

# Perceptions Of Pre-Service Teacher Trainee And Secondary School Teachers On The Preparation Of Lectures For The Implementation Of The Curriculum In Secondary Schools In Kilimanjaro Region, Tanzania

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**Abstract**— This study investigated the Perceptions of Pre-service Teacher Trainee and Teachers on the Preparation of Lectures for the implementation of the curriculum in secondary schools in Kilimanjaro region. The study was guided by three research questions. The Stufflebeam CIPP model was used. The study employed ex-post facto and a cross sectional survey. The target population for the study included all pre-service teacher trainees, in the two universities, within the faculty of education and secondary school teachers. Random sampling was used to select the respondents. Data was collected using questionnaires, and interview schedule. Validity was tested by experts, and reliability using the Cronbach Alpha method. Data was analysed descriptively, and also through percentages and frequencies. Findings revealed that lecturers should be included in the development of the university curriculum. Findings have shown that lecturers have the pedagogical skills to teach in the faculty of education. The researcher concluded that lecturers have the pedagogical competence to influence teacher trainees, and that lecturer's are competent and have the knowledge to prepare trainees and should take part in the development of the curriculum. The researcher recommends that the pre-service teacher programmes development constitute lecturers, head of secondary schools, and secondary school teachers, and that lecturers should participate in the development of the curriculum content taught at the university thereby catering for the society needs for quality education.

**Index Terms**— Quality education, Pre-service teacher trainees, Curriculum

## I. INTRODUCTION

Education has been and continues to be one of the basic conditions for socio economic and technological advancement of any society. Education plays an essential role in the development of an individual and the society. Thus, education is a key input in building a strong more robust economy, "by giving all young people the tools they need to improve their own lives, and by engaging them in efforts to improve their communities. (United Nations International Children's Emergency Fund, 2011). Education is one of the largest contributors to a nation's economic performance and human advancement (Fisman and Roberta, 2002 as cited in Ndibalema, 2012). Education socializes people within different cultures and communities, as well as serves as an instrument for national development. Since every country has a unique culture, it is also unique in the system of training and

educating its young people, which is in line with the goals and objectives of the education system of the country, and the manner of approach in arriving at these goals may also be unique from one country to another. For instance, before the missionaries came to Tanzania, an informal education existed in each of the more than 120 tribal groups in Tanzania. An education system that was carried out by the colonial powers. In order to accomplish the objectives of post-colonial education, the Government systematically organized its structure of education into 2, 7, 4, 2, 3+ structure. The government has also given the Ministry of Education and Vocational Training (MoEVT, 2009) the responsibility for the education system of Tanzania. It is charged with, among other duties, quality assurance, research, monitoring, managing and evaluation of education at all levels in Tanzania, and is responsible for School Inspection and Planning and Coordination of all educational plans, Policy development, Formulation of national standards and the Registration of schools, the MoEVT is also responsible for higher education at universities. However, all universities, both public and private, operate under the supervision of the Tanzania Commission for Universities (Tanzania Commission for Universities, 2015).

Higher education in Tanzania can be traced back to when the first higher education institution was established in 1961 at the Dar es Salaam University College, a constituent college of University of London. As an affiliate college, Dar es Salaam University College only catered for the Faculty of Law. In 1963 Tanzania and two other Eastern Africa countries, Kenya and Uganda, signed a contract of establishing a harmonized higher education institution called University of East Africa (UEA) as constituent colleges of the University of London. These Universities included the Dar es Salaam University College, in Tanzania, the Makerere University in Uganda, and the Nairobi University College in Kenya. In 1970, UEA was abrogated leading to the three countries deciding to establish autonomous universities of Dar es Salaam, Nairobi, and Makerere in their own countries. In 1970, the University of Dar es Salaam became an independent institution, being the only higher education institution in the country. In 1984, Faculty of Agriculture, Forestry and Veterinary Sciences of the University of Dar es Salaam was upgraded into a full-fledged Sokoine University of Agriculture through a parliamentary Act number 6 of 1984 (Sokoine University of Agriculture, 2019). From 1970 to 2003, the number of universities grew to 5 more public universities; these including Mzumbe University, Open University of Tanzania (OUT), and State University of Zanzibar (Mawoyo and Wilson-Strydom, 2012). Currently Tanzania has established 30 fully fledged universities 12 of which are public, 18 private universities, there are also 13 university colleges, 4 public university colleges and 9 private university colleges (TCU,

