informants

Table 4.1 summarizes the characteristics of informants in the study. As it can be observed in the Table, the sample category varied much in its characteristics. The occupations and the number of informants in brackets were as follows: parents (12), teachers (12) and TIE officers (6). The educational level and the

number of informants in the brackets were as follows: primary school (5) secondary school education (18) and higher learning education (7). This study was confined to four pre-primary schools from which twenty four (24) informants, including 12 teachers and 12 parents were consulted. Also, the study collected data from six (6) officers from TIE head office Dar- es-Salaam (see table 4.1).

TABLE 4. 1: CHARACTERISTICS OF INFORMANTS

Parameter	Frequency (n = 30)	Percent
Sex		
Male	15	50%
Female	15	50%
Total	30	100%
Education Level		
Primary	5	17%
Secondary	18	60%
Higher learning	7	23%
Total	30	100%
School/Teachers		
Kiwanja cha Ndege	3	10%
Mlimwa C	3	10%
St Gasper	3	10%
Capital	3	10%
Other Informants		
TIE officers	6	20%
Parents	12	40%
Total	30	100%

Source: Field Data, 2015

4.3 Main Themes and Sub-Themes of the Study

The main themes were developed deductively based on the research objectives, while sub-themes were developed inductively after a thorough reading of the data (Table 4.2). Both approaches are acceptable in a single study.

TABLE 4.2: MAIN THEMES AND SUB-THEMES OF THE STUDY FINDINGS

S/N	Main Themes	Sub themes
1.	State of Parents' and Teachers' Participation	<ul style="list-style-type: none"> • Decision Making • Parent Volunteering • Paying Fees and other Expenses • Planning and Monitoring Services
2.	Factors Contributing to the Current State	<ul style="list-style-type: none"> • Inhibitive Education System • Avoidance of Expenses • Limited Time • Poor Communication between Government and Parents and Teachers. • Misallocation of Funds
3.	Opportunities for Parents' and Teachers' Participation	<ul style="list-style-type: none"> • Parents' and Teachers' conferences • Research in Curriculum Design
4.	Potential and/or Actual Challenges	<ul style="list-style-type: none"> • Ignorance of Some Parents' and Teachers Qualifications • Lack of Funds • Political Influences • Poor Infrastructures • Inadequate Training in Curriculum Development

Source: Field Data, 2015.

4.4 State of Parents' and Teachers' Participation

The research sought to assess the state of parents' and teachers' participation in pre-primary school curriculum development in Tanzania. Informants were asked about the extent to which parents and teachers are involved in pre-primary school curriculum development process in Tanzania, The interviews and Focus Group Discussions were conducted to elicit information related to this issue. The findings are summarized in Table 3 and thereafter a discussion of the matters is presented.

Table 4.3: State of Parents' and Teachers' Participation in Curriculum Development

Parameter	Frequency (N=24)	Percent
• Decision Making	10	41%
• Parent Volunteering	6	25%
• Paying fees and other expenses	4	17%
• Planning and Monitoring Services	4	17%
Total	24	100%

Source: Field Data, 2015

4.4.1 Decision Making

The study found that, in private owned pre-primary school visited by the researcher, parent participation is primarily in the contribution of the pre-primary school infrastructures such as school teaching and learning materials like books, chairs, desks and foods. The study observed that in these types of schools,

parents are willing to participate in a number of activities that are raised in schools. In urban schools, the study observed that the parents' committees, which include some businessmen and politicians, are very active and fully participate in decisions made about these pre-primary schools. For example, parents are sometimes involved in decisions making processes in the development of play facilities such as play grounds and other activities like keeping the school environment by planting trees. On contrary, in public schools visited an interesting discussion ensued regarding the possibility that parents were participating in their children's education, despite the fact that parents have their own skills and opinions in pre-primary school education, very few have been willing to put their skills to the development of pre-primary school curriculum. Reflecting on this aspect, one of the pre-primary school parents from private urban school had this to say:

“...Me as a parent I have a lot to offer for the development of pre-primary education, at my child's school, parents are normally invited to participate in a number of school activities such as keeping environment clean and sometimes we participate in key decisions, but I have never been invited to develop a curriculum...”(Interview with a parent, 8th May 2015).

This was not a case to the public pre-primary school parents, as one of the parents during interview had to say;

“...look people think that I have nothing to contribute in my children's education, they are wrong, for your information I am a good carpenter, with my skills I could help them with building desks and chairs but the issue is what the government will do if I am playing their part? The government ignores us, therefore I don't want to participate fully too...”(Interview with a parent, 8th May 2015).

The findings above imply that parents and teachers participate in different school activities especially in private schools unlike public schools parents seems to be reluctant to participate in their children's education. This is because of ignorance, lack of time and extreme poverty that hinder most of them to get together and participate in school curriculum development.

4.4.2 Parent Volunteering

The study revealed that parent do participate with teachers in volunteering in number of activities set by the school such as cleaning school environments, planting trees and playing with pupils, this is often the first opportunity that parents and teachers have set time to work together for promoting their children's education. Because it is scheduled by the school and the teacher, the parents must follow their lead and come to the school. This is another example of how teachers can try to manage or negotiate their relationships with parents. It is during this time that parents often address concerns or tell teachers what they want the teachers to know about their child. As one of the grade one teachers at a public school said, *"parents talk to me most at special day such as when they are here at school for volunteering."* This is the time for parents to head off future issues or to let the teacher know what they can expect from their pupils. This first event gives the teachers initial insights into the child from parents' perspective different from their own. Teachers reported that they do not want parents to drop by in their classrooms unannounced and prefer scheduled meetings. A grade one teacher in a sub urban school, reported:

"They [parents who come to school during class hours] interrupt and they sneak up and that is when we have a problem because it really distracting when a parent walks into the room...So it is not so good

when they come in the beginning of class that is just because it is a disruption and honestly even if they stood outside the door it wouldn't be a big deal. I think it is valuable that the parent wants to make that connection but there is a time and a place" (Interview with teacher, 8th May, 2015).

