ASSESSING THE SELECTION PROCESS FOR JOINING DIPLOMA IN EDUCATION PROGRAMME: A CASE OF ZANZIBAR, TANZANIA

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Abstract:

Selection of students to join any education programme is a professional decision and not simply a student right. Professional criteria should be used in making this decision instead of just academic credentials which predict performance as a student, not a teacher. This paper assesses the selection process for joining Diploma in Education Programmes in Zanzibar, Tanzania. Specifically, it explores the selection process for diploma in education programme in Zanzibar, Tanzania; and the Rationale behind the selection process for diploma in education programme in Zanzibar, Tanzania. This study was conducted in Zanzibar, Tanzania. Zanzibar Muslim College and Pemba Islamic College were involved during data collection as they are government institutions responsible for running diploma in education programme in Zanzibar. The study mainly based on qualitative research approach as the dominant methodological strategy since it required information from people's experience, review of documents and focus group discussions. The choice of this approach based on the nature of the topic and our objectives of the study. The data of this study were obtained in June, 2021 as a part of the data collected during my master's degree programme. The methods used were interview, classroom observation and documentary review. The data were analyzed qualitatively. The findings of this paper concluded that selection process for joining diploma in education programmes in Zanzibar, Tanzania lies under specified criteria including entry qualification based on academic background, education courses, interviews and LoI proficiency. The study recommends that the colleges should put much emphasis on applying many criteria as possible such that they can register well qualified candidates for diploma education programmes for betterment of the programme itself but also for the college rank, candidates and the country.

1. INTRODUCTION

Diploma in education programme in Zanzibar provided by public institutions is under Zanzibar Muslim College and Pemba Islamic College. Candidates to join this programme must possess the given qualification as prescribed by the Ministry of Education and Vocational Training in Zanzibar. Recruitment of teachers is transparent, demand based and done through competitive examinations to ensure employment of high quality teachers. The 2006 education policy states that English is the medium of instruction for mathematics and science from Standard 5 of primary schools. But, English is not a requirement for entry to teacher training, although the teacher training is done through English. It is reported that student teachers frequently find it difficult to work through English. In practice, the poor level of English is a barrier to quality, and teaching is often done using a mixture of Swahili and English (MoEVTZ, 2007). This paper assesses the selection process and the rationale behind the selection process for joining Diploma in Education Programmes in Zanzibar, Tanzania.

Provision of education is counted as a very sensitive task in any country. There are specific education institutions responsible for delivering education programmes for various levels. These are schools, colleges, tertiary and universities. Education programmes include early childhood education, elementary and secondary education, poet secondary education, special education, job training, career and technical education, and adult education. Education programmes are mentioned in an education policy of a particular country. There are responsible bodies with the task of facilitating, monitoring and supervising the delivery of education programmes. Also, there are guiding steps to be followed in initiating and developing an educational programme which includes determining needs of participants, setting objectives, determining contents, selecting participants, setting a schedule, selecting facilities, selecting instructors and coordinating the programme (ATEEC, 2014).

Teaching starts with preparation of teachers. Before teaching or establishing formal schooling, there should be teachers who are well trained, as they will be working to prepare plenty of professionalism worldwide. Selecting instructors in provision of education is a very important step since teachers are the ones who make teaching occur. Teachers are crucial workers in any society around the world. If a country wants to get qualified and best personnel, it should motivate teachers by providing effective training to improve their professionalism. Promoting teacher quality is a key element in improving levels of education. Due to the importance of teachers in education systems, the presence of quality teaching force is a signal of the availability of quality education (Khalfan, 2018). Therefore, it is important that sufficient consideration be made in the preparation of qualified teachers to guarantee quality education.

Teachers need to develop their teaching skills' competences covering pedagogical and professional areas like any other workers. This means that teachers have to maintain the daily changes in teaching by joining professional development activities (Adi Nugroho, 2018). Teacher education is important as it catalyses the teacher's quality (Musset, 2010). Teaching is a multipart and challenging intellectual work that could not be accomplished without the tolerable preparation. Teachers must be

aggressively involved in the teacher training and professional development programmes like expert seminars, academic conferences, and research activities. This is due to the fact that teaching is a continuing and lifetime learning process (Wang, 2008). Therefore, teachers are central factor in educational development. The excellence of teachers determines the betterment of their output. As such, no educational system can be consolidated without the development of the teachers who will implement the programme.

