

# ATHUMAN, JAMAL JUMANNE CURRICULUM VITAE



(PhD Education Studies, Dean School of Education)  
Associate Professor

## 1. PERSONAL PARTICULARS:

### 1.1. PERSONAL HISTORY:

1.1.1. Full Name: JAMAL JUMANNE ATHUMAN

1.1.2. Sex: MALE

1.1.3. Date of Birth: 30<sup>th</sup> DECEMBER 1976

1.1.4. Place of Birth: MPUNGU- TABORA

1.1.5. Marital Status: MARRIED

1.1.6. Nationality: TANZANIAN

1.1.7. Addresses

1.1.7.1 Permanent Address: SOKOINE UNIVERSITY OF AGRICULTURE  
P.O Box 3038, CHUO KIKUU, MOROGORO

1.1.7.2 Contact Addresses

Office

1.1.8 Telephone number

Mobile: +255765775014 & +255712208135

1.1.9 E-mail address: [jamal@sua.ac.tz](mailto:jamal@sua.ac.tz) & [jamal.athuman@sua.ac.tz](mailto:jamal.athuman@sua.ac.tz)

1.1.10 Identifiers/ORCID: <https://orcid.org/0000-0001-7038-7907>

1.1.11 Scopus Author ID: 59546784500

### 1.2. QUALIFICATIONS:

#### 1.2.1. Academic Qualifications:

Qualification and when obtained		Institution from which obtained
National Form IV Examination Certificate	1993	Kibaha sec school
National Form VI Examination Certificate	1996	Mazengo sec school
Diploma of Education (Biology and Chemistry)	2001	Morogoro TTC
BSc. Agricultural Education and Extension	2004	Sokoine University of Agriculture
Postgraduate Diploma in Education (PGDE)	2007	University of Dar es salaam
MA. Education	2010	University of Dar es salaam
PhD (Education Studies)	2017	University of Wuppertal-Germany

#### 1.2.2 Other Qualifications:

Qualification (and when obtained)	Institution from which obtained
Certificates of Germany Language Course	Goethe Institute Dresden-Germany.

### 1.3 EMPLOYMENT HISTORY

Post	Institution	Date
Secondary School Teacher, (Biology & Chemistry)	Longido Secondary School, Longido, Arusha	2004 - 2006
Agro-Extension officer II	Mbulu District Council, Mbulu, Manyara	2007 - 2008

### 1.4 EMPLOYMENT RANK DEVELOPMENT

Post	Date
Tutorial Assistant	11 <sup>st</sup> August 2008 – 1 <sup>st</sup> July 2010
Assistant Lecturer	1 <sup>st</sup> July 2010- 1 <sup>st</sup> July 2013
Lecturer	1 <sup>st</sup> July 2013 to September 2020
Senior Lecturer	1 <sup>st</sup> September 2020- November 2024
Associate Professor	December 2024-Todate

### 1.5 Leadership History to date

Post	Institution	Date
Head of Department of Biology	Longido Secondary School	July 2005 -11 <sup>st</sup> August 2008
Chairperson of Postgraduate Studies Commetee, College of Natural and Applied Sciences (CoNAS)	Sokoine University of Agriculture	April 2017- July 2021
Head of Department of Educational Psychology and Counselling (DEPCO)	Sokoine University of Agriculture	July 2021 – July 2023
Chairperson, Curriculum Review Component under HEET Project	Sokoine University of Agriculture	September 2021- Todate
Dean, School of Education	Sokoine University of Agriculture	July 2023-Todate

### 1.6 LEADERSHIP POSITIONS

#### 1.6.1 Dean, School of Education, Sokoine University of Agriculture, October 2023 – Present

As Dean of the School of Education at Sokoine University of Agriculture, I provide academic, strategic, and administrative leadership to ensure the advancement of the School's teaching, research, innovation, and community outreach mandate. My key responsibilities include:

- Leading the development, review, and implementation of the School's strategic plans, ensuring alignment with the broader university mission, national priorities, and global trends in education.
- Overseeing all academic programs within the School, ensuring quality assurance, curriculum relevance, responsiveness to market needs, and compliance with standards set by the Tanzania Commission for Universities (TCU) and accrediting

agencies.

- Managing the School's human resources, including recruitment, staff development, mentoring, workload allocation, and performance appraisal of both academic and administrative staff.
- Promoting a culture of academic excellence, interdisciplinary research, and innovation among faculty and students, including spearheading initiatives to increase research outputs, postgraduate enrolments, and research funding.
- Providing academic and administrative leadership in the School of Education, overseeing teaching, research, and community engagement activities.
- Enhancing the visibility and reputation of the School through strategic partnerships with other academic institutions, industry, government agencies, NGOs, and international organizations.
- Representing the School of Education in university management committees, the Senate, and national or international educational forums to advocate for the School's interests and contribute to broader institutional and policy developments.

#### **1.6.2 Chairperson, Sokoine University of Agriculture-wide Curriculum Review Component under HEET Project, 2021-todate**

- Leading a comprehensive review of the university's existing curriculum to identify areas for improvement and ensuring that the curriculum meets the needs of the students, faculty, and industry standards.
- Conducting tracer study and need assessments for the reviewed and developed curricula so that the resultant deliverable is responsive to the needs of the labour market.
- Developing a set of clear and measurable learning outcomes that align with the university's mission and goals.
- Developing benchmarking tools for international comparability of University curricula.
- Collaborating with faculty members from different departments to revise and update the course content and teaching methods to enhance the quality of education and meet the changing needs of the job market.
- Creating a feedback mechanism to obtain input from students and faculty members on the revised curriculum, incorporating their suggestions and addressing their concerns.
- Establishing guidelines and procedures to ensure the effective implementation of the revised curriculum across all departments and campuses.
- Organizing workshops and training sessions to equip faculty members with the necessary skills and knowledge to implement the new curriculum effectively.
- Ensuring that the revised curriculum meets the standards set by accrediting bodies and regulatory agencies, and preparing reports to demonstrate compliance.

