

Attitudes, Knowledge and Skills of Teachers in Effective Implementation of Pre-Primary Education Curriculum in Tanzanian Public Primary Schools in Moshi Municipality

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Abstract

This study was conducted to assess attitudes, knowledge and skills of teachers in effective implementation of the pre-primary Education Curriculum in public primary schools in Tanzania by taking Moshi municipality as a study area. The study specifically assessed the extent to which the teachers are equipped with knowledge and skills to implement the curriculum as well as their attitudes towards pre-primary children. The study was guided by the LOC model of curriculum implementation developed by the Gross in 1971. The study adopted the convergent design under the mixed methods approach. The District Primary Education Officers, heads of schools and pre-primary teachers from public primary schools in Moshi municipality were targeted. Simple random, stratified; convenience and purposive sampling techniques were applied to select the study sample which consisted of 10 head of schools, 20 pre-primary teachers, and 1 District Education Officer responsible for primary education. Questionnaires, interview guide and observation guide were used to collect the data. The collected data were analyzed using descriptive and inferential statistics and hypotheses were tested using the chi-square test for independence and ANOVA. Thematic analysis on the other hand was used to analyze the qualitative data. It was found out that teachers lack some essential knowledge and skills required for them to effectively implement the pre-primary education curriculum and their attitudes towards teaching pre-primary children were negative. There was a significant relationship between teachers' possession of skills and knowledge and teaching effectiveness in pre-primary classes. Teaching effectiveness was also found to be significantly related to teachers' attitudes towards the pre-primary children. The study recommended for teachers to be re-trained on pre-primary education.

Keywords: Effectiveness, Curriculum, Pre-Primary, Implementation, Attitudes, Competence

1. Introduction

Enrolment of children in pre-primary education programmes has significantly expanded in developing countries over a few past years (Wolfet *al*, 2018). This situation has resulted from the desires of governments to ensure access of education to its citizens from the early stages of development. In Tanzania for instance, the education and training policy of 2014 has mandated the provision of pre-primary education to be compulsory to children aged between three and five years for a period of not less than one year (URT, 2014). To increase the access of pre-primary education in the country, all public primary schools in Tanzania have created pre-primary units in which children aged between three to five years are enrolled for pre-primary education (Maghasse& William, 2016).

Enrollment of children in pre-primary education programs makes these pupils to be prepared for primary education (Kitta&Kapinga, 2015). Pre-primary education also has positive effects to the cognitive development of children as it enhances children's' acquisition of listening, speaking, reading, writing, mathematics and science skills. Providing education to children in their early years of development establishes the basic architecture to the functioning of the brain (Malik, 2019). Children who pass through pre-primary education are expected to accumulate skills and knowledge (including reading, writing and arithmetic) that will help them as they progress in higher levels of education. Yet in Tanzania studies indicate that children are not well prepared for primary school education (Pholphirul, 2017).

In Tanzania, the pre-primary education curriculum is competence based that focuses to develop the child cognitively, physically, socially and emotionally. This means that the child is prepared to master the daily life experiences and also becomes prepared for primary education (URT, 2016). Therefore, pre-primary education is considered to be an important aspect of child's general development and foundation of education systems (Roseline& Matthew, 2020).

Due to its importance on child's general development, pre-primary education needs to be well monitored to ensure that it is effectively implemented. Factors like teacher-child interaction, the curriculum contents, teaching methods, and the general learning environments may have significant effects on the implementation of the curriculum (Raikes et al 2020). Teachers of pre-

primary children need to have skills that will enable them to positively interact with the children in the process of teaching. This positive interaction will enable the teacher to be close to the children and thus help them accordingly (Guillén, 2018).

Creating positive interaction for children's learning goes together with the ability of teachers to recognize and appreciate the preferences and interests of children (Dennis & Stockall, 2015). By identifying the preferences and interests of children, the teacher will be in a good position of designing and implementing effective teaching techniques and assessment schemes.

Together with having pedagogical and content knowledge required to implement pre-primary education curriculum, teachers of pre-primary children also need to have positive attitudes to the teaching profession as well as to the children under their care. The attitudes of teachers have a great impact on supporting children to develop desirable skills, knowledge and attitudes (Llewellyn, 2017). It is important to consider the attitudes of teachers because pre-primary education is not only about preparing children for primary education but also at this stage of development, the essential social skills are developed. Therefore, teachers need to be positive for them to effectively teach social norms, team spirit, cooperation and self-confidence (Kitta & Kapinga, 2015).

Teachers who have positive attitudes also enjoy teaching and therefore prepare and use a variety of teaching resources to make their students understand and acquire the skills intended (Waigera et al 2020). Since there is no enough information on the pre-primary teachers' attitude towards the teaching of pre-primary children in Moshi Municipal, the researcher is interested to find out the how pre-primary perceive the teaching of pre-primary pupils.

Effective implementation of pre-primary education curriculum depends on teachers who possess the required content and pedagogical knowledge. Understanding that fact, the government of Tanzania through Tanzania Institute of Education (TIE) developed a diploma programme that was intended for training teachers for pre-primary education. This diploma programme was developed to counteract the effects that were being attributed to lack of trained pre-primary teachers in the country (Wilinski, et al 2016). However, few individuals opt for the course due to

the societal feeling that pre-primary education is lesser important than primary education (Martínez-Bello, et al 2021).

