

**NAME:** NAKIJWA P. MLIMAHADALA

**COURSE:** EDUCATION MANAGEMENT AND PLANNING

**TOPIC TITLE:** PUPILS' LEARNING EXPERIENCE IN EARLY CHILDHOOD EDUCATION IN SCHOOLS USING TANZANIA INSTITUTE OF EDUCATION CURRICULUM FOCUSING ON KISARAWA DISTRICT

**SUPERVISOR:** Prof. OSAKI, K

**YEAR:** 2021

**ABSTRACT:**

This study was engaged in assessing Pupils' learning experience in early childhood education in schools using the Tanzania Institute of Education Curriculum focus in Kisarawe district. The specific objectives were; (i)to assess the appropriateness of the teaching and learning environment of early childhood education in public schools; (ii)to assess the actual learning practices of children in early childhood education; (iii)to assess teacher's competencies and experiences in the provision of early childhood education and (iv) to examine the parents, community, government roles, and support towards the delivery of early childhood education. The study was predominantly qualitative and employed a case study research design. Respondents were drawn from four public primary schools and involved 4 headteachers, 8 early childhood education teachers, 8 early childhood parents, 6 members of the school committee, and 4 early childhood education classes with 339 pupils. The study employed purposive and snowballing sampling to select respondents. Interview, observation, and documentary review were the instruments used to collect data from the respondents. The findings indicated that the learning experience gained by pupils who use the Tanzania Institute of Education curriculum in early childhood education is very low compared to what is expected and directed in the TIE curriculum. Poor indoor and outdoor learning environments, uncertified teachers' qualifications, experience, and competencies of teachers are low, and challenges support from parents, community and government contribute to the low learning experience and competence gained by pupils. Recommendations are made to insist on key education stakeholders effectively play their roles to enable the Tanzania Institute of Education curriculum to be implemented with greater success.