

Editorial

The management of *Papers in Education and Development (PED)* Journal is delighted to bring out Volume 40, Number 2 of 2022. This issue is a collection of ten research-based papers that address various contemporary concerns across the education system. Interestingly, this issue unveils matters from pre-primary, primary, secondary, in-service teacher, and higher education sub-sectors from the Tanzanian context and elsewhere.

In the first paper, Morwo Likinjiye, Blackson Kanukisya and Joyce Ndabi investigate the views of students on learning environment for undergraduate mathematics in Tanzania. Data from questionnaires and interviews revealed that students' views were positive on lecturers' characteristics, academic relationships, as well as gender sensitivity in the learning environment. However, students had a concern on the teaching methods for the subject, the nature of tests during their coursework, as well as marking and grading styles. The authors conclude that, among others, contrary to observations in non-mathematics contexts, male and female students held similar views on many aspects of the learning environment for undergraduate mathematics. Next, Samuel Meroyi, Odunola Olajide and Abayomi Alaka employed paper reviews literature to examine what knowledge is and ought to be in the 21st century. Employing a speculative approach, conceptual analysis and prescriptive research methods in philosophy to expound the creation of knowledge that will be relevant for the 21st century society, the paper has revealed that there are educational initiatives in place that are being taken in the 21st century to set an educational agenda that meets the local and global standards. This implies that universities and schools have an increased role to play in the 21st century including training and recruiting learners, who can, at different levels, demonstrate creativity, critical thinking, communication and collaboration. The paper recommends that knowledge creation must extend to include the physical, mental, emotional and social domains of learning as required in the 21st century.

In the third paper, Aaron Manase, Moshi Mislai and Simon Peter examine ideologies, policies, and university practices of educational leaders' preparation in higher learning institutions in Tanzania and proposes an alternative model for educational leaders' preparation. This narrative literature review takes stock of the trajectory of graduate educational leaders' preparation development in Tanzania by situating relevant initiatives in the educational macro-policies and transformations spanning a period of about six decades for possible future educational policy direction. The analysis has shown that the assumption in Tanzanian education institutions seems to be that preparing an educational leader as a classroom teacher is enough for productive leadership of educational and training institutions. In terms of policy,

it has been found that since independence to date, educational leaders' preparation (ELP) has received less attention in Tanzania's national education policy discourses despite the fact that graduate educational leaders attest to a questionable leadership capacity. Practically, universities' ELP practices in Tanzania seem to have largely preserved a colonial model for ELP. A strong case has been made that the present modality of preparing educational leaders hinders Tanzania's higher learning institutions from grooming competent future educational leaders. Thus, an alternative model has been advocated in this paper to redress the current modality. In the next paper, Martanus Ochola and Mwajabu Possi examine the role of teachers' self-efficacy and demographic variables during their inclusive practices. Data from structured questionnaire was collected from 254 in-service teachers from 18 inclusive primary schools in Tanzania. It was found that there was a statistically significant and positive relationship between teacher self-efficacy and their inclusive practices. Regression analysis indicated that teachers' self-efficacy, particularly in instructional practices, as well as teacher demographics (except gender, age, and education) were considered to be significant factors that predict their inclusive practices. Thus, the study recommends for educational interventions to promote teachers' competence, self-confidence, knowledge, and skills in order to promote inclusive practices in schools in Tanzania.

