

Paradigm shift on teachers training in higher institutions for sustainable development Tanzania

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Abstract

The aim of this article was to examine the paradigm shift on teachers training in higher Institutions for sustainable Development. Teaching and learning process commenced from Plato's era. Human kind was forced by globalization, technology, methodology, to adopt paradigm shift so as to advance the whole process of teaching and learning. The universal is moving speedily into progress digital media, becoming more crucial and persists to rise. The contribution of technology, innovation and paradigm shift is the pillar of global progress, there is a need to change the previous sustainable development attitude to embrace an innovative consciousness. Objectives were formulated responding to the research problem: to determine the methodology used to train teachers in higher learning Education, to examine the new teaching and learning methods used for paradigm shift in higher learning, to find out challenges facing new ways of teaching and possible measures to curb. The study was quantitative and qualitative, with explanatory research design and phenomenology was applied. The total number of respondents were 200. The researcher employed questionnaires, in-depth interview guide and personal observation. Validated and reliabilities were checked giving a statistics of 0.82 correlation coefficient that means the instruments were good. Trustworthiness was checked for qualitative tool. Quantitative data was analyzed using SPSS edition 24. The results displayed that Paradigm shift on teachers training in higher learning Institutions for sustainable Development is highly wanting, due to globalization, environmental and technology. Global changes should be included in the prospectus of teacher training. Tertiary institutions were dominated by teacher-centered.

Keywords: paradigm shift, teachers training, institutions, sustainable, development

Paradigm shift on teachers training in higher institutions for sustainable development Tanzania

1. Introduction

Paradigm shift is a worldwide change. The first pioneer of paradigm change was Kuhn in 1960. He displayed that new paradigms emerge as the result of tradition-shattering revolutions in the philosophy of a particular professional community. Moreover, it has been realized that paradigm shift on teachers education is highly needed at the moment than before. The word paradigm derived from the Greek connotation means framework thus, largely defined, as a related set of concepts and practices. In 1980s, the term "paradigm shift" has been used implying that thinking about transformation in education sector (Khan, 2019). Change is ultimately a global that guides the philosophy and practices of individuals and groups. Furthermore, each field possesses its own epistemological, ontological and axiological focus of research and standpoint of the globe and each domain creates its own exclusive contribution to the planet. The word 'paradigm' means pattern could refer to a design or to customary behavior.

Change is steady in education; nevertheless, advance training teachers in universities Education is highly needed. Furthermore, the notion transformation or change implies teachers training, even though the paradigm shift commenced long time, still has been only partially implemented (Orman, (2016). This study examines the plausibility of transforming from the teacher training so as to meet the requirement of 21st century for sustainable Development. The world needs educators who are equipped with competence in creating interactive learning environment, which could attract learners and educators to work alongside learners in order to create theoretical and practical (Paschal & Mkulu, 2020). Furthermore, these colleges should develop flexibility to continually recognize, increase, implement, test, and assess successful erudition technologies. In this reality, their graduates must appreciate studying as a nonstop procedure for, students, and their colleges. The main aspects of such educational change including the methods of teaching, vision and aim, criteria for the tertiary and individual person achievement of trainers and trainees, structures in higher learning, learning theory and productivity (Mahona & Pacho, 2021). According to Chhabra in 2014 stressed out that paradigm shift can happen in various ways such as ICT as powerful tool to enhance paradigmatic change in teachers training should shift from traditional teacher centered pedagogy to students centered.

Statement of problem - This article intended to explore paradigm shift on teachers training in higher learning Institutions for sustainable Development in Tanzania. Globally, teachers contribute a lot to the progress of the country such as include producing an extremely aggravated, meticulous educator. Furthermore, promoted and give confidence, strength of enquiry and creativeness in teachers, help teachers to be vigorous into the country, the humanity and improve obligation nationwide and supply instructors with the knowledge and skill is vital responsibility of instructor in advanced learning. Change in teachers training is highly wanting in Tanzania. Although authors affirmed that teacher training is not an "isle" to itself; it is directed towards an aggressive competitive modern universal society, using the international results from the rising technologies such as: Visual media, television, video machines, aural instructional Media etc. However, there is a waning pedagogy among instructors, there are some claim that teachers training are neglecting in preparing teachers, teacher education is at a glimpse.

