JIPE

Journal of Issues and Practice in Education

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Special Issue: The 1st International Conference on Making Sense of Educational Systems for Sustainable Development, held at Mwalimu Julius Nyerere Leadership (MJNLS) – Kibaha (27th to 29th of September 2023)

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The Open University of Tanzania Faculty of Education

P. O. Box 23409 Dar es Salaam

Tanzania

Email: jipe@out.ac.tz
Website: www.out.ac.tz

Editorial Board

Dr Rose Chikopela: Lecturer and Head of Department (Department of Primary and Secondary Education), Chalimbana University, Zambia

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All correspondence should be addressed to:
The Chief Editor–JIPE
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam, Tanzania

or

Email: jipe@out.ac.tz

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Editorial

On behalf of the editorial and production team of the Journal of Issues and Practice in Education (JIPE), I am humbled to welcome you enjoying reading the papers published in this Special Issue. The publication of this issue emerged as an output of the 1st International Conference on Making Sense of Educational Systems for Sustainable Development, organized by the Faculty of Education, the Open University of Tanzania. The conference was convened at Mwalimu Julius Nyerere Leadership (MJNLS) – Kibaha, between 27th and 29th of September 2023.

This issue contains the following 14 papers:

1. Exploring Legal Aspects Related to Emerging Technologies in Tanzanian Distance Education.

2. Second Language Learning for Sustainable Development: Barriers for Learners in Rural Communities.

3. Managing Distance Learning for Secondary School Students in Tanzania During the COVID-19 Outbreak: Challenges and Opportunities Implicating Educational Inequality

4. The Challenges of Managing Extracurricular Activities for Pre-Primary Children's Physical Development in Meru District Council-Arusha.

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6. Managing research in Higher Learning Institutions (HLIs) in Tanzania: A systematic review on the best practices for using Artificial Intelligence.

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On behalf of the Editorial Board, I extend our heartfelt appreciation first and foremost, to the Vice Chancellor of the Open University of Tanzania, the Dean, Faculty of Education, the Conference Organizing Committee, and Publication Committee for making the conference and this special issue a reality. Additionally, acknowledgments are due to all anonymous peer reviewers, authors, and both content and language editors for the hard work they put on this special issue.

Dr Mohamed Msoroka
CHIEF EDITOR

The Purpose of the Publication

The Journal of Issues and Practice in Education (JIPE) is a refereed journal produced by the Faculty of Education of the Open University of Tanzania. It is published twice a year that is June and December. The journal is designed to inform both academics and the public on issues and practice related to the field of education.

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 policymakers and community activity in matters pertaining to the field of education.

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Exploring Legal Aspects Related to Emerging Technologies in Tanzanian Distance Education

Abdallah Mrindoko Ally
The Open University of Tanzania
abdallahally2@gmail.com

ABSTRACT

The emergence of new technologies in the ICT sector and their integration into Tanzanian distance education presents both opportunities and challenges for the educational field. Innovations like Artificial Intelligence, robotics, Mobile learning, e-learning, cloud computing, video-assisted learning, and Digital Content Platforms play a crucial role in improving the teaching and learning process. These technologies have not only transformed various aspects of universities, such as teaching methods, assessment procedures, administration, examination management, financial records, and timetable scheduling but have also expanded educational access, enhanced quality, and reduced costs. This abstract provides an overview of a comprehensive research study focusing on the legal aspects related to the use of emerging technologies in Tanzanian distance education. As distance education becomes increasingly popular as a means to enhance access and quality of education in Tanzania, it is essential to consider the legal dimensions associated with this transformation. While technology brings significant improvements to the education sector, it also introduces legal, security, privacy, and safety challenges that require attention and resolution. From a legal perspective, the technology involved in electronic learning (e-learning) presents specific challenges because many existing legal and policy standards in education are primarily designed for traditional brick-and-mortar classrooms and face-to-face interactions. This research aims to identify and analyze the legal issues surrounding the implementation of emerging technologies in distance education. The study utilizes doctrinal and comparative research methods to examine international legal instruments, policies, and laws from other jurisdictions. The findings indicate that the current policies and legal instruments governing emerging technologies in Tanzania do not adequately address the existing legal gaps.

Keywords: Distance education, emerging technologies, e-learning, ICT, legal aspects

INTRODUCTION

The world's rapid adoption of new technologies has profoundly changed how education is provided. Information and Communication Technologies (ICTs), particularly emerging technologies like Educational Technology, Artificial Intelligence, Robotics, Big Data, cloud computing, video-assisted learning, Digital Content Platforms, Internet of Things (IoT), and more, continue to play a central role in enhancing the methods of teaching and learning. These educational transformations are most evident in the realm of distance education, where ICTs have been harnessed to bridge the gap between students and educational institutions.[1] ICT development has superseded traditional teaching methods, replacing face-to-face classroom interactions with online communication, traditional blackboards or whiteboards with interactive whiteboards, and printed resources with online materials. Universities, colleges, schools, and other educational institutions are harnessing these technologies to facilitate effective and interactive learning processes.

Their adoption is not only broadening access to education but also improving its quality and reducing costs, while simultaneously extending educational opportunities to remote areas through virtual, e-learning, online, and distance learning.[2] The application of technology in distance learning platforms makes students more proactive, as they gain awareness of what information they require, why they need it, and how to access it. With internet access in their environments, students become less reliant on instructors, enabling them to explore a wealth of online information, gather the data they need, and continue to seek further knowledge.[3] The significance of these emerging technologies was remarkably featured in both developed and developing countries during the COVID-19 pandemic. The pandemic reshaped the educational landscape, compelling universities to heavily rely on technology for virtual learning. Various e-learning platforms such as WhatsApp, Zoom, MOODLE, and Google Classroom were developed, and online assessments,

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[1] Mbatha, B. (2015). A Paradigm Shift: Adoption of Disruptive Learning Innovations in an ODL Environment: The Case of The University of South Africa, International Review of Research in Open and Distributed Learning Volume 16, Number 3

[2] Suryani, A., ICT in education: its benefits, difficulties, and organizational development issues, jshJurnalSosial Humaniora, Vol 3 No.1, 2010, Pp. [106-123], at Pp106.

[3] Ibid

including Oral Examinations (OREX), were conducted.[4] While emerging technologies offer remarkable opportunities to enhance the teaching and learning process, they also bring forth a host of legal considerations that must be addressed to ensure the ethical and smooth operation of distance education programs. The e-learning environment has introduced moral challenges, such as access to inappropriate content, violations of personal privacy, and susceptibility to issues like sexual predation, pornography, harassment, stalking, scams, and the dissemination of harmful material. Additionally, students sometimes resort to excessive copying and pasting instead of genuine learning, giving rise to ethical concerns like plagiarism.[5] Moreover, from a legal standpoint, the technological landscape and scope associated with electronic learning (e-learning) present specific challenges because many legal and policy standards applied to education are rooted in the traditional brick-and-mortar classroom model and face-to-face interaction.[6] While many writers and government ministries have expressed optimism that AI will streamline teacher responsibilities, others have raised the prospect that AI may eventually render teachers redundant or necessitate a reconfiguration of their roles into classroom orchestrators or technology facilitators, primarily responsible for managing learner behavior and ensuring the proper functioning of technology.[7]

Overview of Emerging Technologies

There is no commonly agreed definition of Emerging Technology (ET). According to Halaweh (2013)[8] in his paper entitled Emerging Technology: What is it? ET is defined as science-based innovations with the potential to create a new industry or transform an existing one. It is a new technology, but it may also refer to the continuing development of existing technology. The term can have slightly different meanings when used in different areas, such

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[4] Tauhidah, D et al. (2021). Utilization of e-learning platforms by lecturers during the COVID-19 pandemic in Indonesia, JPBI (Jurnal Pendelikon Biologi Indonesia) Vol. 7, No. 3, November 2021, pp. 198-207

[5] Suryani,op.cit

[6] Ibid

[7] Holmes, W et al. (2022). Artificial Intelligence and Education: A critical view through the lens of human rights, democracy, and the rule of law, Council of Europe

[8] Halaweh, M (2013). Emerging Technology: What is it?, Journal of Technology Management & Innovation, Technol. Manag. Innov. 2013,Volume 8, Issue 3

as media, business, science, or education. It normally refers to technologies that are currently developing, or that are expected to be available within the next five to ten years, and is usually reserved for technologies that are creating or are expected to create significant social or economic effects.[9] The Business Dictionary defines ET as new technologies that is currently developing or will be developed over the next five to ten years, and which will substantially alter the business and social environment. The question of when a technology can be labeled as an emerging technology and when it can be labeled as a traditional one has invited several discussions in the academic arena. For example, Radio Frequency Identification (RFID) is not considered emerging in developed countries, whereas it is described as an ET in other poor and developing countries in the world where the Internet and communication technology infrastructures are still poor.[10] Geographic information systems are considered established tools in the real estate and agriculture industries but they are still considered to be emerging in the teaching of geography. The Web was invented in 1990–1991 so it is not labeled as an ET.

However, various uses of the Web in different applications can make it an ET. This has been recently labeled Web 2.0 and Web 3.0, or the second and third generations of the Web. For example, Twitter, Facebook, and YouTube are ETs for journalists and the media. They have caused revolutions in Arabic countries, demonstrating how ET can change the social environment as defined by the Business Dictionary.[11] In this aspect, a technology can be a standard expectation in the commercial or business world, while still being considered as ET in the education sector. The Business Dictionary (2018) definition of ET specifies that technology is considered emerging for the first 5 to 10 years of its lifecycle, whereas Stahl (2011) states that technology is emerging for the first 10 to 15 years. Although the discussion might be very long in this area, currently emerging technologies include a variety of technologies such as educational technology, information technology, nanotechnology, biotechnology, robotics, artificial intelligence, Big data, cloud computing, Internet of Things (IoT), Blockchain, social networking-

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[9]Montoro, M.A.etal (2019). Emerging technologies. Analysis and current perspectives Digital Education Review - Number 35.
[10]Halaweh,op.cit
[11] Ibid

books etc. When ET is defined in the context of education it characterizes the technologies that have the potential to change the current state of affairs in education.[12]

Emerging Technologies in Education

The utilization of digital technologies in education and training claims a rich and extensive history. An early instance of this can be traced back to the mid-1920s, when a teaching machine was first employed to automate repetitive drills and exercises.[13] The ongoing advancements in Information and Communication Technologies have greatly accelerated the integration of these technologies into the field of education. Schools, colleges, and universities are increasingly embracing novel forms of digital technology to enhance the teaching and learning processes. While the incorporation of digital technology was initially seen as imperative for Open and Distance Learning Institutions, the COVID-19 pandemic reshaped this perception. The education system swiftly transitioned to distance learning and harnessed emerging technologies to counteract the pandemic's disruptions.[14] Currently, Open and Distance Education within the realm of Electronic Learning (e-learning) encompasses a triad of instructional modes: synchronous, asynchronous, and hybrid learning environments.

Asynchronous distance learning involves interactions between educators and learners occurring at distinct times, encompassing activities like following written instructions, listening to recorded lectures, or viewing pre-recorded visual tutorials. Conversely, synchronous learning necessitates real-time interactions, such as attending live online lectures. The choice of these methods in teaching is contingent on the specific knowledge objectives of the learner.[15]In contemporary education, a blend of synchronous and asynchronous teaching approaches has gained prominence. Online classes are conducted, affording students direct communication with their instructors

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[12]Cukurova,M& Luckin,R (2018)Measuring the Impact of Emerging Technologies in Education:A Pragmatic Approach

[13]Cukurova,M& Luckin,R (2018)Measuring the Impact of Emerging Technologies in Education:A Pragmatic Approach

[14] Riina, V et.al.;(2020). Emerging Technologies and the teaching profession Ethical and pedagogical considerations based on near-future scenarios

[15] Ibid

through communication tools. However, learners also receive supplementary instructional materials to facilitate homework assignments or to further their understanding during their leisure time. These supplementary resources encompass various formats; including text documents, digital books, presentations, videos, or tasks to be completed using specialized software.[16]Synchronous mode instills a sense of community through collaborative learning. It resembles the traditional classroom, except that all participants access it remotely via the Internet. It provides real-time interaction, which can be collaborative incorporating e-tivities such as an instructor's lecture with a facility of questions-answer session. However, a synchronous session requires simultaneous student-teacher presence. Lessons can be recorded and added to an e-library. Using the archived e-library, students can access and replay the teacher's lectures as many times as necessary to master the material. Direct interaction with teachers and students in real-time is very much like a traditional face-to-face classroom, rather better, as the distance is no more a barrier, and by connectivity via the Internet no time is wasted in traveling.[17]

Some of the challenges of synchronous education can be the need for the availability of students at a given time and the necessary availability of a good bandwidth Internet. Participants can feel frustrated and thwarted due to technical problems. In addition, a carefully devised instructional design is required as pedagogy is more important than technologically facilitated media. For example, Murphy et al. (2011) consider synchronous mode more teacher-oriented. Special e-tivities need to be created to broaden the scope of synchronous communication from a lecture or teacher-student discussion only.[18] An asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible mode of operation. Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. The materials are accessible anytime anywhere via Learning Management System (LMS) or other channels of the sort. LMS is a

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[16] Ibid

[17] Perveen, A., Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan, Open Praxis, vol. 8 issue 1, pp. 21–39 (ISSN 2304-070X), 2016, at Pp.22.

[18] Ibid

set of tools that houses course content and provides a framework for communication between students and teachers like a classroom. Other terms sometimes used instead of LMS are Course Management System (CMS) and Virtual Learning Environment (VLE).[19] Asynchronous E-learning makes it possible for learners to log on to an E-learning environment at any time and download documents or send messages to tutors or peers. Students may spend more time refining their contributions, which are generally considered more thoughtful compared to synchronous communication. On the other hand, asynchronous environments are not time bound and students can work on e-tivities on their own pace.[20] These technologies have brought about drastic changes in the facilitation of education and revolutionized the way teaching and learning are conducted.[21]

ICTs enable open-source learning, as opposed to traditional manual learning methods, thereby fostering a culture of exploration and idea acquisition among students.[22] These innovative tools also facilitate active learning and promote collaborative, creative, integrative, and evaluative elements within the education sector. However, as internet access becomes ubiquitous and ingrained in daily life, users often overlook crucial aspects of security, ethics, and legal compliance.[23]This paper seeks to investigate the current legal framework governing the intersection of education and technology in Tanzania. It aims to assess its compatibility with the rapidly evolving landscape of distance education technologies. Furthermore, it intends to pinpoint potential legal challenges and gaps within the regulatory framework that may impede the smooth integration of these technologies. In addition, the paper endeavors to explore international best practices and legal models from analogous jurisdictions. This comparative analysis aims to provide Tanzanian policymakers and stakeholders with valuable insights. The ultimate goal is to

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[19] Ibid

[20] Perveen, op.cit.

[21] Mbatha, B (2015). A Paradigm Shift: Adoption of Disruptive Learning Innovations in an ODL Environment: The of the University of South Africa, International Review of Research in Open and Distributed Learning Volume 16, Number 3.

[22] Ibid

[23] Kiliçkaya, F & krajka, J. (2015). Ethical Issues of ICT Use by Teacher Trainers: Use of E-books in Academic Settings, Ankara University, Journal of Faculty of Educational Sciences, Vol: 48, No: 2, 83-102

formulate recommendations and policy considerations that address legal concerns and promote the responsible and sustainable utilization of emerging technologies in Tanzanian distance education.

Regulatory Framework for Distance Education in Tanzania

Despite many benefits gained from emerging technologies in the education sector, there are also issues and challenges when aiming to make the teaching-learning process successful. To effectively absorb emerging technologies in the education sector, it is crucial to have a comprehensive legal framework in place. Tanzania's Universities Act, 2005 under section 4(1) establishes the Tanzania Commission for Universities (TCU) as the regulatory body responsible for both public and private universities. The TCU is a legal entity with perpetual succession and a common seal and has been vested with all powers that a corporate body may lawfully do.[24]

Although the TCU is a regulatory body for Universities in Tanzania it does not specifically address the unique challenges and opportunities posed by emerging technologies in distance education. To regulate the growth of emerging Technologies in the education industry, TCU issued the Guidelines for Online and Blended Delivery Modes of Courses for University Institutions in Tanzania in the year 2022. The guidelines aimed to support teaching and learning through online and blended modes in university institutions in the country.[25] The guidelines are aiming to assist universities to broaden their scope for providing quality education in situations where students cannot visit the campuses for face-to-face learning. Nevertheless, the guidelines are not comprehensive enough to tackle specific challenges that have been brought by digital technologies. Proper preparation and implementation of E-learning services need to be accompanied with clear policies and legal instruments to harmonize the platform. Relevant laws and best practice that should be adhered to should be documented to protect both trainers and users. Therefore, there is a need for the development of specific regulations and guidelines that can govern online education, ethical issues, copyright issues and Jurisdictional challenges.

Data Protection and Privacy

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[24] Section 4(2)
[25] TCU 2022

The growing reliance on digital platforms and online tools for educational purposes has raised significant concerns regarding the privacy and security of student data. Educational institutions, particularly universities, are tasked with the responsibility of collecting and safeguarding personal information from students, faculty, and staff to ensure data security. Security in the realm of online learning encompasses the protection of resources against both malicious and unintentional misuse.[26] Similar to other web-based systems, e-learning platforms are vulnerable to a range of computer security threats. The inherent insecurity of the internet, which serves as the foundation for these e systems, poses serious security risks. These risks include software attacks such as worms, viruses, macros, and denial of service attacks, as well as espionage, theft, hardware failures, and breaches of intellectual property rights such as copyright infringement and piracy.[27]

The advent of online education has resulted in a substantial uptick in cyber-attacks. In 2020, the education sector experienced significant financial losses amounting to $3.90 million due to data breaches, as reported by IBM and the Ponemon Institute, a renowned institution specializing in cyber security research.[28]The e-learning platform deals with the collection, processing and storage of personal information which are shared between teachers and teachers and teachers and students. In the cause of this interaction, an intruder can change the authentic learning content, question papers, mark sheets, certificates, and results which are communicated between the parties. Therefore, addressing privacy and security issues is necessary and all necessary steps should be taken to make sure the security of the information of e-learning systems is secured.[29] Security is crucial in this platform because knowledge is important and has become a key to personal success.[30] Amongst security issues in e-learning are protection against manipulations (i.e. from

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[26] Smart Learning Institute of Beijing Normal University (SLIBNU) (2020). Personal Data and Privacy Protection in Online Learning: Guidance for Students, Teachers and Parents

[27] Sakiba, N. (2017). Security challenges for e-learning ecosystems, Master in Information systems, Norwegian University of Science and Technology

[28] Arina, A (2021). Network security threats to higher education institutions, Conference Paper in Central and Eastern European eDem and eGov.

[29] Ibid

[30] Adetoba, B.T et al. (2016). E-learning security issues and challenges: A review, Journal of Scientific Research and Studies Vol. 3(5), pp. 96-100

either student or insider), user authentication, and confidentiality. However, as e-learning functionality is expanding, information must be actively protected to avoid the loss of confidentiality, availability, and integrity. The safeguarding of information is of utmost importance. Therefore, it is imperative that sensitive data be limited to specific, well-defined groups. Examples of such restricted access include educational materials for specific groups, e-results for designated individuals, and the protection of intellectual property through copyright measures.[31] Malicious hackers have the potential to victimize individuals by employing harmful code to pilfer, manipulate, or eradicate data.[32] These attackers can embed concealed code within advertisements and distribute them on online social networks. Notably, in June 2020, Microsoft Security Intelligence revealed that 61% of the 7.7 million malware attacks recorded in the preceding 30 days were linked to the education sector, surpassing all other industry sectors in terms of frequency.[33] The Cybercrime Act of 2015 established Tanzania's legal framework, which aims to address security issues by criminalizing a variety of activities.

Part II of this Act specifically prohibits actions such as unauthorized access to computer systems, unauthorized interception within computer systems, unlawful presence within computer systems, unauthorized data interference in computer systems, data espionage, unauthorized system interference, illegal devices, forgery related to computers, and computer-related fraud. In addition to the Cybercrime Act, the Personal Data Protection Act (Act No.11 of 2022) has been enacted to bridge existing gaps in data protection. This legislation sets out principles for safeguarding personal data and sets minimum standards for the collection and processing of such data. It also establishes the Personal Data Protection Commission, tasked with enhancing the protection of personal data processed by both public and private entities. While these principal laws have been enacted to provide protection, it is essential for universities to establish internal procedures and policies to foster a culture of information and communication technology (ICT) security within their organizations. It is worth noting that neither the TCU Guidelines for

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[31] Ibid

[32] Ibid

[33] Arina, A (2021). Network security threats to higher education institutions, Conference Paper in Central and Eastern European eDem and eGov.

Online and Blended Delivery Modes of Courses for University Institutions in Tanzania (2022) nor the Open University of Tanzania ICT Policy (2019) currently incorporate provisions for data protection and access control procedures. Given the increasing shift of universities towards online platforms, it is imperative that policies and regulations addressing access control procedures are put in place to ensure the security and integrity of data. Access control, in this context, refers to restricting entry into information systems solely to authorized individuals, thereby safeguarding the confidentiality, integrity, and availability of these systems.[34]Access to University information assets must be authorized and managed securely in compliance with appropriate industry practice and with applicable legal and regulatory requirements. Access controls are designed to minimize potential exposure to the University resulting from unauthorized use of resources and to preserve and protect the confidentiality, integrity and availability of the University networks, systems and applications.

Ethical Policies
The technological development has made it possible for university students to do assignments, send files, and access necessary academic information and other services. Despite the benefits of using technology for students, it has also increased the chances of falling into unethical behaviours. As the famous scientist, Stephen Hawking pointed out weighing these risks is vital for the future of humanity.[35]he e-learning environment has intensified the problems of cheating, plagiarism, computer abuses, computer crimes, theft of data, equipment malfunctions, destruction from viruses, and helping another person obtain an unfair academic advantage..[36] An academic community flourishes when its members are committed to academic integrity, when students and faculty seek knowledge honestly, fairly, with mutual respect and trust, and accept responsibility for their actions and the consequences of those

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[34]Oguk, C.O etal.; (2020). Information Systems Security: A Survey Of Access Control Measures In Universities In Kenya, International Journal of Creative Research Thoughts (IJCRT), Volume 8, Issue 9

[35] Almseidein, T.A & Mahasneh, O.M.K (2020). Awareness of Ethical Issues when using an e-Learning System, (IJACSA) International Journal of Advanced Computer Science and Applications,Vol. 11, No. 1,

[36] Akgun, S &Greenhow,C (2022). Artificial intelligence in education: Addressing ethical challenges in K-12 settings, AI and Ethics (2022) 2:431–440

actions. Without academic integrity, there can be no trust or reliance on the effectiveness, accuracy, or value of a university's teaching, learning, research, or public service activities.[37] In 2022, the Tanzania Commission for Universities (TCU) released guidelines for the implementation of online and blended course delivery modes for university institutions in Tanzania. Within these guidelines, Section 6 outlines specific requirements for universities offering online courses. It stipulated that online assessments must meet high-quality standards. Furthermore, the guidelines mandated the use of proctoring software during summative evaluations to ensure the integrity of examinations. Whether universities have successfully implemented these measures or not, these directives have also introduced potential challenges related to online formative assessments.

Academic dishonesty is a growing concern amongst students for better grades. Universities are obliged to put in place strong policies that will regulate online assessment procedures in both formative and summative evaluation. Dehn, in his paper, Is Technology Contributing to Academic Dishonesty? Has explained that as we are increasingly using more sophisticated technologies as an integral part of our teaching activities, and as students become more competent in using them, opportunities for academic dishonesty are also increasing. Maintaining academic, integrity is important for any educational process, whether face-to-face or online.[38] Compared with traditional face-to-face education, online learning presents some special challenges. Since staff cannot directly observe the students, there is a perception that it is easier to cheat in an online course, by consulting extra information online, sharing documents or discussing assessments with other students.[39] The Open University of Tanzania, the oldest open and distance learning institution in the country, has made efforts to tackle this issue through its 2019 Information and Communication Technology Policy. As part of this initiative, the university has acquired plagiarism detection software to scrutinize student assignments. Nevertheless, the policy

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[37] Benson, L, etal. Developing a university-wide academic integrity E-learning tutorial: a Canadian case, International Journal for Education Integrity, 2019.

[38] Dehn, R.W, (2003). Technology Contributing to Academic Dishonesty? Journal of Physician Assistant Education, 2003

[39] Ibid

acknowledges that this software is primarily available to a designated group, notably postgraduate students. This existing gap leaves room for dishonest students to engage in plagiarism and exploit the work of their peers. Another form of potential academic misconduct in the realm of online learning is identity misrepresentation. This misconduct may involve a student hiring someone else to complete academic tasks on their behalf to gain academic credit.[40] The spectrum of identity misrepresentation can encompass anything from contracting someone to write a paper or take an exam to engaging another person to complete an entire academic degree program. Instances of this form of academic dishonesty can manifest in various ways, including sharing another individual's work, procuring term papers or exam questions in advance, or remunerating someone else to perform academic tasks in their stead. As universities expand their reach and incorporate online assessments into both formative and summative evaluations, it is imperative that they confront these technological challenges by implementing robust and comprehensive policies.[41]

Inclusive Policies
To ensure that emerging technologies in distance education benefit all Tanzanians, it is essential to adopt inclusive policies in education. Inclusive education is an approach which transforms the education system, including its structure, policies, practices and human resources, to accommodate all learners in the mainstream education by addressing and responding to learners' diverse needs.[42] It involves addressing issues of accessibility for individuals with disabilities and encouraging digital literacy among underserved populations. To achieve this, legal provisions should be in place to enforce these policies and ensure equal access to educational resources and opportunities. In education this diversity should be used as a constructive force in building societies. Therefore, education policies must be sufficiently diversified and so designed as not to become another cause of social exclusion. The essence of Inclusive Education centres on the fundamental human right to access education, as articulated in the Universal Declaration of Human Rights from 1949, which acknowledges the intrinsic diversity

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[40] Dehn op cit
[41] Ibid
[42] The National Strategy for Inclusive Education 2018-2021,pp.12

within humanity. Although Tanzania has established a National Strategy for Inclusive Education for the years 2018-2021, it primarily emphasizes traditional education rather than e-learning and predominantly targets Primary and secondary education. Emerging technologies have proven highly valuable in advancing educational delivery within higher learning institutions, with many universities and schools utilizing the internet to provide students with learning opportunities from the comfort of their homes or remote locations.

While technology in education brings significant advantages, it also encroaches upon the right to education. Despite the effectiveness of e-learning platforms in enhancing and streamlining the educational process, they have also exacerbated the digital divide. The digital divide has generally been defined as the gap in access to technology by socioeconomic status, race, and/or gender. The digital divide refers to the gap between people who have adequate access to ICT and those who have 'zero' or poor access to ICT.[43] Digital divide, when related to e-learning and education, can be categorized with students financially unable to afford technology and broadband access, others lacking the skills to engage with learning technology, being culturally less able to benefit from technological enrichment, and even have gender and generational differences.[44]While technology can bring advantages in the form of access to a computer or electronic device, when students lack the financial means to obtain access, they fall behind. According to the Tanzania Communication Regulatory Authority (TCRA) report of December 2019, Tanzania had 25.7 million internet users. The average cost of internet use is still high, the cost of 75 MBs which could hardly be enough per child per day, was Tsh.1, 000 which is Tsh.30, 000 per month. This cost can be afforded by very few families in the country. Although the Tanzanian government has recognized the significance of ICT in the contribution and achievement of national development goals and in transforming Tanzania into a knowledge-based society, the policy and legal instruments have not been comprehensive enough to tackle the problem. The Government of Tanzania has made some

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[43] Soomro, K.A et al (2020). Digital divide among higher education faculty, International Journal of Educational Technology in Higher Education, pp.17:21

[44] Abu-Shanab, E (2012). The Digital Divide and Its Influence on Public Education Diffusion, International Journal of Technology Diffusion, 3(4), PP.36-47

efforts to ensure that communication as a universal right is accessible to its entire population. The Universal Communications Service Access Fund (UCSAF) was established under the Universal Communications Service Access Act; Cap 422 which was assented to by the President of the United Republic of Tanzania in January 2007. Although the fund is aimed at reducing the digital divide, its achievement is not well recognized. The discrepancies in the availability of educational internet services constitute a breach of the fundamental right to education. The right to education is acknowledged in various international agreements. For instance, Article 26 of the Universal Declaration of Human Rights, Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), and Article 28 of the Convention on the Rights of the Child (CRC) enshrine similar educational rights. Moreover, the Convention against Discrimination in Education, established in 1960, instructs governments to establish and implement national policies aimed at promoting educational equality. In acknowledgment and safeguarding of Internet Rights, Article 1 of the African declaration affirms that:

> *The fundamental rights of every individual enshrined in the Universal Declaration of Human Rights of the United Nations, the Charter of Fundamental Rights of the European Union, national constitutions, and other relevant international declarations shall be protected on the Internet.*

The Tanzanian laws, including the supreme legislation, have recognized the right to education as a fundamental goal and guiding principle of the government's policy. Article 11(2) of the constitution of the United Republic of Tanzania guarantees this right to all citizens up to the highest level according to their merits and ability.The weakness of this provision is that it is not a basic right. Being just a constitutional right falling outside the provisions of fundamental rights jeopardizes its enforceability under the basic rights and duties enforcement Act (Act no. 33 of 1994). In many legal systems, including Tanzania, there is a distinction between fundamental rights and other constitutional rights. Fundamental rights are typically considered more enforceable and justiciable, meaning that individuals can directly approach the courts for their protection and enforcement. On the other hand, constitutional rights that do not fall under the category of fundamental

rights may not have the same level of enforceability. The fact that the right to education is not categorized as a fundamental right in the Tanzanian Constitution means that it may not be as easily enforceable through the same mechanisms as fundamental rights.

Intellectual Property Issue

Utilising digital resources, encompassing online course materials and multimedia content, brings forth significant intellectual property considerations. Within the realm of remote education, educators frequently generate unique content, and educational institutions make substantial investments in crafting online courses. It is imperative to establish precise definitions of legal ownership and safeguards for these intellectual assets.[45] Therefore, Tanzania ought to strategize the establishment of comprehensive guidelines pertaining to intellectual property rights in the realm of e-learning. These guidelines should clarify the rights and obligations of educators, institutions, and students, addressing crucial matters such as copyright, fair use, and the licensing of educational materials. Copyright relates to literary and artistic creations, such as books, music, paintings and sculptures, films and technology-based works (such as computer programs and electronic databases). In certain languages, copyright is referred to as authors' rights.[46] The Copyright and Neighboring Rights Act is a principal legislation that guarantees copyright protection in Tanzania. It protects copyright and neighboring rights in literary, artistic works, and folklore. Section 4 of The Copyright and Neighboring Rights Act (CNRA), 1999, defines the term copyright as the sole legal right to print, publish, perform, film or record a literary or artistic or musical work. Copyright protects two types of rights. Economic rights which allow right owners to derive financial reward from the use of their works by others and moral rights that allow authors and creators to take certain actions to preserve and protect their link with their work.[47] It is an exclusive right that is afforded by law to an author who can be a writer, composer, or designer, to print, publish and sell copies of her original work for a certain term of years. The right of copyright owners to prevent others from making copies of their works without permission is the

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[45]Renner, J (2015). Intellectual Property Rights in E-learning, Article in eLearn, East Tennessee State University

[46] WIPO, (2016). Understanding Copyright and Related Rights

[47] Ibid

most basic right protected by copyright legislation. The right to control the act of reproduction be it the reproduction of books by a publisher or the manufacture by a record producer of compact discs containing recorded performances of musical works is the legal basis for many forms of exploitation of protected works.[48] Although the law has tried to offer such protection, the emergence of internet and the increased use of this technology has intensified the possibilities of copyright infringement.

As a growing number of digitized and eLearning courses increase and are offered on a global scale, eLearning practitioners have expressed legitimate discussions and concerns about the legal implications of their work and products. For E-learning practitioners for example, the legal lines of what is private content material and what is public content that can be transferrable from one organization or institution to another have become blurry and sometimes misunderstood.[49]The copyright owner's rights can be exploited by other people without their permission. Generally, copyright infringement over the internet has posed a threat to creative works all over the world. Through the internet, the work of authors can be displayed in different jurisdictions and it is very difficult to detect. In Tanzania specifically, the law governing copyright protection seems to be unable to protect the unauthorized distribution and use over the internet due to the fact that it contains provisions with much focus on copyright protection on conventional world.[50]Another serious challenge that is under the attention of this article is copyright ownership of e-learning and teaching materials. In the area of academics, as universities are now investing in technology-enabled learning, existing laws on copyright are now considered outdated or inadequate to address existing challenges. For academics working in Higher Education Institutions, there is an equally pressing consideration, namely, who owns the rights to any e-learning materials that they produce? This is particularly pertinent to the development of the global Open Educational Resources (OER) movement and Massive Open Online Course (MOOC) platforms which increase the

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[48] WIPO, (2016). Understanding Copyright and Related Rights,pp.11
[49] Renner, J (2015). Intellectual Property Rights in E-learning, Article in eLearn, East Tennessee State University
[50] Nolasco, G. (2016). The Challenges of ICT Development with Regards to Copyright Protection in Tanzania, International Journal of Engineering Research & Technology (IJERT), Vol. 5 Issue 06,PP.

capacity for maximum re-use of e-learning materials whilst at the same time providing income-generating potential for the rights-holder(s).[51]In considering the question of ownership of online educational materials, faculty and their hiring institutions sometimes have different perspectives on who should own intellectual property rights over faculty created materials.

Although some instructors individually put considerable time and effort in the creation of instructional or educational materials, because they are supported by their employers with significant amounts of resources in producing and maintaining these materials and paid to teach a course using anything they need to create, an institution may feel that they should possess ownership over resources created by their employees.[52] Different models exist regarding faculty creation of on-line course materials, and the appropriate resolution of the authorship and ownership issues can differ depending on which model is at issue. For example, when a faculty member prepares an on-line course completely independently, and then places it on the university server, there is far less of a legitimate ownership claim by the university than if the university asks the faculty member to create the course.[53] The Open University of Tanzania is among Tanzania's distance learning institutions and established the Intellectual Property Rights Policy in 2018. However, it is noteworthy that this policy does not extend to cover course materials. Consequently, the question of ownership regarding e-learning materials remains unresolved.

Conclusions

This paper has addressed legal issues associated with the integration of emerging technologies in Tanzanian distance education. The integration of emerging technologies into Tanzanian distance education presents a transformative potential that extends beyond enhancing access and quality of education. The innovative technologies discussed in this article, such as Artificial Intelligence, robotics, Mobile Learning, e-learning, cloud

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[51] Gadd, E &Weedon, R. (2017). Copyright ownership of e-learning and teaching materials: Policy approaches taken by UK universities, duc Inf Technol (2017) 22: 2 –3 03 31

[52] De Gagne, J (2010). Ethical and Legal Issues in Online Education, Journal of eLearning and Online Teaching, Volume: 1 • Issue: 7

[53]Kwall, R (2002). Copyright Issues in Online Courses: Ownership, Authorship and Conflict, 18 Santa Clara High Tech. L.J. 1 (2001). Available at: http:// digital commons.law.scu.edu/chtlj/vol18/iss1/1

computing, video-assisted learning, and Digital Content Platforms, have already demonstrated their capacity to revolutionise various facets of the educational landscape. However, as the popularity of distance education grows, it becomes imperative to scrutinize and address the legal dimensions associated with this technological transformation. While these technologies bring about substantial improvements, they also introduce a host of legal challenges pertaining to security, privacy, and safety. Notably, the existing legal and policy standards in education, formulated predominantly for traditional classrooms, fall short in effectively regulating the dynamic landscape of electronic learning.

The findings of this study highlight the inadequacy of current policies and legal instruments in Tanzania to address the legal gaps posed by emerging technologies in distance education. It has been revealed that Students have various methods at their disposal to engage in dishonest practices, both in synchronous and asynchronous online environments. Universities are thus tasked with the responsibility of implementing robust measures to curb such academically dishonest behaviour. Neglecting security aspects in e-learning poses a critical challenge, as it jeopardises the privacy of both students and staff, as well as the overall credibility of online learning. Security components such as availability, integrity, and confidentiality should be accorded greater attention to preempt security breaches before they escalate. Consequently, universities are urged to establish comprehensive regulatory frameworks, offer clear guidance on intellectual property, enforce data protection measures, and adopt inclusive policies. These actions are essential to ensure that distance education in Tanzania fully harnesses the advantages of technology while adhering to ethical and legal standards. The issue of copyright ownership for teaching materials, whether internal or related to e-learning, remains intricate and contentious. However, given the growing prominence of e-learning, it is imperative that these matters are resolved and clarified through universities' copyright policies. As the educational landscape in Tanzania continues to expand, collaboration among policymakers, educational institutions, and stakeholders is vital to navigating the intricate legal terrain presented by emerging technologies in distance education.

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Second Language Learning for Sustainable Development: Barriers for Learners in Rural Communities

Amani G. Mwamakula[1] & Shingwa Magashi
The University of Dodoma
amanigmwamakula@gmail.com[1]

ABSTRACT

Learning of second language for sustainable development is defined as learning language that changes skills, knowledge, values and attitudes to build more sustainable and just societies for all (UN 2015: UNESCO 2017). It would not be preposterous to opine that language and communication play a paramount role in the quest for development, be it human, social, political, technological and any other form of development. Looking in Tanzania as a country, the plurality of ethnic languages through information flows, undoubtedly constitutes a barrier to effective human development processes. It draws on data from students in rural communities in one of the ward secondary schools in Tanzania. The study specifically sought to find out the type of pronunciation errors that students frequently commit and teachers views on how pronunciation errors can be addressed. Transfer of Learning Theory by Thorndike (1923) and Contrastive Analysis Theory by Charles Fries (1945) informed the collection and analysis of the qualitative data. Thus, data were collected through interviews with teachers and students and pronunciation tests administered through a wordlist and analyzed qualitatively. Seven teachers in three ward secondary schools and 35 students were involved. The findings of the study revealed that mispronunciation of English words was due to the difference in sounds between student's mother tongue and English language. Moreover, the findings revealed that students lacked linguistic exposure as most of them meet English at school and constantly use Kiswahili and mother tongues at home. Therefore, teachers become the chief language input providers. The study recommends that teachers should take note of these differences in sounds and limited exposure to English language when designing and implementing lessons in classrooms since they are the main language input providers.

Keywords: Mother tongue, Second language, rural communities, Sustainable development.

INTRODUCTION

Pronunciation is an essential constituent of speech in that it affects comprehension of utterances produced. It is lightened by Cook (2010) citing Yule (2006) that good communication is determined by the ability to pronounce words correctly. This reason makes pronunciation a necessary component in teaching and learning of a second language. Learners make new habits and overcome the difficulties resulting from the first language when learning a second language. The differences between first language and second language have made pronunciation in a foreign language the most disturbing aspect of language learning. A considerable number of researchers have researched this and came up with an observation that mother tongue interferes with learning the second language (Yule, 2006). The discussions about pronunciation problems are centered in English language though other languages like French, Chinese, Korean and Japanese are being taught in a foreign language context. The language benefits from being the official language of the country but also the language of instruction in secondary and tertiary education. It is also taught as a subject in primary education.

Like other L2 learners, Tanzanian students struggle to pronounce English words. While the problems are common to all learners, the nature and intensity differ from community to community stemming from the variation in the languages they speak (Ishaya, 2014). Therefore, the mispronunciation of English words amongst students is a natural phenomenon. These variations amongst languages have encouraged research to understand the differences whose knowledge is significant in enhancing teaching and learning the languages. Research shows that learning of English sounds in Tanzania is compounded by the existence of a one-to-one relationship between spelling and pronunciation of most mother tongues. This relationship poses serious challenges when one is learning English language whose spelling and pronunciation is largely irregular. The irregularity between English and Bantu languages is illustrated by the following scenario. The English vowel sound system includes both monophthongs /iː/, /e/, /uː/, /aː/, /æ/, /ʊ/, /ʌ/, /ə/, /ɔː/ and the diphthongs /iə/, /uə/, /ei/, /ai/, /au/, /əu/, /əi/, and /eiə/, /aiə/, /ɔiə/ (Crystal, 2016). Some vowel sounds in English do not exist in the systems of most mother tongues found in Tanzania. Also, the existence of many vowels in English compared to Bantu languages lead to problem of Tanzanian

students' face in pronouncing English words. This problem also is due to the absence of some English sounds in Bantu languages. English is not an indigenous language in Tanzania since Tanzanians have already possessed their mother tongues. Every Tanzanian, when learning English language, is usually faced with a complex language situation in the process of language development. Normally, human beings are characterized by the ability to communicate. This is a crucial characteristic that distinguishes them from animals. The process of acquiring mother tongues normally begins very early in human life (Bada, 2001). Right from early an adult attempts to communicate with a child by using all kinds of sounds and the child in turn responds to the communication through imitation. Therefore, student's proficiency in using mother tongue is always accelerated by their exposure to language. In Tanzania, errors in language learning are the flawed side of learners which are parts of conversation both in speech and writing that deviate from the target language. All learners make errors irrespective of the language they are learning.

Ismail (2007) points out that the regular punishment students get from their teachers when they commit errors in learning results in the pronunciation errors since punishment leads to fear amongst students. The teaching of English in Tanzania presents a problem partly because the learners have little chance of practicing and using the language outside the classroom (Masele, 2001). The linguistic environment outside the classroom is dominated by Kiswahilior other native languages whereby English is relegated to the classroom contexts. The problem is more apparent and acute among the Nyaturu children of Tanzania when learning English. The available research shows that Nyaturu has seven (7) vowel phonemes, i.e. both short and long vowels (Masele, 2001). This is assumed to be a prominent barrier to the learning of English but the extent and the manner to which it affects English learning needs research. Long vowels in Nyaturu language are always indicated by a doubling of the vowels in words like Mughuu (Foot) (Masele, 2001). Recent studies show that Nyaturu has 39 consonant phonemes (Masele, 2001). English, which is the target language, has 24 consonants (Yule, 2006). The extent to which these differences in the number of consonants affect the learning of English is yet to be established through

research, though it is well known that the effects are featured on the pronunciation of English words.

The Concept of English and Nyaturu Consonants

Crystal (2008) explained the consonant in terms of both phonetics and phonology. Phonetically, consonant it is a sound coming from closure or narrowing in the vocal tract. Therefore, airflow is either completely blocked or restricted that audible friction is produced. Human's employ speech organs in producing consonants that the term articulation is used most to address consonant production (Daniel et al., 2014). Phonologically, consonants are those units that function at the margins of syllables in clusters. He argues that there are 24 consonants in English: /p/, /b/, /t/, /d/, /k/, /g/, /ϴ/, /z/, /ʃ/, /dʒ/, /tʃ/, /ð/, /r/, /h/, /w/, /j/, /v/, /s/, /z/, /g/, /m/ and /n/. Nyaturu has thirty-nine consonants while according to Yule (2006) English has twenty-four consonants, but some consonants in Nyaturu are not found in the English language. The consonants of Nyaturu are as follows;

Table 1: Phonemic Inventory of Nyaturu Consonants

	Bilabial	Labio-dental	Alveolar	Palatal	Velar	Uvular	Glottal
Stops	p　　b		t d	c　　ǰ	k　　g	**Q**	
Fricatives	ɸ　　β	f　　v	S	ʃ(sh)	X　　ɣ	ʁ	H
Nasals	M		N	ɲ(ny)	ŋ		
Pre-nasalized stops	mp　mb		nt　　nd	ɲc　　ɲǰ	ŋk　　ŋg (ng)		
Pre-nasalized fricatives		mf　　mv	Ns				
Lateral			1				
Fraps			**R** r				
Glides	W			j(y)			

Source: Adapted from Masele (2001, pp. 757-761)

The Concept of English and Nyaturu Vowels

A vowel is defined as a continuous voiced sound produced without obstruction in the mouth, and they are what may be called pure musical sounds unaccompanied by any friction noise (Smith, 2003). Basing on length, vowels are classified into two categories: short and long vowels (Roach,

2009). Examples of short vowels are /i/, /u/, /e/, /a/, /æ/, /ʌ/ and long vowels are /i: /, /ʒ: /, /a: /, /Ɔ:/, /u: /. Masele (2001) explains the 7 vowels in Nyaturu which are /i/, /I/, /u/, /ʊ/, /ɛ (e)/, /ɔ (o)/, /a/.

Table 2: Words Illustrating the 7 Vowels in Nyaturu

Vowel	Nyaturu	Gloss
I	**I**hányo	Affair
I	ir**I**ma	Agriculture
U	Má**u**	Ashes
ʊ	Nd**ʊʊ**	Zebra
ɛ (e)	iRW**é**	Head
ɔ (o)	mʊx**ono**	Arm
A	Ih**á**nyo	Affair

Source: Masele (2001)

The concept of Pronunciation Errors

Pronunciation errors as the main part of this study are regarded as the deviation of proper pronunciation of a word (Idris, 2016). Pronunciation errors in applied linguistics are associated with phonological processes which may be verified in assimilatory processes. Smith (2003:109) points out that those pronunciation errors are associated with phonological processes and he defines phonological errors as the patterns of sound errors that are the result of simplification of pronunciation of sound segments or complex words in connected speech. For instance, learners may reduce the consonant cluster or delete some like the word *that person* in connected speech can be pronounced as *thapen*, where/t/ has been reduced. Pronunciation errors of English words occur to lexical bias effect. The pronunciation errors that result in real words more often than would be predicted by chance. Idris (2016) point out that the lexical bias effects rule on a monitor mechanism that edits out non-words and is less likely to reject segments similar to the intended utterance rule on a monitor mechanism that edits out non-words and is less likely to reject segments similar to the intended utterance. Nayernia (2011) categorized errors basing on the language levels. For instances lexicon errors, grammar errors, discourse errors and phonological errors.