Preparation of teachers can be designed as pre-service training, induction programme, and professional development. Pre-service training is the first form of professional study that individuals complete to enter the teaching profession. The training usually comprises of a blend of theoretical knowledge about teaching and a field-based practice experience. Induction programmes are comprehensive initiations or introduction to a position that provide experienced teachers with the necessary models, tools and specific guidance aimed at helping for beginning their teaching careers and performance standards. Professional development implies to any type of continuing education attempt for educators. It is one way that teachers can progress their skills and in turn, enhance student's outcomes (Kaufmann, 2007; Muzaffar, *et al*., 2011; Kampen, 2019). So as to be successful in teachers' preparation, these three phases of teaching profession must be given adequate time in longtime process of attaining teaching professionalism (Villegas-Reimars, 2003 as cited in Musset, 2010).

Teachers' preparation is guided by education policy of a certain country. Education policy entails actions undertaken by the government in relation with educational practices to address the production and delivery of education in a given system. Education systems as other profession all over the world have to be adapted with social and economic changes. In preparing the future teachers' knowledge, skills and mindsets, Initial Teacher Training (ITT) puts down the foundation for their capacity to show the way and facilitate successful students' learning. In education, there are various changes that can be done for the improvement in teaching and learning including language policy in education so as to keep high quality in a continuum of the teaching career hence it is necessary that competence frameworks for different phases of the profession use comparable structure and a shared language that are used and familiarized by all stakeholders. Teacher training institutions necessitate being fully on board in the design and development of policies and plans, which will entail their full support in order to be effective. Teachers are among the stakeholders and the implementers of education policy, therefore to implement it well they need to be well prepared (USAID, 2015; Viennet & Pont, 2017; European Commission, 2020).

Teachers need assistance that can help to improve their profession. The support could be developed by their government or other institutions to overcome the difficulties which hinder their performance, as a result they may be able to implement the policy effectively. Universities, colleges and tertiary institutions in any country are among the education stakeholders who have the responsibilities to implement the policy change in education. Teachers are professionally trained and given required

skills with regard to the changing job content and environment. In order to assemble these requirements, teacher training colleges should focus on providing up to date training to teachers. All teachers as among the education stakeholders should be equipped in all changes that appear in education policy. This way may help to progress the quality of education and value of teacher's professions (Maniates, 2018).

Teacher's preparation starts with admitting suitable candidates to a specific teacher education programme. Selection of students to join any education programme is a professional decision and not simply a student right. Professional criteria should be used in making this decision instead of just academic credentials which predict performance as a student, not a teacher. This means that more attention should be paid to specific behaviors, values and social-problem orientation. Selection of candidates for teacher education programmes is made by college faculty members and is based primarily on previous academic performance. Selection methods aim to assess the suitability of candidates by predicting the extent to which they will be able to carry out a role successfully. It involves deciding on the degree to which the characteristics of applicants in terms of their competencies, experience, qualifications, education and training match the person specification. It also involves using this assessment to make a choice between candidates (Haberman, 1987).

Researches on selection of teachers for initial teacher education and employment have been conducted by education researchers (Ebmeier & Ng, 2005; Metzger & Wu, 2008; Wise, *et al*., 1987). Systematic study on selection into training and employment is well developed in a wide variety of fields (Cook, 2009; Richardson, *et al*., 2012; Gayton & Kehoe, 2015; Schwager, *et al*., 2015; Marks & Moss, 2016; Patterson, *et al*., 2016; Taylor, *et al*., 2016). But systematic one on the selection of (prospective) teachers and selection methods in teacher education programmes has largely been ignored (Liu & Johnson, 2006; Goldhaber, *et al*., 2014; Hanushek, 2014; Klassen & Kim, 2019). There is lack of systematic research on selection into teaching as a means of identifying and measuring the key factors of teacher effectiveness (Kane, *et al*., 2013), tracing the effectiveness trajectories of new teachers (Atteberry, *et al.*, 2015), and on identifying teacher characteristics linked with teaching outcomes (Robertson-Kraft & Duckworth, 2014). The purpose of this study was to assess the selection process for joining diploma in education programme in Zanzibar, Tanzania. Specifically, the study explores the selection process for diploma in education programme in Zanzibar, Tanzania; and the Rationale behind the selection process for diploma in education programme in Zanzibar, Tanzania.

2. LITERATURE REVIEW
There are some studies done on teacher training and teaching to date. Bruke (1987) discussing on the process of teacher preparation sees that it must include: a period of basic and pedagogical preparation; successful induction into teaching positions and tasks throughout the career; continuing personal and professional renewal in knowledge and teaching skills; and redirection of tasks and expertise as the changeable society dictates. He added that there are two models of teacher preparation programmes:

the integrative model which begins by preparing students at the Bachelor's level through studying courses in education, as well as other specialized courses, where students spent their time largely studying the content; and the consecutive model of which the academic preparation is first completed at the BA level, then the professional preparation follows after the attainment of the BA in the specialized field, where teachers spend one year or more in teaching preparation.