The teacher appreciated that the parents want to participate and work with him, but he preferred parents to not arrive at his door unannounced during class hours. Though parents sometimes bend rules, teachers said that most conversations do not happen during those times. Another teacher who was a veteran grade one teacher at a private school said that she preferred to talk and work together with parents, explaining,

"...when they have time during volunteering day it is where I normally have good conversations because a parent catches me when I didn't have the kids [and am free] so I drop everything and work with parents." (Interview with a teacher, 12th May 2015)

4.4.3 Paying Fees and Other Expenses

With the exception of public schools, parents also participate in the financing of pre-primary schools by paying fees. In all private owned pre-primary schools investigated parents act as a source of funds by paying fees and other expenses. The fee paid is variable in all schools reached. The current study found that parents normally participate in pupils' education through financial contributions to school by paying school fees and other expenses such as security fee, water and sanitation. Furthermore, parents and teachers do participate in special events like fundraising the fund raised could be used for buying stationeries or improving school environments. On the other hand, parents in public schools visited, the study revealed that there is minimal parental participation in school curriculum, the notable participation of parents in school matters is when there is a problem

that the teacher would like to share with parents, such as pupil's sickness or any other emergency, otherwise parents left each and everything to the teachers.

"I don't know the definition of curriculum but me as a parent I do participate in school curriculum during financial contributions such as paying school fees and other direct cost set by the school management my participation ends there, the issue of curriculum development the government has never invited me to participate"(Interview with a parent 8th May, 2015).

Another parent from public school visited indicated the same aspect though his participation ends with paying direct costs, explaining:

"I only participate by paying some money contributions for buying Teaching and Learning materials, chairs and desks and the like, but I have never participate in curriculum development process"(Interview with a parent 8th May 2015).

The excerpt above means that parents who have children in public schools seem to participate in school matters mainly in terms of money. Their participations end with only paying some costs regarding pre-primary school teaching and learning. This means that the participation of parents in pre-primary school mainly focusing on financial contributions especially in public schools.

4.4.4 Planning and Monitoring Services

As observed by the study, pre-primary schools visited have adopted the establishment of a collaborative partnership involving all the relevant partners (home, school, service providers) in planning and monitoring services for children as to addressing a host of problems that threaten the health and wellbeing of children at school. Collaborative activities between parents and schools have been useful in urban and private owned schools, where trainers, teachers, parents and local communities routinely cooperate in developing pre-primary

school curriculum and teaching materials. They collect stories, riddles, poems and games which are produced to serve the local communities. Such joint efforts enhance the quality of teaching materials, available and increase community satisfaction. Parents and teachers collaborative partnerships represent one of the most effective means for creating flexible comprehensive system that meet the needs of children.

“If a curriculum was to be developed at school level, it would have been better because teachers and parents normally participate in planning and monitoring of school services. There are some parents who are knowledgeable in methods of teaching they help us much but the issue is the government do not recognise these efforts and leave everything for practitioners as long as curriculum development is concerned”(Interview with a teacher, 13 May, 2015).

From the response above, the study revealed that teachers and parents would like to participate in curriculum development, they plan and monitor pre-primary school services in their respected schools, though it seems these activities end at school level.

4.4.5 Discussion

Briefly, the study findings show that the private owned pre-primary schools' parents and teachers interviewed were active participants in their children's education. They recognise how important education is for the children's future and how important it is for their pupils' academic achievement that they would like to be involved in curriculum development process. The parents and teachers of these types of schools have high expectations towards their children's education and convey these expectations to their children. Paradoxically, the

study found that within the context of extreme poverty in rural setting schools especially public owned schools, parents' involvement with school matters was mostly on the financial level and other forms of participation are rarely seen including participation in curriculum development

Furthermore, parents' participation ends at school level, with a centralisation educational policy in Tanzania which does not open many opportunities for parent and teachers participation in pre-primary school curriculum development. However, with the committee representing the parents of school children playing an important role in the operationalisation of pre-primary education. This is an important level of parent participation. In the school visited, the study found that parent participation ranges from passive participation (rural public schools), to an average attendance (urban public schools), and active participation in both rural and urban private schools. Additionally these findings corroborate to many other studies (Childs, Fantuzzo & Tighe, 2000; Haki Elimu, 2012; Uwezo, 2011; Mukanzi, 2005, Mukuna, 2012).

4.5: Factors Contributing to the Current State of Parents' and Teachers' Participation in Curriculum Development

The findings from the interviews as summarized in Table 4.4 showed that 8 (33%) respondents mentioned the inhibitive education system as one of the factors contributing to the current state of parents' and teachers' participation in pre primary curriculum development in Tanzania, again 5(20%) informants mentioned avoidance of expenses, 3 (13%) informants mentioned ignorance of some parents and teachers' qualifications, 3 (13%) said limited time, 3 (13%) argued poor communication between the government on one hand and pa

rents and teachers on the other hand 2, (8%) mentioned misallocation of funds. (See Table 4.4).

TABLE 4.4: FACTORS CONTRIBUTING TO THE CURRENT STATE

Parameter	Frequency (n=24)	Percent
• Inhibitive education system	8	33%
• Avoidance of expenses	5	20%
• Ignorance of some parents and Teachers	3	13%
• Limited time	3	13%
• Poor communication between the government, parents and teacher	3	13%
• Misallocation of funds	2	8%
Total	24	100%

Source: Field Data, 2015

4.5.1 Inhibitive Education System

The research findings revealed that parents and teachers do not participate in the process of pre-primary school curriculum development in Tanzania because the education system of the country does not provide rooms for the involvements of both parents and teachers in pre-primary school curriculum development. Parents and teachers arguably do not think the system allow this kind of participation because of its nature; the system is centralized in nature, it is a top down structure which tend to ignore the grassroots. Curriculum making is essentially a collective process that should involve all key stakeholders in the

process. More importantly, curriculum changes should reflect the needs of a particular society. However, during focus group discussions and interviews, it was clear that the curriculum development process in Tanzania has not been participatory. For example, many teachers and parents complained that curriculum changes are simply communicated from the top, mainly by the Ministry responsible for education without proper explanation why the curriculum changes have been introduced. Reflecting on this aspect, one of the pre-primary school parents had this to say:

“The way I understand the curriculum development process, any change in curriculum should come from down rather than from top. All key stakeholders are supposed to participate in curriculum changes, and any curriculum change should begin from the community, classroom teacher and move up to the Ministry, but this is not usually the case...” (Interview with a parent, 8th May 2015).

