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Editorial

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The journal provides academics with a forum to share experiences and knowledge. It also informs the public about issues pertinent to their day to day educational experiences. Sharing information related to education is important not only for academic, professional and career development but also for informed policy makers and community activity in matters pertaining to the field of education.

This Volume Issue has accommodated six papers in themes of education listed as follows: Distance Learning in Prisons: *Perspectives on Expanding Educational Access to Marginalised Inmate-Prisoners*; *Teacher's Perception on the Contribution of Pretend Play on Children's Self-Regulation in Tanzanian Pre-primary Schools*; *Theorizing Professionalism and Morals Principles in Inclusive Education*; *Role of Research in Teaching*; *Factors Affecting Provision of Early Childhood Education in Pastoralist Community*; and; *An Assessment of the Effectiveness of Library Electronic Security Systems in Higher Learning Institutions in Tanzania.*

The editorial team invites to engage in the ongoing debates as ignited by these Authors   through   these articles.

Dr Newton M. Kyando
Chief Editor

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Distance Learning in Prisons: Perspectives on Expanding Educational Access to Marginalised Inmate-Prisoners

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ABSTRACT

This study explored the issue of relevance of Open and Distance Learning (ODL) in expanding educational access to prisoners. In so doing, one key research question "how relevant is the ODL system in expanding educational access to Tanzanian prisoners?" was addressed. Through a discourse analysis approach, data were collected from the analysis of relevant documents. Documents such as policies, theses, journal articles, relevant websites, books, reports, and newspapers which were thought to be relevant to the study were analysed. With the guidance of the checklist, all relevant information which could assist in addressing the research question was recorded and then, the raw data were properly documented to form transcripts. The raw data from the transcripts were then thematically analysed to form themes and sub-themes which then became the headings/parts of this paper. The findings suggest that prison education is a relevant approach for prisoner rehabilitation. However, considering that prisons are complex environments (total institutions), it is difficulty to conduct education through conventional or/and evening class approaches, hence, ODL is considered a more appropriate approach to expand prisoners' access to education. This paper calls for both Single Mode and Dual Mode Open and Distance learning institutions – in collaboration with the Tanzania Prisons Service (TPS) – to develop relevant ODL courses for prisoners to serve the purpose.

Key Words: *Open and Distance Learning, Prison Education, Lifelong Learning, Adult Education, Expanding Educational Access*

INTRODUCTION

Most criminology scholars associate the *socio-economic* factors with criminality (Weatherburn, 2001). They assume that the offending behaviours and recidivism among ex-offenders are associated with socio-economic structures such as poverty, low work skills, as well as low education (Thornberry & Farnworth, 1982; Weatherburn, 2001; Webster & Kingston, 2014). People who face such circumstances, usually, have no hope for achievements in their lives; it is a common practice for them to find themselves unemployed. These people normally have a feeling of being valueless in the society, hence, they feel that they have nothing to lose. Consequently, they tend to opt for offending/reoffending and mostly find themselves reconvicted as soon as they get released from prisons (Msoroka, 2018). Arguably, this might be the main reason for having a great number of prisoners who are usually poor, having low work skills, and low education (Braggins & Talbot, 2003; Webster & Kingston, 2014).

Worldwide literature suggests a link between offending behaviours and social structures – poverty, low work skills, and low education. In the United Kingdom, for instance, an average of 50% of inmates were reported to have low reading skills, 66% low numeracy skills, and almost 81% low writing skills (Braggins & Talbot, 2003). The same pattern has also been reported in Australia, where out of 6,386 inmates in Victoria, only 246 attended secondary school education before they got into prison (Victorian Ombudsman, 2015). Comparable findings were reported in New Zealand (Edwards & Cunningham, 2016), Finland (Koski, 2009), and in the USA (Lochner & Moretti, 2004) where the link between low education, offending behaviours, and imprisonment were observed. Studies suggest that Tanzania face a similar pattern of challege; it has been observed that nearly 75% of inmates in Dodoma region, the Capital City of Tanzania, had low literacy skills (Sauwa, 2010; The United Republic of Tanzania, 2014). Except for a few countries, consequently, reoffending is a problem to most countries in the world. Tanzania does not have proper record on recidivism, however, the most quoted reoffending rates in Tanzania is 47% (Inmate Rehabilitation and Welfare Services Tanzania, 2014; Msoroka, 2018). One can argue that the most recent cases of prisoners who received the Presidential pardon and either refused to get out of prison or get caught and reconvicted a few days after, is a reflection of such situation. Such cases include Gerald's release on 10/12/2017 and reconvicted to 15 years on 15/12/ 2017 (Msoroka, 2018); Mussa's release on 10/12/2019 and get caught for robbery on the 11/12/2019 (Anonymous, 2019); and Merad who refused to get out of prison (Mathias, 2019). Worldwide literature recently reports that prisons have been using prison education to improve levels of education, work skills, and reduce reoffending rates among prisoners. A prison education is said to be

effective in the reduction of recidivism rates (Bozick, Steele, Davis, & Turner, 2018; Callan & Gardner, 2007; Davis et al., 2014). It is argued here that, the Gerald's, Mussa's, and Merad's cases in Tanzania should be a wakeup call to Tanzanians. Such repeating cases may be suggesting that Tanzanian prisons have not achieved the goal of preparing prisoners for life after prison's time. Therefore, this article calls for the need to invest in prison education through distance mode. It is assumed that a prison education may have a positive influence on prisoners' rehabilitation.

Theoretical Frameworks: Total Institutions and Distance Learning

This study is guided by two theoretical perspectives: the total institutions and distance learning. The choice of these theories is based on the fact that, in this study, they complement each other in terms of issues under investigation; their link to this study is given a priority. Each of these theories is discussed in the following sub-sections.

Total Institutions

The 'total institutions theory' is extensively discussed by various scholars, including Goffman (1962), Amundsen, Msoroka, and Findsen (2017), and Msoroka (2018). Total institutions is a theory developed by Goffman to describe institutions which put their members away, particularly inmates, from the society. Total institutions have two types of members – staff and inmates. Such institutions are highly restricted and they usually have structured routines – for instance specific and rigid time to sleep, time to wake-up, time to eat, and head counts. (Goffman, 1962). Although they are usually a few, staff members in total institutions "have contact with both the inside and outside world; they usually feel superior and righteous" (Amundsen et al., 2017, p. 12). Inmates, in total institutions, are usually many, but they do not have much contact with the outside world (Amundsen et al., 2017; Msoroka, 2018). Goffman (1962) listed prisons, mental hospitals, army barracks, and boarding schools as examples of total institutions.

Everything inmates do, for the case of this study, prisoners, is controlled by prison staff. Usually, outsiders do not have an easy access to information related to prisons (*total institutions*) and inmates (Goffman, 1962; Msoroka, 2018; Scott, 2010). While reflecting on this research work, it was found out that total institutions theory is one of the perfect match for this project because Tanzanian prisons qualify for the total institutions characteristics. Take, for instance, very few information related to prisons is known to Tanzanians. It is not easy for outsiders to access information related to prisoners and prisons in general (Amundsen et al., 2017; Msoroka, 2018). The first ever official report related to prisoners' statistics

was published in 2017 (The United Republic of Tanzania, 2017). In this regard, it is clear that if we think of any innovation on prison education, we should also be aware that such innovation can be constrained by the prison context (Msoroka, 2018).

Distance Learning

Distance learning is a "subset of educational programmes in which the separation of a teacher and a learner, is so significant that it affects their behaviours in major ways, and requires the usage of special techniques and leads to special conceptualization" (Moore, 1991, p. 1). Distance learning is a well-known theoretical perspective in the field of adult education. This theory explains the openness of education and discusses the possibility of giving people an opportunity to learn wherever they are – at home, school, work places, or on vacation (Kember, 2007). For this reason, the current paper holds that distance learning is a key to a lifelong learning – an endless process of learning regardless of one's status and space (Findsen & Formosa, 2011; Msoroka, 2018) – because it breaks the space barrier.

Distance learning is said to be a relevant approach to reach economically and geographically marginalised people. It promotes learners' independence and freedom of choice on what to learn and how to learn (Holmberg, 1995). It should be noted that prisoners are considered as one of the marginalised groups in the society (Devine, 2010; Msoroka, 2018). It is assumed that, with distance learning, a significant number of learners may be in a position to access education without being bounded by the conventional school timetables. Learners can start and finish studies whenever they are ready, as well begin them at any level with any subject available (Msamada, 2013). In consideration with the Tanzanian prison context, it could be difficult for the conventional face to face approach to successfully penetrate the prison's walls. Hence, this study suggests the usage of a distance learning mode and assumes that distance learning can be the best approach to penetrate the walls and improve prisoners' access to education.

Methodology

This study aimed at investigating how learning opportunities to prisoners could be expanded, especially in the Tanzanian context. As a result, the study sought to address one key question: how relevant is the ODL system in expanding educational access to Tanzanian prisoners? This qualitative study has employed a discourse analysis approach to collect relevant data. A discourse analysis is "an epistemology" (Phillips & Hardy, 2002, p. 3) which describes how a certain phenomenon is perceived in a particular context, and between members of a

specific group (Kamenarac, 2019). This research considered a discourse analysis as a relevant approach to this scholarship because it gained most of the ideas from the analysis of documents. It should be noted that qualitative scholarships do not necessarily need a specific number of cases, and usually, involved cases and sample size are influenced by the needs of a specific study. Researchers always choose appropriate participants and cases which can be able to offer relevant information (Creswell, 2007). For this reason, the study did not have any predetermined number of documents to review; it only reviewed relevant documents related to distance learning and prison education. With the help of a checklist, the research made sure that it accessed all the information relevant to this study. The study reviewed policies, theses, journal articles, books, reports, newspapers and relevant websites. At the end, about 50 documents were reviewed. All relevant information was recorded. The checklist was so important during this process, since it guided the author to remain focused. As seen in Table 1 below, the checklist contained five key issues: characteristics of prisoners, crime and education, the prison context, education in prisons, and ODL in prisons.

Table 1: Key Issues Observed through the checklist

Key Issue(s)	Author(s)	Title of the Source(s)	Issues Raised
Characteristics of Prisoners Crime and Education The Prison Context Education in Prisons ODL in Prisons			

Then, the raw data were properly written to form transcripts, which were, latter, thematically analysed. During the analysis stage, transcripts were read several times while closely examining and interpreting the texts. The examination and interpretation of the texts were consistently guided by the research question of this study. This cross-examination, between the text and the research question, helped to "maintain a critical lens when re-reading and analysing key pieces of data related to the central research phenomena" (Kamenarac, 2019, p. 108). Consequently, themes and subthemes which form this article organically emerged from the text (Creswell, 2003; McMillan & Schumacher, 1993). After thorough analysis, two key themes remained: Prison education – a relevant approach for prisoners' rehabilitation; and Distance Learning – a relevant approach in the prison   context.

Discussion of the Findings

This section discusses the findings of this study, which were generated from the document analysis. This study found that prison education is a relevant approach for prisoners' rehabilitation. Also, based on the prison context, Distance Learning was found to be a more relevant approach to provide education for prisoners. These issues are presented and discussed in sub-sections below.

Prison Education: A Relevant Approach for Prisoners' Rehabilitation

According to Campbell (2005), rehabilitation can be referred to as "the process of helping a person to readapt to society or to restore someone to a former position or rank" (p. 831). In the prison context, the key theme to this piece of work, rehabilitation tends to prepare prisoners for smooth reintegration into the society; usually, it is linked with several programmes, including education (Pollock, 2014). It should be noted that the United Nations assumes that the best approach to reduce recidivism among prisoners is the usage of rehabilitation programmes (The United Nations Office on Drugs and Crime, 2018). As noted previously, most prisoners have poor educational background which contributes to their offending and reoffending behaviours.

Recently, worldwide literature suggests that prison education has a positive contribution in the reduction of recidivism rates (Klein, Tolbert, Bugarin, Cataldi, & Tauschek, 2004; Msoroka, 2018; The United Nations Office on Drugs and Crime, 2018). Programmes such as vocational training, literacy education, and college education, are associated with prisoners' rehabilitation (Campbell, 2005; Cullen & Gendreau, 2000). These programmes are believed to empower prisoners by equipping them with relevant skills and help positively to cope with after-release lives. The educational programmes are said to have the power to influence prisoners' attitudes, motivation, awareness, personal, social, and occupational functioning (Workman, n.d.), hence, reduction of recidivism. For this reason, prison officers/administrations are encouraged to offer educational opportunities to prisoners.