He added that under the first model, integrated programmes may or may not include a full time field training at the BA level. Sometimes it might be followed by a fifth (and sometimes a sixth) year in which students concentrate on professional teacher education courses and at least one internship experience. This model is diversified within the programmes it offers such as: a) Programmes during which the training period might be with charge or without; b) Students can obtain their BA degrees in 4 years as well as their MA at the 5th or 6th year. He pointed that they may also obtain both degrees concurrently upon the completion of the programme; c) Students may not obtain any degree upon graduation, but only a limited number of graduate credits. He added, under the second model, there are different types of programmes such as: a) programmes in which the candidates obtain their MA degree upon completion, but they may also not obtain any academic degree and may only be considered ready for teaching; b) students may undertake additional courses in the academic stream, although this is rare; c) the programme may be primarily field work.

A study done by Heinz (2013) which used Ireland as an example, explores the Rationale behind various selection criteria currently applied to select right candidates for primary teacher education courses. It examines patterns of association between second-level student teachers' background characteristics on entry to the teacher education programme (Professional Diploma in Education (PDE) and the achievement in terms of the final academic and teaching practice grades. Conway, *et al*. (2009) recommends that academic attainment, experiential criteria, interviews and reference checks might play an important role in the screening of applicants to recruit student teachers to postgraduate post-primary programmes of teacher education in Ireland. Smith & Pratt (1996) shows that the use of personal statements in a selection system weighing prior academic performance and personal commitment equally effected the composition of student teachers considerably. According to them, the equal weighing of academic attainment and personal qualities resulted in acceptances of a large percentage of candidates who would not have been admitted under an academic only selection policy. They added, in addition to or instead of written statements, many Initial Training Education (ITE) providers conduct interviews with pre-selected applicants in an attempt to account for personal qualities, willingness and potential to learn, professional practice, experience of working with young people, communication and presentation skills among other quality indicators.

Anderson & Mitchener (1989) commented that it must be considered that a certificate in any field of study is not enough to prepare any person to be a teacher, because it is not the knowledge alone that makes somebody a teacher rather, he/she must have other qualifications that can't be achieved without rich school experiences and continuous development in order to accomplish the goals and

purposes of education. Darling-Hammond, *et al* (2017) argued that teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development is needed to help teachers learn and refine the instructional strategies required to teach these skills.

Anderson & Mitchener (1994), in their excellent review of research on science teacher education, mentioned that Feiman-Nissmer (1990) surveyed conceptual orientations for teacher education including the academic orientation, the practical orientation and the technological orientation. He explained that academic orientation focuses on transmitting knowledge and developing understanding. It emphasizes the subject-matter background of the teacher, and favors didactic instruction, teaching how to think, inquiry, and the structure of the discipline. It is oriented to developing a strong subject-matter background than to learning pedagogical skills. About the practical orientation, he said that it focuses on the skills of teaching. It tends to focus on the experience in the classroom as the source of learning to be a teacher. It is commonly associated with various forms of apprenticeship systems of teacher education. He pointed that there is a risk here that the novice teacher will imitate the experienced teacher without reflecting on what is experienced. And, on the technological orientation, he believes that it aims at producing teachers that can carry out the tasks of teaching with proficiency. It draws heavily on the results of research on effective teaching, and includes the competency-based teacher education.

Bernard, *et al.*, (2004) in IIEP (2015) revealed that the impact of the variable represented by the teacher has been measured and the "teacher effect" (global effect of the teacher on school achievements) proven to explain between 10 and 15% of the variations in pupils' levels of achievement in developed countries; and 27% on average in sub-Saharan Francophone Africa. IIEP (2015) believes that no strong, unequivocal relationship has been demonstrated to date between the level of teachers' initial vocational training and the level of pupils' results. They added saying it is true that the actual presence, attitude and investment of the teacher (which depend in turn on a number of variables, such as their living and working conditions, their motivation, etc.) are also factors that influence teacher 'quality'. Again, the number of parameters to be taken into account, their respective weight and interactions result in a complexity that makes it complicated to establish a clear link between teacher training and the measured 'effectiveness' (also questionable in itself) of teachers in terms of their pupils' results. To sum up on what has been done to date about teacher education and recruitment, this study argues that the previous studies on selection process and criteria in Zanzibar fail to unveil the rationale behind the selection process. And thus, the current study was done to fill that gap.