This situation has led for most of head teachers in Tanzania to allocate the pre-primary education classes to ordinary primary school teachers. This situation raises a concern to whether these teachers have the content and pedagogical knowledge required for effective implementation of pre-primary education curriculum.

In Moshi municipality there are 35 public primary schools of which all have pre-primary units. As in others schools across the country, most of the pre-primary teachers in the municipality do not have special training on implementing pre-primary curriculum (Mabagala&Shukia, 2019). This raises a concern to whether these teachers have the pedagogical and content knowledge needed to effectively implement the pre-primary curriculum.

While it is well known that effective implementation of pre-primary education curriculum depends on positive attitudes of teachers, there is little information in regards to pre-primary teachers' attitude towards the teaching of pre-primary pupils in Moshi Municipal. Also, is not known whether teachers who were not have positive attitude to teach pre-primary education children are effectively implementing the curriculum. The aforementioned concerned, therefore, necessitated a study to be conducted to assess attitudes, knowledge and skills of teacher in effective implementation of pre-primary education curriculum in Tanzania public primary schools in Moshi municipality.

Statement of the Problem

There is a growing concern about the implementation of pre-primary education curriculum in both developed and developing countries. This area is drawing attention because pre-primary education is considered to be the fundamental basis for social, emotional and cognitive development of children (Malik, 2019; Pholphirul, 2017; Kitta&Kapinga, 2015). By understanding its role to child's social and cognitive development, the government of Tanzania has made the implementation of pre-primary education a compulsory in all public primary schools (URT, 2014; Maghasse&William, 2016).

To improve its implementation, the government of Tanzania has created the District Primary Education Office (DPEO) where by the officer is responsible to oversee the general running of primary and pre-primary school activities in the respective district. The officer also is responsible for ensuring the availability of teaching and learning resources according to the demands (URT, 2014).

Additionally, the government through TIE has developed a diploma program which aims at preparing teachers to implement pre-primary education curriculum by equipping them with the necessary knowledge and skills as well as changing their attitudes towards teaching pre-primary education. The government also through the education and development policy of 2014 has declared to ensure the availability of teaching and learning resources in all the schools. Despite these initiatives, the number of students who join the designed Diploma Teachers Education course is still too low leading to having a small number of trained pre-primary teachers in the public primary schools (Mabagala and Shukia, 2019).

Moreover, In early of 2018 the Tanzania government through Ministry of Education and Training (MoET) and TIE conducted pre-primary education short training to the primary education teachers so as to enable them to effectively implement the pre-primary education curriculum. This training included only one teacher from each school who was supposed to train all the rest staff members something which was difficult as it was not all teachers who got the training were able to transfer the desired knowledge to the others.

This raises a concern on whether the ordinary primary school teachers who are allocated to teach pre-primary pupils have the required attitudes, knowledge and skills to effectively implement the curriculum. However, little attention has been paid to determine whether pre-primary teachers in Moshi municipality have the required attitudes, knowledge and skills. Therefore, to fill this gap of knowledge, the current study was conducted to assess the teachers' attitudes, knowledge and skills in effective implementation of pre-primary education curriculum in Tanzania public primary schools in Moshi municipality as the study area.

Research Questions

1. How well are the teachers equipped with skills and knowledge to implement pre-primary curriculum in the public primary schools in Moshi municipality?
2. What are the attitudes of primary school teachers towards teaching pre-primary school pupils in Moshi municipality?

Research Hypotheses

1. There is a significant relationship between teachers' attitudes towards pre-primary education and the level of pre-primary education curriculum implementation in Moshi municipality
2. There is significant relationship between teachers' possession of knowledge and skills on pre-primary education towards the effective pre-primary education curriculum implementation in Moshi municipality.

Significance of the Study

This study provides information that is useful to teachers, curriculum developers, policy makers, parents and other researchers. The study has provided information on the extent to which primary school teachers are equipped with knowledge and skills necessary for effective implementation of pre-primary education curriculum. This information helps to identify training needs and thus helping the Ministry of Education Science and Technology in designing courses and workshops to equip these teachers with the required attitudes, knowledge and skills.

The study has also revealed the attitudes of teachers towards teaching pre-primary children, this information may help to design motivation strategies that can be put in place so as to encourage the teachers and change their attitudes towards teaching pre-primary pupils.

Conceptual Framework

A conceptual framework is a diagrammatic representation of the relationship between the study variables present interrelated variable in a study (Kombo & Tromp, 2006). This relationship is illustrated in figure 1.1.