The Context of Prison Education

Prison education, internationally, is advocated by The United Nations standard minimum rules for the treatment of prisoners (The Nelson Mandela Rules) accepted by the UN Congress in 1955 and its revisions of 2016 (Msoroka, 2018; UN, 2016). For instance, Rule Number 4(2) of the Nelson Mandela Rules states: "prison administrations and other competent authorities should offer education,

vocational training, and work skills, as well as other forms of assistance that are appropriate" (UN, 2016, p. 8). Rule Number 104(1) states:

> Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterate prisoners and of young prisoners shall be compulsory and special attention shall be paid to it by the prison administration. (UN, 2016, p. 30)

It should be noted that the United Nations considers prison education as a perfect tool to reduce recidivism among inmates (The United Nations Office on Drugs and Crime, 2006, 2012; UN, 2016). In the African context, prison education is linked with the 1996 Kampala Declaration on Prison Conditions in Africa. For instance, one of the recommendations provided by this Declaration states: "the human rights of prisoners should be safeguarded at all times and that non-governmental agencies should have a special role in this respect" (Penal Reform International, 2008, p. 12). The current study associates this recommendation with prison education because it considers education as a part of human rights (UN, 1948). Furthermore, the Declaration recommends that "prisoners should be given an access to education and skills training to make it easier for them to reintegrate into the society after their release" (The United Nations Office on Drugs and Crime, 2006, p. 44). In the local context, literature suggests that Tanzania does not have a national (mandatory) policy to guide a prison education.

The only available document (Prison Education Guide) does not guarantee prisoners' access to education (The United Republic of Tanzania, 2011). Considering that Tanzanian prisons have all features of total institutions, the environment is not supportive enough for conventional approach to prison education (Amundsen et al., 2017; Msoroka, 2018). Most prisons do not have sufficient educational facilities – no/insufficient classrooms, shortage/lack of chairs and tables, and shortage/lack of writing materials and text books (Msamada, 2013; Msoroka, 2018). Worse enough, some prison personnel are reported to have a negative attitude towards prisoners and prison education in general and consequently, very few prisons are reported to offer educational programmes (Msoroka, 2018). However, most of these programmes are disorganised; they do not lead to recognised qualifications (Msoroka, Findsen, & Barnes, 2018). In due course, prisoners are not happy to attend such programmes; they consider them as a waste of time (Braggins & Talbot, 2003; Msamada, 2013). Hence, by considering the importance of education for prisoners' rehabilitation, in

this study, it is argued that if distance learning was employed it could serve the purpose.

Distance Learning: A Relevant Approach in the Prison Context

It has been argued throughout this article that the Tanzanian prison context is too complex to handle successful conventional educational programmes because of its nature (Msoroka et al., 2018). However, evidence suggests that distance learning can penetrate the prisons' walls.   Studies suggest that, in Uganda and Kenya, several prisoners have been attending distance learning programmes from the University of London (Coughlan, 2014; Serwanjja, 2014). Nevertheless, it is noted here that these prisoners have been receiving scholarships from the African Prisons Project. The successful prisoners from the two countries are reported to have smoothly integrated into their societies. In New Zealand, for instance, the Department of Corrections is working with the Open Polytechnic which provides tertiary education (certificate and diploma programmes) to qualified prisoners (Department of Corrections, 2014; Msoroka, 2018). To enable prisoners' access to tertiary education, the Department works with the Study-Link which facilitates student loans to eligible prisoners who attend such programmes (Department of Corrections, n.d.). The Department reports that prisoners, who undertake the programmes, smoothly reintegrate with the society. In Tanzania, the Open University of Tanzania (OUT) has taken a lead to establish an opportunity for distance learning to Tanzanian prisoners. The OUT has entered into a Memorandum of Understanding (MoU) with the Tanzania Prison Service (TPS) (Kazinja, 2014; Msoroka, 2018).

OUT has an agreement with the TPS to cooperate in areas such as research and education for prisoners and prison staff (Kazinja, 2014). This MoU has enabled a few prisoners to undertake their first degree and diploma. Evidence suggests that the successful prisoners are doing great in the society; they have become productive members of the society after their release (Msoroka, 2018). Some of them are engaged in programmes which aim at assisting other inmates to undergo rehabilitation process. However, the current study notes that there is a problem of funds for prison education; consequently, many prisoners have no access to tertiary education through the proposed distance mode because prisoners cannot afford the study costs. Also, it is noted here that many other prisoners do not have the minimum qualifications required for admission into various programmes (George, 2016; Msoroka, 2018). Arguably, this might be the right time for the distance learning institutions, both the single mode ODL and dual mode learning

institutions, to develop relevant programmes to accommodate as many prisoners as possible.

Conclusions and Recommendations

This research project aimed at investigating how learning opportunities to prisoners can be expanded. In addressing this objective, this research project was guided by one research question, "how relevant is the ODL system in expanding educational access to Tanzanian prisoners?" It is noteworthy that, ideally, prisons were introduced to reduce crime (JustSpeak, 2014; Materni, 2013; Pollock, 2014; van Ginneken, 2016). However, studies suggest that, with the current view of prisoners, this aim has yet to be achieved. It is clear in this study that many prisoners have low education and they lack work skills, which are arguably among the main causative agents for crimes and recidivism. Consequently, education is inevitable if we want prisons to fulfil their original purpose (Callan & Gardner, 2007; Chavez & Dawe, 2007; Davis, Bozick, Steele, Saunders, & Miles, 2013; Davis et al., 2014). Programmes such as literacy, vocational, and tertiary education could equip the convicted offenders with skills relevant for them in after-prison life.

However, since the prison context is complex, conducting educational activities conventionally is considered to be difficult (Msamada, 2013; Msoroka, 2018). For this reason, this paper argues that distance learning (DL) is the best approach to expand educational access to the marginalised prisoners. Hence, the paper brings attention to people, especially to the Tanzanian society, that distance education could be the solution to improve prisoners' access to education. In collaboration with the Tanzania Prisons Service (TPS), this paper calls for educational institutions – both Single Mode Open and Distance and Dual Mode learning institutions – to develop relevant distance education programmes for prisoners to serve the purpose. The author of this article is aware that, currently, ODL is mostly at the fourth generation (E-education/e-learning generation) which is characterised by the use of computer networks (online facilitation). For instance, most of the programmes at the Open University of Tanzania are currently provided online through Moodle platform. However, these facilities are not welcomed in most prisons (total institutions), especially in the Tanzanian context (Msoroka, 2018). Hence, it is difficult to conduct an online teaching and learning activities in such environment. Therefore, it is suggested that the educational institutions and the Tanzania Prison Service (TPS) should work together and be ready to use the correspondence mode to facilitate teaching and learning in prisons. The government, individual institutions, and other partners, including

the Non-Government Organizations, should ring-fence special fund to facilitate ODL in the prison context. However, it is noted here that the achievement of educational programmes in prisons depends heavily on the change of mindset among people in the society, including staff in educational institutions and in prisons. People should start considering prisoners as potential workforce who needs some help to improve their capabilities.

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Teacher's Perception on the Contribution of Pretend Play on Children's Self-Regulation in Tanzanian Pre-primary Schools

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ABSTRACT

The purpose of this study was to explore teachers' perceptions on the contribution of pretend play on self-regulation behavior among young children in pre-primary schools in a Tanzanian context. Four groups prepared hypothetical pretend play; these addressed aggressive, isolation, hyperactive and prosocial behaviours, and were purposively included in the study to explore their contribution on children's self-regulation. This was a case study design, whereas, in-depth interview was used to collect data. Twenty participants participated in this study. The findings revealed that some teachers are aware about the contribution of pretend play they prepared on children's self-regulation behavior in pre-primary school; while some argued that pretend play contributes solely on learning numeracy, arithmetic and fun. The study recommends that pre-primary teachers should be trained on the contribution of pretend play in a wider perspective, including behavior self-regulation which forms a foundation of learning adjustment and other social skills.

Key words; *self-regulation, self regulation behavior, play, pretend play, teacher perception*

BACKGROUND

Early childhood is a period of rapid brain development that leads into development and growth including self-regulation behavior in children. Self-regulation processes across individuals emerge during infancy and are continuously contributing significantly to subsequent adjustment or maladjustment in children (Perry, Dollar, Calkins & Shanahan, 2018). Children are expected to behave according to the expectations of the society. During their growing and development, children display different behaviours such as prosocial, aggressive, anxious, noncompliance, tantrums, hyperactive (Keenan & Wakschlag, 2000). However, all the behaviours are regarded as normal and part of child development (Wakschlag et al. 2007). For example, actions of beating or pushing among children are regarded as part of their development because children tend to experiment things around them and sometimes regard them as fun. Behaviours that are displayed at younghood may either help or inhibit a child to get along with peers, to establish positive relationship with parents at home and teachers and comply with school rules. Self-regulation behavior is strong and produces significant results during early childhood stage. Since self-regulation starts from early childhood stage, it is suggested that children should be taught to regulate their behaviours at their younghood.

Self-regulation in Young Children

Self-regulation has been defined differently by different authors. Dan (2016) defines self-regulation as the ability to express thoughts, feelings and behaviours in a socially appropriate way. According to Dan (2016), learning to negotiate, to calm down when in conflict and persisting in difficult situation are examples of self-regulation behaviour. Self-regulation is also defined as the ability to adjust arousal and behaviour so as to cope with environmental demands (Perry et al., 2018). Furthermore, Elias and Berk (2002) define self-regulation as a broad set of process that is the building block of self-development in different aspects. In the context of this study, self-regulation refers to the act of managing thoughts, feelings and behavior to enable a child to cope and get along with others and live successfully in the pre-primary school context. Rossam and Murray (2017) state that self-regulation has a foundational role in promoting a well being across the life span of an individual. According to Bayindir (2019), better self-regulation in a child predicts better performance in school, better social relations, and fewer behavioural difficulties as well as helping a child to successfully negotiate challenges. Bredekamp (2004) argues that self-regulation behavior can be observed when a child waits for his/her turn and learns to cooperate during play. When a child is able to regulate his/her thoughts, feelings and actions s/he can

also successfully negotiate challenges facing him/her. Bonson (2000) comments that self-regulation assists children in monitoring their thoughts, behaviours and emotions using their internal control. A self-regulated child tends to behave appropriately, tends to have positive interactions with others and comply with parents and teachers' instructions (Boson, 2000; Elias & Berk, 2002). Since the child interacts with different people in school who are new to him/her, the child needs to learn to regulate his/her behavior so as to fit in the school context. Learning self-regulation is an ongoing process during child development and growth. Furthermore, children learn self-control through interactions with other children and appropriate guidance from teachers, parents and older siblings. Hoffman and Russ (2012) argue that children are required to develop skills of behavioural self-regulation to control their behaviours and emotions. Furthermore, early childhood is a period of laying foundations of self-regulation that include emotional control, self-guidance and developing responsible behavior (Berk, 2018). Self-regulation process emerges during infancy and further contributes to either subsequent adjustment outcome according to society or maladjustment against the society expectations (Perry et al., 2018).

Self-regulation can be emotional, behavioural; or cognitive, which are common to young children. Studies report that children regulate their behavior through different ways such as inhibition, aggression and/or prosocial (Perry et al., 2018). Self-regulation has a foundational role in promoting wellbeing across one's life span including physical, emotional, social, moral and educational achievement. Rosanbalm and Murray (2017) argue that supporting self-regulation development in early childhood is an investment for later success in almost all domains. They further argue that stronger self-regulation behavior predicts better performance in schools, better relationship with others and fewer behavior difficulties. Evidence indicates that self-regulation behavior lays a foundation of adjustment for pre-school children and can be taught through different ways including pretend play. When young children join pre-primary school for the first time, they are in transition from home to pre-primary school. During transition, children's behaviours differ due to individual temperaments and the kind of orientations they received at their homes (Shavega, van Tuijl & Brugman, 2015). Dan (2016) argues that a child develops internal self-regulatory behavior within the context of environment and biology and that self-regulation behavior increases through pedagogical measures. Since children have different background orientations before they join pre-primary school, they bring their behavior in the school context. Children learn self-regulation of their behaviours through different ways. The most common ways are such as imitation of their adults such as parents, older

siblings, teachers and friends. Rosanbalm and Murray (2017) argue that the most common sources of self-regulation are such as active instructions and supportive practices. Furthermore, different strategies have been reported to benefit children in regulating their behaviours. For example, Dan (2016) insists that self-regulation should be taught through modelling, instruction and scaffolding. However, supporting children in behaviour self-regulation can be rewarding and/or challenging as pointed out by Cole and Cole (1993) that children may learn acceptable or unacceptable behaviours in the society. To enhance a rewarding self-regulation behavior in children, teachers should plan strategies that are of interest of children such as play and pretend play. Based on the findings from literature, we found worth exploring the perception of teachers on the contribution of pretend play on children's behavioural self-regulation in Tanzanian pre-primary schools.