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2020). All of which was gear toward improving the quality of education in its schools. According to UNESCO (2000), quality education is a tool which enables the learner to acquire knowledge, values, attitudes and skills needed to face challenges of contemporary society and globalization. On the other hand quality education cannot be achieved without the main implementers of the curriculum who are the teachers. Quality is seen with regards to the nature of what children learn, as manifested in the curriculum and behaviours that are modelled by teachers, which are critical in influencing whether parents /stakeholders consider education relevant and useful and thus whether there is a need to encourage school attendance and motivate their children (UNICEF Tanzania report, 2010). Quality is also a process through which trained teachers use child-centered teaching approaches, (if quality is a process, which considers the importance of training the teachers who are the implementers, then there is a need for inquiring into the quality of the training that teachers are getting in order to bring quality in the classroom through child centred learning approach (hence making the child a part of the lesson. In this context the student has to be an active participant rather than a passive listener in the classroom).

It is therefore important that participatory approaches in the teaching and learning process be facilitated in order to get a better understanding of the learners. Again the implementers of quality education need to have proper pedagogical skills in order to fulfill the implementation of quality education with regards to quality as is mentioned by (UNICEF, 2000). However, primary school teacher trainees are taught the pedagogical skills rather than the academic subject, unlike the teachers that are trained for secondary schools who are taught both the academic and the pedagogical skills concurrently. The important role of the teacher cannot be over emphasised in the teaching and learning process.

## STATEMENT OF THE PROBLEM

In Tanzania there has been a concern for quality education from all stakeholders, and a great concern over the need for teachers who are qualified to teach in the schools in Tanzania. The higher education institutions are facing a lot of pressure from many different directions. They need to ensure that the education they offer meets the expectations of students and other stakeholders. There have been complaints that teachers are not having the appropriate skills in preparing and implementation of the curriculum. The employers (Ministry of Education, as well as heads of schools complain that what the graduate has (as in qualification) and what they are able to deliver to the society differ.

The Tanzania's higher education institution has raised much concern and expectations, and that the graduates lack the skills required by the labour market which results in mass graduate unemployment (Ndyali, 2016). This calls for an investigation to probe into the adequacy of the training of pre-service trainees with regards to quality education and will enable these student's to excel in their academic performance. Although, investigations have been carried out on the quality of education (output), Explored Notions of Quality in Education, and Challenges Facing Tanzania (Tshabangu and Msafiri 2013), as well as investigations on the Quality of Education Practices in Tanzania (Mollel, 2015). However, there was a need for a comprehensive study to be carried out

because there is insufficient information on the actual training of the teacher trainees in the universities in Tanzania and how it reflects the quality of education in secondary schools. Therefore this research sought to investigate Perceptions of Pre-service teacher trainees and secondary school teachers on the preparations of lecturers for the implementation of the curriculum for use in secondary schools. Guided by the following research questions.

## RESEARCH QUESTIONS

1. What is the perception of pre-service teacher trainees on the preparedness of lecturers for the implementation of the curriculum in universities in Kilimanjaro region?
2. What is the perception of secondary school teachers on the preparedness of lecturers for the implementation of the curriculum in universities in Kilimanjaro region?

## CONCEPTUAL FRAMEWORK

The CIPP model stresses assessment of the quality of the plans that have been made for quality education, the extent to which the plans are carried out and the value of the outcome. The model adoption attempts to look at the Effectiveness of University Pre-service Teacher Education Programmes in Enhancing Quality Education in Kilimanjaro Region.