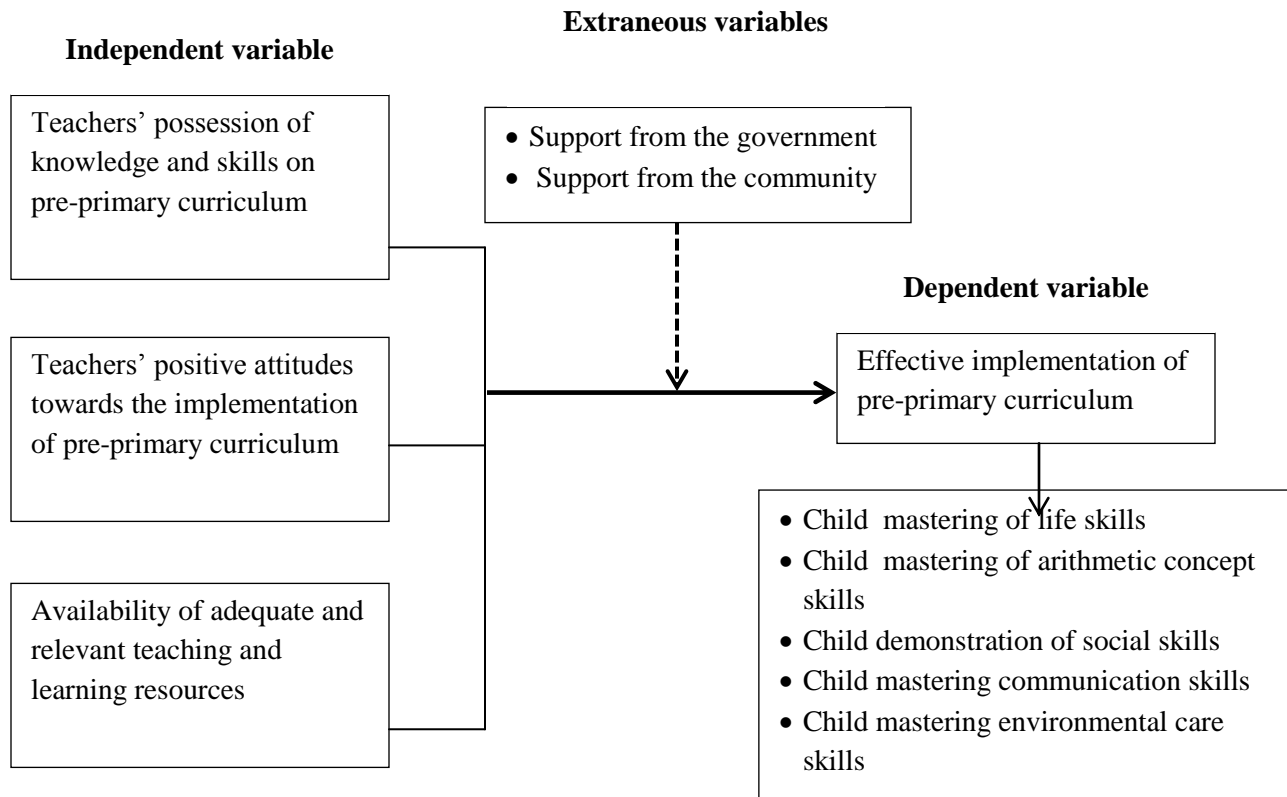


Figure 1.1: Conceptual Framework

Source: Modified Gross (1971)

Figure 1.1 shows the relationship among the study variables. According to the figure, if there are adequate resources, teachers have positive attitudes and they possess the necessary skills required, they can effectively implement the curriculum. If the curriculum is effectively implemented, students will master life, social and arithmetic skills. However, the implementation

of the curriculum should be supported by the government and the community surrounding the schools.

2. Literature Review

Bawani (2019) conducted a study to assess pre-primary teachers' experiences and reflections in implementing preprimary curriculum in Francistown, Botswana. This was a qualitative research whereby the researcher collected data from 8 participants through questionnaires, interviews, document analysis and observation guide. The study found out teachers to be generally satisfied with their training but they complained of limited duration of in service training and lack of courses that specifically address their needs and the needs of learners.

The study by Bawani (2019) shows that teachers in Botswana are not provided with the necessary training to equip them with knowledge and skills to enable them effectively implement the pre-primary education curriculum. The lack of training among teachers negatively affects the implementation of pre-primary curriculum. The study therefore shows the need for teachers to be trained. However, the study was qualitative in nature and it used a small number of respondents (8) which limits its ability to be generalized to other places. This being the case, the study may not be generalized to Moshi district due its sampling techniques and size. Therefore, there was still a need for the current study to be conducted to assess how well are pre-primary teachers equipped with both content and pedagogical skills necessary for effective implementation of the pre-primary curriculum.

Through the interview process, only teachers with content and pedagogical skills are employed in these schools. However, the issue is different in Tanzanian public primary schools in whereby teachers are not interviewed. Also in the public primary schools in Tanzania, the head teacher is the one who assigns periods to teachers as it is believed that any teacher can teach any primary school content. Since the implementation of pre-primary curriculum needs teachers to have specific knowledge and skills to effectively interact with children, therefore, still there was a need for the current study to be conducted to assess how well are primary school teachers who teach pre-primary children in Moshi municipality to have the skills and knowledge required for them to effectively implement the curriculum.

In Tanzania, Mburu (2018) conducted a study to investigate teacher education and acquisition of numeracy skills by pre-primary school pupils in Kinondoni District, Dar es Salaam. The study employed correlational and descriptive survey designs to collect data from 176 respondents. Tools for data collection included self-constructed numeracy tests which were used to collect data from pupils and questionnaires were used to collect data from pre-primary teachers. They found out that pupils taught by Diploma teachers performed better than all the others. The research therefore concluded that teachers with diploma are equipped with skills and knowledge to implement pre-primary curriculum when compared to their counterparts with different kinds of professional training.