Pretend Play

Pretend play is the act of pretence such as symbolic play, imaginary play, fantasy and/or dramatic play (Whitebread & O'Sulivan, 2012). Pretend play occurs when one object stands for another; for example, a puppet can act as a baby but in reality, a puppet is not a baby. According to Weisberg (2015), pretend play refers to subtype of play that involves forms of representation or acting as if such that behavior or action that take place in pretend play do not reflect reality. Curries and Ravenscroft (2002) view pretend play in children as primarily connected to shaping behavior of the child. Pretend play has been pointed out as the significant mode of social interactions that enhances the ability of development of socio-emotional regulation in children (Bek, 2018; Galyer & Evans, 2006; Pellagrin, 2009; Savina, 2014; Whitebread & O'Sullivan, 2012). In this study, we adapted a definition from Weisberg (2015) that pretend play refers to play or an action that involve representation or action that take place in the pretend play which reflect what happens in the real context.

Pretend Play and Self-regulation Behavior

Studies have pointed out the contribution of pretend play on the self-regulation behaviour among children. For example, Whitbread and Piano Pasternma (2010) did a study among the pre-primary school children and found evidence of the contribution of pretend play on self-regulation behaviour among the children. Studies report that since young children in pre-primary school are at different age, the use of more developmentally appropriate pretend play capture young children to engage in a more comprehensive self-regulatory behavior (Whitebread & O'Sullivan, 2012). Whitebread (2010) further suggests that teaching pretend

play is important in supporting self-regulation behaviour in children. Pretend play has been perceived as an appropriate strategy to be used to manage behavior in young children (Whitebread & Pino Pastemak, 2010). Lindsey (2014) argues that children who are taught through pretend play are expected to form positive peer relationship during the transition from pre-schools. He further insists that pretend play promotes intentional learning in early years.

According to Rentzou (2013), play including pretend play gains special interest in the profile of early childhood because it significantly contributes to children's social development. Furthermore, Play including pretend play has been reported to help children develop social understanding and emotional regulation which are central to behavioural self-regulation in children (Ashiab, 2007; Hoffman & Russ 2012; Laster & Russel, 2010; Lindsley, 2014; Newton & Jenvey, 2011). In addition, play has been reported to reduce aggression, anxiety, and disruptive behaviour and helps in the formation and development of friendship, self-expression and self-regulation (Choo, Xu & Haron, 2012; Lester & Russel, 2010; Miller & Almon, 2009). Significant contribution of play to social interactions including behavioural regulation in children aged 2 to 6 years, has been widely addressed (Whitebread & O'Sulivan, 2012). However, the role of pretend play on children's self-regulation behavior in a Tanzanian pre-primary school context is not well known. Although teachers are good in preparing play including pretend play, it is not clear whether they are aware of the role of play they prepare in young children.

Teachers' Perception on the Contribution of Pretend Play on Behavioural Self-Regulation in Children

Teachers have been using play including pretend play to help young children get along with others through social interaction including behavioural regulation. Researches have explored the perception of teachers on the contribution of play on children's self-regulation. Teachers argue that pretend play contributes to children's holistic development such as social, emotional, cognitive and linguistic (Bubikova, Hjetland & Wollschend, 2019; Hunter & Walsh, 2014). They further specifically report that play including pretend play enhance conflict resolution and facilitates social relationship and cognitive development in children (Haney & Bissonnette, 2011). Furthermore, according to teachers, play lays a foundation for later learning in children (Hunter & Walsh, 2014). These argument focus on the multiple roles of pretend play, whereas it is not clear whether Tanzanian teachers teaching in pre-primary schools are aware on this. To the best of my knowledge so far, there is no study that addresses the contribution of pretend play on children's self-regulation in a Tanzanian context. This study therefore aimed to

delineate the contribution of pretend play on children's self-regulation focusing on the teachers' perspectives.

The Present Study

The present study aimed at exploring the contribution of pretend play on children's self-regulation behaviour among the pre-primary children in Tanzania from the teachers' perspectives. Pre-primary teachers participated in the training on the role of play on learning. All teachers were Tanzanians teaching in public pre-primary schools; mainly from rural context.   During the training, after theoretical presentation, teachers were assigned with activities of preparing pretend play that can be used to teach young children. Since teachers who teach young children need to be creative, especially in designing learning materials including pretend play, this was part of developing skills and enhancing creativity in the teachers. Teachers prepared pretend play out of their creativity and imagination and so from that a researcher assessed teachers' ideas about the connection between children's pretend play and self-regulation. Only four pretend play which addressed the connection between pretend play and self-regulation or social emotional development were selected. Our main assumption based on evidence from literature, that skills on self-regulation are foundation of harmonious relationship among children and their teachers and peers and that a child can benefit on academic as well (See also Whitebread & O'Sulivan, 2012). Since there is no study of this nature in a Tanzanian context, this study therefore, aimed at exploring the contribution of pretend play on children's self-regulation on the perspective of the teachers. Specifically, this study aimed:

1.   At exploring motivation behind preparing pretend play they prepared,
2.   At exploring the usefulness of pretend play and,
3.   At exploring the contribution of pretend play on children's behavioural regulation.

Methods

Design, Sample and Sampling Procedures

This was a case study design, which involved 20 participants who prepared four pretend play, which addressed self-regulation behaviour in children. The participants were selected purposively from the workshop on learning through play which trained teachers from public pre-primary.

Procedures

The teachers were trained for one week on teaching and learning through play and were thereafter asked to design pretend play and explain their roles in

children's learning. Teachers formed nine (9) groups; each group had five (5) participants; therefore, the teachers prepared nine (9) pretend plays. Participants prepared different puppets out of their creativity and imagination, these were given different roles in the play. They used local materials such as plastics, piece of clothes, ropes, and fake hair to prepare puppets. The participants were assigned actions of puppets through demonstration. A researcher selected four (4) pretend play out of nine (9) that addressed self-regulation behavior in children and assessed teachers' ideas regarding the connection between pretend play and self-regulation. Thereafter, we interviewed teachers who prepared the selected pretend play to explore whether they understood the contribution of the pretend play on self-regulation of behaviour among pre-primary children.

Teacher Interview and Data Analysis

Open unstructured interview were used to explore teacher's perception on the contribution of pretend play on children's self-regulations; this was an individual interview, which lasted for 15 to 20 minutes per person. The interview was recorded using a smartphone under the participant's verbal consent; it was thereafter w transcribed and the related themes were merged. Thematic analysis was adopted in this study. After the interview, themes were identified, presented and discussed.

Pretend Play

In this study we selected and presented four pretend play out of nine, which were directly related to self-regulation behaviour in children. In each group, some or all participants were given special characters that distinguished them from other participants. The participants; in this case teachers, acted as children in almost all aspects. Every member in the play acted as a child through accent, actions, roles and behaviours.

The four pretend play were designed as follows:

> *This play used puppets as participants, which stood in place of four children; whereas one of the children used to beat, bully and pinch the other three children. Other children isolated him and nobody liked to join him because of his aggressive behavior. Puppets were also used in place of teachers; these thereafter summarized the story to all children. Participants pretended as children who were not in the play.*

The first pretend-play addressed the relationship of an aggressive child with other children in the class. Indicators of aggressive behavior were such as beating, bullying and pinching other children.

> *This play consisted a group of six puppets that represented five pre-primary children and one pre-primary schoolteacher. One puppet represented a girl who was seen to isolate herself, as she did not join the other children during playtime. The teacher was observed to try to be close to the child with the aim of helping her join other children.*

This pretend play highlighted about the anxious child. Behavioural symptoms of anxiety involved avoidance such as fear and excessive shyness.

> *This play consisted of five puppets that represented a boy aged five years, mother, father, teacher, and a sibling (brother). The boy behaved hyperactively, he didn't listen to his parents and didn't adhere to parents' guidance/instructions. The parents explained to the teacher about the behavior of their child. The teacher was able to manage the child's behaviour as he intervened the child's behavior and after few days the child showed indictors of behavioural change. The parents were very happy and in turn congratulated the teacher for correcting the behaviour of the child.*

This pretend play highlighted a hyperactive child and his/her relationship with siblings and parents, which was disharmonious. The play indicates also the role of the teachers in helping a child who shows indicators of difficult behaviours.

> *This play consisted four puppets representing four prosocial girls. The children were walking together at school. One child fell down; her friends then lifted her up and sympathized to her. Another child shared with her friends a piece of boiled cassava; another child also had snacks of which she then shared with her friends*

The fourth pretend play highlighted prosocial behavior in children; prosocial behaviours in children are such helping, sharing, empathy and sympathy.

Findings and Discussion

The general aim of this study was to explore the perception of teachers on the contribution of pretend play on children's self-regulation among pre-primary school children in a Tanzanian context. To have a clear picture about teachers' perception, we used the pretend play which were prepared by the teachers. The

plays were used as reference during interview with the teachers. The participants were teachers who prepared the pretend play. First, we explored the motivation behind preparing the pretend play they prepared. Almost all teachers responded that it was part of the training and creativity and that the behaviours are commonly displayed by the children in schools, so they were familiar with behaviours. Examples of few quotations below support this argument:

> *We were asked to prepare any pretend play and it happened that we prepared a pretend play of this nature but there was no reason, this was just our creativity (teacher)*

> *It was part of the training exercise, anybody can prepare any pretend play depending on her/his creativity and experience with children; but for our case our play based on the behaviour of young children in pre-primary school, these are the behaviours we experience daily in our school (Teacher)*

Based on teachers' responses the motive behind preparing the play was to fulfil the objectives of the training as they were supposed to prepare pretend play. Some of the teachers reported to be motivated by the behaviour of children displayed in their schools. The findings are consistency with the findings of Manyara and Murangi (2018) that daily interpersonal relationship between teachers and children in schools, motivate teachers to prepare pre-tend play which are appropriate to the children's age. Furthermore, almost all teachers responded that they prepared the pretend play to fulfil the theme of the workshop, which was "learning by play". Since they prepared play which portrays different messages, it indicates that teachers have intrinsic and diverse motivation and creativity in preparing play which lay foundation in child development of all aspects.

Second, we explored the perception of teachers on the usefulness of pretend play prepared to the children in the classes they teach. Majority responded that pretend play are useful because they help children to get prepared for primary education. However, few responded that pretend play help children in emotional and social adaptations which self-regulation is part. Examples of responses are as presented in the quotations below.

> *Pretend play is useful because it helps children to learn subjects such as literacy and numeracy that will help them to join primary education, if play cannot help a child to read, write and numbers we cannot say pretend play is useful (Teacher)*

> *Pretend plays help to bring children together, as they participate in the play, they get along to each other, help to teach children many things, like physical which make children more active. In general, pretend play help children to get prepared to learn (Teacher)*

> *Because our main roles are to prepare children for primary schools pretend play should focus on helping children to read, write and count and not otherwise. I suggest that pretend play should focus on preparing children to learn (Teacher).*

This was a general question regarding the impact of pretend play to young children. Teachers reported the usefulness of pretend play in different views. For example, some teachers perceived that pretend play are useful for cognitive development in children mainly focusing on literacy and numeracy and not beyond this; which implies that play. Some teachers view that pretend play enhances socio-emotional development in children through playing together, thus, fostering children to get along with others. The later view is in line with the findings from other studies which report that pretend play is responsible in enhancing of social emotions development and fostering social interactions and adjustment in children (Bek, 2018; whitebread, 2010; whitebread & O'Sullivan, 2010).

Furthermore, we explored whether teachers were aware of the contribution of pretend play on behavioural regulations in children with regard to the pretend play they prepared. Examples of responses were as follows:

> *Our pretend play have contributed on preparing children to learn and not behavior. Our play was in line with the theme of the workshop, which was about pretend play for learning and not for behaviour (Teacher)*

> *Pretend play focused on children's behavioural regulation, this was featured in our play where an isolated child was able to join other children; in addition, prosocial behavior help a child to get along with others (Teacher)*

> *We didn't intend to address behavioural regulation in children; our play focused more on providing fun so contributed happiness in our children; because if children are happy are ready to learn to write, read and count numbers (Teacher)*

Regarding the perception on the contribution of pretend play on children's behavioural self-regulation, teachers responded based on their pretend play, which they prepared out of their imagination and creativity during the training. Teachers had different views on this: On one hand, teachers responded that the

prepared pretend play contribute to children's learning especially on literacy and numeracy and not on behavioural self-regulation. However, this perception is contrary to the pretend play prepared in this study because the play did not focus on literacy but rather addressing behavioural issues. The findings are contrary to the findings of Pelleagrin (2009) that most studies on pretend play have focused on children's abilities on issues related to literacy and learning, which was not the case in this study. On the other hand, result indicated that teachers perceive that the prepared pretend play have a contribution on behavioural regulation in children. For example, they pointed pretend play number one, two and three that they were directly related to behavioural self-regulation in children. This implies that aggressive, anxious and hyperactive, as examples of unfriendly behaviours require a child to regulate himself or herself for successful adjustment in school. The findings are in line with the findings by Choo, Xu and Haron (2012) and Karpor (2005) who report that pretend play reduce aggression, anxiety and disruptive behaviours through self-regulation; and significantly affect the development of self-regulation in children (Kapor, 2005).

