

Journal of Adult Education in Tanzania (JAET)

JAET Vol. 25, Issue 1, June 2023

**INSTITUTE OF ADULT EDUCATION,
TANZANIA**

JAET June 2023, Vol. 25, Issue 1
eISSN: 2961-6271 / pISSN 2738-9243
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JAET is a publication of the Institute of Adult Education
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Editorial Note

Welcome all to the Journal of Adult Education in Tanzania, Vol. 25, Issue 1 for June 2023. This volume consists of nine academic articles as they are briefly introduced in next paragraphs.

In the first paper titled, **The Potential for Gender-Based Violence among the Eastern Bantu Ethnic Groups of Kenya: Evidence from Oral Literature**, the authors **Ezekiel Mwenzwa** and **Pauline Thuku** after analysing selected songs, proverbs, oral narratives and sayings used by Eastern Bantu ethnic groups of Kenya, they found that those ethnic groups' inter-generational transfer and associated beliefs institutionalize the potential for gender-based violence. In the second article on **Factors Contributing to Low Academic Achievement Among Pupils with Hearing Impairment: A Case of Selected Inclusive Primary Schools in Dodoma Municipality, Tanzania**, the authors **Anathe Kimaro** and **Scholastica Kileo** found that inappropriate pedagogical approaches, lack of expert teachers and professional development, as well as a lack of learning facilities in inclusive classroom, were key factors responsible for low academic achievement among hearing impaired pupils.

Honest J. Kipasika in his article on **Environmental Literacy in Teachers' Training: Cognitive Elements and Environmental Behaviour of Prospective Student-Teachers**, came up with the emphasis on the need to instil environmental literacy in higher learning students who choose to study as educators; and that future educators must be adequately prepared for them to be effectively involved in building environmental competences of their future students. **Steven Kija Magembe** focussed on **Tutors' Understanding of Competence-Based Education and Training in Tanzania: A Case of Morogoro Ardhi Institute and Tabora Ardhi Institute** and found that majority of tutors understand the concept and the objectives of CBET curriculum but frequent training on CBC among tutors be provided on regular basis to keep them abreast of ever-changing educational landscape. **Community Perceptions and Engagements with Adult Education: A Case Study of Kigamboni and Temeke Municipalities in Dar es Salaam**, is the focus of the fifth paper whereby the author **Sarah Esil Mwakyambiki** found that most respondents were aware of adult education programmes; but the concept of "adult education" remained ambiguous in the community's perceptions. Thus, the urgent need to redefine the concept "adult education" and introduce sustainable programmes that engage individuals aged 19 and above in adult education activities. **Elkana Samweli Ntebi** on his part based his study on **Provision of**

Contextualized Secondary Education in Tanzania for Sustainable Development: Teachers' and Students' Perceptions: A Case of Dodoma Region, in which he found that there is little contextualised content and pedagogy in teaching and learning in Tanzanian secondary schools; and therefore curriculum developers and implementers should reconsider including cultural elements in order to improve contextualized education in teaching and learning for sustainable development. **Work Ethics and Accountability among Teachers and Administrators in Tanzania Public Primary Schools**, is the main focus of the seventh article by **Honest J. Kipasika** in which the author found that teachers and administrators were impressed with how their schools respond to matters related to ethical issues, reporting ethical concerns and attempts to prevent unethical issues from happening. Also promoting work ethics and accountability in schools fosters a positive educational environment that values professionalism and contributes to improved educational outcomes and the overall well-being of students.

Furthermore, **Zawadi P. Mmasy** in her paper titled **Internal Education Stakeholders' Views on Parents' Involvement in Public Secondary Schools' Affairs in Kilosa District in Morogoro Region**, found that parents' involvement in school affairs was poor despite the fact that they were aware of the school meetings and other events schedules. It was also revealed that time limitations, varied perceptions towards teachers, life hardship, lack of awareness on the education policy and parents' negligence were factors responsible for poor parents' involvement in public secondary schools' affairs. Finally, **Tyson B. Charles** in his study entitled **An Investigation on the Effects of Teachers' Turnover on Public Secondary Schools' Academic Performance in Geita District Council, Tanzania**, found that teachers' turnover was related to teachers' regular absenteeism and job dissatisfaction. More findings revealed that teachers' turnover was one of the contributing factors to the decline of academic performance among secondary school students. The management of teachers' turnover in public secondary schools is necessary to enable the schools to survive and produce quality education for the benefit of individuals and the national development. The employers must motivate teachers and improve their working environment in rural public secondary schools.

Dr. Aristarick A. Lekule

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