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## **Editorial Note**

The Ruaha Catholic University Journal of Education and Development (RUCUJED) is a Journal that publishes research papers of academic interest, targeting academic issues from a multidisciplinary approach and therefore hospitable to scholarly writing on a variety of academic disciplines. RUCUJED is an indispensable resource for Education and Development researchers, academicians and others with an interest in education and development.

RUCUJED aims to publish research articles, original research reports, reviews, short communications, and scientific commentaries in the fields of education such as anthropology, education, linguistics, political science, sociology, geography, history, psychology, development studies, and information and library science.

The Journal is dedicated to the advancement of education knowledge and provides a forum for the publication of high-quality manuscripts. It is published bi-annually and accepts original research, book reviews, and short communications.

The Editorial Board reserves the right to accept or reject any manuscript and the right to edit the manuscript as it deems fit. Moreover, manuscripts must be submitted with a cover letter stating that all authors (in case of multiple authors) agree with the content and approve of its submission to the Journal. Research theoretical papers should be between 5,000 and 7,000 words in length. Reviews and short communication should not exceed 2,000 words. The word count of the manuscript should include, an abstract, references, tables, and figures. Manuscripts should be in English or Kiswahili.

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## **The Impact of Teachers' Instructional Practices in Maintaining Reading Fluency to Primary School Pupils in Iringa Municipality, Tanzania**

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### **Abstract**

*This study identified the impact of instructional practices used by teachers to teach reading fluency to primary school pupils in Iringa Municipality. A qualitative approach and a case study design were used to describe and understand the participants' views and experiences, whereas purposive sampling was used to select primary school language teachers. Interviews, observation, focus group discussion, and document review were used to collect data. The findings of the study revealed that teachers considered group reading among pupils, modelling for role-play, reading short and long stories, assisted reading practices, and activities of reciting simple and compound sentences as the common instructional practices used in teaching reading to pupils. The relevance of instructional materials was through reference to the requirements by the given competencies listed in the syllabus, assigned to the specific level, involving content from textbooks and further amplified by visual aids like wall charts. The study recommends language teachers be aware of the instructional practices used during reading sessions and make thorough preparations before reading sessions to familiarize them with the content they plan to teach the pupils.*

**Keywords:** Fluency, Instructional Practices, Reading, Teaching Strategies

### **1.0 Introduction**

In the educational academic context, understanding word meanings and the purpose for writing, as well as getting knowledge of new words, are all very important reading skills that support reading fluency to guide

comprehension (Ruiz, 2015). Possessing the ability to understand textual information plays a critical role in helping learners quickly locate information that is pertinent to the text, excluding information that is irrelevant to the text, and focusing on the needed information.

However, in a multilingual setting, where learners have two or more languages of instruction, previous research has shown that similar strategies of instruction can be used while reading (Gass & Selinker, 2001). To comprehend reading passages, multilingual learners may get an opportunity to utilise their knowledge of vocabulary, sounds, meaning, language, and textual structure as well as reinvent their prior knowledge (Barnhardt, 2005).

This, in turn, implies that academic success will require learners to be able to exercise fluency in understanding, analysing, and applying the information they gathered through what they read (Clarke, Truelove, Hulme & Snowling, 2013). It means that the importance of being able to understand written material increases significantly in all academic areas as learners progress from one level to another (Clarke et al., 2013). It is then especially important to help students with reading difficulties overcome the reading problems that may prevent them from literacy success before they reach the fourth grade. This is because, in lower-level elementary grades, students are focused on learning to read, while students beyond third grade are reading to learn (Sloat, Beswick & Williams, 2007; Clarke et al., 2013).

Prior research strongly supports the vital role of early identification in the prevention of reading difficulties and the urgent need to teach children to read during the first few years of school so that they can “read to learn” in grade 3 and beyond and avoid the long-term negative

effects, teachers can utilize and integrate reading comprehension strategies in their daily instructional practices to increase the reading fluency of the learners (Sloat et al., 2007). These strategies include, but are not limited to, graphic organisers (DiCecco & Gleason, 2002), collaborative strategic reading (Vaughn et al., 2011), peer-assisted learning strategy (Rafdal et al., 2011), story-mapping (Zahoor & Janjua, 2013), and self-questioning (Rouse, Alber-Morgan, Cullen & Sawyer, 2014).

