

Initial Teachers Preparation in Tanzania: Analysis of Enrollment Policies in Teacher Education. A Review

ABSTRACT

Initial teacher education identified as a key to teacher quality and performance and likely to be planned as part of a teacher recruitment strategy based on current needs. This raised concern on how to enhance teacher quality and performance. The current study aimed at analyzing the enrollment policies in teacher education as the aspects of these concern. This study reviewed literature to suit Tanzania context. The study used documents such as policy documents, published articles and other documents from international organizations such as OECD, UNESCO and World Bank (WB). The findings show(s) that the enrollment policies are most determinant of the output to be produced. Also, the enacted policies have affected either positively while others impacted negatively the quality of teachers produced. This calls for reformation of enrollment policies in teacher education. The study concluded that, there is no way poor candidates enrolled into the program to be a good teacher and produce good results. At the same time, there is no way that poor policies used during admission will bring good results. Thus, the study proposed different approaches to improve the enrollment process.

The author should indicate research method and the main instrument used in collecting data (Document Analysis) for the study and the method used in analyzing the data collected before talking of the outcome. In re-writing the abstract, the author should re-caste the sentences underlined so as to drive home the real message.

Keywords: Initial Teacher Preparation; Enrollment; and Teacher Education

1. INTRODUCTION

Over the past two decades there has been greater reformation in education in the world, whereby teacher preparation has given much priority and has noted as extremely important agenda of each government across the world. Global pressure focusing on good policies to support initial teacher preparation has been given highly priority in these centuries. The teacher education programme has been recognized as the most influencing factor in the preparation of high-quality teachers (Snoek, Swennen, & Van der Klink, 2010; Robinson & Macmillan, 2006). However, teacher education programme has been noted to be characterized with many challenges which affected the quality of teachers produced in different universities. At the same time, very little attention has been paid to teacher education policies which have a greater contribution to the quality of teachers produced (Villegas-Reimers, 2003; Lunenberg, 2010). The good policy should give out the general direction of the programme such as enrollment criteria, how teachers are trained or educated and what makes a good teacher education programme (Lin, 2013; Villegas-Reimers, 2003). How best to prepare good teacher has remained a challenge (Lin, Wang, Spalding, Klecka & Odell, 2011). Worldwide, there are varied interests on initial teachers' preparation with very little interests on effectiveness of the policies guiding teacher preparation especially enrollment policies which have greater impact in the whole process of teacher preparation. Although, recently, there has been an increased research interest on teacher education, it still remains a relatively new area of research concern

(McIntyre, 2009; Lunenberg, 2010;) hence few literature exist (Snoek et al, 2016). (The author should come up with specific 'Statement of the Problem')

+The objectives of this study ought to be stated and if possible research questions formulated before the 'literature review'

2. LITERATURE REVIEW

2.1

i) International Perspectives

More recently the OECD (should be spelt out) review of effective teacher policies and concluded that “the quality of teachers cannot exceed the quality of the policies that shape their work environment ... selection, recruitment and development” (OECD 2018, p20). Also, it noted that “... the quality of teachers depends mainly on setting high standards for entering teacher-preparation programmes and for the quality of initial preparation, and on the attention given to the quality of teachers' preparation in selection and recruitment processes.” (OECD, 2018, p7)

Overall, the countries of Latin America and the Caribbean, with a few exceptions such as Guatemala, are highly investing in reforming their teacher education programmes in order to help the student to learn. Yet, these countries exhibit vast differences in terms of achievement or learning, according to International assessment mechanisms such as UNESCO's SERCE, the OECD's PISA and UNESCO's World Education Indicators (WEI). In light of this evident in reforming their initial teacher preparation, scholars agreed that teacher preparation (initial and ongoing) is a key factor for improving school learning processes and generating stimulating learning experiences for students. A series of International policy documents about teachers (UNESCO, 2016; OECD, 2005; UNESCO UIS, 2006; Mourshed, Chijoike & Barber, 2010) suggest the pathway that needs to be followed in order to improve teacher training processes and the capability and quality of new teachers who begin teaching in schools. As the same to many countries; these countries of Latin America and the Caribbean the entry policies in teaching profession does not attract many of qualified candidates in joining the profession (Avalos, 2011). The debate on the prior level of education (basic skills) of those who enter a training program must also address the profession's status in the various countries. While, as working teachers interviewed for a national teachers study in Chile (Avalos et al., 2010) indicate, they do not enter the profession attracted by motives related to status, it is a source of concern that others who possess the necessary competencies choose not to become teachers precisely because the profession is perceived to have a low status in their countries.

While in Australia, these dynamics have been acknowledged through a federal parliamentary inquiry into the status of teachers (Parliament of Australia, 2019). Media, government and academic discourse also attest to the recent questioning of professional standards. Given the importance of teaching, and the acknowledged pivotal importance of standards in selecting entrants to teaching, analysis of academic standards is not only warranted— it is critical. It has been observed that in Australia scholars were argued on the poor transparency policy for candidates who joining teaching profession. Also, poor policy which support the students with very low qualification to join the profession. Additionally, many candidates were registered for online initial teacher training with very low qualifications, these trends further reduce confidence that academic standards are being maintained.

