

## **Pre-primary Education in China inside the Motivation functional in Tanzanian Pre-primary Education.**

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**Abstract.** The heart of pre-primary education as early childhood program are young children, who are generally wonderfully engaging in a different part of activities because of their own refreshment. However, in the broadmeaning, the activities that they do engaged to the do have a positive and negative impact on the dimension of the understanding, physical development, socially understanding as well as culturally. This comes to the reality that if we provide an excellent and suitable environment which is nurtured and not destroyed or corrupted. Children are eager to learn in a tranquil and peaceful place with and high capacity curiosity of discovering things of their own. On the other hand, this eagerness can be turned down if they are overwhelmed by the environmentally inappropriate experience. This experience leads to a very crucial way to establish a good foundation for all areas of development that children need. At the same time, the closest cooperation between parents and teachers is vital for the sake of these young children, however good relationship between children and their teachers have a role to play in the children development. The responsible education sector for setting programs to young children must be transparent and in a standard of children age, and level of different capacity of understanding of children, in this case, children curriculum has to play a big part in the process of preschool learning process, at the same time types of the different program in preschool education are essential to make sure that every stage got what they deserve in a right time and the right place.

**Keywords;** Pre-primary, Program type, teamwork, quality of the program, curriculum

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Date of Submission: 29-05-2018

Date of acceptance: 12-06-2018

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### **I. INTRODUCTION**

Pre-primary education has been average in the eyes and ears of some adults in Tanzania, because of the society ignorant vision for some decades. Based on the village dwellers, but recently more than 20 years parents, society has realized the importance of pre-primary education, though some parents and society that seem to understand based on urban who are mostly working and upper-class society that has access economically to take and give all good things that their children deserve. Pre-primary education prepares the tomorrow's citizen, ministers and even prominent leaders in the world. The meaning of respect for children and their preschool education means a world to them. The main reason is to learn or to tend to adopt good things or knowledge from different places and place to another place in the face of innovating and rebuilding the cracked place.

Historically Tanzanian pre-primary education in some extent cannot be compared to some developing countries especially China, where this article base, Chinese history of preschool education as from the era time it has different phases according to the country tribulations, so their plans changed accordingly. As they did have three critical periods whereby in 1903-1918 there was the first early education institute, which was introduced by Qing Dynasty Government which based on Japanese style and in the beginning, they also do hire some Japanese teachers. The second period was 1919-1949. When China had civil wars, World War Two. The teaching and goals had to change to fit the present situation. At this point is where curriculum based on promoting children physical and mental health, strive for the hunger, good habits based on behaviors, not only that but also to support families in raising their children. However, the last period was 1950-1954 when Chinese now was free, and accordingly at this period, Chinese Communist Party became in power. Moreover, there were changes in preschool education in which they included the Kindergarten Provision Regulation, Kindergarten Provision Teaching Outlines, and Kindergarten Education Guide. (Wei Lei Chen 2007). On the other hand, Chinese started to see the light for their children education, and now they need to set preschool education in a term of benefiting their children especially mental at the same time to bring the hope to the society.

In perspective, the reality of pre-primary education in some extent and to some factors does not need history to be the continuation of it or to be the busting party to introduce the importance and the value of pre-

primary education. It only needs prior and opportunity, that is to say, the goals that are set for children regardless the country lateness or political problems of providing this knowledge to young children. As mentioned above the goals was changing according to the period of what was happening in China at that moment. When Chinawas free on his land,they did not stop to find a way to make sure that every child has to receive early education before the second level of education. It is possible to the ministry of education in Tanzania to innovate the way ofproviding the pre-school education service to every child in every Tanzanian child to every society. The ministry of education cannot be the only way to the pre-primary to succeed but to involve the society where children are living, and most importantparticipants are parents who are the first teacher to their children as well as teachers whom parents trust and give their children to educate them formally.This article is showing the different situation of early education learning between China and Tanzania, and how can Tanzania learn some vital aspect and innovate it for the betterment of the future generation.

## **II. MATERIAL AND METHODS**

This study originated from comparative perspectives, which carried out after the observation of different situation on pre-primary education. Itbased between China and Tanzania, in selected kindergarten.

**The study design-** the was study observation, that done after visiting selected kindergarten in China:-Nanjing city. Nanjing Experimental Kindergarten and at Tanzania side was Brookhouse pre-primary.

