

Factors Affecting Provision of Early Childhood Education in Pastoralist Community in Monduli District, Tanzania

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ABSTRACT

The provision of Early Childhood Education (ECE) in pastoralist community faces many challenges and poses questions over its quality and whether ECE objectives are met to children of this community. Those challenges cause majority of the school going age children not to access Early Childhood Education, and this impairs their education foundation and adulthood life. The study sought to explore factors affecting provision of early childhood education in pastoralist community in Monduli District, Tanzania. Descriptive survey research design using a sample of 88 respondents (parents, ECCE teacher and stakeholders) was used. Data collected using questionnaires and interviews schedules were analysed descriptively. The major findings were that, first, economic status of parents impairs their ability to assist children in receiving quality education. Second, socio-cultural factors affect children attendance to ECE classes hence children in pastoralist community are engaged in various social-cultural practices instead of going to schools. Third, most of ECE teachers in pastoralist community are not qualified; hence impact on effective teaching and learning strategies. The study therefore recommends that government should formulate an organ to monitor activities and quality of ECE provision in pastoralist community including coordinating training to ECE teachers and make follow up on the ECE curriculum implementation in the area. Provision of in-service training to teachers should be of mandatory because it equips teachers with teaching and learning strategies.

Keywords: *Early Childhood Education, Pastoralists Community, Economic Status, Socio-cultural Practices, Teaching and Learning Strategies.*

INTRODUCTION

Early Childhood Education focuses on services for children under compulsory school age, involving elements of both physical care and education (Kamerman, 2006; Mtahabwa & Rao, 2010). Compulsory school age varies from one country to another. For instance; in United Kingdom, United States, France, Italy and German is 6 years while in Netherlands and Sweden is 7 years old (Chartier & Geneix, 2006). Tanzania, the formalized school age is 3-5 years old [United Republic of Tanzania (URT), 2014]. Disregarding of the age variation in starting receiving Early Childhood Education (ECE); early education has typically meant for preparing children to formal primary education; and it is provided at least for one or two years before a child join primary education. Early Childhood Education provides opportunities for children to develop in number of areas – cognitive, linguistic, social, emotional, aesthetic, sensory, physical and moral areas. Development of Early Child Education in several countries was mainly recorded in 19th century; where various models were established in order to govern its provision and supervision. In Europe and North America, and even in several of the developing countries such as China and India, kindergartens and nurseries centers were first established. Various models such as those of Froebel, Pestalozzi, Montessori, and the activities of missionaries laid foundation for Early Child Education in many regions (Kamerman, 2006).

The Convention on the Rights of the Child in 1989 and the World Declaration on Education for All (EFA) in 1990 in Jomtien, Thailand, reaffirmed education as a human right and proclaimed a new environment of international cooperation (UNESCO, 2015). Through an effective advocacy effort, a significant advance was made in bringing the youngest children onto the education agenda: “Learning begins at birth”, which calls for early childhood care and initial education (Garcia, Pence & Evans, 2008). The impact of Child rights conventions felt also in Africa whereby in 1993 the Donors to African Education (now the Association for the Development of Education in Africa, ADEA) created a Working Group on Early Childhood Development (WGECD). In 1999 the World Bank with support from other International organizations, organize a continent wide African International Conference on Early Childhood Department in Uganda, Eritrea and Ghana (Garcia, Pence, & Evans, 2008). Various declarations were set in those conferences with the main theme being to support Early Childhood Development (ECD) in Africa (UNESCO, 2010). For instance, ADEA-WGECD has been set to operate within the context of an overall framework of action for early childhood care and education (ECCE) in Africa; that resulted from the 3rd Africa Conference on Early Childhood Development, held from May 30 to June 3, 2005 in Accra, Ghana. The

regional Early Childhood Development framework aims to guide the implementation of ECE programmes in Africa, at both regional and national levels (Ibid, 2010). It is estimated that, nomadic pastoralists constitute about 6% of the African population and can be found in less than 20 countries (Roy & Peart, 2005). Because of their peculiarity life style (precarious living conditions and high mobility way of life); pastoralists are included under the category of disadvantaged and hard to reach groups and cause challenge for community development in general and particularly in education. This lead to lower their participation in education programmes; especially on setting foundation of early learning for their children; and so contributes on denying them chances for effective participation in planning and development activities; which makes them to be poorly integrated into nation state affairs, the national economy and educational programmes in general.

