

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **1.0. Introduction**

This section present and describes all methodologies used in the collection of data in Mtwara region-Tanzania. Basically, research methodology involve any fundamental steps and processes in all areas of research projects (Jenkins, 1985), each step has significant impacts in all areas of research. The quality of any research depends on how the researcher remain aware of how to operate all procedures of conducting research and skipping of any procedure will ruin the whole research. Qualitative research used in this study where collection of data involved public and private school teachers from several areas in Mtwara region-Tanzania.

#### **1.1. Research Approach**

Qualitative research approach were employed in this study comprising both primary and secondary sources of data. The study consider Rich & Ginsburg, (1999), who asserted that the type of research approach is selected basing on the type of questions a researcher intends to answer. The aim of using this approach is simply because, the researcher want to obtain a deep of information about the problem and suggest new concept as well as develop new theories.

The study intended to collect primary data by interviewing school teachers from several pre-primary schools in Mtwara region-Tanzania. While secondary data collected from various organizational and institutional documents such as publications and educational policies. Similarly, this method entail in examining a single case study in order to have a deep understanding

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of the phenomenon or general conditions in particular. The study particularly intends to examine the perceptions of school teachers basing on school readiness in Mtwara region.

## **1.2. Research design**

A research design entails all plans for conducting research in such a way that all research questions are addressed (Jerome L et al., 2010). This study embraced qualitative research methodology involving different research tools. In order to fulfil the aim of the study, about 10 kindergarten school teachers from both public and private schools were administered using interview instrument following all procedures of interview. The respondents were interviewed several times to test the stability of their responses provided basing on their perception towards school readiness. This research method is appropriate in this study since the intention is to have an in-depth understanding of the information basing on the study. According to Mitchell & Jolley, (2009) a good research design is one that guides a researcher through answering some questions, generating study ideas, manipulating and measuring variables, interpreting some of the results, and communicating the findings.

## **1.3. Research Study Area**

The study were conducted in Tanzania specifically in Mtwara region involving kindergarten teachers from both public and private schools.

THE MAP OF TANZANIA SHOWING MTWARA REGION

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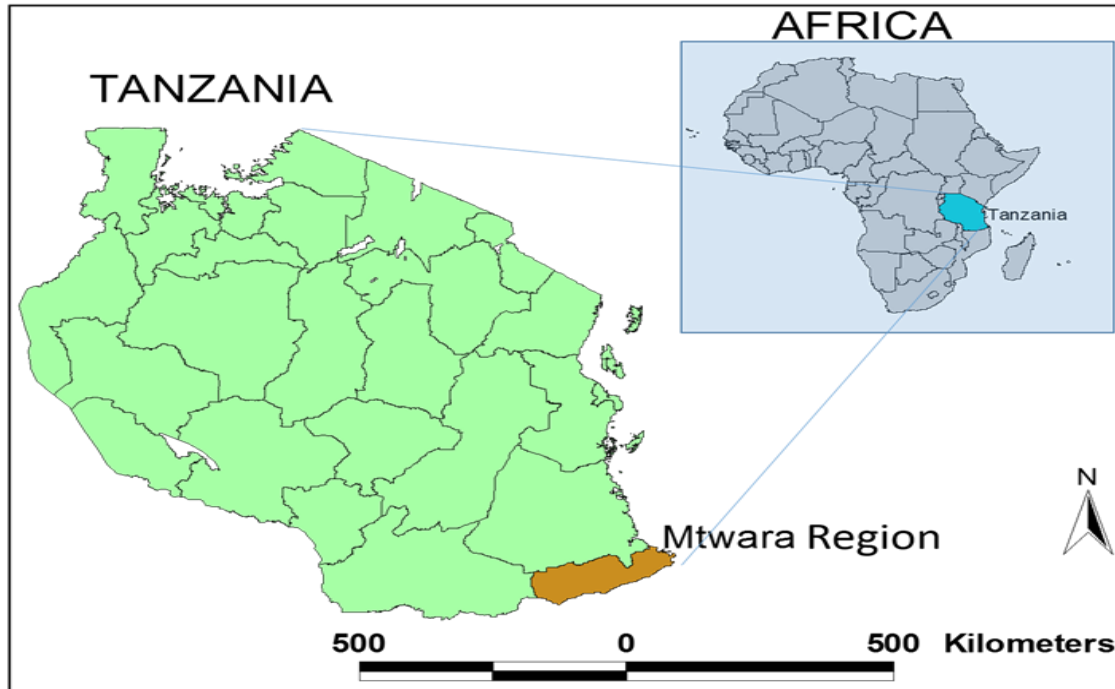