It can be traced back in 2017 where the Tanzanian government gave directions of transferring teachers from secondary. Therefore, there was a need for the current study to be conducted to determine if these teachers have the necessary skills needed for them to implement pre-primary curriculum. Moreover, the study by Mburu (2018) used students' performance as the basis for assessing the effectiveness of the teacher. However, students' performance may be influenced by many other factors including the nature of students, students' family background and the presence of learning facilities. Therefore, in the current study the research visited the classes and observed as teachers were teaching to determine if they can demonstrate the possession of skills and knowledge required for them to effectively implement the pre-primary curriculum.

In the United States of America, Jeon, et al (2018) conducted a study to explore potential predictors of depression, stress, and emotional tiredness among early childhood teachers. A quantitative research approach was used whereby data were collected through questionnaires from 1129 pre-primary school teachers. The researchers found out that the psychological well-being of the teacher is associated with teachers' self-efficacy and the working environment. The study showed the importance of ensuring positive attitudes of the teachers for them to effectively execute their responsibilities of which one of them is implementation of the curriculum. The study recommended for creation of positive and friendly working environments and to help teacher to deal with any kind of stressors which may affect their working abilities. The study by Jeon et al (2018) has identified the factors that may affect the attitudes of teachers towards

teaching. However, the study did not provide data that could help to determine the attitudes of these teachers (the study did not measure the attitudes of teachers).

In Tanzanian context, Selemani (2018) conducted a study to examine pre-primary school teachers' practices and perceptions on teaching large classes in Temeke municipality. This was a phenomenological study whereby data were collected from 29 participants through interview, observation and documentary review. The study revealed that most of the participant teachers considered teaching large classes as stressful and therefore they did not see whether there was any possibility of achieving the educational goals of the nation. The study recommended for policy makers to planers to develop policies that would match the existing education practices particularly in pre-primary level. The study by Selemani (2018) was limited to class size as a factor for teachers' perception but it did not determine whether teachers like or do not like teaching pre-primary pupils. The study also did not investigate the feeling of teachers towards the implementation of pre-primary education curriculum. Though the study has shown some factors that may affect the attitudes of teachers, still there was a need for the currents study to be conducted to assess the actual attitudes of teachers towards the implementation of pre-primary curriculum in public primary schools.

3. Research Methodology

The researcher adopted mixed methods approach under which convergent parallel design was used. According to Creswell and Creswell(2018), convergent parallel design involves the collection of qualitative and quantitative data at the same time so as to understand the research problem in detail. The design helped the researcher to collect quantitative data that was used to show the prevalence of the problem and qualitative data helped to investigate the feelings and emotions of teachers. Head teachers, pre-primary teachers, and the district primary education officer in Moshi Municipality were targeted in this study.

The sample for this study consisted of 10 head teachers, 20 pre-primary teachers and 1 district education officer responsible for pre-primary and primary education making a total number of 31 respondents. According to Mugenda & Mugenda (2003), a sample size of 30 cases can serve the purpose in descriptive studies. This means that for descriptive studies, 30 individuals can represent the population being studied. Since the current study aims at describing how the pre-

primary curriculum is implemented in public primary schools, the sample of 31 was therefore considered to be adequate and representative. Simple random and purposeful sampling techniques were used to select the study sample.

Data necessary for answering the research questions of this study were collected using questionnaires, interview guides and observation guide. Questionnaires were used to obtain quantitative data from teachers while interview guides were used to gather qualitative information from the head teachers and the District Primary Education Officer. Observation guide was used to collect information through observing the interaction of teachers in the classrooms to determine whether teachers have all the required skills. These instruments were pilot tested in two public primary schools in Moshi Municipality. The pilot schools were sampled using simple random sampling technique. Data from pilot study was analyzed to check whether the research instruments were conceptualized by the respondents in the manner anticipated by the researcher and to determine whether they could give adequate information to address the research questions. Additionally, data from the pilot study were used in the determination of reliability of the research instruments. Both inferential and descriptive statistics were used to analyze the collected data and the hypotheses were tested using chi-square and ANOVA.

4. Findings and Discussion

Teachers' possession of knowledge and skills to Implement the Pre-Primary Education Curriculum

The first research question aimed at finding out the extent to which teachers who teach pre-primary are equipped with knowledge and skills to implement the curriculum. Data from classroom observation and teachers' questionnaire were used to address this question. Table 1 presents the perceived competence of teachers in teaching pre-primary classes.