Because of mobility nature of pastoralist communities, fixed conventional schooling is a challenge to them; and this affect provision of ECE. Some countries such as Kenya came up with Mobile Schools (Roy & Peart, 2005). The programme encountered problems and so fails to be sustainable. Problems included non-nomadic teachers' reluctance to travel and live nomadic lifestyle; also the seasonal weather conditions interrupted studies (Ibid, 2005). In Tanzania various regulations have been established in order to maintain the quality of ECE. For instance, currently the young children in Tanzania attend programmes in child day care centers and pre-primary classes. Private sector enterprises are the champions in provision of education and care for children below five years. Parents and community at large together with teachers emphasize the early mastery of literacy and numeracy skills during the pre-primary years as they regard pre-primary education merely as a preparation for formal primary education (Mbise, 1996). Some of the development stakeholders who wish to make development interventions draw more attention on social-economic needs of the community and pay low attention to assist on Early Childhood Educational interventions in pastoralist community (Ibid, 1996). For instance; in Monduli district there are a number of programmes for pastoralist community dealing with social-economic activities only. These include the Project for Good Farming Practices, Community Health Project and the Maasai Solar Project to mention the few (Hartwig & James, 2010). The Maasai Solar Project for instance, has been established to assist the distribution of solar lantern to Maasai bomas with the slogan *"Keep the smoke out of the House"*. This and such other projects focus on social-economic gain to the community and pay low attention to the ECE interventions. Provision of ECE to pastoralist community could have instilled the

importance of having good health practices from childhood, and it could help community to get rid of many preventable diseases. Also, when pastoralist children grow older after being educated during early childhood, they could grow with a wider knowledge and make literate decisions about good farming practices, and break the ties of cultural beliefs and perceptions that having a large number of flocks is a symbol of wealth and prestige. Instead, they could have kept the flocks with value for money; not value for prestige, which has many hazardous impacts especially to the environment. There are some stakeholders who have invested on ECE in Monduli district. For instance, UNESCO coordinated a three years project (2014 to 2016) on “Empowering girls from Pastoralists community in Ngorongoro, Tanzania” which was implemented by Tanzania Institute of Education, Ngorongoro District Council and “*Baraza la Mila la Aigwanak*”.

The project conducted series of capacity building related trainings targeting teachers, students, health providers, traditional midwives and out of school girls and young women (UNESCO, 2017). Monduli Orphans Project (MOP) and Monduli Pastoralist Development Initiatives (MPDI) are also among the Non Governmental Organizations which work hand in hand with government in provision of support, care and good educational environment for children with early years age range (between 0 – 8 years) in families and in the communities (Croker & Sanare, 2008). Despite efforts done by these and other stakeholders in education provision, the quality of Early Child Education in Sub Saharan African countries is said to be poor and not equivalent to the established policies and regulations for offering early childhood education in those countries (Pence, 2004). This implies that the provisions of ECE in pastoralist communities is facing challenges and therefore ruin the academic future of children in this area. It is against this background the current study aimed at exploring factors affecting provision of ECE in pastoralist community. The specific objectives guided the study were to: (i) Examine the influence of Economic status on provision of ECE in pastoralist societies in Monduli district, (ii) Examine the influence of socio-cultural practices on provision of ECE in pastoralist’ societies in Monduli district, (iii) Determine the influence of teaching and learning strategies on provision of Early Childhood Education in pastoralists’ societies in Monduli district.

Literature Review

Family income seems to be more strongly related to children’s ability and achievements-related outcomes. The effects are particularly pronounced for children who live below the poverty line for multiple years and for children who

live in extreme poverty (that is, 50% or less of the poverty threshold) (Brook-Gunn & Duncan, 1997). Poor children suffer higher incidences of adverse health, developmental and other outcomes of poverty than non-poor children. They incur physical health problems, cognitive inability, poor schooling achievements, emotional behavioral imbalances and teenage out-of-wedlock childbearing (Ibid, 1997). Moreover, the low income families tend to choose lower quality ECE options with less emphasis on development and learning than higher income families (Hillemeier, Morgan, Farkas, & Maczuga, 2013). The readiness for a child to go to school reflects a child ability to succeed both academically and socially in a school environment. Poverty may wither the dream of a child to go to school as it decreases a child's readiness for school (Ferguson, Bovaird, & Mueller, 2007). Sub-Saharan Africa (SSA) is mentioned to be far behind North America, Europe and parts of Asia and Caribbean in provision of quality ECE services. Research conducted by UNESCO (2010) indicates that in SSA, millions of children enter schools each year with learning difficulties due to malnutrition, health problems, poverty and lack of access to ECE; thus impeded the target ECE target in the region which was to be achieved in 2015. Therefore, if good environment set for a child to learn, it increases his/her development potentiality both in growth and in academic performance at school.