The societal perception, poor remuneration, again, the instruction paradigm is teacher-centered instructional strategies, with its attendant reduction in value chain production in the education sector. A change would necessitate organizing teachers who would smooth the progress through interactive technique. The national of Tanzania has been struggling to bring innovation in education curriculum the training policy in 1995 to improve quality and increase access, in 1996 National Higher Education Policy in 1997, Fee free Education policy in 2014; unfortunately, these efforts have very little formed the desired outcome. The situation of Tanzanian educational is still appalling. If this trend is not arrested, the goal number four will not be realized. It was in this extent therefore

this article aimed to examine paradigm shift on teachers training in tertiary learning education for sustainable growth in Tanzania

Objectives

- To scrutinize the key factors of instructional change on teachers training in tertiary education
- To determine a rigorous curriculum which would train teachers for success in schools
- To locate out challenges facing teachers training in tertiary learning in Mwanza
- To provide possible measures to curb the inadequacy facing teacher training in higher learning

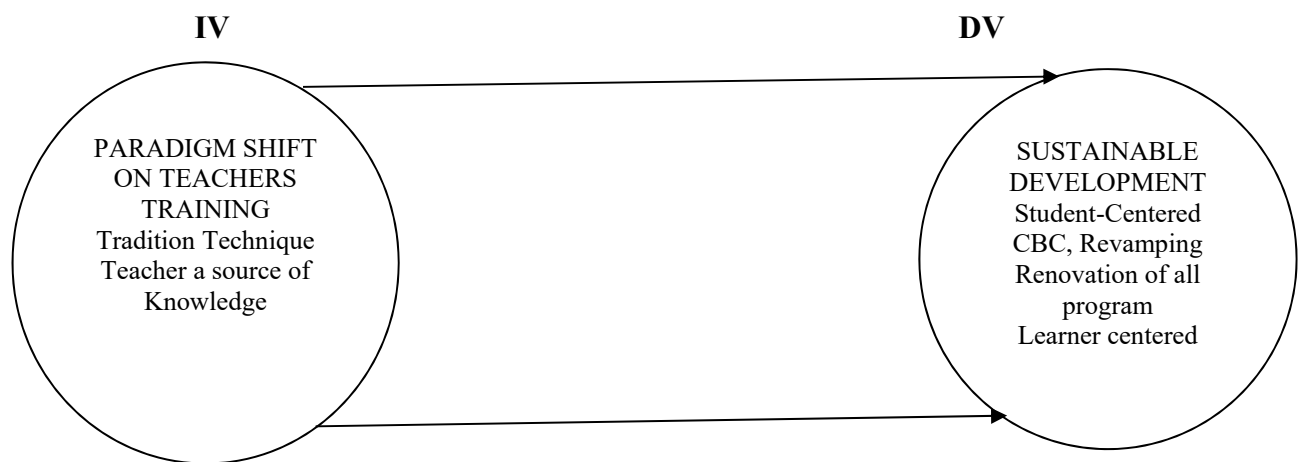


Figure 1 Conceptual frame work

A paradigm shift in teacher training is a process of change from a trainer-centered approach to the self-governing and transformation of educators. Change in training is very vital in involving with the fast shifting times and educational demands. Figure 1 show that traditional method of teaching allows teachers to be the source of all information that means teacher centered while learner-centered gives chance to learners to interact among themselves and the educator becomes the moderator who learns together with students. Tradition technique learner is the receiver who knows nothing but always have to get information from the teacher. The change in tradition method will let the curriculum to be renovated; teaching will be student-centered hence, learners would be critical thinker, problem solver, job creator thus sustainable development.