#### **1.6.3 Head of Department, Educational Psychology and Counselling, Sokoine University of Agriculture (2021–2023)**

As the Head of the Department of Educational Psychology and Counselling at Sokoine University of Agriculture, I provided strategic, academic, and administrative leadership to promote excellence in teaching, research, and community engagement. Key responsibilities included:

- Leading the overall management and operations of the Department of Educational Psychology and Counselling, ensuring alignment with the university's vision and strategic goals.
- Overseeing the development, implementation, and review of undergraduate and postgraduate programs to ensure academic quality, relevance, and responsiveness to national and international labour market demands.
- Supervising departmental academic staff recruitment, staff development, performance evaluations, and mentoring junior faculty members to build a strong and effective academic team.
- Facilitating interdisciplinary research initiatives and promoting a vibrant research culture within the department, aligned with national development priorities and global academic trends.
- Managing departmental budgets, resources, and infrastructure to support teaching, learning, and research activities effectively.
- Strengthening partnerships and collaborations with academic institutions, professional bodies, NGOs, and government agencies to advance educational psychology and counselling services.

#### **1.6.4 Chairperson, College postgraduate studies committee Solomon Mahlangu college of Science and Education, SUA, 2019-2023.**

- Providing leadership and guidance to the postgraduate studies committee and ensuring that its members are aware of their roles and responsibilities.
- Developing policies and procedures that govern postgraduate studies in the college, including admission criteria, supervision of postgraduate students, and assessment procedures.
- Ensuring that the college's postgraduate programs are of high quality and meet the standards set by the university and other regulatory bodies.
- Overseeing the admission process for postgraduate students, including the selection of suitable candidates and the provision of necessary resources to support their studies.
- Ensuring that appropriate support and resources are available to postgraduate students, including academic support, funding, and facilities.
- Collaborating with other departments and committees within the college and the university to promote the growth and development of postgraduate studies.
- Monitoring the progress of postgraduate students and providing feedback to help them improve their performance.
- Coordinated the implementation of recommended changes, resulting in improved student outcomes and successful reaccreditation of the program.
- Conducted program assessments and evaluations for various degree college postgraduate programs, including MSc with Education, MEd Curriculum and instruction and postgraduate Diploma in Education.

#### **1.6.5 Chairperson for of the task force harmonizing field training**

### **practicals documents at Sokoine University of Agriculture across colleges**

- Conducting a comprehensive review of the field training practicals offered by different colleges at the university to identify areas of overlap and inconsistencies.
- Collaborating with faculty members from different colleges to develop a harmonized framework for field training practicals that is aligned with the learning outcomes and goals of each degree programme.
- Developing guidelines and procedures to ensure that the field training practicals are delivered effectively and consistently across all colleges.
- Creating a feedback mechanism to obtain input from students, faculty members, and industry experts on the effectiveness of the harmonized field training practicals, and using this feedback to make continuous improvements.
- Identifying and addressing gaps in the field training practicals to ensure that students receive a well-rounded education that prepares them for successful careers in their chosen fields.
- Providing training and support to faculty members to ensure that they are equipped with the necessary skills and knowledge to deliver the harmonized field training practicals effectively.
- Preparing reports to showcase the effectiveness of the harmonized field training practicals and to demonstrate the university's commitment to providing high-quality practical training to its students.

### **1.6.6 Member, University Tender Board – Sokoine University of Agriculture**

#### **Tenure: Year 2022 – to date**

- Participating in the review, approval, and award of procurement contracts for goods, works, and services in compliance with the Public Procurement Act and institutional regulations.
- Ensuring transparency, accountability, and value for money in all procurement decisions made by the university.
- Contributing technical and academic insights during the evaluation of procurement plans for academic, research, and consultancy-related infrastructure and services.
- Reviewing procurement requests from academic units to ensure alignment with institutional strategic priorities and budget allocations.
- Monitoring contract implementation and advising the management on risk mitigation, supplier performance, and legal compliance.
- Participating in periodic procurement performance evaluations and audits to ensure that procurement practices meet the expected standards of efficiency and integrity.
- Collaborating with other board members and the procurement management unit to enhance institutional procurement capacity through policy updates and training recommendations.
- Supporting procurement initiatives linked to donor-funded projects, including the HEET Project, ensuring adherence to both national and international procurement guidelines.

## **1.7 FUNDED RESEARCH PROJECTS (2017–2025)**

### **1. Higher Education for Economic Transformation (HEET)**

- Duration: 2021–2026
- Funding: World Bank
- Role: Principal Curriculum Review Coordinator
- Focus: Curriculum modernization at SUA to enhance relevance, innovation, and graduate employability.

### **2. Enhancing Entrepreneurship, Innovation, and Sustainability in Higher Education in Africa (EEISHEA)**

- Funding: European Union
- Duration: 2018–2021
- Role: Education Expert
- Focus: Curriculum redesign to foster entrepreneurship and sustainability in higher education.

### **3. Capacity Building for Training and Research in Aquatic and Environmental Health in Eastern and Southern Africa (TRAHESA)**

- Funding: Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED)
- Duration: 2019–2022
- Role: Education Expert
- Focus: Strengthening education and research in aquatic and environmental health.