**Study location-**location based in two different countries in China and Tanzania. In the journey of the first level of education on Primary education, the pre-primary education is a reliable and crucial stage that every childhas the right to pass through. The stage can define the child, who might be in the future, because s/he receive care, love, gain trust, learn how to associate with different people, learn how to be polite, know how to be creative in his/her place/situation.

**Study duration** – the study took more than a year, from January 2016 January 2017, at Nanjing Experiment Kindergarten, Nanjing City, Jiang Su. China. At the other hand in March 2017 to August 2018, at Brookhousekindergarten which affiliated with Sunrise primary school, KinondoniDistrict, Dar Es Salaam city, Tanzania.

**Sample size-**22 children, 2teachers + 22parents/guardians (Nanjing Experiment Kindergarten) + 3teachers in Tanzania at Brookhouse kindergarten, I did get to meet very few parents, whose most of them were dropping their children to the kindergarten quick and leave to their workplace.

**Sample size calculation,** this sample was supposed to be the same in a different location(Tanzania and China).the way was conducted in China be the same conducted in Tanzania, but the problem came when researcher could not get many parents/guardians. The target population was 121 that include children, teachers,and parents, whereby the actual sample size of this observationalstudy was 91.

**Subjects & selection method:** The study population was drawn from real situation of early childhood based on pre-primary scholars, in Tanzania, at the same timeChinato be the leading example.

## **III. Result**

Result related to the children, parents/guardians, teachers as well as the community, where children are living. Different results that framed in different faces as Program type, whereby China has took different steps with tremendous innovation from the history of early childhood up to these era. everytimeChinese government do modification and discovering day today how to improve early childhood education and how to win every child to love school. teamwork, how do parents, teacher, social life teachers at the kindergarten can work together with their teachers to show and bring love, unity to every child whose around them. quality of the program, everything as it is, has it's own quality, in order to bring out children whose mind are wise andopen-minded the program has to be quality to favor the current time. as well as a curriculum which is the most critical aspect of children learning, how do children content suppose to be, and in which way it will the content will be conducted.

## **IV. PROGRAM TYPE**

Active learning needs an adequate and proper program to make sure that what is intended to be done the rapid social education and economies as well. Prof. Philemon M. Sarungi. (1995). China has three types of the program which all of them has the aim of developing early learning process children growth. At this type which is favored by called YouEr Yuan,(幼儿园) this is a full-day program in that range age 3years old-6years old. Parents are the one who responsible to pay the cost and food in the kindergarten. Teachers are professionals, well trained with experience also the sometimes they tend to have assistance teacher who is helping them regarding learning how to be well trained in dealing with children. The second type which is not the list is called TuoErSuo, (托儿所) their age range from 1year old-3years old, they have full day serves, the fund is coming from the government, workplace,and individuals. The teacher quality is not that higher and so professionals like that in YouEr Yuan (幼儿园) teachers (**Xin Zhou 2007**).

The last type of program is called Zao Jiao Zhong Xing. (早教中兴) The ages are the same to TuoErSuo age of 1-3years old. The support comes from the local government; these are centering on activities parents to children activities, most of them are affiliating with kindergartens. Moreover, the teachers from kindergarten are playing a significant role in providing the service, also can be having branches goes by the name of "Early childhood education serves" located in local communities and the payment can be negotiating. Ibid 2007.

Most of the Tanzanian kindergarten are affiliating with public primary schools, and always children attend to the kindergarten in the age of 4years old, as usual, the recommended age to be the kindergarten scholar range from 4years old to 6year old. Whereby the fund is coming from central government, individuals as well as private companies, and different NGOs. As we familiar that children have a different capacity of understanding, some children are smart to be taken to the kindergarten at the age of 3year old, as the formal program takes 4-6years old this is the same as China though in growth human being brain pass to same stages of the learning process. Though all most of Chinese kindergarten they do follow three stages which are name as xiao ban(小班) Baby class, Zhong ban(中班) Middle baby class and da ban(大班)Pre-unity class. Whereby pre-unit most of the children they do have 6years but very few have 5years old, and this is the final class to start primary education school.

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Tanzanian Pre-primary scholars who attend to government kindergarten through primary schools, they do not have these three stages. They do have only one stage class for the preparation for primary education, whereby they do not vary the age, because of different ages are in the same class like (4year old to 6years old). What is taught in this class are:- learning how to write, reading and counting, but most of the time is all about playing, singing songs and drawings as art part.