Table 1: Teachers' responses on the possession of knowledge and skills to implement pre-primary education curriculum

| | SD | D | U | A | SA |
|--|----|---|---|---|----|
|--|----|---|---|---|----|

| | f | % | F | % | F | % | f | % | F | % |
|---|---|------|---|------|---|------|----|------|---|------|
| I have adequate knowledge on pre-primary teaching methods | 0 | 0.0 | 2 | 10.0 | 5 | 25.0 | 9 | 45.0 | 4 | 20.0 |
| I have been trained to teach pre-primary education | 3 | 15.0 | 2 | 10.0 | 2 | 10.0 | 9 | 45.0 | 4 | 20.0 |
| I am able to use preprimary curriculum documents in teaching children | 1 | 5.0 | 0 | 0.0 | 4 | 20.0 | 12 | 60.0 | 3 | 15.0 |
| I am able to determine the learning challenges of my preprimary children | 0 | 0.0 | 3 | 15.0 | 4 | 20.0 | 12 | 60.0 | 1 | 5.0 |
| I have been trained on how to implement preprimary curriculum education | 1 | 5.0 | 3 | 15.0 | 2 | 10.0 | 10 | 50.0 | 4 | 20.0 |
| I have variety of methods that I use to effectively assess the learning of my preprimary children | 1 | 5.0 | 1 | 5.0 | 5 | 25.0 | 13 | 65.0 | 0 | 0.0 |
| I am well skilled on how to manage preprimary classrooms | 1 | 5.0 | 3 | 15.0 | 3 | 15.0 | 11 | 55.0 | 2 | 10.0 |
| My preprimary children understand and acquire the skills for positive changes | 0 | 0.0 | 2 | 10.0 | 7 | 35.0 | 11 | 55.0 | 0 | 0.0 |
| I am able of identifying and responding to the individual needs of my preprimary children | 0 | 0.0 | 8 | 40.0 | 2 | 10.0 | 8 | 40.0 | 2 | 10.0 |
| I have attended seminars and workshops to implement preprimary curriculum education | 3 | 15.0 | 7 | 35.0 | 1 | 5.0 | 9 | 45.0 | 0 | 0.0 |

Data in table 1 show that 65.0 of the teachers agreed that they have adequate knowledge and skills to implement pre-primary curriculum while 10% disagreed and 25% were undecided. This implies that most of the pre-primary teachers in Moshi Municipality consider themselves to be well equipped with the knowledge and skills to implement pre-primary curriculum. Similar findings were also reported by Bawani (2021) who indicted that teachers consider themselves to be satisfied with the knowledge and skills on teaching pre-primary children. This can be due to the fact that most of the pre-primary teachers are diploma holders who are believed to be trained more on the pre-primary education curriculum than teachers of other levels. This argument is in agreement to Mburu (2018) who also found out that diploma teachers are more equipped with skills and knowledge to implement pre-primary curriculum when compared to their counterparts

with certificate training. This is why the Ministry of Education, Science and Technology through the Tanzania Institute of Education developed a diploma course to counteract the effects that were being attributed by lack of trained pre-primary teachers in the country (Wilinski et al 2016).

Table 1 also shows that 65.0% of the teachers agreed on the statement that they have been trained to teaching pre-primary education. 25.0% disagreed on the statement and 10% either agreed or disagreed with the statement. The findings imply that a large number of pre-primary school teachers in Moshi Municipality have been trained to teach pre-primary education. However, there are some teachers who have not undergone training on the same and still they are being assigned the duty of teaching the pre-primary children. The same findings were reported by Mabagala & Shukia (2019) who discovered the presence of pre-primary school teachers in Mwanza and Morogoro who have not been trained on teaching pre-primary education. The application of teachers who were transferred from secondary schools into primary schools might be one of the reasons for the presence of pre-primary school teachers without the necessary skills. This is because the transferred teachers were trained to teach secondary school students who may have different needs from the pre-primary school pupils. The lack of trained teachers in some schools affects the implementation of the curriculum and hence the social and cognitive development of children may not be well stimulated (Pholphirul, 2017; Malik, 2019).

The analyzed data also show that 50.0% of the teachers who participated in the study disagreed on the statement that they have attended seminars and workshops on implementation of pre-primary curriculum. 45.0% of the teachers agreed on the same statements while 5.0% neither agreed nor disagreed on the statement. This implies that seminars and workshop to pre-primary teachers are less conducted in Moshi municipality and not all the teachers have access to the available trainings. Though some pre-primary school teachers have been reported not to have the skills and knowledge to implement pre-primary curriculum, still they are not given the opportunities to learn such skills through seminars and workshops. Similar findings were also reported by Bawani (2021) who revealed the presence of pre-primary teachers complaining about the lack of specific courses on implementing pre-primary education curriculum. Lack of organized seminars and workshops on pre-primary curriculum leaves the teachers not updated on different aspects required for effective implementation of the pre-primary curriculum.

Concerning the possession of skills to assess the learning of pre-primary pupils, data in table 4.2 shows that 65% of the teachers agreed to the statement indicating that they have a variety of methods that they use to effectively assess their pupils. 10% disagreed on the statement while 25% were of no opinion.

Though a large number of teachers considered themselves to be knowledgeable on assessing their pupils, there are teachers (25.0%) who are not sure of whether the assessment methods they use are effective or not. The presence of such teachers suggests that there is a possibility of irrelevant assessment techniques to be used when assessing the pre-primary pupils. These findings also suggest that some teachers have no knowledge on the interest of their learners and therefore they fail to design and implement appropriate assessment techniques (Dennis & Stockall, 2015). According to LOC model of curriculum implementations, teachers are required to understand their pupils for them to design and make use of assessment skills which will give valid and reliable information about pupils' achieves (Dennis & Stockall, 2015).