Theoretical Framework

Transfer of learning theories hypothesizes that the first language interferes with the learning of the second language (Shiva, 2019). The theory goes on explaining that the interference may be positive or negative transfer. According to Thorndike, when the second language shares a wide range of structures with the first language or mother tongue, a positive transfer takes place. For example, when French native speaker learns English, much positive transfer occurs because those languages are similar. On the other hand, when the second language does not share so many features with the first language, negative transfer takes place. For example, Thorndike further argues that, when Chinese learn English, less positive transfer occurs because they have difficulties in the use of articles and passive voice (Richards and Schmidt, 2002). Reading through Thorndike assumptions, it is clear that he believes in a positive contribution of the first language to learning the second language. Therefore, it is informed through the theory that first language contributes either positively or negatively, to the learning of a second language.

This theory suits the study because it is clearly explains the way interference of languages can contribute to difficulties in learning second language particularly on pronunciation, using this theory lead to investigate the way mother tongue affect second language learning especially on pronunciation for sustainable development, a barrier for learners in rural communities and coming up with accurate and reliable findings. However, the theory is short of explanation on how the interferences occur to affect language learning especially on pronunciations. With this theory, it is difficult to explain or predict the features that are transferred by learners from the mother tongue to the target language. The weakness of this theory is addressed by contrastive analysis theory by Charles Fries (1945). Contrastive analysis theory was developed by Charles Fries (1945) as the component of the methodology of foreign language (Al-Kresheh, 2013). The theory points that in learning a second language, the learner tends to bring knowledge they have from their first language and put them in the second language for the subsequent learning. In fact, contrastive analysis theory can be viewed in terms of different approaches:

1.   Contrastive analysis is capable of including the errors which occur in the second language learning.
2.   Contrastive analysis has been relegated in the language learning, generally, contrastive analysis holds a legitimacy position in the general scheme of language teaching.

Contrastive analysis assumes that second language learners usually tend to transfer the features of their first language to the second language. This perspective is known as transfer. Transfer in contrastive theory is regarded as the carrying over the structure of mother tongue into the second language and this can be termed as the influence of learner's first language on the acquisition of the second language (Al–khresheh, 2016)

Methodology

This study was conducted in Ikungi District whereby four ward secondary schools were sampled. These ward secondary schools were sampled randomly. This is because Ikungi District is the area where Nyaturu is dominant. A case study research design was employed to generate an in-depth understanding of information. The study employed a qualitative approach to collect and analyze data. The researcher opted for this approach in order to get in-depth information. The target population for this study was all form one students of the sampled schools and English language teachers for form one classes. The researcher opted for all form one students because it is the intermediate class where English is encountered after completion of primary school. The researcher depended on the saturation point as a guiding tool to get the sample size for this study. The researcher, in this study, included 42 respondents: thirty-five form one students and seven form one English language teachers.

Table 3: Sample Size

School	Boys	Girls	Total
A	7	5	12
B	8	6	14
C	5	4	9
Total	20	15	35

Source: Field Data (2020)

From the table 3 above, researcher determined students' language one (L1) in each school. In rural areas two schools were visited and most students declared Nyaturu as their first language and in school C students mostly use Kiswahili because the school is located in urban. In reality, students L1 in this study is very important because L1 was identified as a factor for L2 learners' pronunciation errors.

Table 4: Students Language Variation

Student L1	Boys	Girls	Total
Nyaturu	8	9	17
Sukuma	3	3	6
Nyiramba	4	3	7
Gogo	2	3	5
Total	17	18	35

Source: Field Data, (2020)

Table 4 above shows language variation of students in Ikungi district whereby Nyaturu is the dominant language than Sukuma, Nyiramba and Gogo. A stratified sampling technique was used to sample form one students to be involved in the study. This is a probability technique which involves ordering the sampling frame into homogeneous groups; then, randomly selecting the items from the formed groups (Somekh & Lewin, 2004). The researcher used a non-randomly (purposive) sampling in getting seven English teachers. The methods for data collection in this study were interviews and wordlist. The researcher believes that the combination of these two methods enabled to collect in-depth information from the respondents. Semi-structured interviews were conducted to get more detailed information and clarification from the informants.

The interviews collected information related to teachers' view on the mispronunciation of English words. In this method, a list of guiding questions was prepared, and was used in the interview with teachers. The interview was done one to one in which the researcher was free to ask supplementary questions to collect in-depth information. Then it comes to Wordlist, the researcher prepared different English language words which aimed to test students' English pronunciation and asked students to pronounce all the words one after another while recording the students' voice. The researcher

provided words with consonants clusters and other words that contain sounds that seem problematic in a daily communication to students. All words were recorded by using quality tape recorder whereby the MP3 mode was used. Qualitative procedures were employed to analyse the data generated. In so doing, the researcher transcribed all the words pronounced by the students and get organized into related themes and subthemes which were described as the findings of this study. Students' pronunciations were examined to identify the pronunciation challenges.

Findings and Discussions

The following findings from the study show the types of pronunciation errors that Nyaturu learners made.

Types of Pronunciation Errors

This study revealed that, due to the influence of Nyaturu language, Nyaturu learners of English commit errors of word stress, errors of assimilation, syllable structure, errors of consonant cluster and failure to distinguish between short and long words. These errors were obtained after the analysis of the student tests which was done through a wordlist in which students were given some words to pronounce to determine their weaknesses of pronouncing words of consonant cluster, words with long vowels and short vowels, words of different stress placement.

Table 5: Summary of the Findings on the Types of Pronunciations Errors

No.	Pronunciation errors	Frequency	%
1.	Errors in the words stress	30	85
2.	Errors in the consonant cluster	8	22
3.	Errors in the syllable structure	15	42
4.	Errors in assimilation	4	11
5.	Errors in the pronouncing vowel	13	46
6.	Sound differences between L1 and L2	33	94

Field Data (2022)

Word Stress

In checking stress errors committed by students, a pronunciation test was administered to students by providing a wordlist which was presented to students and the researcher listened to their pronunciations to note the errors they made from the words which were identified by the researcher which were

insult, *perfect*, *contest* and *contrast*. The researcher opted for these words to test students on marking the stress of the words. Therefore, students were called one after another to pronounce these words. The analysis showed that 30 students out of 35 failed to mark stress in most of the words given to test their competence. The students failed to distinguish between primary and secondary stress; thus, making the pronunciations generate meaning which is quite different from the intended meaning, or as would be pronounced by a competent speaker of the language (Table 5). This is similar to what was observed by Bada (2001) who reported that students in Japan failed to mark stress in words. Therefore, it is important for teachers not only to teach learners to know how to stress words but also practice to pronounce words appropriately for students to pick a generated input. Table below shows how students failed to mark stress correctly in different words.

Table 6: Errors in Stress

Stress mark	Correct Stress mark and pronunciation	Students pronunciation
Contrast	/ˈkɒntra:st/	[kɒntraˈst]
Perfect	/ˈpɜːfikt/	[paˈfekt]
Insult	/ˈin.sʌt/	[inˈsut]
Contest	/ˈkɒn.tɛst/	[kɒntɛˈst]

Source: Field data, (2022)

The examples provided in Table 6 above illustrate how Nyaturu students cause deviation of meaning by misplacement of stress in uttering words. Though these are just a few cited examples, they provide evidence teachers in this case —ought to prepare appropriate interventions to address the problem. While their first language could be the source of these challenges, the language input they receive from teachers and other community members who speak the language is also a source of the problem. Since students take from the more knowledgeable others. A general conclusion to make here, therefore, is that most Nyaturu learners of English language have a problem in placing stress in English words. The findings revealed that there is a problem with stress placement among the students in secondary schools. This

is because, in English language, stress in a word is marked depending on the nature of class of a word which is different from Nyaturu language. The findings on stress errors replicate what other scholars have done on the sources of mispronunciation of English words (Hassan, 2014; Mwambula, 2018; Ishaya, 2014). There is a lot that could be addressed from early at the primary level to make students aware of how to mark stress in a word (Carter & Nunan, 2001).

Consonant Clusters

The researcher also examined the errors of pronunciation in consonant clusters. During data collection, the result showed that 8 students out of 35 students experienced difficulties in pronouncing words that have more than one consonant. The words like *scream, /skri:m/ psychology /saiˈkɒlədʒi/, Spray /sprei/, Recognize /rɛkəgnaiz/, Street /stri:t/, characteristics /kˈærəktəˈristik/, provide /prəvaid/* were hard for Nyaturu children to pronounce. The difficulties which were observed were on pronouncing the consonants at once. During data collection in the class of form one, students were not able to utter these words correctly for instance *spray, characteristics, recognize, street scream,* were pronounced as *[sprai] for spray, [ʧaraktaristik] for characteristic, [rɛkogniz]for recognize, [sitri:t] for street and [sikrim] for scream.* However, the researcher identified that this problem is not only due to the influence of Nyaturu language, but also Swahili language which does not allow more than four consonant clusters like CCCCV but it is common in English language.

This observation is similar to that of Hassan (2014) who came up with similar findings where he revealed that certain consonant clusters that are not in Arabic consonants have different pronunciations, such as */sp/, /gr/, /spl/ and /str/.* These clusters were reported to be problematic for Arabic learners of English. Also, the insertion of short vowels in Arabic endeavors to facilitate the difficult pronunciation of initial consonant clusters. Nyaturu students uttered some sounds as they appeared in their spellings and the study revealed that students used the knowledge and experience from their mother tongue which has one to one correspondence between spelling and pronunciation. This means a word is pronounced directly from the way it appears which is quite different from English language. For example, words like *spray, characteristics* were pronounced *[sprai] for spray and*

[ʧaraktaˈristik] for characteristic. This implies that students apply the knowledge from their mother tongue to English language which resulted in mispronunciation of English words.

Assimilation Errors

From the field, assimilation errors were observed by four of the selected students when the researcher provided a pronunciation test. The analysis revealed words like *have to*, *that person*, *cupboard* was uttered *[hæftuː],* *[ʒæppen], [kʌbɔd]* respectively. A general observation to make here is that the sounds in the phrase *have to /hæftuː /* indicates that when the sound *v/* is simplified and finally uttered as */ f/* while in the word *cupboard [kʌbɔd]* indicate that when the sound */p/* is followed by */b/* sound normally sound */p/* is deleted. Therefore, a common reason for this problem is the changes of the sounds especially the adjacent sounds may happen because the tongue cannot always move quickly to get from one position to another in order to articulate the next sound.　Similar observations were made by Birjandi (2005) who revealed that assimilation occurs when one sound is influenced and changed by a neighboring sound. In partial assimilation, the targeted segment takes on the same but not all of the characteristics of the source segment.

Syllable Errors

During data collection, about 11 of the total students selected were identified to have syllable errors. From the field, the researcher used three words to test syllable errors which were *book*, *took* and *beat*. The findings showed that the word *book* was pronounced as *[buku], took* as *[tuku] and beat as [biti]* whereby the correct pronunciation of book is /bʊk/, beat is /biːt/ and took is /tʊk/. This is because English is a closed syllable in the sense that it ends with a consonant after the nucleus and Nyaturu is an open syllable in the sense that it ends with vowels. The findings revealed that the variation of English structure was a problem for most of the form one students since English to them is a second and sometimes a third language. Similar findings were identified by Masele (2001) reported mispronunciation of English words among students due to the variation in syllable structure between English and Nyaturu.　In Nyaturu, a word ends with a vowel while English ends with a consonant. Therefore, Nyaturu learners tend to pronounce English words by ending them with open syllables as they do in Nyaturu and other Bantu languages (Table 4).

Table 7: Differences in Syllables Structure between English and Nyaturu

Nyaturu word	Meaning	student's pronunciation	Standard English pronunciation	English syllable structure
Muntu (CVCCV)	(person)	*[pasoni]*	/pʒ:sn/	*CVCC*
Mwana (CCVCV)	(child)	*[chad]*	/ʧaild/	CVVCC
Igwe (VCCV)	(stone)	[stoni]	/stəʊn/	CCVVC
Isumbi(VCVCCV)	(guitar)	[gutari]	/giˈtɑ:/	CVCV
Ndaa (CCVV)	(stomach)	*[stomachi]*	*/stɔmək/*	*CCVCVC*

Source: Field data (2022)

In this study, the findings revealed that 15 (35%) students out of 35 faced difficulties when they pronounce some words like *person*s as *[pasoni]*instead of */pʒ:sn/*, child as *[chad]* instead of */ʧaild/*, stone as *[stoni]* instead of */stəʊn/*. Also, words with many phonemes on the onset, nucleus or coda created problems for students to pronounce them. Words like *participation /pa;tisipeiʃen/* were pronounced *[pa:tisisipeiʃeni]*. All students who participated in this study failed to correctly pronounce the word *psychology* and pronounced it as *[pisiʧoloji]*. In these circumstances, it is clear that pronunciation errors were due to differences in syllable structure between Nyaturu and English languages. A/*spy/* from *psychology* is pronounced as *[psai]* instead of */səi/* and [cho] from sound *[ʧɔ]* instead of /kɒ/.

Errors in Pronouncing Vowels

From the field, the study revealed that about 16 of the students who were selected had vowel errors. The findings revealed that both short and long vowels confronted students during pronunciation. For instance, the word *tough*has a short vowel and *bought* has a long vowel but both words have the same sound /ou/ tough- /t∧f/, bought /bɔ:t/. This study revealed that the vowel /i: / in the word *sea*t and /i/ in the word *bit,* could not differentiated by the students. Also, the sound /i/ was confused since they consider them as similar and contrasted in words like *bid /bid/, peace /pi:s/ and brief /bri:f/.* Similar findings were observed by Al-saidat (2010) who studied the English phonotactics of Arab learners of English. Al-saidat revealed that learners were unaware of the differences between the short and long vowels. As well, Dhillon (2016) came up with similar findings where he found that Arab learners of English unintentionally inserted an anaptyctic vowel at the onset

as well as in the coda of certain English words. Therefore, teachers are required to insist on how to differentiate long and short vowels to rectify the problem.

Teachers' Views on How to Address Pronunciation Errors

The study sought to get English teachers' views towards mispronunciation of English words amongst secondary school students in Ikungi Districts. Interviews were conducted with form one English teachers to collect the data for this objective. The interviews were designed to seek teachers' views about the techniques to rectify the mispronunciation errors.

Table 8: Techniques to be used to Reduce Mispronunciation

S/No.	Techniques to Reduce Mispronunciation	Number of Teachers Responded	%
1	The use of dictionary	5	71
2	Watching international English channels	5	71
3	Teachers Modelling	6	85
4	The use of different recorded English speeches	3	42
5	Organize competition	3	42
6	Treating the Problem of pronunciation earlier	4	57
7	Using appropriate methods and materials	4	57

Source: Field data (2022)

Discussions

The phonological differences between Nyaturu and English make it difficult or take longer for Nyaturu children to learn English language. This claim is supported by Ishaya (2014) who remarked that the problem existing in Nyaturu with regard to the pronunciation of English words is, however, not peculiar to Nyaturu. Research shows that children from other Bantu languages face pronunciation problems introduced by their first languages. The differences between these learners are seen in the vowels and consonants which do not exist in their first languages. For example, Mtavangu (2008) revealed that Hehe does not have a sound /*r*/ in their mother tongue; instead, they have /*l*/ sound hence they replace /*l*/ in words like a rock*.* The word rock /*rok*/ is often pronounced by Hehe children as lock *[lok].* Mwambula (2018) conducted research in Nyakyusa and revealed that phonological speech

sounds that are similar to English were easily learned and pronounced but learners faced some difficulties in pronouncing utterances that are not found in Nyakyusa but exist in English. For example, the voiced alveolar trill sound /r/, was pronounced as voiced alveolar lateral sound lateral sound /l/, voiceless dental fricative sound /ɵ/ was pronounced as voiceless alveolar fricative sound /s/. Therefore, to avoid such meaning deviation, students should be taught how to articulate sounds at the very early stage before puberty. This could be achieved through the communicative approach which advocates mastering the four language skills (writing, speaking, listening, and reading). Researcher postulates that English teachers should guide students to pronounce some of the sounds, syllables or words that seem to be problematic to the level of students for meaningful communication (Kumar, 2011).

The mispronunciation of words creates multiple meanings. It is clear that if a speaker mispronounces these words automatically it will result in the creation of multiple meanings. For example, when a speaker pronounces *[led]* instead of *red, /re:d/* the result is confusion since the listener gets a different meaning. A few things noted here were due to the transfer of knowledge from pronounce *[sprai] instead of /sprei/.* Brown (2000) once remarked that mispronunciation may affect learners even up to their adulthood since L1 and L2 rules conflict and errors are expected to be committed by foreign learners. Yule (2003), in his study, further maintained that mispronunciation of English words does not affect the listener only but both the listener as well as the speaker. Therefore, teachers should take responsibility as early as possible by correcting students whenever they commit errors in pronunciationL1 to L2 in which their L1 is Nyaturu in which words are pronounced as they appear in their orthography. The word *spray* was one of the examples where they mispronounced. Words from Nyaturu language make it difficult in learning of English language. This is similar to what was observed by Ishaya (2014) who argued that mispronunciation of words brings confusion in grasping meaning. Along with deviation of meaning, it is clear that students fail to learn the language when there is an extended mispronunciation of many words of the language. When students continue to mispronounce those words as they did, they will develop another language variety, and it will become difficult for them to learn and understand the language effectively. For instance, the researcher noted from student's pronunciation test that the

mispronounced words like street which some of them pronounced as *[sitrit], provide* as *[providi], scream as [sikrem], and recognize, [rekognizi], future [future]and psychology as[pisikoloji]*may lead to failure to learn English language.

Conclusion

The study was designed to examine all issues pertaining to pronunciation errors in Tanzanian secondary schools. The study aimed to analyze the types of pronunciation errors that students in secondary schools usually performed the teacher's views on pronunciation errors. Generally, the study used the transfer theory of learning to achieve the study objectives. Based on the pronunciation errors, the study has explained what happened when sound change in different contexts of word production. Under this part, issues about stress, syllables, vowel, consonant and assimilation were discussed. Furthermore, the study suggests that teaching pronunciation in classroom situations must be compulsory and not a request. Through this suggestion, teachers should check their pronunciation and that of their students and make some identification of sounds because a teacher's pronunciation to some extent may influence the variety of English spoken or other languages spoken by their students. Finally, teachers must know how English sounds are made, especially consonants and vowels and this will assist teachers to jot down and correct mispronunciation and differentiate sounds for students. Also, teachers should teach sounds clearly in classrooms. Sounds insertion is said to be more apparent when students are stretching out words to hear all the sounds or to write down the sounds they hear.

Recommendations

The study recommends in-service training and seminars for English language teachers in order to improve their teaching knowledge since most of teachers are just teaching through their experience rather than what they are supposed to teach due to the limited English input hence what they delivered to their students was inadequate. Moreover, the study recommends that teachers should create a conducive environment that will automatically make students feel proud and free to practice English. For instance, debating programme, English spelling program and dialogue of English should be part of the school

timetable. Furthermore, sustainable development could not be reached if second language learning is not emphasized seriously.

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Managing Distance Learning for Secondary School Students in Tanzania during the COVID-19 Outbreak: Challenges and Opportunities Implicating Educational Inequality

Elias Gebron Mshiu[1]., Juma Saidi Mwinjuma & Joyce Nemes
University of Dodoma [1,2,3]
eliasgebron2509@gmail.com[1]

ABSTRACT

This study explored the lived experiences of secondary school students in Moshi Municipality with distance learning amid the COVID-19 outbreak in Tanzania. Specifically, it explored the challenges and opportunities of learning amid the COVID-19 pandemic, and the roles assumed by parents and teachers to support secondary school students' distance learning. A qualitative approach, framed within the phenomenography research design, guided the present study. Nineteen secondary school students were purposively selected from four secondary schools in Moshi Municipality. Data were collected through in-depth interviews and focus group discussions. The collected data underwent a systematic inductive content analysis to identify emerging themes from the data. The findings indicate that different approaches or methods were utilised by students for distance learning, including printed materials for self-study, TV and radio programmes, online resources, and online interactive classes. However, challenges such as limited internet access and limited device availability emerged as significant hurdles. Additionally, emotional struggles, including loneliness and motivational issues, were evident, while the absence of peer interaction and concentration difficulties were notable concerns. On the positive side, flexible learning environments allowed for self-paced learning, skill development, and the exploration of personal interests. Students capitalised on the autonomy of distance learning to discover new abilities and passions. The present study recommends that teachers continue to explore innovative teaching methods, like recorded audio lessons and supplementary resources to enhance students' learning experiences. The study suggests provisional of professional development opportunities to equip educators with the necessary skills for effective distance teaching.

Keywords: COVID-19, Distance Learning, Phenomenography, Lived-Experiences, COVID-19 Pandemic

INTRODUCTION

Pedagogically, Tanzania's basic education system prior to the abrupt shift to distance learning amid the COVID-19 outbreak had its share of strengths and challenges (Nyamizi, 2022). In Tanzania, traditional pedagogical approaches dominate, relying heavily on face-to-face interactions between teachers and students in conventional classroom settings. While this allows for direct engagement, it often faces hurdles such as large class sizes, varying teacher quality, and limited resources (Kitosi, 2021). Pedagogical methods lean towards rote memorization, and there are discussions about the need for a more student-centered and interactive approach to enhance critical thinking skills (Bisanda, 2022). The effectiveness of the curriculum is a topic of debate, with some advocating for its modernization to align with contemporary educational theories and workforce demands (Oseni, 2017). The sudden shift to distance education caused by the COVID-19 pandemic prompts a reevaluation of pedagogical strategies, necessitating the incorporation of technology and innovative methods to maintain educational continuity in the face of unprecedented challenges.

COVID-19, caused by the novel coronavirus SARS-CoV-2, emerged in late 2019 and swiftly spread across the globe, becoming a formidable global health crisis (World Health Organization [WHO], 2020). With its rapid transmission and severe health implications, COVID-19 profoundly impacted all aspects of society, including education (UNESCO, 2021).The COVID-19 pandemic quickly escalated into a global pandemic, affecting virtually every country and region. Its impact has been unprecedented, resulting in significant loss of life, strained healthcare systems, and widespread socio-economic disruption (WHO, 2020a). African nations, including Tanzania, faced the daunting task of addressing the health crisis while grappling with the socio-economic repercussions (UNESCO, 2021). In response to the rapid spread of COVID-19, the Tanzanian government implemented various measures to mitigate its impact (Manyengo, 2021). These measures included the closure of educational institutions to safeguard the health and well-being of students, teachers, and the wider community (Msigwa, 2020). The closure of schools and the suspension of face-to-face learning posed significant challenges to the education system, disrupting the learning process and leaving educational stakeholders searching for alternative solutions (Matete et al., 2023; Seni,

2022). In this context, distance learning emerged as a viable strategy to ensure educational continuity amidst the pandemic (Bisanda, 2022). Distance learning, also known as remote learning or learning from home, involves the use of technology-mediated platforms and resources to facilitate teaching and learning outside of traditional classroom settings (Bisanda, 2016). This immediate alternative approach to learning offered an opportunity for students to continue their education remotely, albeit with unique challenges and opportunities (Ibrahim et al., 2020; Matete et al., 2023; Seni, 2022). Msigwa (2020) reports that various approaches or methods to facilitate distance learning for primary and secondary school students in Tanzania were adopted, and parents were requested to assist students with their learning. These approaches included: radio and television broadcasting, online classes, smartphone applications, private tutoring, and social media platforms. Manyengo (2021) reports that the Tanzania Institute of Education (TIE) collaborated with the private sector to prepare lessons that aired on television and radio programs. Stations like Azam TV, TBC, Upendo TV, Zuku TV, Clouds Plus and Azam TV are dedicated to providing distance learning for students to learn at home (Manyengo, 2021).

The shift to distance learning challenged educational stakeholders in unprecedented ways because teachers and schools had to rapidly adapt to new instructional methods, harness technology, and create engaging virtual learning environments (Manyengo, 2021; Msigwa, 2020). Presumably, students may have faced new hurdles, including limited access to technology, internet connectivity issues, and the need for self-directed learning (Seni, 2022). Parents and caregivers were thrust into the role of facilitators, supporting their children's education from home (Nyamizi, 2022). While the implementation of distance learning allowed educational systems to navigate the educational challenges presented by COVID-19, there remains a critical gap in understanding the variation in the lived experiences of students during this transformative period (Msigwa, 2020). Students' experiences, perceptions and the impacts of distance learning on their academic and socio-emotional well-being have yet to be fully explored. Understanding these lived experiences is vital for designing effective educational strategies and support systems that address students' unique needs and challenges. Against this backdrop, this study sought to delve into the subjective lived experiences of

secondary school students during the period of distance learning, providing insights into their challenges, opportunities, coping mechanisms, and lessons learned. Anchored in the Phenomenography research design, this paper discerns the variations in lived experiences within the overarching context of the COVID-19 pandemic for secondary school students in Tanzania. The structured categorization of student perceptions enabled a nuanced exploration, unravelling the tapestry of challenges encountered and prospects discovered. This study explored the lived experiences of secondary school students in Moshi municipality with distance learning during the COVID-19 outbreak in Tanzania. To attain this general objective, the study was guided by two specific objectives: (1) To identify the challenges and opportunities of learning amid the COVID-19 outbreak for secondary school students in Moshi municipality. (2) To explore the perceptions of secondary school students in Moshi municipality about the role played by teachers and parents in supporting their learning amid the COVID-19 outbreak. The following two research questions helped gathering of relevant data:

1) How challenging and privileging was it for secondary school students in Moshi municipality to learn during the COVID-19 outbreak?
2) How did parents and teachers support secondary school students in Moshi municipality with their learning during the COVID-19 outbreak?

Challenges and Opportunities of Distance Learning Amid COVID-19

With the onset of the COVID-19 pandemic, the global education landscape experienced unprecedented disruptions, leading to a prolonged closure of educational institutions (Flewelling, 2022). As a result, when distance learning emerged as the new normal, it presented both challenges and opportunities (Schleicher, 2020). A study conducted in Brazil by Sari and Nayır (2020) interviewed 65 primary school students who experienced distance learning during the COVID-19 pandemic. The study aimed to investigate the challenges students encountered and the strategies they employed to transform these challenges into opportunities. Content analysis indicated difficulties ranging from issues with internet access and limitations in infrastructure to managing virtual classrooms. Concerns were also raised regarding teachers' proficiency in ICT skills. To counter these challenges, students expressed a resolute intent to boost their 21st-century ICT skills and

enhance their ICT infrastructure. Although the study provides important insights regarding the challenges faced by primary school students in Brazil, it does not cover the perceived opportunities associated with distance learning during the COVID-19 outbreak. Therefore, the present study contributes knowledge on both the perceived challenges and opportunities of distance learning for secondary school students in Tanzania.

Likewise, in the Philippines, Gula (2022) investigated the obstacles faced by speech students adjusting to distance learning during the COVID-19 pandemic. Through a descriptive analysis, findings revealed low student motivation, the struggle to maintain interest in subjects, and delayed assignment submissions due to the decentralized nature of their learning environments. Notably, internet connectivity issues mirrored those identified in the Brazilian study by Niemczyk et al. (2021). In response, teachers assumed an active role in rekindling student motivation, engaging in consistent follow-ups with parents, and simplifying learning materials to boost engagement. Moreover, a meta-synthesis conducted by Shagiakhmetova, Bystritskaya, Demir, Stepanov, Grishnova and Kryukova (2022) examined 23 pertinent studies in Russia, focusing on the challenges faced by secondary school students during the transition to distance learning caused by the sudden COVID-19 outbreak. Findings indicated that limited internet access and insufficient technological resources in various regions across Russia impeded students' ability to fully engage in effective distance learning, leading to feelings of inadequacy. The findings also highlighted teachers' efforts in motivating their students, with evident disparities among students with special needs and those in under-resourced areas. Findings further pinpointed the relative lack of attention given to younger students in Russia, accentuating the pressing need for professional development training for teachers in these contexts. The findings of this study inspire curiosity and contemplation among educational stakeholders in Tanzania, particularly in the context of distance learning amid the COVID-19 pandemic for primary, secondary and tertiary education students, as in how different student groups manage distance learning amid COVID-19. The present study explored the perceptions and experiences of secondary school students in Tanzania with distance learning during the COVID-19 pandemic, however, more studies are needed to explore other groups of learners, such as those with special

educational needs. Ionescu, Paschia, Nicolau, Stanescu, Stancescu, Coman, and Uzlau (2020), conducted an analysis of the sustainability of the e-learning system implemented in Romania in response to the havoc induced by the COVID-19 outbreak. The study involved teachers, students, and parents to respond to questionnaires. The findings indicated that students viewed distance learning as a practical and sustainable learning solution. However, it was also found that this approach to learning required robust collaboration between parents and teachers and a watchful eye on students' behaviour to address potential effects stemming from the ever-evolving learning and social realities. The present study is designed to further explore the role played by parents and teachers to support learning for secondary school students in Tanzania.

On a different note, Rasmitadila et al. (2020) ventured into exploring the perceptions of primary school students in Indonesia who participated in the "School from Home" program during the COVID-19 pandemic. Their study, comprising surveys and semi-structured interviews involving 67 students, identified four primary themes: technical obstacles, student conditioning, student participation, and the online teaching experience. The crux of the matter lay in the scarcity of digital devices among parents, coupled with unreliable internet connectivity, especially in peripheral areas. These challenges cast a significant shadow on the nature of instructional activities that could be conducted effectively. Conversely, in Kenya, Mabeya (2020) embraced a mixed-method approach, surveying 30 primary and secondary school students in the Rungwe Sub-County. The study exposed the stark limitations in supportive infrastructure, notably the dearth of electricity and internet connectivity in the region. Students, in large part, were without the essential digital devices needed for effective distance learning. Moreover, the need for students to adapt to a non-school environment was a challenging transition. The synthesis of the reviewed literature uncovers several critical insights into the learning experiences of students worldwide during the COVID-19 pandemic. Common themes include the challenges of adapting to distance learning, the significance of digital infrastructure, and the role of educators in supporting students' transition to distance education (Sari & Nayır, 2020; Gula, 2022; Shagiakhmetova, 2022; Ionescu, 2020). From the review, it was evident that the existing literature has made significant

contributions to understanding the implications of COVID-19 pandemic-induced distance learning, but it leaves a notable knowledge gap. The body of literature predominantly documents the experiences in developed countries, and there is a lack of in-depth investigation into the challenges faced in low-income regions, including Tanzania. In addition, the literature contains a majority of studies conducted during the onset of the pandemic, leaving a dearth of evidence-based knowledge in the post-pandemic era. Therefore, the present study seeks to address this gap by providing a detailed examination of the experiences and challenges faced by secondary school students in Moshi municipality during the COVID-19 pandemic. By doing so, the current study aims to contribute to the broader understanding of distance learning in Tanzania's basic education and uncover the strategies to enhance equitable access to education. The research objectives and questions of the present study were directed toward filling this critical knowledge gap and ultimately improving educational planning and practices in similar circumstances in the future. The present study is significant because it extends the current understanding of distance learning in Tanzania, particularly at the basic education level, offering insights into the lived experiences of students in challenging circumstances. Ultimately, it may inform policies and practices to better support students in accessing quality education during unforeseen educational emergencies.

Methodology

This study adopted a qualitative research approach. The qualitative approach was deemed the most suitable method for probing into the complex phenomena of distance learning during the COVID-19 pandemic (Flewelling, 2022) as it allowed for an in-depth exploration of the lived experiences and perceptions of the participants. In Tanzania, the COVID-19 outbreak forced secondary school students to learn remotely due to nationwide school closure, henceforth, presenting both challenges and opportunities (Manyengo, 2021). A research design, rooted in phenomenography was chosen (Basil, 2021). This framework was particularly suitable for exploring the variation in the lived experiences of students while learning amid the COVID-19 pandemic. The study was situated in Moshi, a municipality in Tanzania. The researcher's insider status within this community allowed for a nuanced understanding of cultural and contextual factors, although steps were taken to address potential

biases associated with this position. The study's population encompassed all secondary school students in Tanzania, a group profoundly affected by the sudden shift to distance learning. The purposive sampling technique ensured a diverse and representative sample of nineteen informants who were obtained based on the principle of saturation in qualitative research. The inclusion criterion was that they had to be in either Form IV or Form V, given that they must have experienced distance learning during the 2020 COVID-19 outbreak, which occurred when they were in form one or form two, respectively. Therefore, the exclusion criterion was for all students below Form IV in the year 2023. To ensure that the chosen schools accurately represented the population of interest, this study employed purposive sampling techniques based on several inclusion criteria, such as regional diversity, public and private schools, and resource availability.

Data collection methods included in-depth interviews (IDIs) and focus group discussions (FGDs), providing rich insights into students' experiences. IDIs were conducted with a total of nine secondary school students from four secondary schools in Moshi municipality. To structure the interviews, the researcher thoughtfully developed a semi-structured interview guide that comprised open-ended and probing questions. This guide was designed to explore the participants' firsthand experiences with distance learning during the COVID-19 outbreak in 2020. The interviews were conducted face-to-face, providing an intimate and comfortable setting for the participants. These interview sessions took place in private offices allocated by the school heads or, in some instances, by the school's academic coordinator. Notably, the researcher maintained a detailed record of the interviews, capturing not only verbal responses but also valuable nonverbal cues and contextual information. FGDs were held to engage participants in an in-depth discussion regarding their lived experiences surrounding distance learning amid the COVID-19 outbreak in Tanzania. To create a conducive and confidential environment, the FGDs were held in private, quiet rooms within the school premises. Participants were assured of the confidentiality of their responses, both during and after the discussions. The FGDs were guided by a semi-structured questionnaire featuring open-ended and probing questions. The medium of communication during these discussions was Swahili, the national language of Tanzania. This choice was made to facilitate participants' comfort and ease

of expression. Detailed notes from the FGDs were prepared and systematically analyzed to identify recurring themes and patterns in participants' responses. The qualitative data analysis in phenomenography, as described by Hajar (2021), follows a systematic process aimed at revealing variations in individuals' experiences or conceptions of a phenomenon. In this study, the phenomenon was distance learning amid the COVID-19 pandemic, and data were meticulously analyzed to uncover the diverse learning experiences of secondary school students in the context of learning during the COVID-19 outbreak. The initial phase of the analysis involved a comprehensive process of data familiarization.

The researcher engaged in multiple readings to immerse themselves in the Participants' responses. The second step involved open coding of the data. Subsequently, the coded units were grouped into broader units. This meant a meticulous examination of commonalities and disparities within the data. Then, we allowed for themes to emerge from the data, uncovering the different approaches adopted by secondary school students to facilitate their learning during the COVID-19 pandemic. We reviewed the emerging themes several times to see if they required any more development or refinement. In the final step, we attempted to assign meaning to the themes that emerged from the data. In the present study, ethical considerations played a paramount role, adhering to established procedures to ensure the rights and well-being of participants were upheld. Informed consent was diligently obtained through ethical clearance, research permits, and permissions from relevant authorities. All participants received comprehensive briefings about the study, their rights, and the option to withdraw at any point. Confidentiality and anonymity were strictly maintained, with pseudonyms assigned to protect participants' identities. To minimize harm, interactions occurred within secure and familiar school environments. Robust data storage and security measures, including password protection, were employed. The study demonstrated a deep respect for the diverse cultural and religious practices in Moshi, Tanzania. Finally, in the dissemination of findings, privacy and dignity were rigorously preserved to maintain the ethical integrity of the study, with the potential to inform educational planning, policies and practices related to distance education provision in Tanzania basic education.

Findings

In this study, the data coding process followed a systematic approach informed by the phenomenography design (Hajer, 2021) to identify and categorize meaningful units of information from the interview notes and focus group discussions. The goal was to capture the essence of participants' experiences and perceptions regarding three specific objectives, namely: [1] To identify the challenges and opportunities of learning amid the COVID-19 outbreak for secondary school students in Moshi municipality [2] To explore the perceptions of secondary school students in Moshi municipality about the role played by teachers and parents in supporting their learning during the COVID-19 outbreak.

Challenges and Opportunities of Distance Learning Amid COVID-19

Objective one of the present study focused on exploring the challenges and opportunities secondary school students experienced in their learning experiences during the COVID-19 outbreak. In exploring this theme, prominent categories or sub-themes that emerged from the data were challenges in accessing technology, social isolation and motivational challenges, while opportunities included flexible learning.

Challenges in Accessing the Internet and Technology

Participants' responses concerning challenges in accessing technology and the internet were coded when students discussed difficulties related to online resources, virtual classes, networks, and signal challenges. These responses were grouped under "Challenges in Accessing the Internet and Technology."This finding encompasses a range of difficulties that students encountered while adapting to distance learning during the pandemic. For instance, Participant 1, a student from School M, shed light on a notable challenge related to radio classes. They candidly pointed out that while radio classes were undoubtedly a valuable resource, external noise and disruptions, particularly due to adverse weather conditions, posed significant obstacles to their effectiveness. In their own words,

> The radio classes were helpful, but sometimes it was hard to
> hear the teachers clearly because of the noise outside. And

> when it rained, the signal would get disrupted *(Participant 1, Interview, Form IV, School M, 23rd July 2023)*

When asked about potential improvements to their distance learning experience, Participant 1 expressed a genuine desire for better radio reception and the availability of someone to address their questions and concerns.

> Having a radio with better reception, I guess. And maybe someone to answer my questions when I didn't understand something *(Participant 1, Interview, Form IV, School M, 23rd July 2023)*

This underscores the practical and immediate measures that could have been taken to mitigate such environmental challenges and foster more effective learning experiences for students engaged in radio-based distance learning initiatives (Matete, et al., 2023). In another interview, Participant 2, also from school M, revealed another challenge related to the online class timetable. They mentioned that online classes were sometimes scheduled at inconvenient hours due to time zone differences from the online teachers whose classes are made available across different countries. In their own words, they stated that

> *There were times when the online classes were scheduled at unsuitable hours because of the time difference with the online teachers. It disrupted my daily routine, and I couldn't plan my day properly (Participant 2, Interview, Form IV, School M, 23rd July 2023)*

In the above statement, it is highlighted that this backdrop disrupted their daily routines and made it challenging to plan their days effectively. This finding uncovers the need for flexibility in planning distance learning programs to accommodate all students. Furthermore, when the same participant was prompted to share any learning experience with other approaches to learning, they had this to say,

> They sent some materials through WhatsApp, but it wasn't the same as having textbooks. I missed having physical books to study from *(Participant 2, Interview, Form IV, School M, 23rd July 2023)*

When the same Participant was probed to share what could have improved their learning experience, Participant 2 emphasized the importance of having a reliable internet connection and a fixed class schedule.

> I think having a reliable internet connection, and a fixed class schedule would have made a big difference *(Participant 2, Interview, Form IV, School M, 23rd July 2023)*

This reiterates the significance of addressing internet connectivity issues and providing structured learning environments for students., as another significant challenge faced by students was the lack of access to digital devices. Participant 3 from school M highlighted this issue, mentioning that they couldnot join online classes due to the lack of a computer or smartphone.

> I didn't have a computer or a smartphone, so I couldn't join online classes like some of my classmates *(Participant 3, Interview, Form IV, School M, 24th July 2023)*

This points to the digital divide and underscores the need for initiatives to provide students with access to essential technology for distance learning and self-study (UNESCO, 2021). It also addresses the digital divide and the disparities in access to technology among students in Tanzania (Msigwa, 2020), as similar experiences were recollected by Participant 5 from School M, emphasizing the absence of gadgets like tablets and a stable internet connection.

> We didn't have gadgets like tablets or a stable internet connection. So, we used books and notes from before *(Participant 5, Interview, School M, 25th July 2023)*

This finding underscores the resourcefulness of students in adapting to challenging circumstances. However, it also highlights the disparities in access to technology and the need for equitable solutions to bridge the digital divide. Similar experiences were also recalled during a focus group discussion with participants. For example, participant 3 from School X shared that,

I struggled with access to the internet. Sometimes, I couldn't join online classes because of poor connectivity *(Participant 3, FGD, Form IV, School X, 1ST August 2023)*

These challenges collectively demonstrate the multifaceted nature of the difficulties in learning secondary school students experienced amid the COVID-19 outbreak. They emphasize the importance of addressing issues related to technology access, scheduling, and environmental factors to enhance the quality of distance learning experiences. This adaptability reflects their determination to learn and highlights the opportunities for innovative learning approaches.

Social Isolation and Motivational Challenges
This theme uncovers secondary school students' conceptions of the emotional toll of social isolation, loneliness, focus, and motivational challenges during their distance learning experiences amid the COVID-19 outbreak. These responses were categorized under "Social Isolation and Motivational Challenges," providing insight into the varied ways in which students perceived and navigated these challenges. Participants in FGD shared their experiences regarding the emotional challenges they faced during distance learning. For example, Participant 1 from School X described the difficulty of staying motivated without the presence of their friends, highlighting loneliness as a significant issue.

I found it challenging to stay motivated without my friends around. Loneliness was a big issue *(Participant 1, FGD, Form IV, School X, 1st August 2023)*

This sentiment was echoed by Participant 2 from the same group, who emphasized the impact of loneliness on their motivation and focus.

Indeed… loneliness was tough. But for me, managing my time and staying focused was the biggest challenge *(Participant 2, FGD, Form IV, School X,1st August 2023)*

These responses illustrate how secondary school students experienced loneliness differently and how it influenced their motivation and concentration, aligning with the principles of phenomenography that

recognize the variation in experiences surrounding a common phenomenon (Marton, 1986; Basil, 2021). When prompted to describe other challenging aspects of learning from home during the COVID-19 outbreak, participants raised concerns about the lack of interaction with teachers. Participant 1 from School Z expressed the difficulty of getting immediate assistance.

> The biggest challenge for me was the lack of interaction with my teachers. It was hard to get immediate assistance *(Participant 1, FGD, Form V, School Z, 2nd August 2023)*

Participant 3 from the same group shared their struggle with self-motivation and the ease of distraction while studying at home.

> I struggled with self-motivation. It was easy to get distracted at home *(Participant 3, FGD, Form V, School Z, 2nd August 2023)*

Interestingly, Participant 4 from the same group had a different perspective, emphasizing the increased workload and numerous assignments as their primary challenge.

> For me, the workload increased. It felt like we had more assignments to complete *(Participant 4, FGD, School Z, 2nd August 2023)*

Despite these challenges, it's worth noting the determination and resilience displayed by students like Participant 6 from School Y, who, despite feelings of loneliness, continued their studies with perseverance.

> The TV programmes didn't cover everything… and it got a bit lonely studying alone… But I knew I had to keep going *(Participant 6, Interview, School Y, 27 July 2023)*

This resilience showcases the students' commitment to their education even in challenging circumstances.

Opportunity for Flexible Learning
In line with the phenomenographic framework that underpins this study, Objective Four delves into secondary school students' perspectives on the

positive aspects of distance learning, particularly during the COVID-19 outbreak. Data reflecting the newfound flexibility in students' learning routines or the ability to explore subjects of personal interest were categorized as "Opportunities for Flexible Learning" revealing the various ways in which students harnessed flexibility in their learning experiences. For example, participants in focus group discussions shared insights into the positive experiences they encountered during distance learning. Participant 4 from School X expressed their enjoyment of self-paced learning, allowing them to delve deeper into topics of personal interest.

> Well, I discovered that I enjoy self-paced learning. I could dig deeper into topics I liked *(Participant 4, FGD, Form IV, School X, 1ˢᵗ August 2023)*

Participant 5 from the same group highlighted how the flexibility of distance learning enabled them to acquire new skills, such as video editing, which they might not have explored in a traditional school setting.

> I agree. I picked up new skills, like video editing, which I wouldn't have done in regular school *(Participant 5, FGD, Form IV, School X, 1ˢᵗ August 2023)*

These responses underscore the value of flexibility in allowing students to pursue their interests and develop skills beyond the traditional curriculum. Participant 1 from School X mentioned how distance learning brought them closer to their family, providing an opportunity for family members to study together and offer academic support.

> I got closer to my family. We studied together, and my parents helped me with my subjects *(Participant 1, FGD, Form IV, School X, 1ˢᵗ August 2023)*

This finding highlights the potential for distance learning to foster family engagement and support in education. Participant 9 from School Y discussed how the flexibility of distance learning allowed them to explore their interests further, such as joining a virtual coding club.

> One thing that stands out is that I had more time to explore my interests. I joined a virtual coding club organized by a nonprofit. I've always been curious about coding, and this was a fantastic chance *(Participant 9, Interview, Form IV, School Y, 28th August, 2023)*

Others, like Participant 1 from School Z, noted improvements in time management and independence in their studies.

> I got better at managing my time and being independent in my studies *(Participant 1, FGD, School Z, 2nd August 2023)*

Participant 2 from the same group emphasized how distance learning enhanced their computer skills, demonstrating the positive impact of flexible learning on digital literacy.

> I improved my computer skills. Before, I hardly knew how to use online platforms *(Participant 2, FGD, School Z, 2nd August 2023)*

Additionally, Participant 3 shared their experience of discovering effective study strategies like creating a study schedule.

> I found new ways to study effectively, like creating a study schedule *(Participant 3, FGD, School Z, 2nd August 2023)*

These findings highlight the positive aspects of flexibility in the context of distance learning during the COVID-19 outbreak, aligning with the phenomenographic framework that acknowledges the diversity of experiences within a phenomenon. These findings also highlight the importance of nurturing students' independence in learning.