2. Literature Review

Andragogy theory - This article adopted andragogy theory which was originated to the Greek-Plato; the theory commenced in 1833 by Malcolm Knowles as initiator. In generally the theory came out with four vital suppositions which focus on self- directed learning (Thomas et al. (2013), innovative techniques, with the rapidity of globalization change. Furthermore, the theory pointed out that by mature learners are independent that means the mature students grasp knowledge easily than students who are in lower age hence, the instructor of this group should use existing examples in his or her subject doing practically. In addition, the model also focuses on five points to measure and consider in formal learning. Including students’ awareness from what they learn; why is essential to study; directing students on how to be individual directed in learning, trying to connect the title of the study to the students’ experiences; student need to be motivation. In Tanzania we have adopted the CBC, thus we should move from teacher-centered to learner-centered mode of teaching. However, this theory does not indicate if the student teacher failed to understand what would happen to the trainer, which technique would be employed (Zami, (2022)

Aspects of the paradigm Shift Paradigm - A change in curriculum is a vital for sustainable development, so

as the trainer would infuse critical thinking to the trainers who are much needed in 21st century. To train students who might be solution or problem solvers The idea is supported by Brown-Martin (2017) asserts that, situation of 21st century and knowledge which is needed for 4IR global. That invite for educators to be capable in IT. According to Manyirah et al. (2019) confirmed that tertiary learning education should furnish trainee instructors to study adopting interactive techniques that means guiding learning process.

Looking at contribution of paradigm shift, Ofuma (2019) examined on teacher's education. The study suggested that government's policies and lawmaking approaches should maintain in realistic stipulations accessibility skilled progress be formulated and implemented to assertion ability and inspiration, monitoring and assessment structure. This implies that instructor's plays a vital role in all system of learning thus should be equipped based on escalating of technology, globalization, and economy based on society needy. In the same line policymaker commends the intention of instructing instructors to create extremely aggravated conscientious and competent classroom instructors for all sectors in educational scheme, provide instructors with intellectual and skillful creative and competence for their teaching task and to make them adaptable to changing world (Federal Republic of Nigeria, 2013). In the same vein, the latest reported from India, (2020) claimed that instructors are the pillar of the nation worldwide play the great role in training: politicians, ministers, layers, Doctors, engineering etc. Hence the education policymakers in India recognized that all teacher trainees require higher preparation content as well as techniques of teaching education and the period of preparation should be four years; integrated BAED degree plus strong practicum preparation in the structure of teacher practical training in local schools. Furthermore, all BAED courses should include practical plus in time-tested which focuses on the most recent methods of teaching so as to make relevant to the wants of the world at large. This report contradicts with the findings of Igbal et. al. (2011) who claimed that shift from instructor to student centered that means teaching must focus much on practices thus, curriculum development must be outcome based, that means shift from instructor to student centered and would be balanced if practicum.

The study of Abirami et al. (2022) examined on paradigm shift in instructors training. This article focused on provision of education to students using online instructions. The findings indicated that learners complained that IT has brought in more challenges and learners did not preferred because it lacks face to face interaction, means instructors and learners may find difficulties to clarify. This finding contradicts with Igbal et. al. (2011) who commended that instructors training must meet all the standards of quality including using online teaching.

Globally, the article displays that teachers are the pillars in globe change. Hence they should adapt by utilizing paradigm transformation by dealing with teaching progression, in enhancing the theoretical mechanism, and technology. This is concurs with Thomas et al., (2013) who asserted that educators should adopt innovative techniques, with the speedy pace of globalization change thus economic and community change. Teachers as the educators in all level of education must be transformed equipped with skills essential to prosper as members of the society (World Economic Forum (WEF), 2020). Education systems universal are attempting to improving teachers training curriculum, assessment frameworks, and teaching practices to better Enhance graduates to be 'future-ready. Therefore, the paradigm Shifts to teachers training implies that change should shift from instructors as source of knowledge to student-centered, from teacher-dependence to self-sufficient learner, from information to skills growth from classroom to field or practical process, from memorization to creating skills, inactive listening to vigorous listening, change from teacher using lecture method to Lecture with compact disk, discussion, and technology.

