

## Editorial

Dear readers,

Welcome to **Volume 42, Supplementary Issue (December 2024)** of *Papers in Education and Development (PED)*. This edition presents a thought-provoking collection of research exploring strategies to enhance educational outcomes across various African contexts. The issue comprises eleven articles, each addressing critical dimensions of education, with a shared focus on improving quality and meeting the unique needs of educators and learners alike. Collectively, the findings offer profound insights into the interplay between theory and practice, underscoring the pivotal role of education systems in addressing societal and pedagogical challenges.

The issue opens with an insightful study by **Dr. Gifty Edna Anani** and **Ernest Nyamekye**, who explore the factors inhibiting the quality of English language teaching and learning in Ghanaian colleges of education. Despite teacher trainees' positive attitudes towards the English language course, the study reveals that they struggle with language concepts. Factors such as broad curriculum content, insufficient instructional time, and inadequate teaching methods contribute to these difficulties. The study calls for a balanced approach incorporating both essentialist and progressivist theories to enhance foundational knowledge and improve instructional approaches, thereby contributing to the overall quality of English language education in Ghana. Following this, **George L. Kahangwa** explores the marketing strategies employed by private primary and secondary schools in Dar es Salaam, Tanzania. His study identifies that the rise of private schools has spurred inter-school competition, with school managers focusing on improving service quality through marketing strategies. The findings suggest that while school heads are satisfied with these strategies, a sustainable model that values educational quality over aggressive marketing is crucial.

In a captivating study on university lecturers in Tanzania, **Patrick S. Kavenuke** explores the “ideal” versus “actual” characteristics of university lecturers in Tanzania. The study finds that while prospective teachers hold high expectations for their lecturers—such as being friendly, competent, and role models—there is a notable disparity between these ideals and the actual experiences with lecturers. This suggests that university lecturers in Tanzania must aim to embody positive characteristics to foster better teaching and learning environments for their students. **Tukumbukeye Ibengwe** and **Yohana William's** study shifts focus to the academic performance of learners in Tanzania's open schools. Contrary to common assumptions, their research reveals that demographic factors, such as age,

educational level, and occupation, do not significantly influence academic performance in these schools. This finding challenges the prevailing notion that demographic characteristics serve as key determinants of academic success, prompting further reflection on other factors that may contribute to learners' outcomes.

Meanwhile, in a study focusing on the drivers of innovative behaviour among secondary school teachers in Tanzania, **Patrick Christopher Singogo** uses social exchange theory to analyse how trust, cooperation, and opportunism influence teachers' innovative behaviours. The study reveals that cooperation, trust, and minimising opportunism are crucial to enhancing teachers' innovative behaviours. These findings suggest that school leaders should foster an environment of collaboration and mutual trust to encourage innovation among teachers. **Reuben Bihu** and **Raymond M. Boniface** examine the alignment of secondary school teachers' career entry expectations with their achievement experiences. The study reveals that while teachers initially hold high expectations for their performance, the realities often range from failure to success. This discrepancy calls for initiatives that provide adequate support and foster corporate social responsibility in schools to enhance teachers' professional growth and performance. In the context of professional development, **Eugene Lyamtane** and **Herme J. Mosha** propose a holistic approach to in-service training for teachers and educational managers in Tanzania. Arguing for a holistic approach to in-service training, their study emphasises the need for balanced professional development programmes that not only enhance subject knowledge and pedagogical skills but also incorporate technology, inclusive education, and professional ethics. This integrated approach, the authors suggest, is vital for improving education quality across all levels.

**Selina Mkimbili and colleagues** investigate the role of project work in secondary schools beyond continuous assessment. The study emphasises that while project work can help students develop critical research, problem-solving, and leadership skills, its potential is often undermined by a lack of emphasis and sole focus on grades in schools. The authors advocate for a more structured and meaningful incorporation of project work into the curriculum to foster student creativity, innovation, research, and leadership skills. **Gilbert Eliah Mkisi** and **Cyprian Maro's** study on feedback-giving approaches in Competence-Based Education and Training (CBET) highlights the importance of feedback in enhancing students' skills and understanding. Their findings suggest that effective feedback methods—such as personalised comments and engaging lecturer-student interactions—play a pivotal role in improving learning outcomes and fostering a deeper comprehension of academic tasks.

**Innocent Buberwa Rugambuka's** study on student-teacher teaching method preferences uncovers the continued dominance of transmission-based methods, such as lectures, in university colleges in Tanzania. While interactive methods are recognised for their benefits in encouraging participation and critical thinking, the study calls for a blend of traditional and interactive teaching methods to enhance student engagement and learning outcomes. The issue closes with a vital exploration by **Stella F. Toto and colleagues** into the teaching methods that motivate girls to learn science subjects in community secondary schools in Mbeya, Tanzania. The study highlights that teacher-centred and learner-centred approaches are both used to motivate girls, though challenges such as overcrowded classrooms and inadequate resources hinder their effectiveness. The findings suggest that improving the learning environment and availability of resources is key to fostering girls' engagement and success in science.

In conclusion, this issue presents a diverse array of educational research that is both insightful and transformative. Each article offers valuable contributions to educators, teachers, policymakers, and researchers committed to improving educational outcomes across Africa and beyond. As we grapple with the complexities of contemporary education, these studies emphasise the importance of targeted interventions, holistic strategies, and sustained dialogue in fostering inclusive, innovative, and effective educational systems that address the diverse needs of learners. We invite you to explore these articles and are confident that their findings will spark meaningful dialogue and inspire actionable steps to advance education within the region.

On behalf of the Editorial Board, I extend heartfelt gratitude to the authors, reviewers, and editors whose contributions have made this issue possible. I am confident that readers will find the research presented both insightful and impactful.

**Prof. Eustella P. Bhalalusesa**

**Chief Editor, *Papers in Education and Development (PED)***