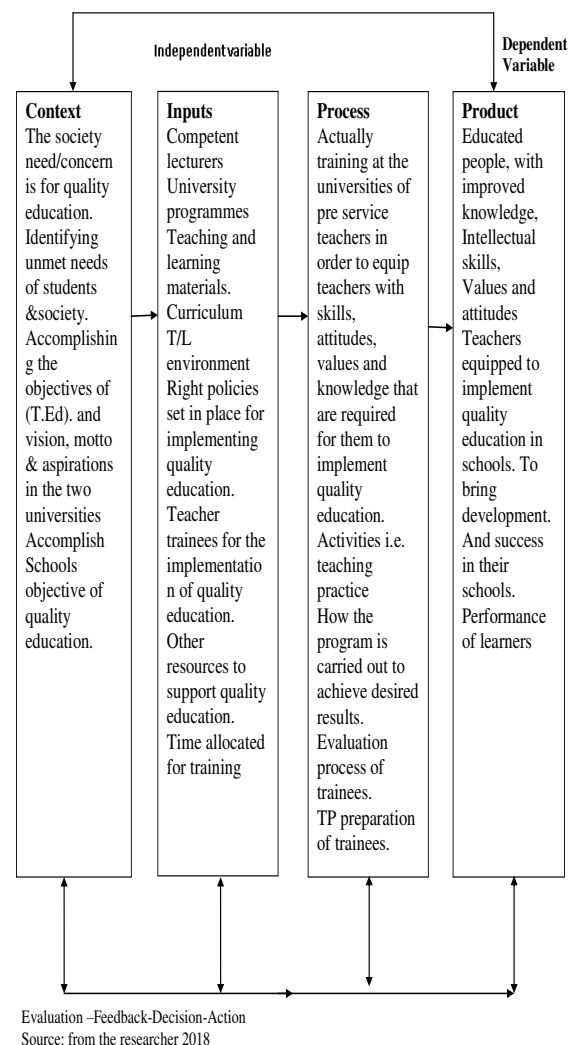


Figure 1: Adopted Stufflebeam CIPP Model

The context has to do with the needs of the society identifying unmet needs of students and the society. The society need and concern is that of quality education that has been identified through the products and employability and required competence on the job, which reflects on their students. Accomplishing the objectives of (T.Ed), and vision, motto & aspirations in the two universities accomplish schools objective of quality education. Input refers to competent lecturer, university programmes, teaching and learning material and environment. The right policies set in place for enhancing quality education as well as teacher trainees who are the implementers of quality education and other resources to support quality education and time allocated for the training. The Process include the training at the universities in order to equip teachers with the skills, attitudes, values and knowledge that is required for them to implement quality education, teaching practice that will prepare the trainees by giving them the skill and experience of what goes on in the classroom. Product the fulfilment of the societies need that is, teachers that are trained for enhancing of quality education in secondary schools, trainees that are educated people with better values and attitudes, citizens equipped to serve the society, which leads to development of individuals as well as the society, citizen that are ready to join the world of work with confidence. All of the input, process and product work under the context.

## II. LITERATURE REVIEW

Guerral and Wu (2016) conducted a study on Examination of Pre-service Teacher's Training through Tutoring Approach in Texas, the United States. The study examined 'The impact of tutoring approach on pre-service teacher's skills to work with English language learners. Content analysis was used at the thematic level on student journals written to accompany the semester-long experience of tutoring. Thirty pre-service teachers participated and data was collected from 300 written journal reflections for two semesters. Overall, the pre-service teachers gained an understanding of challenges of working with English Language Learners and other positive impacts through tutoring. The findings suggest that pre-service teachers have perceived value of the use of tutoring approach in the teacher preparation program, use of strategies during field-based experiences, instructional realizations, cultural sensitivity, and professionalism. This paper concluded by discussing the need for teacher education program to assist pre-service teachers to assimilate pedagogies and apply through a tutoring approach.