A teacher of one of the participating pre-primary schools also had the same opinion, saying that;

“...we are just implementing curriculum changes. We don't participate in making these changes; they are simply brought to us! Worse still, they don't even train us on these changes; they just tell us to implement.” (FGD, 13th May 2015).

Additionally, participants explained that curriculum changes do not match with changes in teaching and learning resources, which makes it hard to implement the changes.

4.5.2 Avoidance of Expenses

Through interviews and FGD the findings revealed that, one of the factors that led to the current state of parents' and teachers' participation in curriculum development in Tanzania is the issue of expenses. Informants argued that the

government fears too much expense when it comes to involvements of parents and teachers in curriculum development. Initial costs have more to do with setting up the process and establishing key systems and structure. There are costs involved in bring people together (different stakeholders including parents and teachers), some direct costs such as financial and logistical needs but also costs for capacity knowledge, skills and attitude that are supportive. For example, during one of the interview sessions, one of the teachers observed:

“...The government tends to avoid expenses because involving parents and teachers in the whole process of curriculum development is very expensive especially when they want to reach every parents and teachers who have pupils in pre-primary schools across the country, it is very expensive for sure, I think they can't afford...”(Interview with teacher, 12th May, 2015).

Furthermore, during FGDs teachers complained about inadequate budget allocated to MoEVT by the national budgetary committee, according to them the budget is not enough to fulfill all the requirements of the ministry including pre-primary school curriculum development which needs enough funds because of its complexity in nature. They urged that because of shortage of fund in the ministry, the government tend to avoid some important issues like involving parents and teachers in pre-primary school curriculum development.

4.5.3 Parents and Teachers Qualifications

Parents and teachers' qualifications also have something to do with their participation in pre-primary school curriculum development in Tanzania. During interviews and FGDs most teachers think that because they are teaching pre-primary school children which are the lowest level of education in Tanzania, they are being ignored by the authorities, feeling that they have nothing to offer as far

as curriculum development is concerned. One of the teachers during focus group discussion observed:

“I am just a mere pre-primary school teacher, I don’t have much education, I am not a curriculum expert either, and do you think the government would ever need my opinions? I don’t think so. They just ignore us; they only consider people with higher education such as Education officers who have degrees and masters at our expenses.”(FGD, 13th May 2015).

This was also a case to the parents, as one of the parents during interview who had to say;

“Do you think my level of education, my understanding especially in curriculum matters would ever attract government attention? I don’t know even the meaning of the word curriculum itself, I have never been to school; the government would like to have parents with knowledge of curriculum, I think that is the reason why they don’t want to involve us in the whole process of curriculum development.”(Interview with a parent, 8th May, 2015).

Additionally, the implication in the excerpt above is that for many apparently uninvolved parents, education was not a positive experience and they feel inadequate in a school setting. Parents may also feel uneasy if their cultural style or socioeconomic levels differ from those of teachers and other stakeholders. Similarly, some parents who are uninvolved in curriculum development may not understand the importance of participation or may think they do not have the skills to be able to help. Even teachers who are confident and willing to help may hesitate to become involved for fear of overstepping their bounds.

4.5.4. Limited Time

The research findings revealed that parents and teachers do not participate in the process of pre-primary school curriculum development in Tanzania because of the time allocated or targeted by the government to complete the whole process of pre-primary school curriculum development in Tanzania. Parents and teachers think that the government target specific time for the process of involving different stakeholders during pre-primary school curriculum development. Furthermore, research revealed that there is limited time allocated by the government which hinder the effective participation of parents and teachers in the process of pre-primary school curriculum development in Tanzania. Explaining the above factor in relation to parents' and teachers' participation in pre-primary school curriculum development, one of the teachers had to say;

“...I think there is limited time the government set to accomplish the process and I believe the time is not enough, so it is difficult to involve as many teachers as possible, that’s why teachers are complaining... “(Interview with teacher, 12th May, 2015).

Also, one parent remarked during individual interview saying that;

“Personally, I don’t know what time the government set for the whole process of curriculum development, may be some teachers, to be honest if there is any parent in Dodoma ever know the time, then he /she must be within government not just a mere parent like me. “(Interview with a parent, 8th May 2015).

From the responses above, it is likely that both parents and teachers are discontent with the time set by the government in involving them in pre-primary school curriculum development. However, both parents and teachers seems they

don't know specific time that the government set for curriculum development to accomplish as one of the parents replied during individual interview.

4.5.5. Poor Communication between the Government on one hand and Parents and Teachers on the other Hand

The study found that, the government often tell parents and teachers that their “door is always open.” This implies that the government welcome communication with parents and teachers at any time. But in reality, if you look deeper, the government also have strategies for managing their interactions with parents and teachers. There are indeed few times when the government collaborates with parents and teachers. Some of these times include coordinating special events such as seminars, assemblies, dialogues and fundraising. During these periods, government, teachers and parents works together for a common goal. However, both parents and teachers criticised this kind of communication, although the government is very proud of these communication strategies, teachers and parents seems uncomfortable for they claim that seminars and dialogues are only there to benefit their superiors such as REOs, DEOs and others. Furthermore, although the government employ these kind of communication to parents and teachers, the study revealed that among all parents and teachers participants no one has ever attend such kind of occasion the government claims. However, it is not clear if communication occurs at all times or only during scheduled meetings. According to what the parents and teachers reported in this study, it seems that they preferred having set times to interact with the government.

4.5.6. Misallocation of Fund

Through focus group discussions and interviews, it was observed that parents and teachers felt that misuse of education funds is currently rampant in Tanzania. When asked about the factors that contributed to the current state of parents and teachers participation in curriculum development they argue that government top officials in the ministry responsible for education have commonly misuse or misallocate funds. They do not believe that the government do not have fund to finance the process of involving them in curriculum development, they just have feeling that some top officials in the government are misusing government funds, they sometimes misallocate funds that are allocated for curriculum development for their benefits. One member in the teachers' focus group discussions remarked:

“There is no way one can say government has no money for curriculum development, I believe there is a lot of money but they misuse those funds, for example during constitutional parliament the government spent a lot of money, this indicates that they have a lot of money, how comes they don't have funds in this issue?(involvement of parents and teachers in pre-primary school curriculum development), I don't believe the government has no money to finance this crucial process for our children, what I feel in my mind is, there is misallocation of funds” (FGD, 13th May, 2015).