3. METHODOLOGY

This study was conducted in Zanzibar, Tanzania. Zanzibar Muslim College and Pemba Islamic College were involved during data collection as they are government institutions responsible for running diploma in education programme in Zanzibar. The study mainly based on qualitative research approach as the dominant methodological strategy since it required information from people's experience, review of documents and focus group discussions. The choice of this approach based on the nature of the topic and our objectives of the study. The data of this study was a part of the data collected during my Masters degree dissertation entitled *"Assessing the training process of primary school teachers for the implementation of language of instruction: a case of Zanzibar"* which were obtained in June, 2021. The methods used to collect data in that study were interview to students, tutors and admission officers from respective educational institutions; classroom observation; and documentary review to obtain data from educational documents of respective institutions as these documents were essential to our study since helped us to obtain admission procedures and criteria for joining the programme as prescribed by policy makers. The data were analyzed qualitatively and placed into subthemes that are related to specific objectives of this study.

4. RESULTS AND DISCUSSION

This part presents and discusses the results of the studied aspects. The findings are based on the selection process for joining diploma in education programme in Zanzibar, Tanzania to find out the selection criteria for diploma in education programme in Zanzibar, Tanzania; and the rationale behind the selection process for diploma in education programme in Zanzibar, Tanzania.

4.1 Selection Process for Joining Diploma in Education Programme in Zanzibar

Selection process refers to the condition or steps of picking and choosing the right candidate or phenomenon with the most suitable and required qualifications and capabilities to be included in a certain programme. This includes selection criterion for joining the programme. According to our data obtained during the field study, the selection criteria to join diploma education programme in Zanzibar are shown in the diagram below:

Selection Criteria to Join Diploma Education Programme in Zanzibar
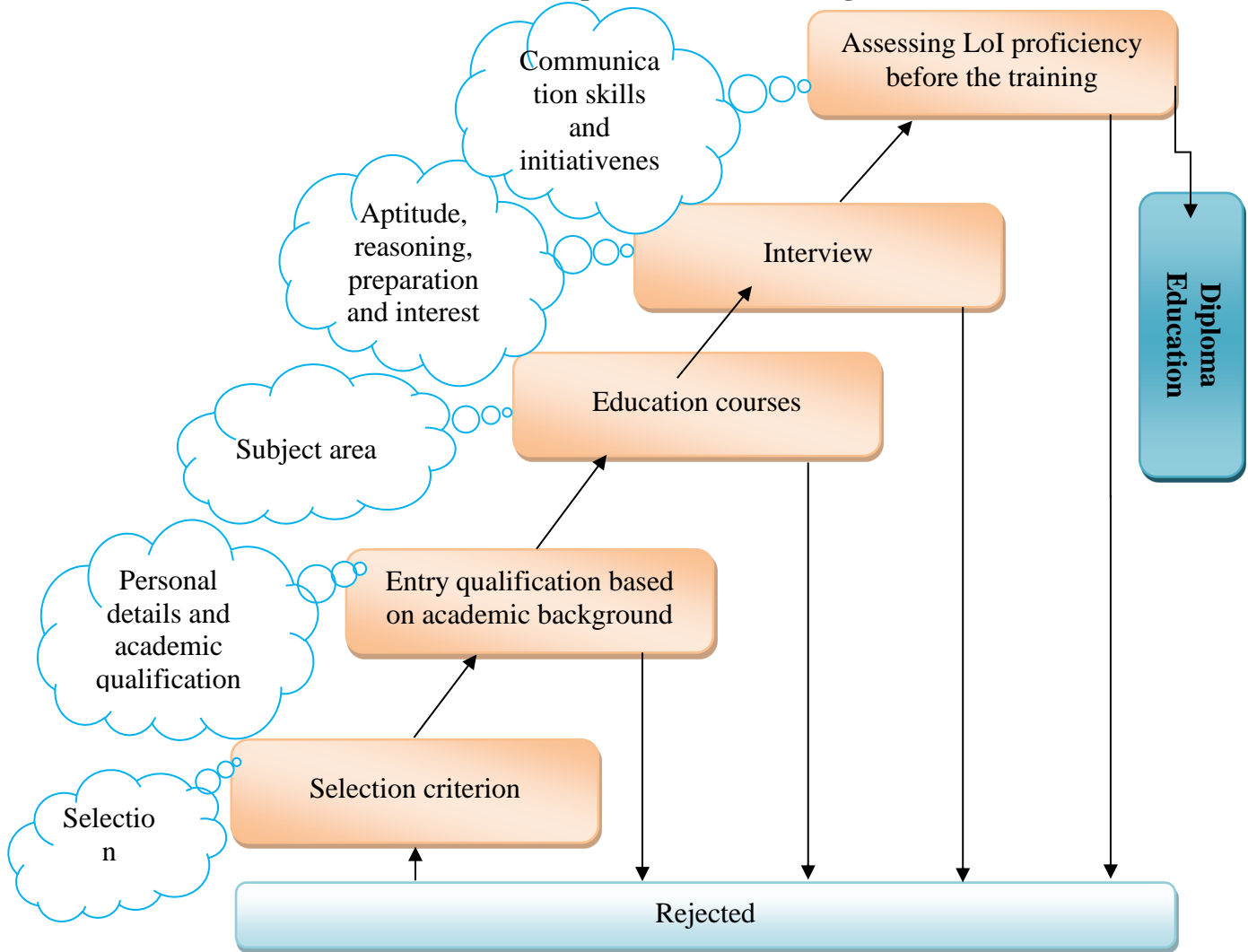
Source: Field work (2021)