The Roles Played by Teachers and Parents in Supporting Secondary School Students' Learning during the COVID-19 Outbreak

Objective two of the present study aimed to delve deeply into the perceptions of secondary school students in Moshi Municipality concerning the roles played by their teachers and parents in supporting their distance learning surrounding the COVID-19 outbreak. Participants' responses about the

support provided by teachers and parents were coded and categorized into several sub-themes: availability for consultation, guidance, and assistance, as well as motivation and encouragement. Therefore, the following discussion is centred on the identified themes or categories, offering a comprehensive understanding of the participants' lived experiences. Data for this objective were collected from ten form IV students and nine form V students who were recruited from four secondary schools in Moshi municipality.

Availability for Consultation

Participants in this study widely appreciated the accessibility of their teachers during the pandemic. Participant 4 expressed that their teachers were consistently available via phone calls, providing an immediate channel for students to seek guidance and support. This accessibility offered a lifeline for students navigating the challenges of distance learning.

> The teachers were great. They were available for extra help when we needed it *(Participant 4, FGD, School X, Form IV, 1ˢᵗ August 2023)*

Supportively, the same ideas were shared by Participant 1 from school Z, who had this to say:

> My teachers were always available through phone calls *(Participant 1, FGD, Form V, School Z, 2ⁿᵈ August, 2023)*

The adaptability of teachers in utilizing digital platforms was a recurring theme. Participant 5, from School M, described the efforts made by their teachers to provide learning materials through WhatsApp, a popular messaging application. Additionally, students had the option to seek clarification through phone calls, emphasizing the commitment of teachers to facilitate learning despite the limitations of distance education.

> *Our teachers tried their best, but it was tough. They sent us materials through WhatsApp, and sometimes we could call them with questions. But it wasn't the same as being in a real class (Participant 5, Interview, Form IV, School M, 26ᵗʰ July, 2023)*

These responses highlight the resourcefulness of educators in leveraging digital tools to bridge the physical gap between them and their students (Bisanda, 2021; Matete, et al., 2023). Participant 3, from School Z, noted how some teachers sent audio lessons, which significantly contributed to their understanding of challenging topics.

> *Some teachers sent us audio lessons, which was helpful for understanding difficult topics (**Participant 3, FGD, Form V, School Z, 1ˢᵗ August, 2023**)*

Similarly, in a different focus group discussion at School X, a participant highlighted how teachers provided students with extra resources, creating opportunities for deeper exploration of subjects.

> *Our teachers gave us extra resources to explore, which was great (**Participant, FGD, School X, Form IV, 1ˢᵗ August, 2023**)*

The efforts made by teachers to support their students, as exemplified by participants' quotes, can foster positive teacher-student relationships.

Encouragement and Motivation

In the realm of parental support, Participant 2, from School Z, eloquently described how their parents played a pivotal role in maintaining their motivation. By creating a study-friendly atmosphere at home, parents became crucial motivators, fostering an environment conducive to effective learning.

> *My parents were great at keeping me motivated. They created a study-friendly atmosphere at home (**Participant 2, FGD, Form V, School Z, 2ⁿᵈ August, 2023**)*

Although some parents might not possess advanced technological skills, they played an essential role in encouraging independent learning. Participant 3, from a different focus group discussion at School X, noted that while their parents may not have been tech-literate, they encouraged self-reliance in their studies.

> *My parents didn't know much about technology, but they encouraged me to learn independently (Participant 3, FGD, Form V, School X, 1st August, 2023)*

Moreover, in an interview with Participant 5 from School M, the role assumed by parents to motivate and encourage their children to learn in the wake of the pandemic was expressed.

> *My parents…they encouraged me to keep going. They knew it wasn't easy (Participant 5, Interview, Form IV, School M, 26th July 2023)*

The Participant's statement emphasizes that parents provided vital emotional support and motivation to persist in their studies. The phrase "they encouraged me to keep going" underscores the importance of parental support in maintaining a positive outlook and determination to continue learning under less-than-ideal circumstances.

Guidance and Assistance

Participants in the present study shared their appreciation for the supporting role played by their parents in the wake of distance learning surrounding the COVID-19 outbreak. For example, when Participant 1 attending School M was prompted to share their experience, they had this to say:

> *My parents tried their best. They would listen to the radio classes with me sometimes and assisted me with the worksheets (Participant 1, Interview, Form IV, School M, 24th July 2023)*

The Participant's statement "My parents tried their best" suggests that parents recognized the significance of their child's education and were willing to make efforts to support it. The phrase "tried their best" indicates that parents were dedicated to helping their children adapt to the new learning environment brought about by the pandemic. The statement also mentions that parents would "listen to the radio classes with me sometimes." This act of participating in radio classes with their child demonstrates the parents' engagement in the learning process. It indicates that they were not merely passively supporting but actively involving themselves in their child's

education. This participation likely served multiple purposes, including enhancing the child's understanding of the content, providing companionship, and fostering a sense of shared commitment to learning. On a similar note, during a focus group discussion with Participants attending School Z, Participant 4 emphasized the practical assistance provided by their parents. Parents played an active role in setting up a dedicated study space and holding their children accountable for their studies, reinforcing the importance of structure:

> *My parents helped me set up a study space and kept me accountable* **(Participant 4, FGD, Form V, School Z, 2nd August, 2023)**

Participant 6 from School Y shared a different perspective. They indicated that their parent's involvement in their schoolwork was limited due to their busy work schedules. This observation underscores the significance of recognizing diverse family dynamics and the need for flexible support structures.

> *My parents couldn't help me much with schoolwork. They were busy with their jobs* **(Participant 6, Interview, Form V, School Y, 27th July, 2023)**

Participants' responses highlight the adaptability of teachers in utilizing digital platforms to provide materials and support to their students. This adaptability is crucial in ensuring continuity in education during challenging times and emphasizes the need for ongoing professional development for educators in remote teaching methods.

Discussion

The findings regarding challenges in accessing the internet and quality of technology emphasize the critical need for educational institutions to consider the environmental context when planning and implementing distance learning programmes, as highlighted by previous research (Agyekum, et al., 2021). In this specific case, providing students with better-quality radio receivers or devising mechanisms to minimize external noise disturbances could have significantly enhanced their learning experiences. This underscores the practical and immediate measures that could have been taken to mitigate such

environmental challenges and foster more effective learning experiences for students engaged in radio-based distance learning initiatives (Matete, et al., 2023). Moreover, this points to the digital divide and underscores the need for initiatives to provide students with access to essential technology for distance learning and self-study (UNESCO, 2021).

It also addresses the digital divide and the disparities in access to technology among students in Tanzania (Msigwa, 2020), as similar experiences were recollected by Participant 5 from School M, emphasizing the absence of gadgets like tablets and a stable internet connection. These challenges collectively demonstrate the multifaceted nature of the difficulties in learning secondary school students experienced amid the COVID-19 outbreak. They emphasize the importance of addressing issues related to technology access, scheduling, and environmental factors to enhance the quality of distance learning experiences. Nevertheless, despite these challenges, students showcased their adaptability and resilience in the face of adversity (Seni, 2022). They utilized various resources, including radio and printed materials, to continue their education (Manyengo, 2021). This adaptability reflects their determination to learn and highlights the opportunities for innovative learning approaches. Nevertheless, against this backdrop secondary school students yet showcased their commitment to learning even in challenging circumstances. The diversity in challenges and the coping mechanisms among participants reflect the varied ways in which secondary school students perceived and experienced the impact of distance learning on their motivation and focus (Schleicher, 2020). These findings highlight the emotional and motivational challenges that students faced during the COVID-19 outbreak, shedding light on the multifaceted nature of these issues. These challenges align with the theoretical framework of phenomenography, which emphasizes the diversity of experiences within a phenomenon (Basil, 2021). In addition, the importance of immediate teacher assistance and guidance should not be underestimated. Developing channels for students to seek timely help could alleviate some of the motivational and focus-related challenges surrounding distance learning (Bisanda, 2021). Furthermore, the emotional toll of loneliness and lack of social interaction should also raise awareness of the importance of mental health support within the basic educational context (UNESCO, 2021). Encouraging students to reach out for help when needed

and providing access to counselling services can be crucial in mitigating these challenges in the future.

The findings regarding the opportunity for flexible learning highlight the positive aspects of flexibility in the context of distance learning during the COVID-19 outbreak, aligning with the phenomenographic framework that acknowledges the diversity of experiences within a phenomenon. Educational institutions in Tanzania can draw lessons from these experiences to enhance flexibility in planning for distance learning programs in the future (Msigwa, 2020; Seni, 2022; Matete, et al., 2023). Encouraging self-paced learning, providing opportunities for skill development beyond the curriculum, and promoting effective time management and digital literacy skills can contribute to a more flexible and adaptive learning environment. Moreover, recognizing the potential for family engagement in students' education, institutions can explore ways to involve parents or guardians in the learning process, fostering a supportive home environment (Flewelling, 2022). These findings also highlight the importance of nurturing students' independence in learning. Educational institutions can consider incorporating more independent learning opportunities into their programmes. On the other end, teachers' willingness to utilize audio lessons and provide extra resources reflects their adaptability and innovative teaching approaches (Flewelling, 2022). These strategies can enhance comprehension and engagement, especially in remote learning environments. The provision of extra resources allows students to delve deeper into subjects and explore their interests because it contributes to a more holistic and engaging learning experience (Gula, 2022). The efforts made by teachers to support their students, as exemplified by participants' quotes, can foster positive teacher-student relationships. The findings of the present study also reflect the significant role that parents played in motivating and encouraging students during the challenging period of distance learning amid the COVID-19 pandemic. The Participant's statement emphasizes that parents provided vital emotional support and motivation to persist in their studies. The phrase "they encouraged me to keep going" underscores the importance of parental support in maintaining a positive outlook and determination to continue learning under less-than-ideal circumstances.

Surrounding the COVID-19 outbreak where students faced various obstacles, including limited access to technology and learning resources (Gula, 2022), the role of parents in offering emotional support becomes particularly crucial (Mabeya, 2020). The statement suggests that parents recognized the difficulties their child was facing and actively supported them by offering words of encouragement. This support likely helped the student overcome feelings of frustration, isolation, and other challenges associated with remote learning. Furthermore, this finding underscores the importance of open communication between parents and students. Parents who were aware of the challenges their children faced in adapting to distance learning were better positioned to provide the necessary encouragement (Msigwa, 2020). These comprehensive findings provide rich insights into the multifaceted roles played by teachers and parents in supporting students' learning during the COVID-19 outbreak (Mabeya, 2020; Rasmitadila, et al., 2020; Flewelling, 2022). Participants' responses highlight the adaptability of teachers in utilizing digital platforms to provide materials and support to their students. This adaptability is crucial in ensuring continuity in education during challenging times and emphasizes the need for ongoing professional development for educators in remote teaching methods. Parents emerge as significant motivators and facilitators of effective learning (Nyamizi, 2022; Msigwa, 2020). The emphasis on study-friendly spaces and accountability underscores the importance of a supportive home environment in a student's educational journey (UNESCO, 2021). Encouraging independent learning and digital literacy skills is essential, especially when parents may not be proficient in technology. This reflects the need for a comprehensive approach to education that considers both in-school and at-home learning environments (Ionescu, et al., 2020). Acknowledging that some parents may have limitations, such as busy work schedules, highlights the need for flexible support structures that accommodate various family dynamics. This recognition underscores the importance of equity and inclusivity in educational support (UNESCO, 2021; Schleicher, 2020; Msigwa, 2020).

Recommendations
Informed by these findings, the present study recommends that teachers continue to explore innovative teaching methods like recorded audio lessons and supplementary resources to enhance students' learning experiences.

Furthermore, the study suggests providing professional development opportunities to equip educators with the necessary skills for effective distance teaching.

Limitations of the Study

It is important to acknowledge some limitations of this study. First, the findings may be context-specific to the selected location of the study, and caution should be exercised when generalizing the results to other settings. Additionally, the qualitative nature of the study limited the ability to establish and quantify the prevalence of the impact of distance learning to secondary school students in the wake of the COVID-19 pandemic. However, the rich and detailed insights obtained through qualitative methods contributed valuable knowledge and understanding of the phenomenon understudy. Future research could expand on these findings by conducting comparative studies in different geographical regions and exploring the effectiveness of specific interventions or programs aimed at improving distance learning approaches in Tanzania basic education.

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The Challenges of Managing Extracurricular Activities for Pre-Primary Children's Physical Development in Meru District Council-Arusha

Flora Nashon Nyaisa
The Open University of Tanzania
flora.nyaisa@out.ac.tz

ABSTRACT
Globally, extracurricular activities promote children's readiness to master their physical, social, emotional and cognitive development. This study assessed the challenges in managing extracurricular activities toward children's physical development. The Administrative management theory by Henry Fayol and Froebel's Play Theory was employed in this study. The study employed semi-structured interviews with five pre-primary teachers, five head teachers and five sports teachers. The findings suggest the existence of the following challenges: the shortage of playing facilities in schools, a lack of some children's interest in participating in extracurricular activities, a lack of in-service training on handling extracurricular activities which promote children's physical development, tight school timetables and schedules with no space for extracurricular the participants also shortage of funds to run extracurricular activities. To address the challenges, schools started small projects for fundraising, promoting teachers' mentorship and collaboration among schools to share knowledge and skills on how extracurricular activities encourage children's physical development. Schools frequently meet with parents to emphasise the importance of extracurricular activities to their children's physical development. The study recommended that the school management team educate parents on the importance of extracurricular activities. Further, research needs to be done on the influence of physical development on a child's academic achievement.

Keywords: Extracurricular activities, Physical development, Pre-primary children

INTRODUCTION

Extracurricular activities present educational manifestations from the level of non-formal activities. They are comprised of academic, physical, and artistic activities that are generally planned, implemented, and assessed at the level of educational institution individually for each class in addition to the subjects included in the framework curriculum and the school-based curriculum (Jucan & Ungurasn 2023). Pre-primary education enables children to engage in extracurricular activities, contributing to their holistic social, cognitive, emotional, and physical development. Extracurricular activities at pre-primary schools encompass a range of activities, including sports, which entail running, jumping, swinging, sliding, clapping hands, crowing, pushing, rolling, inhaling and exhaling, walking in a straight line, sports, arts, music, dance and drama. Instructing pre-primary children necessitates educators to employ greater creativity in imparting information to children through extracurricular activities. Due to their limited attention span, it is imperative to incorporate extracurricular activities within learning hours. Extracurricular activities originated in Europe during the early 19th century to oversee and manage students outside regular class hours. During that period, extracurricular activities were known as after-class activities (Park & Zhan, 2017). The earliest extracurricular activities such as debates, fraternities, and sororities encompassed literacy groups at prestigious institutions like Harvard and Yale University. Subsequently, athletic clubs were introduced in American schools (Casinger, 2011). The advancement of extracurricular activities in the United States has positively impacted students' moral and academic growth. Since then, extracurricular activities have been implemented in various schools and colleges worldwide, and their impact is closely related to the attainment of social, physical, emotional and cognitive development.

Extracurricular Activities

Extracurricular activities in Tanzania pre-primary schools are implemented within and outside the class hours; the involved schedules within the pre-primary timetable include morning circle for twenty-five minutes, learning corners for 40 minutes, learning activities for twenty minutes per each period, break time for 35 minutes and during reflection circle for 10 minutes (URT, 2016). Mastering artistic skills as one of the identified competencies in the

pre-primary curriculum directly links children's physical development as it covers a variety of extracurricular activities within learning hours. The competence has two main objectives, which are directly related to physical development through extracurricular activities, mastering creative arts by using hands where in this specific objective, children in pre-primary classes perform various activities including but not limited to drawing, colouring, clapping hands, grouping objects according to their shapes. Another specific competence involves mastering creative arts involving the whole body, including running, walking, jumping, pushing and pulling objects, walking in a straight line, sitting in a circle, inhaling and exhaling, and playing different games. Performing and mastering artistic skills helps children balance their body movement, growth of strong muscles, healthy growth of bones, and more physical relaxation abilities. Numerous studies have examined the substantial advantages of engaging in extracurricular activities in enhancing children's overall development. An example of this phenomenon may be observed in the research conducted by Eccles and Fredricks (2010), whereby it was shown that students engage in a diverse range of extracurricular activities beyond the official curriculum. These activities encompass athletics, performing arts, academic pursuits, and volunteer work.

Moreover, Martinez et al. (2016) asserted that a significant number of students engage in multiple extracurricular activities. Eccles (2010) incorporated gender as a variable in examining participation rates across various activities. The study's findings indicated that males exhibit a statistically significant inclination towards sports compared to other activities, whereas females tend to engage more frequently in artistic pursuits. Furthermore, Singh (2014) highlighted many extracurricular activities inside school settings, including dances, team sports, performing arts, and academic groups. Participating in sports activities and games has been linked to academic performance, as seen by greater achievement levels in students' studies (Carbonaro & Maloney, 2019). According to Xu (2017), there has been an increased emphasis on prioritising students' access to extracurricular activities in China. There has been a growing trend in providing extracurricular special interest classes beyond regular school hours (Xu, 2017). According to Stearns and Glennie (2010), extracurricular activities are perceived to be advantageous for students as they provide opportunities for

self-expression and self-discovery, foster the development of practical abilities and skills, and facilitate the establishment of relationships with peers and educators. Extracurricular activities are considered an essential component of the educational system in pre-primary schools. Incorporating optional programs that foster children's engagement in play-based learning and exploration of creative outlets holds the potential to facilitate their future progress. Extracurricular activities extend beyond the fundamental curriculum, allowing children to enhance their cognitive abilities, energise their physical wellbeing well-being, and cultivate self-assurance (Mohamed & Osaki, 2022). Furthermore, it is widely recognised that extracurricular activities are crucial in enhancing students' motivation, hence fostering a positive attitude towards education, which is essential for effective learning and academic success (Yintore & Lekule, 2022). Indeed, one of the contributing factors prompting numerous financially capable countries worldwide to allocate significant investments toward ensuring the availability of resources required for the successful implementation of extracurricular activities (Emanuel, 2020).

The study conducted by Salamuddin et al. (2011) revealed that schools faced challenges such as a lack of adequate facilities and infrastructures, and teachers lacked the necessary competence and interest to plan various extracurricular activities. Assefa (2019) reports that implementing extracurricular activities in schools was poor due to insufficient facilities, financial issues, low motivation, and teachers' lack of commitment and focus. Extracurricular activities necessitate facilities, qualified personnel, sufficient funding, and the motivation of implementers to increase participation. Moreover, the Duncombe et al. (2022) study shows that poor physical development in young children has been shown to impact readiness for school, behaviour, social development and academic achievement. In the research conducted by Mohamed and Osaki (2022) in Tanzania, several obstacles were identified concerning extracurricular activities, notably the insufficient provision of facilities and infrastructure necessary for the successful execution of such activities. The study by Mohamed and Osaki (2022) revealed no significant relationship between the number of facilities and pupils, which hinders the implementation of extracurricular activities within a given timeframe. The lack of enough playtime and unsuitable playing

environments challenges the implementation of extracurricular activities in pre-primary classes, occasionally hindering children's engagement due to their unpleasant nature. Moreover, the study by Mligo (2017) considers parents' engagement in their children's education-related matters. As a result, Mligo revealed that many parents need an understanding of the importance of early education for their children and the importance of participating in invited events concerning extracurricular activities, which mainly involve sports which include but are not limited to running, playing football, jumping, crowing, rolling over and others. Mligo identified parents' limited engagement and participation in the invited events involving children in organised school activities. Further, most parents try to engage in school-related matters, such as meeting with teachers rather than attending the invited events involving extracurricular activities.

Despite the efforts made by the Tanzanian government in implementing pre-primary education, extracurricular activities are not given the importance they deserve promoting children's physical, social, emotional and cognitive development. Participation in extracurricular activities has been linked with the available material and human resources; the available teachers are not sufficient to manage all sorts of activities due to the high enrollment rate in pre-primary schools; thus, most of them place most of the critical hours in academic activities rather than extracurricular activities. Playing resources and playing grounds are not friendly to the children's needs, making it challenging to implement extracurricular activities in pre-primary settings. Moreover, most of the reviewed literature focuses on managing extracurricular activities in secondary schools, colleges and universities, and they mostly look at the relationship between extracurricular activities and academic achievement; few studies focus on extracurricular activities in pre-primary education settings. Therefore, this study examines teachers' perspectives on the challenges associated with managing extracurricular activities in pre-primary schools and the strategies adopted by head teachers to solve the challenges relating to extracurricular activities management in pre-primary schools.

Theoretical Framework

Fredrick Froebel believed that play represents the most advanced manifestation of human development during childhood, as it serves as the sole means for the kid to freely express the contents of their inner self (Froebel, 1887). According to Froebel, children engage in the process of constructing their understanding of the world through direct engagement during play. The concept of acquiring knowledge through engagement with the natural environment and recognising the significance of playful activities has been disseminated globally. Froebel regarded various aspects of a child's growth, including their bodily well-being, mental capacity, emotional state, social interactions, spiritual dimensions, and the influence of their surroundings, as significant (Froebel, 1887). The theory is relevant to the study since it emphasises children's direct engagement in extracurricular activities such as playing games, football, running, jumping, rolling over, and others to improve their overall physical, emotional, cognitive, and social development. Henri Fayol's management theory guided the study by identifying a hierarchy of authority as the fundamental value of any organisation because it provides each employee with a clear career path and set of responsibilities (Ojogwu, 2017). Effective management of extracurricular activities requires a hierarchy of authority in supervising the organisation's numerous activities. The theory relates to the study since it emphasises the effective use of managerial functions to enhance the management of extracurricular activities. The theory also reveals that if the school management fails to manage their managerial functions effectively, that is, planning, organising, leading, and controlling, it may lead to challenges in implementing extracurricular activities in pre-primary schools.

Methodology
This study employs a case study design to gather detailed information from pre-primary teachers, head teachers, and sports teachers regarding the challenges associated with managing extracurricular activities to enhance the physical development of pre-primary children. The study employed semi-structured interviews to allow them a certain level of autonomy in articulating their experiences related to the subject matter of the study. The interview session primarily focused on discussing the challenges associated with administering extracurricular activities aimed at enhancing the physical development of students, as well as the strategies employed by school

administrators to overcome these obstacles. Using a purposive sampling technique, study participants who were directly involved in managing extracurricular activities in pre-primary schools and possessed the requisite knowledge were selected from pre-primary schools within the Meru District Council. The study's sample consisted of fifteen individuals, which included five pre-primary teachers from five pre-primary institutions, five heads teachers, and five sports instructors. The selection process for participants was based on their professional experiences in pre-primary schools, specifically in the administration of extracurricular activities. The texts were classified into themes for thematic analysis, which was applied to the collected data (Cohen et al., 2018). Additionally, ethical considerations were considered before, during, and after data collection.

Findings and Discussions

This section presents the qualitative data collected from teachers, sports teachers, and head teachers regarding the challenges that are encountered in managing extracurricular activities to enhance children's physical development. The findings were categorised into subthemes reported in the subsequent subsections.

Shortage of Playing Resources

The interviewed pre-primary teachers reported that the management of extracurricular activities lacks adequate facilities for them to be implemented successively. Fewer playing facilities are directly connected to inadequate funds that can be used to purchase enough playing facilities such as balls, constructing friendly see-saws, and sliding and swinging instruments. The pre-primary teacher noted that;

> *In managing extracurricular activities, the difficult challenge we face is the issue of the playing facilities. If the facilities are available, it is easy to ran the activities. The playing facilities are insufficient for the learners' needs" (Interview with one of the pre-primary teachers of school B in Meru District Council, 28th February 2022).*

Children in pre-primary institutions have difficulty attaining proper physical development due to inadequate playing facilities. Children needing access to

these facilities may gain opportunities to develop their gross motor skills, coordination, and overall physical fitness. Inadequate playground facilities in pre-primary institutions may foster competition and conflict between children. Children may find sharing and taking turns with inadequate play facilities challenging, resulting in conflicts and disputes. Managing extracurricular activities with limited playing resources within the school compound is difficult. Again, the lack of recreational facilities for extracurricular activities decreased children's motivation and engagement. The findings concurred with the study done by Carbonaro and Maloney (2019); Sulamuddin et al. (2011) who added that lack of adequate facilities made most schools' extracurricular programs unattractive. Adequate play facilities are found to boost children's engagement and motivation in extracurricular activities. When facilities are limited, children may become disinterested or less motivated to participate in less stimulating or pleasurable activities. Poor playing facilities, including opportunities for physical development, can discourage their engagement and learning experiences.

Lack of Children's Interests
Lack of children's interest in performing the assigned tasks was among the key challenges of managing extracurricular activities in pre-primary schools. One of the research participants added that;

> *Each child has their personality; thus, some children feel too shy to participate or interact with others during extracurricular activities. Sometimes, even when you force them to participate in the planned activity, they respond negatively (Interview with* Sports teacher of school A in Meru District Council, 25th February 2022).

Another participant added that;

> *Children ignore to participate in extracurricular activities due to harassment they get from their fellow children while attempting extracurricular activities' (Interview* with sports teacher of school B in Meru District Council, 28th February 2022).

Some children experience anxiety when participating in extracurricular activities, anticipating physical harm to their peers, and are sometimes disinterested in attending. In addition, some students fear interacting with

their peers due to physical disabilities. This finding was consistent with Eccles and Fredricks (2010) who concluded that many students fail to participate in playing games or assigned activities due to the fear of their fellow children. Children's lack of interest is sometimes linked with a lack of motivation from the available playing facilities. The management must adopt a proactive approach to address the children's anxiety. The school administration should foster an environment where children feel secure, supported, and encouraged to participate. Implementing strategies such as providing clear expectations, establishing positive relationships with children, providing various activities to cater to children's diverse interests, and promoting open communication can help address these challenges and increase children's comfort with extracurricular participation.

Lack of In-service Training

The research revealed that most pre-primary teachers had limited knowledge of handling extracurricular activities in their schools. The interviewed pre-primary teachers reported that they lacked the necessary training concerning the management of extracurricular activities. One of the pre-primary teachers noted that;

> *Extracurricular activities management needs necessary skills that help run them smoothly, yet we never receive any training relating to extracurricular activities. Sometimes, we tend to practice the same activity, which undermines children's creativity to perform various extracurricular activities, including dramas (Interview* with the pre-primary teacher of school D in Meru District Council, 23rd February 2022).

In-service training enables educators to plan and design age-appropriate and engaging extracurricular activities. Preschool teachers find it challenging to design activities that meet the children's developmental needs without adequate training. This result in activities are too tricky or straightforward, reducing engagement and learning opportunities. The findings imply that teachers need in-service training to manage pupils' behaviour during extracurricular activities, which may result in student disruptions or conflicts. Another sports teacher noted that;

> *Sometimes we undergo in-service training, but funny enough, the training received does not relate to extracurricular activities management in pre-primary schools. In this level of education, each child learns at their own pace, and we need a lot of time to train them on how to attempt the extracurricular activities at the school compound. Thus, handling such activities without training is challenging* (Interview with Pre-primary teacher of school B in Meru District Council, 28th February 2022).

One of the challenges associated with a lack of in-service training is a decline in children's participation in and passion for such activities. Well-planned and executed extracurricular activities enhance children's focus, enthusiasm, and curiosity for learning. Without appropriate training, the activities may lack the elements necessary to capture and maintain children's attention and interest. Lack of in-service training led to a decline in engagement and participation, thereby reducing the overall benefits of extracurricular activities. The findings from this research concurred with the study done by Katherine (2019), namely that the availability of in-service training provides necessary skills to pre-primary teachers in handling various activities within pre-primary settings. Moreover, the study by Sulamuddin et al. (2011) concurs with the finding by highlighting that teachers lack the necessary competence and interest to plan various activities.

This study shows that most teachers rely only on a single activity as they lack necessary skills to perform other activities. Active participation in extracurricular activities can promote children's physical, social, cognitive, and emotional development due to the training they have received. In addition, the findings relate to Froebel's child development theory, who believed that instructors of young children should have a high level of education and training to work with the stage that he viewed as the foundation for later adulthood. This theory stresses the importance of in-service teacher training to influence children's physical, social, emotional, and cognitive development.

Shortage of Funds to Run Extracurricular Activities

This study revealed that financial constraints restrict pre-primary school extracurricular activities. Consequently, it imposes restrictions on its performance and practices. In pre-primary institutions, lack of funds directly

impacts the management and implementation of extracurricular activities, which limits the purchase of playing equipment such as balls, construction of playing grounds, and the payment of instructors and field trips. Activities such as playing football and performing arts require some funds to purchase the resourceful materials to support these activities. Due to limited funds for purchasing extracurricular activities materials, some pre-primary institutions utilise the same extracurricular activities. The head of the school noted that;

> *Depending on one source of income creates difficulty managing extracurricular activities due to insufficient funds. It is difficult to manage those activities with limited funds...'* (Interview with head of School E in Meru District Council, 22nd February 2022).

Inadequate funding in pre-primary schools reduces the quantity and variety of extracurricular activities available to pre-primary students. Providing various activities such as art classes, music lessons, sports programs, and numerous field trips may be challenging without adequate funds. Additionally, funds are needed to ensure all children's access to extracurricular activities. If certain activities require additional fees or costs, children from low-income families may be unable to participate, resulting in unequal educational opportunities. The findings concurred with Kadri's (2019) study, which found that the school committee and parents were only marginally involved in the budget planning for extracurricular activities. Again, Assefa's (2019) research concurs with the finding that financial constraints severely constrain most extracurricular activities. Pre-primary school extracurricular activities necessitate sufficient funds to administer all school-based activities.

School Timetable and Tight Schedules

The findings revealed that most pre-primary classes had limited access to extracurricular activities due to strict daily schedules. Participants in the study reported that most pre-primary children learn at their own pace and require sufficient time to standardise each child's understanding, requiring teachers to spend some of their time assisting students with weaker understanding skills to acquire the content effectively. One of the interviewed pre-primary teachers noted that:

> *The pre-primary timetable does not allow children to attend extracurricular activities actively. Sometimes, we adjust the schedule to ensure that these activities are participated in effectively* (Interview with pre-primary teachers of school B, 28th February 2022).

Tight schedules in school timetables challenge the management of extracurricular activities in pre-primary schools, whereby due to tight schedules, teachers limit time slots available for extracurricular activities. Frequently, pre-primary educators prioritise fundamental academic subjects, leaving little time for extracurricular activities such as sports, arts, music, dance, and drama. In addition, when school schedules are stuffed with academic subjects, children feel overwhelmed, which decreases their participation in extracurricular activities. Instead of participating in activities, pre-primary educators prioritise completing assignments and studying. Tight schedules limit overall participation and engagement in extracurricular activities. Another research participant from school B added that;

> *Tight schedules are associated with many children in the class. It is difficult for my class, where I have 93 children, and I must ensure they understand the lesson effectively. Thus, I probably use the extra hours in helping my pupils with lower understanding skills to understand better'* (Interview with pre-primary teacher of school B in Meru District Council, 28th February 2023)

The Ministry of Education (2020) identified a pupil-teacher ratio 25:1. The data indicate a high enrollment rate in pre-primary classrooms, which affects

the regular schedule of extracurricular activities. The ratios of students to teachers at each institution were 131:1 at School A, 93:1 at School B, 170:1 at School C, 189:1 at School D, and 120:1 at School E (NBS, 2022). The findings from this study concurred with the study done by Tandika and Kamboru (2018), which shows that schools with high enrollment rates create difficulty for teachers in managing various activities within the given short school hours. Therefore, teachers devote their time to assisting students who need additional assistance comprehending the material. Every child learns at a different rate, making it challenging to comprehend the material being taught concurrently. These problems have arisen due to the growing number of students enrolled in primary education and limited budgetary resources. The presence of numerous students in a pre-primary classroom at a government school poses a challenge for teachers, limiting their capacity to implement scheduled activities effectively.

Measures to Solve the Challenges for Effective Implementation of the ECA

Findings from the study revealed some measures to overcome challenges relating to managing extracurricular activities in pre-primary schools. The identified measures have been directly linked to improving the management of extracurricular activities in pre-primary schools. They include but are not limited to;

School Started Small Project for Fundraising

The findings of head teachers indicate that fundraising through small projects is the best way to minimise the school's expenditures on the acquisition of facilities required for the administration of extracurricular activities. Participants in the study suggested that small initiatives facilitate the use of funds for daily school activities. Interviewed head of school, D pointed out;

> *We have established small projects in our school to reduce the notion of depending on school fees as a source of income. For instance, in our school, we started implementing the project of sewing the students' school uniforms to increase the school income, and we made a law that no one is allowed to wear a uniform that is not from our school. In implementing such a law, we ensure that all clothes have the school' seal…'*

(Interview with Head of School D in Meru District Council, 23rd February 2022)

Pre-primary education is essential for children's growth as they learn and develop through various activities. Thus, establishing small projects assists the school administration in accumulating funds to implement extracurricular activities in pre-primary settings. Due to limited facilities, offering engaging and enriching extracurricular activities can take time and effort. The establishment of small projects aims to raise funds to support the administration of extracurricular activities in pre-primary schools, thereby fostering the students' holistic development and talent cultivation. In addition, Mohamed and Osaki's (2022) study concurs with the study's findings, emphasising the establishment of various initiatives to maintain financial standard in educational institutions. Thus, establishing multiple initiatives reduced the school's dependence on fees as a source of revenue. (Biller & Vasko, 2020) Integrating children into school projects helps them discover their creativity and enhances their physical, social, and reasoning abilities. The study's findings are consistent with Henry Fayol's administrative management theory, which emphasises the need for a hierarchy of authority in management through active planning, budgeting, and leading the overall activities and facilities in pre-primary education. The school administration plans for which project will raise funds, and they use their managerial skills to ensure that the established projects develop as planned.

Promote Teachers' Mentorship and Collaboration
The findings from research participants revealed that the head teachers have started promoting pre-primary teachers' mentorship and collaboration with other pre-primary schools to see how other schools manage extracurricular activities toward enriching children's physical development. The head of school D noted that:

> *We always allow teachers to collaborate with other neighborhood schools so that they can see what other schools did in performing extracurricular activities. Sometimes we prepare friendly events that give them a chance to interact with other teachers...*' (Interview with school teacher D in Meru District Council 23rd February 2022)

Teacher mentoring and collaboration with other schools can be beneficial when acquiring new skills in preschool education's management of extracurricular activities. Educators can expand their knowledge, create innovative strategies, and establish a support network within the education community by collaborating and exchanging knowledge. To accomplish this, school administrators established mentorship programs that enhance instructors' skills in extracurricular activities. Schools establish formal mentorship programs where experienced instructors guide and support their peers in specific areas, such as managing extracurricular activities. Mentors provide guidance, share resources, and provide feedback to assist mentees in acquiring new skills. In addition, another head of the school added that.

> *When there is an interaction between teachers from different schools, they gain new skills they may not gain when attending various training. Actual engaging in practical activities helps capture content within a short time...' (Interview with head of school A in Meru District Council* 25th *February 2022)*

Participants in the study insist that adhering to actual practice is more important than focusing on theory. Pre-primary school teachers devise new techniques for managing extracurricular activities through collaboration with other schools. Again, it permits teachers to communicate with colleagues from other schools. They collaborate and communicate ideas using their mobile phone and email addresses. The findings concurred with Muraya and Wairimu's (2020) conclusion that instructors' mentorship and collaboration are essential for enhancing their pedagogical skills. It positively affects teachers' commitment, classroom instructional practice, and pupil participation in various school-assigned activities (Amin et al., 2018). Mentoring enables instructors to gain knowledge from their peers, significantly benefiting gradual interaction theory and practice. This study's findings relate to the theory of administrative management, which emphasises the necessity of positive cooperation through communication. Effective communication bridges the ignorance divide between pre-primary teachers, which facilitates the acquisition of new skills from other schools by forming numerous WhatsApp groups that facilitate the exchange of ideas regarding extracurricular activities in pre-primary schools.

Conclusion

The findings indicate that extracurricular activities in pre-primary schools significantly promote children's physical development. Although children's development theory highlights the importance of play in all domains of children's development, implementing extracurricular activities in pre-primary schools encounters significant challenges. The challenges in this context pertain to insufficient funds for acquiring extracurricular facilities, a lack of children's engagement or interest, and the constraints imposed by the school timetable. The proper implementation of extracurricular activities relies heavily on school management's managerial function, as Froebel advocates in the administrative management theory and teachers' creativity in planning suitable activities which have low cost, such as running, jumping, walking in a straight line, and sitting in a circle.

Recommendation

The research indicates that engagement in extracurricular activities significantly influences the physical development of children. Therefore, the study recommends that the government allocate sufficient funding to support the implementation of extracurricular activities in pre-primary schools. Moreover, pre-primary teachers are encouraged to be more creative in designing various extracurricular activities that do not require high cost. Furthermore, further research is necessary to examine the influence of physical development on a child's academic performance.

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Contribution of External Quality Assurance in Improving Instructional Practices among Heads of Schools and Teachers in Secondary Schools in Zanzibar

Khadija Said Kassim[1] & Rose Ephraim Matete[2]
The University of Dodoma [1&2]
khadija.s.kassim@gmail.com[1]

ABSTRACT

In this study, we explored the contribution of External School Quality Assurance (ESQA) towards the improvement of instructional practices among Heads of Schools (HoSs) and teachers in secondary schools in Zanzibar. A mixed-methods research approach coupled with a convergent parallel design was employed to generate data. Simple random and purposive sampling techniques were used to get the study participants. Data were collected from the Kaskazini Region in Unguja. The study involved 167 teachers, 12 HoSs, 1 REO, 2 DEO, and 11 ESQ assurers. Data were collected through questionnaires, interviews, and documentary review and analyzed through content analysis and bar charts. The findings indicate that although ESQA has a great contribution to the improvement of instructional practices, classroom observation was not effectively carried out by ESQ assurers. The findings also indicate that ESQ assurers created fear and tension among teachers because teachers knew that their work performance was to be reported to higher authority. The findings indicate further that there were irregular school visits which hindered the HoSs' and teachers' effective improvement of instructional practices. The key argument in this study is that the current ESQA is ineffective in enhancing instructional practices in secondary schools. For ESQA to contribute to the improvement of instructional practices among HoSs and teachers, ESQ assurers need to concentrate on classroom observation. The government needs to support the ESQA with both human and financial resources and training programmes for the ESQ assurers are equally imperative for effective monitoring of the quality of education in secondary schools.

Keywords: External school quality assurance, heads of schools, instructional supervision, quality assurance

INTRODUCTION

External school quality assurance (SQA) has been a school management issue among many scholars (Chepkuto, 2012; Ehren & Visscher, 2006; Chika, 2019; Ehren & Shackleton, 2016; Farrell, 2011; Fungilwa, 2021). The goals of SQA align with Sustainable Development Goal No.4 which aspires to strengthen access to quality education for all (Matete, 2009; the Ministry of Education and Vocational Training [MoEVT], 2017). This need and role of SQA has influenced different countries to deploy an External School Quality Assurance (ESQA) approach to monitor and control the quality standards of secondary education (Federal Ministry of Education [FME], 2016; Kinesti, 2019). In most European countries, especially in England, ESQA by the name of school inspection was officially introduced through the Education Act of 1992. This Act mandated the Department of Education and Science (DES) to start a new inspectorate department that would be known as the Office for Standards in Education (De Grauwe, 2007; Berner, 2017). Later, the office of Her Majesty's Chief Inspector (OHMCI) was established in Wales with the task of ensuring that the quality of educational inspection was improved (Thomas, 1998). They are supposed to trace and establish procedures towards excellence and improved quality (United Republic of Tanzania [URT], 2017; MoEVT, 2018).

According to URT and MoEVT, ESQA, with support, coaching and mentoring, ought to ensure compliance with the laid down policies, laws, and regulations highlighted in the Education Act No. 10 of 2018 as well as an Education Training Policy (ETP) of 2014. It should be noted that many of the developing countries expanded the SQA services after independence (De Grauwe, 2007). For example, In Zanzibar, the legal basis for quality inspection of schools has its essence in the Educational Act No. 6 of 1982 which stated that school inspectors should hold schools, heads of schools and teachers accountable to improve the quality of teaching and learning (Ehren, 2012). Further, Act No.10 of 2018 on SQA has mandated the department to establish the Government Agency known as the Office of the Chief Inspectorate of Education [OCIE] (MoEVT, 2018a). Within this Agency, there are several sub units one of which is concerned with ESQA. The resolution of the OCIE in Zanzibar required that ESQ assurers visit and observe all school levels in compliance with the Ministry of Education

guidelines so that the education standards and quality are met (MoEVT, 2018a). OCIE is intended to supervise the curriculum management and implementation, to ensure that ESQ assurers give professional support and constructive feedback and suggest the best ways classroom instructions can be applied by teachers to encourage their creativity (MoEST, 2017; MoEVT, 2018b). Elsewhere, for instance, in Kenya (Mwinyipembe & Orodho, 2014), Nigeria (Chika, 2019) and Germany (Saeed, 2018), ESQA plays a considerable role in improving the quality of education; it promotes the HoSs and teachers' instruction process as well as pupils' learning achievements. However, the quality of education in Zanzibar has not been promising despite the deployment of ESQA. A baseline survey by Ali (2015) observed that there were inadequate supervision practices in schools around Zanzibar that could improve the students' academic performance.

Similarly, the schools' academic performance was also unsatisfactory. For example, the Form Four examination results between 2016 and 2019 continuously reported to be poor (MoEVT, 2019; MoEST, 2019). School performance is one of the indicators of effectiveness of ESQ assurers' practices, teachers and HoSs' instructional supervision practices (Lupimo, 2014; Ali, 2019). There has been limited research in Tanzania, particularly in Zanzibar that delved into contribution of ESQA on improving the instructional practices in secondary schools. What is instead available is abundant research on the role of school inspection (see for example, Matete, 2009; Haule, 2012; Ali, 2015; Lupimo, 2014; Omar, 2016). These studies have generally concluded that school inspection has been ineffective and unsustainable in supporting the HoSs and teachers' instructional practices (Matete, 2009; Lupimo, 2014; Salmin, 2016). Some of the current studies in Tanzania, for example, the study by Fungilwa (2021) and Sebastian (2020) have concentrated on internal quality assurance (ISQA). The contribution of ESQA to the improvement of instructional practices among HoSs and teachers in secondary schools remains unexplored. This study, therefore, explored the contribution of ESQA in improving the instructional practices of HoSs and teachers in secondary schools in Zanzibar. The key question in this study was: How does ESQA contribute towards the improvement of instructional practices among HoSs and teachers in secondary schools in Zanzibar?

The Role of ESQA

ESQA plays a great role in improving instructional leadership and teachers' work performance to enhance pupils' learning outcomes (Chepkuto, 2012; Lupimo, 2014; Alkutich, 2015). ESQA are responsible for accomplishing activities such as supervising, evaluating and monitoring the quality of school instruction, school organization and management (Gustafsson, 2014; Kambuga & Dadi, 2015). ESQ assurers are responsible for ensuring that HoSs monitor the teaching and learning to improve students' learning (Tesema, 2014; Mtweve, 2017, Manase, 2016). SQA processes comprise a set of criteria and standards/guidelines for ESQ assurers to follow as a complete tool during school visits for observations and information gathering (Mmbonde, 2010; Haule, 2012). Different countries tend to prepare the criteria and standards to meet their quality requirements and these are usually published in an official document (Haule 2012). The main aim of setting quality standards is to improve teachers' efficiency and effectiveness when teaching.

According to Chika (2019), countries need the SQA system if they need to maintain quality of education provided to citizens. This is because it is important to ensure the internalisation of the quality of education provided including improving teachers' effectiveness and efficiency in job performance. ESQ assurers are expected to provide professional support to HoSs by helping them on how they can monitor the pedagogical skills among teachers. This can help them how to improve their teaching and learning techniques, better use of teaching and learning materials, mastering the subject, preparation of lesson plans and content delivery (Ehren & Visscher, 2006 & 2008; Matete, 2009; Patrick, 2009). Tyagi (2010) suggested that teachers' professional development could be promoted by ESQA through regularly checking professional documents and providing feedback to both teachers and students. Countries such as England, Hong Kong, and the Netherlands, use ESQA for maintaining quality and at the same time enhancing teachers' accountability for students' learning (DES, 2016; Wong & Li, 2010). According to De Grauwe (2007) and Matete (2009), ESQA needs to be reformed with a purpose of ensuring that ESQ assurers work with teachers as friends and not enemies and the aim should be to improve e students' learning. In Tanzania, a study by Matete (2021) recommended the

ESQ assurers to have a close supervision of teachers in a classroom setting through classroom observation if students' learning is to be improved. The question which remains unanswered is whether the ESQA satisfies these t important obligations in schools to facilitate students' learning with ultimate goal of the improvement of academic performance.

Conceptual Framework

For ESQA to contribute to the improvement of instructional practices there should be inputs in terms of financial resources and qualified human resources. There should also be processes that contribute to quality outcomes. The relationship between ESQA and the improvement of instructional practices are as indicated by the double directional-arrows as shown in Fig. 1.

ESQA inputs

- Recruiting competent ESQ assurers
- Allocating resources for quality improvement

ESQA processes

- Classroom observation
- Collaboration and team work
- Working on feedback advice and report and recommendations
- Communication style and advice
- Teachers' professional development.

ESQA outcomes

- Improved instructional processes
- Improved classroom management
- Improved school management
- Improved students' learning and achievement.

Figure 1: Conceptual Framework for ESQA to Contribute towards Instructional Practices in Secondary Schools

Source: Modified from Matete (2009)

ESQA Inputs

For ESQ assurers to help HoSs and teachers improve instructional practices, the government has to recruit ESQ assurers who are competent in their subject matter so that they can help teachers in an effective way, especially for difficult topics (Matete, 2009). It is equally important that the government provides financial resources to facilitate the ESQ assure visits in schools if the quality of education is to be improved.