The situation is quite different in Finland which regarded as among countries with best education system in the world. Their enrollment policies in teacher education are more extensive and stricter in selecting the candidates. Requirements are not only grades or specific knowledge acquired during secondary education that is tested on entrance exam, but often the most important factor in selecting the candidates is interview and assessment of their personalities and attitudes on the teacher's profession (Lukas 2015). As teaching profession is one of the most respected professions in Finland so it is no surprise that great competition is present for admission to teacher training colleges. It is necessary to finish high school and pass a demanding graduate exam with honors. Involvement of candidates in a variety of extracurricular activities represents an extra bonus upon enrollment to teacher college (Sahlberg 2010). Candidates must demonstrate their excellent interpersonal skills during the enrollment. After the graduate exam, candidates take entrance exam that tests the knowledge of the pedagogical literature. According to Sahlberg (2010) the social interaction and communication skills of candidates are tested in experimental conditions that mimic everyday school situations. The last step involve interview, in which they must explain why they have chosen teaching as a future profession. It is unquestionable that the results of

good enrollment policies have positively impacted to the Finland education system whereby Finland is always the best in different International competitions.

The same entries policies also works in Singapore education system during teacher admission whereby the Ministry of Education in Singapore selects only a limited number of candidates for the teaching profession (Sclafani 2008). There is great interest for this profession because the state finances school fees and provides scholarships for students. The number of available places is determined by the approximate number of teachers who will retire in the near future. Candidates for the teacher training colleges are students that belong to one third of the most successful students based on the high school grades. Except excellent grades, candidates must successfully pass graduation exam followed by the entrance exam for the teacher college. Also, Sclafani (2008) added that candidates who successfully pass the exams have an interview where they have to prove that they have the passion and values needed for the teaching profession, willingness to learn and communication skills in order to be good teachers. Only a certain number of candidates in the enrollment procedure reach the interview which is the last obstacle in entering the teacher training college. Therefore, According to Lukas (2015) in his survey proved that, students from the countries which have good policies for teachers entry into the professional always achieved above– average results on the PISA survey in five to six years consecutive and their results are at the top of the scale which indicates that they have good educational system and effective teachers

2.2

ii) Local Context

UNESCO (2016) identified different educational issues in Africa especially in teacher education. They identified policies challenges during initial teacher preparation which affected the quality of teachers produced in Sub-Saharan African countries. Among this region, teaching professional has been downgraded and looking as a last resort among many alternative that the candidates failed to attain (Ngao 2020; Mgaiwa 2018; UNESCO 2016; Namamba 2017; Anangisye 2014). However, it is evidently that, they have been faced with great shortage of teachers in different levels of education (UNESCO 2016; 2009). The enrollment policies used by the developing countries does not attract the qualified candidates to join into the professional. Many candidates how joining the professional in many teacher education colleges and universities they have poor or average results obtained from their high secondary schools (Namamba, 2017; Anangisye, 2014) . Thus, the 8th conference of the Africa Federation of Teaching Regulatory Authorities (AFTRA, 2019) underlined that minimum requirements for entry into teaching professional should be established by all state.

Consequently, Tanzania like other developing countries education system has been benefited from different policies and given highly priority which aimed in helping people to get quality education. These policies include the Education and Training Policy (ETP) of 1995 revised 2014, the Technical Education and Training Policy of 1996, the National Higher Education Policy of 1997, the Educational Sector Development Program (ESDP) of 1997, Development Vision 2025 hurred in 2000, Education for All (EFA), The Millennium Development Goals (MDGs) from 2000, The National Strategy for Growth and Reduction of Poverty (NSGRP) of 2005 and the ICT Policy for Basic Education that was launched in 2007. Unquestionably, these policies have been very helpful in providing direction and creating basis of Tanzania education.

Teacher education has been rendered an imperative task of ensuring quality and meaningful learning is realized by students in order to achieve such goals. As such, the government, working in partnership with the private sector, has been participating in teacher preparation and continuing professional development to equip teachers with the requisite knowledge and skills to facilitate student learning (Ministry of Education and Vocational Training [MoEVT], 2010b; United Republic of Tanzania [URT], 1995, 2000, 2005, 2007). However, the quality of teachers produced remained a problematic challenge. For, many years the government identified teachers training as among national priority so its channeled resources towards teachers' preparation through increasing access in teacher education in all universities across the country. The government introduced different policies which based on increasing access in teacher education, these policies caused the quality of teachers produced to be questionable among many scholars across the world.

It is evidence that many students who joining teacher education they have very poor qualifications and the program has failed to attract the best qualified candidates. This has been noted by Mgaiwa (2018) who argued that teaching profession in Tanzania, as in many other developing countries, has failed to attract the best qualified candidates. More often, teacher

training colleges receive the medium, if not least, qualified candidates as compared to other professions. He claimed that these is due to poor enrollment policies which does not attract the best qualified candidate to the profession. Also, the same problem was noted by Mosha (2012) who noted that its very difficult to meet first-class student or division one student who joining teaching profession in Tanzania. His study conducted in Tanzania universities noted that 15% of the students admitted to teacher education had medium performance while 85% had very weak performance. So, for that situation its' very difficult to get qualified teachers who can dedicate their effort, skills and capability to help student to learn.