4.1.1   Entry Qualification based on Academic background

Entry qualification means the necessary grades that are recommended in a particular institution as criterion to manage and perform a certain task. Those grades differ from one institution to another according to the national prescription (Ogbonnaya, *et al*, 2014). In this study, entry qualification explains the prescribed requirements necessary when applicants want to join the programme of Diploma in primary education. According to admission officers from respective colleges, the entry requirements for applicants who join the programme of Diploma in Primary Education are shown in the following table:

Table 1. Showing Criteria for Joining Diploma in Primary Education in Zanzibar

S/No.	CRITERION	CATEGORY	QUALIFICATION
i.	Entry Qualification	CSEE	Science: CCDDD
			Social: CCDDD
		ACSEE	E+S
		Grade III A	CTEE

Source: Field work (2021)

As indicated in the above table, the entry qualifications to join the Diploma in primary education at Zanzibar Muslim College and Pemba Islamic College are divided into three categories. The first group includes those candidates who have completed secondary level of Certificate of Secondary Education Examination (CSEE) and got two credits (i.e.) C + C and 3 Ds. The two Cs must be in science subjects and the 3 Ds are of any other subjects. This group also includes others who studied social sciences with the same qualifications, i.e applicants possessing the Certificate of Secondary Education Examination (CSEE) and attained two credits (C + C) and 3 Ds. The two Cs obtained from social science subjects and the 3 Ds from any other subjects. The second group includes those with a form six certificate, i.e. Advance Certificate of Secondary Education Examination (ACSEE) with at least one principal pass and subsidiary. The third group is for those who have certificate in teaching from any recognized colleges by the Revolutionary Government of Zanzibar. The second and third groups take two years to accomplish the programme while the first sub groups study it for three years.

To be clear from the data above, it should be noted that those who join the initial programme with the qualification of CSEE are counted as pre-diploma students hence they study one year as Grade III A teachers before jumping to full diploma programme. It is also pointed out in the admission documents that "the minimum admission requirements for the teacher education diploma course shall be at least one principal pass and subsidiary in ACSEE or Grade IIIA teacher who obtained at least three credits in (CSEE) and a minimum two years of teaching experience. In addition, entrants will be required to have a minimum of a "D" pass in English and Kiswahili languages respectively at CSEE" (MoEVTZ, 2012). The data for those students with the qualification of CSEE shows that the students lack the admission requirement of obtaining a minimum of two years of teaching experience, while others do not possess the D pass in English and Kiswahili languages. According to Open University of Tanzania, in Tanzania minimum entry requirements in diploma education programme, the applicant should have grade "A" Teaching Certificate or Basic Certificate in Teaching with an average pass of B and above, with not less than 4 passes at "O" level Secondary Education or an Advance level Certificate with at least one principal pass or three subsidiary passes.

And, according to Kenya Education Guide (KEG) (2021) Kenya entry requirement for primary education student must have at least C (plain) in the Kenya Certificate of Secondary Examination (KCSE). In addition, a C in English, Kiswahili, mathematics, any one humanity subject and any one science subject in the Kenya Certificate of Secondary Examination (KCSE). But, in South Africa,

according to South Africa Nazarene University (SANU, 2021) an applicant should have minimum of six (6) passes at O" level or equivalent, including English Language, four (4) of which must be credits in subjects taught in Primary Schools which are Mathematics, SiSwati, History, Geography […]. Holders of Primary Teachers' Certificate or equivalent qualification may be eligible to apply for the Primary Teacher Diploma (PTD). Hence, the criterion for admission into education programmes used by most teacher education programmes is students' grade point average - GPA obtained from national examinations (Mikotovics & Crehan, 2002; Riggs & Riggs, 1990, 1991).