Figure 2. Source: <https://images.app.goo.gl/Qi6BAKLppAzAUqp56>

#### 1.4. Research participants

The purpose of this study was to explore the perceptions of kindergarten school teachers on school readiness specifically in Mtwara region Tanzania. Different categories and groups of respondent were selected and interviewed. Information about the basic characteristics of the respondents interviewed provide an overview of the clear representations of the study. The selection of respondents in this study considered several factors such as age, level of education, marital status, their awareness on school readiness and transition to schools. The researcher used a sample of 10 respondents to represents the whole population of kindergarten school teachers

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specifically in Mtwara region. All respondents consented to be interviewed at a time that was convenient for them.

In response to the growing science and technology, collection of data was easy since digital devices was used to conduct virtual interview with the participants to replace the traditional interview (face-face interview) as a precautionary measures against COVID-19 infections. Though the majority of the respondents gave their fully attention to the interview, a few had problems with internet connections, and some of them their schedules were occasionally inconsistent with the researcher time because of the time difference between Indonesia and Tanzania. The time for interview were rescheduled in times where respondents were seems to be uncomfortable with the researchers' schedule. The interview conducted to 10 kindergarten school teachers was under the guideline of the following research questions;

1. How does the concept of school readiness and transition to school perceived by school teachers?
2. What are the alternative strategies school teachers use to assess and improve children's school readiness in their respective localities?
3. How school teachers play their roles towards promoting children's school readiness?
4. How does the aspects of children's school readiness perceived by school teachers

Due to poor representations of males' kindergarten teachers in both public and private schools in Mtwara region, 100% of the respondents in this study were female kindergarten teachers. The statistics of the proportions of male and female kindergarten teachers in Mtwara

region indicate that female kindergarten teachers are more in number than male kindergarten teachers in both public and private schools. This indicate that deliberate efforts should be made by the government to bring about a particular balance of female and male kindergarten teachers in schools. Most of the participants in this study their ages ranged from 23-34 years old and both of them have an experience in teaching children for more than two years in their respective areas of teaching.

Likewise, 70% represents the respondents from private kindergarten schools who aired their contribution to the study while 30% of the respondents representing public kindergarten schools. The recent government data (URT, 2019) indicate that there are many private kindergarten schools with good facilities compared to government public kindergarten schools. Furthermore, it is important to note that their level of education ranges from certificate to diploma. Not all school teachers were trained specifically for ECE as professionals, but some kindergarten school teachers especially in rural areas were found to have profession in teaching primary school levels. Therefore, their responses from the questions asked were based on their experiences in teaching children for more than three years. The information provided from the respondents indicate that, rural kindergarten schools face several challenges including lack of professional trained ECE teachers.

### **1.5. Data Collection methods.**

In this study, both primary and secondary data related to school readiness were collected. Interview were used as a data collection method for all primary data. According to Sutton &

Austin, (2015) regardless of the researcher's choice and philosophy of data gathering method, whether it is primary data (questionnaire or interview) or secondary data (documentary review) but the most important is the generation of vast amounts of data.