Additionally, the same problem has been identified by Anangisye (2010) who identified that it is usual to find students with Division 0 (zero) which is the lowest performance level in teacher training programs. Luwavi (2012) conducted a study at Butimba Teachers' College, which is one of the public diploma colleges in Tanzania. Luwavi found that more than two thirds of student teachers who were enrolled to a pursue diploma course in education between 2010/2011 and 2011/2012 had qualifications that were less than the minimum requirement; that being applicants had at least two principal passes and a subsidiary.

Also, the government aimed to increase enrollment in teacher education through financing all students who are joining the profession via loans board. While other field of study are less financed except science and technology programs (Mgaiwa 2018). The policy has been affected negatively the quality of teachers produced through getting the candidates who are not willing to dedicate their effort, ability and capability in teaching profession. While some scholars such as Floden, Richmond, Drake, and Petchauer (2017) emphasized the significance in spanning the continuum of issues in teacher education, from assessments used for admission and graduation, to the nature and quality of professional support for beginning and experienced educators (p. 360), conversely, in Tanzania it appears commonplace to find that candidates who join teacher education are less qualified than those joining other professions. This might imply to affect the quality of education because, under normal circumstances, it is difficult for low academic level candidates to be trained as teachers and to produce excellent students.

Thus, the problem of poor quality of enrollment affects negatively the whole process of teacher preparation in Tanzania universities. The policies for enrollment which are employed does not attract the best qualified candidates to join the teaching profession. This limits to get the quality teachers wanted in 21st Century. At the same time, very little attention has been paid to teacher education policies which have a greater contribution to the quality of teachers produced (Villegas- Reimers, 2003; Lunenberg, 2010). Therefore, by looking on the complexity of these policy issues in teacher education, this study aimed to assess the effectiveness of policies guiding Initial Teachers Preparation in Tanzania universities through concentrating on the enrollment policies in teacher education and try to find feasible solution. In this regards the study aimed to answer the following questions;

i) What are the enrollment policies enacted in teacher education in Tanzania?

ii) What are the impacts of these policies? **The underlined questions should come after stating the objectives/purpose of the study which comes immediately after the introduction or statement of the problem as the case may be.. The review is so clustered an indication of 'copy and paste.' work. The author should do away with pagination in-text citations as commonly noticed in the review.**

3. METHODOLOGY

This review employed a systematic qualitative review approach as stated by (Gikandi, Morrow & Davis, 2011). The process involves selecting and intensively reviewing the available studies from which they focused on initial teachers preparation and teacher policies from local to international context. However, some criteria were employed in sorting and reviewing documents such as updated peer review journal articles, books, and official reports from the Tanzanian government such as Ministry of Education (MOE) and Tanzania Commission for Universities (TCU). Also, universities official websites and policies such as local and national policies were used understanding the study problem.

The documents from International organizations such as OECD, UNESCO and World Bank (WB) were used in reveling the nature of the problem addressed. For the purpose of making sure that selected documents elicit dependable data, the

author followed the four conditions for managing documentary review sources in social sciences as developed; authenticity, credibility, representativeness, and meaning. Therefore, this study used secondary data or second-hand data. Largely, the researcher collected several published works, government reports, program reports, educational policies, and training manuals. (Document Analysis should be explained as main source used in gathering data for the study with a follow up of how the data collected through the documents were analyzed)

4. RESULTS AND DISCUSSION

Enrollment policies guiding initial teacher education in Tanzania

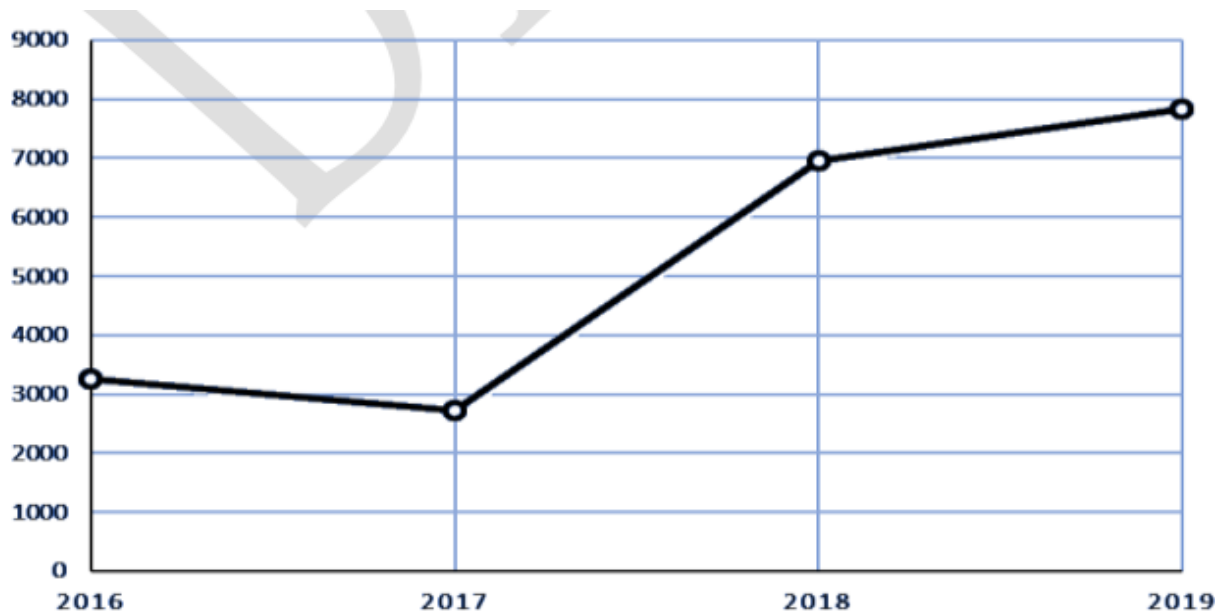
The author should tell the readers the type and nature of data collected before discussion. One cannot discuss what is not seen. The author should come up with 'Document Analysis Guide' to enable him present the data collected from both the primary and secondary sources.