Arif, Azis, Fadhilah, and Fauziah (2017) conducted a study in Indonesia to examined the relation between lecturers' professional competency and its impact on students' academic performance in higher education, with the use of a descriptive survey design, they came out with the findings that the professional competency does not have a significant relation with students' academic performance.

Nigicser (2017) in his study investigated teachers' own perceptions and practices about providing quality education in secondary schools in Tanzania as well as how teachers' perceptions are formed by the teacher training they have received. The study applied a range of qualitative research methods in a case study design to investigate the issue of quality. Interviews and observations were carried out in a

government, a private day and a private boarding secondary school in Tanga City. It was examined to reveal the constraints and potentials of providing quality in different physical and economic environment. Findings of this study revealed that teachers' perceptions of quality are rather diverse. More difference was found in perceptions based on teachers' age rather than between private and government schools. Findings of this study also indicated the implications of putting the objectives of education policies into practice considering the under-resourced school environment and poor working conditions for teachers especially in government school. In addition, internalizing the way of thinking behind methods and ideals taught at teacher training colleges proved to be rather challenging due to the cultural embeddedness of quality in education. The researcher recommended that in order to improve the quality of education, Tanzania needs to define a clear vision and values for education that guides priorities in resource allocation as well as teacher training.

Namamba and Rao, (2017) in their study on Teacher educators' preparation and professional development examined in the context of educational reforms and mushrooming of teacher education institutions in Tanzania. Document review method was used to analyse and review relevant literature. The analysis of findings indicated that the preparation of teacher educators in Tanzania receives considerable attention and focus in undergraduate programmes with little attention in postgraduate programmes. The professional development of teacher educators is limited and characterized by few professional development activities. It is suggested that the preparation of teacher educators should be well structured and enhanced with effective professional development activities and opportunities.

Bakari et al (2016) studied on how the university teacher-education curriculum affects the performance of secondary school teachers in Uganda. Questionnaires, focused group discussions, lessons observation and interview were used as instruments for the study. Findings show that theoretical teaching is widely practised at school and university level and that although teachers appreciate academic empowerment from lecturers they, however, expressed reservations on methodologies and management of school practices.

## III. METHODOLOGY

The study employed ex-post facto and a cross sectional survey design. The target population for the study included all pre-service teacher trainees, within the two universities in Kilimanjaro region. Random sampling procedure was used to select the secondary school teachers, and the pre service teacher trainee. Data was collected using questionnaires, observation and interview schedule. Validity was tested by experts from the Mwenge Catholic University. Reliability was tested using the Cronbach Alpha method. Data was analysed descriptively through percentages and frequencies.

## IV. DISCUSSION OF THE FINDINGS

Table 1 Responses from Pre-service teacher trainees on the perceptions of pre service trainees on lecturers preparation for the implementation of the curriculum in secondary schools in Kilimanjaro region (n=108)

**Perceptions Of Pre-Service Teacher Trainee And Secondary School Teachers On The Preparation Of Lectures For The Implementation Of The Curriculum In Secondary Schools In Kilimanjaro Region, Tanzania**

Statement	SA		A		U		D		SD	
	F	%	f	%	f	%	f	%	f	%
1. Lecturers have the pedagogical competences and they are a role model to us.	55	50.9	44	40.7	4	3.7	5	4.6	-	-
2. Lecturers have the content but find it difficult to explain it to students.	15	13.9	42	38.9	9	8.3	27	25.0	15	13.9
3. Lecturers are always available whenever we need them to teach.	29	26.9	43	39.8	18	16.7	16	14.8	2	1.9
4. Course outlines are distributed to students at the beginning of every semester.	67	62.0	29	26.9	5	4.6	7	6.5	-	-
5. In addition to lectures our lecturers gives us hand-out which helps us to understand better.	47	43.5	49	45.4	8	7.4	3	2.8	1	.9
6. Content of the topic is relevant to the course to be taught.	54	50.0	42	38.9	10	9.3	1	.9	1	.9
7. Together with a heavy work load, lecturers are able to complete the course content.	36	33.3	45	41.7	12	11.1	12	11.1	3	2.8
8. Lectures use various methods of teaching other than lectures.	24	22.2	49	45.4	13	12.0	19	17.6	3	2.8
9. Weekly seminars are well organized the questions relates to what is been discussed which reflects lecturers content knowledge.	30	27.8	41	38.0	11	10.2	18	16.7	8	7.4

