

# **Challenges Facing Teaching Engagement in Education for Sustainable Knowledge Acquisition in Public Secondary Schools in Misungwi District, Mwanza Region- Tanzania**

***Abstract;** The study explored the challenges facing teaching engagement in education for sustainable knowledge acquisition in public secondary schools in Misungwi District, Mwanza Region- Tanzania. The study was guided by a Socio-cultural learning theory developed by Lev Vygotsky (1896-1934). Convergent parallel research design was used under mixed research approach. Study employed sample size of 95 participants out of 324 targeted populations, moreover probability and non- probability sampling used. Quantitative data was collected through questionnaire and analyzed through descriptive statistic with the help of (SPSS) version 21. The Qualitative data were analyzed through thematic analysis and presented through quotations and narratives. Findings indicates that lack of in service training, lack of enough teaching and learning material, lack of enough understanding on the concept of education for sustainable knowledge acquisition as well as lack of enough teaching skills. The study recommended that the local government should ensure provision of pre-service and in-service training on the teaching engagement in education on sustainable knowledge acquisition. This will enhance the effective teaching engagement in education on sustainable knowledge acquisition with regard teachers have enough knowledge and skills on how to ensure the education in sustainable knowledge acquisition.*

***Keywords:** Teaching; Teaching Engagement; Education; Education for Sustainable Knowledge Acquisition; Secondary Schools*

## **1. Introduction**

Teaching engagement refers to the involvement of students and teachers in the process of teaching and learning (Ashwin & Mcvitty, 2015). Ashwin and Mcvitty (2015) continue commenting that as the teaching process involves both students and teachers, students' engagement is observed as a key element of the development of community learning. This means that engagement learning will ensure the achievement of education goal if well implemented.

According to Aznal et al (2018) sustainable knowledge acquisition in education involves

to empower students with knowledge, skills, attitude and values to take informed decision and make responsible action for economic viability and just society. Aznal et al, continue arguing that the process of acquiring sustainable knowledge is a lifelong learning process and integral part of quality education, with Education on Sustainable Knowledge Acquisition (ESKA), learners are made to be critical thinkers, problem solver, job creators and not job seekers. Thus means that sustainable knowledge acquisition involves the transfer of knowledge and skills from one generation

to another for the aim of ensuring sustainable development.

In the United Kingdom (UK) Cebrian, Grace and Humphris (2015) commented that there are different views on the implementation of sustainable knowledge acquisition basing on the fact that some of the educators look this as the imposed curriculum. In this scenario, the sustainable knowledge acquisition it's a challenge to the educators as they perceive differently. Therefore the perception of teachers toward the sustainable acquisition of knowledge for Education on Sustainable Knowledge Acquisition still is a challenge.

Anyolo (2018) in Namibia comments that senior secondary school teachers perceive ESKA in terms of sustainable knowledge acquisition about the environment in order to use its resources sustainably for the benefit of future generations. Moreover, Anyolo (ibid) comments that teachers have positive sentiment toward the inclusion of ESKA into the senior secondary schools curriculum. Thus the perception of teachers shows how teachers engage learners toward the acquisition of sustainable knowledge for the sustainable development, in this stance the positive perception influence effective engagement of teachers in the implementation of ESKA.

In Tanzania, King (2020) puts, education which involves the sustainable acquisition of knowledge is a pillar for sustainable development in Tanzania if and only if it responds to contain the problems of the society. In this scenario most of the graduates fail to ensure effective production

basing on the sustainable knowledge acquisition; this raises a question whether there is effective acquisition of sustainable knowledge in secondary schools. This is revealed in Misungwi where most of the secondary leavers fail to ensure education on sustainable knowledge acquisition; this raises a doubt on the sustainable acquisition of the knowledge which will reinforce the sustainable development in a nation. Therefore, there is a need to investigate on the challenge facing teaching engagement in education for sustainable knowledge acquisition in Misungwi District.