ESQA Processes

For ESQ assurers to help HoSs and teachers improve their instructional practices, they need to undertake classroom observation, where they can be in a better position to discern teachers. Hislop (2017) recommended that ESQ assurers need to strive to improve the practices and thus it is important that ESQ assures focus on the classroom visits if they are to help teachers improve students' learning. They also need to work with teachers in a collaborative way and as friends and create a teamwork spirit among teachers, who can help each other based on expertise (Matete, 2009). For improvement to take place in instructional practices in secondary schools, there is also a need for the school leaders such as the DEOs and district directors to work on given ESQA reports and recommendations by outlining and giving affirmative good practices (Hislop, 2017). This goes hand in hand with professional support to teachers in areas of weaknesses to help teachers improve their instructional practices in the classroom. As observed by Macharia and Kiruma (2014), ESQ assurers need to support teachers professionally to have an added value and develop more effective and efficient instructional practices.

ESQA Outcomes

If the inputs in terms of human and financial resources are directed to schools and processes are properly undertaken, then it is likely that instructional processes in secondary schools may be improved including the classroom management by both HoSs and teachers. It is also expected to improve the school management, especially on the supervision part of teaching and learning which in turn can bring about improved students' learning and achievement.

Methodology

This study used a mixed-method research approach coupled with a convergent parallel design. This design was used to validate the study's findings. Data were triangulated from different sources of information. This approach helped to complement each type of the collected data. However, it should be noted that balancing between quantitative and qualitative findings is difficult and sometimes it is time-consuming, specifically when the purpose is to clarify the issues at hand. It was necessary, therefore, to ensure that questions were made clear to avoid wastage of time including ensuring that both quantitative and qualitative data were presented. The study was conducted in the Kaskazini Region in Unguja, Zanzibar –Tanzania. The region was selected because of the limitations found in the SQA practices. Reports have indicated that the instructional practices and classroom observations had inappropriately been carried out by both ESQ assurers and HoSs from 2016 up to 2019 consecutively (Office of the Chief Inspectorate of Zanzibar, 2019; Ali, 2019).

Similarly, the standards of school performance in this region were also unsatisfactory (MoEVT, 2019). In that regard, it was important, therefore, to explore the contribution of HoSs and teachers on ESQA practices that in turn could improve students' learning and achievement. In this study, simple random sampling was used to select 167 teachers and purposive sampling was adopted to select 12 HoSs, 11 ESQA, 2 DEOs, and the REO making a total of 193 participants. Data were collected through questionnaires, interviews, and documentary review. Copies of close-ended questionnaires were distributed to teachers who filled up information about the ESQA and its influence on instructional leadership practices in secondary schools. The questionnaires allowed the collection of a huge amount of data from a large sample (Abawi, 2014). The questionnaires were administered in person to ensure that respondents do not skip questions and to improve the return rates (Debos, 2019). In-depth semi-structured interviews were used to collect the required data from teachers. This study employed in-depth interviews that allowed learning from participants' perspectives, experiences, and the world they live in (Abawi, 2004). A documentary review was conducted to generate data from EQA books, ESQA observation forms, log books, schemes of work, lesson plans, educational policies, and students'

summative examination results. Document analysis facilitates the collection of information to fill the gaps that might have been left by other data collection methods such as interviews and questionnaires (Shoba, 2009). The documents surveyed in this study were scrutinized to ensure that relevant data were collected. The quantitative data were analyzed using descriptive statistics by using bar charts while thematic analysis was applied for qualitative data, where the data were coded to get themes and sub-themes. Al ethical issues, including obtaining the participants' consent and maintaining confidentiality and anonymity of the study participants, were considered.

Findings

This study addressed one key research question, how does ESQA contribute towards the improvement of instructional practices among HoSs and teachers in secondary schools in Zanzibar? This section presents key findings which are presented in the following themes: ESQA for monitoring instructional process, standards and criteria used in the ESQA, ESQA reports on students' academic performance and behaviour changes of the HoSs and teachers.

ESQA for Monitoring Instructional Process

Under this theme, the respondents were asked in the questionnaire to rank whether the HoSs had learned how to plan and organize teaching and learning programs after the ESQA's visit. The results indicated that almost 74 percent of HoSs agreed to be supported by the ESQ assurers on issues related to the organization and supervision of teaching and learning. About 20% of respondents were not sure while about 6% disagreed (see Fig. 2).
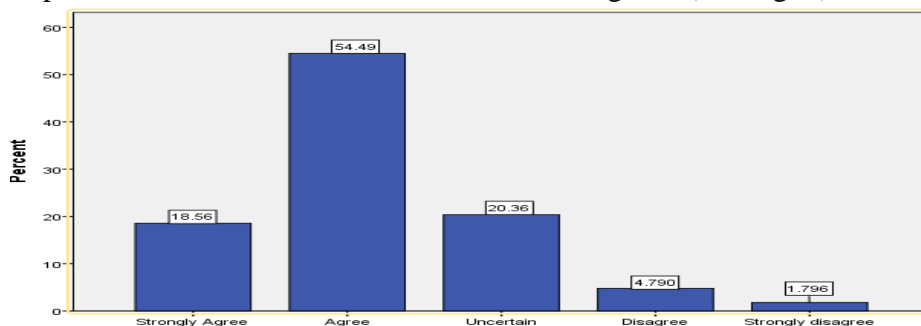
Figure 2: Monitoring of the Instructional Process
Source: Field data (2021)

As observed from the chart, the majority of the teachers agreed that ESQA was helping HoSs in monitoring and planning the teaching and learning; a few did not agree. A similar observation was recorded during interviews. Some of the teachers did not consider ESQA as a helping hand. One of the HoSs at school 'D' stated:

> *The ESQ assurers need to help us in implementing instructional supervision to improve teaching and learning, but they do not come often. If they could do so, it could help improve our efficiency and effectiveness in planning and managing the schools. The HoS has many things to do. Sometimes it is difficult to ensure that we can give all that is needed by teachers. Although I need to supervise teaching and learning, teachers tend to make more effort when the ESQ assurers visit us.*

Teachers also commented that ESQ assurers often tended to concentrate on the number of exercises given to students, schemes of work, and lesson plans but they were not properly supporting teachers on how a particular subject should be taught. During interviews, one of the HoS from school 'F' commented about the help he receives from ESQ with some reservations:

> *The ESQ assurers usually observe to see whether there are problems related to the preparation of schemes of work, daily records, and lesson plans. If they observe any problem, they call upon the teachers and show them the appropriate procedure for preparation. They also informed me what I needed to do with weak teachers for them to improve. However, they do not support teachers on how a particular subject should be taught which could be more useful for teachers to improve instructional practices.*

One of the HoSs from 'C' appreciated the support that was given by ESQ assurers to the schools and he commented during the interviews:

> *When the ESQ assurers visit schools, they provide professional guidance and advice on how to organize instructional activities. Teachers are sometimes helped to prepare the teaching and learning materials to improve*

students' learning. However, in most cases they check the lesson plans and schemes of work without helping us to improve the teaching and learning based on the content.

The findings suggest that ESQ assurers were not effective in helping the HoSs and teachers to improve classroom practices as their focus was on the collection of students' exercise books, schemes of work, and lesson plans. HoSs and teachers thought that if they could be supported on how to teach the content, it could be the added value of the ESQ assurers to help them to improve the instructional practices and students' learning.

Standards and Criteria used in the ESQA

The study also sought to understand how teachers perceived the standards and criteria used in school ESQA; i.e., whether they were fair and realistic. About 51 percent agreed that standards and criteria were good, fair, and realistic for evaluation of the work of the teachers. About 31% were not sure while about 17% were not happy about the standard and criteria set. Figure 3 below summarises the findings.
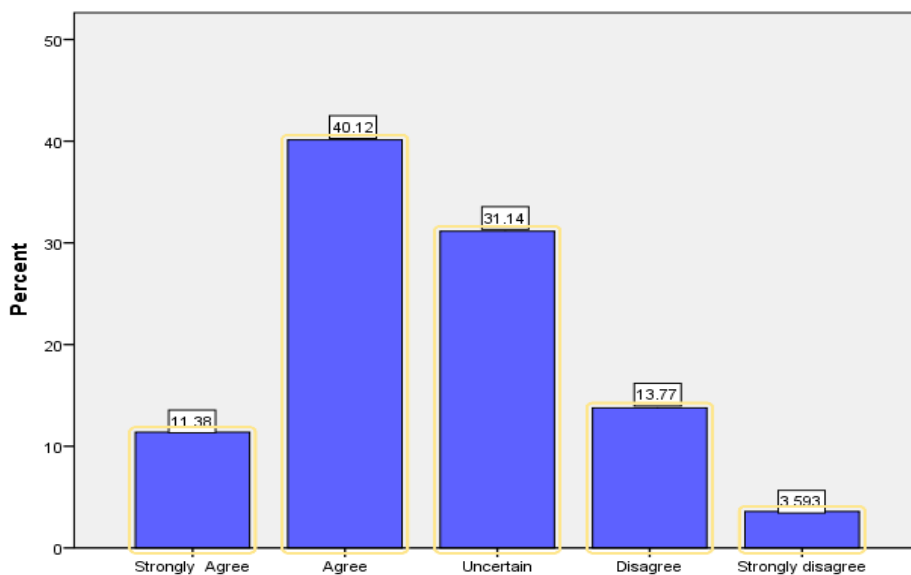
Figure 3: Standards and Criteria Used in the EQA
Source: Field data (2021)

The findings from the interviews also revealed that the standards and criteria used by the ESQ assurers in schools were good for the improvement of instructional practices. One of the HoSs at school 'D' commented:

> *The indicators and criteria of EQA are fair and realistic because they help the teacher to improve instructional practices. For example, the ESQ assurers check the teachers in the classroom and students' participation in the lesson. They also check if the teacher follows the specific objectives that are in the lesson plans and if the teacher gives tasks to students, the classroom environment, and the syllabus coverage.*

Teachers also commented that if the criteria and standards are followed, HoSs and teachers are more likely to be effective in their day-to-day functions and thus the work of the ESQ assurers would be more meaningful. In this regard, the Regional Educational Officer had this to say:

> *The QA tools may lead to efficiency if they are improved since they still have some flaws. Therefore, they need to be improved to a larger extent since we have not yet experienced any notable changes that distinguish the present SQA and the previous school inspection in the past.*

The findings suggest that the ESQA tools were good and accepted to improve the instructional practices in secondary schools. However, they need to be reviewed and improved to align them with the existing situation where teachers need to own their instructional practices and that the ESQ assurers need to work closely with teachers.

ESQA Reports Focus on Students' Academic Performance
The study also wanted the respondents to state whether or not they were aware that the ESQ assurance reports focussed on students' academic performance. The findings indicated that about 43 percent agreed about the matter. About 15% were not sure while about 41% disagreed.
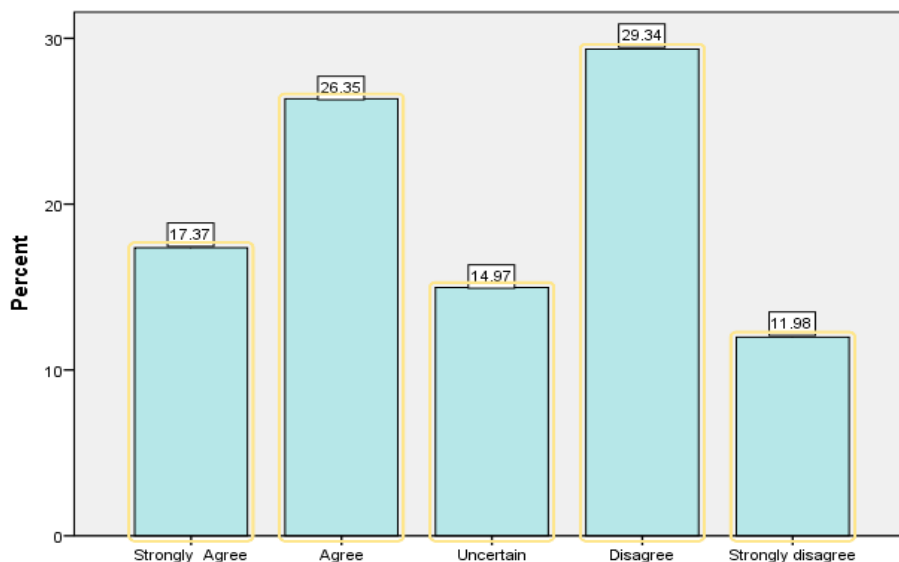
Figure 4: ESQA Reports Focus on Students' Academic Performance
Source: Field data (2021)

While it is good for the ESQA reports to focus on students' academic performance, during interviews teachers commented that they should also include other aspects such as how to improve the teaching and learning environment and motivation for teachers. One of the HoSs at school "E'' said the following during the interview:

> *Their reports should not only present pupils' academic performance but also consider teachers' motivation for them to work hard and improve the teaching and learning environment.*

Moreover, HoSs perceived that the ESQA's report concentrated on syllabus coverage, pedagogical issues, and the use of teaching and learning materials. Regarding this, the HoS 'K' remarked:

> *The reports always insist the teachers cover the syllabus on time and use appropriate teaching and learning methods. They also put more emphasis on the improvement of the student's academic performance.*

In addition, HoS 'L' also commented the importance of the ESQA reports as they play a great role for teacher to improve instructional practices. S/he noted:

> *ESQ assurers report on areas that have been well implemented and the identified weaknesses. If teachers know their weak points, then they are more likely to improve their instructional practices. As they also report on the school resources and the extent to which the head is accepted by his/her subordinates, it gives room to improve for both the HoS and teachers as they are in a better position to know their weaknesses and how to address them.*

As observed above, teachers admitted that it was good that ESQA focussed on students' academic performance and other aspects such as what teachers need to do to improve the instructional practices. Such activities include following the given guidelines and use participative teaching and learning techniques that could improve the teaching and learning and eventually contribute to students' better academic performance.

ESQA causes Tension and a Heavy Workload for Teachers

This study further sought to establish whether or not ESQ assurers were bringing about tensions and increasing workload amongst teachers as it has been frequently reported by teachers. It was found that almost 62 percent agree that ESQA brings about tension and heavy workload to teachers. About 10% were not sure while about 28% did not agree. Figure 5 below summarises the findings.
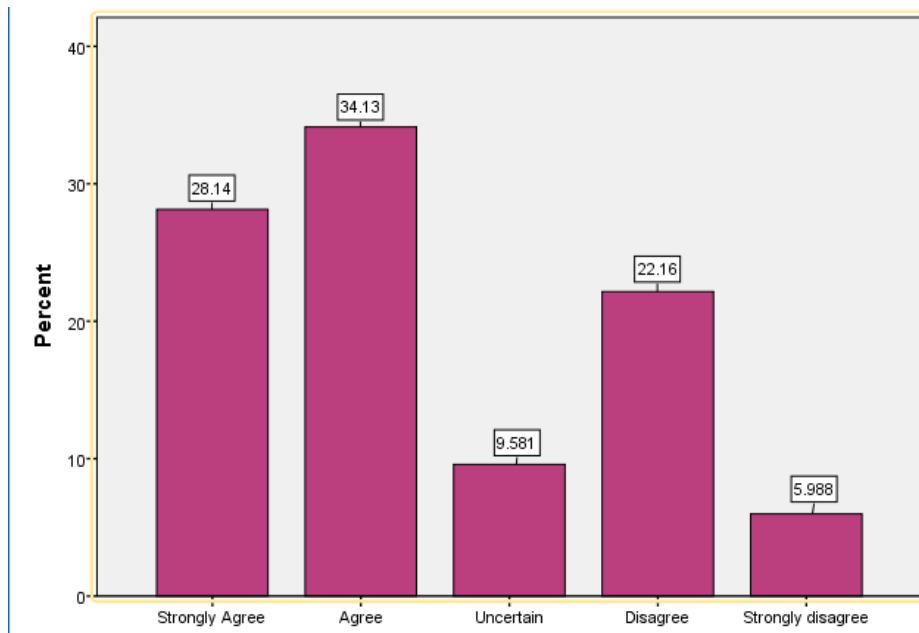
Figure 5: ESQA causes Tension and Heavy Workload to Teachers
Source: Field data (2021)

The data gathered through interview sessions with the HoSs had similar observations. One of the HoSs from school 'D' emphasized:

> *The ESQ assurers have been too demanding and always want us to implement all the tasks that have been stipulated in the guidelines. They forget that teachers have many students to deal with, including marking. During ESQA visits is a time where teachers are busy with the preparation of lesson plans instead of teaching. This is because; teachers do not fulfill their responsibilities in accordance with the provided guidelines but they tend to have false obedience.*

In line with these responses, some of the HoSs declared that some of the ESQ assurers were troublesome and stressed the teachers. Teachers commented that ESQ assurers used harsh language even for HoSs. On this particular issue, one of the HoSs at school 'J' commented:

> *Some ESQ assurers are harsh and troublesome. Sometimes they use harsh language. However, currently they need to*

> *work with teachers as friends. They bring about stress to teachers and they tend to force teachers to do what they wish although in reality, it is not what it is supposed to be done. As a result, they bring about contradiction as it is not true that they know better than teachers.*

However, some of the HoSs were of the opinion that there was some teachers' indiscipline especially those who tend to work hard when they know that ESQ assurers will visit their school, they tend to pretend to do well. One of the HoSs at school 'L' commented:

> *When teachers know that ESQ assurers will be visiting their school, it is a very time when teachers are busy preparing the lesson plans and arranging their things properly. You see that teachers are very busy and some ask for permission that they are sick because they are not doing their work as required without inducement. A good teacher does not fear the ESQ assurers.*

The findings indicated that ESQA brought about tension and heavy workload among teachers. This was partly contributed by teachers who did not organize their work in advance. Yet, there is a need for the ESQ to understand people they are working with so that their visit to the school is of great benefit as the aim of ESQA is to improve students' learning and academic performance.

ESQA visits for Behaviour Changes of the HoSs and Teachers
 The respondents were asked to rank their agreement levels towards the changing behaviour of the HoSs after the ESQ assurers' visits. The findings indicate that almost 82 percent of teachers agreed on the changing of behaviour among HoSs after the ESQ assurers' school visits. About 13% were not sure while about 5% disagreed (Fig. 6).
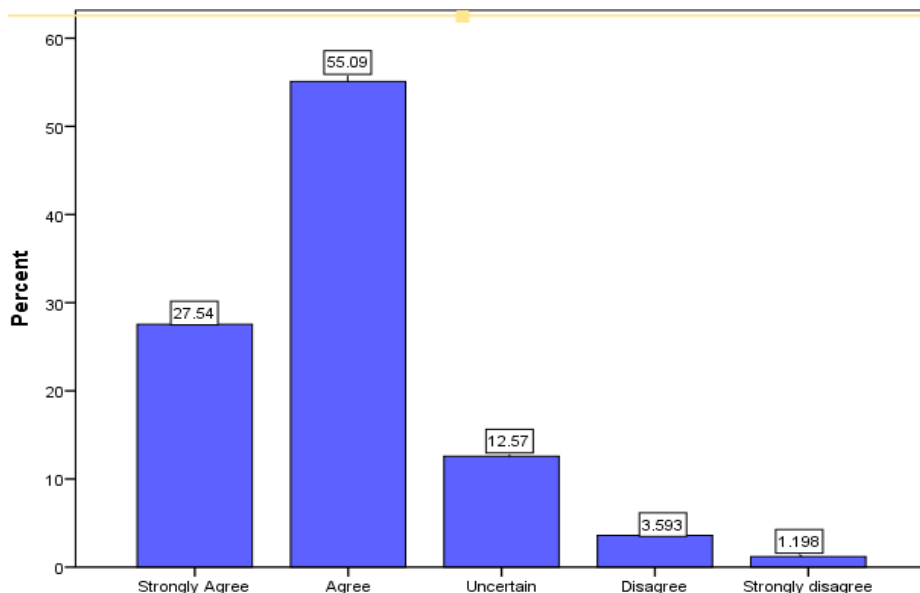
Figure 6: The ESQA's Visits Change the HoSs's Behaviour
Source: Field data (2021)

Teachers indicated that HoSs just continued doing the same and nothing changed in schools. To them, ESQA is meaningless as they keep recommending the same over and over again. When they visit the schools they find the same problems. One of the HoSs at school 'A' explained during the interview:

> *The ESQ assurers' visits do not mean anything. Every year they come and they recommend the same things. Even if the HoS has been mistreating the teachers, no one cares about it. Indeed, I do not see any changes as some teachers and HoSs tend to do things as usual and they just care when the ESQ assurers are present.*

Some of the teachers, however, appreciated that the ESQ assurers helped them to work hard and followed all that had been advised by the ESQ assurers in schools. HoS at school 'C' noted:

> *ESQ assures are very helpful as they help us improve the instructional practices; they advise the HoSs what they need to do if they are to improve students' learning and academic performance. They also help me to identify the weaknesses of*

> *my teachers and my own. They again assisted me in rectifying my teachers' behaviours. Further, the ESQ assurers help me in my instructional leadership since, when they come, they discern some of the weaknesses that were difficult to know myself. For sure, I get power and improve my capacity to supervise my teachers. Although usually the same, teachers generally tend to work more properly with more effort when they know that they will be evaluated and reported.*

Moreover, it was noted that when the ESQ assurers visited the schools, they also increased teachers' accountability for students' learning. One of the HoS at school 'L' illustrated during the interview:

> *ESQ assures have been very helpful as they help teachers understand that they are accountable for students' learning and performance. Indeed, teachers need to know that they are here for students who are the key customers. The school management has set plans to implement the recommendations from the ESQA. When teachers are closely managed, we see some changes in them, especially in preparing and using lesson plans, and schemes of work. However, it is not easy to associate school SQA with the changes in performance in schools as many other factors may contribute to poor or good performances of schools.*

Based on the quotations above, it is argued here that the HoSs, to some extent, can positively change behaviours after the ESQ assurers' visits to improve instructional supervision. However, some HoSs commented that there were no changes; recommendations from the ESQ assurers remain the same year after another and some HoSs did not change the way they deal with teachers. It was good, however, to find that some HoSs appreciated the work of the ESQ assurers in helping teachers to improve their instructional practices as always one tries to work harder after understanding that he/she will be evaluated.

Discussions of the Findings
The findings indicated that ESQA has a great contribution towards the improvement of instructional practices; however, teachers needed more support in teaching content. These findings concur with that of Lupimo

(2014), who revealed that ESQA played a great role in enhancing the quality of teaching and learning in Tanzania. Thus, it is important that ESQ assurers and HoSs should work collaboratively to guide teachers in promoting positive attitudes for the improvement of students' learning. This study is in line with Mzena's (2020) study which found that the new SQA tools used in Tanzanian schools contribute to enhancement of students' performance in their National Examinations. However, it is argued here that students' performance in the National Examination results is a product of multiple factors and that one cannot directly associate it with the ESQA. As observed by Akay (2016), factors such as monitoring progress by parents, educational leadership, positive school culture, high expectations from students themselves on the positive outcomes from education, teachers' professional development programmes, and level of school resources may influence students' performance in the National Examinations.

Although the ESQ assurers do not have direct control over the schools, they play a significant role in informing authorities about the actions that need to be undertaken to improve instructional supervision (Ehren & Visscher, 2006). In this study, it was found that classroom observation was not effectively carried out by ESQ assurers. This is arguably hindered effective classroom instruction and ESQ assures may not be in a position to discern the weaknesses of teachers in the classroom setting. These findings confirm what was found by Matete's (2021) study. These findings support the European Commission (2017) which recommends that ESQA reports should focus on improving the quality of teaching by individual feedback, working in teams on pedagogical issues and alignment with overall school development. As observed by Black and William (2001), if ESQ assurers do not focus on classroom observation, it is unlikely that they can provide support to teachers on what needs to be improved based on evidence. Thus, it is important that ESQ assurers carry out classroom observation if the aim is to improve the instructional practices among teachers. As it is noted, the ESQ assurers created fear and tension among teachers because teachers knew that their work performance would be reported; some ESQ assurers used harsh language to teachers. The findings concur with Ball (2004) who stated that ESQA creates uncertainty and fear among teachers. Human beings are always faced with fear when they know that they will be evaluated. However, again,

as suggested by De Grauwe (2007), there is a need to ensure that ESQA and teachers work as close friends with the aim of improving teaching and learning. As observed by OFSTED (2019), teachers are likely to improve their instructional practices through self-evaluation, which signifies the necessity of strengthening the ISQA. The findings indicate further that there were irregular school visits which hindered the effectiveness of HoSs instruction leadership and instructional supervision for the improvement of teaching and learning. Regular school visits by ESQ assurers affect the process of helping teachers with areas of weaknesses to improve the students' learning. It is clear in this study that the standards and criteria used by the ESQ assurers were fair and realistic.

However, it is suggested that the criteria and standards needed more improvement and review to ensure that they are properly implemented. This is different from another Tanzanianstudy by Haule (2012) who revealed that teachers and leaders felt that the SQA standards and criteria were unfair and realistic to improve teaching and learning. The standards and criteria were too demanding that forced teachers to be busy with such indicators instead of teaching. It is suggested that ESQ assurers need to assess teachers considering their own strengths and weaknesses (teachers' performance) regardless of the official standards (Ololube, 2014). As the findings indicated, ESQA inflict fear and tension among teachers. This finding concurs with Salmin (2016) (from Zanzibar) and Haule (2012) who found that ESQA visits in schools made teachers stressed. Haule (2012) argues that SQA made teachers stressed and busy with professional documents. Matete (2009) also found that tension and fear among teachers were created among teachers because of a lack of proper preparation such as schemes of work, lesson plans, and subject logbooks. This suggests the importance of the ESQ to create close friendliness with teachers so that teachers think that they work with colleagues whose purpose is to improve the instructional practices for effective students' learning. It is important, therefore, that teachers work hard and fulfil their key responsibilities without an inducement from ESQ assures or any other external force. Teachers' primary role is to ensure that students learn and receive quality education that can help them be productive citizens in society and contribute to national development. The findings indicated further that the HoSs to some extent can change in behaviours positively after

the ESQ assurers' visits. This support the argument by Gustafsson (2014) that ESQA need to support the instructional leadership roles of the HoSs by giving the chance to conduct professional dialogue with ESQ assurers on the issues related to planning and organizing teaching and learning. The findings also support Onuma and Okpalanze (2017) who argued that ESQA needs to support the school management to run the schools efficiently and effectively. Thus, there is a need for the ESQ assurers to ensure that they carry out school visits regularly to help teachers and HoS schools improve instructional supervision.

Conclusions

In this study we investigated the contribution of ESQA in improving the HoSs and teachers' instructional practices in public secondary schools in Zanzibar. Based on the emerging findings, it is concluded in this study that the ESQA have a great contribution to the improvement of instructional supervision for effective teaching and learning. However, it was found that the ESQ assurers sometimes did not undertake the classroom observation to observe instructional process in the classroom setting. This is viewed to be not enough for them to identify the weaknesses of teachers and offer professional support. ESQ assurers focused on checking the schemes of work, lesson plans and log books that could not give a full picture of what takes place in the classroom. The findings also indicate that standards and criteria used by ESQ assurers needed more improvement to provide quality education. The study further discovered that irregular school visits hindered the effectiveness of HoSs instruction leadership. Thus, it become hard to improve the HoSs' accountability. As a result, the ESQA was ineffective in supporting instructional supervision for the improvement of teaching and learning in secondary schools. Therefore, it is argued that the ESQ assurers have not been able to implement fully their roles to improve the quality of education in the country.

Recommendations

Based on the key findings of this study, the MoEVT through ESQ assurers must consider reviewing and modifying the SQA framework, standards and criteria used to reflect the curriculum changes that consider what takes place at the global level. It is also important that ESQ assurers and HoSs engage in

actual classroom observations to discern the strengths and weaknesses of teachers for proper support to make them improve teaching and learning. Moreover, it is recommended that ESQ assurers should use more effective models of communication with teachers to reduce fear and tension among teachers. ESQ assurers need to ensure that there is a close follow-up visits and actual monitoring of instructional supervision to the HoSs to improve the instructional supervision and students' learning. It is also recommended that ESQ assurers need to carry out classroom observation for them to discern the strengths and weaknesses of the HoSs and teachers to improve the instructional practices.If the government wants to improve the instructional process and the quality of education in the country, then it needs to strengthen the ESQA. Training programmes for ESQ assurers are equally imperative for effective monitoring of the quality of the education offered in secondary schools.

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Managing Research in Higher Learning Institutions (HLIs) in Tanzania : A Systematic Review on the best Practices for using Artificial Intelligence

Patrick Renatus Manyengo
The Open University of Tanzania
patrick.manyengo@out.ac.tz

ABSTRACT

This paper reports on the findings of a systematic review in relation to the research management practices in Higher Learning Institutions through the use of Artificial intelligence (AI) technologies such as ChatGPT in Tanzania. AI technologies have gained significant popularity in recent times. However, their integration into academic settings raises concerns, especially in terms of potential ethical considerations. The systematic review at hand used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to retrieve English records in Google Scholar under the phrase "ChatGPT in research¨. Eligibility criteria included the published research papers on ChatGPT and research practices. A total of 28 documents were retrieved. Only 20 documents met the inclusion criteria after full screening. The findings indicate that setting a code of ethics for using AI is paramount. Further research is needed in order to gain detailed insights into this new innovation and technology. It was concluded that ChatGPT in research has to be validated with other methods.

Keywords: ChatGPT, ChatGPT, artificial intelligence, Higher Learning Institutions, systematic review

INTRODUCTION

Research is one of the core functions of Higher Learning Institutions (HLIs). For this reason, an increased research management is an inevitable endeavour (Taylor, 2006). Management of research requires faculty members to be proficient enough across the whole spectrum (i.e, from conceptualisation of priority research problems, research proposals, ethical data collection, data analysis, manuscript writing, to dissemination of findings (Sawyerr, 2004). However, literature on managing research practices, specifically during this Artificial Intelligence (AI) era is scarcely available. The rapid advancement of conversational technology, such as Artificial Intelligence (AI), has brought significant implications for various fields and research practices in particular. ChatGPT (Chat Generative Pre-Trained Transformer), released in November 2022, is one of the artificial deep neural networks with several parameters in the order of billions that has gained prominence in diverse aspects, including conducting research and paper writing (Rahman et al., 2023). In recent decades, however, AI has exponentially been developed and used, and modern society feels its effects on daily activities. As such, AI has also influenced the conduction of research and the publishing of scholarly works. This paper aimed to present a systematic review of the management of research practices using ChatGPT in HLIs research practices in Tanzania.

To date, researchers worldwide have increasingly relied on AI tools, such as ChatGPT, to support various aspects of research, including writing tasks and idea generation, assisting in increasing the efficiency and accuracy of the required output (Deng & Lin, 2023). However, the use of AI (i.e., ChatGPT) in academia and research remain controversial and raise a number of questions in terms of its impact on research quality, and integrity (i.e., bias-related issues). Evidence indicates that ChatGPT can limit individual's capabilities and can result in factual inaccuracies (Shen et al., 2013; Huh et al., 2023). This technology may furthermore exacerbate safety concerns and cyber-attacks (Deng & Lin, 2023). The question about how academia responds to ChatGPT remain unanswered. ChatGPT in research practices has strengths, weaknesses, opportunities and threats. Farrokhnia et al. (2023), for example, identify three strengths of ChatGPT: generating plausible responses, self-improving capability, and personalising real-time responses. This increases an opportunity to information access, facilitates personalised

and complex learning, and decreases teaching workload. Farrokhnia et al. (2023) assert that an introduction and use of ChatGPT has potential opportunities, particularly with regard to content generation, brainstorming ideas, reviewing literature and communication (i.e., language use). Literature suggests that ChatGPT in education is difficult to evaluate and therefore compromise higher-order thinking skills. Hong (2023) and Lund et al (2023) argue that a lack of understanding of the context and academic integrity issues and an increase plagiarism concern are some of the identified ChatGPT threats. Some people feel that ChatGPT in research practices reduces critical thinking (i.e., loss of human expertise), accelerates plagiarism, and produces inferior quality works. Empirical studies show that ChatGPT generate articles for publication and write scientific abstracts with cooked data that may not be detectable (Gao et al., 2022; Dowling & Lucey, 2023). As such, some researchers in HLIs may be tempted to use AI in writing academic papers in order to get promoted. There have been some practices in HLIs with regard to managing research. One of the managerial practices is to limit or avoid copying a large amount of other people's work.

Ant-plagiarism policies have been developed various countries and Tanzania in particular. In 2015, for example, the Open University of Tanzania (OUT) came up with the Research Ethics Policy Guidelines. The policy stipulates that researchers should maintain the highest standards of honesty and integrity and that any form of research dishonesty–will be regarded as a serious offence. As such, Montenegro-Rueda et al (2023) argue that the situation is seen as uncontrolled. With the introduction and use of AI such as ChatGPT in research practices, if not checked, it is thought that the misuse of AI, such as ChatGPT, will likely affect the quality of education in HLIs. The fundamental question is: What should be the best practices in managing the utilisation of ChatGPT in HLIs research related practices? It has to be noted that researchers have different opinions on the current situation (Hong, 2023; Lund et al., 2023). Three research questions guided the review: How do HLIs use AI such as ChatGPT in research processes? How do HLIs manage research processes in ChatGPT? What is the general impact of ChatGPT on research processes in HLIs?

Methodology

The study was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)(Moher, et al., 2010). Systematic reviews are founded on the principle of a comprehensive literature search to identify the available quality literature with a replicable search strategy as completely as possible (Hirt et al., 2020). This review targeted literature and other rigorous information search (Newman & Gough, 2020). Four main steps were adopted. These include a search strategy, selection criteria, quality assessment, and data extraction. For this systematic search, a strategy was developed to identify relevant literature. The information source used was Google Scholar. The search terms used were ChatGPT and Research which spanned from the database from 2022 to 2023. Only peer-reviewed articles published in English were reviewed. The Google Scholar search yielded 28 records. In the present review, the selection criterion was based on the PRISMAstatement (Moher et al., 2009), in which the search mainly focused on mapping existing literature on ChatGPT in research. Table 1 shows the inclusion and exclusion criteria that were used.

Table 1 Inclusion and Exclusion Criteria

	Inclusion criteria	**Exclusion criteria**
1.	Peer reviewed articles published between 2022 and 2023.	Peer reviewed articles published before 2022.
2.	English Language Peer reviewed articles	Peer reviewed articles published in other languages rather English language.
3.	ChatGPT peer reviewed articles	Industry and other fields' peer reviewed articles.
4.	Academic journal articles	Non-academic journal articles

The study is based only on the original reviewed articles. To maintain the quality of the review, all duplications were examined. Abstracts of the articles were checked deeply to determine their relevance. A careful evaluation of each research paper was conducted at a later stage. One article in the non-English language was excluded from review. Furthermore, ten more articles were removed from review after the filtration of duplicate records. Twenty (20) peer-reviewed articles met the inclusion criteria. Information about the

use of ChatGPT in research was coded. Data from the peer-reviewed articles were extracted using a coding system developed by Bond, Buntins, Bedenlier, Zawacki-Richter and Kerres (2020). In the data extraction phase, 28 articles were identified, and the characteristics extracted were as follows:

1. The article must be the original and a peer-reviewed. Published reports were excluded.
2. The article must be in the English language, and it must be on ChatGPT and research.
3. The extracted articles were published between 2022 and 2023.

Search Results

The PRISMA guidelines are authoritative in guiding systematic reviews. They consist of a four-phase flow diagram and a checklist of items developed to help improve the reporting of systematic literature reviews and meta-analyses (Bond, et al., 2020). The PRISMA flow diagram forms an integral part of the methodological description of a systematic review (Haddaway, et al 2020) and outlines the identification, screening, eligibility and inclusion processes of items and reasons for study exclusion/inclusion. Twenty-eight articles were retrieved (See Figure 2). Then, the titles/abstracts were screened, followed by the exclusion of records published in languages other than English ($n = 1$). The records that fell outside the review (i.e., records addressing ChatGPT in a context outside research) were excluded ($n = 5$). The records published in non-academic sources (e.g., newspapers, magazines, internet websites, blogs) were also excluded from the beginning of the search. Once this was done, a full screening of the remaining records ($n = 22$) was undertaken. The thorough screening resulted in all 22 articles to be reviewed. However, two additional records were excluded due to the lack of access to full text as a subscription-based record. In this light, 20 reports were included in the study. The summary of the systematic review process is shown in Figure 2. PRISMA 2020 flow diagram for new systematic reviews, is shown in Figure 1. Ethical considerations were prioritized throughout the research process. The data extraction and synthesis were conducted in a manner that they respect the privacy, confidentiality, and anonymity and their authors. Ethical principles regarding the use of AI technologies were explored and discussed.

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│ t       │   │ Records identified from      │   │ Record(s) removed before         │
│ i       │   │ database                     │   │ screening (n = 1): Marked as     │
│ f       │   │ (n = 28)                     │   │ ineligible due to a language     │
│ i       │   │                              │   │ other than English.              │
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Identification of studies via database

Records identified from database (n = 28)

Record(s) removed before screening (n = 1): Marked as ineligible due to a language other than English.

Records screened (n = 27)

Records excluded (n = 5): Reason - out of scope

Records sought for retrieval (n = 22)

Records not retrieved (n = 2). Reason - could not be accessed.

Records assessed for eligibility (n =20)

Reports of included records (n = 20)

Figure 1: PRISMA Flow Diagram

Findings

This section presents the findings of the systematic review. The first part of this section briefly discusses the study characteristics, including trends and a list of the included records (See Table 3). The second part discusses the emerged themes. This systematic review was followed by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The review process involved the study selection, data extraction, and quality assessment of the included studies. Figure 1 shows the number of publications on ChatGPT applications in the research processes during the study period from 2022 to 2023.

Descriptive Characteristics of the Included Records

The findings show that there has been an increase in publications on ChatGPT since its introduction in November 2022. Based on the h-index, the top two publications on ChatGPT and research are Lund et al. (2023) and Salla (2023) with 118 and 64 citations respectively. Gottlieb (2023) research had not been cited yet (See Table 2). Of the 20 records, 4(20%) were published by Elsevier, 2(10%) Taylor and Francis, 2(10%) Emerald.com, 2(10%), and 2(10%) medrxiv.org. Even though ChatGPT was introduced in November 2022, all the records suited and included in this review were published in 2023. Table 2 shows the number of citations for each record and their topic of focus.

Table 2: Potential Impact of ChatGPT on Research Practices

Hong (2023)	11	ChatGPT offers major opportunities for education institutes to provide researchers with an array of research opportunities.
Homolak (2023)	14	ChatGPT is the inevitable disruptive technology. Thus, there is a need to discuss both the opportunities and risks of its use.
Peres et al. (2023)	4	It is important to continuously monitor and conduct research on the tools themselves.
Megahed et al. (2023)	7	Some results are misleading and wrong. Overall, the use of ChatGPT must be properly validated and used in conjunction with other methods to ensure accurate results.
Ivanov et al. (2023)	4	ChatGPT can do what researchers should do. Publishers need to be more receptive toward manuscripts that are partially generated by ChatGPT.

Sedaghat (2023)	4	Although ChatGPT has the potential to change research, further improvements of this application are needed.
Lund et al (2023)	118	ChatGPT has considerable power to advance research. However, it is important to consider how to use this technology responsibly and ethically.
Vaishya et al (2023)	10	Researchers are advised to fact check all statements provided, keeping in mind its limitations.
Sallam (2023)	64	ChatGPT does not qualify to be listed as an author in scientific articles. Setting a code of ethics to guide the responsible use of ChatGPT is needed.
Opara (2023)	4	ChatGPT delivers rapid and instantaneous response to search queries. However, there is lack of citations and references.
Xames et al (2023)	6	ChatGPT requires immediate attention such as AI authorship, unintentional plagiarism, nonexistent references, and threats of international inequalities. We conclude with optimistic expectations for ChatGPT adoption in research in the future.
Sok (2023)	7	There are risks related to academic integrity issues, unfair learning assessment, inaccurate information, and over-reliance on ChatGPT.
Mijwil et al (2023)	3	This article finds that the use of artificial intelligence applications in academic research may raise concerns about academic ethics, and the limited availability of technologies that can detect such violations poses a significant challenge to academic writing.
Rahimi et al (2023)	7	Excluding ChatGPT from scientific publishing may not be practicable with time, establishing ethical principles is essential before it could become a "co-author" in any scientific, published manuscript.
Zhu et al (2023)	14	It could generate false or fabricated information and ChatGPT training data extend to only 2021
Gottlieb (2023)	0	The scientific community to determine how best to incorporate ChatGPT into the research and publication process with attention to scientific integrity, adherence to ethical principles, and existing copyright laws.
Sabzalieva et al (2023)	7	The challenges related to ChatGPT are ethical implications in higher learning institutions.
Rahman et al (2023)	8	Considering the potential applications and consequences of ChatGPT, it is a must for the academic and scientific community to establish the necessary guidelines for the appropriate use of ChatGPT in research and publishing.
Hosseini et al (2023)	1	Given involved risks and unforeseen challenges, taking a thoughtful and measured approach in adoption of ChatGPT would reduce the likelihood of harm.

Farrokhnia et al (2023)	12	The use of ChatGPT, with its positive and negative impacts on education, including the research practices is still in its infancy and that implies the need for more empirical research.

Source: Rahman et al. (2023)

The findings show that the use of AI (i.e., ChatGPT) in education related research was still in its infant stage. This implies the need for more empirical research. The major findings are illustrated in the underneath sections.

Best Practices on using AI such as ChatGPT in HLI Research Practices
Eleven (55%) records frequently mentioned proper management of research practices during the AI era. The findings imply that AI-era research practices must be managed by setting policies, guidelines and protocols. This is because plagiarism, nonexistent references, privacy, security, excessive copying, ethics and integrity, and over-reliance on ChatGPT are still problematic. Further evidence was identified in some publishers such as Springer-Nature, Taylor and Francis, and Elsevier (Rahman et al., 2023). Another significant finding was that more empirical research and discussions on the use of AI in research and scientific paper writing in HLIs need to be conducted. Five 5 (25%) records mentioned this concern. Since ChatGPT, which is in infancy stage in research practices; it is too early to judge. The findings suggest a need for further research in this particular area. It was revealed that the use of ChatGPT in HLI research practices requires multiple methods of triangulation. Four (20%) records mentioned the finding. The finding was associated with the argument that ChatGPT was misleading and wrong, provides inaccurate information, and hardly include citations and references. The findings imply that if ChatGPT is used in the research, researchers should verify the accuracy and reliability of any information provided. Therefore, researchers should refrain from relying on ChatGPT in different phases of their research trajectory

Discussion
In the current review, three major themes emerged from the available literature. The first central theme is that ChatGPT needs to abide by the code of ethics and guidelines. Specifically, the use of ChatGPT was listed in some sources as a tool that has the potential of plagiarism, lack of integrity and

over-reliance on ChatGPT (Lund et al., 2023; Sallam, 2023; Hosseini et al., 2023; Gottlieb, 2023; Rahimi et al., 2023; Mijwil et al., 2023; Sok, 2023). The cited references recognize that ChatGPT presents noteworthy prospects for educational institutions to furnish researchers with a diverse range of research avenues (Hong, 2023). Moreover, it is contended that the exclusion of ChatGPT from scholarly publishing may become impractical over time (Rahimi et al., 2023). On the basis of this, establishing ethical principles is an essential step before being entirely accepted in scientific research. As such, the ChatGPT cannot be avoided, but its use in research practices requires great attention. The reviews identified that the use of ChatGPT currently needs more empirical research and discussions (Homolak, 2023; Peres et al., 2023; Sedaghat, 2023; Farrokhnia et al., 2023). ChatGPT has potential limitations and opportunities in the research practices. Thus, it is necessary to discuss both the opportunities and risks of it use in research practices. Currently, ChatGPT does not qualify to be listed as an author in scientific articles (Sallam, 2023). However, other sources have suggested using ChatGPT as an author in some specified instances (Huh, 2023; Hisan, 2023). The disapproval of the inclusion of ChatGPT in the list of authors or co-authors is clearly explained in Springer–Nature (2023), Taylor and Francis (2023) and Elsevier (2023). Thus, using AI, such as ChatGPT, in research practices should be carefully used. The records indicate that ChatGPT must be appropriately validated and used with other methods to ensure accurate results (Megahed et al., 2023). Thus, researchers are advised to keep in mind their limitations (Vaishya et al., 2023).

Conclusions

Using ChatGPT in scientific research is inevitable. Considering the valid concerns in regard to the best practices of ChatGPT, the collaborative efforts between and among stakeholders is warranted in order to produce appropriate guidelines and regulations. The careful use of ChatGPT can minimize the potential future complications. If adequately implemented, ChatGPT can improve innovation in research practices to overcome challenges such as language barriers. A debate regarding the use of ChatGPT is recommended in HLIs. However, before the full adoption of ChatGPT in research practices, the HLIs context should be taken into consideration to prevent the negative impact of its potential misuse. There is a need to set guidelines for using

ChatGPT in research practices in higher learning institutions. The utility of ChatGPT in research practices should be performed ethically and responsibly while taking into account its potential risks and concerns. To minimize plagiarism and excessive use of ChatGPT in research practices, an interdisciplinary panel of reviewers can be employed to assess research ethics applications with elements of AI. HLIs research and publication bodies should integrate AI-related-related matters in their guidelines. More studies and discussions are needed to evaluate the content of ChatGPT, including its potential impact on scientific research. As previously identified, the current review examined the best practices for the use of ChatGPT in HLIs research practices. However, the quality of the studies included records can be variable and thereby compromise the generalizability of the results due to limited focus (i.e., Google Scholar, and the exclusion of non-English record). The exclusion of several records that could have resulted in missing relevant data. Despite being small, the swift growth of literature on the use of ChatGPT in research practices need further studies and reviews. Lastly, this systematic review was based on the screening and interpretation of a single author, which may limit the interpretability of the results. Therefore, future systematic reviews should consider collaborative work to improve the quality and credibility of results.