Source: Field data July 2018

The lecturer’s preparation for the implementation of the curriculum in secondary schools in Kilimanjaro region. This study was interested in finding out the effectiveness of university Pre-service teacher education programmes in enhancing quality education in secondary schools in Kilimanjaro region. Thus the first research question sought to find out what is the perception of pre-service teacher trainees on the preparedness of lecturers for the implementation of the curriculum in universities. The first participants that were involved in responding to different questions regarding this theme, were the Pre-service trainees, they were involved in responding to different items in the questionnaire. These questions include the following: Lecturers have the pedagogical competences and they are a role model to follow, lecturers have the content but find it difficult to explain it to students, lecturers are always available whenever we need them, course outlines are distributed to students at the beginning of every semester, In addition to lectures, our lecturers give us hand-outs which helps us to understand better, content of the topic is relevant to the course to be taught, together with a heavy work load, lecturers are able to complete the course content, lectures use various methods of teaching other than lectures, weekly seminars are well organized the questions relates on what is been discussed which reflects lecturers content knowledge. The responses to

these statements are summarized and presented in Table 1 above.

**The perception of pre-service teacher trainees on the preparedness of lecturers for the implementation of the curriculum in universities in Kilimanjaro region**

It was important to include Pre-service trainees in collecting data since they are the ones that are presently going through the education programmes carried out at the universities in Kilimanjaro region. Table 1 above gives a summary of the responses of Pre-service trainees on the perceptions of the preparations of lecturers for the implementation of the curriculum in secondary schools.

**Pre services responses on lecturer’s preparedness**

Data in Table 1 show that fifty point nine percent of the respondents strongly agreed that the lecturers have the pedagogical competences and are a role model to the pre-service trainees. As per the literature review, a study conducted by Arif, Azis, Fadhillah, & Fauziah, (2017) in Indonesia to examine the relation between lecturers’ professional competency and its impact on students’ academic performance in higher education, with the use of a descriptive survey design, came out with the findings that the professional competency does not have a significant relation with students’ academic performance. Lecturers must know



what they should do and how it should be done. They need to have the appropriate knowledge and skills to mold their trainees and make them better equipped for realizing quality education in the secondary schools in Kilimanjaro region. A lecturer's performance will have a big impact on the effectiveness of the implementation of the curriculum. A lecturer's performance as an educator should be accomplished effectively so that it will be able to support the dynamic and effectiveness of the education process (Akbar & Si, 2015).

Regarding the course outlines being distributed to students at the beginning of every semester, the majority of the respondents sixty two per cent strongly agreed that pre-service trainees are given course outlines for the courses that they will study during a particular semester. Hand-outs are an important resource for trainees; they give them the assurance of successfully completing the course and helps students to prepare themselves for class lectures. However, with hand-outs some trainees might not see the need to attend classes and listen to lecturers which can be a challenge to the success of their learning. They can also lead to shallow reading. Research shows that students, in general, are notoriously bad note takers. Austin, Lee and Carr (2002) showed that student's record in their personal notes less than fifty per cent of the critical points mentioned during a lecture. Issacs (2006) argued when providing the full notes however, there is a risk that students will not attend the lecture knowing they will receive the full notes or they already have the full notes, depending on when the instructor provides them.

