



# Evaluating Teacher Training Programmes Against Early Childhood Education Standards in Dar es Salaam: A Methodological Approach

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## Abstract

This study examines the effectiveness of teacher training programmes on early childhood education standards in Dar es Salaam, Tanzania. A mixed-methods approach was employed, including surveys, observations, and interviews. Quantitative data were analysed using a linear regression model to identify factors influencing educational outcomes. Early results indicate that 75% of the teachers trained showed an improvement in early childhood education practices compared to baseline assessments. The findings suggest that structured teacher training programmes can significantly enhance early childhood education standards, although more comprehensive studies are needed for conclusive evidence. Further research should focus on evaluating long-term impacts and implementing standardised training modules across different sectors of the educational system. teacher training, early childhood education, Dar es Salaam, Tanzania The empirical specification follows  $Y = \beta_{0+\beta} p X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** *African geography, mixed-methods, early childhood education, teacher efficacy, professional development, qualitative analysis, quantitative measures*

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