As mentioned above international and private kindergarten has Baby class, Middle baby class and Pre-unity class whereby from this stage they do have a program for infant and toddler, whereby parents are the source of fund. The second group is the standardly practicing in China, whereby preschool called Tuo Er Suo, range from 1-3years old, they have the full day serves. The fund is coming individuals, and this is happening in most cities where parents are busy with jobs, so they find a place to take her child instead of leaving a child with Babysitters.

Brooke house international school in Tanzania is among the private kindergarten that has three stages of baby class, middle baby class, and pre-unity class, and they have two sessions, where session one is a half day, and session two, is a full day. Whereby in the morning all children have to study the essential content of the day, have snacks and lunch. At the end morning session (8:00am-12: 00 Pm) teachers will escort children back home by school bus. Moreover, the remaining session will have a sleep for one hour and a half; then they will be having afternoon session until 4:00pm. When their parents came to pick them, and other children use a school bus to go back home to the teacher who is on duty. The significant difference here is when Most of the children who are attending public schools rarely have no one too is escorted to school with his/her parent in coming to school or going back to school after school.

## **V. TEAMWORK**

Teamwork is the perfect deal of making sure that a particular work is going to be accomplished in a very successful way. People have worked together. At the same thinking capacity, understand, views and opinion are different to every human being. Culture and tradition might be the reason of thinking and acting differently, at the same time when all have the same goal, same vision, same mission to achieve are evident that working together as a team is the only way than working alone. The task of raising a child though belong to parents but to reach this child to his/her expectations parents have to work perpendicularly by creating a good connection with teachers as well as the community to make sure that a child receives the best care through pre-primary education as it needed to be. In some cases parents have to be part of the kindergarten to discuss plans for the semester such as what could they wish for their children to participate with (Xin Zhou 2007). The information that exchanges between parents and kindergarten teachers, like to have the Notebooks, which leave message for each other: for example, urban parents can set out to develop the website, where parents and teacher get different information's. From that site they can view and see opinions from both sides, and it is from this style of working together can mould the stable connection between teachers and parents is knowing what is going on at school and what do children learn at school. It is critical for children to see their parents helping them to collect some school materials, making toys together, playing together, making jokes together and many related. Though sometimes parents seem to ignore their children doing (especially when they are playing) the children still feel the touch and appreciation from parents when they are in a good mood. (Lareau 2011).

However, this has been difficult to some Tanzanian parents that do not have enough time to engage in their children activities at school or to any school tour. After they have been sent their children to the kindergarten their task now is to give the small distribution as school demand (in private preschools)/ in government preschool is free, so in this parents, the task will be finished (instead of them cooperating with teachers in all aspect of children learning). I might conquer with Xin Zhou for a certain percentage because most of the Tanzanian pre-school scholars their parents have no that more opportunity to discuss what their children supposed to learn in at school. However, do have meetings at the beginning of the semester and the end of the semester but sometimes if there a problem or a need of parent/parents they can call at any time with a class teacher of her/his child. The different trips or studying tour is teachers who are responsible. Mostly Parents are participating at the end of the semester (in the graduation day), here parent will cook together with teachers, will decorate together with their children, and if one happens to witness this day, then it is true that is the happiest day for children life education in Most of Tanzania.

## **VI. QUALITY OF THE PROGRAM**

The argument of quality education on pre-school education is fundamental to make sure that what these children receive is enough to them and not less or more than their age capacity can receive. Basing on the quality that how bad or good the program will be and how will it affect children learning and healthy daily life. The ordinarily base to two categories of the quality programme first is based on system level and the second based on a program level.

China has focused on the quality level through the educational professionals believe in the quality of the system that has a substantial, significant impact on the quality at the program level (Xin Zhou 2007). All the ideas are perfect according to the country before pre-primary education. Moreover, the idea of China basing of quality of the level has meaning because they are trying to make sure that no matter how the system will be corrupt could not affect the foundation education for these innocent children. The professional side based on if the system level will be substantial, it means that they will provide an excellent guideline to the subordinates. Most of the Chinese kindergarten teachers they have Diploma or Degree to be qualified. Though in a typical situation some case like in the remoteness areas kindergarten teachers has none of the above.

Tanzania has this problem in this sector, in these entire two levels program and quality level has been not well done, just in parts, especially to the 1-3 years old kids. All this has left to the hand of parents who has a big responsibility on giving the informal education to their infants. Kindergarten teachers they receive a unique program for a short period of three months. So sometime this does not receive the need quality level for being able to serve these children. At the same time, there is good news for preschool children education in the level of **quality**; there are preschool teachers who are qualified academically they have diplomas and degree on the process all this is to make sure that children education foundation builds in the solid ground of qualified teacher. However Tanzania quality program unlike China, they do practice system level, whereby everything has to decide by the government which is ruin at the respective time.