However, it is the parent-child relationship that has been proven to have the greatest influence on reversing the impact of poverty (Ferguson, Bovaird, & Mueller, 2007). Studies have established the influence of parent's economic status on child's education; a study carried out in Kenya by Murungi (2013) found that among the 195 parents with children not enrolled in the Early Childhood Education centers 73% said that they were not able to provide basic needs to their Early Childhood age going children while 97% reported to lack school fees and money to meet school needs such as; books, uniform and pencils. The finding by Murungi concurs with the findings of Sanda and Garba (2007) who provided empirical evidence on the extent to which poverty and household demographic characteristics may affect educational attainment and school attendance of children. Similarly, a study conducted by Kihia (2017) in Nyeri County, Kenya concluded that children's economic background was the major factor-hindering enrollment in ECE. However, the above studies were done in other countries, and different contexts, the current study therefore, examined the influence of economic status on provision of ECE in pastoralist societies. Children have diverse needs and they belong to different cultural and social groups which resulting them to participate in early childhood environment differently; and so create diverse range of cultural and social learning activities and experiences. It is in this

perspective that, children's development is seen in the context of the culture and society that they belong in, highlighting how children gain competencies and identities significant to their culture through their engagement with people and their surroundings (Dunphy, 2012). Social-cultural theorists have provided conceptual tool for rethinking much of the practice in ECE. Vygotsky (1962) stated that educators need to understand the development of children in the context of their communities (Rogoff, 1998; Nolan & Raban, 2015). They contends that usually children are positioned and learning through the belief system to which they are exposed to, and through their interaction with others. The community and the culture, in which a child is positioned, frame the contexts in which the development of the children is supported. Osagiobare, Oronsaye and Ekwukoma (2015) examined various ways in which religious and cultural beliefs have impacted on girl-child education in six area councils of the Federation Capital Territory, Abuja, Nigeria. It was affirmed that literacy rates among young women have remained low due to the cultural interpretations and negative meanings attributed to females' access to education.

Consequently, a number of girl-children from this region were found in circumstance or victims of early marriages, poverty-stricken conditions and mainly occupied with domestic duties of which they are culturally constrained. These findings support the idea that socio-cultural disadvantages can have a detrimental impact on children's education and competences in their lives (Duncan, Yeung, Brook-Gunn, & Smith, 1998). Familiarity with a societal cultural background helps create best interventions to support children's educational endeavours and enhance their skills development. A study by UNESCO (2010) in Turkana which is a pastoral community like the Maasai people who mostly depend on traditional nomadic life shows that they move from one place to another in search of green pasture and water for their animals. As they move from one place to another, the children drop out of school since the movement is for a whole family. According to UNESCO (2010) cultural beliefs and values that children are a source of wealth, and dependence on children for herding labour has really affected their participation in education. These beliefs have actually denied children enrolment to ECE centers. Bagudo (2019) who conducted a study on the nomadic Fulani concludes that the nomads prefer sending children to cattle rearing than schooling because to the nomads a child who can rear and milk cow is more desirable than a certificate-holder that has no job or cannot breed cattle, thus it is imperative to make nomadic education more relevant to ideals and values of nomads for sustainable development to be a reality and achievable. In ECE, the teaching strategies are always encouraging children to learn. It is the

teaching skills and practices of the ECE educators that make education interactions meaningful in child learning. ECE educators have roles to plan and implement practices and techniques to foster ECE learning. The strategies include the roles of the staff, the materials and space, the appropriate practices and in some cases the learning objectives (Wall, Litjens & Taguma, 2015). Vygotsky (1978) viewed the role of the adult as integral to children's process of learning, not only as someone who imparts information, but one who supports and extends children's understanding (Whitebread, 2007). Vygotsky identified two levels of development – the '*level of actual development*' where children can operate on their own through their established skills, and the '*level of potential development*', or what they can achieve with the support of a more experienced adult or peer. Moreover, he describes a space called the '*zone of proximal development (ZPD)*', the distance between the two developmental levels, or those functions that are still in the process of maturation (Vygotsky, 1978; Whitebread, 2008 cited in Navarrete (2015). It is in this space, Vygotsky asserts, where learning occurs, because it pushes children towards higher developmental levels rather than staying static.