According to Gonzales (2020) claimed that teacher training education is very crucial and acquiring theoretical and skills or values that would result in behavioral change hence teaching is the best known principles, as the efforts to endorse the uppermost potential accomplishment of personal sufficiency through learning. Gonzales pointed out that we use philosophical and theoretical teaching techniques this paradigm we involve the model of cognitive, behaviorist and constructivist models. Therefore, paradigm shift is the best tool that means there is a time to move from teacher-centered to student-center in advanced methods. This study wants to find out the really situation of higher learning in Mwanza Tanzania.

Rigorous curriculum that prepare teachers for success in postsecondary - In relation to this study report from Greece, (2017) displays that teacher training must base on high performance and a competence. Actually they ensure that all learners are taught by E-active educators who can merge profound content information, first-rate practices, creativity, problem solving and to pick up learners acquiring knowledge today. In Canada, Remitbee (2023) highlighted that quality education for teachers and learners. The study on Pathway to Excellence and Inclusivity, commended that to have quality is first and foremost train competent teachers in all level. Besides that Canada is Prominent known global, for its dedication for achievement. For instance, teachers go through rigorous training, and their skill and commitment play essential role in provision of quality education with teacher training frequently investing advance. This finding concurred with Moutiaga et al. (2022) who displayed that preparing well teachers enhance - managing student behavior. These practices might be similar or diverse from what is done in third world countries specifically in Tanzania where learners enroll the field of teaching with low grade, such as division three and other similar to it.

In the same line Nigeria, Okoli et al. (2015) examined on preparing instructors for the modern world. The study results further commended that if instructors would be well trained might create more capable, competent trainers. What was found in Nigeria might be different or similar to Tanzania. Related to this study in Tanzania, Rodriques-Segura et al. (2015) reported that curriculum reform in Tanzania focused on theory restructuring which led in increased school enrollment and reduce student dropout. Hence, the article indicated a gap because the transformation was focused to the lower education leaving behind higher learning which involve teacher training and quality strengthening.

Challenges facing new ways of teaching during paradigm shift - Khan (2019) looked on Achieving a Paradigmatic Shift on capacity building of teachers, Instructors' preparations for education ICT is the solution to fundamental wide-ranging paradigm shift on teacher training Educational. The change for Education and specifically teacher training education ICT could be the hook to reap the complete reimbursement in learning, it is vital that operating teachers and pre-service successfully use the new technology for learning (Paschal & Gougou, 2022). In this reality, new teachers joining for the classrooms of 21st century should have profession values. Curriculum for training future trainers should provide technology prosperous experiences all through aspects of the preparation. However digital era is highly challenged in developing countries including Tanzania, should deploy digital technologies in its educational system.

In relation to this article, Manisha, (2017) asserted that technology change on teaching and learning process. However, Abirami et al. (2022) examined on paradigm shift process, the article focused on students using online instructions. The findings indicated that learners encountered online challenges and students did not preferred because it lacks face interaction, means instructors and learners may find difficulties to clarify. This finding contradicts with Igbal, (2011) who commended that Instructors or trainees must meet all principles of quality including using online teaching.

The latest reported from India, (2020) claimed that instructors are the pillar of the nation worldwide play the great role in training: politicians, ministers, layers, Doctors, engineering etc. Hence India recognized that all teacher trainees require higher preparation content, techniques of teaching, period of preparations should be four years; integrated BAED degree plus strong practicum preparation if teachers in local schools. Furthermore, all BAED courses should include practical plus in time-tested the most recent methods of teaching. Although this report contradicts with Igbal et. al. (2011) who claimed that curriculum development must be goal driven and outcome based, that means shift from instructor to student centered and balance in theory and practice. Thomas et al. (2013) adopt innovative techniques, with the speedy pace of globalization change thus economic and community change. Education systems universal are attempting to improving teachers training curriculum, assessment frameworks, and teaching practices to better Enhance graduates to be 'future-ready. Therefore, the paradigm Shifts to teachers training implies that change should shift from instructors as source everything to student-centered, from teacher-dependence to self-sufficient learner, from information to skills growth from classroom to field or practical process, from memorization to creating skills, inactive listening to vigorous listening,

change from teacher using lecture method to Lecture with compact disk, discussion, technology (World Economic Forum (WEF), 2020).