The excerpt above means that officers in the ministry who are responsible for curriculum development are not trusted by parents and teachers especially in the use of government funds. Parents and teachers felt that funds have been misused by people in top offices in the ministry and indicated that if education funds were to be used in appropriate way then they could have been involved in each and every stage of pre-primary school curriculum development.

4.6. Discussion

The findings of the study showed that, both parties (parents, teachers and the government) have in mind what makes the current state of participation specifically in curriculum development as indicated by majority of parents and teachers during interviews and FGDs, that, the system of education in Tanzania does not provide opportunities for the involvement of parents and teachers. Teachers often complaining about decision making, it seems that who decides what children should learn at school is the government not parents or teachers. This is because the government dictates the whole process of pre-primary curriculum development and decides all education activities at school, and this makes both teachers and parents feel useless and inferior. Though the government claims that there is room for participation, however, the study found that the system provides little or no room for parents and teachers participation in pre-primary school curriculum development as decision makers because all important decisions as far as pre-primary school is concerned lies on top ranked officials in the ministry. Additionally; these findings corroborate to many other studies(Childs, Fantuzzo, & Tighe, 2000; Haki Elimu, 2011; Uwezo, 2012; Julius, 2012; Katunzi & Mhaiki, 2003; Kissasi, 1994; Mukuna, 2012; Mukanzi, 2005).

4.7. Opportunities for Parents and Teachers' Participation in Curriculum Development.

This study wanted to examine opportunities provided by the government to facilitate parents' and teachers' participation in pre-primary curriculum development in Tanzania. Interviews and FGDs were conducted in order to

obtain reliable data. The findings from the interview as summarised in Table 4.5 showed that 4(60%) mentioned parents and teachers conferences and 2(40%) reported research in curriculum design as one of the opportunities.

TABLE 4.5: OPPORTUNITIES FOR PARENTS AND TEACHERS' PARTICIPATION

Parameter	Frequency (N=6)	Percent
• Parents' and Teachers' Conferences	4	60%
• Research in Curriculum Designing	2	40%
Total	6	100%

Source: Field Data, 2015

4.7.1 Parents and Teachers' Conferences.

Government-parents and teachers' conference is often the first opportunity that government and education stakeholders including teachers have set time to talk privately about pre-primary curriculum matters. Because it is scheduled by the government, teachers and other stakeholders must follow their lead and come to the conference hall set by the government. This is an example of how government try to manage or negotiate their relationships with teachers as far as pre-primary curriculum development is concerned. It is during this time that parents and teachers often address concerns or tell the government what they want to be incorporated in pre-primary school curriculum. As one of the TIE officers said, *"The government normally meets with parents and teachers at conferences"*. This is the time for parents and teachers to head off future pre-

primary curriculum or to let the government know what they can expect from their pupils. These conferences give the curriculum designers an initial insight into curriculum from a perspective different from their own.

4.5.1 Research in Curriculum Designing

During interviews and FGDs, the study revealed that, parents and teachers are involved in curriculum development by curriculum designers during research to identify different societal needs as well as suggesting type of curricular materials to be used in pre-primary education. Furthermore, among other things parents and teachers are considered as the most important factor and therefore given opportunities to present their opinions of what to be incorporated in pre-primary school curriculum For example, during one of the interview sessions, one of the TIE officers remarked;:

“...Society has its own expectations about the aims and objectives that should be considered when designing the curriculum. It also has a perception of what the product of the school system should look like. It is therefore necessary for curriculum designers to take into account these societal considerations. That’s why we normally give opportunities to parents and teachers to represent the societies they come from. If this does not happen, the curriculum becomes irrelevant.” (Interview with TIE officer, 14th May, 2015).

The government recognise the early years of life are critical for the development of a child's potentials and, in particular, its personality development and formation. Government therefore, considers that with the involvement and co-operation of parents and teachers, it is possible to systematize and formalize the pre-primary education for the 5-6 year old children.

Additionally, the design of pre-primary school curricular materials and their presentation should accommodate the culture of the society that the curriculum is

seeking to serve. The informants revealed that it is difficult to serve the society through curriculum if no opportunities for them to participate.

4.9. Potential and/or Actual Challenges

The fourth research objective sought to identify the actual and/or potential challenges associated with parents and teachers' participation in pre primary school curriculum development. Informants were asked to mention challenges associated with the involvements of parents and teachers' in pre-primary school curriculum development. With regard to this objective, the interviews and Focus Group Discussions (FGD) were conducted to elicit information related to this issue. The findings are summarized in Table 4.6 and thereafter a discussion of the matters is presented.

TABLE 4.6: POTENTIAL AND/OR ACTUAL CHALLENGES

Parameter	Frequency (N=30)	Percent
• Lack of funds	12	40%
• Ignorance of parents and teachers	6	20%
• Political influences	5	16%
• Poor infrastructures	4	14%
• Inadequate curriculum training	3	10%
Total	30	100%

Source: Field Data, 2015

4.9.1 Lack of Funds

The study revealed that there was lack of funds to finance parents and teachers' participation in pre-primary school curriculum development in Tanzania. Using

the question *“what are the actual and/or potential challenges associated with parents and teachers’ participation in pre-primary school curriculum development?”*All groups of respondents exposed that, there was lack of funds in government budget especially for MoEVT. The study found that the budget allocated to MoEVT may not be enough to finance the process of involving parents and teachers in curriculum development to a large extent, the little funds allocated to the ministry may be used to facilitate other activities such as paying salaries to the workers, purchasing education stationeries, construction of schools and many other things hence making it difficult to finance the process of involving parents and teachers in pre-primary school curriculum development. Because this process requires a lot of money in order to serve a larger sample of parents and teachers. Explaining about this in an individual interview, one of TIE officers said:

“The challenge here is shortage of funds, honestly we want to involve as many teachers and parents as we can in order to get a wide range of opinions for a quality per primary school curriculum, but the problem is money, and the budget sometimes is not enough to facilitate the process...”(Interview with TIE officer, 14th May, 2015).