Chris Mauki and Daniel Marandu's paper presents a quantitative assessment of the relationship between self-esteem and sexual risk-taking behaviours among adolescents. This correlational study used a questionnaire for data collection and Pearson's Correlation Coefficient results showed no significant relationship between self-esteem and sexual debut ($r = .081, p > 0.05$), self-esteem and safe sex ($r = .081, p > 0.05$) and a weak positive relationship between self-esteem and multiple partners ($r = .033, p .470$). This implies that self-esteem did not influence sexual risk-taking behaviours among adolescents. The sixth paper is Titilayo Adeoye's investigation of the need for cognition, parental involvement, and extraversion as factors determining academic self-efficacy among secondary school students in Oyo State, Nigeria. It adopted a correlational descriptive research design to collect data from secondary school students who were chosen based on a multistage sampling technique. Data were collected by means of a questionnaire focusing on the following variables (Need for Cognition $r=0.84$; Parental Involvement $r=0.83$; Extraversion $r=0.86$; and Self-Efficacy $r=0.87$). Pearson Product Moment Correlation Coefficient and Multiple Regression analyses revealed that the need for cognition ($r=.804$), and parental involvement ($r=.788$) had a strong positive correlation with academic self-efficacy while extraversion had a weak correlation with academic self-efficacy ($r=-.203$). Parental involvement was the most potent out of the predictor variables ($\beta=.478$), followed by the need for cognition ($\beta=.365$). Extraversion made a negative contribution to the predictor of academic self-efficacy

($\beta = -.245$). Regression analysis revealed that the three independent variables (need for cognition, parental involvement, and extraversion) jointly accounted for 55.2% (Adjusted $R^2 = .552$) variation in the prediction of self-efficacy. The study recommends that school counselors should counsel students on the need to develop higher academic self-efficacy in order to bring about excellent results in their academics.

In the seventh paper, Janeth Mlay, Stephen Mabagala and Joyce Ndabi employ Bronfenbrenner System Theory to present findings from the exploration of primary school pupils' inclusion in physical activities. Data were collected through interview, documentary review, and observation methods. Thematic analysis revealed specific and general challenges such as lack of sign language skills used during physical activity, poor aesthetic attributes, inaccessible physical activity facilities and equipment, stigmatization, unsafe play facilities and lack of physical activity programmes. The findings further exposed that the school was insufficiently equipped for inclusion. Based on the findings, it is recommended that schools should provide a conducive environment for inclusion of pupils with hearing impairment in physical activities. The next paper is Faustine Masath's examination of the reasons for the increase in primary school teachers' stress and a decline in teachers' professional attitude in Tanzania. The findings emanate from 12 randomly selected public primary schools of Tanzania ($N = 173$, Mean Age = 38.10 years, $SD = 10.0$). Using a hierarchical regression moderation model, a significant association was found between teachers' professional attitude and their level of stress ($\beta = -.21$, $p < .001$), which was moderated by mental health ($\beta = -.12$, $p < .029$). The findings call for interventions to enhance teachers' wellbeing including their mental health in order to improve their organizational and life performance.

In the penultimate paper, Jaquiline Amani employs a survey design to explore subject preferences, career aspirations, and sources of career information of 287 primary school pupils. A questionnaire with open-ended and closed-ended questions was employed to collect data. Findings indicated that out of the ten taught subjects, pupils ranked Kiswahili as their most preferred subject and English as the least preferred subject. In terms of career paths, it was revealed that most of the pupils aspired to become medical doctors, teachers, soldiers, and engineers. These pupils' career aspirations emerged to be gender-stereotyped, with only a few girls showing a keen interest in science and engineering fields. Moreover, the pupils identified their parents as the most trusted source of information on careers. Based on these findings, career preferences appear to unfold during childhood with a range of factors such as parents, teachers and the quality of career information received through socialisation nurturing and shaping these choices. Finally, Awino Zadock shares findings from a qualitative study on pre-primary teachers' perspectives on

school-based instructional supervision practices for improving teaching skills. The study unveiled that head teachers' instructional supervision practices were not effectively done, and they were lacking appropriate supervision skills for pre-primary classes. Conversely, pre-primary teachers wanted supervisors to conduct pre and post instructional supervision discussion. Besides, there were no formal arrangements for teachers to learn new teaching strategies. The study suggests that instructional supervision process should be collaborative and conducted regularly through strategies such as mentoring, coaching, teaming, clinical supervision and professional growth plans.

We are optimistic that these articles will initiate further dialogue on various issues in educational policy and practice both nationally and internationally. Finally, we are exclusively indebted to Editorial Board members and article reviewers who constantly render services to our journal *pro bono*. We congratulate all authors and welcome our esteemed readers to enjoy the reading.

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Chief Editor of Papers in Education and Development