According to Gonzales, (2020) displayed that educator schooling is very crucial and acquiring theoretical and skills result to change hence teaching is the best known principles, as the efforts to endorse the uppermost potential accomplishment of personal sufficiency through learning. Gonzales pointed out that we use philosophical and theoretical teaching techniques this paradigm we involve the model of cognitive, behaviorist and constructivist models. However, paradigm shift indicates time to depart from teacher-cent red to student-center in advanced methods.

3. Methodology

This study explores the Paradigm shift on teachers training which is highly needed in tertiary institutions in Tanzania. This section deals with research approach, research design study area and Rationale, selection of the participants, study tools, credibility of instruments, collection of information and final research ethics

Research Approach - The article adopted descriptive and qualitative in nature in order to minimize the limitations of using a single approach and maximizes the strength by providing stronger and more accurate information because we understand that each approach has some weakness hence using both approaches would strengthen each other (Creswell, 2015; Creswell & Piano Clark, 2018). This implies that the shortcomings of qualitative would be filled up by the strength of quantitative the same the weakness of quantities would be filled by qualitative. In general, both approaches had limitations and strengths.

Research Design - The research used explanatory sequential research design (ESMRSD) a type of research design allowed the study to use both descriptive and positivist paradigm because both helped to strengthen each approach (Creswell, 2014; Creswell, 2015; Creswell, 2023). The researcher favored this design due to the fact that data was collected two times, where the researcher went to the field twice, first collected information using questionnaire followed by analyzing it focused on quantitative information, then construct in-depth interview guide visit the field for the second time phenomenology design was adopted to gather information and analyze data on cultural dynamics of the specified research innovation as a transformation tool for quality education.

Study Area and Rationale - This research was restricted in tertiary education in Mwanza, due to the fact that Mwanza has varieties of colleges and the learners specifically BAED program that means teachers training programs; and almost all colleges train education teachers. However, the researcher was interested to examine if teacher trainers in Mwanza were aware with new techniques employed for paradigm shift.

Target Population - This article looked about paradigm shift on teachers training for sustainable Development in Tanzania. The study involved all lecturers, second year and third year students who were studying in education, administrators involving (deans, heads of departments) giving 2500 target population (Okoli, Ogbondah, Ekpefa, 2015). The study employed teaching staff in because they are very crucial they deal with the whole process of empowering youth girls and male leaning institutions. This study commenced in October 2023 and expected to be completed in May 2024 lecturers were involved because they deal with process in higher learning. Students are very potential in this study because these learners were in the process of being trained

Sampling procedure - Likelihood and non-likelihood techniques were employed. In selecting the sample, the research use one thirty lecturers, 100 tertiary learners and 10 managers giving a total of 140. This study used these respondents so as to offer the needed data. Non-probability selection is a non-randomization hence 10 respondents were judgmental selected out of forty population (Vankova, & Plano Clark, 2018)

Research instruments - Questionnaires, an in-depth interview guide as well a document analysis guide was employed to assemble information. Questionnaires were used to assemble information from teachers and students, while descriptive question guide was used get data to HLI's administrators (Mugenda, & Mugenda, 2013).