### **4. Development, Evaluation, and Implementation of a Practical Health Education Intervention Package for Prevention and Control of Taenia solium Cysticercosis and Taeniosis in Tanzania (CYSTINET Project)**

- Role: Research Team Member
- Funding Agency: German Federal Ministry of Education and Research (BMBF)
- Duration: 2018 – Ongoing

### **5. Enhancing the Quality of Graduates of Agriculture to Meet Tomorrow's Food Security Challenges (PREPARE-BSc)**

- Role: Curriculum Expert
- Funding Agency: European Union (EDULINK Programme)
- Duration: 2020-2023

### **6. Strengthening Research and Teaching Capacity for Sustainable Development of Aquaculture in Tanzania**

- Role: Contributor (Curriculum/Training Design)
- Funding Agency: The Swedish International Development Cooperation Agency
- Duration: 2018-2020

## **7. Graduate Training for Skills Development and Sustainable Employment in Agriculture (SDF&TEA)**

- Role: Curriculum Development Consultant
- Funding Agency: Tanzania Education Authority (TEA)
- Duration: 2018 – 2020

## **8. Innovations in Technology, Institutional and Extension Approaches Towards Sustainable Agriculture and Enhanced Food and Nutritional Security in Africa (InnovAfrica)**

- Role: Education Expert
- Funding Agency: Multi-country Research Fund
- Duration: 2017 – 2021

### **1.9 CONSULTANCIES FROM 2017-2025**

#### **1. Development of a Guide to Decision Makers on Natural Resources Management**

- Client: Belgian Technical Cooperation (BTC)
- Duration: October 2019
- Focus: Creating guidance materials for policymakers on sustainable natural resources management.

#### **2. Development of Curriculum for Mainstreaming Forest Products and Value Chain**

- Client: Forestry and Value Chains (FORVAC)
- Duration: August 2019
- Focus: Integrating forest product value chains into technical and vocational education curricula.

#### **3. Communication, Education, Participation, and Awareness Strategy for Kilombero Valley Flood Plain Ramsar Site**

- Client: Belgian Technical Cooperation (BTC)
- Duration: 2019
- Focus: Developing CEPA strategies to enhance stakeholder engagement and conservation awareness.

#### **4. Training Needs Assessment for Agricultural Extension Officers on Climate-Smart Agriculture**

- Client: Ministry of Agriculture, Tanzania
- Duration: April – June 2021
- Focus: Identifying skills gaps and developing a training framework for climate-smart agriculture practices.

#### **5. Review and Harmonization of Vocational Education Curricula on Agribusiness and Entrepreneurship**

- Client: Vocational Education and Training Authority (VETA)
- Duration: January – March 2023
- Focus: Aligning vocational curricula with market demands and enhancing youth employability in agribusiness.

## **1.9 PARTICIPATION IN NATIONAL TASK FORCES**

- **Member, National Task Force for the Review of the National Strategy for Inclusive Education III of 2021/22-2025/26**  
Year 2025  
Contributed to formulating strategic priorities, goals, and implementation frameworks aimed at promoting equitable access and participation in education for all learners, particularly those with special needs and disabilities.
- **Member, National Task Force for the Development of the National Teacher Workforce Volunteering Framework**  
Year: 2025  
Participated in designing a national framework to guide the volunteering of teacher workforce across regions, aiming to address disparities in teacher distribution and support underserved communities.
- **Member, National Task Force for the Development of the National Teachers Internship Framework**  
Year: 2025  
Contributed to the development of a standardized framework to guide the internship process for pre-service teachers, ensuring professional preparedness and effective transition from training to practice.
- **Member, National Curriculum Review Task Force Under the Tanzania Institute of Education TIE**  
Year: 2023  
Participated in the nationwide review of the curriculum across all education levels, ensuring alignment with national development goals, global educational trends, and 21st-century demands. The review emphasized a shift from content-based to competence- and skill-based learning, promoting critical thinking, creativity, problem-solving, and lifelong learning among learners.
- **Member, National Task Force for the Review of the Education and Training Policy (ETP) 2014 – Edition 2023**  
Year: 2023  
Involved in reviewing and updating the ETP 2014 to reflect emerging educational priorities, challenges, and innovations, and to guide long-term planning in the education sector.

## **1.10 ACADEMIC DISTINCTIONS**

- Best Researcher Award, School of Education, SUA (2022)
- Appointed External Examiner, Dar es salaam University College of Education (2023–to date)
- DAAD Scholarship Recipient for PhD Studies in Germany (2013–2017)