Entry qualification

The entry qualifications for joining teaching professional ~~has~~ have been divided into different categories. TCU, (2021) admission guidebook, identified different categories of those wanting to joining the profession. These categories including admitting fresh students from high secondary schools, who possess the required qualifications stated in the guidebook. Many universities mentioned that, the minimum requirements is two principle passes in two different subjects from high school. Secondly, the equivalent qualifications for holders of Ordinary Diploma or Equivalent Qualifications. This involve all candidates who want to join the profession, but they are from middle education colleges or teaching experience and getting enough qualifications to apply for bachelor degree. Thirdly, the Foundation Programme of the Open University of Tanzania; which is the one year program intended to serve as bridging program for opening up chances to join the profession when few points missing. Lastly, the equivalent qualifications for holders of a bachelor degree award.

As compared to many other developing countries teaching professional failed to attract the best qualified candidates to joining the professional (Ngao 2020; Mgaiwa 2018; UNESCO 2016; Namamba 2017; Anangisye 2014). More often, teacher education universities receive the medium, if not least, qualified candidates as compared to other professions. This argument supported by Mosha (2012), who revealed that none of the candidates selected to join certificate teacher education program in 2011 in Tanzania had Division I passes. Less than 15% had Division II passes and the remaining 85% had weak passes of Division III and Division IV. This was similar to that of candidates selected for diploma and degree programs in education. Similarly, this observation was also supported by Anangisye (2010), who stated that it is usual to find students with Division 0 (zero) which is the lowest performance level in teacher training programs. Luwavi (2012) conducted a study at Butimba Teachers' College, which is one of the public diploma colleges in Tanzania. Luwavi found that more than two- thirds of student teachers who were enrolled to a pursue diploma course in education between 2010/2011 and 2011/2012 had qualifications that were less than the minimum requirement; that being applicants had at least two principal passes and a subsidiary. Therefore, because the countries enrollment policies which attract poor candidates with minimum qualifications and failed to attract the best qualified candidates, this limit to get quality teachers needed in 21st century. However the number of teachers graduated increased compared 2016 to 2019. The graph below showing the specific number of candidate graduated.

Figure 1: Number of teachers graduating from Tanzania Universities between 2016-2019



Source; United Republic of Tanzania 2019

Vertical line shows number of graduates from teacher education college universities, while horizontal line shows specific year from 2016-2019

There was a slight dip in the number of teachers graduating from teacher education between 2016-2017. However, due to concerted efforts to ensure efficiency in universities colleges, the number of teachers graduating more than doubled between 2017 and 2018. This number has increased again in 2019, with 7,836 teachers graduating from Government colleges due to increase in enrollment through redefining entry requirement.

Affirmative Action policies

The Tanzanian government with other education stakeholders in the country carried out a performance assessment of all their existing education policies including the MKUKUTA and the Education Sector Development Program (URT/VPO 2005:9). The report “revealed that the number of candidates joining teaching professional has increased as well as an increase in males and not in females” (HEDP 2010:5–6). Regarding to that statement Tanzania formulated different initiatives to favor females in attaining in joining teaching profession. Those actions including; lowering the cut-off points for female students who choose to the profession. Also, some universities established the prior-entry program within the faculty at least to find balance between male teachers and female within the faculty. This program is called immediately approach to effect gender balance within the universities. The studies showed that this program benefits almost science teachers and not arts or social science teachers