Validity and Reliability - The study checked the integrity of instruments before providing actual visiting the area for data collections, the requisite instruments were constructed and presented to the team of specialists in research writing. Their suggestions and recommendations given were used to improve this work. Reliability was also employed; the study used Cronbach's Alpha for proofing steadfastness. (Igba et al., 2013). Nevertheless, Cronbach alpha was $\alpha = 0.81$ suggesting that tools were dependable (Tavakol & Dennick 2011). Since this study adopted mixed approach, the researcher scrutinized the credibility of descriptive tools. In descriptive approach validity and trustworthiness is done concurrently and the main tool is a researcher (Mugenda, 2013; Creswell, 2023). Integrity deliberation was observed throughout the whole procedure of research writing.

Data collection - Data was corrected using questionnaire, descriptive guide and document analysis guide was employed to accumulate information.

Paradigm shift in 21st Century training and Learning

The vital implication of educational change in the current global is adaptability of new techniques stipulation of techniques that ought to advance the students experience for Millennial if the students the most customer are active and the instructor is inactive that is no longer a competence base and efficient method of transforming learners (Paschal & Ismael, 2023). Furthermore, the addition of information, shift of knowledge is no longer done by instructors. Instructors must build up the role of a director or a guide so as to encourage efficient instruction possess. Globalization and technology advancement must realize that paradigm shift on teachers education is much wanting at the moment than before (Paschal, Pacho, & Adewoyin, 2022). The word paradigm derived from the Greek connotation means framework thus, largely defined, as a related set of concepts and practices a paradigm is ultimately a worldview that guides the thinking and practices of individuals and groups. In addition, each domain has its epistemological, ontological and axiological focus of study and perspective each domain makes its own unique contribution. This concurs with Paschal, Gougou, & Kagendo, 2024; Thomas et al. (2013) commended that education management should adopt innovative techniques. With the speedy pace of globalization change thus, economic and community change. Teachers as the education stakeholders in all level of teaching process must be transformed equipping learners with understanding and skills essential to prosper as global members of society (Paschal & Gougou, 2022; World Economic Forum (WEF), 2020). Education systems universal are attempting to improving teachers training curriculum, assessment frameworks, and teaching practices to better enhance graduates to be 'future-ready. Therefore, paradigm change implies that move from teacher-dependence to self-sufficient learner, from information to skills growth from classroom to field or practical process, from memorization to creating skills, inactive listening to vigorous listening, change from teacher using lecture method to Lecture with compact disk, discussion, and technology

4. Findings

The study examined at paradigm shift on teachers training in tertiary level. Globally authors display that instructors are the key pillars in globe change. Hence they should utilizing paradigm transformation by deal with training and learning process, in enhancing the theoretical mechanism, and technology. Under the first objective, was to examine the indicator of curriculum that fixes teachers for success in higher learning. The result was displayed as below.

Table 1

Rigorous curriculum that prepares teachers for success in postsecondary Education (n=100)

Item	Frequency	Percent
Traditional-learning-methods were used	80	80.0
Teaching and learning materials	70	70.0
Low level of instruction language	55	55.0
Ability on some teachers and most students	45	45.0
Teachers were not provided with in-service training	43	43.0

Table 2 demonstrated that; ICT has been demonstrating an incredible role in influencing the current status of

tertiary education globally. Nevertheless, the results indicates that instructors were conscious although, majority of them were not implementing it due to various issues such as: Teachers were taught using traditional methods 80 percent while 70 percent demonstrated that shortage of training and learning resources while 55 percent pointed out limited level of instruction language was another issue, while 45 percent of respondents revealed that disability on some students however, most the teachers 80 percent were not given; seminars, workshops, approach to recover their training-trainers in state; a consequence, apart from these 43 percent asserted that outdated methods of teaching were employed. The research commended those normal workshops, seminars for instructors should be provided hence, to enable the accomplishment of competence-based program.