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Gender and access to Inclusive Education in Tanzania: A Case of Selected Primary Schools in Shinyanga and Mwanza Regions

Abdallah Jacob Seni[1] & Immaculate O. Gillo[2]
[1]The University of Dodoma
[2]Institute of Rural Development Planning, Dodoma
* ajseni@gmail.com[1]

ABSTRACT

This study examined gender relations and access to inclusive education for children with disabilities in Shinyanga and Mwanza regions. The study was conducted specifically to examine community attitudes and practices towards girls with disabilities, harmful gender cultural norms, practices, traditions and barriers girls with disabilities face in accessing education. The study employed interpretive phenomenological design and purposive sampling technique to obtain 96 participants. Children with disabilities were identified by using the Child Functioning Module (CFM) questions and participants were purposively sampled. Data were collected using key informant interviews, focus group discussions and observations. Thematic analysis techniques were employed to analyse the data. The study found that there were deep rooted discriminatory cultural practices and gender norms which rendered children with disabilities excluded from school as compared to their male peers and those without disabilities. This was further compounded by poor teaching and learning environment. Girls faced greater barriers than boys, including more hours spent doing household chores, early marriages and pregnancies leading to drop out. It is recommended for government, community and development partners to focus more on children with disabilities, especially girls, increase community awareness on inclusive education and gender as well as improve teaching and learning environments.

Keywords: *Inclusive education, children with disability, gender, culture, traditions*

INTRODUCTION

Inclusive education means to broaden educational opportunities for children with disabilities to have the opportunity to participate in general education programmes (Possi & Milinga, 2017). According to Eldis (2013) it is the kind of education that covers all children including a severely handicapped child in a regular classroom. Is the one that reduces discrimination among children with disabilities within the society and in school settings. According to Mbunda (2017), Tanzania is offering education for some students with different disabilities including visual impairment, hearing impairments, cognitive impairment, physical impairments, autism and multiple disabilities mainly through integration in mainstreamed classes. According to the United Republic of Tanzania [URT] (2011) gender is broadly defined as culturally and socially determined characteristics, values, norms, roles, attitudes and beliefs attributed to women and men through constructed identity in a society.

The issue of inclusion has been on the international agenda for a number of decades now, it has been demonstrated by the different frameworks for action in order to address the different forms of inequality and disparities in education. Such inequalities are based on gender, race, religion, disabilities and ethnic background (Possi & Milinga, 2017). UNESCO (1994 p1), Salamanca Framework of Action, Article 3 states that schools and the education system as a whole *"should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions"*. In addition to that, the UNESCO, Dakar Framework of Action (2000) noted that "*in order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners*" (UNESCO, 2000 p.16). United Nations agencies and other institutions offer guidance and goals for achieving gender equality in inclusive education, nevertheless the distribution of male and female pupils in education is still very unbalanced (White & Kuper, 2018). UNICEF also argues that, while gender parity has improved, barriers and bottlenecks around gender equality and discrimination remain in place. Literature indicates that only 10% of children with disabilities in developing countries go to school and just 1% of women with disabilities worldwide are literate (UNICEF, 2020). There is abundant evidence that children with

disabilities especially girls, face exclusions and discrimination in different areas of life, among these, exclusion from education is a key concern, they are consistently lagging behind in terms of school enrolment, school completion, mean years of schooling and literacy levels compared to their peers without disabilities (Possi & Milinga, 2017). In bringing about gender equality the government of Tanzania has in place the inclusive education policy of 2009 which states that pupils with disability should be educated with other Children without disabilities in the same classrooms (Mkonongwa, 2014). Also, there were several policies developed in Tanzania such as National Gender Policy (2007) with a view to bringing about gender equality and integrating gender equality in policies, plans, development strategies and actions in all sectors. The government has developed the National Plans of Action (NPA, 2017-2022) as a comprehensive framework with strategies and activities for preventing gender violence and bringing gender equity in Tanzania. In 2008, Tanzania embarked on an inclusive education programme and came up with a National Strategy for Inclusive Education (NSIE) to cater for 2009 -2017 and the second NSIE of 2018-2021.

The NSIE outlined strategic areas of action from the existing education sector policies and programmes that needed to be reinforced and consolidated to provide access to quality education to all children with an emphasis on children with disabilities (URT, 2009). The government has been working with NGOs and other stakeholders to fight violence against girls and sensitizing the public through the mass media, seminars, workshops and drama, on the need to remove gender inequalities and gender-based violence (Awinia, 2019). According to UNESCO (2018) in Sub-Saharan Africa, girls with disabilities were particularly disadvantaged; boys with disabilities had almost one year more schooling than girls with disabilities. Girls are exposed to multiple discrimination by being girls and as children with disabilities. They face many barriers to completing their education, including early marriage, gender-based violence, sexual abuse, neglect, maltreatment, exploitation and high domestic workload. Education is important for girls with disabilities, as it is well established that the education of women generates multiple benefits, including greater protection against abuse, and improved health and educational outcomes of their children (UNESCO, 2018). Girls with disabilities are among the world's most marginalized groups

of society, resulting from social norms, traditions, customs and cultural bias around both gender and disability. Yet their needs, and the double discrimination they face, have largely been neglected and overlooked in education dialogue and practice and limits their educational opportunities and development potential. In this paper, community attitudes and practices towards children with disabilities, especially girls, were examined, together with harmful gender cultural norms, practices, traditions and barriers girls with disabilities face in accessing primary education.

Models of Disability

There are diverse models of conceptualizing impairments as well as disability. They entail the medical, social, religious and African beliefs models. In the context of this study, these models are crucial in understanding bottlenecks to inclusivity of primary school pupils with disabilities especially, girls. Beginning with the medical model, people with disability are considered as having a problem, thus individualize the plight resulting from disability. It regards disability as the consequence of body impairments caused by damage or disease, which requires medication or rehabilitation to make a person normal or healthy (Berghs et al., 2016). Essentially, the model looks at disability as a result of deviation from 'normal' body performance. In this case disability is deeply rooted in the normality vis a vis deviance discourse (Solvang, 2000). It also presupposes the rehabilitation side of medicine, which strives to correct the disabling defect through surgery, orthopedics and assistive devices such as hearing aids and spectacles (Solvang, 2000). The medical model can catalyze ableism and biased attitudes and practices of pupils with disabilities including girls (Cologon, 2013). The social model counteracts the medical model which sees disability within individual pathology instead considers it as a social concern (Berghs et al., 2016). The canons of the social model rests on viewing disability as the experience of society's oppression and disadvantage as well as a physical, sensory, cognitive or mental health condition (Berghs et al., 2016; Lawson & Beckett, 2020). The proponents of the social model react over the view of associating children with disability to the medical model; instead, they insist on viewing disability in the lens of societal barriers (Rerief & Letšosa, 2018). The basis of their assumption rests on the fact that individuals are disabled by society's structures, attitudes, and obstacles to opportunities to quality life arising out

of such social processes (Purtell, 2013). The social model of disability has faced a lot of criticisms that it neglects the painful realities of impairment. Further, the model's distinction between impairment and disability is artificial since it is hard to distinguish the end of impairment and start of disability (Rerief & Letšosa, 2018). All in all, it is imperative to insist that the social model neither deny that some forms of illness may have disabling consequences nor deny the role of medical professionals in treating various diseases (Rerief & Letšosa, 2018). This is to say that, the social model of disability helps us in understanding the fact that society has a stake in making the people with disabilities and girls with disabilities in this case vulnerable and disadvantaged by their condition of having disability.

Depicting mainly on indigenous African beliefs from African cultures, some African beliefs promote the stigmatization and marginalization of people with disabilities through exclusion and depicting them as objects of pity, ridicule and victims of evil forces (Ndlovu, 2016). In this regard, indigenous African beliefs depict disability as an abnormality. This has implications for community members whose attitudes and practices towards disability and Children with disabilities especially girls could constitute a barrier towards inclusivity of girls in primary schools. Furthermore, harmful gender and cultural norms, practices, traditions and barriers girls with disabilities face in accessing primary education can fully be understood drawing onthe indigenous African beliefs.

Intersection of Gender and Disability
Gender and disability appear to have an important connection as far as education is concerned. First, both gender and disability relate with marginalized groups of people in which females are the marginalized majority and people with disabilities are the marginalized minority. Second, there exists a vast gender gap in disability. While gender norms and values ascribed to girls fluctuate extremely depending on the cultural context, girls with disabilities are stereotyped as sick, helpless, childlike, dependent, incompetent and asexual (Ziegler, 2014). This situation greatly limits their options and chances. Another gender inequality concerns the role of girls as daily caretakers for family members with disabilities. This study was conducted to examine access to inclusive education for children with

disabilities in Shinyanga and Mwanza regions. The study was specifically conducted:

1) To explore community attitudes and practices towards children with disabilities especially girls,
2) To examine harmful gender, cultural norms, practices, traditions and
3) To identify barriers girls with disabilities face in accessing education.

Methodology

The study was conducted in nine (9) primary schools found in nine (9) villages within Shinyanga Municipal, Shinyanga District and Misungwi District councils of Shinyanga and Mwanza regions respectively. This study was informed by a qualitative research approach and phenomenological design which allowed collection of in-depth data on the issues under investigation. According to Heotis (2020), descriptive phenomenological research design entails capturing a vivid and precise description of the perception about lived experience and   leads to understanding the essence of the phenomenon under investigation. On the other side, the interpretive phenomenological research design is concerned with studying the lived experience whereby meaning is embedded in the experience. As such, one's experience of the phenomenon and how meaning is made from it can be understood by means of interpretation. The study is interpretive phenomenological as it examines community attitudes and practices towards children with disabilities especially girls, harmful gender cultural norms, practices, traditions and barriers girls with disabilities face in accessing primary education. The study involved 42 children with disability identified through the Child Function Module (CFM) Washington Group of Questions which is a standard tool for identification of children with disabilities according to the domain of functional difficulties and intensity of their disability. Children with disabilities who participated in the study were from nine (9) primary schools; among them 24 were boys and 18 were girls (Table 1).

Table 1: Children with Disability by Gender and Type of Disability

Type of difficulty	Girls	Boys	Total	Percent (%)
Learning	3	5	8	19.05

Walking	1	2	3	7.14
Multiple	1	0	1	2.38
Hearing	4	6	10	23.81
Seeing	5	6	11	26.2
Albinism	3	3	6	14.28
Communication	1	2	3	7.14
Total	**18**	**24**	**42**	**100**

Source: Field Data, (2022)

Also, 54 key informants were purposively selected including head teachers, ward education officers and district Special Needs education officers. Others were key local leaders such as Village executive officers (VEOs), Village Chairpersons and Ward executive officers (WEO) and consequently together with the 42 children with disabilities, the total sample was 96 as indicated in Table 2 subsequently.

Table 2: Sample Size and Composition

Type of Respondent	Number	Percent (%)
Children with disabilities	42	42
Head teachers	9	9
Village chairs	9	9
VEO	9	9
WEO	9	9
Ward Education Officers	9	9
Parents	6	6
District Special Need Education Officers	3	7
Grand Total	**96**	**100**

Source: Field Data, (2022)

Data collection methods included key informants' interviews, focus group discussions (FGDs) and observations. While key informant interviews (KII) were conducted with Headteachers and District Special Need Education Officers; FGDs were heterogeneous and composed of parents, village Chairs, Village Executive Officers (VEOs), Ward Executive Officers (WEOs) and Ward Education Officers. FGDs sessions were also conducted for children

with disabilities. The researchers chose the schools as convenient places for flexibility of time within school hours to ensure participatory and ease information-gathering exercises. Direct observations were mainly on accessibility of infrastructures, social interactions between children with disabilities, teachers and children without disabilities. The study was heavily geared towards qualitative research and analysis. Thematic and narrative analysis were used to aid data analysis.

Results and Discussion

This section provides findings of the study as per respective objectives.

Attitudes and practices of Community towards Children with Disabilities

During FGDs, it was reported that children with disabilities in the community were regarded as a curse, tragedy or punishment from God to the family, and led to their discrimination. It was found out that the communities in general do not see the value of sending children with disabilities to school, they see them as useless. Only the educated parents took their children with disabilities to school. Girls' potential, especially one with a disability, was not valued by society. This was explained by one VEO during the FGD that:

> *Girls with disabilities are particularly vulnerable to stigma and more likely to be abandoned or abused. Those with intellectual disabilities and albinism are particularly vulnerable to sexual abuse and violence because some people believe (bad cultural belief and advice from witch doctors) that having sex with them will bring wealth and power, or cure them of AIDS.* (VEO A, FGDs, 2022).

During the FGD further, it was generally agreed amongst participants that having a child with disability was not something a family or community accepted positively, it was seen as a curse and abnormal thing. The study indicated that there were negative attitudes towards children with disabilities, they were considered as a source of misery in the family. The parents hide these children as it was considered a shame to allow children with disabilities to be publicly seen. This was supported by Mbunda (2017) findings that in

many societies in Tanzania, Children with disabilities were thrown away, killed or being locked inside the house cages because of being associated with bad luck in the family Some of the parents had no interest in educating their children due to their disability and they do not see the value of taking them to school like other children of their age. In addition, one FGD participant reported that:

> *Children with disabilities are not treated and cared well within the family. Parents hide them and lock them inside because they are ashamed of them. Others think that disability, especially Albinism, is contagious, one can get it by coming close to them or touching them* (Parent C, FGDs, 2022).

The findings that the community had negative attitude over children with disabilities are in akin with the African beliefs models of disabilities which sees some African beliefs as vehicles for promotion of stigmatisation and marginalisation of people with disabilities through exclusion and depicting them as objects of pity, ridicule and victims of evil forces (Ndlovu, 2016).

Gender Roles and Division of Labour

As evidently revealed from the voices of the participants from this study, community members have rigid traditions in which imbalance gender roles within the household are still common due to the prevalence of patriarchal systems. It was said in the FGDs that, socially constructed gender roles influence the lives of girls and boys with disabilities, their experiences, their needs, and their position in the society. The FGD conducted with parents shows that girls are supposed to do all the domestic activities (and not attending school) and spend more time than boys on cooking, cleaning, fetching water and collecting firewood, as well as caring for children, the ill and the elderly people. This affected the girls, especially those with disability to attend school. One participant parent during FDG had the following to say:

> *In our area there is a clear and strong sexual division of labour between boys and girls which is according to nature and our culture. In this case girls are expected to get married and perform never-ending tasks like managing large households. They always go to sleep late and tired having*

> *worked all day long, wake up early when the hyenas are still out preying, and are not involved in crucial decisions of the family* (Parent B, FGDs, 2022).

The study findings imply that these domestic roles put a big burden on girls of a young age and keep them occupied for the whole daywhile boys have fewer activities compared to girls. Consequently, their school attendance, participation and success are greatly hampered.

Harmful Gender Cultural Norms, Practices and Traditions

The study found out that the study location had a patriarchy and a male dominated society. The society had many beliefs, norms and culture rooted in society which constitutes one of the most significant barriers to the education of children with disabilities, and of girls in particular. Girls with disabilities are continuously impacted by stigma and discrimination because of their disability and being females. A large number of harmful traditional practices are based on a perception of male superiority and women and girls in particular suffer many human rights abuses in the name of culture. Findings from FGD with parents attests theseharmful gender cultural norms, practices and traditions as portrayed subsequently:

> *In our society girls are married immediate after the first menstrual period, some are forced to be married so as to obtain dowry, thus girls and women in general are considered as a commodity. Those with red eyes are accused of witchcraft. Likewise, meeting a child with Albinism is considered as a bad luck and one would run away from the sight to prevent misfortunes to him/her* (Parent, FGD, 2022).

This is supported by the findings of Mbunda (2017) that most children with disabilities in developing countries including Tanzania, are not in schools because of social norms and cultural beliefs which affect their rights to education, social living and justice. This implies that harmful traditional norms, beliefs and practices such as early marriages and forced marriages, marriage by abduction, girls regarded as commodity, disproportionate labour, accusations of witchcraft of older women, and early pregnancy were deeply rooted in the study location leading to negative consequences on girls with

disabilities as far as their accessibility to inclusive basic education was concerned.

A Girl Child Regarded as a Commodity

It was found out that, in rural areas community members regard women and girls as commodities due to dowry and bride-price they pay. There tends to be priority given to boy's education over that of girls. The girls' parents use bride price to increase family income and get wealth at the expense of their daughters' education and wellbeing; this increases a girl's chance of early marriage and pregnancy. Girls with disabilities were not an exception in this regard. Girls with disabilities also experience early marriage especially the white ones. This was clearly said by one parent during the FGD that:

> *Normally in our culture, girls' families receive the bride price for their daughter. The bride price is between 15 to 40 cows, but sometimes where there are men competing over the beautiful white girl, as many as 60 cows were provided. Due to this a woman/girl can endure constant torture from her husband and her in-laws after marriage, createmale domination and female subordination in marriage and man sense of ownership of his wife as a commodity* (Parent, FGD, 2022).

Another young woman also added:

> *When my parents were given my bride price from one of the rich families in the village, I lost my freedom of choosing who to marry as I was forced to get married to the one who paid many cows to my parents. Many young girls in our society are married to elderly suitors because those men have more cows* (Parent, FGD, 2022).

When men were asked during the FGD on the bride price and girls being the commodity, they said that paying bride price to the family of the bride has been a culture to the society, a sign of expressing love and thanking the girl's family for taking care of the girl, is not a bad thing to do. Another parent reported further:

> *Marriage in our culture is not recognized without paying bride price. Women/girls are not regarded as commodities by*

> *paying bride price, but it is a guarantee that she will not go*
> *back to her family when there is mis-understanding* (Parent,
> FGD, 2022).

Despite the thinking that bride price was regarded as thanksgiving sign, it could be argued that this tendency jeopardized the freedom and dignity of girls including those with disabilities. It also deprived them of their opportunity to access education,

Having a Child with Disabilityis a curse and Bad Luck

It was found out during the FGDs that, Children with disabilities were segregated and stigmatized, labelled *'Nsebu,'* (*one who is sickly and brings bad luck*). This was a sign that parents did something bad in the past, having them in the family is regarded as a curse and bad luck. The situation was very bad when the child was a girl. They have been suffocated at birth by the midwife or such children are left to die in the bush and their burial is done secretly at night. This was explained by one parent during FGD that:

> *Children with disabilities were regarded as a tragedy in a*
> *family. A good example is meeting a child/person with*
> *Albinism on the road. It is believed by the society that it*
> *creates and brings bad luck. So, when one sees an Albino, he*
> *or she was supposed not to look at him/her and spit on*
> *themselves on the chest to remove bad omen.* (Parent, FGD,
> 2022).

This was supported by one Child with disability in one of the FGD done with children:

> *People say I am a curse to my family because I cannot help*
> *much at home, play with other children and even go to school*
> *alone.* (Child with Disability, FGD, 2022).

One village chairperson also added:
> *In our area people with Albinism are normally killed so that*
> *their body parts were used as a charm and medicinal*
> *ingredients for diamond and gold miners' good luck. They are*
> *not treated well like other human beings. As a government, we*

> *sensitize the community to protect them and educate people to*
> *abandon this belief.* (Village chairperson, FGD, 2022).

These findings are in akin with the assumption by the African beliefs from African cultures. Thus, some African beliefs promote the stigmatization and marginalization of people with disabilities through exclusion and depicting them as objects of pity, ridicule and victims of evil forces (Ndlovu, 2016).

Early Marriage and Forced Marriage

It was found during key informant interviews that early marriage and teenage pregnancies were still problems which hinder education for girls in the study location. Girls marry under the age of 15 before they are physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and childbearing even when legislation condemns this practice (Article 16(2) of the Universal Declaration of Human rights), the laws are usually weakened by customs and norms as well as corruption. This was supported by head teachers' quotes who said:

> *Girls were considered ready for marriage when they reached*
> *puberty. Parents say marriage protects girls from premarital*
> *pregnancy that affect family honour and decreases the amount*
> *of bride price*. (Headteacher, KII, 2022).

One parent [man] during FGD said that the society in the study location, believed that women (girls) are for marriage and a girl who stays long without being married was usually not respected, she was seen as having a problem, whom they refer to as *Nshimbe.* The participant parent reported that:

> *Girls marry early, some do not go to school at all, others drop*
> *out of school to get married, and others marry immediately*
> *after completing primary school (12 to 14 years) they are told*
> *by their parents not to write well on their Standard seven*
> *national examinations and fail. Consequently, girls aged 12 to*
> *17 years are married, divorced or widowed* (Parent, FGD,*
> 2022).

Government statistics demonstrate that 4 in 10 Tanzanian girls got married before turning 18 (Human Rights Watch, 2018). Both the men and women during FGD explained that, in the society there is such a thing as forced

marriage or marriage by abduction. This was explained by one parent participant who said that:

> *There is a traditional custom during traditional dance normally during harvest season called "Chagulaga" where a girl as young as 12 years old is grabbed and kidnapped from the street and taken away by a man after the agreement between the families without the girls' knowledge or willingness. So, the girls were not married to the suitors of their own choice, but the suitors of their parents' choice.(*Parent, FGD, 2022).

The FGDs also indicated that there was a problem of early and forced marriage for girls in the society. The village and ward leaders revealed that forced marriage was perpetuated by a unique tradition called *chagulaga*, where men would line up and ask the girl to choose one as a lover. In this case one VEO explained:

> *It is true that Chagulaga is a practice in this society where the girl was abducted although most of the time there were prior arrangements between families. It is a bad practice but the by-laws and society education has reduced this habit of bride kidnapping in the society. (*VEO D, FGD, 2022).

Forced marriage was arguably a sense of victimisation to the girls including those with disabilities. Marriage was not only ought to go with one's suitor but needed to come in a timely manner.

Menstrual Period for Girls
Taboos and harmful traditional practices surrounding menstruation period is one of the major barriers to girls' education. It was found out during the FGD with a group of women it was found out that, cultural beliefs (women/girls during menstrual period are impure, contaminated, dirty, or sinful), combined with limited access to sanitary products, results in girls missing school completely during their menstrual period. Female parents talked much on thisregard, one said:

> *The society believes that a girl's first period is a signal that she is ready for marriage and childbearing. Having a period is regarded as something secret and shameful. Also, as parents we fail to provide assistance to our daughters to buy safe sanitary pads, as a result girls stay at home until the period is over.* (Parent, FGD, 2022).

It was found during the study that lack of water, sanitation and hygiene (WASH) and menstrual hygiene management facilities at school are a barrier for adolescent girls with disabilities who are regularly forced to stay home during their menstrual period eventually resulting in dropping out permanently. When asked about the contribution of lack of girl's special rooms, water and sanitation in many schools to assist girls attend schools even during their menstrual period, one of the Head teachers said:

> *It is true that most of our primary schools lack access to water and sanitation, but the government and ministry of education are working hard to ensure that all the schools have enough toilets, water and special rooms for girls; and where possible to assist them with sanitary pads, especially those coming from poor families.* (Head teacher B, KII, 2022)

Also, during FGD with children with disabilities, the menstrual period was reported as one of the hardest times for them to attend school. Some of the reasons provided were the lack of water, sanitary pads and toilets. One girl said:

> *It is shameful for others to know that I am in my period, so during that time I opt not to attend school. I usually have stomach pain during my periods and I fail to have sanitary pads. In our school we do not have enough toilets, water and even education during the menstrual period.* (Child C, FGD, 2022).

These findings are similar to UNESCO (2018) by the studies done in Kenya, Ethiopia and several countries in Sub-Saharan countries which found that menstruation affects girls' attendance and participation in education, asone in 10 girls in Sub-Saharan Africa missed school, they miss between 1 and 4 days of school every month due to menstruation. The inaccessible school

infrastructures including the absence of changing rooms for girls including those with disabilities greatly interferes their access, participation and successful completion of their basic education.

Women with Red Eyes Accusations of Witchcraft
The study found out that there has been an increase in the violation of the women right to life through killings and torture in relation to witchcraft beliefs in the study location. Old women with red eyes were punished by mob justice and murdered. This was clearly said by one male participant during the FGD session. Results of a lifetime of cooking in unventilated kitchens using smoky firewood and sometimes dry cow dung was responsible for having red eyes as he reported:

> *In our community witchcraft is normally used as an excuse for violence against older women. Red eyes are perceived to be a sign of one engaging in witchcraft practices. Traditional healers normally point out witches in the society. The government and NGOs have been working to educate people on the rights of women and stop the belief that misfortune; such as illness, death or financial problems are the results of witchcraft.* (Parent E, FGD, 2022).

Another parent during FGD added that:
> *The killings of older women have been increasing in our society despite various education and awareness campaigns and the government must take serious efforts to stop them.* (Parent C, FGD, 2022).

It could be argued that, the innocent killings of women adversely affects children including girls by making them orphaned. Orphaning of girls with disabilities makes them more vulnerable leading to drop outs. Motsoeneng (2022) report that women were accused of witchcraft and murdered and that the community did not have concrete evidence of their accusations. This implies that the killings in the study location over women with red eyes was not only detrimental to future schooling of their granddaughters with disabilities but needed serious interventions regarding proof of the accusation as well as respect of rule of law.

Barriers to access Inclusive education for Children with Disabilities
Poor School Infrastructure for Children with Disability Especially Girls

As observed by researchers, in most primary schools visited for the study, the school infrastructures were not conducive for accessibility of children with disabilities. Schools have shortage of classrooms, narrow doorways for children with disabilities, no ramps, no handrails, shortage of toilets for Children with disabilities including girls. Girls require safe and separate toilet rooms from those of boys, they also need facilities to dispose sanitary products and a special changing room for menstruating girls; which is not available in all the schools visited for study. This is supported by Awinia (2019) who found that schools in Tanzania lack clean and accessible water, toilet and sanitation facilities (SWASH) for girls due to overcrowding and financial problems. Girls need safe, private and hygienic space to manage their menstrual hygiene. This was explained by one girl during FGD that:

> *For Girls to change during the period, we need a safe and very private place to avoid the shame and sexual harassment. Other girls change their sanitary towels in the bushes following the washroom crisis. Our school has no water and has very few toilets and no place to throw our used sanitary pads, as a result we sometimes opt to stay home during our periods.* (FGD with Children with disabilities,2022).

The children's findings were supported by parents, head teachers and VEOs during interview and FGDs. Head teachers reported poor school infrastructures and inadequate teaching and learning facilities such as textbooks, learning and teaching materials. One head teacher had this to say:

> *Our school lacks a lot of facilities for our children to study. The school has a shortage of classrooms and toilets for children to use. Children with physical disabilities, it becomes a problem when he wants to use a toilet. Entering the classroom and moving around the school is a challenge to him.* (Head teacher D, KII, 2022).

These results are somewhat similar to results from the study by Mbunda (2017) who found that there was shortage of teaching and learning resources,

shortage of supportive aid to children with disabilities and poor school infrastructure in most of primary schools in Tanzania. Lack of these facilities implicitly affect inclusivity of children with disabilities including the girls.

Gender based Violence and Abuse

The study found that Gender Based violence (GBV), sexual abuse, neglect, maltreatment and exploitation was prevalent in the study location due to male dominated patriarchy system present in the area. It was found out that other children without disabilities assist and protect children with disabilities especially girls in some situation of abuse or violence. GBV happens in schools and on the way to school and greatly constitutes one of the barriers to inclusive primary education among girls with disabilities. This was found out during FGDs with children with disabilities:

> *Some children here at the school mock us, especially girls, because they are regarded as weaker. Other children act the way those with physical disabilities walk and laugh at them when they fail to do some activities. At the street, we normally get bullied and sometimes other children help us.* (FGD with children with disabilities, 2022).

It was further found that Children with disabilities were bullied by other pupils at school and when outside the school. This negatively impacts the children leading to poor school attendance, poor learning and school dropout. This problem was also reported by parents during FGD when reported:

> *Due to presence of gender-based violence in our area, families often resist sending their children especially daughters with disabilities to school for fear of their safety and the lack of protection from violence and sexual abuse. We have few examples of girls with disabilities who got pregnant, while the parents did not know who gave them pregnancy* (Parent, FGD, 2022).

Most advocacy campaigns conducted by the government in the study location were on issues of gender, and gender-based violence. However, overall, the effectiveness of the gender awareness campaigns is questionable since this study revealed that violation of gender-based rights, gender-based violence,

unbalanced domestic chores and preference of educating boys over girls were still prevalent in the project location. According to one of the WEO FGD participants:

> *In these areas, gender equality is still a problem, women and girls still suffer the men's chauvinism, violence and oppressed culture and traditions* (WEO A, FGD, 2022).

These findings are supported by different studies done around the World especially in developing countries. Similar findings are provided by Plan International (2013) and Shah *et al.* (2016) which indicated that women and girls with disabilities are twice as likely to experience gender-based violence compared to girls without disabilities. This implies that, while girls without disabilities face gender based violence, the situation is likely to be worse to those with disabilities.

Conclusion and Recommendations

Conclusion

From the evidence gathered, it was found that there were some quite strong and distinctive gender disparities in the study location, especially in terms of gender roles and division of labour among the community members. Girls with many responsibilities in both the home and in the family farming activities, spend more hours a day working than boys whose role is mostly to do with farming activities. Girls are often arranged into early marriages not of their choice. Girls with disabilities are often at greater risk from harm emerging from cultural misconceptions and superstitions that increases their social exclusion and isolation and even at times their death.

Recommendations

It is recommended that education systems focus more on children with disabilities, especially girls, to empower and support them to reach their full potential. Community members need to change the mindset of gender inequality, cultural norms, and traditions that hinder the development of girls with disabilities. The government needs to engage in public awareness campaigns and community engagement on the importance of taking girls with disabilities to school. The government with the help of community and development partners should strive to strengthen gender equality and

disability inclusion in education systems in Tanzania. There is also a need for stakeholders to support families of children with disabilities to develop resilient livelihoods and enhance their economic capabilities and manage educational expenses of the children including those with and without disabilities as well as refrain from considering girls as a source of income through dowry/bride price.

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Student Teachers' Involvement in Internal Quality Assurance Processes and its Impact on 21st Century Skills in Tanzania Teacher Colleges

Geofrey Shahanga[1], Mary Ogondiek[2] & Janeth Kigobe[3]
Tanzania Institute of Accountancy[1]
The Open University of Tanzania [2&3]
geofrey.shahanga@tia.ac.tz [1]

ABSTRACT

The study sought to evaluate the impact of student teachers' involvement in Teacher Colleges' quality assurance processes on 21st century skills in Tanzania. The study was guided by students' involvement theory. The main was pragmatism paradigm and students' involvement was adopted as a theoretical framework. Data were gathered through questionnaires and interviews. Results were presented in mean, standard deviation, and inferential statistic measures. The participants felt crucial for student teachers to be adequately involved in all the six quality assurance domains. This involvement positively and significantly predicted the development of the most of 21st century skills. The study concludes that urgent need to involve student teachers in internal quality assurance processes is an inevitable attempt for the development of 21st century skills required for their teaching profession. Other researchers may develop a scale to measure the 21st century skills among student teachers in Tanzanian context.

Keywords: Student teachers Involvement, Teacher Colleges, 21st Century Skill, Internal Quality Assurance, Quality Assurance Domains.

INTRODUCTION

There is a dire need for developing 21st century skills to student teachers through their direct involvement in internal quality assurance processes. This is because the global economy requires the workforce with 21st century skills to address diverse social, economic and political challenges (Singh, Mohtar, Singh & Mostafa, 2020). The skills include: team work and collaboration, critical thinking and problem solving, creativity and innovations, communication, information media and digital literacy, social and cross cutting issues, flexibility and adaptability, productivity and accountability, as well as leadership and responsibility skills (Hon, Muthukrishnan, Choo, Kam & Singh, 2022). The aforementioned skills are a catalyst for promoting the Sustainable Development Goals-2030, African Union Agenda-2063, South African Development Community Vision-2050, East African Community Vision-20250, as well as the Tanzania Development Vision-2025 (United Nations, 2016; African Union, 2015; SADC, 2020; EAC, 2015). This means that the 21st skills are required for achieving both national, regional, and global sustainable development. Therefore, teachers are required to possess the identified skills in order to be able to transform their students, because teachers teach what they know (World Bank, 2018; Cretu, 2017; MoEST, 2019).

Empirical evidence, however, indicates that many in-service teachers in Tanzania have limited 21st century skills. As a result, these teachers are less capable of planning, assessing and or developing such skills to their students (Senjiro & Lupeja, 2023a; Senjiro & Lupeja, 2023b). The assumption here is that adequate integration of these skills in pre-service teacher education programmes is mandatory (Mgaiwa, 2018; Namamba & Rao, 2017; Katilia, 2015). Since 21st century skills are practical oriented, enhancing student teachers' direct involvement in internal quality assurance is important (Logermann, 2014; Andleeb & Ahmad, 2020)). The genesis of student teachers' involvement in internal quality assurance processes can be traced back to the Bologna declaration of 1999, where Ministers for education from European countries signed an agreement geared towards improving the quality of higher education in terms of credit and labour transfer (House of Commons, 2007). Ever since then, many education institutions across the world involve their students in quality assurance processes at different levels

(Degtijarjova, Lapina & Freidenfelds, 2018; Fideli, 2016; Noha, 2013; Hickman & Akdere, 2017; Logermann, 2014; Sayal, 2013; Nyenya & Rupande, 2014). However, the involvement of student teachers in quality assurance processes, particularly in relation to the 21st century skills has scarcely been established in literature. Similarly, the lack of specific framework for student teachers' involvement in internal quality assurance processes compromise their ability to integrate the 21st century skills in their classroom teaching practices (Shahanga, Kigobe & Ogondiek, 2021; Shahanga, Ogondiek & Mmbaga, 2021). The present study, therefore, explored domains for student teachers' involvement in internal quality assurance processes towards 21st century skills. The study adopted a students' involvement theory developed by Alexander Astin (1984). The theory holds that, students' involvement is the amount of physical and psychological energy which students devote to the academic experiences. The assumption of this theory is that physical and psychological energy devoted by students' involvement in academic activities improve their learning outcomes (Nkala & Ncube, 2020). The overall relationships of these variables are illustrated in the below conceptual framework (See figure 1).
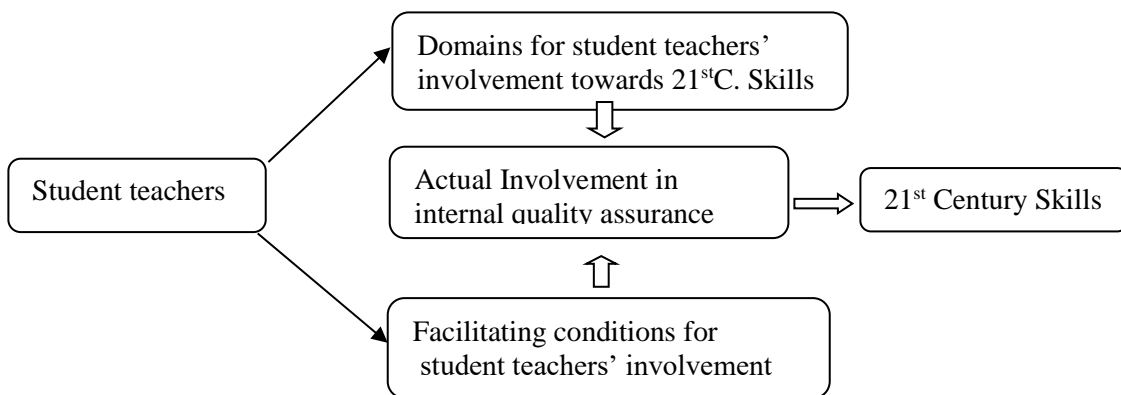
Figure 1: Conceptual Framework Developed

Methodology

The study employed a mixed-methods research in order to utilize both qualitative as dominant and quantitative methods (Creswell & Plan Clak, 2018). Around 379 respondents were selected through cluster sampling technique from 12 educational zones of Tanzania. The sample was calculated

using Yamane's (1967) formula from the estimated population of 25,417. There were 360 student teachers, seven college principals, and 12 quality assurance officers. Structured questionnaires and face-to-face interviews were used as data gathering tools. Data were then coded and subjected into statistical package for social sciences (SPSS Version 25) and analyzed using descriptive statistics, content analysis techniques and multiple regression model. The results were presented in mean, standard deviation, coefficients, and verbatim quotes.

Model Specifications

$SQP = \beta_0 + \beta_1 TCS + \beta_2 CPS + \beta_3 CIS + \beta_4 CDS + \beta_5 SCS + \beta_6 FAS + \beta_7 LAS + \acute{\varepsilon}$

Whereby:

SQP= Student teachers' involvement in internal quality assurance processes

TCS = Team work and collaboration skills

CPS= Critical thinking and problem-solving skills

CIS = Creativity and innovation skills

CDS= Communication and digital literacy skills

SCS= Social and cross cutting issues skills

FAS= Flexibility and adaptability skills

LAS= Leadership and accountability skills

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7$ = Coefficients of variables used in the study

$\acute{\varepsilon}$= Error term.

Results and Discussion
Domains for Student Teachers' Involvement in Internal Quality Assurance Processes towards 21st Century Skills

Student teachers through a five Likert scale questionnaire, provided their responses about the domains for their involvement in internal quality assurance processes towards 21st century skills. The results are presented in table 1.

Table 1: Descriptive Statistics

Internal quality assurance domains	Mini	Max	Mean	Std. Deviation
The quality of learners' achievement	1	5	4.82	.689
The quality of teaching for good learning and assessment	1	5	4.25	.772
The quality of the curriculum in meeting learners' needs	1	5	3.53	.754
The quality of leadership and management of people and resources	1	5	2.19	.975
The quality of environment in terms of welfare, health, and safety	1	5	4.03	.797
The quality of community engagement	1	5	2.04	.711

Source Field Data (January, 2023)

As presented in table 1, student teachers were enthusiastic to be involved in the evaluation processes of all the six quality assurance domains as described in the school quality assurance framework (MoEST, 2017). However, their responses   varied across all the six quality assurance domains. The student teachers indicated the highest interests of being involved in the quality of learners' achievement (mean of 4.82), the quality of teaching for learning with (mean of 4.25), as well as the quality of learning environment (mean of 4.03). Student teachers demonstrated the lowest interest on the quality of leadership for people and resources (mean of 2.19), and community engagement (mean of 2.04). The college principals and school quality assurance officers interviewed provide these responses:

> *Student teachers will perform quality assurance functions alongside teaching. Therefore, they should be involved in all the school quality assurance domains* (Principal, College D, May, 2023).

> *As the intended beneficiaries to develop 21st century skills, student teachers require adequate opportunities for interactions among themselves and with other stakeholders. Therefore, their involvement in different quality assurance domains is beneficial* (School quality assurance officer, Zonal 1, May, 2023).

The student teachers, principals, and school quality assurance officers emphasized about the need for involving student teachers in internal quality assurance processes. These findings concur with previous studies conducted in different countries (Andleeb, 2020; Strydom & Roots, 2020; Lottering, 2020; Nkala & Ncube, 2020). However, the study by Essel and Boakye-Yiadom (2018) found that students in Ghana rarely involved in internal quality assurance processes.

The Influence of Student Teachers' Involvement in Internal Quality Assurance Processes on 21st Century Skills Development

Statistical tests were conducted in order to evaluate the influence of student teachers' involvement in internal quality assurance processes on 21st century skills development. The tests included correlation and regression analysis. The results are presented in tables 2 and 3 respectively.

The Multicollinearity Tests

The existence of inter-correlation between and among the explanatory variables, as well as between dependent and independent variables were investigated using multicollinearity test. Variance Inflation Factor (VIF) for each explanatory variable is less than ten, and tolerance (1/VIF) is above 0.1 (See Table 2). Principally, since the VIF is less than 10 and tolerance is greater than 0.1, therefore, all the explanatory variables used in this study were free from multicollinearity (Shrestha, 2020).

Table 2: Multicollinearity Table

Variables	VIF	1/VIF
Team work and collaboration skills	2.000	0.5
Critical thinking and problem-solving skills	1.981	0.5
Creativity and innovation skills	1.451	0.6
Communication and digital literacy skills	1.021	0.9
Social and cross cutting issues skills	1.046	0.9
Flexibility and adaptability skills	1.224	0.8
Leadership and accountability skills	1.63	0.6
Mean (VIF, 1/VIF)	**1.5**	**0.7**

Model of Fit Results

The results of multiple regression model used in this study was statistically significant and suitable for the study. The R-squared was 87% and adjusted R-Squared was 86.5%. This means that 86.5% of the independent variables explained the changes in dependent variable, and only 13.5% of other variables were not used. The model test results are presented in table 3.

Table 3. Regression Model Test Result

Diagnostic Test	
R-Squared	87%
Adjusted R-squared	86.5%
Reliability Test	
Cronbach's Alpha	.69

Regression Results

Student Teachers' Involvement in Internal Quality Assurance Processes and Team Work and Collaboration Skills

Findings indicate that student teachers' involvement in internal quality assurance processes significantly predicted team work and collaboration skills ($\beta = 0.082$, $p < .008$), hence the alternative hypothesis supported. The results are in line with the argument made by Singh and Nijhawan (2023) that team work and collaboration are essential skills for teachers, especially when teaching learners with diverse disabilities. Therefore, there is a need for direct involvement of student teachers in internal quality assurance processes to enable them develop ability to formulate teams and work with others towards a common goal. Currently, such practice is not available in Tanzanian pre-service teacher education.

Student Teachers' Involvement in Internal Quality Assurance Processes and Critical Thinking and Problem-Solving Skills

The study hypothesized that student teachers' involvement in internal quality assurance processes significantly predicts critical thinking and problem-solving skills. It was revealed that students' involvement in internal quality assurance processes significantly predicted critical thinking and problem-solving skills ($\beta = 0.10$, $p < .001$), hence the alternative hypothesis supported.

The results concur with a study conducted by Snyder and Snyder (2008), which established that in order to develop critical thinking and problem-solving skills, students should get opportunity to practice. Therefore, student teachers' involvement in internal quality assurance processes is required to offer them such opportunity.

Student Teachers' Involvement in Internal Quality Assurance Processes and Creativity and Innovation Skills

The study hypothesized that, student teachers' involvement in internal quality assurance processes significantly predicts creativity and innovation skills. In this study, students' involvement in internal quality assurance processes significantly predicted creativity and innovation skills ($\beta = 0.89$, $p < .000$), hence the alternative hypothesis supported. The results concur with a study conducted by Glassman and Openggart (2016) which revealed that innovation and creativity can be developed to students through working with other students. Internal quality assurance processes are necessary to enable student teachers work with their fellow students, tutors and management in addressing different challenges.

Student Teachers' Involvement in Internal Quality Assurance Processes and Communication and Digital Literacy Skills

The study hypothesized that student teachers' involvement in internal quality assurance processes significantly predicts communication and digital literacy skills. Statistical analysis indicated that students' involvement in internal quality assurance processes significantly predicted communication and digital literacy skills ($\beta = 0.024$, $p < .077$), hence an alternative hypothesis supported. The results are supported by a study conducted by Makhzoum, Berri and Ajamiz (2021), which insist on the use of digital media in communication. Therefore, internal quality assurance processes are highly needed to create opportunities for student teachers to share ideas and information about using different digital and non-digital in developing such skills.

Student Teachers' Involvement in Internal Quality Assurance Processes and Social and Cross Cutting Issues Skills

The study hypothesized that student teachers' involvement in internal quality assurance processes significantly predict social and crosscutting issues skills.

It was found that, students' involvement in internal quality assurance processes insignificantly predicted social and cross cutting issues skills ($\beta = 0.020$, $p < .319$), hence the alternative hypothesis was rejected. The findings deviate from Andrade (2020) who encouraged about the acquisition of social and cross cutting issues through different strategies. This means that student teachers do not regard social and cross-cutting issues as essential skills for their professional development.

Student Teachers' Involvement in Internal Quality Assurance Processes and Flexibility and Adaptability Skills

The study hypothesized that, student teachers' involvement in internal quality assurance processes significantly predict flexibility and adaptability skills. It was found that, students' involvement in internal quality assurance processes significantly predicted flexibility and adaptability skills ($\beta = 0.050$, $p < .032$), hence an alternative hypothesis supported. The results are supported Andres et al (2021) who emphasise teachers to be prepared in order to serve in unpredicted environment. Therefore, student teachers' involvement in internal quality assurance processes is a mechanism to make them adaptive and flexible when sharing different issues affecting the quality of their education.

Student Teachers' Involvement in Internal Quality Assurance Processes and Leadership and Accountability Skills

One of the hypotheses behind this study was that student teachers' involvement in internal quality assurance processes significantly predict leadership and accountability skills. Findings revealed that students' involvement in internal quality assurance processes insignificantly predicted leadership and accountability skills ($\beta = 0.07$, $p < .142$), hence the alternative hypothesis was rejected. The results differ from Grigoropoulos (2020) who argues that developing leadership skills is crucial to student teachers for making them more accountable and responsible in different tasks. It was evident that student teachers' involvement in internal quality assurance processes impact positively and significantly their development of 21st century skills. These findings relate to different studies (Turhan & Demirci, 2021; Hoon, Muthukrish Choo & Singh, 2022; Alzahrani & Nor, 2022).