A teacher of one of the participating pre-primary schools also had the same opinion during FGDs, saying that;

“The problem of our government is lack of funds, they normally complaining about it especially when it comes to educational issues. I think it might be a reason why the involvements of teachers and parents is a difficult topic...”(FGD, 13th May 2015).

The explanation in the excerpt above implies that lack of funds seems to be the biggest challenge in implementation of pre-primary education policy in Tanzania;

respondents from different groups suggest that inadequate funds have been the most impending factor for the involvement of parents and teachers in pre-primary school curriculum development.

4.9.2 Ignorance of Parents and Teachers

The findings from the interview and FGDs conducted to teachers, TIE officers and parents showed that ignorance of parents and teachers acted as a challenge in their participation in pre-primary school curriculum. This is due to the illiteracy of the parents or teachers' ignorance in what is expected from them. It was also as a result of them looking at pre-primary school education as a time for the child to play and not be bogged down with class work. For example, some may be looking at pre-primary school teachers as caretakers of their children if they do not have people to care them at home. Sometimes parents may also be looking at pre-primary schools as areas to keep their children safe with someone to oversee them and have fun with them. Some of the parents had not had any pre-primary school education and so found the government call for their involvement in curriculum development as impossible.

4.9.3. Political Influence

The findings from the interview conducted to teachers, TIE officers and parents showed that, politics was another impending factor in the process of pre-primary curriculum development in Tanzania. It was revealed that 16% of all informants mentioned this factor as one of the challenges affects parents and teachers participations in pre-primary school curriculum development that politicians were always interfering in education matters through policies, circulars and financial

matters. Furthermore, informants claimed that words seem to be more important for politicians than what they are real doing. For example, the study found that parents and teachers are discontent about misuse of educational funds by prominent politicians in Tanzania. Similarly, TIE officers were complaining that what is written in books such as policies and budget figures is more words than what is happening in education sector.

4.8.4 Poor Infrastructures

Through focus group discussions and interviews, it was observed that infrastructures were very important in improving quality of pre-primary school education in Tanzania. Infrastructures such as power supply, roads and others facilitates teaching and learning activities in schools and were given much attention from all groups of respondents. However, it was found that infrastructures were very poor in Tanzania that acts as a potential challenge for parents' and teachers' participation in pre-primary school curriculum development process, as TIE officer disclosed:

“It is difficult of course to involve parents and teachers in the process of curriculum development if there are poor infrastructures, these infrastructures facilitate the movements of curriculum designers, communications with other stakeholders like giving information and the like. However most of parents and teachers who are working and residing in remote areas the institution found it difficult to involve them due to infrastructure challenges”(Interview with TIE officer, 14th May, 2015).

Again, one teacher from sub-urban school remarked;

“We do not have power(electricity), telephone, the roads are poor and many other infrastructures challenge at our school, it is not possible for me as a teacher from rural area to get involved, I think to make me involved in the process, the government must improve

infrastructures first in order to facilitate the process. I think those who claimed to be involved may be they come from Dar- es-salaam where there are better infrastructures.”(Interview with teacher, 12th May, 2015).

From the findings above, it was apparent that there is a link between infrastructures and parents and teachers' participation in pre-primary school curriculum development in Tanzania. Respondents seemed to understand how difficult it is to involve parents and teachers when infrastructures were not supportive. It was also their point of reference to many other issues that prevails the development of pre-primary education in Tanzania today.

4.8.5 Inadequate Training in Curriculum Development

The findings of the study revealed that teacher training and education were essential for the success of curriculum development in Tanzania. It was revealed that most teachers, especially the newly employed teachers, lacked necessary skills and experience in curriculum matters. The kind of training insisted by both teachers from public and private owned schools during FGDs was the in-service teacher training.

However according to the teachers, there were inadequate curriculum training for teachers in public schools and no curriculum training at all in private schools visited. This tend to be a challenge for the participation of parents and teachers in pre-primary school curriculum development because parents and teachers are very important stakeholders but they lack curriculum training and therefore they are unable to offer what they have in mind in a professional way. Participating in the FGD, a teacher in public school remarked:

“Ever since my first appointment in government service as a teacher have never been in any seminar or training especially in curriculum matters, although one of my colleagues here at school attended such training six years ago...”(FGD, 13th May 2015).

A teacher of one of the participating private owned pre-primary schools also had the same opinion during FGDs, saying that;

“It is a challenge to invite me in curriculum development while you have never train me or give me any of curriculum development seminars, what do you expect me to offer...Huh? In private schools there is no training or seminars for capacity building in curriculum may be in public schools”.(FGD, 13th May 2015).

The response above implies that both teachers in public and private schools needed an in-service training for curriculum development before invited to participate in curriculum development as a means of sharing experiences between them and other stakeholders in pre-primary school curriculum development in Tanzania.

4.9 Discussion

The study indicated that actual or and potential challenges associated with parents’ and teachers’ participation in pre-primary school curriculum development in Tanzania which were more likely to affect the process were well known by both parents and teachers as well as curriculum designers and developers. Lack of funds seemed to touch most of respondents during interviews and FGDs. They felt that these challenges that impending the curriculum process are created by the government itself, as they do not trust that the government do not have funds for the crucial process like pre-primary curriculum development. Furthermore, interviewees seemed to mistrust politicians as far as pre-primary school curriculum development is concerned.

They suggested that political influence must be reduced to some critical matters like curriculum development. On other hand, parents and teachers seemed to be ignorant especially in exploring their potentials as curriculum developers as a result in-service capacity building is needed as indicated by many of teachers in interview and FGDs. The findings corresponded to (Coleman & Churchill, 1997; Haynes & Comer 1996) barriers of parental involvements. These parent-centred barriers include lack of time on the part of parents, lack of parent education to help with homework, economic constraints, lack of transportation, lack of appropriate childcare, language and communicating barriers, diverse linguistic and cultural practices and that work schedules of parents limit ability to attend meetings. Other similar studies are; (Childs, Fantuzzo, & Tighe, 2000 ;HakiElimu, 2011; Mukuna, 2012; Mukanzi, 2005).