Sustainable knowledge acquisition is worldwide need including Tanzania. Teachers are the key force in ensuring the acquisition of sustainable knowledge for sustainable development. Dannenberg and Grapentin (2016) commented that teaching staff should not only support students in the acquisition of knowledge so as to perform high in exam and acquire high GPA which they can't apply in real life. , King (2020) conducted a study on the education as a pillar for Sustainable Development. The author revealed that education in Tanzania like many other countries it does not contribute to sustainable development. In aligning with this title the author investigates the challenges hindering the education on sustainable knowledge acquisition, the findings revealed that most of the educators including teachers lack skills which reinforce people to be employed also to employ themselves. Thus hindering the acquisition of sustainable knowledge for sustainable development. Therefore, lack of

skills and knowledge on how to ensure teaching engagement hinders the acquisition of knowledge which promotes sustainable development. This shows that sustainable acquisition of knowledge is an important aspect in the sustainable development. Despite the country through Ministries' engagement in public policy and planning for sustainable development, initiative from UNESCO on Education on Sustainable Knowledge Acquisition, and other established education programs to work towards the implementation or development of Education on Sustainable Knowledge Acquisition to enhance skills, knowledge, and capability to the teaching staff, still the country facing the constrains in promoting teaching engagement in education for effective acquisition of sustainable knowledge for sustainable development. However some studies have documented that although the government has been struggling to improve the sustainable acquisition of knowledge through providing teaching and learning material. Nevertheless indicators for sustainable acquisition of knowledge development is not effectively achieved as expected, it is to this extent the researcher wants to find out what is the teaching engagement challenge in education for sustainable knowledge acquisition in secondary schools in Misugwi district.

## **2. Literature Review**

Green and Somerville (2015) carried out a study in Australia on the sustainability education, the study focused on Primary School. This study focused on secondary school to cover the gap revealed. The study reported that teachers did not understand the concept and could not integrate sustainability acquisition of knowledge into an already overcrowded curriculum. Also, Green and Somerville (2015) declare that teachers lack confidence and skills in ensuring teaching engagement for sustainable acquisition of knowledge. This entails the engagement in teaching needs effective application of the teaching and learning skills, hence the engagement involves both teachers and students; so it needs integration of teachers' confidence.

To engage teachers in integrating sustainability acquisition of knowledge into the curriculum, they need to be active curriculum planners themselves. Furthermore, active curriculum planners need to be equipped with adequate professional knowledge and personal practical knowledge (Kabadayi, 2016). The author shows, lack of knowledge on the sustainability acquisition of knowledge is a challenge in the teaching engagement of teachers. Therefore, the lack of enough knowledge and skills on how to ensure teaching engagement for the sustainable acquisition of knowledge is an obstacle.

Durrani, Malik and Jumani (2019) employed mixed research approach in the investigation of Education on Sustainable Knowledge Acquisition (ESKA) in pre-service teachers'

education curriculum at Pakistan, current status and future directions. Durrani, Malik and Jumani (2019) conclude those elementary programs were not aligned with the three components of ESKA thus becomes a challenge in the implementation of the ESKA. This means that lack of knowledge on how to ensure teaching engagement is a challenge in the implementation and ensuring effective acquisition of sustainable knowledge.

In Kenya the issue of Education on Sustainable Knowledge Acquisition is not known to many education stakeholders including teachers thus become a challenge for them to engage effectively in education on sustainable knowledge acquisition (Nyatuka, 2020). Also the author in this study argues that lack of teaching and learning material is a challenge in implementation of education on sustainable knowledge acquisition. The study adopted constructivism theory in exploring the issue of ESKA. Thus, the effective teaching engagement for the sustainable knowledge acquisition depends on the extent that educators know about teaching engagement hence the lack of enough knowledge it's a challenge.

In Tanzania, King (2020) conducted a study on the education as a pillar for Sustainable Development. The author revealed that education in Tanzania like many other countries it does not contribute to sustainable development. In aligning with this title the author investigates the challenges hindering the education on

sustainable knowledge acquisition, the findings revealed that most of the educators including teachers lack skills which reinforce people to be employed also to employ themselves. Thus hindering the acquisition of sustainable knowledge for sustainable development. Therefore, lack of skills and knowledge on how to ensure teaching engagement hinders the acquisition of knowledge which promotes sustainable development.