In line with findings in this study, play enhances the ability of the development of socio-emotional regulation in children (Galyer & Evane, 2006, Savina, 2014). For example, an anxious child (as described in the play) who is characterized by reticent behaviour which is reflected in shyness, social fear, internalizing difficulties, low self perception is more likely to be perceived as an unattractive playmate (Choo et al, 2012), but pretend play as designed in this study may reduce anxious behaviour in a child and the child is more likely to attract peers during play which is a result of self-regulation. Pretend play is very significant in self-regulation in a child and that it powerfully enhances learning in many aspects (Karpor. 2005), which has great contribution for a child to get along with other children in schools. This implies that children who are taught through pretend play are more likely to have high self-regulation skills and are less disruptive during peer interaction (See also Diamond, Barnet, Thomas & Muro, 2007; Fung & Cheng, 2017). The findings therefore indicate that each pretend play has specific contribution on child development which is in line with that of Rentzou (2013) that play including pretend play, contribute to overall development, however, not all pretend plays have the same effects. However, some pretend plays have multiple contributions on behavioural self-regulation including emotional and social.

Strengths, Limitations and Direction for Future Research

The study has strengths and weaknesses. This is the first study to address the contribution of pretend play on children's behavioural self-regulation in a

Tanzania context, which forms the strength of this study. The study adds on the literature on issues related to play and pretend play and self-regulations. The study has limitations. This study used puppets, which are rather hypothetical; we suggest that the next study should involve children in the pretend play and the researcher should observe the role of the play in the natural settings. This will give a clear picture whether teachers really use pretend-play in teaching children's self-regulation and whether teachers can design pretend play for the purpose of helping children to develop self-regulation skills. In addition, children should be involved to state the benefit of pretend play. We recommend the followings; pre-primary teachers should be trained on the role of pretend play on children self-regulation. In addition, since children are in transition from home to school, pretend play should be part of the pedagogy in the curriculum of pre-primary education. Furthermore, although problem behaviours in young children are part of development, teachers are responsible to design intervention measures to help children develop self-regulation skills at early years, which will help children to adjust successfully in many aspects including socially, academically, emotionally, and morally.

Conclusion

The present study explored the contribution of pretend play on children's self-regulation behaviour among the pre-primary children in Tanzania from the teachers' perspective. It was found that almost all teachers reported that pretend plays are useful but with different views. Different perception on the contribution of pretend play on self-regulation was revealed; on one hand teachers confirmed that pretend plays contribute on self-regulation among the pre-primary children while on the other hand some insists that pretend play contribute on literacy and numeracy. Although teachers prepared pretend play which were directly linked to children's self-regulation, the teachers were not aware of the linkage between the two. Focusing on children's self-regulation at early years is important because it forms the foundational skills for children's adjustment in pre-primary schools in all child development domains.

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Theorizing Professionalism and Morals Principles in Inclusive Education

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ABSTRACT

This paper examines professional integrities within the field of inclusive education. The concept of inclusive education is rooted in the philosophy of moral principles, as it concerns issues of equity, access, justice, and care of students with diverse learning needs. Theorists and educators do agree that inclusion is a fundamental right, which is sustained by the Salamanca Statement (1994) and the United Nations Convention on the Rights of Persons with Disabilities (2006). The focus of inclusive education is to provide education regardless of any challenges learners may have. In inclusive education, learners are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012). Internationally, different countries have tried to adopt educational systems that support inclusive education in varying capacities and structures. However, the moral dimensions of inclusion are often lacking in theoretical and practice as well as in inclusion related discussions. The paper highlight the nature of morality within inclusive education, with an examination of moral dilemmas, challenges, and tensions, grounded in empirical evidence, which transpire in the shades of an educator's work.

Key words: *Inclusive education; child rights; moral dilemmas; teaching and Professionalism.*

Conceptualizing Inclusive Education

Inclusion was stipulated in the 1994 World Conference on Special Needs Education, represented by 92 governments and 25 organizations in Salamanca, Spain (Gajewski, 2017). The inclusion agenda, resulted from the Salamanca Pronouncement and Framework for Action on Special Needs Education (UNESCO, 1994). Among others, the declaration, resulting from the conference, called on governments worldwide to enact laws and policies that support inclusive education. In this regards, the 1994 Salamanca Declaration led to most important reforms on special education worldwide, supporting inclusion and opening the door to students with various learning needs in regular educational structure. Before embarking on particular issues of the discussion, it would seem reasonable in this paper to offer some definitions related to inclusive education as a contested term that might serve as starting point to better understand the terminology. To start with, Booth (2000, p. 78) defines inclusive education as the process of increasing the participation of learners within and reducing their exclusion from, the cultures, curricula and communities of neighbourhood centres of learning.

Other writers such as Bennett (2009) Hutchinson (2007) Jordan (2007) and McLeskey, Rosenberg, & Westling (2013) seem to define inclusive education in a similar perspective; they all describe inclusion as a term that denotes to all persons, regardless of ability, are eligible to full and equal participation in all aspects of society, including education. Another definition yet comprehensive meaning explains inclusive education as a system of education in which all children, youths and adults are enrolled, actively participate and achieve in regular schools and other educational programmes regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources (Ministry of Education and Vocational Training – MoEVT, 2009, p. 2). Furthermore, inclusive education is at times confused with integration. In some places while integration is used to mean disability, inclusive education pertains to "values and principles, about the type of individuals that a society wants and the kind of education that the society value (Evans & Lunt, 2002). These definitions and many others represent increased right and level of participation in education for each individual in order to attain education that is arguably indistinct. Although these descriptions seem to be general, the practice of inclusive education tends to differ across culture, social, physical, academic and behavioural variations that different individuals need in order to effectively participate in regular learning environment (Wilczenski, 1995). Nevertheless, the extent and conditions of the inclusion of individuals in regular

schools or classrooms varies between countries, regions, and even within districts and schools in particular. Different notions of inclusion and inclusivity have resulted in varied institutional policies and practices, often leading proponents of inclusion to question its effectiveness (Gajewski, 2017). However, while inclusive education is being practised in many countries, evidence suggests that placing students within regular schools does not guarantee inclusion (Gajewski, 2017). Regardless of the ways and the extent to which inclusion is being implemented in different dimensions within educational sector internationally, there is an agreement among theorists and educationists that inclusion is a fundamental human right (Jordan, 2007; Norwich, 2005; Polat, 2011). In this respect, discussion of inclusive education from moral perspective raises significant questions relating to the principles of equity, fairness, justice, and care as they apply to access, opportunities, and learning experiences of students who have special needs, thus stimulating our thinking about the implementation and practice of inclusion in schools and classrooms, from the viewpoint of a learner (Gajewski, 2017; Universal Declaration of Human Rights, 1949).

Other inclusion scholars, passionately and unequivocally maintain the idea that inclusive education is a considerable legal, moral and human right (Gordon, 2013). Consistent with Tanzania National Strategy on Inclusive Education which aims at contributing towards achieving the poverty reduction strategy goals and in line with the Education Sector Development Programmes which puts forward the fundamental principle of inclusion as a key strategy, Tanzania is taking efforts at achieving universal and equitable access to education (MoEVT, 2009). The 2009 – 2017 Inclusive Education Strategy clearly articulates that all children, youth and adults in Tanzania have equitable access to quality education in inclusive settings meanwhile identifies objectives that have to be realized. As was previously mentioned, the concept of inclusion has moral foundations and so it promotes ethical principles as well. It is therefore recommended that, educationists and other stakeholders must consider all characteristics of an individual's functioning in relation to features of the proposed placement environment in order to make ethical placement decisions in order to maximize the development of the individual pupil (Little & Little, 2000). Consequently, being ethical by its very nature, in the implementation of inclusive education requires those who device the ideologies, policies and strategies to have a sense of care, fairness, respect, responsibility, duty, and justice. Inclusive education supports the idea that it is right and just for every individual to be equally respected and receive equal educational opportunities in schools and general societal opportunities. It is the duty and responsibility of educational institutions and individuals to guarantee each individual within society is treated with necessary attention and respect,

regardless of her or his differences. In this regards, Booth and Ainscow (1998) emphasizes that inclusive education should focus on taking effort of overcoming barriers that prevent the participation and learning of all children, regardless of their race, gender, social background, sexuality, disability or attainment in schools. Notwithstanding of the above, inclusive education does not only focus on the barriers that learners face, but it has to give attentions on development of cultures, policies and practices in educational systems and institutions, in order for individuals to be able to respond to the diversity of learners and treat them equally (Booth and Ainscow, 2002). Thus, in inclusive education and in an ideal inclusive classroom, the needs of all learners are recognized, reinforced, and met. Similarly, all students are occupied, actively participate in meaningful learning environment and they have equal opportunities.

Teaching and Morals Responsibility

The moral principle of inclusive education would suggest that teachers have a central responsibility of treating students in a manner that will ensure their needs are met and their best interests are upheld (Gajewski, 2012). It does not matter how well inclusive policies and practices are articulated the implementation of meaningful learning for students remains with teachers in inclusive classrooms. Teachers have the role to structure the learning environment; they interact with students, parents, and colleagues; establish opportunities; and remove learning barriers (Bennett, 2009; Gajewski, 2012; Stanovich & Jordan, 2004). Although, the role of the school headteacher/head of school has been shown in literature as pivotal for fostering new meaning, promoting inclusive school cultures and instructional programs as well as building relationships between schools and communities (Riehl, 2000); certainly, much of the commitment to 'do right and good' in inclusive teaching environment remains with teachers who practice the real teaching. Teachers engage in their work, teachers must uphold and promote moral principles to ensure the needs and best interests of students are maintained. Accordingly, principles of equity must be supported and sustained, as "teachers should foster respect, inclusivity, and active engagement" (Gajewski, 2017, p. 6). In this regards, it is necessary for teachers to accept willingly with vitality the fact that they are responsible for the learning of every student in an inclusive classroom. While in classrooms, teachers have to consider and practice of the profession in a just and fair manner. Empirical evidence suggest that teachers' positive attitude toward inclusion has been shown to be exceptionally significant and that factors contributing to this positive attitude include among others the belief that every learner has learning capabilities and the conviction that as teachers, they can make a difference to student learning (Silverman, 2007;

Woloshyn, Bennett & Berrill, 2003). For teachers, teaching as a profession and moral principles are fused together and act concurrently. There are ample empirical and theoretical evidence to suggest the moral nature of teaching profession (*see for instance* Campbell, 2003, 2006; Carr, 2006; Colnerud, 2006; Hansen, 2002; Jackson, Boostrom, & Hansen, 1993; Gajewski, 2012; Norberg, 2006; Sockett, 1993; 2006; Strike & Soltis, 1992). For example, Campbell (2003) recommends that an ethical teacher represents principles of honesty, integrity, care, respect, and justice, to name a few, and practice these principles in his or her teaching. In making a distinction between the moral behaviour of teachers and their role in the moral development of leaners, Campbell (2003) defines moral agency of teachers as "how teachers treat students generally and what they teach them of a moral and ethical nature" (, p. 2). In essence, as established by Gajewski, (2017) the moral agency basically determines teachers' decision making, practice, and conduct. The need for teachers' moral knowledge is established and reinforced by Campbell (2006) in following assertion:

> Ethical knowledge enables teachers to make conceptual and practical links between core moral and ethical values such as honesty, compassion, fairness, and respect for others and their own daily choices and actions. (p.33)

The above quotation suggests that moral principles such as honesty, integrity, respect, justice, fairness, and care are fundamental for supporting teachers to practice teaching profession in inclusive classrooms. Furthermore, studies conducted by Dempsey (1991), Noblit (1991), Rogers (1991) and Webb (1991) revealed and strengthened that effective teaching profession is directly connected to the action of caring. Notwithstanding of these findings, it is argued that the concept of caring in the context of inclusive classrooms goes beyond the affective domain. In this regards, Rogers and Webb (1991) put emphasis explicitly by saying: "caring is the basis for thoughtful educational and moral decision-making, and it requires action". (p. 174). In view of the empirical evidence, it is the responsibility of teachers to provide high quality, holistic support and focused connections with learners in inclusive classrooms based on a positive perception of common understanding of all learners. Educational systems and structures in Tanzania recognize inclusive education as compulsory to providing education regardless of individual differences. For example the requirements for special teacher education pronounced by pointing out the necessity of training of teachers of children with special needs (MoEVT, 2009). The policy documents insist on compulsory in-service training and re-training of practicing teachers to ensure that teacher's quality and professionalism. However, the extent to which the policies articulated in various documents are implemented is uncertain. One might want

to ask for example the extent which teachers have the capabilities to teach in an inclusive classroom. Do they really receive relevant training to be able to teach in such classroom? There are without doubt many unanswered questions, but most importantly teachers' insights and attitude towards teaching in inclusive classrooms might need a special attention for exploration. There is only major reason for taking into consideration said earlier, meaningful learning experiences and prospects in an inclusive classrooms rest with practicing teachers.