## **2 PUBLICATIONS:**

### **2.1 CURRENTLY PUBLISHED ARTICLES**

- 2.1.1 Semwenda, A.J., Kira, E., Nyandas, J., Msangya, B. & Athuman, J. (2025). *Determining Factors Influencing Learners' Decisions to Develop their Professions through Open and Distance Learning at the Learning Centres. International Journal of Curriculum and Instruction, 17(2), 434-452.*
- 2.1.2 Mmassy, R.; Maganira, J and Athuman, J (2025). *Status Of Biology Laboratory Resources In Ordinary Secondary Schools: A Case Study Of Morogoro Municipality, Tanzania, International Journal of Education and Social Science Research (IJESSR) 8 (2): 57-70 Article No. 1034, Sub Id 1620.*
- 2.1.3 Semwenda, A.J., Kira, E., Nyandas, J., Msangya, B. & Athuman, J. (2024). *Exploring Teaching and Learning Resources Available in Open and Distance Learning for Teachers' Professional Development at the Learning Centers. International Journal of Innovative Research and Development, 13(8) 92-100. DOI No:1024940/ijird/2024/v13/i13/i8/AUG24019.*
- 2.1.4 Semwenda, A.J., Kira, E., Nyandas, J., Msangya, B. & Athuman, J. (2024). *Investigating the Implementation Process of Open and Distance Learning for Teachers' Professional Development at the Learning Centres. Global journal of Advanced Research, 11(3). 28-41. ISSN:2394-5788.*
- 2.1.5 Semwenda, A.J., Kira, E., Nyandas, J., Msangya, B. & Athuman, J. (2024). *Stakeholders' Perceptions about the Competences of Open and Distance Learning Graduates. International Journal of Research and Innovation in Social Science, 8(12) 4643-4653. DOI: <https://dx.doi.org/10.47772/IJRISS.2024.8120389>.*
- 2.1.6 Boi, A. D., Kira, E. S., Athuman, A. K., Athuman, J. J., & Lupeja, T. L. (2025). *The perceptions of key stakeholders on the adequacy and relevancy of the employability skills stated in the vocational education and training curriculum for the tour guide occupation in Tanzania. Journal of Vocational Education & Training, 1-22. <https://doi.org/10.1080/13636820.2025.2461590>.*
- 2.1.7 Boi, A. D., Kira, E. S., Athuman, A. K., Athuman, J. J., & Lupeja, T. L. ( ). *VET Tour Guide Trainees and Graduates' Perceptions on their Development of Employability Skills for the Labour Market Needs in Tanzania. Has been accepted for Publication in the International Journal of Innovative Research and Development.*
- 2.1.8 Athuman, J. (2023). *Assessing ecological literacy among secondary school students in Morogoro Municipality, Tanzania. Aquademia, 7(1), ep23xxx. <https://doi.org/10.30935/aquademia/xxxx>*

- 2.1.9 Lema, R & Athuman, J. (2023). Exploring Attachment Styles and the Influence of Demographic Variables Among Preschool Teachers in Morogoro Municipality. *International Journal of Current Research and Applied Studies*, 2(4), 60-72.
- 2.1.10 Athuman, J. (2023). Correlating Emotional Development and Cognitive Maturity of Preschoolers in Some Selected Daycare Centres in Morogoro Municipality. *International Journal of Education and Social Science Research (IJESSR)* 6 (4): 156-168
- 2.1.11 Athuman, J. (2023). Assessing the Determinants of Graduates' Willingness to Pursue Self-Employment in Agribusiness; A Case Study of the Sokoine University of Agriculture Finalists. *International Journal of Education and Social Science Research (IJESSR)* 6 (4): 144-155
- 2.1.12 Athuman, J. (2023). Techno-Pedagogical Content Knowledge Of Undergraduate Preservice Teachers Majoring in Biology Based on their Demographic Variables in Tanzania. *International Journal of Education and Social Science Research (IJESSR)* 6 (1): 89-106
- 2.1.13 Athuman, J. (2023). Investigating Assessment Literacy of Secondary School Biology Teachers in the Context of Competence-Based Curriculum: A Case Study in Morogoro Municipality, Tanzania. *International Journal of Current Research and Applied Studies*, 2(4), 47-59
- 2.1.14 Athuman, J. (2022). Ability of Form Four Students on Food Test Laboratory Practicals in the Selected Secondary Schools in Tanzania. *Aquademia*, 6(2), ep22011. <https://doi.org/10.30935/aquademia/12488>
- 2.1.15 Athuman, J. (2022). The effectiveness of preschools in developing social-emotional well-being of children aged 4- 6 years: A comparative analysis of children staying home and those enrolled in the selected preschools in Morogoro Municipality. *International Journal of Arts, Humanities and Social Studies*, 4(2), 147-155.
- 2.1.16 Athuman, J. (2022). Describing the Self-efficacy of Tanzania Secondary School Biology Teachers in Teaching Integrated Science Process Skills. *International Journal of Education and Social Science Research (IJESSR)* 5 (2): 36-53
- 2.1.17 Salome R. Mlaki and Athuman, J. (2022). Assessing Cognitive Development of Pre-schoolers in the Selected Pre-Primary Schools in Morogoro Municipality – Tanzania. *International Journal of Education and Social Science Research (IJESSR)* 5 (5): 24-41 Article No. 667, Sub Id 1064

#### **Journal Articles before Last Promotion**

- 2.1.18 Athuman, J. (2019). Education Programmes and Curriculum Reforms in Tanzania: A Comparative Review of Education for Self Reliance and Poverty Reduction (PR) Programmes, *International Journal of Science and Research (IJSR)*, 8 (9), 246-253