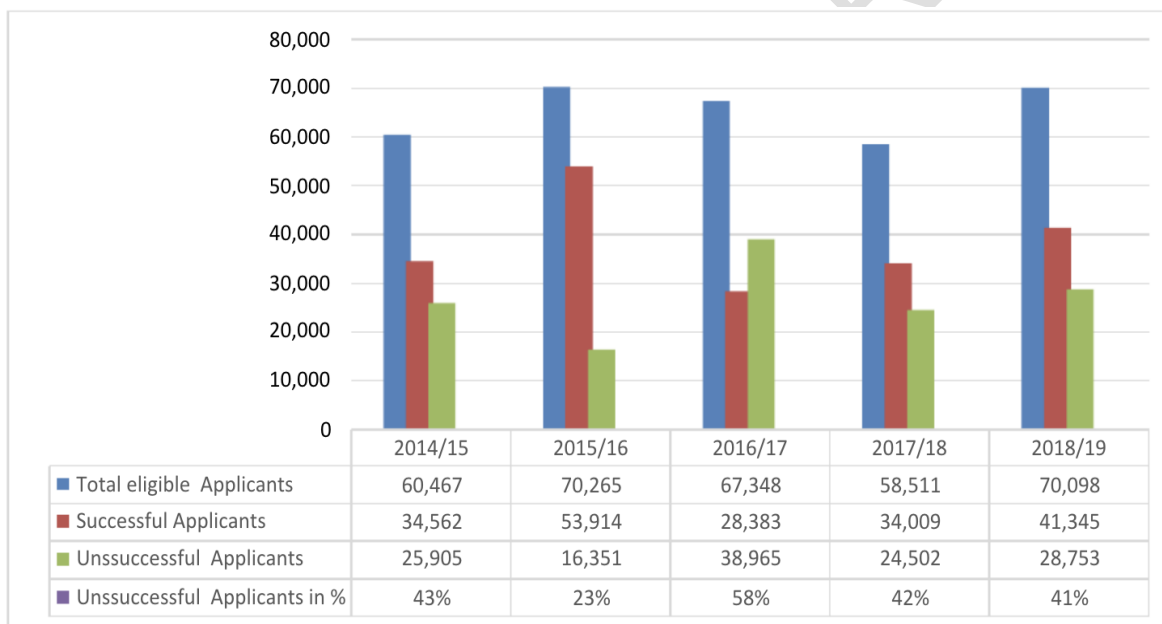
Providing special scholarship; in order to bust the number of female joining the profession, some universities were able to establish special scholarships to support female who joining the profession. The studies show(s) that, after the establishment of scholarship to support them, the enrollment increased by 50% compared to other years. Other Non-governmental organization like SAREC/SIDA and NORAD showed their support in increasing female participation in education. However, studies shows that even students with disabilities who want to join the professional are always given highly priority compared to others. This makes the enrollment in teacher education to increase and the admission process carried with great transparency. However, the results shows that number of girls’ teachers who graduating from different teacher education universities have been increased from the average of 12:88 which means 12% of females and 88% of males based to (MOEVT 1999). And reach to average of 39:61 which means 39% of females and 61% of males (TCU

2019). This is due to enrollment policies adopted by the government to remove gender inequality among the members of society in attaining Higher Education.

Financing candidates admitted in teacher education

As the cost of attaining higher education not only in teacher education is the raised concern in many countries across the world. UNESCO, (2020) identified that, the cost of attaining Higher Education is becoming higher and higher. Tanzania like other countries formulated its priorities for financing candidates in higher education and one among its priority was financing candidates who joining teaching professional (MOVET 1999; TCU 2005; 2019;2020). Many students from poor families or marginalized families benefited from government loans which gave them chance to attain higher education through joining teaching profession. It is unquestionable that, without government assistance in providing loans to candidates who want to join higher education, it could be very difficult for individual families to cover the cost of higher education. According to Namamba (2017), Mgaiwa (2018) in their survey studies conducted in Tanzania universities to understand the reasons behind joining teaching profession and their families status in supporting them during attaining education, showed that, many candidates who chose to join teaching professional in the period of 2015/2016 was either they coming from marginalized families in which they can not afford due to high costs, or due to failing of other best alternatives. Their findings proves that, large number of candidates joining teaching profession are coming from very poor families in which the cost of attaining or joining the profession is very high. The graph below showing the number of students applied government loan at the period of 2014/15 to 2018/19.

Figure 2: The number of students applied government loan at the period of 2014/15 to 2018/19



Source; Higher Education Loans Board, (2020)

This graph shows that, the number of students applying for government loans increasing every year, which gives large number of candidates to get access to attain their profession. The data shows that, in 2014/15 total applicants were 60,467 while in 2018/19 the total applicants increased to 70,098. At the same time, the successful candidates increased at the year of 2018/19 compared to the year of 2014/15. Therefore, through the establishment of Higher Educations Loans Board (HESLB) many candidates were enrolled into teaching professional and are 100% financed by the government.

Policies guiding universities admission procedures

As the quality of good output depends on the nature of the input, this creates greater concern to the universities in Tanzania. It is unquestionable that, during admission process students are free to apply to the universities of their choice. The country have two main categories of the universities such as public universities and private universities. All these universities have the program of teacher education which majored in teacher preparation in either science subjects or arts subjects. While it is evidently that many public universities select the best candidates in joining teaching professional and the rest of universities get medium or those who have minimum requirements for joining the professional (Namamba, 2017; Ngao, 2020) this circumstance created unfairness during admission process.