4.1.2   Assessing LoI Oroficiency before the Training

Assessing LoI proficiency before the training in this study means the prior measures that are taken before starting the programme to see the ability of the applicants in using LoI. It is believed that before the applicants join the training they must be assessed to determine their ability of performing various activities that will be done during the training. However, due to our data, and as the application process is considered as a measure of assessing and emphasizing the preparation of using LoI, the language used to fill the application form did not encourage students to prepare themselves for the course, as Kiswahili is used instead of English language. One participant argued;

> *"I suggest that during the application for new students to join the college, the application form should be filled in English language instead of Kiswahili, which should involve the sub questions like; which school did you learn? Name the year you completed your study? Write briefly about your motives to join the programme… It is better to use 'mombo' which means English language. However, they get assistance at their home, but they can at least know meaning of "name" and it may ask them to write their full name, and even to express their views at the end of the course. This will encourage and make attention to the applicant and being self prepared for…"*

Also, the interview data show that each of the two colleges prepares and follows its own ways of assessing LoI for their applicants in order to prepare them for the programme of Diploma in Primary Education although such ways were not officially in any document. The researcher wanted to understand from the admission officers from ZMC and PIC, if they assess LoI proficiency for applicants and how do they assess it. The interview data show that each college has its own way used to register new students in order to join the course. When asked, AO1 explained that in their application form there is a part which asks the students to express themselves in English, but the explanation is very limited because the space provided is very small. When asked, AO2 showed that they conduct oral and written interview but no feedback of the interviews is given to the students to see how much they scored. Also, no action is taken following the results of the interviews. The following statement is what AO2 commented on the interviews:

> *"In their application form there is a part of English questions which asks the students to introduce themselves"*

AO1 commented:

"During the application process we prepare an interview we asses our applicants by oral and written interview. That interview found as a refreshment it didn't give more priority on their results either they pass interview or fail. Our focus was in content"

Bokadam, *et al.* (2014) in their study on teaching teacher; primary teacher training in Europe – state of affair and outlook confirmed that in Lithuania, Austria, and Italy in their application students needed to find entrance tests known as motivational test. This test was taken either before starting the course or at the beginning of the programme. That test consists of both oral and writing questions. In writing, written questionnaire was used and semi-structured questions which were examined under examining board. Things which are considered in the written test are experience, highlighting their personal qualities and moral values, revealing their understanding of the inalienable dignity of all persons […] and demonstrating an appropriate sense and language use. And, in their assessment, personal interviews deal with the issues which related with education including revealing willingness to sort out problems, reflecting on the conditions for successful cooperation and personal responsibility, and demonstrating appropriate communication skills.

4.1.3   Interview

An interview is a conversation where questions are asked by the interviewer and answers are given by the interviewee. It is a process of communication or interaction in which the interviewee gives the needed information verbally to the interviewer in face-to-face situation or one-to-one situation. Our data shows that interview is one among the selection criteria to join diploma education programme in Zanzibar. The interview is done after all applicants filled and submitted their application forms as indicated in the application advertisement. Between the period of a month or two months from the deadline of submitting filled application forms, those applicants who meet the academic qualifications are invited to sit for the interview. One participant said on this.

"Yes, we have an interview. It is arranged and administered by respective colleges. We set questions almost in different aspects but mainly in teaching methodologies and very little in the content of specific teaching subjects. Although we intend to testify the preparedness and readiness of the applicants, we also assess the language proficiency" (T1 during interview in June, 2021).

The interview provides a unique opportunity for the teacher education programme to gather deeper information about an applicant's language proficiency, attitudes, and interpersonal skills, in addition to information (Denner, *et al.*, 2001). Interviews are necessary to ensure the selection of applicants who understand the moral and ethical dimensions of teaching, because the applicants "cannot develop a value-based and attitudinal perspective for enculturating the young within the time frame 'of the interview' unless they are clearly predisposed to those ends" (Jacobowitz, 1994, p. 46). However, Jacobowitz (1994) concluded that the interview process was not sufficient either to determine whether applicants possessed the desired attributes or to assess their ability. Interview ratings have also been

found to be of limited value for predicting student teaching performance (Byrnes, *et al*., 2000; Caskey, *et al*., 2001; Denner, *et al*., 2001; Haberman, 1987; Malvern, 1991). However, Shechtman (1992) found that ratings of applicants' performance in a group interview predicted student teaching performance and that this type of interview was a better predictor than academic criteria. Similarly, several researchers have presented evidence that ratings on individual interviews can be good predictors of future teaching success (Haberman, 1987; Malvern, 1991). The interview process can be particularly time consuming and costly both for programmes and applicants. Because of this, some programmes invite to be interviewed only applicants who have met other admission criteria. Even so, interviews have been criticized as an unnecessary barrier for applicants who live at a distance from the programme and also because they may reward interviewees' personal characteristics such as confidence, sociability, appearance, and attitude which might be in congruence with those of the interviewers (Breland, 1971; Kahl, 1980; Malvern, 1991).