This approach is one that effectively integrates teaching and assessment together; through the adult-child collaboration within the ZPD educators can determine the capabilities of children and the kind of assistance that they need, as well as gauging how the assessment impacts children's progress (Dunphy, 2012). A number of past studies examined teacher or caregiver quality as an indicator of quality in early childhood programmes. According to Mugweni (2011) qualified practitioners are the key factors in providing high-quality care with most favourable and social outcomes for young children. Zafeirakou (2012) pointed that the quality of interactions between the teacher and child is the single most important determinant of programme success. The empirical evidence demonstrates that children who are taught by teachers with specialized Early Childhood Development (ECD) training have been found to be more sociable, exhibit a developed use of language and perform at a higher level on cognitive tasks than children who are cared for by less qualified teachers (Ackerman & Barnett, 2009). This study was based on the Behavior and Social Learning Theories. The major gist of these theoretical underpinnings is on the importance of the environment and nurturing in the growth and learning of a child. Watson (1928) saw children as passive beings that; like clay, they can be molded by their environment. Community members and parents at large, have vital role in molding children's behavior to suit the needs of the community. Bandura (1977) asserts that culture is the prime determinant of individual development. Human beings are the only species to have created culture, and every human child

develops in the context of a culture. Child development is also affected by community culture, which is part of the family environment. Early childhood development takes its roots from culture (UNESCO, 2010). Culturally, children are trained from early age to participate in self-care, routine duties and family maintenance chores (Nsamenang, 2008). There is a link of services provided for children in learning centres to what an African culture provide through parents, adults and community. In this case, older people are the custodians of knowledge and transmission is orally done from one generation to the other (UNESCO, 2010). Cultural knowledge and positive parenting practices constitute the very resources that community development programs such as those operated by many non-governmental organizations aim to preserve and capitalize in order to promote community-based, culturally resonant supports for children’s learning and development (Nsamenang, 2008). The positive pastoralist cultural ties and values could be taped and used to generate ECE curriculum which will be part and parcel of community values and culture; and will easily be transmitted from one generation to another. In this case the importance of ECE will be realized, and parents to stand as educators and role models for their children. The relationship between variables of the study is depicted in Figure 1.1.