These studies, however, seldom indicate how student teachers develop the 21st century skills.

Table 4: Regression Table

Variables	Coefficients	t-statistic	Sig	Decision
Constant	**.101**	**.804**	**.422**	
Team work and collaboration skills	. 082	. 2692	.008	Supported
Critical thinking and problem-solving skills	.100	3.258	.001	Supported
Creativity and innovation skills	.897	31.315	.000	Supported
Communication and digital literacy skills	.024	1.354	.077	Rejected
Social and cross cutting issues skills	. 020	. 999	.319	Rejected
Flexibility and adaptability skills	.050	2.151	.032	Supported
Leadership and accountability skills	.072	1.534	.142	Rejected

Thus, the multiple regression model of this study is;
SQP=0.101TCS+0.082CPS+0.100CIS+0.897CDS+0.024SCS+ 0.020FAS+0.050+0.072LAS.

Conclusion and Recommendations

The study found that developing the 21st century skills require active engagement of student teachers in order to help them grow professionally. Student teachers, college principals and school quality assurance officers desire for student teachers to be involved adequately in all the six quality assurance domains and their involvement positively and significantly may influence the development of the most of 21st century skills. Therefore, different stakeholders and institutions should enhance student teachers' involvement in internal quality assurance processes. Developing scale to measure the 21st century skills among student teachers in Tanzania is warranted

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A Protocol for Developmental Faculty Coaching at the University Level

Timothy J. Hartigan
U.S. Peace Corps Volunteer
Kabarore Teacher Training College (Rwanda)
tjh5consulting@yahoo.com

ABSTRACT

This article discusses short-term developmental faculty coaching, which can be categorized as ongoing and personal professional development. This coaching is distinct from faculty evaluation. The developmental faculty coaching protocol discussed here is a novel one developed by the author. It was developed through direct observation of over 400 in-person and online classes of over 100 new and returning adjunct faculty at a small higher education institution in New York State, USA. The protocol was generally used with new faculty, who know an academic area, but they lack training in andragogy and have had no or little experience teaching university students. A pre-observation, during-observation, and post-observation protocol is outlined for the faculty coach and the instructor being coached. It is suggested that developmental faculty coaching be made available to all new higher education instructors and to those more experienced instructors who request it. Recommendations for future study include collecting data on individual instructors or a cohort of new instructors through quantitative and/or qualitative research, which would yield insights into how new instructors grow into excellent classroom teachers at the university level.

INTRODUCTION

Farghaly and Abdelaziz (2017) define faculty coaching as "a form of supervision targeting unlocking a person's potential to maximize his performance" (p. 46). A faculty coach, then, is not unlike an athletic coach. Imagine if you wanted to run a long-distance race, such as a marathon, but were only an occasional jogger. You would want to hire a coach, presumably a long-distance runner, who would advise on an achievable plan and provide benchmark strength and conditioning goals. In addition, the coach would advise about diet, competition, and sports psychology. As athletes benefit from coaching, faculty describe feelings of increased confidence and motivation from developmental faculty coaching (Bedford et al., 2019)

Perhaps the idea of developmental faculty coaching can be best situated in Vygotsky's (1978) 'Zone of Proximal Development.' Vygotsky, a psychologist, posited that children learn more effectively through interactions with a sympathetic person, such as a parent or teacher, than on their own. If there were no developmental faculty coaches, new instructors would learn how to teach more effectively through a 'trial and error' method and by getting feedback from students in a variety of ways, such as end-of-semester evaluations. Using a coach extends the reach of what a faculty member can learn on their own. Much of the research on faculty coaching deals with coaching in an online environment. Dana et al. (2010) put faculty coaching under the umbrella of quality assurance. They studied how to improve the teaching performance of online faculty through screen recording technology. Their results showed that faculty were open to and appreciative of positive feedback and constructive criticism. Bedford et al. (2014) also considered faculty coaching in the online context but emphasized peer relationships as the source of feedback with the goal of increased collaboration. Garrison et al. (2000) developed the Community of Inquiry framework to look at three distinct ways – teaching presence, social presence, and cognitive presence – that faculty can create community in online classrooms. Their framework serves as an effective rubric for coaches to evaluate faculty. Other researchers have looked at coaching in a variety of contexts in higher and professional education. Huston and Weaver (2008) considered peer coaching as a form of professional development for mid- and late-career faculty. One interesting study looked at developmental coaching not from the perspective of

improving faculty performance, but that of improving student performance. Hunt and Weintraub (2004) examined the effects of coaching on undergraduate business students. Judson et al. (2018) found that coaching had positive effects on engineering faculty. Orr and Sonnadara (2019) note that faculty coaches are needed in medical education as the curriculum shifts from learning based on time to learning based on competency. Developmental faculty coaching can be done in person or through an online platform. The benefits of in-person coaching are that the faculty member can share their thoughts and get feedback immediately after a class. While developmental faculty coaches take a seat in the back of the classroom and work as unobtrusively as possible, a couple of downsides are that some new instructors find the coach's presence intimidating and that students may wonder who the visitor is at the back of the room and why they are taking notes. The benefits of coaching through an online platform are that it can be done without disrupting the class or it can be recorded for future analysis. Faculty skilled at online instruction can share their desktops and teaching materials to allow coaches to see all that they do in class. A drawback of online coaching is that the coach does not get a complete sense of the classroom dynamic as the camera is generally pointed toward the wall behind the instructor's station.

Methodology

Developmental faculty coaching is an understudied area. While coaching is common in primary and secondary schools, few scholarly articles address creating coaching protocols in higher education (Czajka & McConnell, 2016). The protocol presented here was developed by the author for use at three campuses of a single higher education institution in the United States. The novel protocol was developed because the institution gave some direction on how to coach but left it up to each coach to develop their style. The protocol that was developed here fit the criteria of being evidence-based, centered on faculty growth, tied to a rubric, and timely. That is, feedback was given to coaches soon after each observation as opposed to a summary given at the end of the semester.

Description of Novel Protocol for Faculty Coaching
Pre-Observation Protocol

All faculty coaching visits should be arranged at least a week in advance and there should not be unannounced visits. An email or an online calendar invitation is a way that both parties can agree on and remember when the visit will be. It is not uncommon for a faculty member to postpone (or "prepone") a coaching visit for many reasons. Among the most common reasons for putting off a coaching visit are sickness, absence from class, testing and student presentations for most of a class period, or a change in the lesson such as an instructor providing individual tutoring, such as writing conferences, instead of instruction. Before the observation, the coach shares the rubric they will use and the instructor shares any materials (lesson plan, handouts, videos, etc.) they will use to make the lesson effective.

During the Observation Protocol

If the observation takes place in a physical classroom, the coach arrives 15 minutes or so before class begins to secure a place at the back of the room and to answer any last-minute questions the instructor might have. If the observation is in a virtual classroom, the coach still attempts to be the first one in the meeting. This provides time for a one-on-one chat with the instructor to answer questions, remind the instructor about upcoming deadlines or university-wide announcements, or give last-minute advice about the lesson. There are many ways for a coach to note what a faculty member is doing well and what needs to be improved upon. One suggested method of notetaking by the coach is to use a three-column approach, a familiar technique to the high school student as well as the cultural anthropologist. A time stamp goes in the first column, noting each event in class that is remarked upon. The centre column is used to describe what is happening in class and important things being said by the instructor and students. The third column is a space where the coach can make shorthand notes of points to address, both of praise and constructive criticism, with the instructor. An example of what a three-column notetaking system looks like is in Table 1.

Table 1: Example of Three-Column Notes for Faculty Coaching

Time	Activity	Comment
11:45	T. directs students to open up a notebook and use a pencil, not a pen, for accounting problems	Good advice
11:45	T. writes key accounting formula, 'Assets = Liability + Owner's Equity' on whiteboard	Ask students what 'Assets' are equal to. Let Ss tell you the formula in their own words
11:47	T. "Did you read the textbook?"	Avoid 'Yes/No questions' and putting adult Ss on the spot

Post-observation Protocol

After each coaching session, getting written or oral feedback is suggested from the faculty member. Written feedback has a couple of advantages. First, the instructor may be teaching back-to-back classes and may not have time to debrief or collect their thoughts immediately after a lesson. Also, an instructor may want to wait for a period, say 1-2 days, to think deeply about their class. The process of writing helps the faculty to coalesce their thoughts. If the feedback is oral, it can be done as soon as the students have left the classroom or over the phone shortly after the coaching visit.

The feedback faculty provides can be from open-ended or structured questions. The purpose of this part of the coaching process is to align what the instructor saw and what the coach saw. Faculty regularly identify what was done well and what were missed opportunities in the lesson but are often too harsh in their self-assessment of how well they taught. The coach's role is to structure a short discussion, between 5-10 minutes, to listen to the instructor's view of how the class went, to provide constructive criticism and give teaching tips. There are several questions a coach may ask to structure the dialogue, as noted in Table 2.

Table 2: Post-observation Questions and Rationale

Number	Question	Rationale
1.	What went well and what did not in today's class?	This provides a framework for both faculty members and coaches to share feedback.
2.	How well did your teaching match your lesson plan?	This speaks to preparation. While K-12 educators must regularly submit lesson plans to an assistant principal, there is no hard and fast rule about how professors should prepare for a class.
3.	How do you know there was good teaching, learning and assessment in this class?	This question gets at the heart of the matter – education is completely focused on teaching, learning and assessment. Evidence of all three should be present in each class.
4.	What percentage of time did you speak as opposed to the students in class?	There is no correct answer for this question; rather, it is a measuring stick to help the faculty member consider how students' voices may be more involved in class. This leads to the shift away from lectures to more active learning and student-centred learning.
5.	Would you say that the students were getting what they paid for from this class?	This focuses on the value of the class in the larger framework of a student's education. If, for example, an instructor spent large parts of class reading from a textbook or sharing anecdotes that were not germane to the lesson, then that does not provide educational value.
6.	Did the class reflect the values the institution prizes?	This speaks to the alignment of the institution's values with those of the instructor

Any question that generates a reflective discussion is a good one. It is suggested that the coach sticks with no more than three questions so as not to overwhelm the faculty member being coached. New faculty members may

not be able to answer post-observation reflection questions well right away, so a suggested practice is for the coach to ask and answer the questions after the first observation, and, if three observations are done during a semester, the coach can follow the "I do/We do/You do" protocol, gradually allowing the faculty member to get practice in answering the questions. Through this method, the coach will ask and answer the post-observation questions after the first observation. After the second observation, both the coach and the instructor answer the questions. After the third and final observation, the instructor answers the questions. Oftentimes, faculty members are harsher critics of themselves than a coach is, so it comes as a surprise and a relief when a coach can point out several positives in a lesson along with constructive criticism. After that first session, the faculty member knows what the coach is looking for, can answer the questions using the language of educators, such as formative assessment and checks for understanding, and can focus on improving in those areas.

In addition to the post-observation feedback, a written summary of the effectiveness of the instructor and the lesson should be provided shortly after the class, but certainly no later than five days after the lesson so that the instructor can incorporate the feedback into their next lesson. Generally, this summary tells the faculty member what was observed, evidence of good teaching and missed opportunities, and teaching tips. Faculty do not have to reply to this summary, but coaches are impressed by those who do take the time to note action steps, they will take to improve their teaching. The written summaries have a couple of benefits besides the obvious one of providing evidence of good aspects of an instructor's teaching and where they have room to grow. If the summary is kept in a central database, deans and other administrators can quickly read a report to get an understanding of a new faculty member's strengths and challenges. A second use of these reports are that new faculty often need evidence of their teaching ability to apply for other jobs. These reports also provide the basis for letters of recommendation as the person being coached often develops a strong bond with their coach.

How to Choose a Faculty Coaching Rubric

If an institution has thought deeply about its teaching, it will have developed guidelines and rubrics. Faculty coaches can work with these guidelines or rubrics to ensure that the institution's value is being conveyed in the classroom. Rubrics are suggested frameworks for feedback, but if one is not handy, a rubric can be created by moulding the educational philosophy of a department, school, or university to specific criteria. Rubrics can also be created using the Community of Inquiry model (Garrison et al. 1999) and the 'Seven Principles for Good Practice in Undergraduate Education' (Chickering & Gamson, 1987) as guides.

Table 3: Seven Principles for Good Practice in Undergraduate Education Rubric

Principle	Description	Evidence
Encourages Contact between Students and Faculty	Knowing each other promotes involvement in the course	Instructor use of students' names or nicknames and knowledge of their interests
Develops Reciprocity and Cooperation among Students	The instructor designs classroom activities that are collaborative and social	Student-to-student reviews at the end of class or role-plays to apply learning
Uses Active Learning Techniques	Students are actively engaged in learning and not passive recipients of information	Flipped classroom method or project-based learning
Gives Prompt Feedback	Keeping students regularly informed of their progress in class	Setting a date to return homework, usually within a week, or using a learning management system so that students can track their course grade
Emphasizes Time on Task	Time + Energy = Learning	Providing time management tips for studying and links to resources, such as tutors in learning centers
Communicates High Expectations	Expect a level of student achievement and you will get it	Linking the importance of mastering course content to success in a career

Respects Diverse Talents and Ways of Learning	Students learn in different ways	Students can learn the material from lectures, reading or videos

Discussion

Developmental faculty coaching is important to show new faculty how to effectively teach and assess their students, but experienced faculty could also gain from coaching, as teaching demands that faculty members have the mindset of lifelong learners (Gipe & Richards, 2019). In addition, Orr and Sonnadara (2019) found that medical doctors could be trained to be coaches as medical education switches from knowledge-based to competency-based learning standards. A secondary focus of developmental faculty coaching, therefore, is to instill an institution's philosophy of teaching in its instructors. This can either be taught to new hires through an explicit set of values or something inferred from an institution's mission. Some several audiences or constituencies benefit from faculty coaching. The first group is the faculty. Faculty, while experts in their fields of study or practice, may not have taken any courses on educational philosophy or on methods of teaching adults, and they can benefit from coaching from a trained classroom teacher.

The faculty coach can let them build on what they know about teaching, learn what they do not know, and help the instructor transform into a more effective educator. Next, students benefit because, through coaching, classroom instruction becomes more focused, with a wider variety of activities, and a closer link to course objectives. Finally, administrators are always concerned about the quality of the education they provide. Faculty coaching allows them to gain direct feedback about an instructor's performance. There are several limitations to this protocol. First, data on the effectiveness of the protocol was not obtained because the host institution did not allow research on the efficacy of the coaching or coaches. Both quantitative and qualitative data could be obtained to either validate the effectiveness of the protocol or give feedback on effective coaching techniques. This research would give insight into how coaches can help faculty progress from novice to expert classroom instructors. Also, because a faculty member cannot be simultaneously observed and not observed, one wonders if the lesson observed by the faculty

coach would be the same one delivered if the coach was not there. The Hawthorne Effect, or Observer-Expectancy Effect, which occurs when a research subject alters their behaviour because of knowledge of the presence of an observer (Merrett, 2006), is something which needs to be considered here. While developmental faculty coaching is not a part of a systematic research study, both instructors and students may consciously or unconsciously change their behaviours in the presence of a coach. The coach may increase levels of anxiety in the instructor or students, contributing to a decreased level of performance. On the other hand, the instructor may use more effective teaching techniques, or the students may make a greater effort in class in the presence of the coach.

Conclusion
The novel coaching protocol outlined here is designed to help new faculty develop teaching proficiency quickly by working with a developmental faculty coach. The main goal is to improve teaching, learning and assessment in a classroom and at an institution by having a coach work closely with a new instructor for an entire semester. There are parts to the coaching process that happen before, during and after the coaching visit. After a visit, the coach should spend time with the faculty member pointing out strengths and growth opportunities.

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Challenges Facing Teenage Mothers Re-Entry into Secondary Schools in Tanzania: A Qualitative Phenomenological Study

Tumaini Paulo Mgunda[1]., Erasto Kano[2] & Reuben Sungwa[3]
The University of Dodoma
tumainipaul90@gmail.com[1]

ABSTRACT

Teenage pregnancy remains a significant global issue, particularly in developing nations like Tanzania. This study focuses on the challenges faced by teenage mothers when they return to secondary education. Employing a qualitative approach with a phenomenological framework, the study aimed to gain insights into the subjective experiences of teenage mothers, teachers, and parents. The present study combines semi-structured interviews and focus group discussions, utilizing purposive sampling to include participants from various backgrounds and positions within the educational system. The findings of this study highlight the multiple difficulties encountered by teenage mothers pursuing secondary education in Tanzania. These challenges encompass responsibilities related to childcare, social stigma, financial constraints, limited social networks, and academic stress. By examining the lived experiences of these individuals, the study seeks to raise awareness about their specific issues and identify viable options to realise their educational goals. Consequently, educational authorities must provide additional consideration and support to teenage mothers. Developing culturally relevant education guidelines and strategies necessitates a comprehensive understanding of the obstacles faced by teenage mothers. This study contributes to the existing literature by thoroughly analyzing the challenges encountered by teenage mothers reentering secondary schools in Tanzania. The research outcomes will assist policy makers, educators, and other stakeholders in designing and implementing targeted initiatives that support teenage mothers and enhance their educational opportunities.

Keywords: Teenage mothers, secondary schools, qualitative research, phenomenological design

INTRODUCTION

Teenage pregnancy continues to be a significant global concern with profound implications for the well-being and prospects of young mothers (World Health Organization [WHO], 2020). The challenges associated with adolescent motherhood are particularly pronounced in developing nations, where limited access to comprehensive sexual education, healthcare services, and social support contributes to higher rates of teenage pregnancies and subsequent disruptions in education (Hall, 2022). Globally, teenage pregnancy remains a persistent concern, affecting both developed and developing countries. According to recent estimates, approximately 12 million adolescents give birth each year, with the highest rates observed in sub-Saharan Africa (WHO, 2020; UNFPA, 2022). These pregnancies often lead to school dropout, limiting educational and economic opportunities for young mothers (Fallis, 2013). The United Nations Sustainable Development Goals (SDGs) recognize the importance of addressing teenage pregnancy and its consequences, particularly SDG 4, which aims to ensure inclusive and equitable quality education for all (United Nations, 2015). Efforts to address teenage pregnancy and support young mothers' educational aspirations require a nuanced understanding of the challenges they face at individual, familial and societal levels.

Within the African context, Sub-Saharan Africa exhibits some of the highest rates of teenage pregnancies, with Tanzania, facing considerable challenges (Uromi, 2014). In Tanzania, approximately one in four girls aged 15-19 (23%) has experienced pregnancy, with the majority occurring in rural areas (Farida & Bali, 2014). The consequences of teenage pregnancy extend beyond the health and well-being of young mothers, impacting their educational opportunities and perpetuating cycles of poverty (Ngonyani, 2022). It is estimated that 95% of all adolescent births occur in low- and middle-income countries. The other well-known contributing factors to this reality are the high rate of sexual assault, rape and coercive sex. Nearly three in ten women between the ages of 13 and 24 in mainland Tanzania reported having experienced sexual violence at least once before turning 18 years old. School girls in Tanzania are the most sufferers of effect related to adolescence pregnancies (Farida & Bali, 2014). Due to pregnancy, young females have been banned to attend schooling as the denial to the constitutional rights to

education. Recognizing the urgent need to address these issues, Tanzania has implemented various policies and programmes aimed at supporting teenage mothers' education and well-being (Tanzania Education Network, 2021). However, significant gaps remain in effectively addressing the multifaceted challenges faced by teenage mothers during their re-entry into secondary education. This qualitative study sought to delve into the subjective experiences of adolescent mothers, as well as the perspectives of teachers and parents, to gain a comprehensive understanding of the challenges they encounter when returning to secondary education in Tanzania. By employing a phenomenological framework, this research aims to explore the lived experiences of teenage mothers and shed light on the various factors that hinder their educational success and overall well-being. The primary objective of this study was to examine the challenges faced by teenage mothers when they return to secondary education in Ilala Municipality. To achieve this objective, this study was guided by the following question: What are the challenges encountered by teenage mothers when they return to secondary education in Tanzania? The findings of this study will inform policymakers, educators, and other stakeholders about the specific needs of teenage mothers, fostering the development of tailored interventions and policies that enhance their educational opportunities and support their overall empowerment.

Literature Review

Teenage pregnancy and the challenges faced by adolescent mothers re-entering secondary education have garnered significant attention in research and policy spheres (Farida & Bali, 2014; Ngonyani, 2022; Uromi, 2014). This literature review provides a comprehensive overview of the existing research, highlighting the global, regional, and Tanzanian context, as well as the theoretical frameworks employed in understanding the experiences of teenage mothers.

Social Challenges

Teenage pregnancy is often associated with social stigma and discrimination, which can have detrimental effects on the educational experiences of young mothers. Research conducted by Domenico et al. (2019) in the United States revealed that teenage mothers face negative attitudes and stereotypes from

their peers and teachers, leading to social exclusion and feelings of shame. Similarly, studies from Europe, such as the work of UNESCO (2016) in the United Kingdom, have highlighted the pervasive nature of social stigma surrounding teenage pregnancy and its impact on the educational outcomes of young mothers. However, it is important to note that cultural contexts may influence the degree of stigma experienced by teenage mothers, as evidenced by research in Asian countries like India (Gill et al., 2017). Understanding the diverse social challenges teenage pregnant mothers face across different regions can provide insights into the importance of creating supportive and non-judgmental school environments.

Emotional Challenges

The emotional well-being of teenage pregnant mothers plays a crucial role in their educational success. Studies conducted globally have consistently shown that teenage mothers are at a higher risk of experiencing stress, anxiety, and depression compared to their non-pregnant peers (Birchall, 2018). For instance, research by Okumu (2020) in Kenya highlighted the emotional struggles faced by teenage mothers in balancing the demands of motherhood and education. Similarly, studies conducted in Latin American countries, such as Madagascar (Herrera, Almanza & Sahn, 2018) and South Africa (Nkosi et al., 2019) have underscored the importance of addressing the emotional well-being of teenage mothers to support their educational aspirations. Recognizing and addressing the emotional challenges teenage pregnant mothers face can contribute to creating a conducive learning environment.

Financial Challenges

Financial constraints pose significant barriers to the educational advancement of teenage pregnant mothers worldwide. Research conducted in various regions, including Africa, Asia and South America has consistently shown that teenage mothers face economic hardships that limit their access to educational resources (Domenico et al., 2019; Nkosi et al., 2019). For example, studies by (Gill et al. 2017) in India and Kumi-Kyereme et al. (2014) in Ghana have highlighted the economic burden faced by teenage mothers, which often leads to school dropout or limited educational opportunities. Additionally, research from European countries like the Netherlands

(Birchall, 2018) and Sub-Saharan Africa (Fallis, 2013; Laiser & Muyinga, 2017; Okumu, 2020) has identified the financial challenges faced by teenage mothers and emphasized the need for comprehensive support systems. Addressing the financial constraints of teenage pregnant mothers is crucial to ensure their continued educational engagements.

Academic Challenges
Teenage pregnant mothers encounter various academic challenges that can hinder their educational progress. Research conducted in different regions has consistently shown that young women face difficulties in catching up with missed coursework, experience lower grades, and have lower educational attainments compared to their non-pregnant peers (Farida & Bali, 2014; Gill et al., 2017; Uromi, 2014). For instance, studies have highlighted the academic challenges faced by teenage mothers, including increased rates of school dropout and lower educational attainment.

Methodology
This study employed a qualitative research approach to explore the challenges faced by teenage mothers when they returned to secondary education in Ilala Municipality of Dar es Salaam Region. This study was conducted in Ilala Municipality because it represents a diverse urban setting that reflects the challenges faced by teenage mothers in an urban context. By focusing on Ilala Municipality, the study aimed to provide insights into the specific experiences and difficulties encountered by teenage mothers in urban area. A phenomenological research design guided the data collection and analysis, allowing for an in-depth understanding of the subjective personal experiences of teenage mothers (Creswell, 2008). Students-mothers were the focus of phenomenological investigation to establish a critical understanding of their situation. Participants were selected through purposive sampling (Shukla, 2021), aiming for a diverse range of backgrounds, experiences and positions within the educational system. Marshall and Rossman (2006) and Mason (2010) emphasized on manageable number of respondents, whereby this particular study has concurred to this sentiment. Therefore, in total, 15 informants participated in this study including 10 teenage mothers who had re-entered secondary education, 2 teachers and 3 parents from 3 secondary schools in the Municipality. The selection of three secondary schools in this

study was based on a combination of purposive sampling and considerations of feasibility and diversity. Firstly, purposive sampling was employed to ensure that the selected schools had a significant population of teenage mothers and represented a range of socioeconomic backgrounds. This sampling approach allowed for the inclusion of schools where teenage mothers face similar challenges in returning to education. Secondly, the feasibility of conducting the study in the selected schools was taken into account. Factors such as accessibility, the willingness of the school administration to participate, and the availability of resources for data collection were considered. It was important to select schools where the researcher could establish a collaborative and supportive relationship with the school authorities and ensure smooth implementation of the study.

Semi-structured interviews and focus group discussions were utilized to gather rich data from multiple perspectives (Guest et al., 2006). The interviews were conducted individually with each participant, while the focus group discussions provided an opportunity for interaction and collective exploration of the shared challenges and experiences. The interviews and focus group discussions were audio-recorded with the participant's consent and later transcribed verbatim for analysis. A thematic analysis approach was employed to identify key themes and patterns within the data (Creswell, 2018). The transcripts were first read and re-read to develop familiarity with the content. Then, initial codes were generated, capturing the participants' experiences, emotions, and perceptions related to their educational journey. These codes were organized into meaningful themes through an iterative process of data coding, categorization, and constant comparison. To enhance the rigour and trustworthiness of the findings, several strategies were employed. First, member checking was conducted, whereby participants were allowed to review and provide feedback on the initial findings to ensure accuracy and authenticity. Additionally, peer debriefing was carried out, where the research team engaged in critical discussions to ensure the robustness and validity of the interpretations. Ethical considerations were carefully addressed throughout the study. Informed consent was obtained from all participants, emphasizing their voluntary participation, confidentiality and the right to withdraw at any point. The study also received

ethical approval from the relevant authorities to ensure the protection of participants' rights and welfare.

Findings

Childcare Obligations

Childcare obligations emerged as a significant challenge for teenage pregnant mothers when returning to school. Participants expressed difficulties in finding affordable and reliable childcare options while attending classes. Childcare obligations are a pressing concern for teenage pregnant mothers as they face numerous challenges in securing suitable and affordable childcare arrangements that align with their school schedules. Teenage mothers often struggle to find accessible and affordable daycare services that cater to their specific needs. In regions where formal childcare options are limited, they rely on informal arrangements such as family members or friends, who may not always be reliable or appropriate to their academic pursuits. One student shared her experience, stating,

> *It's hard to concentrate in class when I'm constantly worried about my baby. Finding affordable daycare is difficult…* **(Student A, Interview, School X, June 2023).**

Similarly, a parent highlighted the financial strain of childcare, stating,

> *We cannot afford quality daycare services, so my daughter often has to rely on neighbours or family members to take care her child while at school…* **(Parent A, Interview, June 2023).**

This finding emphasizes the critical need for comprehensive support systems that address the childcare needs of teenage mothers allowing them to fully engage in their education.

Social Stigma and Judgement

The pervasive social stigma and judgment experienced by teenage pregnant mothers emerged as a significant theme in this study, aligning with previous research findings that highlight the negative societal attitudes towards this vulnerable population (Jones et al., 2017). Participants in the study shared their experiences of facing ridicule, discrimination and judgment from both

their peers and the wider community. This social stigma poses significant challenges for teenage mothers, impacting their self-esteem, sense of belonging and overall educational experience.

> *Teenage mothers often face ridicule and judgment from their classmates, making it challenging for them to fully engage in their education…* **(Teacher A, Interview, June 2023).**

A student shared her experience, saying,

> *My church looked down on me because I conceived and being a church choir member in my home church, I was casted out of the choir as a sinner. That really broke my spirit, really!!* **(Student B, Interview, School X, June 2023).**

Another teenage mother student had this to share,

> *I faced stigmatization challenges from my society, my schoolmates, and sometimes, even from my teachers, particularly female teachers who would condemn us as having gotten an easy life despite conceiving at an early age, unlike them who had to study hard and had no time for such things* **(Student B, Interview, School X, June 2023).**

The findings underscore the urgent need to address and challenge the prevailing social norms and stereotypes surrounding teenage pregnancy. Educational institutions, educational practitioners, and community organizations must work collectively to foster a more inclusive and accepting environment for teenage mothers.

Financial Limitations

Financial constraints emerged as a significant theme in the findings, highlighting the economic challenges faced by teenage pregnant mothers when returning to school. Participants expressed concerns about affording various school expenses, such as uniforms and textbooks. One student shared her struggle, emphasizing the financial strain she experienced. She stated,

> *I am oftenly worried about affordability of school expenses such as uniforms and textbooks. My family cannot provide the*

> *financial support I need (**Student C, Interview, School X, June 2023**).*

These findings align with existing literature on the financial barriers faced by teenage mothers in accessing education (UNESCO, 2016). Financial constraints can significantly hinder their educational progress and limit their opportunities for academic success. In many cases, teenage mothers come from low-income families that struggle to meet their basic needs, let alone cover additional educational expenses. A parent highlighted the financial strain, saying,

> *We have limited resources, and supporting my daughter's education along with the expenses of raising a child can be overwhelming (**Parent B, Interview, June 2023**).*

While education is free in Tanzania, there are still associated costs that teenage mothers and their families must bear, such as uniforms, textbooks and transportation. These expenses can accumulate and pose a burden on families with limited financial resources. The lack of financial support and resources further exacerbates the challenges faced by teenage pregnant mothers, making it difficult for them to engage fully in their studies and achieve their academic goals.

Limited Social Support Networks

The lack of robust social support networks emerged as a significant theme in the findings, highlighting the challenges faced by teenage pregnant mothers in accessing adequate support. Participants expressed feelings of isolation and a lack of understanding from their peers, teachers, and the wider community. One teacher emphasized the importance of creating a supportive environment for teenage mothers, stating,

> *Teenage mothers need a supportive environment where they can feel understood and encouraged to continue their education (**Teacher A, Interview, June 2023**).*

The quotes from the participants shed light on detrimental impact of the absence of social support networks on the educational journey of teenage

mothers. One student shared her perspective, highlighting the sense of loneliness and judgment she experiences, stating,

> *I often feel alone and judged by others. Having a support system would make a big difference in my ability to succeed in school* **(Student C, Interview, School X, June 2023).**

These statements underscore the significance of establishing comprehensive social support networks tailored to the unique needs of teenage mothers. Research has consistently shown that social support plays a crucial role in mitigating the challenges faced by teenage mothers and promoting their educational success (Mollborn, 2017; Kearney & Levine, 2018). Having a supportive network that includes peers, teachers, mentors and family members can contribute to increased resilience, improved mental well-being and enhanced academic engagement amongst teenage mothers.

Academic Stress

The theme of academic stress emerged as a significant finding in the study, highlighting the challenges faced by teenage mothers in managing their academic responsibilities while being mothers. Participants expressed concerns about falling behind in their studies, coping with coursework and meeting academic expectations. One student vividly described the pressure she experiences, stating,

> I have to juggle being a mother and a student. It's overwhelming, and sometimes I am worried I will not be able to keep up **(Student C, Interview, School X, June 2023).**

The quote from the student reflects the unique challenges faced by teenage mothers in balancing their roles as caregivers and students. The demands of childcare, coupled with the academic workload, contribute to increased stress levels and the fear of academic underperformance. Acknowledging these challenges, a teacher remarked,

> Teenage mothers often struggle to balance their responsibilities, and it can take a toll on their academic performance **(Teacher C, Interview, June 2023).**

The academic stress experienced by teenage mothers can have significant implications for their educational outcomes and overall well-being. Previous research has highlighted the negative impact of stress on academic performance, self-esteem and mental health among adolescent mothers (SmithBattle, 2007). The competing demands of motherhood and schooling can create a sense of overwhelming, leading to reduced motivation, decreased focus and limited time available for studying and completion of assignments.

Discussion

The findings of this study provide valuable insights into the challenges faced by teenage pregnant mothers when they attempt to return to school. These challenges align with the themes identified in the literature, highlighting the global nature of the issue and the shared experiences of teenage pregnant mothers across different regions. By critically examining and analyzing these findings in the context of existing knowledge, the paper can provide a deeper understanding of the implications and significance, contributing to the broader discourse on teenage pregnancy and education. One of the prominent themes that emerged from the findings is the challenge of childcare obligations. Teenage mothers face difficulties in finding suitable and affordable childcare options that align with their school schedules. This aligns with previous research studies that have highlighted the impact of childcare responsibilities on the educational outcomes of teenage mothers. Smith et al. (2018) found that teenage mothers often struggle to balance the demands of motherhood and school due to limited access to reliable and affordable childcare services. Chigona and Chetty (2008) emphasized that the lack of accessible and affordable daycare services specifically tailored to the needs of teenage mothers poses a significant barrier to their educational success. These findings underscore the need for comprehensive support systems that address the childcare needs of teenage mothers, enabling them to fully engage in their education. Social stigma and judgment emerged as another prominent theme in the findings. The negative perceptions and judgment from peers, teachers, and the community have a detrimental effect on the self-esteem, motivation and educational progress of teenage pregnant mothers. This finding is consistent with previous studies that have underscored the role of social stigma in perpetuating educational inequities for teenage mothers. Andabage (2020) explored the experiences of teenage mothers in an urban

setting and found that social stigma often leads to isolation and a sense of shame, which hinders their educational advancement. Similarly, Birchall (2018) highlighted the negative impact of societal judgment on teenage mothers' access to educational opportunities. Addressing social stigma requires comprehensive efforts, including awareness campaigns, education programmes and the promotion of inclusive and supportive educational environment. By challenging stereotypes and fostering acceptance, educational institutions can create a conducive environment that empowers teenage mothers to pursue their education without fear of judgment. Financial limitations also play a significant role in the challenges faced by teenage pregnant mothers when returning to school.

Economic constraints restrict their access to educational resources, such as school fees, uniforms and textbooks. This finding aligns with previous research that has highlighted the financial barriers experienced by teenage mothers in pursuing their education. Jones et al. (2016) conducted a study in a low-income community and found that the financial burden associated with education often leads to dropout or delayed re-entry for teenage mothers. Chauke (2013) further emphasized the need for financial assistance programmes for teenage mothers to alleviate the financial burden and create equitable opportunities for their educational advancements. Scholarships, grants and financial aid can help remove financial barriers and provide teenage mothers with the necessary resources to pursue their education. The lack of social support networks emerged as a crucial factor influencing the educational outcomes of teenage pregnant mothers. The absence of emotional, practical, and educational support deprives them of the necessary resources to navigate the challenges of motherhood and education simultaneously. Previous studies have emphasized the importance of social support in promoting the educational success of teenage mothers. Chiota (2020) conducted a qualitative study and highlighted the significant role of family support in facilitating the educational progress of teenage mothers. Fallis (2013) emphasized the need for mentorship programmes, peer support networks and counselling services to provide teenage mothers with the necessary guidance and encouragement. By establishing robust social support systems, educational institutions and communities can create a supportive environment that fosters resilience and academic achievements amongst

teenage mothers. Academic stress was identified as a significant challenge faced by teenage pregnant mothers. Juggling the responsibilities of motherhood and academic obligations can lead to heightened stress levels and potential setbacks in their educational journey. Previous research has explored the impact of academic stress on the educational outcomes of teenage mothers and highlighted the need for tailored academic support services. Kawala (2021) found that teenage mothers often experience higher levels of stress due to the dual demands of motherhood and education, which can impact their academic performance negatively.

Marende (2021) further emphasized the importance of flexible learning options, such as online or part-time programmes, to accommodate the unique needs of teenage mothers and facilitate their educational progress. By providing academic support services and flexible learning environments, educational institutions can help teenage mothers overcome the challenges of academic stress and achieve their educational goals. In synthesizing these findings with the broader literature, it becomes evident that addressing the challenges faced by teenage pregnant mothers requires a multi-dimensional approach. It is crucial to consider the socio-cultural context, policy frameworks and existing support systems in designing interventions services. By integrating insights from theories of educational attainment, social support, and gender equity, comprehensive strategies can be developed to empower teenage mothers to continue their education and enhance their prospects. Moreover, by fostering collaborations and sharing best practices across countries and regions, it can be learned from the experiences and successes of sub-Saharan African countries, as well as other regions, in supporting teenage pregnant mothers' educational journeys. However, it is important to acknowledge the limitations of this study. Limitations of this study included the relatively small sample size, which may limit the generalizability of the findings. However, the focus on deep exploration and understanding of the participants' experiences provided rich and nuanced insights into the challenges faced by teenage mothers in the Tanzanian context. The findings are based on a specific geographical context, and the experiences of teenage pregnant mothers may vary across different regions. Future research should consider conducting comparative studies across diverse settings to gain a more comprehensive understanding of the

challenges faced by teenage pregnant mothers and the effectiveness of interventions. Additionally, exploring the long-term impacts of educational support on the well-being and socio-economic outcomes of teenage mothers would contribute to the existing knowledge base. Overall, this study contributes to the existing literature by providing a deeper analysis and synthesis of the challenges faced by teenage pregnant mothers when they attempt to return to school. By contextualizing the findings within the broader global perspectives and drawing upon theories and previous research studies, this study offers valuable insights for policymakers, educators, and practitioners involved in supporting the educational aspirations of teenage mothers. Efforts to address these challenges should be rooted in an understanding of the unique experiences and needs of teenage pregnant mothers while considering the broader socio-cultural and policy contexts in which they operate.

Implications and Recommendations

This study aimed to explore the challenges faced by teenage mothers when re-entering secondary education in Ilala Municipal. The findings revealed several significant difficulties, including childcare obligations, social stigma, financial limitations, lack of social networks and academic stress. These challenges impact the educational experiences and outcomes of teenage mothers, highlighting the need for targeted interventions and support mechanisms. The results of this study emphasize the importance of recognizing and addressing the specific needs of teenage mothers in the educational system. Educational authorities, policymakers and relevant stakeholders must develop comprehensive strategies and policies that promote inclusivity, support and empowerment for teenage mothers (Chiyota, 2020; Ngonyani, 2022). To address the challenge of childcare obligations, accessible and affordable childcare services should be integrated into the educational system (Fallis, 2013). This will help teenage mothers balance their parental responsibilities with their educational pursuits. Additionally, promoting awareness campaigns and implementing anti-stigma interventions can help combat social stigma and create inclusive school environments that foster a supportive atmosphere for teenage mothers (Birchall, 2018; Farida & Bali, 2014). The lack of social networks and support systems compounds the challenges faced by teenage mothers. Laiser and Muyinga (2017) document

that establishing peer support networks, mentorship programmes, and counseling services within educational institutions can provide the necessary guidance, encouragement and emotional support to teenage mothers, facilitating their educational persistence and success.

Academic stress is a pressing issue for teenage mothers. As urged by Marende (2021), educational institutions should implement comprehensive academic support programmes, including tutoring services and flexible scheduling, to alleviate academic stress and promote educational achievements amongst teenage mothers. Further research is needed to explore additional dimensions of the experiences of teenage mothers and to evaluate the effectiveness of interventions aimed at addressing their challenges (Farida & Bali, 2014; Ngonyani, 2022; Uromi, 2014). By continually expanding our knowledge and understanding, it is advised to continue to develop evidence-based strategies that positively impact the lives of teenage mothers and contribute to their overall well-being and empowerment. In conclusion, it is essential to recognize the resilience, determination and potential of teenage mothers. By providing the necessary support and opportunities, to empower them to break the cycle of poverty, overcome societal barriers and become agents of positive change in their own lives and society as a whole.

Recommendations

Based on the findings of this study, the following recommendations are proposed to address the challenges faced by teenage mothers when re-entering secondary education in Tanzania: Enhance accessible and affordable childcare services: School managers and educational practitioners should collaborate to integrate accessible and affordable childcare services within the educational system. This will enable teenage mothers to balance their parental responsibilities with their educational pursuits, ensuring that they can attend school regularly and participate fully in their studies. *Promotion of awareness campaigns and anti-stigma interventions*: Schools and relevant private organizations may initiate awareness campaigns to challenge and change the social stigma surrounding teenage motherhood. By promoting understanding, empathy and acceptance, these campaigns can create a supportive and inclusive environment for teenage mothers within educational institutions and the wider community. *Establish Financial Assistance Programmes*: To

alleviate the financial burdens faced by teenage mothers, educational institutions and government bodies should develop and implement targeted financial assistance programmes and scholarships. These initiatives should specifically address educational expenses, such as school fees, uniforms, textbooks, and transportation costs, ensuring that financial limitations do not impede the educational opportunities of teenage mothers.

Create Peer Support Networks and Mentorship Programmes: Educational institutions should establish peer support networks, psychosocial support and mentorship programmes for teenage mothers. These platforms will provide opportunities for teenage mothers to connect with and learn from their peers who have similar experiences. Mentorship programmes can also offer guidance and support from older students or community members, fostering resilience, motivation and personal growth.

Implement Comprehensive Academic Support Programmes: Educational institutions should develop comprehensive academic support programmes tailored to the unique needs of teenage mothers. These programmes may include tutoring services, flexible scheduling options and additional educational resources to help teenage mothers manage their academic workload while juggling their parental responsibilities. Providing academic support will contribute to their educational success and overall well-being.

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Impediments in Teaching Kiswahili Phonemic Awareness and Alphabet Knowledge in Grade One in Tanzania

Winifrida Kambona
The University of Dodoma
kambonawinfrida@gmail.com

ABSTRACT

Research has consistently pointed out the important role played by phonemic awareness and alphabet knowledge in development of reading skills among pupils. Phonemic awareness and alphabet knowledge are good predictors in reading competencies in early grades and higher levels of primary education. This study aims at exploring the constraints facing teaching of Kiswahili phonemic awareness and alphabet knowledge in grade one. The study was qualitative in nature in which phenomenology design was employed. The purposive sampling technique was used to recruit ten grade one teachers and ten head teachers from ten public primary schools in Chemba district. Data were collected through semi-structured interviews. The collected data from teachers and head teachers were thematically analyzed. The research findings indicated that there were variations of the views among teachers and head teachers on the impediments in teaching phonemic awareness and alphabet knowledge in grade one. The prominent mentioned challenges were truancy, mother tongue effect, parents' limited knowledge. It was recommended that teachers should collaboratively work with parents; revisiting of language policies to incorporate mother tongue in early grades is crucial; and attendance to PPE should be taken into account by the educational stakeholders.

Keywords: Phonemic awareness, alphabet Knowledge, reading skills, early grade, impediments

INTRODUCTION

Reading skills in early grades have drawn significant attention worldwide due to their vital role in helping pupils learn and develop academically. For early grade pupils to succeed academically in schools, they need to be able to read and write. In this regard, reading skills have significant contributions in pupils' learning in schools. Guzmán et al (2021) propose that reading skills among early grade pupils are crucial for their future success and persistence in schools and beyond. Moreover, reading skills in early grades enable pupils to develop their critical thinking abilities, concentration, increase their vocabularies and become independent readers (Dessemontet et al., 2022; Mwoma, 2017). On the basis of these benefits of reading skills, it would be argued that pupils should be supported to develop reading skills for their future success in schools and life in general. Despite the fact that reading skills help pupils learn and succeed in schools, a reasonable number of pupils experience long-term reading difficulties, which have detrimental impact on their academic progress (Milankov et al., 2021). In addition, Melesse and Enyew (2020) add that pupils who cannot read throughout grade one tends to lag behind in reading and performance in other subjects. As a result, some pupils may be at risk of completing primary education with limited reading skills. In the context of this study, reading skills means ability to decode and understand words in written text.

However, early grade pupils, must master two crucial reading skills, such as phonemic awareness and alphabet knowledge, in order to develop reading abilities (Sucena et al., 2021). In this context, alphabet knowledge refers to the ability of grade one pupils to name letters and identify the sounds representing the letters while phonemic awareness means the ability to identify sounds in spoken words (Goldstein et al., 2016). In fact, phonemic awareness and alphabet knowledge are believed to be closely related and crucial for pupils to be able to read a written text (Goldstein et al., 2016). Pupils with low phonemic awareness and alphabet knowledge develop reading difficulties in grade one as well in later in higher classes (Piasta, 2014). It has been acknowledged that for successful development of reading skills among pupils, phonemic awareness and alphabet knowledge should be taught together (Njiru & Karuri, 2022; Pfost et al., 2019; Ying & Cheng, 2020). Therefore, grade one teachers should make sure they integrate

phonemic awareness and alphabet knowledge in teaching for improvement of reading skills among grade one pupils. This paper seeks to establish challenges that teacher of early grade pupils in Tanzania encounter in the promotion and development of reading skills. The paper argues that the support of early grade reading skills should not be left to the schools and early grade teachers only; it should also be the responsibility of the whole society – parents, community members and the government.

Rationale for the Research

Several educational issues in Tanzania justified the need for this research. First, for decades, educational policies and practices in Tanzania has concentrated mainly on formal school settings. Home and community environments, which are equally crucial for the children to grow and develop physically, cognitively, socially and culturally, have been largely neglected. As a result, this negligence marginalizes the foundations of children's cognitive development (Krishnan & Johnson, 2014). Secondly, there is a growing body of evidence globally indicating that family reading of books and stories with babies and children is important for language and literacy development (Shen & Del Tufo, 2022; Ledger & Merga, 2018) but this practice is not culturally promoted or institutionally supported in many developing countries (Heppt et al., 2022; Barone et al., 2021). Thirdly, in Tanzania, scholars have acknowledged the limitations of language policy, which encourages the use of Kiswahili in early reading, while children come to school knowing only their mother tongue. This makes it too difficult for them to make sense of the letters in a different language and hence become demotivated to learn (Kadau, 2022). Fouthly, in most schools, and specifically in early grade classrooms, textbooks and reading materials are in short supply and those available are often of poor quality (Ndijuye & Beatus, 2022; Mramboa & Ligembe, 2022). Although little is currently known about teaching Kiswahili phonemic awareness and alphabet knowledge in grade one in Tanzania context, it makes sense to explore challenges that might have some implications to policy and practices.