### **3. Methodology**

This study employed a mixed research approach. This research approach contains the collection and mixing of information concerning the quantitative and qualitative data in a single study (Creswell, 2014). The use of a mixed approach increased the accuracy of findings as well as complementing the weakness of each approach. The study used convergent parallel design. This design was employed because it enabled the researcher to save time and minimize cost. Thus, this study design helped in collecting required information on teaching staff engagement in education on sustainable knowledge acquisition in Misungwi district. The study employed sample size of 95 participants out of 324 targeted populations. This study used both probability and non-probability sampling techniques. In which stratified, simple random and purposive sampling were used to select the desired respondents. The study used questionnaires and interview guide as the instruments of data collection. The studies ensured both content and face

validity through providing the instruments to the internal and external research experts in order to check the validity of the research instruments. The study ensured the reliability of the research instrument through spilt half method. This study abided to ethical issues like confidentiality, the principle of no harm, informed consent and voluntary participation, before conducting the study, during data collection and when reporting the findings.

#### 4. Findings and Discussion

In investigating the challenges in teaching engagement on education for sustainable knowledge acquisition the researcher prepared the likert scale questions and the statements related on the challenge in teaching engagement in education for sustainable knowledge acquisition, the findings presented in table 1 demonstrate. Also, the researcher asked the respondents to mention the challenges in the teaching engagement in education for sustainable knowledge acquisition, the findings are presented in Figure 1.

**Table 1: Challenges in Teaching Engagement in Education for Sustainable Knowledge Acquisition (n= 86)**

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree

No	Statement	Response									
		SD		D		N		A		SA	
		F	P	F	P	F	P	F	P	F	P
1	Lack of teaching and learning materials on ESKA	7	8.1	3	3.5	6	7.0	30	34.9	40	46.5
2	Shortage of teachers knowledge on ESKA	9	10.5	10	11.6	0	0	32	37.2	35	40.7
3	Teachers' perception on ESKA	8	9.3	4	4.7	7	8.1	29	33.7	38	44.2
4	The lack of a common understanding on ESKA	3	3.5	4.4	2	2	2.3	37	43.0	40	46.5
5	The lack of teachers' training on ESKA	4	4.7	2	2.3	0	0	40	46.5	40	46.5

**Source;** Field Data (2022)

Table 1 shows the response on the statement related to the challenge in the teaching engagement in education for knowledge acquisition. The findings show that 81.4 percent of respondents agreed that lack of teaching and learning materials is among the challenges in teaching engagement in

education for sustainable knowledge acquisition, though 11.6 percent of the respondents disagreed to the statement. Despite the agreement 7.0 percent of the respondents were neutral to the statement that lack of teaching and learning materials is among the challenges in teaching

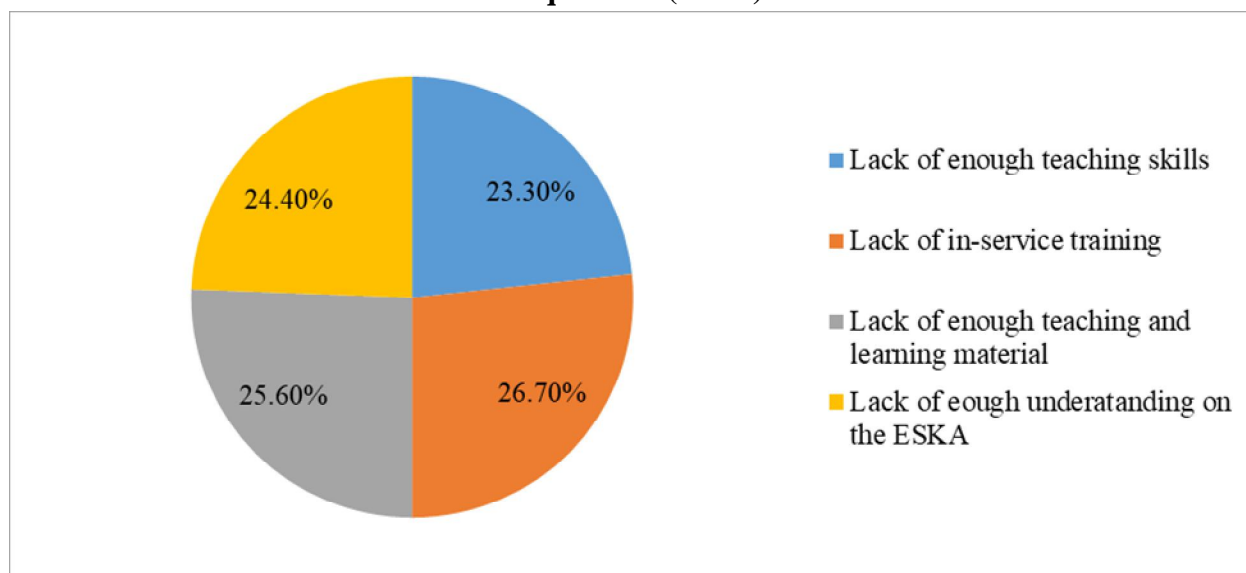
engagement in education for sustainable knowledge acquisition.