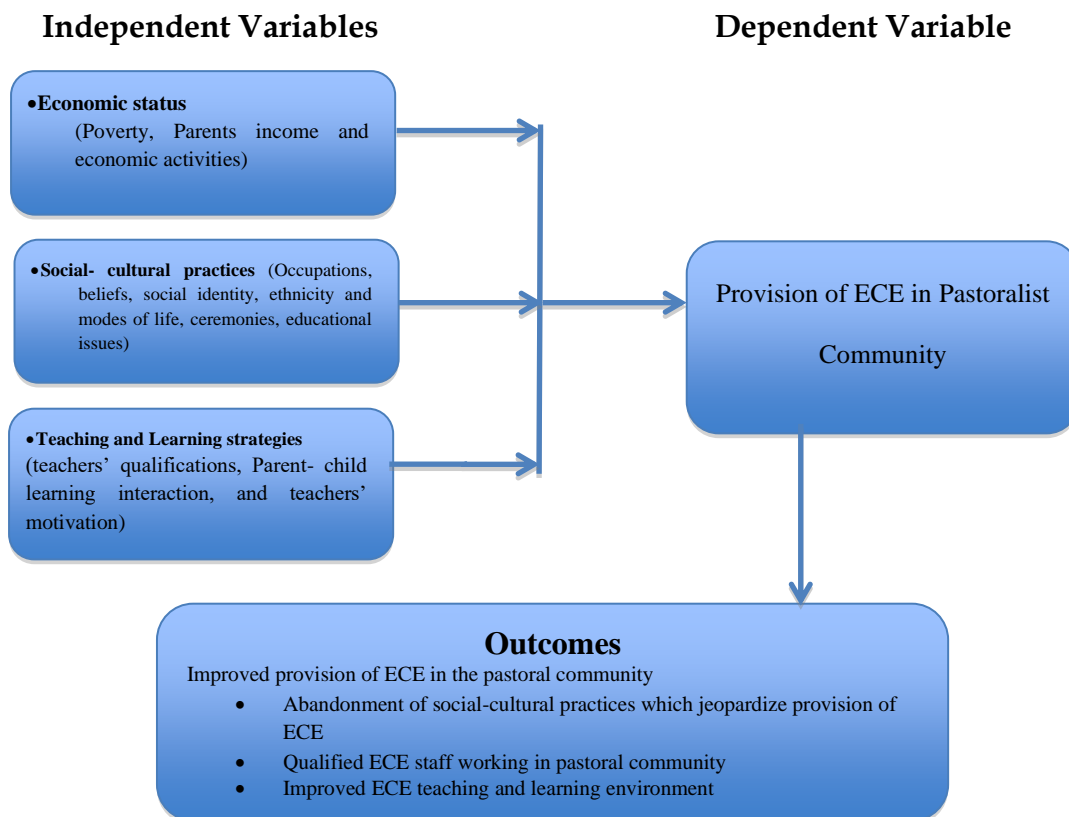


Figure 1. Conceptual Framework of the Study

Source: Researchers, 2016

The study based on the fact that economic status, social- cultural practices and teaching and Learning strategies usually affect children's schooling life and community wellbeing in Pastoralist community. Many pastoralist societies indicate poverty symptoms because of their life style and illiteracy. Despite the fact that pastoralist societies have large number of flocks, they cannot easily trade them off, in favor to purchase education services for their children. Strong cultural practices; for instance practices that always involve children in cattle rearing, do not allow children to attend school as occasionally as would be required. Their schooling habit is interrupted with the urge to help their parents through child labor. Also, the belief that the only way to acquire wealth is through cattle rearing makes school going children to abandon learning, especially the boys. Teaching and learning strategies has impact on the educational provision, children performance and children retention to school.

Materials and Methods

This study was conducted in Monduli district, Arusha region. The district was chosen purposively based on the large number of pastoralist societies who are the major dwellers of the district (Raymond, 2014). According to Raymond (2014) Monduli district is predominantly a pastoralist area inhabited by Maasai as the largest ethnic group. The study employed descriptive survey research design. The multi-stage cluster sampling techniques was employed to select 88 respondents (68 pastoralist parents with children aged 3-5 years old who were enrolled in ECE centers, 5 non teaching staff, 3 leaders at district and ward level and 12 teachers from 12 existing ECE centres in Monduli Juu ward). The study utilized the questionnaires and interview schedules for data collection. Statistical Package for Social Sciences (SPSS) version 20 was used for data analysis. Data were analyzed descriptively using frequencies and percentages.

Results and Discussion

The first objective examined the influence of economic status on provision of ECE in pastoralist societies in Monduli district. In order to capture information from this objective, the study obtained data such as average household income per month, availability of studying books to children (such as pictorial books, numbering, drawings and story books) and the home learning environment. Data for average household income per month are presented in Table 1.

Table 1: Average Household Income per Month

Income Range per Month	Frequency	Percent
Tsh 10,000 - 59,000	37	54.4
Tsh 60,000 - 99,000	22	32.4
Tsh 100,000 - 599,000	9	13.2
Total	68	100.0

Source: Survey data, (2019)

The information above indicated that many parents (54.4%) have an income between Tsh. 10,000 to 59,000. The highest income per month indicated to be between Tsh. 100,000 to 599,000 which reported by few participants (13.2%). These results concur with opinions provided by teachers about the economic status of parents who have children in ECE classes as shown in Table 2.