Regarding the topic content relevance, half of the respondents fifty per cent of them strongly agreed. However, if the content is relevant to the trainees it should reflect the quality of education that is offered at the secondary schools in Kilimanjaro region. According to the Virginia Board of Education (2008) Level two: 'knowledge of content'; the one who is supposed to train teachers should have enough knowledge about the content which is supposed to be implemented in the training processes, as the teacher is one of the key aspects of a student's achievement. They have to master content material taught, know how to teach it, and can

interpret the students' thinking so that students easily understand the subject matter. (Ma'rufi, Ketut, and Dwi, 2017). Shulman (1987) defines seven categories that provide a framework for checking teacher knowledge. These are; content knowledge, general pedagogical knowledge e.g. classroom control, using group work, pedagogical content knowledge, curriculum knowledge, knowledge of learners and their characteristics, knowledge of educational contexts e.g. schools and the wider community, knowledge of educational ends purposes and values. Shulman (1987) defines content knowledge (CK) as the knowledge teachers have of the subject matter they are teaching. McNamara (1991) suggests that knowledge of subject content is essential not only for teaching itself but also for the evaluation of textbooks, computer software and teaching aids. He also adds that teachers with strong CK may teach in a more interesting and dynamic way, whilst those with little CK may shy away from the more difficult aspects of the subject, or approach their teaching in a didactic manner. Thus it is obvious that the need for lecturers to have enough adequate content knowledge cannot be over emphasized. In another interview with one of the heads of schools she showed concern about teachers posted to her school for Block Teaching Practice (BTP). She observed that;

*“Many of the student teachers have shallow content this is why we give them forms I and III because these classes are not doing NECTA exams, so the lecturers have to work hard to help them (trainees) with content” (Interviewed 1st August 2018).*

In another interview with one of the head of schools, he mentioned that;

*“Some of the BTP trainees seem to be unreliable because some of them do not know all topics so we have to be careful of the classes that they are given to teach’ (August 2<sup>nd</sup> 2018).*

**Perception of Teacher's on the extent to which lecturers are prepared for the implementation of the curriculum in secondary schools in Kilimanjaro region**

Table 2 Teacher's responses to the extent to which lecturers are prepared for the implementation of the curriculum in secondary schools in Kilimanjaro region (n=91)

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
1. I think that lecturers at the university are conversant in the content of the courses that they teach.	18	19.8	63	69.2	4	4.4	5	5.5	1	1.1
2. Lecturers submit a detailed course outline at the beginning of every semester on how the course will be taught including evaluation methods.	45	49.5	39	42.9	5	5.5	2	2.2	-	-
3. Lecturers should be included/take part in the development of the curriculum content taught at the university.	51	56.0	34	37.4	5	5.5	1	1.1	-	-
4. Department head attend some lectures to make sure the right contents are taught at the university.	11	12.1	31	34.1	15	16.5	19	20.9	15	16.5
5. All lecturers must have the pedagogical skills to teach in the faculty of education.	55	60.4	29	31.9	2	2.2	5	5.5	-	-

# Perceptions Of Pre-Service Teacher Trainee And Secondary School Teachers On The Preparation Of Lectures For The Implementation Of The Curriculum In Secondary Schools In Kilimanjaro Region, Tanzania

Source: Field research data July 2018

Teacher's responses on the extent to which lecturers are prepared for the implementation of the curriculum in secondary schools in Kilimanjaro region. Secondary school teachers from the two universities were asked to give their responses on the extent to which lecturers are prepared for the implementation of the curriculum in secondary schools. The teachers were asked since they have already been through the programmes, thus they are one of the best participants who are able to respond to the questionnaire. Table 2 summarizes responses of teachers on the extent to which lecturers are prepared to help trainees for the implementation of the curriculum. Teachers are the main implementers of the curriculum, so their responses were of paramount importance to this study; Table 2 above contains a summary of their responses.

