

Editorial

Papers in Education and Development (PED) Journal is here to bring out Volume 40, Number 1 of 2022 for your reading. In this issue, we provide a collection of scholarly research-based papers that address contemporary concerns in education from different countries in East Africa and Tanzania in particular. This issue is characterized by dominance of papers that address various issues in higher education. The first six papers focus on higher education, then two papers focus on secondary education followed by one paper on adult and community education and the last one presents a case of primary education.

The first paper by *Rose Upor* examines pre-service English language teachers' digital literacy practices of students enrolled in an education programme at a university level. The findings revealed that the transfer of digital skills from non-academic to academic purposes was limited among the participants. According to the results, digital experience outweighed age as a factor in integrating technology into educational practices. Mobile devices were also frequently used to access the Internet for teaching and learning. Pedagogically, this study emphasises adoption of mobile literacy in universities to enhance language teaching and learning. In the second paper, *William Majani* applies the lenses of Relational Cultural Theory (RCT) and Reflective in Practice Theory (RPT) to explore the role of experiential learning in fostering professional inquiry growth, and relational building for pre-service teachers during practicum. From the field notes and reflective journal findings indicated that practicum is an avenue to learn, unlearn and re-learn about teaching. It is also a moment for novice teachers to connect and network with education stakeholders in other communities. However, Majani cautions that acknowledging context as an integral part of experiential learning must be emphasized.

Next is *Jackline Nyerere, Godwin Opinde, Purity Muthoni and Wilson Mutuma* arguing that high unemployment rate in Kenya has contributed to policy focus on entrepreneurship such that universities have responded by incorporating entrepreneurship in their curricula. This paper demonstrates how social entrepreneurship skills are nurtured through incubation centers. A nested case study research approach was used to select relevant social entrepreneurship projects incubated at Kenyatta University. The paper indicates that the incubation hub has enabled development of ideas into unique products which not only contribute towards employment but also provide solutions to societal challenges. In the fourth paper, *Simon Ngalomba* examines academic staff's salary and promotion practices and assesses the extent to which they influence their job

performance. By employing a correlational research design, it was revealed that, due to low salary and the delay in remunerating academic staff some academic staff looked for non-academic opportunities to make ends meet. Nonetheless, Ngalomba establishes that there is no statistically significant relationship between salary, promotion and job performance among university academic staff due to the long time it takes for academic staff to get promoted from one academic rank to the other.

In the next paper *Joseph Kabage and Philipo Sanga* explores instructors' conceptions of online teaching and their implications for student learning at the Open University of Tanzania. This phenomenological study unveiled two major conceptions, namely online teaching as a means of improving teaching and learning and online teaching as not being effective as traditional classroom training or traditional distance education. According to Kabage and Sanga, improving effective online instruction requires, among other things, establishing an enabling Information and Communications Technology environment, and applying diverse motivation strategies to instructors. The series of papers addressing issues in higher education is concluded by *Bernadetha Rushahu's* paper which deals with the availability and challenges of guidance and counselling services provided to female postgraduate students at the University of Dar es Salaam. Rushahu concludes that the majority of female postgraduate students face numerous obstacles in achieving their educational goals, hence a precursor for raising more awareness on how to access the available counselling services within the campus.

Moving from higher education, *Lwimiko Sanga* explores the attitudes of secondary school teachers towards provision of Sexual and Reproductive Health Education (SRHE) to learners with deafness. A questionnaire was used to gather data from Biology and Civics teachers. The findings indicated that teachers had a negative attitude towards the provision of SRHE with the mean score of 37.83. Additionally, Kruskal–Wallis Tests showed no statistical differences on age ($p = .252$), sex ($p = .778$), teaching experience ($p = .67$), levels of education ($p = .185$) and religion ($p = .884$). The study concludes that the attitude of teachers towards teaching SRHE to learners with deafness was negative due to lack of training on deafness and SRHE. In the eighth paper, *Allen Rugambwa, William Anangisye and Mpoki Mwaikokesya* present findings on the investigation of how school-based teacher professional development contributes to learner-centred pedagogical practices in secondary schools. Adopting a convergent-parallel research design, the study revealed that the Probono Teacher Training Programme contributed to the improvement of the application of learner-centred teaching techniques, improvisation of teaching aids, and laboratory management practices. It also contributed to the active participation of students in group discussions and laboratory-based experimental activities.

The penultimate paper is *Benjamin Mbughi's* examination of the status of financial resources for community education programmes in Tanzania. The study highlighted that insufficient funds were disbursed for community education programmes, and that the nature of leadership determined the release of funds. In order to avoid delay of implementation of sustainable community development programmes, Mbughi recommends that investment in both formal and non-formal education should be a crucial national agenda. The last paper is by *Only Jeon* who reports project findings on the role of school-based energy supply and conditional cash transfer projects in improving primary education. Educational components included in the analysis are learning motivation among pupils and their attendance rate. It is shown that the motivation for education through the supply of energy improves attendance. Also, the number of runaway students decreased due to battery charging time, teaching-learning time was stabilized through the digital attendance management system, and self-study time increased due to solar battery lighting.

On behalf of the Editorial Board, I extend our heartfelt appreciations to all individuals who made this issue a reality. Once again, we welcome your valuable ideas on improving the quality of our esteemed journal.

Eustella P. Bhalalusesa

Chief Editor of Papers in Education and Development