## **1.6. Interview procedures**

Both unstructured and semi-structured interview with an open-ended interview approach were employed in this study to allow the researcher to explore an in-depth of information from the respondents. According to Gubrium & Holstein, (2001), interview method is an efficient and effective tool to extract deep information and better understand and explore opinions of the respondent based on the certain phenomenon. The use of unstructured and semi-structured interview in this study aids the researcher in gaining a true feel of a person's perception of a circumstance (O'Brien & Tabaczynski, 2007).

With regard to all protocols of protections against COVID-19 pandemic and with the regard to the innovations of the ways of collecting data, virtual interview were applied to replace the traditional interview. The interview questions were created based on the research topic and associated literatures. Before undertaking an interview with the respondents, the research supervisor examined and assisted to ensure consistent and well-designed interview guide questions to avoid risks of bias during an interview process. WhatsApp video message applications were employed as the foremost tool to fulfill the aim of data collection in this study. The data gathered using this research tool assist the researcher in improving and enhancing other tools as well as allowing the researcher to cross-examine certain crucial concerns of the study.

Basically this research tool helped the researcher to gather many information as possible basing on the personal understanding on school readiness by the kindergarten teachers in Mtwara-region. The respondents were free to air out their thoughts and explain their points of view basing on the concept of school readiness.

### **1.7. Data collection**

The interview were conducted virtually to 10 participants using video massaging application taking almost 15-20 minutes in each group sessions. The interview was arranged such that it did not interfere with the participants' regular routines, and those who had problems with the internet were asked to find a proper time to compensate. The respondents were informed on the importance of their participation in the research and they were assured confidentiality in the way that their names would not be mentioned in the study but their information would be used for the research purpose only. The interview was audio recorded and transcribed with the consent from the respondents.

### **1.8. Data analysis procedures**

This study is qualitative research approach, therefore all qualitative analysis methods such as thematic analysis procedures were applied to assess and evaluate perception and action of kindergarten school teachers on school readiness in Mtwara Region-Tanzania. After an interview with the respondents, transcript were recorded for further analysis and every response that seems to be essential for the study were collected and highlighted. This was followed by an in-depth reading and interpretations of the transcripts from the interview with the informants. Open coding

was conducted followed by identifying patterns and meaning of the data provided from the respondents. As a result, themes were generated through labeling and joining of different codes from several categories (Basit, 2003). Furthermore, the majority of the themes generated were based on study questions and essential variables.

### **1.9. Research ethics**

In facts, ethics are the essential principles and criteria that must be followed when conducting research in order to safeguard and assist study informants from not disclosing their information/data (Pimple, 2002). Ethical consideration in research provide an essential guideline that govern and protect rights of the research participants. This means that, there should be no harm to any research volunteers in any way.

All ethical standards that legalize the country's research study norms and regulations were rigorously followed. These involved respect of confidentiality and privacy, freedom of the respondents, informed consents. The research participants were informed basing on the reasons of their participation in the research. In respect to confidentiality and privacy, names of the participants were not disclosed in anyway. Informed consent; means that their participation will be voluntary (free) in the way that, they should provide information basing on their willingness.

### **1.10. Limitations of the study**

The research expect to be carried out while the country is still spinning from the effects of the Covid-19 outbreak. Therefore, among of the major constraints of this study will be the effects



COVID-19 pandemic, where collections of data will somehow be challenging basing on the time frame. To minimize further COVID-19 infections, data collection will be conducted online, which might cause some information from research participants being delayed. Furthermore, while the data is expected to be collected online, probably some participants will be facing some difficulties in providing feedback due to a limited internet access in some areas.

Moreover, the sample of the population chosen for this study is firmly limited to Mtwara city. Therefore, the study will probably encounter scarcity of materials to accomplish where only school teachers will be involved as a sources of data in this study. Furthermore, regardless of various difficulties in conducting this study, the authenticity of the data are heavily reliant on the participants' honesty and willingness to disclose information.