Teachers were also asked to rate their general perceived competence in implementing pre-primary curriculum. Their responses on this question are summarized in figure 1

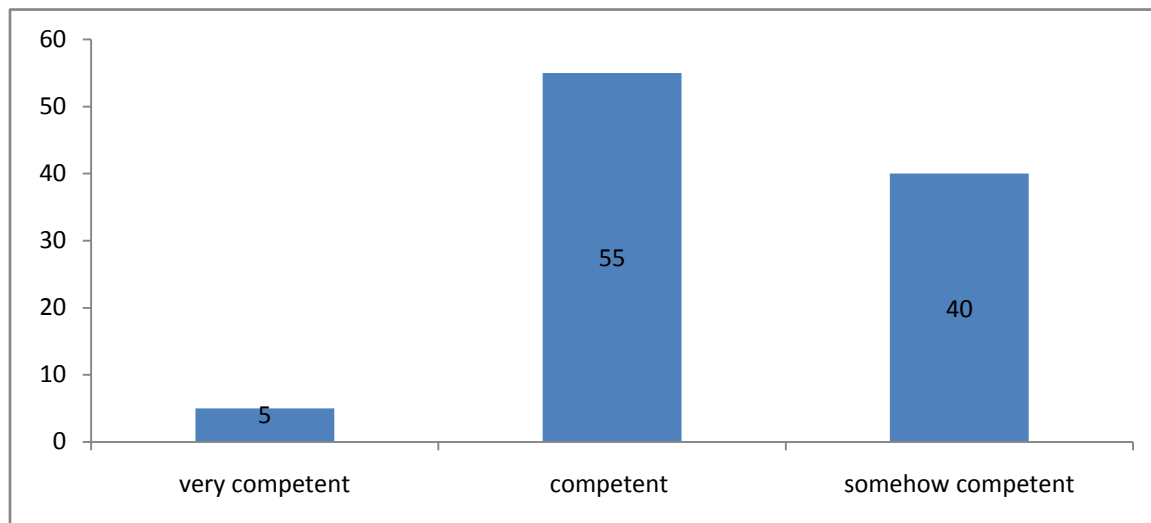


Figure 1: Teachers' General Competence on Pre-Primary Education Curriculum

Data in figure 1 show that 55.0% of teachers considered themselves to be competent, 40.0% perceived themselves to be somehow competent and only 5.0% considered themselves to be very competent on implementing the pre-primary curriculum. These findings imply that most of the pre-primary teachers in Moshi municipality consider themselves to be competent in the field of pre-primary education. To confirm their competence, the researcher conducted classroom observations where the observation to some teachers' competence assessed while teaching in the application of teaching methods, assessment techniques, classroom management and lesson preparation. The summary of the observation has been presented in table 2

Table 2: Results of Classroom Observation

| Aspect assessed | Excellent | | Good | | Weak | |
|-------------------------------------|-----------|-----|------|-------|------|-------|
| | f | % | f | % | f | % |
| i. Specific objectives stated | 0 | 0.0 | 2 | 50.0 | 2 | 50.0 |
| ii. Teaching strategies used | 0 | 0.0 | 4 | 100.0 | 0 | 0.0 |
| iii. Teaching and learning aids | 0 | 0.0 | 2 | 50.0 | 2 | 50.0 |
| iv. Language use | 0 | 0.0 | 3 | 75.0 | 1 | 25.0 |
| v. Responding to children questions | 0 | 0.0 | 2 | 50.0 | 2 | 50.0 |
| vi. Providing feedback | 0 | 0.0 | 1 | 25.0 | 3 | 75.0 |
| vii. Time management | 0 | 0.0 | 0 | 0.0 | 4 | 100.0 |
| viii. Reflection | 0 | 0.0 | 2 | 50.0 | 2 | 50.0 |
| ix. Inquiry based instructions | 0 | 0.0 | 4 | 100.0 | 0 | 0.0 |
| x. Type of assessment used | 0 | 0.0 | 4 | 100.0 | 0 | 0.0 |

Data in table 2 show that no teacher was found to demonstrate excellence in any of the ten aspects assessed but they were found to be either good or weak. For the case of time management for instance, all the four observed teachers were found to be weak. They failed three teachers failed to cover all the activities planned and one teacher finished all the activities within a shorter time than what has been planned. Failure of teachers to manage time is an indication that they are not skilled in choosing and applying appropriate teaching methods. The

setting of objectives was found not to be done well by the teachers. The objectives set were not SMART. For instance one teacher stated the specific objective as “by the end of the lesson each pupil should understand the counting”, the use of the word “understand” is too general to the extent that it cannot be measured during the lesson. Therefore, though the pre-primary teachers in Moshi municipality consider themselves to be competent, they still lack some essential skills and knowledge for them to effectively implement the pre-primary curriculum. Also in specific objectives the teacher supposed to measure the child personally and not each.