Table 2: Teachers Opinions on Parents Economic Status

Economic Status	Frequency	Percent
Very poor	2	16.7
Poor	6	50.0
Moderate	4	33.3
Total	12	100.0

Source: Survey data, (2019)

As depicted in Table 2 majority of interviewed teachers reported that parents who have children in their centres are poor. The study noted that, the economic status of pastoralist communities depends much on cattle products of which they always compete for the same consumers in the market places. Most pastoralists have same kind of products (selling of cattle, cattle products or agricultural products), they compete and saturate their local markets; as a result prices goes down. This contributes to low income of the household, and hence affects the parents' ability to manage provision of school necessities (such as school uniforms, paying school contributions, buying of books) for their children. Inability to manage quality education due to low income has also being reported by Kratli and Dyer (2009), who commented that schools in remote areas of pastoralist community are often too poorly built, staffed and equipped to offer a good quality service. Van der

Berg (2008) said that, lack of financial resources may limit school attendance among the absolutely poor in developing countries. The relative poverty in developed countries, however, often feel excluded from the school community, or the whole school community itself may feel excluded from the wider society. In order to assess other criteria for parents’ economic status, parents were asked whether they usually buy books for their children and results are presented in Table 3.

Table 3: Whether Parents Buy Books for Their Children

Responses	Frequency	Percent
Yes	9	13.2
No	59	86.8
Total	68	100.0

Source: Survey data, (2019)

Most parents (86.8%) reported to not buy books for their children. Apart from buying books to their children, reserachers also noted that most children had no school uniforms. These generally show that children who come from economically disadvantaged households are least likely to have exposure and access to literacy materials, lack quality childcare and home experiences that promote language development and reading acquisition as reported by Neuman (1999). This has also been propounded by Brandley, Caldwell, Rock, Ramey, Barnad, Gray, Hammond, Mitchel, Gottfried, Siegel and Johnson (1989) who comment that families with different socio-economic background have different capacities to provide their children with a quality child care. These shows that, there is association between families’ socio-economic and children’s educational development. Researchers assessed the home learning environment to see whether it accommodates the learning requirement for ECE studies as indicated in Table 4.

Table 4: Home Environment for Child Study

Studying environment	Frequency	Percent
1. Studying in a special study room.	2	2.9
2. No special Room for studying.	37	54.4
3. Using dining hall/sitting room for studying after eating.	26	38.2
4. Stay in the veranda and study. No chairs, they sit on the floor.	3	4.4
Total	68	100.0

Source: Survey data, (2019)

Majority of parents (54.4%) reported lack of special room for studying, while others (38.2%) report of using dining hall/sitting room for studying after eating. Another group of parents (4.4%) reported their children to stay in the veranda and study; and few (2.9%) reported to have a special study room where children take their studies. This indicates that most ECE children are raised in unfavourable environment for taking their studies at home. Many of pastoralists homes are mud huts which are small in size; with small holes which serves as window; but intentionally made for security purposes, to watch people who are coming nearby the *huts or bomas* (Kratli & Dyer, 2009). Van der Berg (2008) explain that poor home circumstances for learning affects children's physical wellbeing and ability to learn. Such poor home circumstances usually associate with low parental education, and limited family resources which can be invested for child education (Ibid, 2008). Home circumstances are often not conducive to learning in many poor communities. These include factors such as lack of lighting, spending much time on domestic chores, having no desk or table to work on, or absence of books. All kind of these challenges in poor communities, taken together with the impact of lower levels of parental education results in children having little assistance with homework and less motivation to learn (Ibid, 2008). Children usually spend most of their young life time in their direct home environment; interacting with parents, siblings, other family members and neighbours and it is in such environment where learning can take place. Learning environment must nurture children's capacity to engage deeply in individual and group activities and projects Van der Berg (2008). The second objective sought to establish the influence of socio-cultural practices on provision of ECE in pastoralist's societies in Monduli district. To understand this, the ECE non-teaching staff were asked to

indicate the extent of agreement on whether cultural factors hinder children attendance to ECE. Their responses are presented in Table 5.

Table 5: Pastoralist Culture affect Provision of Education to Children

Responses	Frequency	Percent
Strongly Agree	2	40.0
Agree	3	60.0
Total	5	100.0

Source: Survey data, (2019)

As indicated in Table 5, both respondents agreed that pastoralist culture affect children attendance in ECE centers. When these non teaching staff asked to mention the social cultural factors which hinder children attendance to ECE centers, they pointed out leading factors are cattle rearing, taking care of siblings and house activities (60%). One staff, mentioned initiations ceremonies as another factor, has mentioned cattle rearing alone.