- 2.1.19 Athuman, J. (2019). *Assessing Knowledge Levels of Selected Integrated Science Process Skills of Morogoro Biology Secondary Students – Tanzania*, *International Journal of Science and Research (IJSR)*, 8 (9), 254-261 ISSN: 2319-7064 ResearchGate Impact Factor (2018)
- 2.1.2 Athuman, J. (2017). Comparing the effectiveness of an inquiry-based approach to that of conventional style of teaching in the development of students' science process skills . *International Journal of Environmental and Science Education*, 12(8), 1797-1816.
- 2.1.3 Athuman, J. (2017). *Assessment of students' levels of science process skills and the effectiveness of inquiry-based approach as the main features of the current competence-based curriculum in Tanzania*. Wuppertal: BUW Library: <http://elpub.bib.uni-wuppertal.de/servlets/DocumentServlet?id=6810&lang=en>
- 2.1.4 Athuman, J. (2017). Correlating students' knowledge levels of science process skills with their conceptual understanding of Biology and intrinsic motivation levels, A case study of Morogoro high school students in Tanzania. *International Journal of Education and Social Science Research* 1, (01); 24-40
- 2.1.5 Athuman, J. (2017). Comparing the effectiveness of an inquiry-based approach and traditional method of teaching in the conceptual understanding of genetics to high school students of Morogoro-Tanzania, *The International Journal of Science & Technology* 5 (10) 38-48 (ISSN 2321 – 919x)
- 2.1.6 Athuman, J. (2017). Comparing the Effectiveness of an Inquiry-Based Approach and Conventional Teaching in the Development of Students' Self-concept towards Practical Laboratory Experimentation, *The International Journal of Science & Technology* 5 (10) 117-127 (ISSN 2321 – 919x)
- 2.1.7 Athuman, J. (2012). Teacher self-efficacy in teaching science process skills: An experience of biology teachers in Morogoro – Tanzania: ISBN: 978-3-659-26212-8, Editor imatvievici
- 2.1.8 Athuman, J. (2012). An analysis of fee abolition policy as a strategy to education expansion; A literature review on fee abolition in primary schools in Tanzania: ISBN: 978-3-659-26732-1, Editor imatvievici.

## **2.2 PUBLISHED BOOKS**

- 2.2.1 Athuman & Nyangas (2024). Sociology of Education: A handbook for University Students. Dar es Salaam University Press. Dar es salaam
- 2.2.2 Kipangule,I; Jokolo, M; **Athuman J**; Nkya, H; Muro G; Mwagumbo, J; Nyundo, B & Lyimo, C. (2022). Biology for Secondary Schools Student's Book; Form Four. Dar es Salaam: Tanzania Institute of Education.
- 2.2.3 Mogha, N; **Athuman J**; Moshi, H; Mosi J; Kyobya, F & Kirei, G. (2019). Biology for Advanced level Secondary Schools Students; Form Six. Dar es Salaam: Tanzania Institute of Education.

## **2.3BOOKS**

- 2.3.1 2021- Biology for Secondary Schools, Student's Book; Form Two. Dar es Salaam: Tanzania Institute of Education
- 2.3.2 2021- Biology for Secondary Schools, Student's Book; Form Three. Dar es Salaam: Tanzania Institute of Education
- 2.3.3 2020- Science and Technology Pupils Book Standard Seven, Tanzania; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.4 2020- Science and Technology Pupils Book Standard Six, Tanzania; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.5 2019- Science and Technology Pupils Book Standard Five, Tanzania; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.6 2019- Science and Technology Pupils Book Standard Four, Tanzania; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.7 2020- Science and Technology Teacher's Guide for Standard Seven, Tanzania Primary School Pupils; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.8 2020-Science and Technology Teacher's Guide for Standard Six, Tanzania Primary School Pupils; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.9 2019- Science and Technology Teacher's Guide for Standard Five, Tanzania Primary School Pupils; English Medium. Dar es Salaam: Tanzania Institute of Education
- 2.3.10 2019-Science and Technology Teacher's Guide for Standard Four, Tanzania Primary School Pupils; English Medium. Dar es Salaam: Tanzania Institute of Education

## **2.4 PUBLISHED BOOK CHAPTER**

2.3.1 Athuman, J. (2019). Inquiry Based Approach to Teaching Sciences: Its Meaning, Major Principles, Strengths and Some Historical Trends in Tanzania In A.C. Lal Kumar. *Recent Trends in Education Volume – 4*. New Delhi Publications.

Athuman J. (2023). Fostering Sustainable Agriculture Through Integrated Agricultural Science Education: General Overview and Lessons from Studies Research and Reviews in Agriculture Science Volume I (ISBN: 978-93-88901-80-2) 1

Athuman J. (2023). "The Mind Game-Unlocking the Potential of Sports Psychology" in "Advances in Multidisciplinary and Current Research (Volume - 17) Weser Books

## **2.5 CONFERENCE PAPERS**

2.5.1 Athuman,J; Mwakililo,P; Mgaya,A And Gesase R The Effectiveness Of Daycare Centres In Promoting Social-Emotional Well-Being of Children Aged 4- 6 Years: A Comparative Analysis of Children Staying Home And Those Enrolled In Daycare Centres In Morogoro Municipality. Conference Held in December, 2019 at AghaKhan University; Dar es salaam.

2.5.2 Mwakililo,P; Athuman,J; Mgaya,A And Gesase R Investigating The Challenges Facing The Implementation of Inclusive Education Policy In Early Childhood Education In Morogoro Municipality Conference Held in December, 2019 at AghaKhan University Dar es salaam.

2.5.3 Athuman,J; Mwakililo,P; Mgaya,A And Gesase R Assessing The Provision of Early Childhood Education In Pre-Schools In Tanzania; A Case of Morogoro Rural District: Conference Held in December, 2019 at AghaKhan University Dar es salaam.

## **2.6 UNPUBLISHED MATERIALS/CONSULTANCY REPORTS:**

### **Theses**

**2.6.1 Jamal J. Athuman** (2010). An Assessment of Science Teachers' Capacity for Teaching Integrated Science Process Skills. *M. A. (Education) thesis*. University of Dar Es Salaam, School of Education.

**2.6.2 Jamal J. Athuman**, (2004). Attitude of secondary school students Towards English Language as a Medium of Instruction. *PGDE thesis*. The University of Dae es salaam, Faculty of Education.