Also, the findings show that 77.9 percent of respondents agreed that shortage of teachers' knowledge and skills is a challenge in teaching engagement on education for sustainable knowledge acquisition, though 22.1 percent of the respondents disagreed to the statement. In spite of the agreement none of the respondents were neutral to the agreement. Moreover, 77.9 percent of the respondents agreed to the statement that teachers' perception is a challenge in the engagement on education for sustainable knowledge acquisition; however 14 percent of the respondents disagreed to the statement. Despite the agreement, 8.1 percent equal to 7 respondents were neutral to a statement that teachers' perception is a challenge in the engagement on education for sustainable knowledge acquisition.

Furthermore, the findings show that 89.5 percent of the respondents agreed to the statement that lack of a common understanding and awareness is a challenge in teaching engagement on education for sustainable knowledge acquisition, though, 8.2 percent of the respondents disagreed to the statement. Regardless of the agreement, 2.3 percent of the respondents were neutral to the statement that lack of a common understanding and awareness is a challenge in teaching engagement on education for sustainable knowledge acquisition. As well, 93 percent of the respondents agreed that

lack of teachers' training and the difficulty to evaluate is a challenge in teaching engagement on education for sustainable knowledge acquisition, though 7 percent of the respondents disagreed to the statement. However, none of the respondents were neutral to the statement that lack of teacher training and the difficulty to evaluate is a challenge in teaching engagement on education for sustainable knowledge acquisition.

**Figure 1: Challenges in Teaching Engagement in Education for Sustainable Knowledge Acquisition (n= 86)**



**Source;** Field Data (2022)

Figure 1 shows the findings on the challenges in teaching engagement in education for sustainable knowledge acquisition. The findings show that 26.7 percent equal to 23 respondents reported that the lack of in service training is challenge in teaching engagement in education for sustainable knowledge acquisition. Also, 25.6 percent equal to 22 respondents mentioned that the lack of enough teaching and learning material is challenge for the teaching engagement in education for sustainable knowledge acquisition. Moreover, the findings show that 24.4 percent equal to 21 respondents exposed that the lack of enough understanding on the concept of education for sustainable knowledge acquisition is a challenge in teaching engagement in education for sustainable knowledge acquisition. Furthermore, the findings show that 23.3

percent equal to 20 respondents reported that the lack of enough teaching skills is challenge in teaching engagement in education for sustainable knowledge acquisition. Thus teaching engagement in education for sustainable knowledge acquisition interfered with different factors thus the learners fail to use the knowledge acquired in school.

In determining the challenges in teaching engagement in education for sustainable knowledge acquisition, the researcher collected both quantitative and qualitative information. The quantitative information collected was presented in chart, frequency and percent and table. The qualitative data collected was presented hereunder in quotation and narration based on the themes extracted from the information. Among the themes extracted are; lack of in service

training, lack of enough teaching and learning material, lack of enough understanding on the concept of education for sustainable knowledge acquisition, lack of enough teaching skills, as explained below.