Morality and Teaching Predicament

Here again comes a question: do teachers have incentive or resources to make them more competent, committed and humble in teaching inclusive classroom? Teaching is by its very nature a very complicated phenomenon where implementing moral principles and making good decisions can be challenging and difficult (Gajewski, 2012; Norberg, 2006; Strike & Soltis, 1992). Most of the time, when teachers are working in inclusive classrooms they meet opposing directions, as they manage competing interests or conflicting demands (Colnerud, 2006), especially when they work with students with disabilities. Teachers face many ethical dilemmas each day in the inclusive classroom. One of critical questions is question is how do teachers know the right way to respond varied students' needs and expectations? The dilemma among others includes trying to solve a problem in a situation in which the teacher must make a challenging choice between two or more options (Gajewski, 2014). Every time, teachers are obliged to succeed and cope with these predicaments on their own, using their personal and professional judgment to monitor their decisions and actions (Courtade and Ludlow, 2008).

One of underlined objectives identified in the Tanzania National Strategy on Inclusive is the widening and strengthening of professional capabilities for inclusive education provision (MoEVT, 2009). However, there are some challenges and tensions that threaten smooth inclusive education provision. Some scholars have argued that lack of in-service training, more teacher training colleges emphasising in general inclusive education and special needs curriculum in particular, more special teacher training colleges, and the continuous work to change people's attitudes towards inclusion remain to be challenges for well-organized and implementation of inclusive classrooms (Avramidis & Norwich, 2002; Krohn-Nydal, 2008). In general, pre-service and in-services training are considered as a significant factor in improving teachers' attitudes towards carrying out of an inclusive policy (Avramidis & Norwich, 2002). In this regards, preparations of professional teachers intended to support, guide and managing

inclusive classroom are almost not in place in Tanzania. Regardless of the above shortfall, Gajewski (2012) has maintained that to the best of their abilities, teachers make every effort to teach in ways that will benefit their students as they aim to ensure that students are treated with fairness, care, and equity. Such kind of awareness and recognition makes teachers appreciate their roles and responsibilities as professionals in schools (Darling-Hammond and Branford, 2005). It is further argued that understanding and execution of their duty applicably for teachers is what it means to be professionals (Adendorff, 2001). However, teaching as profession is relational by its very nature because standards and codes are limited in addressing the relational nature of teachers' work to help guide their actions and decisions in teaching (Gajewski, 2012, 2017). Even if professional codes and standards establish shared objectives for teachers and provide parameters for the teaching profession, they offer minimal direction to aid teachers in carrying out their professional and ethical responsibilities in inclusive classroom context (Gajewski, 2017). Gajewski's (2017) statement make evident the complexity and in some cases conflicting nature of teaching profession and moral value in an inclusive classroom. For instance, just for teachers being responsible to children under their care, the community in which they live, the profession, the employer and the state (United Republic of Tanzania, 2002 & 2003) is not only challenging, but it requires deep moral consideration, comprehensive professional training and balanced judgment (Gajewski, 2017).

Striking the Balance in an Inclusive Classroom

There is growing body of evidence suggesting that in an inclusive classroom both students with disabilities and those without disabilities can learn effectively (Jordan & McGhie-Richmond, 2014; Rea, McLaughlin & Walther-Thomas, 2002; Timmons & Wagener, 2008). For example, evidence on impact of inclusion on students' achievement recommends that at "the pre-school level pupils who are in inclusive settings make greater progress than those in segregated settings" (Holahan & Costenbader, 2000 in Bennett, 2009, p.3). These confirmations suggest that placing students in inclusive educational settings, where their diverse needs are accepted and valued, positive learning can be achieved, positive change in the life for all learners, and possibly having a positive impact on their future life. On the other hand then, although researches recognize inclusive classroom to be just, equitable, and of value to all individuals, both in education and in society as a whole, questions remain as to how teaching in inclusive classroom can best be implemented in schools. This being the case, there seems to insufficient information to bridge the gap between research and actually practice in inclusive classrooms. For example, concerning the issue fairness in inclusive classroom

which represent the gap of research and practice, Gajewski (2017, p. 12 - 13) poses the following complex and contextual questions

      i.   Is it fair to treat all students the same way?
      ii.   When is differential treatment justified?
      iii.   How can teachers balance equity with fairness?

Indeed, teachers take a major role and responsibility to implement curriculum in inclusive classroom in ways that allow access to a certain category of learners and deny the access to others. Consequently, teachers need to be conscious of their role in selecting what to teach and how to teach given the complex nature of learners in inclusive classrooms. Teachers need to have critical reflexive mind and practice that requires thinking critically about personal beliefs, values and assumptions about diverse learners and how reflexive thinking ideologies impact interpretations and interactions with students (Cunliffe, 2016). In trying to find a balance in order to meet diverse learners' need, teachers need to create healthy relationship between and with students not only to shape the accumulation and expansion of transmitted knowledge and discovery, they form the web of learning culture that determine the value of each learner (McDermott & Varenne, 1995). There are some assumptions that can be made about students' backgrounds such as different socio-economic background and access to resources, about who may need special help, who can flourish with a bit of extra attention and whose needs are too complex to address (Tyler, Yzquierdo, Lopez-Reyna, & Flippen, 2002). These difference should not and are not supposed to hamper learning but they should support and strengthen teachers' decision to make everyone learn.

Conclusion and Recommendation

The general view and circumstance of inclusive education is infused with fear of whether it is possible to fairly treat students with diverse needs. It is critical and appropriate time to clear that doubt and consider ways in which inclusive education can be implemented with professionalism and moral principles. Commitment to delivering high quality research across inclusive education model is also paramount. However, the difficult task ahead of researchers and educators is how to build connection between research, policy and practice. As an overall principle, inclusive education should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation of a more just and equal society. As suggested by Engelbrecht & Snyman (1999) inclusive education is the foundation towards obtaining a just and equal society. For that reason, if the nation wants to create equal opportunity for each person regardless of the socio-economic background and capacities, then, the nation

should start with compressive educational policy that integrate and blend inclusive education.

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Role of Research in Teaching: Analysis of PhD Programs and PhD Graduates at the Open University of Tanzania

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ABSTRACT

Africa still has low numbers of Doctor of Philosophy (PhD) graduates. PhD programmes avail opportunities to doctoral students pursuing research by thesis or course work. Although existing literature is available on postgraduate students but the numbers of PhD graduates is still insufficient. Furthermore, there are limited studies that have conducted research on PhD programmes and PhD graduates. Therefore, the aim of this paper was to explore PhD programmes and PhD graduates at the Open University of Tanzania (OUT). The specific objective was to examine PhD programmes on offer and the output of PhD graduates. This paper uses literature review method as the source of information for PhD programmes and PhD graduands, and adopts the Scholarly Personal Narrative (SPN) approach. Content analysis and descriptive statistics were used to provide findings. The findings of this paper showed that although PhD programmes are offered by OUT, the numbers of PhD graduates are inadequate due to reasons such as management style within departments. The outcome of low PhD graduands ranging between 7 to 14 per graduation ceremony for the period 2016 to 2018 implies low output of PhD graduates meaning that ultimately there is less research in terms of research output and therefore, OUT will continue to have study material dependency on other educational institutions instead of research generated within OUT for purposes of teaching and further research. Future research can explore the relationship between research and challenges for Masters' students in higher education.

Keywords: PhD programs, PhD graduates, Tanzania

INTRODUCTION

Doctor of Philosophy (PhD) graduates in Africa are low compared to other countries like China and the US. The British Council (2018) noted that China and the US were among the top ten producing countries of PhD graduates in the world while Bunting, Cloete and Van Schalkwyk (2014) stated that Africa has low and inconsistent PhD capacity attributed to inadequate funding and supervisory capacity. In Africa, Cloete and Bunting (2013) emphasized on the need for African Universities to increase knowledge production through constant supply of PhD graduates. Existing literature such as Larson, Ghaffarzadegan and Xue (2013) and Prasad (2013), have highlighted the persistent problem of challenges encountered by postgraduate students. In addition, there are limited studies that have conducted research on PhD programmes and PhD graduates. The limited studies include Lariviere (2011), Larson, Ghaffarzadegan and Xue (2013), Jackson (2013), and Wamala and Ssembatya (2013). Other scholars are also in line with the need to supply more PhD graduates in Africa. For instance, Kakumba (2020) was interested on research and innovations for socioeconomic impact through bringing the gowns to town.

Kakumba (2020) stated that low research output is due to low numbers of PhD graduates particularly for Uganda. This further shows that the issue of PhD graduates is critical hence more research is necessary in order to understand the reasons for low PhD graduates in the African continent. Similarly, there are very few studies in Tanzania that have mentioned education issues related to PhD programmes in higher education institutions and these limited studies include Jones (2013), Fisher (2014), and Mkwizu (2015, 2020). Mkwizu (2020) opined that the tourism programmes offered need diversity in terms of study location and research topics. Therefore, due to the persistent problem by postgraduate students and limited research on PhD programmes and PhD graduates, this study was motivated to explore PhD programmes and PhD graduates in Tanzania. The specific objective was to examine PhD programmes on offer and the output of PhD graduates at the Open University of Tanzania (OUT). The questions posed by this paper were i) *which are the PhD programmes on offer at OUT?* ii) *what is the output of PhD graduates at OUT?* iii) *what are the PhD programmes on offer in relation to output of PhD graduates?*

LITERATURE REVIEW

PhD Graduates

PhD graduates are students who are registered in postgraduate training for doctorate (Komba, 2016). PhD graduates are doctoral students who aim to gain a PhD which is considered to be a unique and highly personal experience (Lepp, Remmik, Karm & Leijen, 2013). In this paper, PhD graduates are defined as students in PhD programmes by thesis and are graduands.

PhD Programmes

PhD programmes are those that target individuals who pursue an academic career but also produce graduates who go into professional careers in various fields (The Association to Advance Collegiate Schools of Business, 2013). Another study defines PhD programmes by merging Doctoral programmes and success (Bagaka, Badillo, Bransteter & Rispinto, 2015). In Bagaka *et al* (2015), successful Doctoral programmes are those that will produce effective scholars in a given discipline. Conley and Onder (2014) looked at PhD programmes from an economic perspective and mentioned that economics PhD programmes are primarily designed to produce research economists. The purpose of PhD programmes is to form new researchers who can contribute to the advancement of knowledge (Lariviere, 2011). Students who complete PhD programmes are eventually awarded with a PhD. A PhD or doctorate degree is the highest academic qualification a university can award (The Quality Assurance Agency for Higher Education, 2011). For purposes of this study, PhD programmes are Doctor of Philosophy programmes by thesis offered to PhD graduates at the Open University of Tanzania.

The Open University of Tanzania

In Tanzania, The Open University of Tanzania (OUT) which is based on distance learning mode of education has grown (in terms of offered programmes and students) and expanded in Tanzania and outside Tanzania as per prospectus of 2017 and 2020. This is a commendable achievement. The OUT prospectus (OUT, 2017, 2020a) also highlights the established regional centres for purposes of providing education to aspiring students including PhD graduates via the offered PhD programmes. Therefore, research is needed in order to explore PhD programs and PhD graduates in the context of OUT.

Theoretical Review

This paper utilised the Personal Construct Theory (PCT) developed by George Kelly in the 1950s to guide the analysis of PhD programmes offered and the

output of PhD graduates at OUT. PCT by George Kelly assumes that individual's beliefs and world view by his/her personal construct aims to explain the understanding of events that happen to him/her and is able to predict from experience what is likely to happen in the future (Paszkowska-Rogacz & Kabzinska, 2012). Furthermore, in PCT, Kelly assumes that the individual is an active scientist who constantly analyzes the surrounding reality (Paszkowska-Rogacz & Kabzinska, 2012). The advantage of PCT is on the ability to uncover tacit knowledge which is used by individuals but very hard to verbalise. Although PCT has been critique but there seems to be tacit agreement amongst cognitive psychologists that the meaning of a person's thoughts is best understood within a personal context of relatedness (Blowers & O'Connor, 1995). The application of PCT is evident in various fields such as clinical, education and organization (Walker & Winter, 2007). Other scholars have utilised PCT in their research (Pope & Shaw, 1981; Yassim, 2011).