Commenting on the social cultural factors, Carr-Hill and Peart (2005) explained that among the pastoralists’ communities, children are viewed as an economic asset. Children help in raising animals like sheep, goat, camels and donkeys. Researchers observed children used for fetching water far from their homestead and also collecting firewood. Duration for traditional ceremonies was also mentioned to obstruct children from attending schools. With all those cultural factors, parents seem to have their children looking after their livestock, family chores and attending other cultural issues in order to avoid the cost of school and time consumed by schooling. This is the reason why Woodhall (2004) comments that direct and indirect cost of schooling in the context of poverty as well as social and cultural norms require many households to make tough decisions on sending their children to school. The third objective intended to determine the influence of teaching and learning strategies on the provision of Early Childhood Education in pastoralists’ societies in Monduli district. Responses were categorized in three groups (i.e. qualification of ECE staff, parent-child learning interaction, teachers’ motivation and other appropriate practices). Researchers collect responses on teachers’ qualification as shown in Table 6.

Table 6: Respondents Level of Pre-service Qualifications

Pre-service Qualification	Frequency	Percent
Form Two	1	8.3
Form IV Division III	2	16.7
Form IV Division IV	8	66.7
Form VI Division IV	1	8.3
Total	12	100.0

Source: Survey data, (2019)

The information above indicates that, of the 12 teachers who teach ECE classes, majority (66.7%) have pre-service qualification of form four education with division four. Conversation between researchers and ECE teachers revealed that they were tuned from teaching primary schools to teach early childhood classes. It was also noticed that, one teacher was a Form two dropout (due to early pregnancy) and another teacher had a form six education certificate with division four. This implies that unqualified staff are being used to teach the ECE classes in this pastoralist community. The similar case was by reported by International Education Global Union (IEGU) indicating that in many countries, especially in developing countries there is a shortage of qualified teaching staff in ECE classes (IE, 2010). This can have a negative effect on the quality of ECE services and also can trigger high staff turnover as a result of poor salaries, based on under-qualified teachers (Ibid, 2010). This brings a doubt on the ability of most ECE teachers to use the required teaching and learning strategies for ECE children. Discussing this phenomenon, Mustard, (2002) explained that qualified and educated teachers apply good learning and teaching strategies for children because they are competent and knowledgeable. Additionally, the study sought to investigate parents' mechanisms in assisting their children doing academic works at home as one of the learning strategy. The results are presented in Table 7.

Table 7: Parents Assistance to Children in Academic Works

Responses	Frequency	Percent
Employ a teacher to come at home and teach the child	26	38.2
Elder siblings assist the child	34	50.0
A child do the work alone	8	11.8
Total	68	100.0

Source: Survey data, (2019)

Majority of parents (50%) commented that the elder siblings assist the ECE children to do academic works, and few parents (11.8%) said their children performing their works alone. Commenting on the importance of adult- child interaction on academic matters, Tekin (2014) said that children’s interaction with their family members in the community is so important for their learning and development since their first teacher is the family and their first learning takes place in the community. For this reason children gain knowledge about the world through this kind of interaction. Vygotsky, (1978) claimed that children can learn and achieve by themselves at one level. However, the child’s abilities increased when working under the guidance of an adult or a more able peer. However, researchers realized that, there is no direct parent-child assistance on attending children’s schoolwork. Hence, the study explored how parents with different education levels assist children to do school works. Findings are shown in Table 8.

Table 8: Parents’ Education Level and Mode of Assisting Children in Academic Works

		Mode of Assistance to Children in Academic Works				Total
		Sit and read together	Employ a teacher to come at home and teach the child	Elder siblings assist the child	A child do the work alone	
Parents Education Level						
Level of	Didn't go to School	0	3	36	7	46
Education	Primary Level	13	6	2	1	22
Total		13	9	38	8	68

Source: Survey data, (2019)

Findings revealed that most of uneducated parents (78.2%) reported that elder siblings assist ECE children in education matters. While majority of parents with primary level of education (59%) indicated that they sit and read with their ECE children. It was noted that, uneducated parent pays low attention on strategies of assisting their children on education matters. This is in line with the Kerman (2012) findings which affirms that, most of uneducated parents seems no importance of taking their children to early childhood classes with reasons including lack of awareness about the ECE programme. The ECE non-teaching staff commented the same when asked about parents' awareness on the ECE programme. This means that if parents were educated (at least to primary level) they could even be aware of the learning strategies and importance of ECE services and take their children to the centers while assist them at home. Education transforms, enhance knowledge and empowers individuals to think and make rational decisions (Ibid, 2012). These findings were also consistent with Sarigian (2004) who revealed that educational level of parents is a powerful factor in influencing their children's academic success; and therefore, education level of parents is greatly connected to the educational attainment of their children.