4.10 Study Assumptions Against Study Findings

Based on the findings of the research, the following is the relationship between study assumptions and study findings:

Assumption 1:

Teachers participate more in pre-primary school curriculum development process than parents;

This assumption appears to be not true due to the fact that both parents and teachers do not participate in pre-primary school curriculum development in Tanzania. The study indicated that both parents and teachers are inadequately involved in the process of pre-primary school curriculum development in Tanzania. As revealed by majority of informants during interviews and FGDs

there little opportunities for involvements of stakeholders especially parents and teachers in curriculum development processes.

Assumption 2:

System of centralisation in curriculum development, would be the main factor that led to the current state of parents and teachers' participations in pre-primary school curriculum development

This was true due to the fact that parents and teachers during interviews and FGDs indicated that centralized system of curriculum development in Tanzania was the main factor for the current state of parents and teachers' participation in pre-primary school curriculum development. Parents and teachers think that curriculum changes that have been introduced at different times have not taken into consideration the needs of the society. More importantly, there has been little involvement of parents and teachers in the curriculum development processes because of the centralization system of curriculum development in Tanzania. Most of the changes in curriculum were initiated and implemented from the top by key education policy makers and did not effectively include the views of other key stakeholders, such as parents and teachers.

Assumption 3:

There are little or no opportunities for parents and teachers' participation in pre-primary school curriculum development process.

This was true due to the fact that parents and teachers did not participate in pre-primary school curriculum development process. This study revealed that parents and teachers were inadequately involved in pre-primary school curriculum

development process. Interviews and FGDs to parents, teachers and TIE officers indicated that the government gives very little opportunities for stakeholders to participate in the process because only two opportunities were found which includes Parents and teachers' conferences and participating in research in curriculum design.

Assumption 4:

The most daunting challenge facing parents and teachers' participation in pre-primary school curriculum development processes would be Ignorance of some parents and teachers' qualifications.

This assumption was true due to the fact that some parents were ignorant about their role in pre-primary school curriculum development because they thought they were useless and have nothing to offer. Furthermore, teachers' qualifications were one of the obstacles in their participation in pre-primary school curriculum development in Tanzania.

4.11 Chapter Summary

This chapter began with an introduction in which the main sections of the chapter were outlined. The chapter covered data presentation, analysis and discussion and basic research assumptions against research findings were discussed. The main issues covered in this chapter were guided under the research objectives.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a short description of the major issues of the study as well as the conclusions and recommendations of the study. The chapter concludes basing on the specific objectives designed. Finally, the chapter gives the areas that this study did not cover hence deem further research.

5.1.1 Summary of the Study

The research broadly sought to assess the state of parents' and teachers' participation in pre-primary school curriculum development in Tanzania. The specific objectives of the research were; to assess the state of parents and teachers' participation in pre primary school curriculum development; to investigate the factors contributing to the current state of parents and teachers' participation in pre - primary school curriculum development; to examine the opportunities for parents and teachers' participation in pre-primary school curriculum development and to identify the actual and/or potential challenges associated with parents and teachers' participation in pre-primary school curriculum development.

Data was collected from 30 respondents of which 18 respondents were individual interviews and 12 members were involved in focus group discussions. The researcher also utilized secondary data as a source of data. A multi-stage sampling technique was used in sample selection.

The major methods of data collection were mainly qualitative and little quantitative for quantifying some phenomena. Qualitative instruments included the focus group discussions and a key informant guide. Quantitative instruments comprised of an interview schedule that was administered on 18 respondents for personal interviews. The findings of the research have been presented in detail in chapter four.

5.1.2 Summary of the Findings

5.1.2.1 State of Parents and Teachers' Participation in Pre-Primary School Curriculum Development in Tanzania.

The study found that parents and teachers are inadequately participating in pre-primary school curriculum development process in Tanzania. There are little or no opportunities for parents and teachers to participate. Furthermore, the study revealed that even though the government claims to involve both stakeholders in the whole process of pre-primary school curriculum development, teachers and parents according to this study did not fully participate. Furthermore, those parents or teachers who are involved are seem to be very few compared to other stakeholders, because all teachers and parents during interviews and FGDs none of them has ever been involved in pre-primary school curriculum development in Tanzania. Though on the other hand, both parents and teachers wanted to participate fully in the process. However, the government seems unable to afford the cost of accommodating as much as parents and teachers **could wish.**

5.1.2.2 Factors Contributing to the Current State of Parents' and Teachers' Participation in Pre-primary School Curriculum Development in Tanzania.

The study revealed that there are many factors that contribute to the current state of parents' and teachers' participation in pre-primary school curriculum development in Tanzania. However, the following factors received greater attention from the informants during interviews and FGDs. These include: education system, avoidance of expenses, limited time, poor communication between government, parents and teachers, and misallocation of funds. These factors seem to be common for parents and teachers, though however parents and teachers did not know how and when the government developed the current pre-primary school curriculum, this means that there is poor flow of information from the ministry responsible.

5.1.2.3 Opportunities for Parents and Teachers Participation in Pre-Primary School Curriculum Development in Tanzania.

During individual interviews, the government claimed to give equal opportunities to all education stakeholders during the process of pre-primary school curriculum development including parents and teachers. However it seems that, these opportunities were very few for parents and teachers compared to other stakeholders, because all teachers and parents during interviews and FGDs none of them has ever been involved in pre-primary school curriculum development in Tanzania. Therefore the government may think that they are involving many parents and teachers yet those who attended could be other government officials apart from teachers or parents such as regional education

officers and district education officers at the expense of teachers and parents.

5.1.2.4 Actual and / or Potential Challenges Associated with Parents and Teachers Participation in Pre Primary School Curriculum Development.

The study found that, there were many challenges that associated with parents and teachers' participation in pre primary school curriculum development. These challenges were both actual and potential which seem to affect the implementation of the current education policy on pre primary school. These challenges include ignorance of some parents and teachers qualifications, lack of funds, political influences, poor infrastructures and inadequate curriculum training. Among other things, the ministry responsible for education seemed to be overwhelming with these challenges and hence unable to curb them for the benefits of the pre primary education.