The Research Question

This study is aimed at establishing the challenges facing teachers in teaching phonemic awareness and alphabet knowledge in grade one in Tanzania. In this regard, the study focused on the following question:

1. What are the barriers facing teachers in teaching phonemic awareness and alphabet knowledge in grade one?

Review of Related Literature

Phonemic awareness and alphabet knowledge for grade one pupils has been taken into account in various countries for the purpose of improving reading skills. However, despite the efforts that have been made by countries to ensure effective teaching of phonemic awareness and alphabet knowledge, a number of challenges have been observed from various countries. In the United States of America (USA) for example, early grade teachers have been struggling to ensure their pupils are developing reading skills. However, a number of challenges have been observed that affect effective teaching of reading skills in the USA. These challenges are such as inadequate knowledge of teaching reading skills among teachers, insufficient reading materials and deficiency of pre-reading skills among grade one pupils (Lu, 2022). As a result, early grade learners are struggling to develop reading competencies.

In Sub-Saharan Africa, teaching of reading skills has been faced with a number of challenges which affect effective development of reading skills among pupils. For instance, in South Africa, despite the governments' efforts to support early grade education in terms of increasing access, training of teachers and improving of infrastructure, teachers still struggle to help pupils due to a number of challenges they encounter (Dagada, 2022). The author cited inadequate teaching and learning resources, inadequate community and school administration support, and overcrowded classrooms as some of the obstacles preventing teachers from developing reading skills among foundation phase pupils. In Ethiopia, Desta (2020), and Haile and Mendisu (2023) identified a number of obstacles that affect teaching of reading skills in early grades including: inadequate content and pedagogical knowledge of reading among early grade teachers; a lack of teacher training (both pre- and in-services training on reading); and a lack of an enabling literacy-rich environment. The authors recommended training for teachers on both content

and pedagogical skills for phonemic awareness and alphabet knowledge and provision of enough reading resources in schools. In Kenya, like other Sub-Saharan African countries, a study by Marima et al. (2016) found that early grade teachers had limited knowledge and skills for teaching reading skills. Thus, it was suggested that   teachers be involved in training about a variety of pedagogical approaches for teaching reading skills in early grades. In Tanzania, reading skills among pupils is currently a subject of focus in early grade classes. The government and non-governmental organizations (NGOs) have taken a number of initiatives to ensure that early grade pupils are adequately developing reading skills. Besides, the educational training policy and its curriculum have put much emphasis on teaching reading skills, Kiswahili phonemic awareness and alphabet knowledge in particular (United Republic of Tanzania, 2014, 2019). In addition, various programmes have been established by international organs to improve reading skills in early grades such as Literacy and Numeracy Educational Support (LANES), Tusome pamoja, Education Quality Improvement Programme in Tanzania (EQUIP-T) among others (Oxford Policy management Ltd, 2019; United Republic of Tanzania, 2018; United States Agency for International Development, 2021). All the aforementioned programmes have focused on improving reading skills among early grade pupils. Despite these efforts, early grade pupils are still inadequately developing reading skills (Edward et al., 2022; Mramboa & Ligembe, 2022; Ndijuye, 2023). Scholars (see for example Anney et al., 2016; Mramboa & Ligembe, 2022; Tandika & Kumburu, 2018), have consistently established the challenges of teaching reading skills in general little is empirically known about the impediments of teaching Kiswahili phonemic awareness and alphabet knowledge.

Theoretical Framework

The study was informed by ecological system theory developed by Urie Bronfenbrenner in 1970s (Ettekal & Mahoney, 2017; Panopoulos & Drossinou-Korea, 2020). According to the ecological system theory, the environment around pupils has an impact on their learning (Popa et al., 2020). On this, Bronfernbrenener postulated four interconnected contexts such as micro-system, meso-system, exo-system and macro-system that may have an impact on pupils' learning and development (Panopoulos & Drossinou-Korea, 2020). Micro-system is an immediate pupils' home environment such

as parents, siblings and schools and this has direct influence on the pupils' learning (Popa et al., 2020). Furthermore, meso-system is the second environment where the pupil interacts with other people such as teachers, peers and the immediate community, and this interaction has influence on a pupil's learning and development (Ettekal & Mahoney, 2017). In addition, exo-system involves informal or formal environments such as parent's work place, parent's friends, or neighborhood. These may   influence pupils' learning of reading skills (Panopoulos & Drossinou-Korea, 2020). Macro-system which is a wider environment and relates to the pupils' societal culture may have an impact on how well they learn to read (Ettekal & Mahoney, 2017; Panopoulos & Drossinou-Korea, 2020; Popa et al., 2020). On these grounds, the ecological system theory served as a useful framework for this study because these environments may in one way or another create conditions to constrain teachers from helping pupils develop their Kiswahili phonemic awareness and alphabet knowledge. That is to say, for effective support of pupils to develop reading skills, teachers should have effective collaboration with parents, community and other educational stakeholders. This implies that all crucial elements should be prioritized in order to adequately facilitate the development of Kiswahili phonemic awareness and alphabet knowledge among grade one pupils.

Methodology
Research Approach and Design
This study was informed by a qualitative approach. The qualitative approach was seen to be relevant to this study because it emphasizes how participants interpret and make sense of their experiences to understand a phenomenon in a social context (Mohajan, 2018). In that sense, a qualitative approach was necessary to obtain information from grade one teachers and head teachers themselves on the barriers in teaching phonemic awareness and alphabet knowledge in grade one. In a similar way, to collect data from teachers and head teachers, a descriptive phenomenology design was utilized. The descriptive phenomenology design concerns about detailed description of participants' lived experiences while researcher's pre-conceived views are set aside (Qutoshi, 2018). In this study, the descriptive phenomenology design was used to understand and describe teachers and head teachers' views on the

barriers to effective teaching of phonemic awareness and alphabet knowledge in grade one.

Research Area, Sample Selection and Sample Size

The study was carried out in Chemba district. Chemba district is among the seven districts that make up Dodoma region. The district is composed of 26 wards with 107 primary schools (Chemba District Council, 2017); 10 public primary schools were purposively sampled to participate in this study. The selection of the 10 primary schools were based on their primary school leaving examination results and literacy performance in Literacy and Numeracy skills among children aged 9-13, which were relatively lower than other primary schools (National Examination Council of Tanzania [NECTA], 2017; UWEZO, 2017). The study involved 10 grade one teachers and 10 head teachers (HTs) which make up a total of 20 participants from the sampled primary schools. Participants were purposively selected based on their experiences in teaching grade one and their affiliation with the study's participating primary schools. In this stance, teachers were selected to participate in this study because they are the ones who were teaching reading skills grade one classrooms. They were expected to have rich information about the barriers they were encountering in teaching phonemic awareness and alphabet knowledge in grade one. On the other hand, HTs were involved in this study because they are the quality assurers, with a role to supervise teaching and learning processes at the school level. In this regard, HTs were expected to have rich information on the barriers facing teachers in teaching phonemic awareness and alphabet knowledge in grade one.

Data Collection Procedures

The study employed a semi-structured interview to collect data from the participants. The semi-structured interview was used because it is flexible as a researcher has opportunities to come up with additional questions to ask (apart from the planned questions) based on the conversation with the participants (Elhami & Khoshnevisan, 2022). Face to face interviews with teachers were conducted after class hours to avoid interference with classroom schedules. Specifically, teachers were asked about the barriers they encounter while teaching phonemic awareness and alphabet knowledge in grade one in the classroom. HT's face to face interviews were done during

the class hours at their convenient time. HTs were asked about barriers encountered by their teachers in teaching phonemic awareness and alphabet knowledge. In this study, each interview session took approximately 40 to 60 minutes for each participant and the collected data were recorded in the field notebook and audio-recorder.

Data Analysis Procedures

Following the data collection, the interview data recorded in field-note book and audio-recorder were subjected to transcription and translation processes from Kiswahili language to English for analysis and report writing. Specifically, the study employed both deductive and inductive thematic procedures, with themes emerging from the data. To become familiar with the data, the researcher read the transcriptions several times in the first step. Subsequently, the coding process to all transcriptions were done to generate various initial codes and categories (Ary et al., 2010). Then, revisiting of the developed codes was done in order to combine similar codes and create potential categories and themes in relation to the objective of the study. Thereafter, the developed themes were then presented and described to explore the barriers in teaching phonemic awareness and alphabet knowledge in grade one

Trustworthiness of the Study Findings

To ensure the validity and reliability of the findings in qualitative studies, use of trustworthiness is recommended (Shenton, 2004). Since this study was predominantly qualitative in nature, the trustworthiness of the findings was ensured through four criteria namely: credibility, transferability, dependability and confirmability (Stahl & King, 2020). Credibility which concerns the truthfulness of the findings was ensured through peer debriefing sessions with early childhood experts from the University of Dodoma (UDOM). In addition, transferability of the findings was ensured through provision of thick description of the research context and participants involved. Furthermore, the dependability in this study was ensured through an audit trail, in which all activities and events happening throughout the research process were documented. Moreover, confirmability was observed by using two strategies that is, step-by step description of research procedures; and bracketing strategy whereby the researchers' experiences

regarding the phenomena under investigation were set aside to avoid biasing the results.

Ethical Matters

Consideration of ethical principles in conducting research that involves human subjects is vital for any research. In this respect, before commencing the data collection process, the researcher obtained ethical clearance letters from relevant authorities such as the UDOM and Dodoma Regional Administrative Secretary (RAS) and then a permission letter was sought from the District Educational Officer (DEO) from Chemba district. Following the receipt of the permission letters, teachers and HTs were issued a consent after they had been informed of the study's goal, its methodology, and their involvement. The participants were also assured of the privacy of the information they provided, including their identities. In addition the confidentiality was ensured by conducting the interview procedure in a private room. On the other hand, the use of numbers and letters to designate participants and schools ensured that all information remained anonymous.

Findings

Barriers in teaching phonemic awareness and alphabet knowledge in grade one

Data collected for this objective were analyzed to establish barriers facing teachers in teaching phonemic awareness and alphabet knowledge in grade one. The findings revealed that there were variations on teachers and HTs' responses regarding the challenges. Table 1 summarizes participants' responses about obstacles in teaching phonemic awareness and alphabet knowledge in grade one.

Table 1. Barriers in Teaching Kiswahili Phonemic Awareness and Alphabet Knowledge in Grade One

Categories	Views	Teachers, number of responses (%)	HTs, number of responses (%)
Learners-based	Truancy	8 (14)	5 (14)
	New learning environment	3 (5)	
School-based	Physical resources	8 (14)	3 (8)
	Overcrowded classes	5 (9)	4 (11)
Community-based	Long distance to school	4 (7)	5 (14)
	Mother tongue	12 (21)	3 (8)
	Parents' limited literacy	7 (12)	3 (8)
	Poverty	1(2)	2 (5)
	Shortage of teachers		5 (14)
Policy-based	Professional development		1(3)
	Overloaded curriculum content	2 (4)	
	Absence of pre-primary education	5 (9)	3 (8)
Teachers-based	Teachers' knowledge	2 (4)	
Irrelevant	Teachers' welfare		3 (8)
Grand Total*		57 (100)	37 (100)

Source: Field data (2018)

Data from Table 1 present the responses from teachers and HTs on the barriers in teaching phonemic awareness and alphabet knowledge in grade one in selected primary schools in Chemba district in Dodoma. As Table 1 shows, teachers and HTs' responses were grouped into six categories: learner-based, school-based, community-based, policy-based, teachers-based and irrelevant.

Truancy among Pupils

Development of reading skills among early grade pupils is supported by regular attendance at school. Regular attendance in the classroom gives pupils the opportunity to interact with the learning environment, which helps them

improve their reading skills. However, the findings of this study reveal that some grade one pupils were not regularly attending school. Data in Table 1 show that 14% of the teachers and HTs' responses pointed out that truancy among grade one pupils was among the prominent obstacles in teaching phonemic awareness and alphabet knowledge in grade one. They said that pupils were not attending school regularly as a result; they lacked the continuation of learning phonemic awareness and alphabet knowledge. Commenting on this, a teacher from school A had this to say:

> *Some pupils do not attend school regularly. A pupil can be present today but not show up the next day. As a result, they lag behind in learning to read because they do miss some reading skills' components such as phonemic awareness and alphabet knowledge.*

In a similar way, another teacher added:

> *In my class, truancy is a big challenge. Pupils may come to school this week but never do so in the next week. As a result, when they return, they are unable to understand what their fellow pupils have learned in their absence. So, they end up just copying what their fellows wrote.*

On the same point, HT from school C had the following to contribute:

> *You may find that a pupil is absent today, present tomorrow and absent the next day because of child labour at home.*

Considering the three statements made by two teachers and HT regarding pupils' truancy, it can be interpreted that irregular attendance in schools affects pupils' development of phonemic awareness and alphabet knowledge. In their views, teachers believed that if pupils could attend school regularly they could have continuation of learning components of phonemic awareness and alphabet knowledge which may help them to develop reading skills. The child labour reason for truancy as the statement from HT shows that some parents were prioritizing economic activities over their children's education.

Pupils' Mother Tongue

Use of familiar language is crucial for pupils to understand what they are learning. It was established from this study that some pupils were struggling to understand the Kiswahili language and at the same time, its phonemes and alphabets. As it is evidenced in Table 1, 21% and 8% of the responses from teachers and HTs respectively, revealed that pupils did not effectively develop phonemic awareness and alphabet knowledge because they were being taught in a different language from their mother tongue. The majority of the respondents believed that the difference between the mother tongue and the school language created a gap in the development of phonemic awareness and alphabet knowledge in grade one pupils. The following statements from the teacher and HT illustrate this:

> *Some children are affected by their mother language. For example, you may ask pupils to pronounce the sound /z/ they might instead pronounce /s/ because they are affected by their mother tongue. So it is challenging to help these kinds of pupils develop phonemic awareness and alphabet knowledge in Kiswahili.*

> *Some pupils come to school knowing to communicate in their mother tongues only. It becomes very difficult for them to learn phonemes and alphabets in Kiswahili language.*

The aforementioned quotations from the teacher and HT highlight mother tongue as an obstacle hindering teachers from developing Kiswahili phonemic awareness and alphabet knowledge among grade one pupils. From their quotes, they claimed that pupils did not understand Kiswahili as they were much familiar with their mother tongues. Therefore, it was challenging for teachers to successfully develop phonemic awareness and alphabet knowledge to pupils who were unfamiliar with Kiswahili language.

Parents' Limited Knowledge on the Value of Education

Parents' knowledge on the value of education to their children is of paramount importance for children's early learning and development of language skills including phonemic awareness and alphabet knowledge. When parents are aware of the importance of education for their children, they may find ways to teach their young children and collaborate with teachers to support the children

academically. Nevertheless, the findings from this study show that some parents were not aware of the importance of education to their children as they were not concentrating on it. In describing this, the teacher from school X made the following comments:

> *Parents may occasionally ask permission for their grade one's absence due to illness. However, you'll discover later that the pupil wasn't ill, but was taking care of younger siblings while parents were away in economic activities.*

On the same point, the HT added:

> Some parents do not follow up on their pupil's learning progress. Once children get home, parents do not check their exercise books. They are only interested in their performance in domestic activities like fetching water, herding livestock and other household chores.

Reflecting from the aforementioned statements from the participants, it could be noted that parents were not aware of the importance of education to their children. Limited knowledge among parents affects pupils' development of phonemic awareness and alphabet knowledge.

Absence of Pre-Primary Education

Attendance in pre-primary education (PPE) is vital for pupils to adapt with the school environment and develop phonemic awareness and alphabet knowledge, which are important pre-reading skills essential for them to develop conventional reading. The findings from this study revealed that most of grade one pupils did not attend pre-primary classes. As it could be evidenced from Table 1, 9% and 8% of the participants' responses show that lack of PPE was among the obstacles in teaching Kiswahili phonemic awareness and alphabet knowledge among grade one pupils. According to the participants, pupils who did not attend PPE lacked important reading skills which would help them to be able to read. On this, one teacher was quoted as saying:

> *The majority of grade one pupils in my class did not attend PPE. They start grade one with limited pre-reading skills. So,*

> *I spend a lot of time assisting them in acquiring phonemic awareness and alphabet knowledge because they struggle to understand them*

It was further elaborated by HT that:

> *Most grade one pupils did not pass through PPE. They were enrolled in grade one with an old age (8 to 9 years). So, you cannot ask pupils to start pre-primary class because if you do, they might completely drop from school.*

The two assertions regarding attendance of PPE could be interpreted that teachers find it challenging to develop phonemic awareness and alphabet knowledge to grade one pupils who did not pass through PPE. They believe that PPE helps children to acquire some pre-reading skills that support learning of phonemic awareness and alphabet knowledge in grade one.

Discussion

This study examined the impediments in teaching phonemic awareness and alphabet knowledge among grade one pupils. Grade one teachers and HTs from various public primary schools were interviewed to explore barriers facing teachers in teaching phonemic awareness and alphabet knowledge in grade one. Generally, the findings indicate the variations of responses among teachers and HTs on the barriers in teaching phonemic awareness and alphabet knowledge in grade one. Importantly, it was found that teaching of phonemic awareness and alphabet knowledge was affected by recurring truancy, mother tongue issue and parents' lack of the importance of education to their children, and lack of pre-primary education. These findings are consistent with the previous studies such as Ampofo et al. (2022) and Yusuf et al. (2023) who noted that parents' education and socio-economic activities as among the factors behind truancy among pupils in Ghana and Malaysia respectively. Further, studies by Edward and Shukia (2021) and Ndijuye and Beatus (2022) established that learning of reading skills among early grades was affected by pupils' mother tongue. It should be noted that a number of studies suggest that in teaching reading skills to early grades, pupils' cultural and linguistic diversities should be considered to facilitate learning of Kiswahili reading skills (Agbevivi, 2022; Mohohlwane et al., 2023; Serede

& Mwoma, 2022). On the absence of PPE among grade one pupils, these findings corroborate those of Mabagala and Shukia (2019); Ndijuye et al., (2020); Ndijuye and Beatus, (2022); Serede and Mwoma, (2022). Serede and Mwoma, (2022) develop this as a major impediment in teaching phonemic awareness and alphabet knowledge in grade one and stressed that PPE should be taken seriously as it has a significant impact on pupils' learning and development of reading skills in primary school.

Conclusions and Recommendations

Based on the findings, the study came to the conclusion that teachers' and HTs' views regarding the impediments in teaching phonemic awareness and alphabet knowledge in grade one varied. However, the observed challenges have shown to affect teachers in teaching phonemic awareness and alphabet knowledge to grade one pupils in many primary schools. This leads to low development of reading skills and later learning and understanding other subjects, which results in poor academic performance. On these grounds, the study recommends that teachers, HTs, parents and other educational stakeholders should collaborate to ensure pupils are attending school regularly in order to have continuity in learning phonemic awareness and alphabet knowledge. Additionally, educational policy makers should revisit language policy and see how to incorporate mother tongue languages in early grades. Furthermore, Educational stakeholders should ensure that the established policies such as attendance of PPE are a pre-condition for entering Standard One.

Limitations and Future Research

This study was limited to the small number of participants due to the nature of the design and the sampling technique employed. Thus, it is difficult to generalize the findings in other areas. Also, use of one data collection method may affect the rigor of the study findings to some extent. Therefore, the study encourages further research to include enough number of participants like parents and quality assurers (ward and district), and use multiple data collection methods. In addition, the study suggests that further study could be done to investigate the role of mother tongues in improving mastering of Kiswahili phonemic awareness and alphabet knowledge.

Declaration of Conflicting Interests
The author declares no conflict of interest.

Acknowledgements

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Analysis of the Role of Community Actors towards Self-Employment Support for Higher Education Graduates in Tanzania

Andrew Keha Kuko[1] & Ombeni William Msuya[2]
The University of Dodoma,
kehakuko@yahoo.com[1]

ABSTRACT

The study aimed to explore the community perceptions about higher education graduates' employability and community support practices towards graduates' access to self-employment. A sample of 314 community participants using systematic random sampling was used to select participants for the study. The sample involved staff from the selected divisions and departments at the district councils, wards, villages and local street government offices. The other sample was employees from selected community based organisations located in respective study regions and districts. The study used an explanatory mixed design where quantitative and qualitative data were collected and analyzed sequentially. The results showed that,146(46.5%) of community participants perceived higher education graduates' participation in self-employment as poor, while only 80(25.5%) perceived it as good. Further, 223(71.0%) of the studied community organs had no specific support services for graduates, 63(20.1) percent offered them for sometimes, and 28 (8.9%) said they had specific services. Results also showed that, out of the six examined factors; support from family, friends, and relatives 154(49.0%) and hard work 135(43.0%) were rated as most contributing factors to graduates' access to self-employment. The interview results showed that, negative graduates' and lack of specific support schemes highly contributed to low graduates' participation in self-employment. The study concludes that, the community support for enhancing higher education graduates' access to self-employment is poor and disorganized. Deliberate actions were recommended for the policy makers to encourage the Tanzania communities towards support for graduates' access to self-employment.

Keywords: *Employability, Community, Higher education, Self-employment, Tanzania*

INTRODUCTION

Although the purpose of education may vary across philosophical stances, the most commonly shared is preparing learners for life and contributing to the country's socio-economic development. Tanzania's 'education for self-reliance' philosophy aimed to prepare learners at each level of education to contribute to the production and socio-economic independence of the country (Mbogoma, 2018; Nyerere, 1968). Accordingly, the human capital theory proposes the educational value of developing the human capital resource in a country's population (Mincer, 1958; Schultz, 1963; Sweetland, 2016). These arguments support the fact that, the end of any education system should be graduates' employability (Agrawal & Dasgupta, 2020; ILO, 2013). Despite these facts, recent employability studies (ILO, 2019; Kamuhabwa, 2019; Research on Poverty Alleviation [REPOA], 2021) explain evidence that the 21st Century higher education has been challenged by an alarming employment crisis globally. Subsequently, higher education graduates' employability is increasingly becoming a critical research topic.

The International Labour Organisation (ILO, 2020) report on employment in Africa explains that the rate of unemployment and prolonged transition time from school to work (Rostan & Stan, 2017) is higher among tertiary education youths than those without education in Eastern Europe. Likewise, in the sub-regions of the Arab States, Asia, and Northern Africa, while employment rates among tertiary education graduates nearly reaches 38 percent, they are above 50 percent among youths with primary and those without education (ILO, 2020). Additionally, in the Sub-Saharan Africa, most employed higher education graduates, either do informal jobs in the formal sector (82.7 percent) or are employed in the informal sectors (70.4 percent) (ILO, 2020). These literatures in common explain the employability limitations of tertiary education graduates while the informal self-employment sector is at least doing better. A number of employability studies David (2014), Nandonde and Malaki (2020), propose the self-employment labour market for being a suitable resort for expanding graduates' employability. In fact, the self-employment labour market supplements the salariedlabour market absorption capacity, which is proportionally lower than the graduates' supply. For instance, in Tanzania, while the labour annual output of graduates seeking to enter the labour market reaches 1,000,000, the wage labour market sectors

had a capacity to employ only 50,000 to 60,000 (5 to 6 percent) annually (REPOA, 2021). The majority which is more than 90 percent engage in informal self-employment sectors or have prolonged periods of employment search up to 5.5 years (Danish, Trade Union Development Agency, 2022). Based on these facts, creating a supportive environment for graduates' self-employment labour market opportunities becomes inevitable. Subsequently, access to the self-employment labour market requires some community support throughout the development of capital base and businesses competitiveness. The term community may refer to a group of people who are linked by social ties, share common perspectives, and engage in joint action, and may be living in defined geographical locations (MacQueen, McLellan, Metzger& Kegeles, 2001). In this study, the term "community" refers to the combination of government ministries, departments, agencies, the private sectors and the community-based organisations engaged in serving various kinds of socio-economic, political, and humankind welfares of people in the country. Therefore, the study explored the practice of self-employment support provisions for graduates within the functionary dimensions of these community organs in selected study regions and districts.

Tanzania has various policies and programmes on higher education sector. Initially, Tanzania, through its higher education policy (URT, 1999) and the education sector development programme [ESDP] (URT, 2000) took a good step to promote equitable access to and quality of higher education in the country. There has been an increase in higher education institutions and increased enrollment rates in particular. However, plans for graduates' lives after schooling are not well articulated in the policy and the ESDP provisions. In addition, the Tanzania youths' development policy (URT, 2007) aspires to support the youths' access to employment opportunities. The policy endorses the provision of microcredit schemes for youths, business management and entrepreneurial training, and skills development. Unfortunately, the policy is likely passive about mechanisms by which diverse community groups could take part in enhancing graduates' employability support after school. In the light of these policy frameworks, it is difficult to examine the extent to which the stated initiatives are worth the expected results for higher education graduates' access to the self-employment labour market. Thus, the knowledge body about how local communities and governance systems contribute to

supporting graduates' access to self-employment is lacking in existing literature. Therefore, the study aimed to search for this knowledge through two specific objectives: (i) to explore the community's perceptions about the state of higher education graduates' self-employment and (ii) to examine the role of community support in higher education graduates' access to the self-employment labour market in Tanzania.

Methodology

The study used explanatory sequential mixed design where quantitative data were collected and analysed, followed by qualitative data collection and analysis. The author administered survey questionnaires to the community respondents, analysed the data, and conducted participants' interviews for in-depth explanations built on the findings. The study was conducted in Dodoma and Dar es Salaam regions. In Dar es Salaam, the study was conducted in Ilala City council, Ubungo, Temeke, Kinondoni, and Kigamboni Municipals. In Dodoma the study was conducted in Dodoma city council, Bahi, Kongwa, Kondoa Town and Kondoa District councils. Dodoma and Dar es Salaam regions are characterized by fast-growing formal and informal sectors attracting self-employment business opportunities (Msuya, Moshi & Levira, 2020). The presence of central government headquarters and functions in these regions attracts a high influx of graduate youths seeking employment opportunities in fast growing sectors in the urban and sub-urban areas of the regions (Danish Trade Union Development Agency, 2022). Within the regions, urban, sub-urban and rural features were considered to select council authorities for collecting different kinds of self-employment experiences.

The study population composed of the officials and employees working in district councils, wards, streets and villages local government authorities and community-based organisations located in the study regions. The author used urban and rural clusters to select 10 district councils and systematically sampled 53 ward government authorities in the study regions. Wards were alphabetically arranged and selected at interval of 4 wards to maximize the sample size for quantitative data as suggested suitable (Gorsuch, 1983 and Kline, 1994, cited in Pearson and Mundform, 2010). A total of 314 community respondents was sampled from the listed population groups. The study used purposive and random sampling to select Community

Development Officers [CDOs] (54) and staff from the division of trade, industry, and investment (20), Ward Executive Officers [WEO] (44), ward Councilors (24), Village Executive Officers [VEO] (30), Street Executive Officers [SEO] (36), Village Chairpersons (26) and Street Chairpersons (28). Also, the study used convenient random sampling to select (52) employees from community-based organisations located in the selected wards. The study used open-ended and closed-ended questionnaires to collect quantitative data. The questionnaires were used to collect data from the CDOs, WEOs, SEO, VEO, street and village Chairpersons and employees from community based organisations followed by semi-structured interviews across the same sample groups.

Quantitative data was analysed through descriptive statistics. The descriptive statistics describe the data and draw conclusions based on the set of samples used and not beyond that (Creswell, 2012). In this study, data were coded and entered into SPSS software version 21. The data was then analysed to generate frequencies, percentages, and descriptive outputs that were presented in the form of frequency tables, figures, and charts. Furthermore, the researcher used thematic and content analysis guided by Miles and Huberman's (1994) three stages of qualitative data analysis. The stages include; data reduction, display, and conclusions. The author transcribed the verbatim sounds taken through a sound recorder, analyzed themes and categorised the findings for qualitative interpretations. The main themes and contents of the interview field notes were established to explain the roles of various community stakeholders towards graduates' self-employment experiences in the study areas.

Findings and Discussion
This section presents and discusses the findings for each of the two study objectives. Objective one presents and discusses findings regarding the community awarenessabout the state of higher education graduates' self-employment. Findings on this objective capture community views about higher education graduates' participation in self-employment, the kind of self-Employment businesses done by graduates and factors contributing to graduates' access to self-employment. The objective two focused on role of the community on enhancing higher education graduates' access to self-

employment labour market. Findings on this objective covers knowledge about the kind of support services offered by the selected community organisations and the provision of support services specific for graduates only.

Community Awareness about the State of Higher Education Graduates' Self-employment

Through closed-ended questions, respondents were asked to rate their views about the status of higher education graduates' participation and competence in the self-employment labour market. The results are presented in subsequent captions. Community views about the state of higher education graduates in self-employment
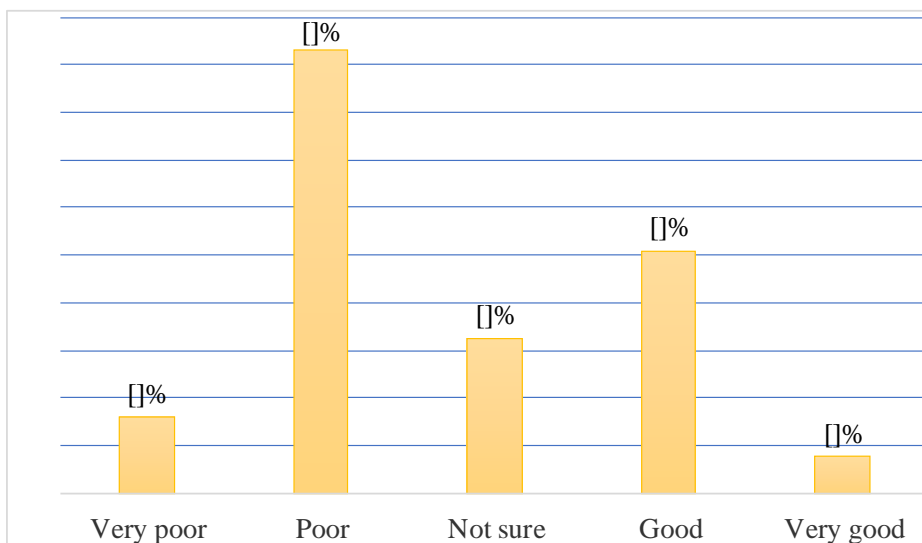
Figure 1:   Community Perceptions about Participation in Self-Employment Labour Market

Data on Figure. 1 shows that 146(46.5%) of community respondents perceive higher education graduates' participation in self-employment labour market as poor, while 80 (25.5%) perceived it as good and 51(16.2%) were not sure. Few respondents 25(8.0%) and 12(3.8%) views graduates' self-employability as very poor or very good respectively. The results mean the community respondent are aware about the problem of poor graduates' employability in

self-employment labour market. However, there is a good number of community participants who are not sure about the problem. Lack of clear awareness of this community group may further affect their participation to offer the support services needed by graduates.

The Kind of Self-Employment Businesses Done by Graduates

The study used open-ended questionnaire to collect data about the kind of businesses done by higher education graduates. Respondents were to mention at least one business that is mostly done by graduates in particular study area. Results are shown on Table 1.

Table 1: **Kind of Self-Employment Businesses Most Done by Higher Education**

Types of self-employment businesses done by graduates	Frequency	Percent
Transportation, (bodaboda, bajaji, bus transports)	50	15.9
Salon activities	53	16.9
Vender selling, clothes and other commodities	60	19.1
Agriculture, and horticulture	36	11.5
Agents telephone money business	20	6.4
Teaching in tuition centres	24	7.6
Open self or group companies	18	5.7
Online businesses	22	7.0
Stationary business	31	9.9
Total	**N= 314**	**100.0**

Data on Table 1: indicate that, higher education graduates mostly engage in vender businesses which include selling clothes, food and other movable commodities 60(19.1%), salon activities 53(16.9%) and transportation 50(15.9%). Other most listed activities are agriculture 36(11.5%) and stationary businesses 31(9.9%). These findings show that, except the stationary activities, the leading businesses are causal activities in the context of self-employment labour market in a local community area. The results rise questions about whether the higher education graduates demonstrate

competitive innovation and creativity in the self-employment labour market. Further, the results do not adequately reflect the applicability of graduates' employability skills as fore-thought by the human capital theory.

Factors Contributing to Graduates' Access to Self-employment

The study used a closed-ended questionnaire to explore community respondents' perception about factors contributing to graduates' access and performance in self-employment. Respondents were required to rate the listed factors in the Likert scales ranging from not contributing at all to highly contributing. Since each of the listed factors contribute to graduates' access to self-employment, the study was interested to analyse the community responses across the "highly contributing scale" This could help the author to examine perceptions about the position of community support and education factors. Table 2 presents the findings;

Table 2: Community Perceptions about Factors Contributing to Graduates'Self-employment

Factors contributing to graduates' self-employment	Frequency	Percent
Having education	72	22.9
Hardworking and commitment	135	43.0
Support from family, relatives and friends	154	49.0
Entrepreneurship education	91	29.0
Experiences learned from self-employment labour market	89	28.3

N= 314

Data in Table 2 show that out of 314 respondents, 154(49.0%), perceived support from family, relatives, and friends as the most contributing factor for graduates' access to self-employment. Also, 135(43.0%), perceive hard work, and goal commitment as highly contributing factors, while 91(29.0%) view entrepreneurship training after school as most contributed. A few respondents, 72(22.9%), perceived having education as highly contributing factor towards access to self-employment. This implies that graduates' access to self-employment largely relies on the hands of family, relatives, and individual friends rather than skills and education. The results also imply limited support services gained outside individual graduates' social capital

boundaries during the self-employment labour market search. Moreover, a closed-ended tool was used to collect data about factors hindering graduates' access to self-employment labour market. Table 3 presents the findings;

Table 3: Community Experiences about Factors Hindering Graduates Access to Self-employment

Factors hindering graduates access to self-employment	Frequency	Percent
Lack of capital	107	34.1
Lack of self-employment skills	76	24.2
Poor attitudes and lack of readiness for self-employment	42	13.4
Low political will and support policies	60	19.1
Fear and inability of graduates to face self-employment challenges	29	9.2
Total	**N= 314**	**100.0**

Data on Table 3 indicates that, community respondents 107(34.1%) perceive lack of capital as the most hindering factor for graduates' access to self-employment. Other factors were lack of self-employment skills 76(24.2%), low political will and lack of specific supportive policies 60(19.1%) and poor attitudes of graduates towards self-employment 42(13.4%). The least is fear and inability of graduates to face self-employment challenges 29(9.2%). This implies that, most of the community services may be directed towards seeking capital. However, lack of self-employment skills, poor attitudes and fear of self-employment challenges may remain persistent even where capital is made available. Moreover, the interview data on objective one sought explanations from community stakeholders about the situation of low graduates' performance in the self-employment labour market. Findings showed that, graduates do not have consistent choices to engage in self-employment businesses. The interviewed participants view graduates' desires for businesses with high income, lack of information about sources of support for capital and poor attitudes towards self-employment as factors for their poor participation in the self-employment. Also, graduates' choices for businesses that require cash capital seem to hinder their access opportunities

to workable self-employment. One of the participants had the following to share during the interviews;

> *The situation is not so bad...., except that many graduates are very stuck..., they choose fast cash generating works, for example here we have land for agricultural activities but many of our graduates do not prefer manual work, they want jobs that give them quick money, I think if they focus at jobs that require energy and production facilities instead of those that require capital, they may have less problems in the process of employing themselves as a strategy to self-employment"* (*Interview verbatim with the* CDO in Dar es Salaam, May 2023).

With slightly the same views, another participant commented on graduants attitudes and shame feelings towards manual work. He commented that:

> *The situation is poor .... for example, I have my graduate son, he is at home for threeyear now, I don't know if he even gets information about the credit supports, and I don't know if he knows what he wants to do, ... the problem of attitudes and the shame of doing causal work is greater, he thinks that his younger siblings and others in the village will laugh at him* (*Interview verbatim with VEO* in Dodoma, March 2023)

These results indicate that, both participant one and two view graduates' participation in self-employment labour market as poor. They point out poor graduates' attitude towards self-employment in terms of preferences for the kind of businesses to do and high expectations for income generation. In addition, participant two has raised an issue of poor access to information about credits support and shame feelings among graduates regarding the type of self-employment to engage in.

The Role of the Community Organisations on Enhancing Higher Education Graduates' Access to Self-employment Labour Market
This objective explored the role of the community organs towards supporting higher education graduates' access to self-employment. Findings are presented in the subsequent sections. The Kind of Support Services Offered by the Divisions, Offices and Community Based Organisations Studied

Respondents were asked to mention one main service their offices or organisations offer to support graduates' access to self-employment. Table 4 shows the results.

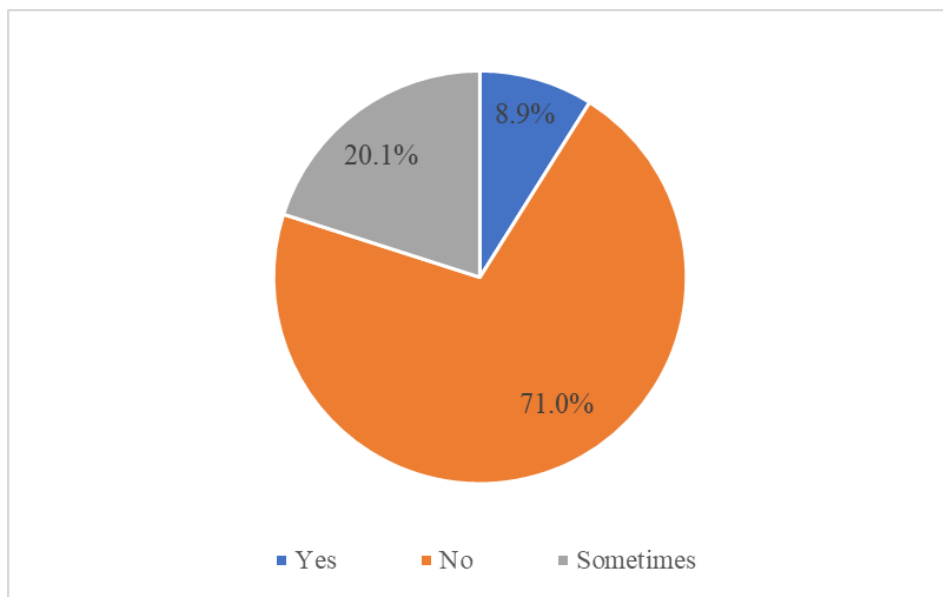**Table 4: Kinds of self-employment support services Offered by Community Organisations**

Types of self-employment support provided	Frequency	Percent
Employment skills' education	57	18.2
Entrepreneurship education	96	30.6
Financial loan for youths	41	13.1
Capital material loan for youth	16	5.1
Capital grant for youths (money)	21	6.7
Registering youths group companies	24	7.6
Guidance and counselling for youths	59	18.8
Total	**N = 314**	**100.0**

Data on Table 4 show that, most community organisations offer entrepreneurship education 96(30.6%), guidance and counselling 59(18.8%) and employment skills' education 57(18.2%). Other services were less provided such as financial loans for youths 41(13.1%), support and registering youths' groups of companies 24(7.6%), capital grants 21(6.7%) and capital materials 61(5.1%). Although capital was noted formerly as the main hindering factor, results in this section show that support on capital provision for graduates' access to self-employment is still low. However, community support covers education and guidance services which are important for transforming the attitudes of graduates towards self-employment.

Provision of Support Services Specific for Graduate Youths
Through closed ended questionnaire, community respondents were whether their offices or organisations offer any support services specific for graduate youths only. Results were as presented on figure 2 below.

Figure 2: Status of Support Services Provided for Graduate Youths Only

Data on Fig. 2 show that, 223(71.0%) of the sampled community organisations do not have specific self-employment services for graduates while 80(20.1%) provide for sometimes and only 28(8.9%) have specific support services. This is an implication that, there is low community participation in taking initiatives to support graduates' access to self-employment. The situation further implies that, although graduates are encouraged to get self-employed, the support systems are underperforming in practice. The interview results on objective two, presents participants' views about the limitations of community support provisions for graduates' access to self-employment. Results showed that there is generally community support despite lack of specific support programmes. However, graduates' access to self-employment is hindered by other factors from the graduates themselves. These include, lack of graduates' commitment to self-employment, poor graduates' trustworthiness, and readiness for self-employment. One participant claimed;

> *Yes, we participate in supporting youths towards employment creation in many ways, but there is lack of specific plans for graduates alone even though they have many challenges to be self-employed. Eeeh... but there are also other factors hindering full support, for example we are even afraid*

> *providing loans adequately because many of them either fail to repay or disappear completely after taking the money"* *(Interview verbatim from a CDO in Dar es Salam, June 2023)*

In the same line, the other participant condemned low graduates' readiness to fully employ themselves instead of seeking for being employed. The participant said;

> *It's not that there is no graduates' self-employment support programmes……, we educate them, offer youth loans and allocate entrepreneurship business areas, but, graduates themselves, I don't think if they eagerly need those opportunities, I see that they put more efforts on searching for jobs and then when they get tired, they start showing up"* (Interview notes with a WEO in Dodoma, March 2023)

Results from both participants agree that there is community support for graduates. While participant one point out weak policy discretion and lack of graduates' trustworthiness to repay loans, participant two raises the question of low graduates' readiness for self-employment.

Discussion

Community Awareness about the State of Higher education graduates' Self-employment

Findings on objective one has indicated poor participation of higher education graduates in the self-employment labour market in Tanzania. While governments and higher education institutions (HEIs) emphasise increasing enrolment rates, (URT, 1999), concerns about employment access after studies seem to be left to graduates' self-struggle. Graduates exert personal efforts to seek and make jobs for their daily survival after school. Although various employability studies present similar findings, the focus has been on graduates' lack of preparation and skills to get employment (Shimba, 2018; Tandika & Ndijuye, 2021). The current findings earmark community support initiatives to supplement graduates' skills' which has been claimed by various studies as mismatching with labour market demands. In the midst of hardships and self-employment challenges, results have shown that most higher education graduates resort to the comfort zones of informal self-employment

businesses commonly done in their areas. They engage in vending business, salon, and transportation, which are very common in urban and sub-urban areas. The implications behind this are most graduates concentrate in urban and sub-urban areas. This further means, most graduates seek a cash economy that needs more cash capital than manual work. Additionally, the fact that most businesses are not education-biased, may be provoking negative attitudes of both graduates and even the society against graduates' orientation to self-employment as noted by different studies (Semboja & Haji, 2021; Shimba, 2018). Community support initiatives should therefore seek to propose initiatives encouraging innovativeness rather than narrowing views to graduates' skills mismatch for pre-existing self-employment businesses. The fact that communities describe families, friends, and relatives as the main support sources for graduates' access to self-employment indicates low level of shared supports from diverse community stakeholders. This concurs with arguments by Davis (2014), that graduates with a good family background in entrepreneurship do better than those without. Under such a situation, some graduates may be forced to remain under family production for a long time after completing their studies.

The Role of the Community Organisations on Supporting Higher Education Graduates' access to Self-Employment Labour Market
Although most community participants are aware about poor state of higher education graduates' self-employment, there is lack of specific initiatives taken to address the situation. Semboja and Haji, (2021) condemned this situation in view of low political will and poor supportive environment for graduates' employability. The Danish, Trade Union Development Agency, (2022) and Kamuhabwa, (2019) also pinpointed evidences about unfriendly government bureaucracies, stringed business restrictions, difficult financial credits and corrupt systems that hinder youths' employment prospects. There is a concern with these findings that, community organisations have not seriously analysed the problem for solutions. A report by the Danish, Trade Union Development Agency (2022) on the labour market profile in Tanzania pointed out unfriendly bureaucracies and stringent business restrictions. In concurrence, the interview explanation presented in this article presented a lack of specific initiatives for graduates' support schemes as part of the low political will needed to shadow community concerns towards taking roles in

addressing the graduates' employability crisis. A good political will, such as efforts dedicated to financing higher education through millions of funds through the Higher Education Students Loan Board [HESLB] (URT, 2004), may be needed to tackle this similar problem. Respective policies like the higher education policy (URT, 1999) and the national youth and development policy (2007) are proper community tools expected to explicitly address the after-school life of prospective graduates.

Furthermore, results have indicated that, while entrepreneurship education is the most provided support service by the studied community organisation, lack of capital is the leading hindering factor, on the other hand. The national concern for youths' employment support through micro-credit schemes for youth (URT, 2007), such that 10% of the local government income for special group seems the known practice in terms of capital loans provided. The provision of capital loans and other supports is youths commonly referred to as *"Machinga"* (Ishengoma & Vaaland, 2016), whose connotation may in one way provoke the resistive attitudes of graduates for being counted into one pot as *"machinga"* Generally, the Tanzanian communities have to further re-think ways to significantly contribute to towards graduates' employability. Moreover, capital provision in the form of financial loans may hinder its access by fresh graduates due to a need for repayment, instead, emphasis should be placed in material capital.

Conclusion and Recommendations
Based on the findings of this study, community in selected study areas; have made a limited contribution towards supporting higher education graduates' access to self-employment. Lack of specific support policies and services for graduates seems to be the main cause poor graduates' self-employability. Although, the community is aware about graduates' employability crises, it has not taken the crisis as a social problem that needs collective actions to address it. Henceforth, there is a need to build a holistic community awareness to take part in finding solutions for poor addressing poor employability so as to reduce the chance of having more graduates who cannot even self-employ themselves. This can be done by establishing support policies and programmes especially microfinance credits and capital material loans provision for enhancing graduates' access to self-employment after studies.