## Teacher's responses to lectures preparedness

Data from Table 2 show that the majority of the respondents sixty nine point two percent agreed that lecturers are conversant with the content they teach, which is also manifested in the requirements by (TCU 2007a) on how academic staff are recruited to join the universities in Tanzania. However, knowing the content and yet finding it difficult to teach, might pose a challenge to a lecturer and the students. The fact that lecturers are conversant in the content is one reason why their students (the pre- service trainees) should be conversant, such that they are able to exhibit excellence during their field practice in secondary schools (BTP); so that there will be no complaints from heads of schools concerning content knowledge of trainees. In relation to this, Hamdan and Ghafar (2016) assert that teaching at the university level means that the educators must master the essence of teaching of the subject, and constantly update their knowledge in this field; in order to meet their market needs. This situation leads educators to transfer all the knowledge they have to their students and hope for their success in their academic performance. Educators' admiration in delivering the knowledge to the students makes the teaching and learning process to happen in only one way, which has also made students to be passive in their classroom. There is, therefore, a need for different teaching methods so that learning can be diversified. Arif et al, (2017) in their study on lecturers' professional competency and its impact on students' academic performance in higher education, showed that professional competency does not have a significant relation with students' academic performance. With regards to lecturers submitting course outline of what will be taught during the semester, forty nine point five per cent of the respondents strongly agreed to submitting course outline. Course outline is an important tool to a lecturer and serves as guidelines when teaching, when it comes to the construction and moderation of test items the course outline is a useful tool. Trainees also use the outline to prepare themselves for assessment and evaluation purposes. However, an interview with one of the heads of schools revealed that

*“Lecturers as far as I can say are not teachers because you see they only make course outline at the beginning of a semester while teachers are required to prepare lesson plans every day for all subjects taught” (Interview 1st August 2018).*

Sixty point four percent of the respondents strongly agreed that lecturers must have the pedagogical skills to teach in the Faculty of Education. Lecturers have to be able to convey knowledge and skills in ways that students can understand, remember and apply in their professional duties. All of these have an influence on teacher's implementation of the curriculum. Findings, however, show that the majority of the teacher respondents agreed that lecturers are prepared for the implementation of the curriculum in secondary schools.

## CONCLUSIONS

Based on the findings of the study, the following conclusions were made:

1. The researcher concluded that lecturers at the universities in Kilimanjaro have the pedagogical competence to influence teacher trainees. Pedagogical competence is important because it is the knowledge on how to teach in a particular subject area which enables teachers to make students learning easier through the use of clear explanations, appropriate analogies and presenting learning in interesting, motivating and entertaining ways. (Shulman, 1987, p 4). Pedagogical knowledge is a deep knowledge about the processes and practices or methods of teaching and learning (Koehler, 2011). This is a generic form of knowledge that is involved in all issues of students learning, classroom management, lesson planning and students evaluation. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquires skills, develop habits of mind and positive dispositions towards learning. As such, pedagogical knowledge requires an understanding of cognitive, social and developmental theories of learning and how they apply to students in their classroom (Koehler, 2011). Quality teaching is the use of pedagogical techniques to produce learning outcomes for students (Henard & Roseveare, 2012).
2. Lecturer's are competent and have the knowledge to prepare trainees and should take part in the development of the curriculum at the universities. Teachers are the main implementers of the curriculum thus, they should be conversant with the content they teach, this has been emphasized in the requirements in higher education in Tanzania. A teacher educator has to have a minimal qualification of a bachelor's degree in education, for staff who teaches undergraduate studies at universities or universities colleges it is a master's degree. Those who teach and supervise postgraduate students have to hold a PhD, as well as demonstrate professional research, publications and an expertise record (TCU, 2007). This is done in order to enhance quality in teacher education and to enable higher education institutions to prepare teachers who can meet the challenges of the changing world of science and technology.

## RECOMMENDATIONS

1. The researcher recommends that the pre-service teacher programmes development constitute lecturers, head of secondary schools, and secondary school teachers within the in Kilimanjaro region.
2. Lecturers should participate in the development of the curriculum content taught at the university in Kilimanjaro Region thereby catering for the society needs for quality education.
3. Secondary school teachers to have regular meetings with the lecturer so as to exchange challenges and input on what is required by the society.

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