### **Lack of in-service Training**

The qualitative information obtained revealed that the lack of in service training among teachers is challenge in the teaching engagement on education in sustainable knowledge acquisition. The findings were supported with the quantitative information in table 1 where, 93 percent of the respondents agreed that lack of teacher training and the difficulty to evaluate is a challenge in teaching engagement on education for sustainable knowledge acquisition. Also, the findings were supported with the information in figure 1 where 26.7 percent equal to 23 respondents reported that the lack of in service training is challenge in teaching engagement in education for sustainable knowledge acquisition. Therefore, the process of teaching engagement in education for sustainable knowledge acquisition is challenged with the lack of professional development program among teachers.

The findings were given more weight with the information provided during the interview that teaching engagement in school needs knowledge and skills where the implementers of the teaching engagement in schools require having enough knowledge and skills on how to implement the approach in schools. Thus, in service training is

among the factors which affect the practice of teaching engagement in school (Interviewee 3, July 2022).

Also, the findings concur with the information quoted from the respondent,

In my school teachers don't attend in service concerning with the implementation of teaching engagement. The approach of teaching engagement in schools fail to be implemented effective in school due to the challenge of the lack of knowledge and skills they have in the implementation of the approach. Thus, the lack of in service training in school is a challenge in the implementation of teaching engagement in school (Interviewee 4, July 2022).

This implies that the search of resources and effective utilization of the available resources will ensure effective implementation of the teaching engagement of education in provision of education on sustainable knowledge acquisition. The findings agree with the information provided with King (2020) on education as a pillar for sustainable development. The findings revealed that most of the educators including teachers lack skills which reinforce people to be employed also to employ themselves. Thus means that the educators are not provided with in-service training which could equip them with skills and knowledge to facilitate them engage in education on sustainable knowledge acquisition.

### **Lack of Enough Teaching and Learning Material**

Lack of enough teaching and learning materials was revealed from the qualitative information as a challenge in teaching engagement in education for sustainable knowledge acquisition. The findings were supported with the quantitative information from table 1 where, 81.4 percent of respondents agreed that lack of teaching and learning materials is among the challenges in teaching engagement in education for sustainable knowledge acquisition. Also, the findings were supported with the quantitative information in figure 1 where 25.6 percent equal to 22 respondents mentioned that the lack of enough teaching and learning material is challenge for the teaching engagement in education for sustainable knowledge acquisition. Thus, inadequate teaching and learning material is a challenge in the teaching engagement in education for sustainable knowledge acquisition, since the process will not be effective due to insufficient material.

The findings were supported with the information provided during the interview in one of the schools. The interviewee when asked on the challenge on teaching engagement on provision of education on sustainable knowledge acquisition, the interviewee explained that, in the implementation of teaching engagement is faced with lack of teaching and learning materials, it's a challenge since the implementers fail to implement the approach in a sense that the available materials are not supportive. The implementation of teaching

engagement depends on the availability of teaching material in schools. Thus inadequate teaching and learning materials, it's a challenge in the implementation of teaching engagement in the provision of education (Interviewee 1, July 2022).

Also the findings were supported with the information provided with the interviewee saying that;

The process of teaching and learning depends on the teaching and learning materials available in schools. The availability of enough teaching and learning materials in schools will ensure effective implementation of teaching engagement in schools. The teaching engagement in school depends on the materials available and how they are used. Teaching engagement process is supported with the teaching and learning material; if the materials available are inadequate the process of teaching engagement is ineffective (Interviewee 2, July 2022).

This implies that the lack of enough teaching and learning material in school is challenge in the implementation of teaching engagement. This becomes a challenge in a sense that teachers lack enough material which supports the process of teaching and learning. Also, the material should be supportive to influence engagement of teachers.

The findings correspond with the information provided with Nyatuka (2020)

that the lack of teaching and learning material is a challenge in implementation of education in sustainable knowledge acquisition. Thus, the lack of enough teaching and learning material hinders teaching engagement in education on sustainable knowledge acquisition.

### **Lack of Enough Understanding on the Concept of Education for Sustainable Knowledge Acquisition**

The qualitative information revealed that the lack of enough understanding on the concept of education for sustainable knowledge acquisition is challenge for the teaching engagement in education for sustainable knowledge acquisition. This finding was supported with the quantitative information in table 1 where, 89.5 percent of the respondents agreed to the statement that lack of a common understanding and awareness is a challenge in teaching engagement on education for sustainable knowledge acquisition.