The community should also take initiatives to encourage the higher education institutions to integrate the self-employment knowledge, skills and experiences into the educational curricular. Short of that, the country may be significantly producing a number of dependent elites annually. Given that lack of capital has been noted as a big problem hindering graduates' access to self-employment, this study recommends measures by responsible government authorities and community basedorganisations to focus on capital materials rather than loans. The government should also establish sustainable policy frameworks that specifically address graduates' self-employment support schemes after schooling. Finally, the study recommends further research on graduates' benefits from access to self-employment opportunities through various support services offered in the country.

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Challenges in Enhancing Letter-Name Knowledge Acquisition for Public Pre-Primary Children in Shinyanga Region

Martha Jacob Kabate
The Open University of Tanzania
marthakabate2016@gmail.com

ABSTRACT

Letter Name Knowledge is among the most vital emergent literacy skills that predict future reading and writing among pre-primary children, and teachers are central to learning. Much has been researched on the factors influencing letter name acquisition, including the child's characteristics in the home and school environment. Less research has been done on pre-primary teachers' views on the factors they encounter in enhancing letter name skills in children. This study investigated pre-primary teachers' challenges in enhancing letter-name knowledge among pre-primary learners in the Shinyanga District Council, Shinyanga Region. The study identified challenges pre-primary teachers encounter in enhancing letter-name knowledge. The study also assessed the challenges pre-primary teachers face in enhancing the knowledge of letter names for pre-primary children with the guidance of the Whole-Child Approach. A qualitative approach and phenomenological design were utilised for the study.20 (to the point of saturation) pre-primary teachers were involved in the interview for data collection. The obtained data were analyzed thematically. The findings identified the following challenges: pre-primary children's use of mother tongue, inadequate teaching and learning facilities and instructional materials, lack of teachers' professionalism, large class size and instructional burden, children absenteeism and implementation of pre-primary curriculum. In conclusion, the identified challenges influence pre-primary teachers' effectiveness in enhancing letter name knowledge *acquisition for public pre-primary children in the Shinyanga region. The study recommends that the Ministry of Science and Technology (MoEST) create a mother tongue policy for pre-primary children for quality, fair and holistic comprehensive curricula provision in rural areas.*

Keywords: Letter Name- Knowledge, Pre-primary teachers, Public Pre-primary Classes

INTRODUCTION

Letter-name knowledge (LNK) is essential for kindergarten preparedness (Knight, 2017). Before phonemic awareness, letter name knowledge is crucial for the child's understanding of the letters representing the sounds in speech (Paige et al. 2017). According to Chepchumba, Limo, and Koross (2019), LNK is one of the basic literacy skills and one of the best indicators (Edwards, 2010)) that a child will succeed in reading and writing letters as they age. (Heilmann, Moyle & Rueden, 2018; Piasta, Petscher, &Justice, 2012).LNK involves recognising each grapheme's upper and lowercase shapes, which are crucial steps towards successful skills in reading and writing (Paige et al. 2017).The ability to recognize grapheme's upper and lowercase shapes and to read and write letters in pre-primary classes provides a critical foundation for a child's early literacy development and academic success in their later years (Alsubaie, 2022; Roberts, Vadasy, & Sanders, 2018; Larsen, Hjetland, and Schauber, 2022). Despite their relevance, Shinyanga District Council pre-primary teachers struggled to enhance their knowledge of letter names. In 2021, pre-primary teachers participated in an environmental print intervention.

The study examined how environmental print improves emergent literacy skills. Emergent literacy skills, including letter name knowledge, are behaviours young children show as they begin to respond to approximate reading and writing acts (Septian & Syaodih, 2020). For this reason, a researcher was interested in working on the challenges for effective letter name knowledge acquisition for children. The acquisition of LNK pertains to a child's capacity to recognize and produce names' alphabet letters (Kosanovich, Phillips, and Willis, 2020). Recognition requires children to identify uppercase and lowercase letters and distinguish their features (Paige, Rupley, Smith, Olinger, and Leslie, 2018). The production and recognition of letter names are indicators of acquired LNK. By being teachers of young children, teachers are obliged to ensure that no child under their care is left behind producing letter names correctly. In this context, the development of LNK is critical for brain and cognitive development and a foundation for future learning (Noble, Tottenham & Casey, 2005). As children age, without a proper understanding of LNK, effective intervention becomes more complex and costly (Perez-Johnson & Maynard, 2007). This paper reflects on

the practices pre-primary education in Tanzania has adopted to familiarize children of age five with LNK for one year to prepare for formal primary education (URT, 2023). The paper seeks to establish pre-primary teachers' challenges in developing children's LNK.

Research Objective and Questions

This study aimed to establish the current practices and challenges pre-primary school teachers encounter in developing LNK in Tanzania. In this regard, the study focused on the following lines of inquiry:

1. What are the possible challenges that pre-primary teachers face in developing LNK?
2. How the identified challenges influence holistic education

The Rationale for the Research

Pre-primary education is used interchangeably with preschool or early childhood education (ECE), focusing on services for children aged three to six (Mtahabwa & Rao, 2010). Several LNK issues in Tanzania justified the need for this paper. First, the education meant for pre-primary children in Tanzania has concentrated mainly on developing language and communication (listening, speaking, reading and writing). The development of LNK, a crucial dimension in language and communication in young children (Piasta et al., 2012) and the best predictors of future reading skills (Hammill, 2004), has been largely neglected. As a result, this negligence marginalises the foundation of language and communication development in young children. Secondly, a growing body of evidence globally indicates that many children start first grade without adequate early literacy skills. So often, this situation is linked to their parents' low socioeconomic status (SES), where these children are not exposed to literacy culture or supported academically by their parents and siblings. In Tanzania, scholars have acknowledged widespread cases of low-qualityearly childhood education (Ndijuye & Rao, 2018). Thirdly, the role of pre-primary school is not only limited to the production and preparation of literate children but also involves ensuring that children learn through play and discovery (Mitchell et al., 2008), which serve as pillars of good moral character.

Theoretical Framework

The whole-child approach in education guided the study in assessing the challenges pre-primary teachers face in enhancing letter name knowledge for pre-primary children. The approach guides educators to think more holistically and comprehensively about providing academic and non-academic support for learners (Slade& Griffith, 2013).John Dewey was the first philosopher to implicate the importance of educating the whole child. The Whole Child Approach, rooted in child development theory, proposes a broader definition of achievement and accountability that promotes the development of children. A whole-child approach to education is an umbrella approach that spans content areas and demands whole-school improvement (Slade, 2013). The whole-child approach in education involves five tenets: Healthy, safe, supportive, Engaged and Challenged (Wise & Siddiqi, 2022). Chiang, Meagher, and Slade (2015) elaborated on each tenant. Healthy: each child joins the school in good physical shape and learns about and practices a nutritious lifestyle. Safe: every child is taught in a physically and passionately innocuous atmosphere. Engaged: Every child energetically participates in learning and is linked to the school; supported: every child has admission to individualized learning and is encouraged by competent, attentive teachers. Challenged: each child is faced logically and equipped for achievement in school or additional study. Regarding the current study, the whole-child approach aligns with the curriculum and syllabuses for pre-primary Education (URT 2023). They both see the child as the main target of the curriculum and that the curriculum must consider every child's needs, requirements, age, ability, and culture. Regarding the holistic development of a child, pre-primary teachers must develop learning experiences pertinent to an individual child, considering the child's identity, areas of proficiency, and strengths.

Methodology

This study was conducted in Shinyanga district, Shinyanga region, Tanzania. According to UWEZO (2017), between 2011 and 2015, the Shinyanga region was reported to be among the seven areas showing low performance (32%) in Kiswahili. However, district-wise, Shinyanga district (44%) has been doing poorly in literacy for children aged 3–9 years. On the other hand, according to the EQUIP Tanzania baseline assessment in 2014, it was reported that the Shinyanga region is among the five regions where 77% of the children come from homes where Kiswahili is not the primary language

(language minority) spoken at home, it might be a reason why the region and the district in particular, is doing poorly in literacy, in Kiswahili. Additionally, in two analysis assessments of standard two of 2019 and 2021 (URT, 2020, 2022), Shinyanga regions 2019 performed 69.40%; in 2021, 48.72 % in reading dropped by 20.78%. The assessments showed children lack foundation letter-name skills, which decreases on time. Children who do not know letter names have trouble participating in classroom discussions about reading (Tirtorelli, Bowles & Skibbe 2017).

The qualitative approach was used to capture in-depth information. The present study involved public pre-primary teachers who teach children between the ages of 4 and 5, as stated in the pre-primary curriculum (URT, 2016). Twenty in-service public pre-primary teachers were involved in the study. They were purposefully selected from public primary schools. These teachers were chosen on purpose because they are the ones who instruct the pre-primary classes on the required competencies. The unstructured interview was used for data collection. The obtained information was analyzed, and challenges were identified, presented and discussed in themes. Data generated from the conversations (interviews) were transcribed and analysed thematically. As Huberman & Miles (1994) prescribed, this data analysis process involved three stages. The first stage involved transcription, where the data were summarized and reduced to make necessary adjustments. The second stage involved organising the data to generate significant themes, followed by data interpretation and conclusion.

Findings and Discussion
This study examines pre-primary teachers' challenges in the Shinyanga district council while improving LNK. The study's findings were gathered from qualitative data from unstructured interviews conducted with pre-primary teachers about the challenges they face when enhancing LNK. These opinions were presented and discussed in themes, and each theme was assessed based on the whole-child approach in education.

Children's Use of Mother Tongue
Mother tongue is arguably a natural instrument of human thought and communication. Burton (2013) defined the mother tongue as a language a

person acquires in the early years.In the present study, pre-primary teachers in Shinyanga District Council reported children's use of their mother tongue as a big challenge they encounter when enhancing the development of LNKin children.

Teacher A said:

> *It is challenging to teach letter names to children because of the limited knowledge of the Kiswahili language. Most children speak Kisukuma, their mother tongue, and they usually speak this language in school and even in classrooms. When it comes to uttering the letters in the Kiswahili language, they use Kisukuma. For instance, a Sukuma child cannot differentiate between an alphabet name of L and R. It takes them a lot of time to practice and acquire the appropriate knowledge of the letter's name. It becomes my responsibility to translate Kiswahili to Sukuma language and then from Sukuma to Kiswahili for effective teaching. In My class, children have an advantage because I am also from SUKUMA and can understand my students' challenges.* (Teacher A)

The present study findings on children's use of their mother tongue is a challenge pre-primary teachers encounter when enhancing letter name knowledge. The present study concurs with Nzwala (2015) and involved Pre and Lower Primary student teachers. The present study findings are inconsistent with Njogu's (2015) in Kenya and Awopetu's (2016) study in Nigeria, which revealed that the mother tongue contributes positively to preschool learning. Parental language input is a critical component of the early learning environment (Rowe and Weisleder, 2020). Furthermore, Awopetu (2016), in an experimental study, found that utilising a mother tongue in early childhood classrooms improved learning. The importance of the language of instruction for quality and equitable education is recognized in the Sustainable Development Goals (Goal 4) (Kennett, 2021). Studies show that many countries prioritize national or official languages (second language) as the medium of instruction, often not the languages children speak at home (Kosonen, 2017)**.**Nonetheless, a negative impact on learning is demonstrated to exist when home and school languages diverge, according to UNESCO (2016).A study conducted in 2010 by SACMEQ III data found a positive correlation between children's achievement, particularly in reading,

and the use of the language of instruction (Trudell, 2016). Moreover, reading skills are best enhanced by using the mother language (Mohohlwane, Taylor, Cilliers & Fleisch, 2023). Within the framework of this research, the simultaneous use of Kiswahili and the mother tongue for learning results in inadequate teacher-child interaction. Consequently, children cannot receive adequate support and are not challenged and engaged fully in acquiring letter name knowledge in their mother tongue, which is the most accurate predictor of literacy achievement. However, research has shown that using a child's mother tongue can increase the likelihood of family and community involvement in their education, decrease attrition, and improve classroom participation (Trudell, 2016). For instance, Kenya, a multilingual country in Africa (Akkari, 2022) and Finland in Europe (Hughes, 2023) are countries doing better in public early childhood education. In Kenya, Kiswahili and English are the country's official languages; the former is the national language (Oluoch, 2017). Children have a right to be taught in the language of the catchment area in classes (grades) 1-3, particularly in rural areas. Finland is a bilingual country by its constitution; Finnish and Swedish are official languages, and children who speak other languages are supported in their language development (Garvis, Harju-Luukkainen, & Flynn, 2018).

Inadequate Teaching and Learning Facilities and Instructional Materials

Facilitating the development of LNK requires a lot of teaching and learning materials and resources (Ilomo & Mlavi 2018). Instructional materials are all tools that teachers use to make learning more exciting and memorable (Tety, 2016). The teaching of LNK is made more accessible by the availability of instructional materials, resources and facilities. Pre-primary teachers gave opinions on their challenges regarding LNK facilities and instructional materials when enhancing LNK.

Teacher B reported:

> *A significant challenge for me in teaching pre-primary classes is the lack of a classroom specific to this level of children. Many pre-primary schools share the same classes as primary school children. In most cases, I must conduct my teaching outside, under a tree. When it rains, we are forced to mix them with those in primary education and most of the time, they*

> *don't come to school. This is a challenge because I don't have a room full of resources for children to play and explore. Sometimes, there is no continuation in learning alphabet letter names……, which affects the use of teaching aids (Teacher B).*

The present study's findings concur with Chepkong (2017) on the shortage of classrooms, which hinders pre-primary teachers from effectively enhancing LNK. Furthermore, Chepkonga (2017) found a significant relationship between learning facilities and quality of Early Childhood Development and education provision. The present study is also supported by Altun, Erden, and Snow (2018), Guo, Justice, Kaderavek, and McGinty (2012), Palmer, Fleming, Horn, Butera, Lieber, and Palmer (2018), and Xu, Hin, Reed, and Hutchinson (2014). These scholars indicate positive correlations between physical environment characteristics and the development of children's emergent literacy skills. For example, Guo, Kaderavek, & McGinty (2012) and Zhang et al. (2015) found that the quality of the classroom literacy area is significantly associated with children's alphabet knowledge and name-writing abilities. This suggests that a teacher can only uphold the standard of the class if it has specifically been assigned to pre-primary children. The findings show that pre-primary teachers intend to use teaching aids but have no space to hang or store teaching and learning materials. The present findings concur with Bitok (2015). The author's content availability of instructional resources depends on storage.

Teacher Professionalism

Tweve (2011) defines teacher professionalism as competence, performance, and conduct, representing the educator's aims, abilities, and standards and directly affecting teaching effectiveness. Teachers' professionalism was also reported by pre-primary teachers and identified as a challenge influencing the teaching of letter name knowledge to children.

It was reported by Teacher C as follows:

> *I teach letter naming without having proper knowledge. Teachers differ in the way we address letter names of the alphabet. For instance, for alphabet letters (B uppercase lowercase), I used to tell children to say (the Kiswahili alphabet) 'ba;' other teachers in the nearby school teach their*

> *children to say 'be' (Kiswahili alphabet). Others use the letter*
> *names 'bu' (Kiswahili alphabet). From what I have shown,*
> *teachers tend to teach how they feel is appropriate because*
> *they lack the training to enhance LNK properly*" (Teacher C).

The above quotation shows that teachers in the same district differ in developing children's LNK. Other teachers also reported their lack of professionalism in pre-primary education, as Teacher J observed:

> *Professionally, I was trained as a primary school teacher, but*
> *now, I was assigned to teach a pre-primary class in 2020….. I*
> *use my primary school teaching knowledge to teach pre-*
> *primary. Sometimes, I encounter many issues I cannot handle*
> (Teacher J).

Another pre-primary teacher reported on the issue of professionalism, Teacher H said:

> *It is six years since I started teaching pre-primary classes, and*
> *I don't remember attending a   seminar or workshop on*
> *teaching children. Even when I enhance my letter name*
> *knowledge, I use strategies I know myself, like children*
> *singing alphabet letters or reading environmental print with*
> *alphabet letters embedded with pictures. These are two*
> *strategies I know, and I remember using them when I was at*
> *kindergarten level; our teacher used to force us to sing*
> *alphabet letters to be able to give the names of the alphabet*
> (Teacher H)

Pre-primary teachers in Shinyanga District Council are not professionals who teach pre-primary classes. A lesson from Finland and Kenya contradicts the findings. In Kenya, a teacher must possess a minimum professional qualification of a diploma in early childhood education (ECE) from a recognized institution to qualify to teach pre-primary school. A teacher must be registered by the Teachers Service Commission and possess a valid medical certificate of good conduct. Finland recruits the top third of each graduate cohort as school teachers (Ismail & Awang, 2017). The current study's findings are consistent with Ndijuye, Mligo, and Machumu (2020), Ali et al. (2022) in Tanzania and Kamwitha and Ibrahim (2020) in Kenya on adequately trained teachers in ECE. In emphasis, Ntumi (2016) in Ghana

found that most preschool teachers do not understand the early childhood curriculum as challenging. According to Hayden and Blaya (2005), children at the margins may be taught by those at the margins of the profession. The pre-primary teachers also reported a lack of continuous professional development regarding teaching ECE, which concurs with Ali, Mligo and Nsolezi (2022). Cabell and Downer (2011) found teachers receiving a higher level of support had children who made more significant advances in language and literacy than teachers using simply a curriculum supplement. Blachman, Tangel, Ball, Black, and McGraw (1999), as referenced in Olson, Wadsworth and Samuelsson (2010), demonstrated that kindergarten children whose teachers underwent training to prioritise phonemic awareness and letter knowledge exhibited more significant improvements in fundamental reading abilities compared to teachers who adhered to the standard curriculum.

According to Lieberman and Schwartz (2012) and Piasta & Wagner (2010), how early educators approach letter instruction matters for children's development of letter-name knowledge. The aforementioned illustrates the significance of teaching professionalism to pre-primary teachers in improving emergent literacy skills, such as letter name knowledge and overall literacy development. As demonstrated by Haslip and Gullo (2017), early childhood education serves as the initial social system to recognize children's capabilities and potential as active participants in societal progress, as well as the initial educator of children beyond the confines of the household. According to Mupa and Chinooneka (2015), a professional teacher can handle learning challenges in the early years when child growth and development are not exceptional. Mupa and Chinooneka (2015) said that professionalism is needed for pre-primary teachers to understand the children's skills and encourage, engage, and push them in learning and be conscious of their health. However, the failure to adequately prepare teachers who can educate all children is evidence of pedagogical, instructional, and conceptual problems in teachers (Haslip and Gullo (2017). Therefore, the lack of teacher professionalism challenges teachers and letter name knowledge acquisition. The biggest challenge hinders the child's holistic development as it touches on five Whole Child Education approach tenets. Being unprofessional, a teacher fails to engage, challenge, and support the children's learning.

Large Class Size and Instructional Burden

Large class size was also reported as a challenge in Early Childhood Education (ECE); as Kamwitha (2023) observed, large class size is of principal significance in teaching and learning. Class size has also been used globally as an indicator for measuring and assessing progress in pre-primary education (UNESCO, 2005).Pre-primary teachers in this study reported a challenge with large classes, having many children in one classroom, as Teacher F reported:

> *Many children in one class are a big challenge when teaching letter names. My class has more than a hundred pupils. With this number, it is impossible to promote meaningful LNK* (Teachers F)

In addition to what has been reported by Teacher F, Teacher D Commented:

> *I teach more than sixty pre-primary children, and I am also expected to have a large class size of class one. Because of this, I am forced to use the same teaching aids for both classes* (Teacher D).

These findings contradict what is stated in the Tanzania Pre-primary Curriculum, which states that the teacher-to-teacher ratio is supposed to be 1:25 (URT, 2016, 2023). Children in smaller classrooms gain more literacy skills by the end of preschool (Ali et al., 2022). Further, Ruggles (2003) found a relationship between class size and children's achievement. A study by Francis and Barnett (2019) found that smaller class sizes enable teachers to devote more time to each child and less time to class management. Pre-primary teachers who maintain a low teacher/child ratio are more inclined to provide individualised attention, facilitate interaction, and accommodate each child's unique aptitudes and drive (Kamwitha & Ibrahim, 2020). Furthermore, pre-primary teachers reported teaching a pre-primary class and class grade one a burden. The current study is consistent with Gonzales, Guimary and Gabunilas (2022), who found no correlation between the well-being and workload of instructors and their children's academic achievement. The discussion implies that other factors besides teachers' workload hinder the

effective teaching of letter name knowledge. Regarding a child's holistic development, the five tenets of the Whole Child Approach are also impacted by large class sizes and instructional burdens, as was discovered in the challenge of the lack of teacher professionals in early childhood education.

Children Absenteeism

According to Atkins and Kinder (2000), children's absenteeism is a habitual pattern of absence from school. The public pre-primary teachers in Shinyanga District Council reported children's absenteeism as a challenge that hinders the effective acquisition of LNK.

Teacher B reported;

> *Some children sometimes do not attend school continuously, which affects their learning of alphabet letter name knowledge. A child may stay at home for a week to three, even a month, and by the time they come to school, others are ahead in the lesson, and the truant child then lacks continuity; it is so difficult to go back and teach few children instead of going on with teaching, this influence pre-primary curriculum implementation"* (Teacher, B).

It has been reported that child absenteeism hinders pre-primary teachers' ability to enhance the knowledge of letter names to children. The results align with the research conducted by Rhoad and Justice (2018), Anderson (2022), Ansari and Gottfried (2021), and Gottfried and Kirksey (2017). Rhoad and Justice (2018) conducted a study in preschool that found children who had frequent absences made less progress in literacy over the academic year, and other previous researchers focused on primary education. It means that the issue of children's absenteeism extends beyond the pre-primary classes and impacts subsequent educational levels. Studies show that if learners miss school, they do not learn, ultimately failing or dropping out (Mboweni, 2014). Children's absenteeism hinders them from getting full support from their teacher in learning and enhancing letter name knowledge. Children also may not be engaged or challenged because they lack continuity in acquiring letter name knowledge. On the other hand, due to children's absenteeism, pre-primary teachers fail to focus on the child's health as an implication of their growth and development. Conversely, due to children's absences from school

or class for some days, pre-primary teachers neglect to emphasize the significance of a child's health concerning their development and growth.

Pre-primary Curriculum Implementation

Implementing a pre-primary curriculum was also a challenge for pre-primary school teachers. In comparing a pre-primary curriculum of 2014 and that of 2016, Teacher 'C' reported;

> …the other time uppercase and lowercase letter naming were taught together, went hand in hand, but the modern curriculum (2016) … things have changed, a teacher has to teach LNK of the lowercase in pre-primary classes, and the uppercase alphabet name to be taught when a child is in standard one…my question is, how are these kids going to assimilate the letter names …

Teacher C went on:

> For instance, in pre-primary classes, a child is told to name the lowercase letter b as "be," and the upper uppercase letter B (be) will be enhanced in grade one. A teacher has work to refer to what has been enhanced while a child was in pre-primary level, a lot of work to be done for me and confusion to a child… and how about those who did not attend pre-primary classes? The issues here are confusing. We better leave teaching children letter names at the pre-primary level and teach them both letter names in uppercase and lowercase when they reach grade one or let them be enhanced in the pre-primary level (Teacher C).

The present study's findings showed a challenge in implementing the pre-primary curriculum 2016, which concurs with Ali et al. (2022) from Zanzibar. The pre-primary teachers were concerned with sequentially teaching lowercase and uppercase letters. The lowercase letters are enhanced at the pre-primary level, and uppercase letters to be mastered when children reach the one-primary education level. The pre-primary teachers see simultaneous teaching of uppercase to lowercase letters as good because it lessens the instructional burden of repetition. The present study findings, in line with Jones and Reutzel, Clark and Jones (2012) and Turnbull et al. (2010), show

that children learn lowercase letters by applying capital letters, which is inconsistent with the current pre-primary curriculum. It implies that the pre-primary teachers fail to support, engage, and challenge the children in acquiring letter name knowledge due to instructional burden.

Conclusion and Recommendations

In light of the findings of this study, it is concluded that pre-primary teachers enhance LNK in children. However, pre-primary teachers encounter challenges infacilitating the development of LNK for pre-primary children in Shinyanga and other regions of Tanzania, particularly in rural areas. The challenges include children's use of their mother tongue, inadequate teaching and learning facilities and instructional materials, lack of teachers' professionalism, large class sizes, frequent absenteeism of the children, and the pre-primary curriculum itself. The challenges affect the ability of pre-primary teachers to deliver holistic education to children. In breaking the reading code and adhering to the whole child Approach, the study recommends the following: the Ministry of Education and Technology (MoEST) should think about formulating a medium of instruction policy that can encourage the use of catchment areas for quality and equitable education; the MoEST should establish a policy regarding teachers' professionalism level when teaching pre-primary classes; the MoEST should ensure that every school in the country has adequate classes to facilitate effective learning and instruction as well as schools to have the necessary instructional materials; school heads should ensure that pre-primary teachers are empowered by continuous professional development to achieve excellence in every child's acquisition of emergent literacy skills, including letter name knowledge. Research must be done on pre-primary teachers' perception of using the mother tongue for quality and equity education provision.

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Curriculum Contents for Quality Education Delivery and Sustainable National Development in Nigeria

Miswaru Bello
Sa'adatu Rimi College of Education Kumbotso Kano,
miswarubello@gmail.com

ABSTRACT
This study "Curriculum contents for Quality Education Delivery and Sustainable National Development in Nigeria' investigated public opinion and other Education stakeholders' reservations to the provision of quality education delivery across Nigeria. Three hundred and eighty-two (382) respondents, 268 males and 114 females were randomly selected and used as a sample of the study across six (6) geo political zones in Nigeria. The samples cut across teachers, family members, educational administrators, policy makers, university lecturers, and politicians. Survey research design was employed for the study. Cluster sampling technique was used to identify the sample of the study. Self-developed questionnaire was used to generate information for the study. Chronbach's reliability coefficient of .701after test re-test was obtained. Simple percentage count was used to report the demographic variables of the study while descriptive statistics was used to answer the research questions, the hypotheses were tested using z test and Analysis of Variance (ANOVA) at 0.05 level of significance. The Findings of the study have showed there is need to reform the Nigeria Basiceducation curriculum to provide elements of skills acquisition. All education stakeholders should team up to provide conducive learning environment for teaching and learning. No significant gender difference was found across the sample that the perceived curriculum impacted sustainable National Development at z = 2.7, Quality teacher production need to be revisited by the Nigeria National Commission for Colleges of Education (NCCE). Based on the findings the writer offers some recommendations; the Nigeria National Curriculum Reviewers should reflect National development through education. School plants should be revisited to provide befitting structures, teaching and learning materials as a means for individual and community overall development. There is need to improve salary of teachers to avoiding attrition from schools. Stigmatisation of teachers should be avoided as a means of improving performance of teachers.

Keywords: Curriculum, curriculum contents, quality education, education delivery, sustainable development

INTRODUCTION

Teachers are central to translating curriculum policy of any government worldwide. It is the responsibility of Teachers to draft and operate Educational Curriculum in accordance with the National Philosophy of Education in any country. For a curriculum to be purposeful it must be essentially indigenous and follows certain basics of relevance, coherence, equity and excellence. A curriculum should also emphasize on the role of various representative groups in ensuring a socially relevant curriculum, Armstrong (1989). In education, curriculum is broadly defined as the totality of students' experiences that occur in the educational process Jon (2008). In Nigeria the philosophy of education as stated in the National Policy on Education (NPE) 6th edition section 1 subsection 3 states that:

a. education is an instrument for National Development,
b. education is vital for the promotion of a progressive and united Nigeria,
c. education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society,
d. education is compulsory and right of every Nigerian in respective of gender, social status religion, colour, ethnic background and any peculiar individual challenges, and
e. education is to be qualitative, comprehensive, functional, and relevant to the needs of the society.

The last item of section 5 in the NPE is realization of land of bright opportunities for all citizens. Without which the National Development would not have been realized through Education sector. To achieve the objective of the National philosophy the country has to embed all the National goals through education. The teachers' effort toward teaching and how far they infer the result of instructional delivery through quality and level of employability as well as performance during civil responsibility in international competitiveness count a lot in curriculum excellence. To give quality education there is need for a country to have quality curriculum which in turn provides quality teachers for teaching at all levels of education in Nigeria. Based on this, teachers are positioned to understand the National Curriculum, nature of operation and tell whether it will promote sustainable

National Development or otherwise. The challenges of most curriculum developments are non-preparation and inclusiveness of teachers. This is because teachers have never been part of development but play the role of implementing the curriculum. It is being produced by policy makers and finally be used by other professional teachers at the lower level. Quality Education is simultaneously delivered along with befitting school structure, despite the careful placement of Education at basic level at the hand of local government which is the third tier of government in Nigeria. The joint account being operated by state and local governments have left the schools in very difficult conditions or at least not a learner friendly school environment. Renovations often become very difficult and construction of classes is hard come by because of financial constraints. The common features of Basic Education structures are blown away roofs, worn out doors and windows, lack of adequate learning facilities such as books (texts and exercises), charts, writing and other extracurricular facilities for students sporting and gymnastic games are in adequate or lacking.

The contradicting policy of free and compulsory education has been on and off depending on the outgoing government and incoming government interest in sustaining the policy which left the schools poorly stocked with many facilities that can help the children to learn effectively. Inability of government as the owner of schools to build new structures there- by leveraging on existing facilities to upgrade schools from Basic, Post Basic, Secondary, Higher Institutions or University has drastically affected provision of quality education to most part of Nigeria. The National Policy regards teaching qualification in Nigeria as National Certificate in Education (NCE) as teaching qualification in Nigeria. This is post-secondary school certificate which the Curriculum content is aimed to equip and provides manpower for teaching at the Basic Education schools. The duration for the study is three years and five years in case of spill over examinations. In the 2022 curriculum reforms all courses that are non-Basic Education were removed to ensure that students have mastery of learning contents. The older curriculum as observed by Foreign, Commonwealth and Development Office (FCDO) and United States Aid (USAID) made the teaching and learning too cumbersome to handle as the students are exposed to studies like inferential statistics which Masters and Ph.D students are struggling to learn. In Business

education topics like Short hand and type writing were also removed from the syllabus the later was change to word processing. Courses that are relevant to Basic Education only were contained in the new reform which is normally reviewed in every five years. This has now reduced serious stress and the syllabus now offered students to 24 credits in each of the four subjects they are studying ie English, Social Studies, and Education; making 96 credits per session instead of the former 120 credits per session. This approach commences operation in 2022 and the hope is to provide subject mastery which is central to Instructional delivery. Another challenge to teachers is lack of motivation which makes schools as transit for other job opportunities. Despite rural posting allowance, science teaching allowance among others the monthly take home pay for teachers can not cover their family expenses. These affect teachers' performances and force them to either abandon their classes most especially in the afternoon or spend a whole day without going to the schools. In the yester years when opportunities are open for teachers to attend workshops, conferences, and host of another scholarly forum. Teachers' performances were well appreciated and confidences are restored in most public schools. Scholarships for further studies are given but enabling environment for further practice after the studies often become hard. Those who work in the metropolitan schools can be posted to a difficult terrain area as compensatory for further education.

Education for National Development

National development can therefore be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be describe as the country's collection of strategies mapped out by the government. Naomi (1995) believes that development is usually taken to involve not only economic growth, but also some notion of equitable distribution, provision of health care, education, housing, and other essential services with a view to improving individual and collective quality of life. Naomi (1995) and Chrisman (1984) views development as a process of societal advancement, where improvement in the wellbeing of people is generated through strong partnerships between all sectors, corporate bodies, and other groups in the society. It is reasonable to know that development is not only an economic exercise, but also involves socio-economic and political

issues and pervades all aspects of societal life. The Nigerian government has aspired to achieve development through the use of various types of development plans, namely short term (Annual Budget), medium and long term plans (Marcellus, 2009). Most development strategies ever adopted for use in Nigeria have been the same, with slight differences in their objectives, they are just mere nomenclature, and that is why the problem of development had persisted. We are often pursued with myriad of question as why Nigeria remained on a point, Nations that came into international scene few years back had been able to sort themselves out by overcoming the challenges of underdevelopment.

Education is a crucial sector in any nation. Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both micro and macro levels. This explains why the state of Education in Nigeria continues to be our national discourse at all levels. Consequently, the implication of the declining quality of education at all levels has far reached negative impact on a nation's moral, civic, cultural, and economic sustainability. Samalia and Murtala (2010) state that something urgent has to be done in the educational sector to ensure quality Education is provided for National Development. But the problem with Nigeria is that there is no difference between an educated president and the non enlightened ones in terms of their leadership. Irrespective of the above observation, the main focus of this paper remains the contributions of education to national development.

Education and National Development
Instructional delivery normally operated under difficult and tense conditions, is probably the reason behind multiple strikes by almost all personnel in Nigeria tertiary institutions. Book supply is not regular lecture halls filled by growing students' population, inability to repair classes, laboratories, gross shortage of teaching and learning facilities, equipment as well as lack of remunerations for academic and non-academic staff. Both students and staff cannot convince the government to supply teaching and learning materials. This has caused the entire nation to lose more than three academic sessions to industrial actions. The focus of this paper is to look at the contribution of education to National Development. Prominent among the points to be

considered is that education supplies the needed manpower for national development. Afolabi and Loto (2012) support this argument by stating that a developed or educated policy is the one that has enough manpower and each person occupies his or her rightful position to enhance the growth of the society. To support this, Ajayi and Afolabi (2009) also remarked that education is largely perceived in Nigeria as an indispensable tool which will not only assist in meeting the nation's social, political, moral, cultural, and economic aspirations but will also inculcate in individual knowledge, skills, dexterity, character, and desirable values that will foster national development and self-actualization. From the definitions of Education given above, it is clear that education trains an individual to be useful in the society and to meet up the need of the society for national development.

Therefore, it should be clear that without education, a nation cannot get the needed manpower for material advancement and enlightenment of the citizenry. The trained engineers, teachers, medical doctors, inter alia are all the products of education, this explains why the quality of a nation's Education determines the level of its National Development. From the above, it is clear that education has a critical function in national development. But in the Nigerian, context, education has not fully played its roles in the regard. This is as a result of certain inherent problems in the Nigerian education system. First among these problems is inadequate funding. Education is no doubt, directly linked with the processes of nation building and development. Education in Nigeria has not been properly funded and this leads to poor infrastructure developed in the universities, secondary and primary schools. This poor infrastructure makes the environment very hostile. This explains why highly placed Nigerians like senators and other legislators were not happy with the publication of European Scientific Journal October 2013 edition vol.9, No.28 which leads to fighting each other in their legislative houses. Following statistics shows that Federal Government percentage budgetary allocation to education in 1999, 2000, 2001, 2006, 2008 and 2009. Year Allocation (%); 1999 (11.12), 2000 (8.36) 2001 (7.00), 2006 (8.77) 2008 (10.02), 2009 (8.08), Abubakar and Murtala, (2010). The statistics above shows how insufficient Nigeria's allocation to education has been when compared with United Nation (UN) 15% bench mark. Corollary to the above is the question of quality in our educational programs. This shows that

products of this underfunded educational sector will be very poor and teachers will not be adequately remunerated to perform their duties effectively. The incessant strike actions embarked upon by Academic Staff Union of Universities; could be attributed to the fact that pupils and students in the school system sit on bare floor, under sheds and trees to receive lessons or lectures. As the sector is not properly funded, it cannot efficiently contribute to national development. This explains why Jega (1997) calls Nigerian funding of her educational sector "Much ado about nothing". The above situation emanates from our disregard for quality education which is informed by poor funding resulting in the crisis of credibility which appears to affect the academic qualifications obtained in Nigerian universities today.

Research Questions
This study was guided by the following three research questions:

1. Does Nigeria Education Curriculum provide avenues for National Development?
2. What are the National Development indicators found in the National Curriculum?
3. Are the National Development indicators enough to move the nation forward through Education?

Hypotheses
Hypothesis 1: There is no significant difference across the nation on the perceived national development through education among education stakeholders in Nigeria

Hypothesis 2: There is no significant difference between teachers' level of education and perceived curriculum impact on national development.

Hypothesis 3: There is no significant gender difference on perceived curriculum impact on National development.

Methodology
Descriptive survey research design was selected for this research study. Descriptive research design is a type of research design aims to systematically obtain information to describe a phenomenon, situation, or population of the

study. More specifically, it helps answer what, when, where, and how questions regarding a research problem rather than why (Bichi, 2006). A descriptive approach to research allows researchers to thoroughly investigate the background of a research problem before further research can be carried out. It can be used in social science research to explore and document the nature and scope of a problem, to identify trends and patterns, and to provide a basis for subsequent research (Best, 2011). The designed was used following the questionnaire distributed to generate data for the study from teachers and other education stake holders based on their opinion on whether the existing education policy facilitate national development in Nigeria.

The population of the study consisted all public schools practicing teachers in Nigeria. The population of the teachers as 2021 was recorded at 1,612,955. Three hundred and eighty-two (382) teachers were selected to form the sample of the study. The sample was drawn across the six geo-political zones of the country based on Wiseman's 1999 table of sampling size.Self-developed questionnaire entitled "Education for National Development Questionnaire" (END-Q) was used to generate information for the study. The questionnaires were developed using five sub-scales on Likert type five with Chronbach's reliability coefficient of .701after test re-test, this has indicated the items has poses internal consistency for data generation. Descriptive statistics was used to answer the three research questions while Analysis of Variance (ANOVA) and z test were used to test the hypotheses of the study. A decision mean of 2.5 was used to provide basis for decision making of the research question on whether the phenomena exist or otherwise.

Findings
The result of the study was analysed and interpreted as shown below. The interpretation was made based on the simple percentage count which was used to explain the demographic variables, descriptive statistics was also used to answer research questions and analysis of variance whereas z test were used to test the null hypotheses.

Research question 1: Does Nigeria education curriculum provide avenues for national development? Descriptive statistics was used to answer this research question

Table 1: Nigeria Education Curriculum and National Development

Variables	Sum	Mean	Std
All development indicators are clear in Nigeria National Curriculum	382	2.7	1.42
National education curriculum provides national development at All school levels	382	3.0	1.21
Organized learning experiences promotes national development	382	3.0	1.11
National curriculum not well translated by education personnel	382	3.1	1.11
Is not an ideal to separate schools/ subjects for national development	382	2.8	1.13

Source: field Data (2023)

Table 1 above presents responses to the items on the question Does Nigeria education curriculum provide avenues for national development? All items arranged to answer this research question were recorded with a mean score more than the decision mean of 2.5, this showed developmental indicators are well spelt out in Nigeria national curriculum. The National curriculum provides national development topics at all levels, organized learning experiences promote national development, curriculum is not well translated by education personnel and it is not ideal to separate schools and subjects for national development.

Research question 2: What are the National development indicators found in national curriculum? Descriptive statistics was used to answer this research question

Table 2: National Development Indicators in Nigeria Curriculum

Variables	Sum	Mean	Std
Skills acquisitions aimed to promote national development	382	2.9	1.19
Entrepreneurship courses are basis for national Development as in human & capital resources investment	382	2.8	1.16
Entrepreneurship and skills acquisition teachers are not adequate in schools	382	2.6	1.23

Improve of standard of living or percentage income	382	2.4	1.31
Content of GDP in school syllabus schools are not enough across the federation	382	3.0	1.02
National Assembly do not follow up level of infrastructural national development strategies	382	2.4	1.19

Source: Field Data (2023)

Table 2 above presents responses of the sample on the national development indicators found in national curriculum. The respondents indicated four out of six responses were scored above 2.5 decision mean this showed Skills acquisitions aimed to promote national development with a mean score of 2.9, Entrepreneurship courses are basis for national development have a mean of 2.8, Entrepreneurship and skills acquisition teachers are not adequate in schools was recorded with a mean score of 2.6, content of Gross Domestic Product GDP schools' syllabus are not enough across the federation with a mean of 3.0. respondents indicated items below decision mean of 2.5 are Improve of standard of living or percentage income courses for national development with a mean of 2.4 while National Assembly do not follow up level of infrastructural national development strategies was scored with a mean of 2.4. four out of six indicators having scored more than the decision mean indicated development indicators are found in national curriculum in Nigeria

Research question 3: Are the National Development indicators enough to move the   nation forward? Descriptive statistics was used to answer this research question

Table 3: National Development Indicators as Means of Moving Nation Forward

Variables	Sum	Mean	Std
I'am comfortable with state of arts of training young	382	2.4	1.15
Community sees me as a contributor to nationaldevelopment			
382 2.4 1.18			
I hope to retire in my profession as a teacher	382	2.7	1.03
Economics/commerce teachers do not get opportunities to			

contribute to national development	382 2.6	1.15
Cooperative topics are not well stated in national		
curriculum	382 3.0	1.07

Source: field Data (2023)

Table 3 above presents report of the respondents on whether the National Development indicators are enough to move the nation forward. Three out of five items showed their mean were counted below the decision mean ie, I'am comfortable with the state of arts of training young was scored with a mean of 2.4, Community sees me as a contributor to national development was scored as 2.4, while responses counted more than 2.5 decision mean were I hope to retire in my profession as a teacher with a mean score of 2.7, Economics/commerce teachers do not get opportunities to contribute to national development showed a mean of 2.6 while Cooperative topics are not well stated in national curriculum were scored with a mean of 3.0. Since three out of five items were scored above the decision mean, we can conclude that the National development indicators are enough to move the nation forward.

Hypothesis 1: There is no significant difference across the nation on the perceived national development through education among education stakeholders in Nigeria Analysis of variance was used to test this hypothesis.

Table 4: National Development among Education Stakeholders in Nigeria

Variables	Sum of squares	df	Mean squares	F	sig	p-val	Decision
Between group total	114.1	5	22.8				
Within group total	4085.7	376	10.8	2.1	.06	0.05	$H_{1 \text{ accepted}}$
Total	4199.8	381					

Source: Field Data (2023)

Table 4 above present's test of difference across sampled states on curriculum impacted national development. The test showed f- cal value 2.1 at .06 level of significance this concludes that the sample did not significantly differ at 0.05 level significance. The null hypothesis which states that there is no significant difference between perceived national developments through education among education stakeholders in Nigeria is therefore accepted.

Hypothesis 2: There is no significant difference between teachers' level of education and perceived curriculum impact on national development. Analysis of variance was used to test this hypothesis.

Table 5: Teachers' Level of Education and Perceived Curriculum Impact on National Development

Variables	Sum of squares	df	Mean squares	F	sig	p-val
Between group total	18.9	4	4.7			
Within group total	4124.5	337	10.9	.43	.78	0.05
Total	4143.5	381	10.9			

Table 4 above present test of difference across sampled states on curriculum impacted national development. The test showed f- cal value .43 at .78 level of sig this conclude the sample did not significantly differ at 0.05 level significance the null hypothesis which states there is no significant difference between teachers' level of education and perceived curriculum impact on national development Is therefore accepted.

Hypothesis 3: There is no significant gender difference on perceived curriculum impact national development. Z test was used to test this hypothesis.

Table 6: Gender difference and Perceived Curriculum Impact on National Development

Variables	N	Mean	std	df	z-cal	sig	p-val	Decision
Male	268	13.0	4.03					
				380	2.7	.01	0.05	H_3 rejected

Female 114	14.2	3.36

 Source: field Data (2023)

Table 4 above present's test of difference across gender on curriculum impacted national development. The test showed z- cal value 2.7 at 0.01 level of significance this conclude that there is significant difference at 0.05 null. The hypothesis which states there is no significant difference between gender is therefore rejected.

Summary of the Findings

National development indicators are found in Nigeria national curriculum all indicators were counted greater than decision mean, based on this teachers should therefore do their best in the area of training the mind of students to participate in all facets of moving the nation forward. Skills acquisitions' training and entrepreneurship should be emphasized as part of National development training in Nigeria education this will help in the nation's Gross Domestic Product (GDP) and reduce the redundancy after graduation. The entire nation does not significantly differ in the perceived national development through education among education stakeholders in Nigeria this showed there is need for all stake holders to unite to promote National development through education sector. The findings do not show any significant difference between teachers' level of education and perceived curriculum impact on national development which implies all teachers' have common understanding of indicators of national development. While gender do not equally differ in how curriculum impacted National development.

Conclusion

In conclusion there is need for government policy to enable teachers to be part of all education curriculum review, teachers should take more pragmatic approach to teaching of subjects that promote National development through concrete lesson delivery in classes, workshops and field trips. Teachers at all level of education should ensure National development indicators are taught at both curricular and extracurricular engagements throughout Nigeria. Teachers particularly Economist should revisit other curriculums to ensure National development indicators are contained to enable National

development futures in each scholarly interaction with a view to move the nation forward. All Education stake holders prepare to revisit other academic training that will promote National development throughout Nigeria with a view to compete with other African and developed countries.

Recommendations

Teachers should do their best to train the mind of Nigeria youth culture of national development as contained in schools' national curriculum. Next curriculum review should aim at Improvement of standard of living or percentage income courses should contain aspect of national development in their syllabus. Nigeria national assemblies should charge committee on education to revisit teaching of national development across all institutions of learning in Nigeria. Civil service commission at both state and federal government including members of the civil society should ensure teachers' salary, enumerations, wages, and capacity buildings are provided to education offices. All states should ensure they monitor investments that will promote national development from both national and international donor partners. Teachers should lead learners at all levels to practice national development in their daily activities. While Parents should ensure their children and wards learn the culture of national development.

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