Teachers' awareness on Competence-Based syllabus

The study revealed that also a number of trainers in secondary schools were not exposed to Competence-Based Curriculum program; while some teachers were trained. This circumstance makes it complicated for trainers to implement it, this implies that change in higher training specifically in colleges and universities are highly wanting. Hence stakeholders should supply enough courses about the CBC to assist trainers to execute learners by self-learning. However, those lectures who are not specialized in Education supervise education learners thus, lack of adequate support during research writing. In addition they suggested that colleges preparing trainers must be aware that practices to students' learners are more provided from the beginning to the end of course. When teachers were requested on CBC one of the interviewee claimed that:

There were some quality assurers who visited our colleges and give seminar on CBC in 2015. However, only few of trainers attended the workshop. They taught us various techniques such as; participatory method, tour method, project technique, cluster conversation and presentations, but since we are used to teach using lecture method, nevertheless we failure to adopt the new technique (Interviewee, February 2023).

This implies that teachers seem to be aware with paradigm shift on teachers training even though they feel difficulties to implement due to low level of instruction language, lack of teaching and learning materials, lack of ability on some teachers and most students to enhance learning Surprisingly enough, some participants complained that have not received any training workshop either seminars

Techniques to restrain Shortcoming Facing Teacher training in Higher Education

Teaching by using technology has played an incredible function in determining the existing state of higher education. However, Trainees might acquire competence base if they need to embrace digital transformation. They should balance theory and hands on knowledge so as to build sold base for training. Worldwide technology has been adopted in tertiary level. That means educators training centers must incorporate technology in their learning because they are preparing to teach learners who are digital advanced.

Table 2
Challenges facing teachers training centers

Item	Percent
Poor teacher education curriculum	70.0
Dilapidated school buildings,	63.0
Lack of instructional materials,	45.0
Overcrowded classes	24.0

Table 3 also indicated that the situation in teacher training colleges or universities is really pathetic and absurd in Mwanza Tanzania. The statistics shows that 70 percent of the participants revealed that poor teacher education curriculum. A total of 63 percent commended that there were dilapidated school buildings, While 45 percent stated that lack of learning materials, a number of 24 percent displayed that there was an issue of overcrowded classes. It was asserted that Education in Tanzania focus on content and examinations and provision of GPA and certifications and not hands on practices to learners. Those kinds of learning do not prepare learners to be creative. Preparing educators who could produce discussion and nurturing vital thoughts, education should not be partial to

inactive spending of information but should vigorously encourage serious thinking and logical skills. Constructive discuss promote a traditions of open dialogue, where learners can confront ideas, eloquent their opinions, and expand a deeper understanding of intricate issues.

Table 3*Challenges facing implementation of paradigm shift (n=100)*

Item	Frequency	Percent
Lack of teacher identity	89	89
Resistance for change	70	70
Managing teams	60	60
Managing PBL in large classes	50	50
Changing the mindset	45	45
Identifying problem scenarios	28	28
To enable effective and vibrant student	12	12

Table 2 Indicates that majority of the participants 89 percent pointed out that teachers were lack of teacher identity in change. While majority 70 percent of the respondents displays that resistance for change was one of the problem hindering the implementation of paradigm shift, however 60 percent of the participants demonstrated that managing teams was another problem in higher learning. A number of 50 percent of the participants commended that managing PBL in large classes was another challenge, nevertheless 45 percent of the respondents pointed out the changing the mindset was an issue, and the least 28 challenge mentioned by respondents were in identifying problem scenarios Lack of teacher identity 89 percent this implies that mass of the teachers become teachers, not for the free will that means they join teaching professional not for the free will that is why they may lack expert identity which may reinforce that identity. Most of the participants pointed out resistance to change implies that people fear to change even trainees have in their mind that tradition way of teaching; that the teacher is the source of knowledge that mean teacher - centered education.

Changing the mindset. Teachers should change from leaders to supporters assisting learners in the process of learning. Therefore, implementing PBL needs a mindset transformation. Pioneering training approach is much desirable in preparing trainees this concurs with (Mansor et al., 2015) who stated that the role of teacher is to direct guide the learners.

Identifying problem scenarios Good. Instructors in the beginning need guidance on how to prepare functional problem scenarios.