The finding was supported with the information provided during the interview in another school. Where the interviewee when asked on the challenge in teaching engagement in education on sustainable knowledge acquisition. The interview explained that the implementation of teaching engagement on the provision of education on sustainable knowledge acquisition needs enough understanding on the sustainable knowledge and the implementation of the teaching engagement in school. Thus, most of the teachers should be knowledgeable enough on the way to

implement the teaching and learning process in the approach of teaching engagement in school (Interviewee 3, July 2022).

The findings concur with the findings of Durrani, Malik and Jumani (2019) in their study of the investigation of education on sustainable knowledge acquisition in pre-service teacher's education curriculum. The findings revealed that the elementary teachers' preparation program did not alien with the information concerning the engagement in education on sustainable knowledge acquisition.

Also, the findings were supported with the information in figure 1 where 24.4 percent equal to 21 respondents exposed that the lack of enough understanding on the concept of education for sustainable knowledge acquisition is challenge in teaching engagement in education for sustainable knowledge acquisition. Therefore, most of the implementers of education for sustainable knowledge acquisition have inadequate understanding on the concept of education for sustainable knowledge acquisition hence becomes a challenge in teaching engagement in education for sustainable knowledge acquisition.

Moreover, the findings were supported with the information provided during the interview with one of the heads of schools. The interview when asked on the challenges in the implementation of teaching engagement in teaching and learning process. The interviewee was quoted saying that;

Teachers who are prepared to implement teaching engagement in schools are not aware on the strategies to ensure effective implementation of the process. Also, the teachers' training does not incorporate with the concept of sustainable knowledge. Thus, is a challenge regarding that teachers who are prepared to impart knowledge to the students are not aware on the sustainable knowledge and the approach to ensure effective provision of education for sustainable knowledge acquisition (Interviewee 5, July 2022).

This implies that lack of enough knowledge on the concept of sustainable knowledge acquisition and the approach to ensure effective implementation of the concept. Therefore the lack of enough knowledge and skills on the implementation of teaching engagement in the teaching and learning is challenge in provision of education on sustainable knowledge acquisition.

Also, the findings agreeing with the findings of Kabadayi (2016) which exposed that the lack of knowledge on the sustainability acquisition of knowledge is a challenge in the teaching engagement of teachers, thus, the lack of understanding on the teaching engagement on the education on the sustainable knowledge acquisition.

### **Lack of Enough Teaching Skills**

The qualitative information extracted that the lack of enough teaching skills is a

challenge in teaching engagement in education for sustainable knowledge acquisition. The information was supported with the information from table 1 where 77.9 percent of respondents agreed that shortage of teachers' knowledge and skills is a challenge in teaching engagement on education for sustainable knowledge acquisition. Also, the findings were supported with the quantitative information in figure 1 where, 23.3 percent equal to 20 respondents reported that the lack of enough teaching skills is a challenge in teaching engagement in education for sustainable knowledge acquisition. Thus, teachers have skills and technique for teaching, the lack of enough skills to the teachers is a challenge in effective implementation of education for sustainable knowledge acquisition.

The findings were supported with the information provided during the interview with the one of the heads of schools. The interviewee when asked on the challenge in the teaching engagement in provision of education on sustainable knowledge acquisition. The interviewee was quoted;

Teachers who are mandated to provide sustainable knowledge to the students are faced with the challenge of having inadequate teaching skill which might enable them in the implementation of teaching engagement in school. Lack of enough teaching skills implementation of teaching engagement will not be effectively done, thus the provision of

sustainable knowledge acquisition will not be effective (Interviewee 4, July 2022).

This implies that the challenge which hinders effective teaching engagement in schools is the lack of enough teaching technique among the teachers in school. Most of the teachers are not able to apply different alternatives which facilitate the effective implementation of the teaching process.

Also, the findings were supported with the qualitative information provided during the interview with the interview that teaching engagement approach is impacted with the teaching technique skills teachers have. Most of the teachers are not aware on the skills to employ in the teaching process to ensure effective teaching in schools. Inadequate teaching skills teachers have limit them in the teaching engagement approach in schools (Interviewee 5, July 2022).