### **2.7 Compendium:**

**2.7.1 Jamal J. Athuman**. (2013). EDC 100: Teaching Methods for Undergraduate Students. Sokoine University of Agriculture

**2.7.2 Athuman,J & Gervas, I.** (2013). EDP 100: Educational Psychology for Undergraduate Students. Sokoine University of Agriculture

## 2.8 Paper submitted for Publication

**2.8.1** Athuman,J; Mwakililo,P; Mgaya,A And Gesase R Assessing The Provision Of Early Childhood Education In Pre-Schools In Tanzania; A Case Of Morogoro Rural District

**2.8.2** Athuman,J; Mwakililo,P; Mgaya,A And Gesase R The Effectiveness Of Daycare Centres In Promoting Social-Emotional Well-Being Of Children Aged 4- 6 Years: A Comparative Analysis Of Children Staying Home And Those Enrolled In Daycare Centres In Morogoro Municipality.

**2.8.3** Mwakililo,P; Athuman,J; Mgaya,A And Gesase R Investigating The Challenges Facing The Implementation Of Inclusive Education Policy In Early Childhood Education In Morogoro Municipality

## 3. Supervision of Students since Last Promotion

### 3.1 Supervision of Postgraduate Students

Name	Registrati on. No	Title	Status
3.1.1 Salma, Nassor O	PGD/D/2019/0004	Knowledge And Attitude Of Selected Stakeholders Towards Free Secondary Education In Tanzania. <i>A Case Study of Selected Parents and Education Administrators in Morogoro Municipality</i>	Graduated Nov.2020
3.1.2 Laban, Lightness M	PGD/D/2020/0005	Roles of Information and Communication Technologies in Improving Secondary Schools Performance In Tanzania: <i>A Case of Secondary Schools In Morogoro Municipality</i>	Graduated Nov.2021
3.1.3 Musa, Kyarua S	PDE/D/2021/0001	Factors Contributing to Poor Academic Performance of Secondary Education Examination For Community Secondary School Students in Mwanga District – Tanzania	Graduated May.2023
3.1.4 Mlaki, Salome R	MCI/D/2020/0007	<i>Cognitive and Socio-Emotional Maturity of Pre-Primary Pupils in Tanzania. A Case Study of Some Selected Schools In Morogoro Municipality.</i>	Waiting for graduation Nov 2023
3.1.5 Lema, Regina E	MCI/D/2020/0002	Attachment Styles of Preschool Teachers and Their Understanding of Its Role in The Socio-Emotional Development of Children in Morogoro Municipality	Finalizing the thesis
3.1.6 Mmassy, Rozina I	MCI/D/2022/0002	The Impact of The Availability of Biology Laboratory Materials on The Development of Food Test Practical Skills in Secondary Schools. <i>A Case of Morogoro Municipality</i>	Proceeding with the thesis
3.1.7 Kangomba, Saidi P	MCI/D/2022/0009	Assessing the use of mobile devices for academic purposes: <i>A study on student learning behavior higher education institutions</i>	Proceeding with the thesis
3.1.8 Semwenda, Joyceline, A	PHE/D/2021/0001	Effectiveness of Open and Distance Learning For Teachers' Professional Development In Tanzania	Proceeding with the thesis

3.1.9 Boi, Andrew D	PHE/D/2022/0001	An Investigation of the Adequacy, Relevancy and Teaching Methods Towards Developing Innovative Skills Through Vocational Education and Training System in Tanzania	Proceeding with the thesis
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### 3.2 Supervision of Undergraduate Students

#### 3.2.1 Supervision of Undergraduate Students who graduated in November, 2020

Name	Reg Number	Title of the Project
Pasian, Julieth N	EGM/E/2017/0420	An examination of the perceived influence of library services on students' academic performance in secondary schools. A case of teachers and students in Morogoro Municipality
Zuberi, Bahoze B	ECB/D/2017/0104	Assessing University Students' Knowledge and Perception of the 2015-2025 integrated industrial policy in Tanzania; A case study of third year 2019/20 SUA students
Panga, Editha E	EAB/D/2017/0194	Investigating the Views of Prospective Teachers on the Effectiveness of Teaching Practice in Tanzania. A case study of the selected Third Year 2019/20 SUA Education students
Nyika, Obadia	ECB/E/2016/0327:	Teachers' understanding of the strategies to improve lecture method for students' conceptual understanding and enhancing their motivation, A case study of some selected biology in Iringa Tanzania
Ali, Farhiya S	EAB/E/2017/0131	Assessment of the effectiveness of counseling services in the selected secondary schools in Pemba, Tanzania
Khamisi, Amina	EGB/D/2017/0560	An investigation of the relationship between parental socio-economic and demographic status with their children's' academic performance. A case study of some selected parents in Morogoro Municipality
Juma, Hadija J	EAB/D/2017/0230	Status and Utilization of library resources by students and teachers in the selected secondary schools in Temeke Municipality Dar es Salaam
John, Sisilia B	EAB/D/2017/0192	Assessing stakeholders Knowledge and Perceptions Towards Free Secondary Education Policy in Tanzania, A Case of selected parents and administrators in Morogoro Municipality
Mkindi, Khalid S	ECB/D/2017/0340	Assessment of the relationship between students' Physical exercise with their intrinsic motivation to learning Biology and their overall academic performance. A case study of selected students at Morogoro High School in Morogoro Tanzania
Kwaslema, Elizabeth P	EAB/D/2017/0045	Evaluating the effectiveness of Daycare Centers in developing cognitive maturity of Preschoolers in Morogoro Municipality
Saidi, Saidi, R	ECB/D/2017/010	Knowledge and perception of parents and teachers on the role of social media in students' academic performance in Tanzania. A case study of teachers and parents around Mwanundege and Kisemvule wards, Mkuranga –Tanzania
Mnemo, Salim S	EGB/D/2017/0049	Assessing the availability and use of laboratory resources for students Biology practical skills development. A case study of Kihonda, and SUA sec school
Myombo, Rahel A	EGB/D/2017/0561	Investigating junior secondary school student's competence in map reading and map interpretation. A case

		study of Form three at Kihonda and Educare schools
Salehe, Halima H	EGB/D/2017/0099	The Influence of Family Background on students' academic performance. A case study of some selected parents having children in Morogoro Municipality Government Schools
Luhamba, Joseph	EGB/E/2017/0558	Assessing the effectiveness of community participation in financing wards education development projects, A case study of Mindu and Kihonda wards Morogoro