For instance, Yassim (2011) used PCT to research on the role of emotions in game experience by linking emotions, game experience and return intentions. The study was conducted in the UK and used quantitative approach with correlation scores which indicated that happiness had the highest correlation (0.535) with regards to game experience (Yassim, 2011). A PhD graduate is an individual pursuing a PhD programme and therefore, this paper assumes that as an individual, the PhD graduate has beliefs and views as their personal constructs in analysing their surrounding reality which is the PhD programme to explain the understanding on the output of PhD graduates so as to predict what is likely to happen in the future. Hence, this paper used PCT in exploring PhD programmes and PhD graduates by specifically examining PhD programmes on offer and the output of PhD graduates with the preposition that: *Are PhD programmes on offer in relation to output of PhD graduates?*

Empirical Literature Review

There is limited research by African Universities (Cloete & Bunting, 2013). For example, a study in the USA, indicated that initially PhDs were earned by men and over time the percentage rate of women PhD holders increased thereby narrowing the gender gap (Chiswick *et al.*, 2010). Rogers *et al* (2014) did a study of US universities, and examined graduate students from the employee perspective. Rogers *et al* (2014) applied descriptive statistics as well as correlation analysis and found that graduate student employees had higher levels of personal and professional support. From other parts of Africa, a recent study conducted in Uganda intended to provide empirical evidence by rethinking the sense of

urgency and timeliness in business school employees who are actively involved in management activities such as PhD programmes (Matama & Mkwizu, 2018). Matama and Mkwizu (2018) used a qualitative approach and thematic analysis from the collected data and one of the findings indicated that staffs in business school settings are mostly concerned about whether upcoming change benefits themselves as individuals first and foremost. Another study conducted in Africa showed that eight universities produced only a total of 367 doctoral graduates in 2011 (Cloete & Bunting, 2013). This is low output of PhD graduates in Africa compared to other continents in Europe, America and Asia. For instance, the British Council (2018) revealed that in 2015 there were 68,923 PhD graduates in the United States (US) while other top ten countries of PhD graduates such as Russia and Germany had PhD graduates amounting to 29,632 and 29,218 respectively. In addition, according to the Organisation for Economic Co-operation and Development (OECD), Germany had the highest percentage score of doctoral or equivalent level of men and women tertiary graduation rate of 1.74% for men and 1.60% for women in 2018 compared to other European countries like Switzerland with 1.25% for men and 1.12% for women (OECD, 2020).

Additionally, the British Council (2018) noted that the report by Bunting, Cloete and Van Schalkwyk (2014) clearly showed there is low or inconsistence of PhD capacity in Africa due to attributes of funding and supervisory capacity. This implies that the low output of PhD graduates is due to reasons such as funding and supervisory capacity at the Africa level. Further report by Cloete, Bunting and Van Schalkwyk (2018) conducted in 8 African Universities (University of Ghana in Ghana, Makerere University in Uganda, University of Nairobi in Kenya, University of Dar es Salaam in Tanzania, University of Mauritius in Mauritius, Eduardo Mondlane University in Mozambique, University of Botswana in Botswana, and University of Cape Town in South Africa) revealed that doctoral graduates vary in the selected universities. For example, Makerere University had 55 PhD graduates in 2010 to 64 in 2015 which is an increased of 16%, and University of Dar es Salaam had 23 PhD graduates in 2010 to 61 in 2015 which is an increase of 165% while University of Nairobi had 43 PhD graduates in 2010 to 100 in 2015 which is an increase of 133%. Further studies are needed in other universities like OUT in order to add literature on PhD graduates. From the reviewed literature, it is evident that at a global scale and within Africa, there is literature on PhD graduates but the studies or reports which exist do not highlight PhD graduates from the perspective of PhD programmes and the output of PhD graduates within the context of Tanzania and in particular OUT. Hence, this study addresses this deficiency by exploring PhD programmes and PhD graduates, and

specifically by examining PhD programmes on offer and the output of PhD graduates at OUT.

METHODOLOGY

Research design

The study area for this paper is OUT located in Tanzania. This paper used literature review method to examine PhD programmes on offer and the output of PhD graduates. The literature review approach enabled this study to adopt the literature available on PhD programmes and PhD graduands of OUT. This study selected the literature available on OUT website (www.out.ac.tz) and their use of the external source (www.scribd.com) for display of list of PhD graduands as in OUT (2017a, 2017b, 2017c). The sampled information was based on the criteria for the themes of interest being PhD programmes and PhD graduates which was accessed from "OUT prospectus", and "Facts and Figures" because it provides data on PhD programmes and PhD graduands at OUT. A mixed method of literature review approach followed by Scholarly Personal Narratives (SPN) sampled from a researcher was used in order to further understand reasons that could explain the varying output of PhD graduates at OUT. Lousilie (2016) pointed out that SPN which was developed by Nash (2014) is considered as a new approach to research and recognises researcher's personal experiences as a valid object of study. Furthermore, the application of SPN in this study provides a qualitative approach to understand PhD graduates at OUT.

Analysis

Content analysis was used as the analysis tool in coding, summarising and interpreting the information gathered from the literature reviewed on PhD programmes and PhD graduates as well as information obtained from SPN. Descriptive statistics assisted by Statistical Package for the Social Sciences (SPSS) Version 20 was applied to describe in percentages the compiled data from the literature.

FINDINGS AND DISCUSSION

The findings from literature revealed that there are 5 PhD programmes offered at OUT and the PhD programmes are from 5 Faculties that specialise in arts and social sciences (encompassing areas such as languages, tourism and hospitality), business management, education, law, science, technology and environmental studies as per Table 1. The findings suggest that there are 5 PhD programmes offered under 5 Faculties with various departments ranging from tourism and

hospitality to life sciences. This further suggests that PhD programmes offer research opportunities to PhD graduates who are eventually expected to produce research work that will contribute to knowledge for purposes of teaching, future research and have socioeconomic impact.

Table 1: PhD programmes at OUT

SN	Faculty/Department(s)	PhD Programmes
1	Faculty of Arts and Social Sciences (FASS) Departments: Centre for Economics and Community Development, Economics, Geography, Journalism and Media Studies, Linguistics, Political Science and Public Administration, Sociology and Social Work, Tourism and Hospitality, History	Doctor of Philosophy (PhD)
2	Faculty of Business Management (FBM) Departments: Accounting and Finance, Leadership and Governance, Marketing and Entrepreneurship	Doctor of Philosophy (PhD)
3	Faculty of Education (FE) Departments: Curriculum and Instructions, Educational Foundations, Policy Planning and Administration, Psychology and Special Educations	Doctor of Philosophy (PhD)
4	Faculty of Law (FL) Departments: Civil and Criminal Law, Constitutional and International Law, Economic Law	Doctor of Philosophy (PhD)
5	Faculty of Science, Technology and Environment Studies (FSTES) Departments: Environmental Studies, Home Economics and Human Nutrition, Information and Communication Technologies, Physical Sciences, Life Sciences	Doctor of Philosophy (PhD)

Source: Compiled from OUT, (2017d, 2020b)

There were 7 PhD graduands in February 2018 as per Table 2. These findings suggest that there was only output of 7 PhD graduates for early portion of 2018. These findings support previous studies of Bunting, Cloete and Van Schalkwyk (2014) and Cloete, Bunting and Van Schalkwyk (2018) that there is low PhD capacity in African universities.

Table 2: List of PhD Graduands at OUT for February 2018

Registration Prefix by Faculty	Faculty	Gender/Year of PhD Graduands	Region
HD/A	FASS	1 Male/February 2018	Iringa
HD/B	FBM	N/A	
HD/E	FE	N/A	
HD/L	FL	N/A	
HD/S	FSTES	1 Male/February 2018	Dar es Salaam
PG (This is a new registration prefix) and does not specify a particular Faculty		3 Male/February 2018 1 Male /February 2018 1 Female/February 2018	Dar es Salaam Rwanda Kilimanjaro
		Total:7 PhD Graduands	

Source: Adopted and customised from OUT, 2018

For PhD graduates, there were 14 PhD graduands in November 2017 as shown in Table 3. These findings suggest that there was output of 14 PhD graduates for end portion of 2017. These findings support previous studies of Bunting, Cloete and Van Schalkwyk (2014) and Cloete, Bunting and Van Schalkwyk (2018) that there is low PhD capacity in African universities.

Table 3: List of PhD Graduands at OUT for November 2017

Registration Prefix by Faculty	Faculty	Gender/Year of PhD Graduands	Region
HD/A	FASS	4 Male/November 2017 1 Female/November 2017	Dar es Salaam Morogoro
HD/B	FBM	2 Male/November 2017 1 Female/November 2017	Dar es Salaam Dar es Salaam
HD/E	FE	1Female/November 2017	Dar es Salaam
HD/L	FL	I Female/November 2017	Kenya
HD/S	FSTES	N/A	
PG		3Male/November 2017 1Female/November 2017	Dar es Salaam Dar es Salaam
		Total:14 PhD Graduands	

Source: Adopted and customised from OUT, 2017c

Further on PhD graduates revealed that there were 9 PhD graduands in February 2017 as in Table 4. These findings suggest that there was output of 9 PhD graduates in early 2017. These findings support previous studies of Bunting, Cloete and Van Schalkwyk (2014) and Cloete, Bunting and Van Schalkwyk (2018) that there is low PhD capacity in African universities.

Table 4: List of PhD Graduands at OUT for February 2017

Gender/Year of PhD Graduands	No. Of PhD Graduands
7 Male/February 2017	7
2 Female/February 2017	2
Total	**9**

Source: Adopted and customised from OUT, 2017b

The analysis on PhD graduates revealed that there were 8 PhD graduands in November 2016 as in Table 5. These findings suggest that there was output of 8 PhD graduates end of 2016. These findings also support previous studies by Bunting, Cloete and Van Schalkwyk (2014) and Cloete, Bunting and Van Schalkwyk (2018) that there is low PhD capacity in African universities.

Table 5: List of PhD Graduands at OUT for November 2016

Registration Prefix by Faculty	Faculty	Gender/Year of List of Graduands	Region
HD/A	FASS	1 Male/November 2016	Kenya
		1 Male/ November 2016	Dar es Salaam
HD/B	FBM	1 Male/November 2018	Dar es Salaam
HD/E	FE	1 Female/November 2016	Dar es Salaam
		1 Male/November 2016	Dar es Salaam
HD/L	FL	1 Male/ November 2016	Dar es Salaam
HD/S	FSTES	N/A	
PG		1 Male/November 2016	Rwanda
		1 Male/November 2016	Dar es Salaam
		Total: 8 PhD Graduands	

Source: Adopted and customised from OUT, 2017a

The descriptive statistics in terms of the characteristics of PhD graduates as PhD graduands revealed that gender distribution were mostly male PhD graduates for February 2018 (85.7%), November 2017 (64.3%), February 2017 (77.8%) and November 2016 (87.5%) as per Table 6. The findings of this study on fewer females overtime differ from a study by Chiswick *et al* (2010) but similar to OECD (2020) on more men than women in doctoral graduation rate for countries such as Germany and Switzerland. The substantial differences in gender, faculty affiliation and regions imply that although PhD programs are offered at OUT, the number of PhD graduates are not enough (range between 7 to 14 PhD graduands from November 2016 to February 2018). This means that even the production of research publications is inadequate due to few PhD graduates. The low output of PhD graduates may be attributed to lack of education policy on guidance for target numbers of PhD graduates in African universities including in Tanzania. This further means that universities are producing PhD graduates with no target guidelines and this may explain why there is still low output in PhD graduates. Hence, OUT will continue to depend on other higher educational institutions for research publications and study materials. These findings of few PhD graduands are consistent with the study by Cloete and Bunting (2013). The output in terms of low numbers of PhD graduates also suggests that there must be more reasons for the low output of PhD graduates when pursuing PhD programmes.

Table 6: Summary of PhD Graduands at OUT

Year/Total	Gender/Percentage (%)		Region/Percentage(%)	
February 2018/ 7 PhD Graduands	Male	85.7	Dar es Salaam, Tanzania	42.9
	Female	14.3	Iringa in Tanzania	28.6
			Kilimanjaro in Tanzania	14.3
			Outside Tanzania (in Rwanda)	14.3
November 2017/ 14 PhD Graduands	Male	64.3	Dar es Salaam in Tanzania	85.7
	Female	35.7	Morogoro in Tanzania	7.1
			Outside Tanzania (in Kenya)	7.1
February 2017/ 9 PhD Graduands	Male	77.8	Not Accounted for as no regions were shown from the data source.	
	Female	22.2		
November 2016/ 8 PhD Graduands	Male	87.5	Dar es Salaam in Tanzania	75
	Female	12.5	Outside Tanzania (in Rwanda)	25

Source: Adopted and customised from OUT, 2017a, 2017b, 2017c, 2018

With findings on PhD graduates indicating low output ranging from 7 to 14 PhD graduands, this study involved an SPN approach to assist in understanding the reasons for low output of PhD graduates. In the SPN, among other narratives noted as per Table 7 was that "time management" in terms of returning PhD thesis drafts to the PhD graduate were not given the "sense of urgency" and "timeliness". This finding further suggests that in relating PhD programmes to PhD graduates, it is important for PhD graduates to have good learning experiences of PhD programmes such as timely returns of PhD thesis drafts. Hence, it is crucial that the element of time management on the part of supervisors in returning PhD thesis drafts timely to PhD graduates is seriously instilled as an essential attribute of a good supervisor. The SPN adding that

"time management can be achievable from the perspective of newly appointed supervisors who displayed the quality of time management which is one of the catalysts for accomplishing the PhD programmes in the course of pursuing PhD programmes".