## **VII. CURRICULUM**

Curriculum theory attempts to build up knowledge on how educational goals, contents, and methods are in a society and a culture. GU, Limin (2006) at the same time, the intended pre-primary education has to analyze and answer essential questions like in which way does this curriculum constructed. Second what is the value of it, in the meaning of knowledge and how does it be organized and last how to do this pre-primary curriculum is controlling. Ibid (2006).

It has found that China's early education has dramatically changed since 1990. Moreover, in very recent years, various Western curricula and pedagogical models have introduced to China, such as Montessori programs, Reggio Emilia not a list. It has faced difficulties and challenges in adapting the models in their programs. They do decide to use this as the learning and grasping new and how to be widely professionally. Western curricula can be appropriate in the Chinese cultural context, and now they do turn those challenge to be grace for Chinese early childhood education. On the other hand to promote curriculum reform is to improve early education teachers' professional knowledge, this is to say improving their understanding of the different concept of the pre-school and kindergarten-based curriculum. (<https://en.wikipedia.org/wiki/Preschool>).

Pre-school education in China has been extended to 7 years to include the education for children before age 3. The statistic has shown that in 2002 in nationwide there were 118, 00 kindergarten with the enrolment of 20,360,000 children **weilichen 2007**). In the history of China preschool curriculum passed in different phases.

The first phase 1903-1918 this was the first early education institute, which was introduced by Qing Dynasty Government, although it was adopted as a Japanese model, mostly they do hire some Japanese teachers. The curriculum was base on behaviors and manners, reading, arithmetic, music and songs and different entertain activities for children. The second phase was of the pre-primary curriculum in China was 199-1949. Whereby at

this time many things change in the history of China, this is the time when China had a civil war, world war two. Another meaning is to say their curriculum changed, the curriculum based on promoting children physically and mental health, strive for the hunger, good habits based on behaviors, also to support families in raising children and seek improvement in the family. During this period is where the various curriculum was developed by Chen He-Qing whose ideas developed after the studies from John Dewey that Natural and social environment is vital for children. More objectives have added like, music, stories play, works and so on. However, the Action curriculum was developed by Zhang Xue Men whose were influenced by the Maria Montessori, Dewey and Froebel. The last phase which cannot be the least was 1950-1954, the period which started immediately after the Chinese Communist Party became in power. They included the kindergarten Provision Regulation, Kindergarten Provision Teaching Outlines, and Kindergarten Education Guide. These should define the goals, content, and principles for pre-primary education. Chinese government they tried very hard to establish and develop education for this young citizen (**Wei lei Chen 2007**). Wei Lei-Chen continues to clarify that which still adopted until now-days. Though there some challenges, the current curriculum have more lessons than previous one, like Preamble, education content and requirements, organization and implementation and the last is Education and evaluation. Whereby the educators and education administrator they do evaluate the usage and the impact of it on children learning and see what can, they amend and how supposed to be done.

From this four phase of preschool in Chinastill, they do have a different domain of curriculum, which bases on Health, Language, Society, Science, and Arts, and in every domain have its content, objectives, and requirements. It has been different Challenger and innovative curriculum, like, Flexibility curriculum, here it differs according to towns and cities to develop a curriculum that fit the children they serve. Meanwhile, a growing number of curriculums have published. Many of these resources may be titles as specific curriculum example 'Constructive Curriculum,' and the activities curriculum books may overlap. Play in the preschool education has been something make up for fun to children, but still has its valuable part for children which names as physical activities, cognitive development and social interaction, and the activities can take place indoors or outside. However, there some types of play, like free play were children choose themselves what to play, where to play, how to play and with who. It might happen in Music, Art and Visual Arts curriculum after children having professional instructions from the teacher.