### 3.2.2 Supervision of Undergraduate Students who graduated in November, 2021

Student Names in Groups	Reg Numbers	Title of Projects
1. Kamwela, Diana E 2. Kanizio, Lydia S 3. Ally, Habibu Yahaya	ECB/D/2018/0034 ECB/D/2018/0257 ECB/D/2018/0227	Assessment of Career Choice Determinants Among Third Year Students at Sokoine University of Agriculture
1. Lugenewa, Maulid R 2. Sindi, Omari Salehe	EGB/D/2018/0012 ECB/D/2018/0082	Assessing the Levels of Soft Skills Development Among Secondary School Teachers in Morogoro Municipality
1. Juma, Rahma Y 2. Zumo, Mariamu H	EGB/D/2018/0071 ECB/D/2018/0085	Assessing Social Media Use Among Third Year 2020/2021 SUA Students in Education Course Basing in Social Networking and Media Sharing. A Case Study Mazimbu Campus Morogoro
1. Felician, Prisca 2. Dogan, Paul J 3. Ally, <b>Seth S</b>	ECB/D/2018/0152 ECM/D/2018/0127 ECB/D/2018/0085	Stakeholders' Knowledge and Perceptions on The Roles of Public Secondary School Headmasters in Kihonda Ward at Morogoro Municipality (SUA).
1. Mwamba, Halima H 2. Ng'wandu, Yohana 3. Mushi, Belaroi G	ECM/D/2018/0004 ECM/D/2018/0001 ECM/D/2018/0046	An Investigation of the Relationship Between Parental Socio-Economic and Demographic Status With their children's Academic Performance.
1. Mhepela, Digna L 2. Mwala, Sabina S	EGB/D/2018/0093 EGB/D/2018/0081	Assessing the Knowledge and Opinions of Third Year 2020/2021 SUA Students on the Effects of Global Warming
1. Haji, Janeth M 2. Ibrahim, Msafiri Saidi 3. Kimemeta, Edward D	EGB/D/2018/0206 EGB/D/2018/0128 EAB/E/2016/0121	Assessing the Levels of Biological Practical Skills Development Among Advanced Level Students Majoring in Biology in Morogoro Municipality
1. Simba, Zakayo S 2. Ngilisi, Robert M	EGM/D/2018/0021 ECM/D/2018/0021	An Investigation on the Teachers Knowledge And Use of ICT Facilities In Secondary Schools in Tanzania

### 3.2.2 Supervision of Undergraduate Students who graduated in November, 2022

Student Names in Groups	Reg Numbers	Title of Projects
1. Mwanambuu, Peter J 2. Ndale, Benito F 3. Honoka, Honoratha P	EAB/D/2019/0049 EAB/D/2019/0153 EAB/D/2019/0224	Understanding of Agricultural Science Prospective Teachers on the Effect of Global Warming on Crop Production
1. Faustini, Josephat 2. Nkalanga, Eliwaza S 3. Ngolomele, Karim J	EAB/D/2019/0044 EAB/D/2019/0083 EAB/D/2019/0124	Assessing The Satisfaction of Sokoine University of Agriculture Pre-Service Teachers of the Modality of SUA Teaching Practice

1. Sumaye, Christopher J 2. Nakey, Elineema D 3. Sanka, Silvia Lawey	EAB/D/2019/0081 EAB/D/2019/0158 EAB/D/2018/0187	Conceptual Understanding and Practical Skills Development of Future Agricultural Officers in Maize Production
1. Bonday,Afaaya T 2. Mwakiposa, Ester A 3. Nzunda, Jackson H	EAB/D/2019/0030 EAB/D/2019/0120 EAB/D/2019/0180	Assessing the Understanding of Undergraduate Biology Education Students on the Physiology of Respiration and Its Associated Disorders

#### 4. SEMINARS/CONFERENCES ATTENDED:

- i. **October 14, 2025- SUA-Morogoro: Workshop on Competency-Based Assessment in Higher Agricultural Education.** Focused on strategies for designing, aligning, and implementing competency-based assessments in agricultural education. Organized by RUFORUM.
- ii. **October 20–24, 2025, Morena–Morogoro: Retooling Workshop on Delivery of Competence-Based Curricula.** A five-day professional retooling program to strengthen staff capacity in delivering, facilitating, and assessing competence-based curricula. Organized for SOE academic staff.
- iii. **September 30 – October 2, 2025, Cate Hotel, Morogoro: 2nd Five University Consortium Scientific Conference – “Beyond Survival: Building Inclusive and Climate-Resilient Societies.”** Featured presentation of a paper titled *“The Role of Digital Influencers and Online Communities in Shaping Climate Change Discourse and Environmental Behaviour Among Secondary School Adolescents in Morogoro Municipality, Tanzania.”*
- iv. **September 15–19, 2025, CoICT, Dar es Salaam: HEET Institutional Review and Progress Monitoring Workshop.** Focused on monitoring implementation progress of HEET activities, including curriculum review, digital learning infrastructure, and pedagogical retooling. Attended by SOE representatives.
- v. **May 5–9, 2025, Nairobi: AICAD Regional Training Workshop on Higher Education and Sustainable Development.** Focused on strengthening institutional strategies for linking higher education research with sustainable community innovations. Organized by AICAD.
- vi. **May 7–9, 2025, Mwalimu Nyerere Convention Centre, Dar es Salaam: 19th International Conference & Exhibition on Digital Education, Training & Skills Development (E-Learning Africa).** Focused on Digitalization of Higher Education for Inclusive and Lifelong Learning. Organized by the Ministry of Education, Science and Technology.
- vii. **June 2023, CoIC-UDSM: Capacity building Training workshop on Innovative Pedagogies and their Inclusion in the Curricula under the Higher Education for Economic Transformation (HEET).** Organized by the Ministry of Education, Science and Technology
- viii. **May 2023, Arusha: Capacity building workshop on Procurement**