Another SPN that manifested is the "unfairness" of the panelists during departmental presentations such as failure by the panelists including discussants to acknowledge students efforts in addressing comments by simply generalising that the student has not incorporated comments and thus leading to delays in accomplishing a PhD programme. The SPN also narrated the issue of management style within departments. The SPN further commented that

"A shift to another Faculty under another department combined with newly appointed supervisors helped to remove the unfairness experience within the department and thus motivated the PhD graduate".

This shows that capacity of management style within departments should not be overlooked and that other departments perform poorly while other departments are better at handling PhD graduates. Therefore, in moving forward and providing improvements, the SPN added that

"the solutions that worked was a change of supervisors and have newly appointed supervisors, and also change of Faculty in order to ensure fairness and ultimately accomplish the PhD programme along with research publications which are useful in teaching and future research".

Table 7: SPN by PhD Graduand at OUT

Year	SPN
2018	Time management
	Sense of urgency
	Timeliness
	Management Style within Departments
	Unfairness by panelists in departmental presentations
	Lack of acknowledging PhD students efforts

Although there are various PhD programmes on offer, it shows that in relation to PhD graduates, there is low output of PhD graduates. The low output of PhD graduates can be explained by the SPN narratives such as "time management", "sense of urgency", "timeliness", "unfairness in panelists' departmental presentations" and "lack of acknowledging PhD students efforts". These findings support the use of PCT as a guide in examining PhD programmes on offer and output of PhD graduates in the context of OUT for purposes of exploring PhD programmes and PhD graduates in Tanzania.

Conclusion, Implications and Recommendations

The aim of this paper was to study PhD programmes and PhD graduates at the Open University of Tanzania (OUT). The specific objective was to examine PhD programmes on offer and output of PhD graduates. The findings indicated that there were 5 PhD programmes on offer under 5 Faculties with various departments thus affording PhD graduates the opportunity to pursue PhD studies in a number of areas such as tourism and hospitality to life sciences. The findings also showed that although PhD programmes are offered as opportunities available to PhD graduates, the output of PhD graduates noted as PhD graduands are low. This finding imply that the output of PhD graduates is low and may be attributed to lack of policy guidelines in higher education on the target output of PhD graduates annually. Therefore, a policy implication to be considered by educational institutions is to introduce guidelines for target output of PhD graduates both in the short term and long term basis. Further findings from an SPN approach revealed that issues of "time management", "sense of urgency", and "timeliness" are not fully exercised in relation to returning PhD thesis drafts to the PhD graduate. From the SPN, the narrative of "unfairness" was noted during departmental presentations. The mentioned PhD graduate experiences can be used by Universities to improve the delivery of PhD programmes by ensuring

that PhD thesis drafts are returned to PhD graduates on time and that there is fairness by panelists when PhD graduates do presentations at departmental level. Whilst previous studies recommended efforts be made by Universities to engage research method courses to PhD graduates, this paper suggests that there is lack of courses on improving the reading speed capacity of PhD thesis drafts by supervisors and therefore, crash courses be provided to supervisors with the aim of enhancing their reading speed capacity skills and thereby ensure timely return of PhD thesis drafts to PhD graduates. There should also be special courses to department academic staffs on how to encourage and create a better environment for PhD students during departmental presentations so as to build good learning experiences for PhD graduates.

Further practical implications of the analysis from this study mean that although there are various PhD programmes on offer, there are not enough PhD graduates, and therefore, this can lead to less research production within OUT for purposes of teaching and further research. Hence, the educational institutions should aim at having output targets for PhD graduates. This paper recommends that in order to improve the output of PhD graduates within Tanzania and Africa, it is important that future research is conceptualised, funded, implemented and utilised by Africans for Africa. To achieve this goal, it is crucial to increase the number of PhD graduates and ensure their engagement in PhD programmes is geared towards finishing their PhD programmes successfully by providing an environment which considers time management, sense of urgency, timeliness, and fairness during presentations at department levels. This is vital because PhD graduates are the future producers of research that will enhance teaching, database for further research as well as impact socioeconomic development.

Suggestions for Further Research

Future research can explore the relationship between research and challenges for Masters' students in higher education.

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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 widen knowledge and 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.
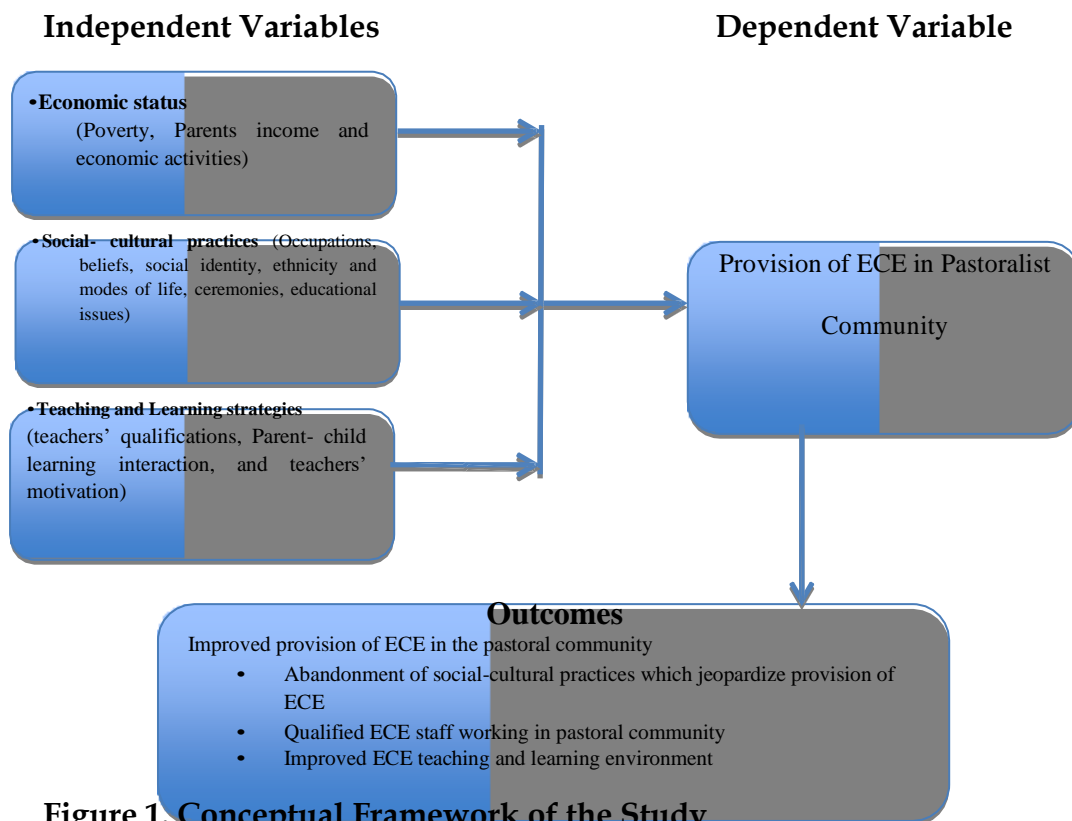
Independent Variables   **Dependent Variable**

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, Gotttried, 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 aft r 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 environent; 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

Parents Education Level		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	
Level of Education	Didn't go to School	0	3	36	7	46
	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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An Assessment of the Effectiveness of Library Electronic Security Systems in Higher Learning Institutions in Tanzania: a Case Study of UDSM and NM-AIST Libraries

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ABSTRACT

This paper assessed the effectiveness of library electronic security systems in higher learning institutions in Tanzania with specific reference to the University of Dar es Salaam (UDSM) and Nelson Mandela - African Institution of Science and Technology (NM-AIST) libraries. The objectives of the paper were to assess the application of the electronic security systems; evaluate effectiveness of electronic security systems; find out the pros and cons of the electronic security systems to the libraries, universities and users of the systems; and to identify the challenges of using of library electronic security systems. The paper adopted quantitative and qualitative research approaches. Findings indicated that the performance of library electronic security systems face the challenges such as; poor libraries management, absence of users training and education programs, unreliable electrical power resources, lack of commitments among library staff, poor library budgets and inadequate funds. Based on the findings, it was concluded that the electronic security systems in the university libraries were effectively designed and optimally used to safeguard information resources except that challenges were exacerbated by inadequate libraries management. It is recommended that there should be adequate staff training and education programs on managing and operating library electronic security systems, reliable electrical power resources to library buildings, and commitment among library staff.

INTRODUCTION

The major roles of libraries today might not be limited to acquisition of information resources and processing them but also devising methods for protecting such information resources from being stolen and mutilated. According to Ferdinand (2015), information security, sometimes is the practice of defending information and information bearing materials from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction. Pearson (2007) is of the view that security of information resources has been a major challenge for librarians from the ancient times. He further elaborates that theft and mutilation of information resources are the foremost obstacles associated with the preservation, conservation and storage of information resources among the librarians. Tyson (2007) argues that, modern technologies have affected the life style on societies. According to Dawe (2017), the manual security by using guards and library staff cannot cure the issue of protecting information. Using guards and library staff to protect information resources has proved to be ineffective and expensive. According to Hottest (2012) library has replaced over a thousand staff each month, for the security purposes but instead the damage continued and a lot of staff time was spent to identify and locate the damaged information resources.

Person (2007) argues that, the technology and sophistication of electronics have dramatically expanded over the years. For example, the use of cameras on mobile phones and the internet have changed every user of it. A few years ago, mobile phone was a luxurious commodity but today it is a vital commodity. These gadgets have been beneficial to the community as they provide less workload, more efficiency in accomplish tasks. Such developments in modern technologies have also brought challenges on security of information resources through incorporation the characters that allow efficiency and have been integrated to curb security challenges. According to Connaway & Powel, (2010) the advent of modern technologies has made the security professionals to regard application of electronic security systems for solving routine challenges in their workplaces.

Statement of the Problem

Library is one of the vital organs of information dissemination in any society. It plays important role in the society's development by bringing appropriate information, which meets users' needs. The fundamental business of any library in a higher learning institution is the facilitation of information resources to support teaching, research and consulting activities of any higher learning institution. Nevertheless, despite the important roles of libraries in societies, libraries have continued to face challenges of insecurity of information resources. According to Kahn (2008), there were theft, mutilation and vandalism in libraries, archives, historical societies, and museums which were highlighted on newspapers and radio every week. While libraries and their respective institutions have continuously been putting effort to improve their collections, theft, mutilation, and vandalism pose a great threat to information resources (Rasul and Singh, 2011). According to Akussah and Bentil, (2010) this challenge has become rampant in recent years and t is considered as one among the factors for higher operating costs

in higher learning institutions. The information resources are under serious threat of misuse through act of theft, mutilation and vandalism particularly by students and staff. According to Muneja (2010), the above scenario of theft, mutilation and vandalism also exists at the University of Dar es Salaam (UDSM) and Nelson Mandela - African Institution of Science and Technology (NM-AIST) libraries in Tanzania. Although the library electronic security systems have been in use at the University of Dar es Salaam (UDSM) and Nelson Mandela African - Institution of Science and Technology (NM-AIST) libraries for protecting information resources, still, there are no sufficient evidence of studies that have been undertaken to ascertain their effectiveness in addressing the loss of information resources.

Objectives
Generally, this paper intends to assess the effectiveness of library electronic security systems in Tanzania with specific reference to UDSM and NM-AIST libraries. The specific objectives are to assess the application of the electronic security systems at UDSM and NM-AIST libraries; to evaluate the effectiveness of electronic security systems in the libraries; to identify pros and cons of using electronic security systems in the libraries; and to identify the challenges of using of library electronic security systems.

Research Questions
The following basic questions guided development of the paper. These are as follows; what were the key issues in the application of library electronic security systems, how effective were the library electronic security systems in safeguarding the information resources in higher learning institutions in Tanzania, what were the challenges of using the library electronic security systems, and what were suggestions about the application of the library electronic security systems.

Review of Related Literature
Conceptualization of Library Electronic Security Systems
Library electronic security systems are devices that are used with the help of electrical apparatus to secure information resources. They assist libraries to protect information resources from theft, mutilation and vandalism (Odaro, 2011). For instance some of electronic security systems which have been applied in libraries are Closed-Circuit Television (CCTV), 3M, Radio Frequency Identification (RFID) systems and alarms.

Development of Library Electronic Security Systems
According to Uma, Suseela and Babu (2010) the security measures are critical challenges to the management, and the choice of measures taken will have to reflect the needs whilst not compromising the ease of access to information resources. Once a measure has been chosen, there is a set of features with regards to the choice of a particular type or make of security measure. In choosing the electronic security systems, the cost, supporting services, expertise are the factors that would be taken for consideration. Ferdinand, Parick & Nneke (2015) noted

that the security of information resources is important to its effective utilization. As technology growth, the demand is also increasing.