Based on the world economic theory, private sectors are always under profits maximization. Recently studies (Mgaiwa 2018; Moshia 2012) showed that some of the candidates selected lack enough qualifications of joining teaching profession. As the results, teachers produced does not reflects the market demand. Studies UNESCO (2015); Luka (2015) proved the nature of input determine the output produced, this creates a question to many scholars on the nature of output produced by the private universities. Studies shows that, when students graduate from these universities their skills are questionable, some of them failed to prove their skills they got during the course of study. Thus, the quality assurance department which is responsible to supervise the quality of education should increase supervisions, advising and revising the admission policies during initial teacher preparation. As the finding shows the public universities enjoying best candidates, so the balance between these universities would help to solve this problem. However, these admission policies are normally controlled by the universities themselves. Hence, the identifications of criteria they want, will help to base on quality and not quantity as private universities.

Outcomes of enrollment policies adopted in guiding Initial teachers' preparation in Tanzania

It is unquestionably that many of the enrollment policies adopted affected negatively the quality of teachers produced in different Tanzania universities. While other countries are struggling on improving their policies guiding admission in teacher education colleges and universities, Tanzania it appears commonplace to find that candidates who join teacher education are less qualified than those joining other professions (Floden, Richmond, Drake, and Petchauer 2017). However, UNESCO (2015) noted that minimum entry requirements should be high enough to attract those with a sufficiently high level of education, knowledge and potential to become effective teachers. Due to poor quality of enrollment through admitting candidates with very low scores, affected the quality of education because, under normal circumstances, it is difficult for low academic level candidates to be trained as teachers and to produce excellent students. For the countries like England they formulated complex policies of enrollment such as comprehensive candidates interviews, test scores and subject based selection (Carter, 2015).

The same policies works in Finland and Singapore in which enrollment in teacher education is complex which involve a series of procedures. For instance, in all these selected countries teaching profession is most respectable profession, which attracting the best and qualified candidates to join the profession. Their requirement for selection is not limited to the secondary school results as the essential criteria for joining the profession. The most important factor in the selecting candidates is comprehensive interview with candidates to understand their logic behind and their passion in joining the profession. Then followed with deep assessment of their personalities and attitudes on the teaching profession (Lukas 2015). These examples derived from selected countries give lesson to most of developing countries in the formulation and implementation of policies to improve the quality of teachers produced to fit in these centuries.

Also due to ineffectiveness of enrollment policies many candidates who are not willing in teaching profession have been joined the profession and this affected the training process and quality of teachers produced, they lack the required knowledge and skills to work in a teaching profession (Ngao 2020). This has been revealed by different studies (e.g., Namamba 2017; Mgaiwa 2018) in Tanzania context, which found that large number of candidates admitted in different teacher education colleges and universities, teaching profession was their alternative option. As Anangisye (2010) noted that, it happened that many candidates who are choosing to join teaching professional, it is just because of failing of other best choices they want to pursue hence joining teaching profession as a last resort. This also has affected the quality of teachers produced in different colleges universities in Tanzania. For this circumstances, it is very difficult to get quality teachers who will have the passion in the teaching profession.

Financing candidates who joining teaching profession, was among the theme identified in this study. This findings shows that the number of candidates who joining the profession increasing every year. This is due to government fund to support those who wanting to join the profession. However, it is true that large percentage of candidates joining the profession due to government loans provided to the candidates. While other profession were less financed, this make those from poor families to choose teaching profession in order to support their studies. This situation creates many questions on the quality of candidates who joining the profession. As many other countries designed comprehensive system to find the best qualified candidates, this is quite different from many African countries in which the policies used for enrollment does not attract the best qualified candidates to join the profession. Thus, these policies based on quantity and not on the quality of the output. The reformation on the government finance and identification of priorities will help to transform into quality aspect.

This findings explored that the involvement of private sectors created sense of unfairness during admission system. As the world economic theory stated that, private sectors are based on the profits maximization. This created questions to the nature of candidates enrolled with very low qualification to pursue their studies in these colleges and universities. Different studies (e.g., Luwavi 2012; Anangisye 2010) on their survey among selected teacher education colleges found that, some of the students admitted have failed their examination. While in the other education institution selected for survey shows that more than 25 percent of the candidates admitted to pursue their studies have below required qualifications. Thus, for the successful improvement of teaching profession, private institutions need greater supervisions including the involvement of quality assurance department during the selection processes and transparency is required during the admission process.

Also, the affirmative action policies adopted such as gender policies was aimed at archiving the ratio of 50% between males and females' teachers in Tanzania. This policy has been archived in the greater percentage in which the statistics shows there is a slightly difference of female teachers and male teachers graduated in every year. As many private institutions and other Non- government organization developed different policies to support female in attaining higher education in Tanzania, this has been affected teaching profession positively. However, other studies shows that, the initiatives of assisting females students to attain their profession in higher education depends on the effectiveness of the policies from the ground such as secondary schools and primary schools. Studies (e.g., MOE, 2019; UNESCO, 2015) shows that, the number of drop-out of the female students increasing in every year, this has been affected them to fulfill their dream of attaining higher education. Thus, the effectiveness of the policies in lower level such as primary and secondary schools will help to increase number of female candidates joining teaching profession and will enhance equality among different genders.