5.2 Conclusions

There are key conclusions which can be drawn in this particular study regarding parents and parents' participations in pre-primary school curriculum development in Tanzania: Opportunities and challenges. The conclusions are based on the objectives of the study (see Section 1.4).

Parents and teachers are very important in pre-primary education, it has been recognized that pre-primary education is very crucial in laying the foundation for the future development of the children. Effective ECE programmes are a matter of partnership between government and other education stakeholders such as parents and teachers. However, in Tanzania this might not be considered by the

government. As found in this study parents and teachers think that they are not participating in pre-primary school curriculum because the government does not provide opportunities for them to participate.

This study has revealed a very little participation of parents and teachers regarding pre-primary school curriculum development processes. This is particularly the case with regard to parents who expressed several challenges to their participation in curriculum development. The inhibitive education system was particularly cited as one of the most limiting factors for parents' and teachers' effective participation in curriculum development. They observed that centralization education system which is rigid does not provide opportunities to majority of parents and teachers to participate in curriculum development. With this challenge, a majority of parents and teachers are unable to effectively follow up and participate to what their children are learning in schools and, as such, they cannot assist them adequately.

5.3 Recommendations

In the light of the research findings and conclusion, two types of recommendations are confident; these are recommendations for implementation and recommendations for further studies.

5.3.1 Recommendations for Implementation

On the basis of the findings and conclusion of the study, some of the challenges can be overcome by the policy makers, community and administration to take action; mostly it is recommended as follows:

- **Proper Planning:** Any planning and implementation of the programmes has crucial and significant implication. From all levels, that is from top to down, every step of planning, designing, implementing and evaluating should be well equipped and planned for proper execution of the role of all stakeholders in pre-primary curriculum development.
- **Sensitization of Community:** The community is not well informed that participation in pre-primary curriculum development is for their own benefit. People must be educated on the importance of pre-primary education in creating human capital. All local leaders should take position to educate the community on the benefits of education in their society, for example, MPs, councillors and other education stakeholders. The increased community awareness will result into higher participation in pre-primary education and related programmes. This would help in creating a common understanding and awareness regarding pre-primary curriculum development process.
- **MOVET** should ensure that the stated policies of pre-primary education regarding the roles of parents and teachers should be implemented in the national education system.
- **Capacity Building:** Training of the key implementers and key stakeholders at the initial stage of the programme is vital for effective development of pre-primary education and realization of intended outcomes.
- Parents can be confronted by a number of barriers which keep them from fully participating in their child's education. Government can help to

alleviate some if not all of these barriers through creative use of their resources as well as those resources available within the community.

5.3.2 Recommendations for Further Studies

This study concentrated on teachers' and parents' participation in pre-primary school curriculum development in Tanzania focusing on opportunities and challenges. The researcher recommends the following;

- Further studies should be undertaken to investigate the relationship between education policies and parental involvement in pre-primary education in Tanzania. Such study would really help in devising parents and teachers' participation in pre-primary school curriculum development in Tanzania.
- The current study covered only four pre-primary schools in Dodoma Municipality. Similar studies should be conducted in other districts in Dodoma region and other regions to investigate the same issue for better generalization.
- Other researches on parents' and teachers' participation in curriculum development in Tanzania should be carried in other levels of education such as primary and secondary education level.

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APPENDICES

Appendix I

Interview Schedule for Pre-primary School Teachers

You are kindly requested to participate in this interview about ***Parents and teachers' participation in pre-primary school curriculum development in Tanzania: Opportunities and Challenges***. The focus in this interview session is to collect information at the pre-primary school level, that can help in the analysis of the state of parents and teachers' participation in pre-primary school curriculum development in Tanzania,. The ultimate purpose of the study is to assess the state of parents and teachers' participation in pre-primary school curriculum development process so as to gather information intended for quality improvement of pre-primary school education the information given will be treated as strictly confidential and your identity kept anonymous.

A: Background Information

1.Name(optional)

.....

2. Gender (male or female)

.....

3. Education level, e.g. Form Four

.....

4. Professional qualifications e.g. certificate in early childhood education

B: Questions:

1. Have you ever heard about pre-primary school curriculum development in Tanzania? Please, explain.
2. Does the current Tanzania system of curriculum development process give rooms and opportunities for the involvement of teachers and parents in curriculum development? For any of your answer give reasons.
3. How does parents and teachers' participation in pre-primary school curriculum development significantly impact children's success in education?
4. On your views, what specific strategies/ways do you think may be used to enhance teachers' participation in pre-primary school curriculum development?
5. Basing on your understanding and experience of the current pre-primary education teaching curriculum, provide recommendations on how parents and teachers can participate in pre-primary school curriculum development.

Appendix II

Interviews for pre-primary school parents

You are warmly invited to participate in the interview session about ***Parents and teachers' participation in pre-primary school curriculum development in Tanzania: Opportunities and Challenges***. The focus in this interview session is to collect information at the pre-primary school level, that can help in the analysis of the state of parents and teachers' participation in pre-primary school curriculum development in Tanzania,. The ultimate purpose of the study is to assess the state of parents and teachers' participation in pre-primary school curriculum development process so as to gather information intended for quality improvement of pre-primary school education the information given will be treated as strictly confidential and your identity kept anonymous.

A: Background Information

1. Name (optional)
2. Gender (male or female)
3. Education level e.g. Form Four.....
4. Occupation, e.g. businessman/woman, farmer, etc

B: Questions

1. On your view, what would you consider to be the qualities of “a good pre-primary school curriculum”?
2. To what extent are you participating in your child’s education and in the process of pre-primary school curriculum development?
3. What challenges involved in the process of involving parents in pre-primary school curriculum development?
4. What are the ways/strategies that could be used to enable your participation in pre-primary school curriculum development?