Parents who undertake stimulating activities with their children at home such as painting and drawing with their children, playing with letters and numbers, and encourage children to learn songs, poems and nursery rhymes were all associated with gains for the children in "independence and concentration" (Mitchel, Wylie, & Carr, 2008). Parents, who are not aware about their children's education matters, display little or no warmth to the academic endeavour of their children. Children with uninvolved parents are likely to have low levels of functioning in many areas. They tend to do poorly in schools and particularly as they move into high school, are more likely to exhibit delinquent behaviour and to be depressed (Chemagosi, 2016). Parents who do not know what their children are doing at schools and leave everything to teachers and siblings may results into children not getting what they (parents) wish their children to get from the learning environment. For parents who give more time to their children as a learning strategy, home learning takes place well and children learn in a better way. Parents are the children's first and most enduring educators. When parents and practitioners work together in child's early years' setting, the results have a positive impact on children's development and learning (Stern, 2003). Strategies to involve parents in their child's literacy practices are more powerful force for academic success than other family background variables such as social class, family size and level of parental education (Bonci, 2008). In poor rural areas there is a challenge of getting the qualified ECE workers for the ECE centers because of

absence of necessities to sustain life (ILO, 2016). Remunerations are considered as motivation to teachers, hence influence on teaching strategies. The study inquired teachers on whether are satisfied with their remunerations package. Majority of teachers (75%) reported to be not satisfied with the remuneration provided by their employers. Those who reported to be satisfied mentioned to have fewer expenses since they are natives in the community. Therefore, the workplaces are close to their homes, and are supported by family members to meet the basic necessities. On the other hand, the unsatisfied teachers commented that the working environment is precarious and are not used to the culture and general social life of the community. Van der Berg (2008) mentioned that environmental factors and remunerations are some among factors which hinder qualified teachers to join ECE classes. Commenting on Early childhood teachers' status, (Kane, 2008) cemented that the ECE teachers have historically been perceived as relatively of lower status within the teaching profession, and they are viewed as carers rather than educators and hence this perception stands as justification for low salaries to teachers in many areas. There is a loss of prestige for the teaching professional where teachers' salaries are not perceived as commensurate with levels of education, training and responsibilities. Salaries (especially for ECE teachers) do not achieve even the basic household poverty line in a very low-income countries; results in teacher recruitment difficulties, absenteeism and low teacher performance (ILO, 2016). This has an impact in caring and teaching young children where the foundation of life is established. The teaching and learning strategies requires having the qualified staff, good parent-child learning interaction and provision of motivation to teachers. These contribute highly to the attainment of quality ECE.

Conclusion

Based on the findings from the study, researchers draw conclusion that economic status, socio-cultural practices, and teaching and learning strategies influence the provision of ECE in pastoralist community in Monduli district. Social-economic and social cultural factors hinder parents in pastoralist community to facilitate quality ECE education to their children. These factors affect learning environment both at home and school; they enhance dropouts. Children are forced to engaged in family income generating activities instead of attending the ECE studies. Incompetent teachers are not knowledgeable enough to apply teaching and learning strategies in order to assist children's learning. Low remunerations to teacher and the unattractive rural environment hinder competent teachers to work with ECE centres in pastoralist community. As a result, unqualified staff are

engaged in teaching and taking care of the young ones and this impairs the provision of quality ECE to young children.

Recommendations of the Study

Based on the findings of the study, it is recommended that: First, the government should formulate an organ to monitor activities and quality of ECE provision in pastoralist community including coordinating training to ECE teachers, monitoring the quality of ECE, Second, bylaws should be enacted to enforce parents to enrol children to ECE classes at the recommended age and make follow up of the ECE curriculum implementation in the area. Last, provision of in-service trainings to ECE teachers should be of mandatory because it will help teachers to be equipped with teaching and learning strategies.

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