5. CONCLUSION AND RECOMMENDATION

This study was aimed to analyze the enrollment policies in teacher education, through identifying and understanding its impacts of these policies in Tanzania context.(Not necessary) The study found that the enacted policies have affected either positively while others impacted negatively. However, it is the facts that the quality of good teachers depends on the nature of the candidates enrolled into the program. As the results found that large number of candidates enrolled to teaching profession lack the required qualifications, this has been affected the quality of candidates produced in different colleges and universities. There is no way poor candidates enrolled into the program to be a good teacher and produce good results. At the same time, there is no way that poor policies used during admission will bring good results. (The underlined sentences call for re-casting to drive home the real message) Thus, the lesson derived from cross cultural experience gives foundation for the formulation and reformation of the existing policies in order to improve the quality of yeachers output produced. In this regards the study makes the following derived number of recommendations such as;

Firstly; the study found teaching profession failed to attract young qualified candidates to join the profession. In order to attract young qualified candidates to join the profession the government should look upon the following; improving working condition among teachers, remunerations and employment, increasing fund to support their education during training process instead of giving loans with very high interest rate.

Secondly; this study found that, the teachers graduated from teacher education colleges and universities some lack required skills and ability to teach. In this aspects, the problem can be viewed into two perspectives such as during enrollment and during training process. This call for comprehensive review on the enrollment policies and strengthening the training process. As study revealed that, there is no way of expecting good output while the enrollment was poor. The government and universities should establish criteria of the kind of candidates they want. Followed by comprehensive process in selecting the best candidates.

Thirdly; as the findings shows private institutions are based on the profits maximization which resulted to the enrollment of the poor candidates into the profession, this study calls for strictly supervision of these institutions during admission process. This will help to get qualified candidates who possess the required qualifications of joining the profession. Therefore, quality assurance department should strengthening supervision of the public and private institutions without isolation.

Fourthly; as the study identified affirmative action such as gender issues during enrollment process, the study mentioned different initiatives taken by government, universities, and other education stakeholders in supporting female candidates to attain their education. This study calls for alternatives different policies in order to increase female participation in attaining different profession in higher education including teaching profession.

Fifty and finally; this study found that some of candidates who joining the profession are financed by the government through giving them loans. At the same time, the provided loans have got very high interest rate. This study suggesting that, the government should provide loans with lower/without interest rate in order to help student from marginalized families to attain their education. Also, the study found the provided loans, does not enough to cover the demand of all candidates applying every year. This calls for alternatives source of fund in order to support all candidates in their education.

REFERENCES

1. AFTRA (2019). Communique. Teaching and learning in Africa for global competitiveness. The 10th anniversary celebration and 8th teaching and learning in Africa conference. Maseru: Africa federation of teaching regulatory authorities (AFTRA).
2. Anangisy, W (2010) Promoting Teacher Ethics in Colleges of Teacher Education in Tanzania: Practices and Challenge. African Journal of Teacher Education. DOI: <https://doi.org/10.21083/ajote.v1i1.1578>
3. Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. F. (2017). General, target, and accessible population: Demystifying the concepts for effective sampling. *The Qualitative Report*, 22(6), 1607– 1621.
4. Auguste, B. G., Kihn, P., & Miller, M. (2010). Closing the talent gap: Attracting and retaining top- third graduates to careers in teaching: An international and market research-based perspective.
5. Avalos, B., (2011) Teachers for Education for All: REGIONAL STRATEGIC PROJECT ON TEACHERS OREALC /UNESCO Santiago CEPPE
6. Cash, P. J. (2018). Developing theory-driven design research. *Design Studies*, 56, 84–119.
7. Feuer, M.J., Floden, R.E., Chudowsky, N., Ahn, J. (2013) Evaluation of teacher preparation programs: Purpose, methods and policy options. Washington, DC: National Academy of Education
8. Hargreaves, A., Washington, S., & O'Connor, M. T. (2019). Flipping their lids: Teachers' well-being in crisis. In D.M. Netolicky, J. Andrews & C. Paterson (Eds.), *Flip the system Australia: What matters in education* (pp. 93-104). Abingdon, Oxon, England; New York, NY: Routledge.
9. Ingvarson, L., Reid, K., Buckley, S., Kleinhenz, E., Masters, G. N., & Rowley, G. (2014). Best practice teacher education programs and Australia's own programs. Canberra, Australia: Department of Education
10. Ingvarson, L., Schwill, J., Tatto, M. T., Rowley, G., Peck, R., & Senk, S. L. (2013). An analysis of teacher education context, structure, and quality-assurance arrangements in TEDS-M countries: Findings from the IEA Teacher Education and Development Study in Mathematics (TEDS-M). Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement.