- Procedures and Methods. Organized by the Public Procurement Regulatory Authority (PPRA)
- ix. April 2023, SUA-Morogoro: Capacity Building training to SUA curricula developers on the Principles and Practices of developing Competence Based Curriculum: Organised by the SUA Higher Education for Economic Transformation (HEET) Curriculum Component.
  - x. January 2023, Morogoro-Magadu: The Higher Education for Economic Transformation (HEET) Priority areas and Curriculum Review. Organized by the Ministry of Education, Science and Technology
  - xi. September 2022, Morogoro-Magadu: Capacity Building Training Workshop on the Development of Labour Market Responsive Curriculum under the Higher Education for Economic Transformation (HEET). Organized by the Tanzania Commission for Universities
  - xii. December 2019, Dar es salaam, Tanzania: 7th Annual Research Institute (ARI) conference on Early Childhood Education, Care and Development in the 21st Century December 4-6, 2019 Dar es Salaam organized by the Institute for Educational Development, Agha Khan University
  - xiii. February 2018, Dar es salaam, Tanzania: E-resources and referencing training workshops for DAAD scholars in Tanzania organised by the Information and Training Outreach Centre for Africa (ITOCA) and the Germany Academic Exchange Service (DAAD)
  - xiv. February 2017, Dar es salaam, Tanzania: Education 2030. The UNESCO Ministerial SDG4 Regional Forum for Eastern Africa. 15th-16th February 2017. Mwalimu Nyerere Convention Center, Dar es Salaam, Tanzania.
  - xv. November 2017, Dar es salaam, Tanzania: Teacher Education in Sub-Saharan Africa (TESSA) course on "Making teacher education relevant for 21st century Africa." Future Learn Online course offered by the Open University UK, at UDSM main campus.
  - xvi. February 2017, Morogoro, Tanzania: Facilitating a workshop on teaching higher education through problem based learning. Organized by Sokoine University of Agriculture on 19th-28th February 2017
  - xvii. March 2017, Morogoro, Tanzania: Facilitating a workshop on Effective Teaching and Evaluation for instructors teaching diploma and certificate students in IT at SUA. Organized by Computer Centre of Sokoine University of Agriculture on 16th-17th March 2017
  - xviii. September 2016, Bonn, Germany: Workshop on Innovative business models for African entrepreneurs at the "Universities, Entrepreneurship and Enterprise Development in Africa conference" of the German-African University Partnership Platform for the Development of

Entrepreneurs and Small/Medium Enterprises, Organised by the German Academic Exchange Service (DAAD)

- xix. February 2016, Bochum, Germany; 8th conference on "Universities, entrepreneurship and enterprise development in Africa on the knowledge transfer between the private sector and academia regarding entrepreneurship in Africa, supported by the German Academic Exchange Service (DAAD)
- xx. February 2015, Morogoro, Tanzania: Participated in developing Uwezo literacy and numeracy assessment tools as one of the team specialists at Midland hotel, Morogoro region, Tanzania.
- xxi. September 2014, Berlin, Germany; Joint Summer School on "States, Markets, and Development in the 21st Century". Organized by the German Academic Exchange Service (DAAD) HTW Berlin, International SEPT Program, and the Ruhr-University Bochum
- xxii. August 2014, Arusha, Tanzania: The 6th Higher Education Forum on "Higher Education Beyond 2015 MDGs: What Next? 13th -15th August, 2014 Arusha, Tanzania
- xxiii. July 2011, Morogoro, Tanzania: Seminar on Competence Based Approaches and Assessment; Implementation and Implications, Organised by the Muslim University of Morogoro (MUM), July 2011, Morogoro, Tanzania
- xxiv. November 2007, Dar es salaam, Tanzania: Seminar on Capacity building of Civil Society Networks in Tanzania , organised by the Research and Education for Democracy in Tanzania (REDET), November 2007, Dar es salaam, Tanzania
- xxv. May 2007, Dar es salaam, Tanzania: Teaching Methodology Workshop, Dar es salaam University College of Education, Dar es salaam.
- xxvi. March 2007, Dar es salaam, Tanzania: Seminar on employment policy and entrepreneurship, organised by PANTIL- A Program organized by Sokoine University Agriculture IN COLLABORATION with National Youth Information Centre (NICE), March, 2007, Dar es salaam

#### **4. EXTRA CURRICULAR ACTIVITIES:**

Reading, Travelling, Gardening and Soccer.

## 5. REFEREES

### 1. Prof. Mawlid W. Mwatawala (Supervisor in my Deanship)

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### 2. Prof. Joel S. Mtebe

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(Academic, Research and Consultancy)

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### 3. Dr. James Nyangas (Head of my department)

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**Signature**



**Date: 12 NOVEMBER 2025**