4.1.4   Education Courses

By education courses, is meant that a combination of theoretical and applied subjects. Colleges and Universities in this field train students to communicate and work better with students. In education courses, students are also taught communication skills, interpersonal skills, organization skills, leadership skills and counseling skills. This is a foundation and basic knowledge for teacher education programme. Our data shows that applicants who did well in education courses during certificate in teaching (pre-diploma students or Grade IIIA teachers) are given much consideration for selection compared to those afresh from Advanced Certificate of Secondary Education Examination (ACSEE). However, education courses as a selection criteria to join diploma education programme in Zanzibar is given less emphasis. AO2 commented.

> *"Sometimes we are interested with applicants who did well in some specific courses during their Certificate in Education. Those courses are like Professional Study, ICT, Science, English and Social Study for those who studied Early Childhood Development. However, this does not happen in each year."*

Riggs and Riggs (1991) recommended that teacher education programmes consider postponement of formal admission to their programmes until students have successfully completed at least one pedagogical methods course.

4.2   Rationale for Selection Process for Joining Diploma in Education Programme in Zanzibar

By Rationale is meant that being reasonable or logic. With Rationale for selection process means the importance of the process of selection which is to identify the most qualified applicants for joining a course; and here is referred to diploma in education programme in Zanzibar. According to Heinz (2013), in order to successfully attract and select more diverse and high quality applicants to initial teacher education, who will be able and ready to meet the needs of all pupils in our increasingly complex school contexts, more innovative recruitment and selection strategies are necessary. The

design of the latter will, firstly, require a careful re-examination of the relative importance of academic versus non-academic criteria and their impact on the quality and diversity of student teacher bodies. As we discussed earlier that selection process includes selection criteria for joining diploma in education programme in Zanzibar, in this part we will also explain the Rationale for joining diploma in education programme in Zanzibar through the selection criteria.

4.2.1   Rationale for Entry Qualification Based on Academic Background

Through the data presented, three categories for the entry qualifications to join the Diploma in primary education at Zanzibar; namely, those candidates who have completed secondary level of Certificate of Secondary Education Examination (CSEE), those with a form six certificate, i.e. Advance Certificate of Secondary Education Examination (ACSEE) and those who have certificate in teaching from any recognized colleges by the Revolutionary Government of Zanzibar. This is the most widely used criterion for admission to teacher education programmes (Basom, *et al*., 1994; Laman & Reeves, 1983; Lawrence & Crehan, 2001; Mikitovics & Crehan, 2002; Riggs & Riggs, 1990, 1991; Riggs, *et al*., 1992). It is generally believed to measure academic ability and so is thought to predict success in the instructional parts of the programmes. However, a more important reason for its popularity as a criterion is likely its ready availability from students' transcripts and its use by other advanced degree programmes. As Smith and Pratt (1996) note, "The practice conforms to the conventional academic practice; rejected applicants rarely challenge it" (p. 43). Past success is usually used as an indicator of future success and few have found a weakness with this argument. In Canada most teacher education programmes use GPA as a criterion (Smith & Pratt, 1996). However, although it is the most used criterion for admission into teacher education programmes, research has shown a weak relation between GPA and performance in those programmes (Byrnes, *et al*., 2000; Olstad, Beal, & Marrett, 1987; Salzman, 1991). This criterion helps the college to avoid select applicant who are not qualified in the specific course since entry qualification based on academic background is the best determinant for academic performance.

4.2.2   Rationale for Assessing LoI Proficiency

Our findings from this study justify that assessment for LoI proficiency helps the college to understand how candidates master their competence on using language of instruction at the courses as well as in their working area. It is a mirror that can be used to view applicant's ability on using language of instruction not only during the programme but more important when completed the programme and enter into work place. According to British Council, to test general language proficiency would usually develop a test for each skill, with questions that are designed to imitate real life and that are assessed based on how performance reflects real life. The results offer a useful profile of someone's general language proficiency. But the problem is that many test users just average the four test scores to get a single score. This may make the result easy to use, but it hides information about how good, or poor, someone is at a particular skill. Wolf & Butler (2017) comments that following the communicative language ability models that consist of language knowledge and strategic competence to use language communicatively to achieve specific purposes,

young learners' language knowledge and strategic competence are continuously evolving as their cognitive maturity develops and as their range of instructional experiences expands.