Application of Library Electronic Security Systems
The application of electronic security systems particularly in Africa has helped to control unethical practices in libraries. Odaro (2011) has noted that after applying electronic security systems at the Covenant University, Ota Nigeria, books loss rate as decreased. Gupta and Madhusudhan (2018) noted that in the context of the security of information resources in Tanzania, the most effective method to minimize related crimes such; mutilation, theft and vandalism, disruptive behaviour of patrons, book mis-shelves in the libraries is the use of alternative preventive measures and security devices.

Needs and Importance of Library Electronic Security Systems
According to Dawe (2017) information resources are expensive to secure and preserve in the library. Information resources are rare to find once they disappear. Gupta and Madhusudhan (2018) argued that the information resources can be affected not only by theft, mutilation and vandalism but also by disasters such as fire, floods and damage from poor handling or un-conducive environment. The institutional repository has to provide the smart security policies for its collections that curb all challenges in protecting its information resources. According to Schmidts and Lian (2009), it is necessary to know that theft, mutilation and vandalism can be stopped, information resources may be not found if the resource is rare to replace. Therefore, the electronic preventive measures are necessary and indeed, the effective plans for preventing theft, mutilation and vandalism of information resources are needed.

Challenges Facing Library Electronic Security Systems
Electronic security systems are vital for efficient management of library. Loss of information resources is a serious challenge of most of libraries across the globe and in the same vein to higher learning institutions. Based on the magnitude of the problem, Ogbonyomi (2011) observed that the offenders are the one who are familiar with the collections. In Africa, Tanzania in particular, the application of modern library electronic security systems is still new but it is currently being recognized by many as important tool for library existence. Despite this recognition, there are also challenges of security measures, which face academic libraries. Such challenges cause complaints among library users. Nihuka (2015) has argued that although some libraries especially those in developing countries appear to have good infrastructure in protecting their information resources, but currently Tanzania still faces some challenges such as; unreliable electrical power services to the library buildings, poor library budget, lack of funds for operating the electronic security systems and absence of full automation of library materials.

Methodology
Quantitative and qualitative research approach was used for data collection. University of Dar es Salaam (UDSM) and Nelson Mandela - African Institution of

Science and Technology (NM-AIST) libraries were used as case studies. UDSM is located in Dar es Salaam Region while NM-AIST is situated in Arusha Region. The two universities' libraries were selected because they both have electronic security systems in place and in library services delivery. The sample was drawn from the students, library staff, heads of libraries, deans, and heads of departments who normally access and use libraries. The respondents comprised of thirty (30) students, thirty eight (40) library staff, ten (10) deans of faculties, and twenty (20) heads of departments from both universities.

Data presentation, analysis and discussion of the Findings
The sample of 100 respondents who was selected from the students pursuing different courses, library staff, heads of libraries, deans and heads of departments in two universities namely: the University of Dar es Salaam and Nelson Mandela - African Institution of Science and Technology. Questionnaire, interview and observation methods were used to collect data. All 100 respondents completed and returned the questionnaire timely. Therefore, there was a 100% response rate from the participants. The analysis of the responses was done using the Statistical Package for Social Sciences (SPSS). Findings basing on their objectives are discussed as follows:

Application of the Electronic Security Systems
The first objective was to assess application of the electronic security systems in the libraries. This part focused on the reasons for using library electronic security systems. Findings revealed that the application of library electronic security systems in the higher learning institutions in Tanzania was geared to improve the library manual security systems and safeguard information resources. Findings further revealed that all the interviewed respondents including the heads of libraries, deans and heads of departments from both UDSM and NM-AIST libraries revealed that security measures prompted libraries management to apply the library electronic security systems for protection of information resources. In case of awareness, all respondents reported that they were aware of the use of electronic security systems in the libraries as they had seen the detecting machines installed at the main entrances of the library buildings. The total of 30 (30%) students and 38 (38%) library staff members admitted that their libraries use electronic security systems as demonstrated by detecting machines at the main entrances of the library buildings. The total of 2 (2%) heads of libraries, 10 (10%) deans and 20 (20%) heads of departments from both UDSM and NMAIST libraries admitted that their libraries use electronic security systems and that the system has lasted for fourteen years of services at UDSM and eight years of services at NM-AIST respectively. The second objective aimed at finding out the extent to which effective are the library electronic security systems in safeguarding the information resources in higher learning institutions in Tanzania. The aim of this aspect was to evaluate the effectiveness of the electronic security systems in the libraries as determined by the following aspects: frequencies of use of libraries, performance of library electronic security systems and access to information resources. Out of thirty respondents who responded to the question regarding the frequencies of use of information

resources, 20 (66.6%) students revealed that they used library everyday/ almost every day, 5 (16.6%) students revealed that they used library twice a week, 4(13.3%) students revealed that they used library weekly, 1(3.3%) student revealed that used library once in more than a week. The findings revealed that the 30 (100%) students visited the two libraries frequently and they attribute this to high standards of various services provided in these libraries. The referred services are such as internet, lending information resources, photographic services, electronic resources, photocopy and readers' services. Whereas other respondents such as students indicated that they hardly use the library services often due to scarcity of some relevant information resources which are crucial to their course programs, while others respondents noted that they did not have interest. In terms of the performance of Electronic Security Systems, respondents noted that the performance of library electronic security systems was excellent, 19 (27.1%) respondents admitted that the performance was good, 8 (11.4%) respondents noted that the performance was moderate, and 2 (2.8%) respondents reported the performance was bad.

Performance of Electronic Security Systems
According to figure 4.1, 41 (58.5%) respondents noted that the performance of library electronic security systems following installation of the electronic system was excellent, 19 (27.1%) respondents admitted that the performance was good, 8 (11.4%) respondents noted that the performance was moderate, and 2 (2.8%) respondents reported the performance was bad.
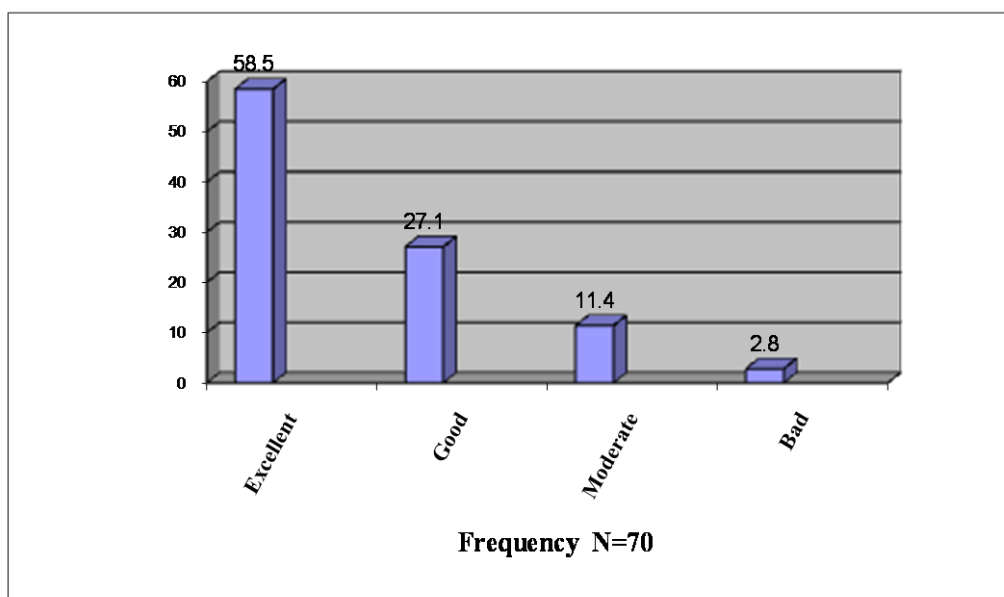

Figure 1: Performance of Library Electronic Security Systems
Source: Research findings (2019)

The third objective was to identify the pros and cons of using electronic security systems in libraries. Findings revealed that accessibility of information resources such as; books, journals, newspapers, research projects, conference proceedings, government publications, theses and dissertations, as areas that raised work performance to library staff members to a higher point in protecting information resources and providing opportunities in reducing costs and saving time hence they are easily available in the libraries. The dis-advantages mentioned included the high budget in running costs such as electrical costs hence it is using electricity power all the time, and high costs on providing training to library staff members and users. The fourth objective addressed challenges of using the library electronic security systems. Results showed that 25 (35.7%) respondents reported that the absence of user education and training programs on managing and operating library electronic security systems as amongst the challenges of using the library electronic system where as 18 (25.7%) respondents noted insufficient reliable electrical resources services in the library buildings. A total of 12 (17.1%) respondents reported lack of commitments among library staff members when doing their works whereas 6 (8.5%) respondents noted poor library budget and lack of funds for the operations of library services. Moreover 4 (5.7%) respondents reported absence of full automation of information resources while 3 (4.2%) and 2 (2.8%) respondents reported poor library rules and regulations and poor control and lack of close supervision of the library electronic security systems respectively.

Table 1: Challenges of Safeguarding Information Resources (N=70)

Category	Frequency	Percent
Absence of user education and training programs	25	35.7
Insufficient electrical resources services	18	25.7
Lack of commitment among library staff	12	17.1
Poor library budgets and funds	6	8.5
Absence of full automation of information resources	4	5.7
Poor library rules and regulations	3	4.2
Poor control and lack of close supervision	2	2.8

Source: Research findings (2019)

Conclusion and Recommendations
The results showed that the most common challenges that were facing higher learning institutions in Tanzania in using library electronic security systems to protect library services and resources included: absence of user training and education programs, insufficient of electrical resources services, lack of commitment among library staff members, poor library budgets and funds, absence of full automation of information resources, poor library rules and regulations, and poor control and close supervision. The suggested solutions to overcome these challenges included; provision of user training and education to

library staff and users incorporate security in day to day library activities. Libraries should have security unit so that to ensure services and resources available in the libraries are well accessed and optimally utilized by the users. Findings further showed that library electronic security systems have improved services on collection development, by increasing the number of information resources. However, the paper further established that there are operational problems related to its use such limited caused by poor library management. The findings also revealed that challenges are not directly connected to library electronic security systems but rather library management. These have manifested themselves into absence of user training and education programs, lack of reliable electrical resources, lack of commitments among library staff members, poor library budgets for running and maintenance of library electronic security systems, absence of full automation of information resources, poor library rules and regulations, poor control and close supervision.

The findings further revealed that library electronic security systems raised work performance among the library staff members in relation to manual security in protecting information resources by providing opportunities in reducing costs and saving time. Findings indicate that the enhancement of work performance leads to good services performed to higher learning institutions libraries specifically UDSM and NM-AIST. The findings indicate that the presences of library electronic security systems were effective on protecting information resources in higher learning institutions libraries. However, through personal observation and interviews with heads of libraries, deans and heads of departments, a researcher noted that there was weakness on protecting information resources by libraries management for example at the check points. The findings revealed that library staff members were not well trained and able to deal with electronic security systems in providing better services to library users except they have attended other different trainings which are not related to the systems. Library staff members were using theirs personal skills and experiences to operate the systems.

Conclusion

The findings revealed that library electronic security systems itself did not have any problem in safeguarding information resources, rather, problems were on libraries management which manage and control those library electronic security systems. This calls for constant awareness of what is happening within and around the library buildings in order to avoid loss of information resources that is caused by negligence of the management and the staff. The library electronic security systems must provide conditions for efficient performance of library works and improved services delivery to library users. In response to this, the respondents were asked to suggest the best ways to make library electronic security systems operate efficiently. As per findings, the following responses were suggested the best ways for smooth operations of library electronic security systems.

(i)   User training and education programs on managing and operating library electronic security systems;

(ii) Ensuring reliable electrical resources for the library buildings;

(iii) Ensuring commitment among library staff;

(iv) Provision of adequate library budget for operations;

(v) Ensuring full automation of information resources;

(vi) Observing library rules and regulations;

(vii) Ensuring control and close supervision of the library electronic security systems and,

(viii) Offering electronic resources and services.

Recommendations

In view of the above findings, it is proposed that libraries should invest in improve themselves on training and education programs especially on security and provision of library electronic security systems. The proper instructions and orientations should also be provided to library users. Absence of user training and education programs conducted to our libraries has led to poor usage of information resources in the libraries. The library managements should go hand in hand with managing library staff members to know their performance on the preservation of information resources from theft, mutilation and vandalism with the assistance of library electronic security systems. In order to guarantee close supervision and proper of library staff members on the services they deliver to library users. Lastly, it is recommended that, libraries should heavily invest in electronic resources and improve services provision culture so as to cope with the growing number of library users across the libraries in Tanzania.

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