

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter is important as it contains conclusion as well as recommendations of the study.

5.2. Recommendations and implications

This study aimed to find out kindergarten school teachers' perceptions and understanding on school readiness. The results indicate that, teachers' understanding of school readiness concept directly affect their actions and practices at their respective schools or classrooms. In fact, teachers need to undertake lessons with children after being enrolled at schools, as well as to support children on their transition from one level of education to another. Therefore, from the findings in this study holds an implication that there is a need for regular in-service training programs for kindergarten school teachers to understand well the concepts of school readiness as well as to keep their contents and pedagogical knowledge up to date. This is simply because all teachers who received regular training in their working places, their level of performances also increases. Furthermore, this study suggests that the government should empower all institutions responsible for training prospective early childhood teachers to develop high-quality ECE professional teachers who will be hired in both public and private kindergarten schools.

Early stimulation is significant and substantial investment at this level of ECE is very crucial. In fact, Tanzania is a diversified country with different ethnic groups, geographic regions, and social groups. In comparison to the world's most economically developed nations, the country's pre-primary education has grown at a fairly slow pace. As reported in this study, some

of the school teachers have not professionally fully equipped with early childhood education. Despite the fact that all education policies and curriculums are designed to provide quality education throughout the country, some children, particularly in rural regions, still have unequal access to quality education as well as substandard teaching and learning facilities in some schools. Notwithstanding the government's recognition of the pre-primary education system in the country, this study recommend that emphasis should be made on improving teaching and learning infrastructures, as well as providing school teachers with efficient teaching and learning methods to improve education around the country.

Deliberate efforts are needed to sensitize the school teachers on the importance of school readiness on children's development and future learning. Like to any other countries around the world, educational policy in Tanzania allow licensed ECE professional teachers to work with children in schools, but the findings in this study indicate that some kindergarten school teachers fail to define school readiness since the ideas of ECE is based on their experience and some of them seems to have no ECE professional licensed rather than their experiences. This is because the growth of pre-primary education in the country has been progressing at a very small rate in comparison to the major developed nations in the world such as Finland, the United States and many other developed countries around the world (Ndijuye et al., 2020). Therefore, among of the implication of this study is, the government in collaboration with various education stakeholders in the country need to make a concerted effort to ensure the availability of qualified teachers and ECE in all pre-schools in the country.

Ibrahim Emilly Nzunda, 2022

TEACHERS' PERCEPTIONS ON SCHOOL READINESS: A CASE OF MTWARA REGION-TANZANIA

Universitas Pendidikan Indonesia | respository.upi.edu | perpustakaan.upi.edu

Although a number of researchers have found that, despite of Tanzania's outstanding educational policies and curriculums, the implementation still remain an issues. The findings of this study indicate that there are still scarcity of ECE professional pre-school teachers to some schools, lack of quality learning environment and teaching materials as well as low readiness of some parents to enroll their children in schools. This rises some questions on the implementations of the school and national curriculums by the school teachers. Therefore, further researches need to be conducted in Tanzania to find out how successful teaching and learning are implemented in the classrooms by kindergarten school teachers who are not considered ECE specialists as reported in this study. This will help them to assist kindergarten school teacher in gaining understanding of school readiness and other teaching strategies. It is important to note that teaching and learning should be taken in the same standards across the country to achieve the goal of providing quality education for all children. To achieve this, the government should place significant emphasis on ECE professions through empowering various colleges that offers ECE courses across the country, ensuring that prospective teachers have sufficient practical knowledge and abilities necessary to provide high-quality early childhood education in schools.

Ibrahim Emilly Nzunda, 2022

TEACHERS' PERCEPTIONS ON SCHOOL READINESS: A CASE OF MTWARA REGION-TANZANIA

Universitas Pendidikan Indonesia | respository.upi.edu | perpustakaan.upi.edu