As the researcher found the existence of teachers with no training on pre-primary education, she wanted to investigate whether teacher competence on implementing the curriculum depends on ones possession of training as supported by Bawani (2019) who showed that teachers in Botswana do are not provided with the necessary training to equip them with knowledge and skills to enable them effectively implement the pre-primary curriculum. To achieve this, a chi-square test of independence was run at 0.95 confidence level and the results of analysis are presented in table 3

Table 3: Results of Chi-Square Test

| | Value | Df | Asymp. Sig. (2-sided) |
|--------------------|--------|----|-----------------------|
| Pearson Chi-Square | 16.268 | 8 | .039 |
| Likelihood Ratio | 17.043 | 8 | .030 |
| N of Valid Cases | 20 | | |

Results of hypothesis testing shows that $X^2(8) = 16.268$ and p-value = 0.039. Since the p-value (0.039) is less than the significance level (0.05), the null hypothesis is rejected. This implies that teachers’ competence on implementing pre-primary curriculum significantly depends on the possession of training. Therefore, teachers with training on pre-primary education are better implementers of the curriculum than the ones with no such training. This was more evidenced during the classroom observation whereby teachers with training were found to do better across the assessed items compared to the teachers without training on pre-primary education. This being the case, there is a need for workshops and seminars to be conducted to teachers especially the ones without training on the curriculum so as to improve their competence. Additionally, the

education officer during an interview showed concern about the presence of teachers who are not trained on pre-primary education as he said:

Some teachers do not have the skills which are indicated in the pre-primary education curriculum, they use their own experiences to teach the pupils. However, we encourage them to attend seminars and workshops (15/06/2021).

Head teachers also reported the presence of teachers without training on pre-primary education in their respective schools. For instance one head teacher said:

Possession of training on pre-primary education is not the major factor for allocating teachers in pre-primary classes. This is because at this school, no teacher has specialized on pre-primary education. The thing we consider is the readiness and personality of the teacher (02/06/2021).

So this factor of allocating pre-primary education class teacher according to the teachers' personality and readiness may not result in effective pre-primary education curriculum because they have no a pedagogical knowledge.

Findings the District Education Officer, head teachers and classroom observation differ from what the teachers said. Though teachers perceive themselves to be competent on implementing the curriculum, still they lack some necessary skills. Lack of such skills may be due to the fact that some teachers have no training on pre-primary education. This may affect the implementation of the curriculum. These teachers may not use appropriate methods of teaching, assessment and classroom management and hence affect the acquisition of the desired knowledge, values and skills to the children.

Attitudes of Teachers towards Teaching Pre-Primary Pupils

The second research question aimed at assessing the attitudes of teachers towards teaching pre-primary pupils. It was important to assess their attitudes because the attitudes of teachers have a great impact implementing the curriculum (Llewellyn, 2017). Teachers responded to an attitude scale in their questionnaire and their attitude mean scores were computed as summarized in table 5.

Table 5 Mean Scores for Teachers Attitudes towards Teaching Pre-Primary children

| Statements | SD% | D% | U% | A% | SA% | Mean |
|---|-----|----|----|----|-----|------|
| i. I like teaching the pre-primary children | 20 | 15 | 5 | 30 | 30 | 3.35 |
| ii. I wish to remain a pre-primary teacher | 20 | 25 | 5 | 40 | 10 | 2.95 |
| iii. I enjoy teaching in pre-primary classrooms | 0 | 20 | 40 | 40 | 0 | 3.2 |
| iv. I feel bored when teaching pre-primary children | 35 | 20 | 10 | 25 | 10 | 3.45 |
| v. I am respected by the community as a pre-primary teacher | 5 | 25 | 10 | 30 | 30 | 3.55 |
| vi. Pre-primary teachers are less respected | 15 | 20 | 10 | 35 | 20 | 3.25 |
| vii. Being a pre-primary teachers is asign of laziness | 55 | 10 | 30 | 5 | 0 | 4.15 |
| viii. Pre-primary teachers are as important as other teachers | 5 | 15 | 10 | 25 | 45 | 3.90 |
| ix. I love my pre-primary primary children | 0 | 5 | 15 | 35 | 45 | 4.20 |
| x. Teaching pre-primary children is a lesser job | 15 | 25 | 0 | 40 | 20 | 3.25 |

The mean score for the statement “I love my pre-primary children was 4.20. This implies that most of the teachers who responded to the item agreed to the statement. Their agreement means that they love their pre-primary children. Loving the children is an indication that they have positive attitudes towards them. Positive attitude of teachers is an important factor for effective implementation of the curriculum as observed by Kitta and Kapinga (2015) who recommended teachers to be positive for them to effectively teach social norms. Having love for the children will enable the teachers to positively interact with the children and thus help them to learn better (Guillén, 2018). Though a large number of teachers agreed to that they love their pupils, there are still some teachers (5.0%) who disagreed to the statement. This implies that some pre-primary teachers do not love their pupils. This was also emphasized by one head teacher who said that some teachers do not like teaching pre-primary pupils because they do not have love in their growing. Teachers who do not create love to their pupils may not be effective in implementing the curriculum since they cannot create good relationships with their pupils.