4.2.3   Rationale for Interview

From our data, it was revealed that applicants for Diploma in Education Programme in Zanzibar have to sit for written interview. Interview is used as a means of determining suitability for entry is generally confined to specialist professional areas (e.g. teaching, medicine). This can assist the institution to collect many information from the candidate concerning to his suitability for the programme; but also help the pupil to understand himself and his environment, so as to be able to solve his problems or modify his plans. Cannata, *et al*., (2017) argue that the traditional employment interview is the most commonly used tool for the selection of employees in industries and organizations across the United States and the field of education is no exception as most principals rely on interviews as their primary source of information regarding a candidate. Despite its popularity, the traditional interview is among the most unreliable elements of the selection process in any industry (Moore, 2017) and is particularly problematic in education because it offers a very limited opportunity to accurately assess a teacher's pedagogical skills (Engel, 2013). Lavashina, *et al*. (2014) identified six components of structure for interviews with Rationale and empirical links to increased reliability and validity: (a) job analysis used to create questions, (b) identical questions asked of each candidate, (c) variety of question formats including situational questions based on past behavior, (d) individual answers rated with a predetermined scale, (e) presence of anchor answers, and (f) trained interviewers.

4.2.4   Rationale for Education Courses

The findings of this study justify that due to the experiences that they get in their working area, experienced candidates have adequate experience in their training. A research done by Gazo, *et al* (2022) noted that in academic satisfaction we found significant differences according to the type of master's. Students on research degrees and those with professional experience related to their degree showed higher levels of academic satisfaction than the more critical and less satisfied students taking degrees qualifying them to exercise their profession. Jung & Lee (2019) hinted that higher satisfaction levels have been linked to factors such as professional experience relevant to the programme. This may be because experience can generate feelings of belonging that, in turn, feed into commitment and satisfaction (see Cassuto, 2015; Hardré, *et al*., 2019; Wilkins, *et al*., 2016). So, education courses are another important criteria for selection of candidates to Diploma in Education Programme in Zanzibar.

4.2.5   Rationale for Subject Area

Our data revealed that subject area may help the candidate to be competent in subject area; and if the candidate has insufficient knowledge to the content it will be difficult in the process of training as well as in their field work. The subject matter or content is significant if it is selected and organized to develop learning activities, skills, processes, and attitudes. It also develops the three domains of

learning, namely the cognitive, affective, and psychomotor skills, and considers the learners' cultural aspects. Particularly, if your candidates come from different cultural backgrounds and races, the subject matter must be culture-sensitive. The emphasis will be on key areas of the curriculum, teaching strategies, and the instructional materials which will be used as it will be broadly interpret the work experience to encompass many topics included in the traditional curriculum subdivided into subject areas. These topics, however, are rearranged in a sequence that will be integrated closely with the thirty aides' paraprofessional assignments. To illustrate what this concept of a programme of career training means, we include here a description of our first unit. This unit included work that would traditionally be begun with a goal and an idea. Our goal is to make our candidates' own experience central to everything we teach. Our idea for the first unit is that man survives and prospers as he is able to cope with things unfamiliar and difficult. The idea and the goal are one, for our candidates will be in the midst of very trying situations as they deal with this unit in class. This means that subject area has a big role for the candidate not only to survive for the programme but most important is at work place.

5. CONCLUSION AND RECOMMENDATION

Based on the analysis done above, it is concluded that selection process for joining diploma in education programme in Zanzibar, Tanzania lies under specified criteria determined by respective colleges as well as the education regulatory authorities in the country. This is the same as mostly found in literature review about recruitment and selection processes. The results of this study indicated that the process of selection criteria to join diploma education programme in Zanzibar, Tanzania includes entry qualification based on academic background, selection criterion, education courses, interview and assessing LoI proficiency before the training. It was also concluded that there are significant purposes for selection process for joining diploma in education programme in Zanzibar, Tanzania as the entry qualifications to join the Diploma in primary education at Zanzibar believed to measure academic ability and so is thought to predict success in the instructional parts of the programmes; assessment for LoI proficiency helps the college to understand how candidates master their competence on using language of instruction at the courses as well as in their working area, and hence it is a mirror that can be used to view applicant's ability on using language of instruction not only during the programme but more important when completed the programme and enter into work place.

With interview, it is used as a means of determining suitability for entry and generally confined to specialist professional areas (e.g. teaching, medicine), and thus can assist the institution to collect many information from the candidate concerning to his suitability for the programme; but also help the pupil to understand himself and his environment, so as to be able to solve his problems or modify his plans; education courses give experiences to the candidates that they are useful in their working area, as experienced candidates have adequate experience in their training; and subject area may help the candidate to be competent in subject area; the subject matter or content is significant if it is selected and organized to develop learning activities, skills, processes, and attitudes; also develops

the three domains of learning, which are the cognitive, affective, and psychomotor skills, and considers the learners' cultural aspects.

Thus, this study recommends that the colleges should put much emphasis on applying as many criteria as possible such that they can register well qualified candidates for diploma education programme for betterment of the programme itself but also for the college rank, candidates and the country. Considering many criteria for selection benefits on registering, only eligible candidates for the programme.

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