Appendix III

Interviews for TIE's officers

1. What is your view about parents and teachers' participation in pre-primary school curriculum development?
2. Do you actually involve parents and teachers in pre-primary school curriculum development process?
3. If the answer is yes, how? And at which stage of pre-primary school curriculum development process do parents and teachers' participate?
4. If the answer is no, would you explain why parents and teachers' are not involved in pre-primary school curriculum development process?
5. In the current policy, parents and communities are considered important in the provision of pre-primary education. How and in what ways do you make sure they participate or involve in pre-primary school curriculum development process?
6. The actual and/or potential challenges associated with parents and teachers' participation in pre-primary school curriculum development?

Appendix IV

Checklist for FGDs

(Pre-primary school teachers)

Name of the facilitator.....

1. Number of participants.....

2. Place-.....

3. Date..... Time.....

Brief explanation on the purpose of FGD to pre-primary school teachers

Guideline of FGD to Teachers

- i The state of parents and teachers' participation in pre-primary school curriculum development;
- ii The factors contributing to the current state of parents and teachers' participation in pre-primary school curriculum development?
- iii The opportunities for parents and teachers' participation in pre-primary school curriculum development;
- iv The actual and/or potential challenges associated with parents and teachers' participation in pre-primary school curriculum development?

APPENDIX V: PERMIT LETTER – DODOMA REGIONAL

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Dodoma Region
Address REGCOM
Tel. No: 2324343/2324384
E-Mail No *Ras.dodoma@pmoralg.go.tz*
Fax No: 255 026 2320046



Regional Commissioner's Office
S.L.P 914
Dodoma.

Ref. No. DB.122/467/04/92

Municipal Director,
DODOMA.

RE: RESEARCH PERMIT

8 May, 2015

This is to introduce to you Mr. Martin Y. Kihumbe who is a bonafide Student of University of St. John's and who is at the moment conducting research in Dodoma Region.

The title of the research is "Parents and Teachers Participation in Pre-Primary School Curriculum Development in Tanzania. Opportunities and Challenges". The period for which this permission has been granted is from 8th May, 2015 to 22nd May, 2015 and he will cover Dodoma Municipality.

Please accord him with all necessary assistance to achieve his research objectives.

Thank you for your cooperation

Handwritten signature of E. Y. Mwasote.

E. Y. Mwasote

For: REGIONAL ADMINISTRATIVE SECRETARY
DODOMA.

Copy to: - Director,
St. John's University of Tanzania,
P.O.BOX47,
DODOMA.

: Mr. Martine Y Kihumbe.
ST. JOHN'S UNIVERSITY OF TANZANIA.,

THE UNITED REPUBLIC OF TANZANIA
DODOMA MUNICIPAL COUNCIL
(All correspondence to be addressed to Municipal Director)

DODOMA REGION
Tel.: 2354817/2321550
Fax: 026 - 2321550



Office of Municipal Director
P.O. Box 1249
Dodoma
E-mail: dodomamunicipality@yahoo.co.uk

In reply please quote:

Date: 8th May, 2015

Ref.No.HMD/A.30/12/

To whom it may concern

REF. RESEARCH PERMIT FOR MR.MARTIN Y. KIHUMBE.

Reference is made to the heading above.

The above mentioned is the student from St. John's University of Tanzania who is now preparing a Research Report on a Title "**Parents and Teachers Participation in Pre-Primary School Curriculum Development in Tanzania.Opportunities and Challenges**"

Therefore you are begged to give him a full support so that he could accomplish his dissertation at the right time for the benefit of the Nation.

Thanks for your cooperation.


Dominic K. Mhambo
For Municipal Director
DODOMA.

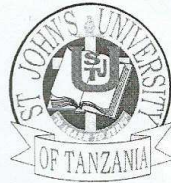
K.M.Y. MKURUGENZI WA
MANIPAA DODOMA

APPENDIX VII: PERMIT LETTER ST JOHN'S UNIVERSITY OF TANZANIA

ST JOHN'S UNIVERSITY OF TANZANIA

Directorate of Research, Consultancy and
Postgraduate Studies

Tel: +255 26-2390044
Fax: +255 26-2390025
Website: www.sjut.ac.tz



PO Box 47
DODOMA
Tanzania

30.4.2015

TO WHOM IT MAY CONCERN

Graduate Student's Research Clearance

This letter serves to introduce Mr Martine Y Kihumbe (Registration Number M/2013/5050), who is a bona fide student of St John's University of Tanzania in the Faculty of Humanities and Education.

He is currently in the research stage of his Masters studies and is required to collect data. He has already obtained ethical clearance from SJUT Internal Review Committee/

His approved research topic is:

PARENTS' AND TEACHERS' PARTICIPATION IN PRE-PRIMARY SCHOOL CURRICULUM
DEVELOPMENT IN TANZANIA. OPPORTUNITIES AND CHALLENGES

I request that you grant this student all possible assistance to facilitate the completion of his research study.

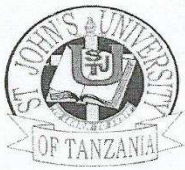
Should you need further clarification please contact my office.

I wish to thank you for your kind assistance for this student.

Yours sincerely

St. John's University of Tanzania
P. O. Box 47, - DODOMA
Signature *ASavage*
DIRECTOR
Postgraduate Studies & Research

Dr Angela Savage
Director of Research, Consultancy and Postgraduate Studies
Email asavage@sjut.ac.tz



ST JOHN'S UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH AND CONSULTANCY
INTERNAL REVIEW COMMITTEE

RESEARCH CLEARANCE CERTIFICATE

FOR MASTER'S AND DOCTORAL STUDENTS

Date of Review: 10th February, 2015

Project title: PARENTS AND TEACHERS' PARTICIPATION IN PRE-PRIMARY SCHOOL
CURRICULUM DEVELOPMENT IN TANZANIA: OPPORTUNITIES AND CHALLENGES.

Researcher: **MARTINE KIHUMBE**

Supervisor: **Prof. Lyabwene Mtahabwa**

Faculty / Institute / School: **Faculty of Humanities and Education**

Degree being studied for: **Masters of Arts in Education**

This is to certify that the research proposal herein detailed has been examined and approved by the Internal Review Committee of St John's University of Tanzania

Handwritten signature of Dr. Angela Savage in blue ink.

Dr. Angela Savage
Director, DRCPGS

Handwritten signature of Prof. C. Rubagumya in blue ink.

Prof. C. Rubagumya

DVCA