11. Katitia, D (2015) Teacher Education Preparation program for the 21st Century. Which way forward for Kenya. *Journal of Education and Practice*, Vol.6, No.24
12. Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805-820
13. Labaree, R. V. (2019). *Research Guides: Organizing Your Social Sciences Research Paper: Types of Research Designs*. Retrieved May 8, 2019, from <https://libguides.usc.edu/writingguide/researchdesigns>
14. Lin, E (2013). Preparing teacher educators in U.S. Doctoral programs. In X. Zhu and K. Zeichner (Eds.), *Preparing Teachers for the 21st Century, New Frontiers of Educational Research* (pp.189- 200). Springer-Verlag Berlin Heidelberg.
15. Lin, E., Wang J, Spalding E, Klecka C. L, Odell S., J (2011). Toward strengthening the preparation of teacher educator-researchers in doctoral programs and beyond. *Journal of Teacher Education* 62(3), 239–245
16. Lukas, M (2015) *ADMISSION REQUIREMENTS FOR TEACHER EDUCATION AS A FACTOR OF ACHIEVEMENT, SGEM: International Multidisciplinary Scientific Conferences on Social Sciences and Arts, Education & Educational Research*
17. Lunenberg, M. (2010). Characteristics, scholarship and research of teacher educators. In P. Peterson, E. Baker & B. McGraw (Eds.), *Encyclopedia of education 3rd edition* (pp.676-680). Oxford: Academic Press
18. Luwavi, E. (2012). *Diploma teacher education and preparation of high quality teachers in Tanzania* (Master's thesis). University of Dar es Salaam, Dar es Salaam.
19. Martin, A. J., Wilson, R., Liem, G. A. D., & Ginns, P. (2013). Academic momentum at university/college: Exploring the roles of prior learning, life experience, and ongoing performance in academic achievement across time. *The Journal of Higher Education*, 84(5), 640-674.
20. McIntyre, J. D., (2009). The history of teacher education as a discipline. In C.L. Klecka, S.J. Odell,
21. W.R. Houston, & R.H. McBee (2018), *Visions for teacher educators: Perspectives on the association of teacher educators' standards* (pp.3-28). Rowman & Littlefield Education. Maryland.
22. Mgaiwa, S. J. (2018). *Emerging Fundamental Issues of Teacher Education in Tanzania: A Reflection of Practices. Educational Process: International Journal*, 7(4), 246-264
23. Namamba, A & Rao, C (2017) *Preparation and Professional Development of Teacher Educators in Tanzania: Current Practices and Prospects. Journal of Education and Practice*, Vol.8, No.8, 2017
24. Ngao, A. I. & Xiaohong, T. (2020) *Teacher Education in Tanzania: Pre-Service Teachers Preparation for the 21st Century. Journal of Education and Practice*, 11(11) 61-69
25. Ngao, A.I (2020) *Widening Admittance to Higher Education in Tanzania: Approaches and Impacts. North American Academic Research*. 3(12)254-274
26. OECD (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: OECD
27. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2016). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Adm Policy Ment Health*, 42(5), 533–544.
28. Parker, S. (2018). *Literature Review on Teacher Education Entry Requirements*. Glasgow: School of Education, University of Glasgow.
29. Parliament of the Commonwealth of Australia, House of Representatives Standing Committee on Employment, Education and Training. (2019). *Status of the teaching profession*. Available at: https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/TeachingProfession
30. Qu, S. Q., & Dumay, J. (2011). *The qualitative research interviews. Qualitative Research in Accounting and Management* (Vol. 8).
31. Robinson, M. & McMillan, W. (2006). Who teaches the teachers? Identity, discourse and policy in teacher education. *Teaching and Teacher Education*, 22(3), 327-336.
32. Sahlberg, P., (2010) *Secret to Finland's Success: Educating Teachers*, Stanford Center for Opportunity Policy in Education – Research Brief.
33. Sclafani, S., (2008) *Rethinking Human Capital in Education: Singapore as a Model for Teacher Development*, The Aspen Institute, Washington, pp 3.

34. Snoek, M., Swennen, A. & Van der Klink. (2010). The teacher educator: A neglected factor in the contemporary debate on teacher education. In B. Hudson, Zgaga, P & B. Astrand (Eds.), *Advancing quality cultures for teacher education in Europe: Tensions and opportunities*. Umea. Umea University Press
35. Tatto, M. T., Krajcik, J., & Pippin, J. (2013). *Variations in teacher preparation evaluation systems: International perspectives*. (NSF Project on Evaluation of Teacher Education Programs: Toward a Framework for Innovation). Washington, DC: National Academy of Education.
36. UNESCO (2015). *SDG4-Education 2030, Incheon Declaration (ID) and Framework for Action. For the Implementation of Sustainable Development Goal 4, Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All, ED-2016/WS/28*
37. UNESCO UIS (2006). *Teachers and Educational Quality; Monitoring Global Needs for 2015*. Montreal: UNESCO Institute for Statistics.
38. UNESCO. (2009). *Universal primary education in Africa: the teacher challenge: BREDA*. Regional Office for Education in Africa. Pole de Dakar.
39. URT/VPO. (2005). *Tanzania Commission for universities: Students guide book for the Central Admissions System for Higher Education Institutions*. Dar es Salaam: TCU
40. Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: UNESCO. International Institute of Educational Planning.
41. World Bank, (2013) *Teacher Professional Development around the World, The Gap between Evidence and Practice*. Policy Research Working Paper

It is not ideal in research to apply alphabetical arrangement order of references and at the same time use chronological order. The author should find out the journal pattern and apply same.
Inconsistency in the citation of journal volumes and issues as well as pagination.