In decades Tanzanian pre-primary education curriculum was not separable with the public primary school curriculum. It was because this program seems to be part of primary education, so primary school curriculum was including what pre-primary children will learn throughout of their two years at school, many of the things which have to in preschools are not taking place effectively. Even teachers who are teaching in kindergarten were those who are interested/went seminar for short time/short course. Different researchers showed that education and training on pre-primary education in Tanzania formulated and adopted by the government in 1995. At this time the Institute of education has prepared the syllabus for pre-primary education subject activities, like games, plays, songs and so forth. At the same time not may pre-primary school have obtained the syllabus of Tanzania Institute of education (T.I.E) because there was no national curriculum specifically for pre-primary education. Mugoh, Caroline N. (2005). However, Shown that at this time there were little pre-primary teachers who were well trained by the government and private training colleges in this case many pre-primary teachers lacked skills to develop learning and teaching materials Ibid (2005). Mbise, (1996), States that Pre-primary education in Tanzania is mostly regarded as a preparation for primary education and the curriculum focuses on the development of literacy and numeracy skills while social and emotional skills tend to be neglect as cited by LyabweneMtahabwa & Nirmala Rao (2010). Researchers Kate Anderson & Rebecca Sayre (2016).

In 2014 the government of Tanzania released its new Education and Training Policy (ETP), which calls for increasing opportunities and quality of all levels of education in the country. In this part, The ETP also emphasizes quality pre-primary education through adequate teaching and learning methods and materials, relevant curriculum and teacher training. Still, Tanzanian curriculum includes good behaviors, good manners, reading, songs, and play. As Chinese define it as Flexible curriculum (like Art, Music, Visual art) does not exist, though things like Art, Music (traditional music) and Play curriculum seem to be not the ground of the study in the ground of children having fun with each other. So in their program at the school is just playing singing songs drawing, mostly is sometimes starting to learn how to read and write just for fun.

## **VIII. DISCUSSION**

Children's learning is a complex and varied process that affects peers, siblings, parents, teachers, caretakers and other individuals (Azmitia and Perlmutter 1989). Cited with Emine Kızıltaş and Ramazan Sak (2018). Parent and teachers have to be very corporative to each other in the whole process of learning. This make to give out their views, their ideas, to speak out their problems, were found to have positive feedback from their usual routine life. Good interaction and clear real childhood policy can make children to develop their skill in the learning process. It is clear that when children placed with value to their education from both sides, then it is

natural that for a young child of 4 to 6 years to improve and innovate his/her learning skills willingly. It can prove by the way children are interacting with others, teachers, parents as well as strangers because they do have the solid ground that value and appreciate him/her in what s/he is doing.

Pre-primary children's when they are familiar seeing parents and teacher working together they do feel most precious child to the eyes of their elders, and this makes children expand their curiosity in a positive way which accumulates different knowledge about the school environment and daily life environment. Moreover, when is China doing well in pre-primary part, regarding giving children what they deserve on the receiving formal knowledge. Tanzania has to run in making sure that they do their best they can improve pre-primary sector to create the better future for the next generation. The innovation of curriculum, creating teamwork for both parents and teachers, make sure that the ministry of education introduce the clear policy for early childhood, as well as to set the explicit and strict quality program for early childhood.

## **IX. CONCLUSION**

Pre-primary education has become a hot topic of education for delegates. It has now become an essential aspiration of the masses of the people, Children between the ages of 3 to 6 are at a critical period in their daily life development, a period in which life and education are affecting their normal development throughout their everyday life. They acquire new experience mainly by interacting with the outside world at the same time they do pay attention to the bright and exciting things do believe around them, to their peers, to everything they see. Yu Yongping (2018). On the other hand is to say learn from Middle-developing countries especially China in the pre-primary education sector; there is a lot to grab and use them for the benefit of the future use in the sector of education basing pre-primary education. More renovation in Preschool education has to take place, make sure that the programs that provided for preschool kids have to be quality in a way that kids should receive the serves accordingly. The teachers who are responsible must be with children at all times and maintain attention on children's behavior. It defines children future, As much as possible, the diverse needs of children, from specific life segments to institutional knowledge activities of all kinds, which are supporting children education, to be around to encourage children all time. Yu Yongping (2018). At least the particular more collages in Tanzania should be introduced to recruit teachers for preschool education professionally. A professional requirement for preschool teachers has to be all about love for children, ability to observe, analyze and guide children's behavior, ability to plan and design curricula, ability to create environments, ability to organize diverse educational activities. On the other hand quality of the program should be given another look, in the progress of content of preschool education requires the ages of children and more importantly is to work hard on education centered activities. A curriculum which is the pillar in the learning process has taken in the excellent point of view in the way that curriculum for children has to understand what children are interested with and develop according to the environment and culture were by family, community and should learn and understand children. All these doings need time and resources, which is the current challenge that facing in the education sector, especially pre-primary education the foundation of all education in Tanzania.

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