

EDITORIAL

This volume of Papers in Education and Development captures an assortment of both theoretical and research papers focusing on pertinent issues quite topical in the fast changing education scene in Tanzania and beyond. The first paper by Stephen Mabagala sends a compelling message that apart from focusing more on reading and arithmetic, parents, caregivers and schools should allow children to engage themselves in playful activities since these activities help children to learn and develop to their full potentials. The second paper by Ibrahim Nzima illuminates the tutors' understanding of competence-based curriculum (CBC) from the Tanzanian context. Teachers are change agents and knowing how they conceptualise CBC as a new form of curricula policy may inform the development of a well-informed teacher education programmes at pre-service and in-service levels.

Kitila Mkumbo follows up by examining the level of and factors associated with job satisfaction and motivation among teachers in Tanzania. The article argues that teachers are the most important resource for effective learning in schools. However, this is closely linked to the quality of motivation they receive. The fourth paper is by Jackline Amani who examined the extent to which students' age, gender and year of study relate to career decision-making self-efficacy. The paper reveals that majority of university students have high career decision-making self-efficacy in terms of goal selection, occupational information, problem-solving, planning, and self-appraisal. She also observes that there is significant difference in career self-efficacy between female and male students as well as between first and final year students.

Following on from these four papers, Thaudensia Ndeskoi makes an assessment on the status of environment education in primary schools for the past 30 years. She noted that although aspects of EE have been integrated in primary school curriculum, the use of lecture method in teaching is dominant. Again on teaching and learning Mpoki Mwaikokesya forcefully explores the potential of group discussion as a means of developing students' lifelong learning skills and quality of learning. Mpoki observes that, although, majority of higher education institutions in Tanzania use group discussion in teaching and learning, some academics have mixed feelings about the effectiveness of learning groups because of the existence of some factors that undermine or promote groups' learning outcomes. He therefore, recommends higher education institutions to reconsider the existence and functioning of group discussion as well as find possible ways for improving the quality of learning in groups.

Following on from this piece, Elizabeth Bhalalusesa sets out the real challenges of making inclusive education applicable in a regular university setting. Based on findings obtained from a group of university visually impaired students, she demonstrates that students with visual impairment have the capacity to learn like students with no such disability. However, their daily tasks as students are made complicated because of lack of sight. Therefore, apart from individual personal efforts, visually impaired students have to struggle to seek and make use of available support networks to learn and perform to the best of their ability. The sensitivity of the teaching as well as non-teaching staff is necessary to create an equitable learning environment and safe space where each learner feels valued and accepted.

The last three articles look into the need and value for in-service training for heads of schools and teacher to improve practice. Using best-performing and worst-performing schools, the article by Perpetua John Urio demonstrates that those best performing schools had heads of schools who were making close and timely monitoring while the worst performing schools had heads of schools who did not supervise teachers during classes and did not hold them

responsible for their performance. Perpetua makes a call for a special in-service training programme to equip heads of schools with supervision skills so that they can supervise instructional programmes in their respective schools. The article by Godson Lema and Wadrine Maro also makes a strong call for in-service training for Mathematics teachers focusing on formative assessment. This recommendation is based on the fact that mathematics teachers know little about the utilisation of feedback in teaching and learning mathematics. Feedback given in line with formative assessment helps learners to be aware of gaps that exist between their desired learning goal and their current knowledge, skills and understanding of the subject matter.

Finally is an article by Hilary Dachi who reflects on five decades of teacher professional development in Tanzania. The article identifies the missing dimensions for robust in-service continuous professional development programmes (CPD) for primary and secondary school teachers. The paper proposes the need to support a cost effective in-service CPD model, which is school based designed around a reflective practitioner approach.

The editorial team records its appreciation for the voluntary work done by various academicians, who have accepted to review the articles found in this issue. We hope that from the range of articles, you will find the current volume stimulating, interesting and useful.

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Chief Editor