Concerning the statement “I wish to remain a pre-primary teacher” the mean score was 2.95. This means that more teachers disagreed on the statement. Such disagreement implies that teachers do not wish to remain in the pre-primary classrooms. Since they do not wish to continue teaching pre-primary pupils, their responses suggest that they are in such classes not by their will but forced by either the school management or other higher authorities. This was also a concern

among the head teachers and the district education officer during the interviews. When asked if their teachers like to teach in pre-primary classes, the district education officer said:

Most of the teachers do not like to be in pre-primary classrooms, there is a great war between teachers and the head teachers when during the assignment of teachers to pre-primary classrooms (15/06/2021).

Responses from the District Education Officer said that teachers in Moshi Municipality do not like being assigned into pre-primary classes. This is also represented by the general mean scores of teachers on the attitude scale (3.525). Though the mean score is above the natural point (3.0), it is still low and therefore the existence of teachers with negative attitudes towards teaching pre-primary pupils is high. Teachers with negative attitudes towards teaching pre-primary education cannot effectively implement the pre-primary curriculum. This is in agreement to Jeon et al (2018) who recommended teachers to develop positive attitudes for them to effectively implement the curriculum.

Due to the varying attitudes of teachers towards teaching pre-primary pupils in pupils primary schools in Moshi municipality (some like and other do not like), the researcher was prompted to find out whether teaching effectiveness of these teachers is affected by their attitudes. Therefore, a hypothesis was tested to determine whether there is significant difference in the effectiveness curriculum implementation mean scores among teachers with different attitudes. To achieve the test, one way analysis of variance (ANOVA) was run at 0.05 significance level and the results of analysis are presented in table 6.

Table 6: ANOVA summary table for hypothesis 2

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 2.742 | 2 | 1.371 | 9.007 | .002 |
| Within Groups | 2.588 | 17 | .152 | | |
| Total | 5.330 | 19 | | | |

Data from hypothesis testing show that $F(2, 17) = 9.007$, $p - \text{value} = 0.02$. Since the $p - \text{value}$ (0.02) is less than the significance level (0.05), the null hypothesis is rejected. Therefore, there is a significant difference in curriculum implementation effectiveness among teachers with

different attitudes. Teachers with positive attitudes towards the pupils demonstrate effectiveness in implementing the curriculum compared to the ones with negative attitudes. Teachers who love pupils; interact with them in friendly manner are likely to make the students enjoy learning and therefore these pupils can effectively achieve the learning objectives. In the contract, teachers who use strong language and demonstrate no love to the pupils might threaten the pupils and hence affect their learning.

Summary of the findings

Teacher's possession of knowledge and skills of the curriculum

The study found that most of teachers perceive themselves as being competent on implementing the pre-primary curriculum. They consider themselves to be equipped with teaching methods and assessment techniques. However results from class room observation revealed that some teachers have low competences on the curriculum. The finding from hypothesis testing revealed the existence of significant relationship between teacher's competence on implementing the curriculum and the possession of training on pre – primary education. Teachers who have been trained on pre – primary education are more competent than ones without such training.

Teachers Attitudes' Towards Teaching Pre – Primary Pupils

Teachers indicated to have slight positive attitudes towards teaching pre – primary pupils (the attitudes mean score was 3.525). Some teachers were found to like teaching in pre-primary classes while others did not like. However, heads of schools indicated that; teachers do not like being in pre-primary classes as they think that being in such classes is a sign of laziness. Additionally, the district education officer acknowledged the existence of conflicts between teachers and head teachers during the assignment of teachers into pre-primary classes. The conflict is due to the fact that teachers do not like to be allocated into such classes.

5. Conclusions

Pre-primary school teachers in Moshi municipality are less equipped with all the pedagogical and content knowledge for them to effectively implement the pre-primary education curriculum. Lack of skills is due to the fact that most of them have no formal training on pre-primary education. This situation negatively affects the implementation of pre-primary education

curriculum as they may not effectively interact with the children during the teaching and learning process.

The implementation of pre-primary curriculum in public primary schools in Moshi municipality is negatively affected by teachers attitudes as a large number of them do not like being in the pre-primary classes as they perceive being in such classes as a sign of laziness. Since there is a strong correlation between teachers' attitudes and effectiveness in curriculum implementation, teachers with negative attitudes towards teaching pre-primary classes may not effectively interact with the children hence the pupils may also fail to learn effectively.

Generally, the implementation of pre-primary curriculum in public primary schools in Moshi municipality is not effective due to the fact that pre-primary teachers do not possess the necessary knowledge, skills and attitudes required for them to effectively implement the curriculum

Recommendations

The government should conduct seminars and workshops so as to equip the pre-primary teachers both content and pedagogical knowledge and skills required for them to implement the pre-primary education curriculum. Training on preparation and use of teaching and learning aids, lesson preparation, classroom management, teaching methods and assessment techniques should be continuously provided to teachers. These skills will make the teacher to use effective teaching methods and to effectively assess their children

Teachers should change their attitudes towards teaching pre-primary children. This can be done by sensitizing them that being in pre-primary classes is not an indication of laziness but it is equally even more important because it is in these early classes where most of the social skills are taught. The community also should see the importance of motivating the pre-primary teachers so that these teachers may feel to be appreciated and valued for their efforts of teaching these respective children.

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