The findings correspond with the information provided with Green and Somerville (2015) in their study in Australia on the sustainability education. The findings revealed that lack confidence and skills in ensuring teaching engagement for sustainable acquisition of knowledge is a challenge in the teaching engagement in education for sustainable knowledge acquisition.

Moreover, the findings constituent with the socio-cultural learning theory developed by Lev Vygotsky (1896-1934), the theory looks

at the human development which occurs due to the interaction among the individual as well as the environment. The identified challenge is regarded as the obstacle for the human development as it prohibits the individual interaction for their development.

Generally, in determining the challenge in the teaching engagement in education for sustainable knowledge acquisition, the findings revealed that there are different challenges which hinder effective sustainable knowledge acquisition. The identified challenges include; lack of in service training, lack of enough teaching and learning material, lack of enough understanding on the concept of education for sustainable knowledge acquisition as well as lack of enough teaching skills. Thus, if the identified challenge are not resolved the provision of sustainable knowledge acquisitions will no longer being effective.

## **5. Conclusion and Recommendation**

The study concluded that there are different challenges which hinder the teaching engagement in education on sustainable knowledge acquisition in Misungwi district. The challenges identified include; lack of in service training, lack of enough teaching and learning material, lack of enough understanding on the concept of education for sustainable knowledge acquisition as well as lack of enough teaching skills. The study recommended that the education stakeholders including higher education institutions should integrate the education for sustainable knowledge acquisition course in teachers' preparation program. The

integration of this course will equip students-teachers on how to enhance education on sustainable knowledge acquisition. The study recommended that the local government should ensure provision of pre-service and in-service training on the teaching engagement in education on sustainable knowledge acquisition. This will enhance the effective teaching engagement in education on sustainable knowledge acquisition with regard teachers have enough knowledge and skills on how to ensure the education in sustainable knowledge acquisition.

## Reference

- Ashwin, A. & Mcvitty, D. (2015). The Meanings of Student Engagement: Implications for Policies and Practices. In book: *The European Higher Education Area* (pp.343-359). DOI: 10.1007/978-3-319-20877-0\_23
- Andersson, K. (2017). Starting the pluralistic tradition of teaching? Effects of Education on Sustainable Knowledge Acquisition (ESKA) on pre-service teachers' views on teaching about sustainable development. *Environmental Education Research*, 23(3), 436–449. <https://doi.org/10.1080/13504622.2016.1174982>.
- Anyolo, E. O. (2018). Implementing Education on Sustainable Knowledge Acquisition in Namibia: School Teachers Perceptions and Teaching Practices. *Journal of Teacher Education for Sustainability*, 20(1), 64-81.
- Cebrian G., Grace, M., & Humphris, D. (2015). Academic staff engagement in Education on Sustainable Knowledge Acquisition. *Journal of Cleaner Production* 106, 79-86.
- Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson. [Google Scholar].
- Durrani, R., Malik, S., & Jumani, N. B. (2019). Education on Sustainable Knowledge Acquisition (ESKA) in Pre-Service Teachers Education Curriculum at Pakistan: Current Status and Future Directions. *Pakistan Journal of Distance & Online Learning*, V (II), 67-84.
- Green, M., & Somerville, M. (2015). Sustainability education: researching practice in primary schools. *Environmental Education Research*, 21(6), 832–845.
- Kabadayi, A. (2016). A suggested in-service training model based on Turkish preschool teachers, conceptions for sustainable development. *Journal of Teacher Education for Sustainability*, 18(1), 5–15. doi: 10.1515/jtse-2016-0001.

King, N. A. S. (2020). Education as a Pillar for Sustainable Development in Tanzania. *Article in International Journal of Sustainable Development*, 12 (7), 53-58. Retrieved from, <http://www.ssrn.com/link/OIDA-Intl-Journal-Sustainable-Dev.html>

Nyatuka, B. O. (2020). Education on Sustainable Knowledge Acquisition in Kenya: Rhetoric and Reality in Basic Education. *Global Journal of Transformative Education*, 2, 86-98. DOI 10.14434/gjte.v2i1.31212.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.