Supervising big classes. Classrooms with a big number of learners are authenticity in numerous educational colleges in Mwanza and Tanzania as whole and implementing within them may experience complication. Therefore, it is a crucial to adopt various techniques on training with realistic tips.

Managing teams the lecturer should empower students to be vivacious learner's teamwork, the educator should distinguish how to tactically, accountability and evaluate teams and individuals within teams, and feedback systems.

Time, workload and resource management: Lecturers and learners have lamented that it consumes more time focusing on a few modules being done. However, the issue of lack of compute, internet and other instruction might also deter usage (Mansor et al., 2015). The teachers to become competent must use various methods of preparing learners, should change instructions, should be facilitators, adopt how to plan and put into practice by using the most limited time and resources. Limited finance is another issue challenging paradigm shift. The tendency to involve non-lecturers or lectures who are not specialized in the area of Education to supervise students hence, learner's lack of adequate learning experience and skills. Furthermore, it was displayed that: deficient in teaching trainees for technology education deficiency completion of the CBC in higher learning. Teachers are challenged in teaching; they fail to give enough support to the learners in due to poor training on teachers. Instructors still use the traditional techniques of teaching furthermore how to teach and handle these students were another problems. In addition, this discourages teachers from paradigm shift.

Table 4*Factors Militating Against Teacher Education in Contemporary Tanzania*

Item	Frequency	Percent
Insufficient funding	87	87
Lack of commitment by government	80	80
Lack of personnel	72	72
Poor facilities	60	60
Poor supervision	55	55
Faulty selection process	43	43
Poor teacher education curriculum	37	37

The researcher requested if there were factors inhibiting teacher education in contemporary Tanzania. The findings indicated that there were several factors inhibiting educators in the contemporary Tanzania. Foremost was lack of quality in teacher training which was caused by insufficient funding 87 percent while 80 percent of the participants displayed that lack of personnel, majority or the respondents 60 percent pointed out that poor facilities while 55 percent of the participants complained that lack of commitment by government poor supervision. Furthermore 43 percent commended that faulty selection process of student teachers and 37 percent of the respondents revealed that poor teacher education curriculum. This finding demonstrated that insufficient funding was one of the hindrance factors inhibiting teacher education in Tanzania. Monetary resources perhaps money is crucial factor in the progress. Nevertheless, both quality and quantity resources is needed for educating trainers, construction of buildings, employing human resource and financial resources.

5. Conclusion

Based on analysis and findings, the following conclusion was made. Paradigm shift is needed in Tanzania. Paradigm shift on teacher's education implies that; educators should equip teachers with skills require to provide successful, resourceful and highly aggravated trainers who could undertake directing learning. Educator's knowledge, involve three main categories: Trainer knowledge, orientation and lifelong expert growth. The contemporary trainers in Tanzania encountered with challenges and these problems should be overcome to achieve through nation progress. Even though the Tanzanian nation have undergone various paradigm change yet; its realization is doubtful throughout the country because there are challenges hindering training process, such as lack of learning materials, infrastructures, the size number of the learners, unawareness to all stakeholders on CBC. In generally new ways of teaching for bringing change to educators training is very negligible.

5.1 Recommendations

Tanzanian government at all sectors of education should give sufficient teaching, learning and material so as to meet the standard of the global, also the country must transform that education curriculum for educator trainees so as to enhance quality. To ameliorate different issues militating against educator's skills, the managers of education in Tanzania should boost the financial allotment to educators training. They should provide ample time, effective trainers at all levels of education. Hence curriculum progress must focus on objectives and outcome; which provides the vacancy of self-directed, practical learning, spirit of inquiry, critical thinking. The study suggests that improvement is necessary in all areas of education and standardization professional development; teacher remuneration, management of the training workforce. That means; Tanzanian Governments should take steps to ensure that trainers' recruitment, professional development, promotions and posting based on merit alone. Also In-service training should focus on programmers to cater the emerging needs.

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