In addition to these strategies, numerous classroom-based reading comprehension assessments have been used by teachers to measure the learners' reading understanding of academic material as well as to measure the effectiveness of a particular instructional method or teaching strategy. In different countries, particularly the United Kingdom, discussions in the field of education and psychology have been held on the relationship between social skill proficiency and academic excellence in the language (Tavakoli, Nakatsuhara & Hunter, 2019) in relation to the work of psychologist Edmund B. Huey (1901) who published, *The Psychology and Pedagogy of Reading*, the first book to review the science of reading.

In Kenya, research showed that learners of English as a foreign language faced a variety of challenges including poor language background, which makes the learning of English to be difficult. The learners had their first languages, which were different from English. The study suggested that teachers should provide a warm classroom environment and different methods to motivate learners to learn English as a foreign language (Dhillon & Wanjiru, 2013). Some countries, like Tanzania, don't use English as their first language of communication. Studies reveal that the engagement of young children in activities such as co-



curricular activities that challenge them to read and write gives them a strong foundation in their fluency as they develop through their standard years (Cantoni, 2007; Gilakjani 2012; Mawere, 2012; Rugemalira, 2005).

Tanzania's government has shown a strong commitment to providing primary education for all of its children by investing much in education. As a result, it has achieved a high level of literacy among its citizens from the early 1970s to the 1980s (Kitta, 2004). In addressing pupils' poor literacy, the Tanzania government launched the Primary Education Development Plan (PEDP) in 2005 which resulted in a significant increase in pupils' enrolment in primary schools. The Tanzanian government further transformed several teacher colleges into universities to provide teacher education courses, consequently preparing teachers to cater for the increasing demands of the notable enrolments as well as pupils of literacy (Chambulila 2013; MoEVT, 2013).

### **1.1 Statement of the Problem**

Learning to read well is a challenging goal for young learners at the primary level. While other tasks human beings learn such as walking, talking, and eating, come naturally and are essential to everyday life; learning to read is a requirement for children. However, it is foreign to our customary growth. The society today is literacy advanced, dependent on the written word, meaning that a person who struggles to be fluent falls to a disadvantage, one that negatively impacts their life.

DiSalle and Rasinski (2017) examined the challenges that primary school learners of the language subjects come across and noticed that pupils still find it a struggle to articulate literacy in both English as a foreign language and Kiswahili, their local language both of which are

used as media of instructions in Tanzanian primary schools. Therefore, to improve pupils' language proficiency as well as their literacy, the huddles that pupils face in mastering reading must be addressed. Where pupils undergo more than one language of instruction; it is important to assess the strategies and practices of instruction that are used in encouraging fluency, which can lead to academic success.

## **2.0 Materials and Methods**

This study used a qualitative research approach. The qualitative approach was used because of the nature of the data that sought to generate meaning and understanding through useful rich descriptions of educational problems. A case study design was employed to describe and understand language teachers' experiences and standard four learners' views. The study was conducted in Iringa Municipality, whereby four schools were selected, among which two schools used English as the medium of instruction (MoI) and the other two used Swahili as the medium of instruction.

The study area was also chosen purposively on the basis that the researcher sought to develop new knowledge about the teaching-learning situation to contribute to language educational practices in Tanzania. Semi-structured interviews, observation, focus group discussions (FGDs) and documentary reviews were employed in this study. Moreover, all qualitative data collected from the participants were analysed thematically through specific procedures such as reading and re-reading, coding generating initial themes, reviewing themes defining and naming themes, and writing up the report.

### **3.0 Findings**

Under the set of common instructional practices and strategies, the study sought to discover the available practices and strategies that teachers used to expose children to reading to develop and maintain their fluency.

#### **3.1 Common Instructional Practices and Strategies Used in Teaching Reading to Pupils**

The study took place at two English medium schools anonymously labelled School A and School D. Also, two Swahili medium schools were anonymously labelled School B and School C. During the semi-structured interview, it was revealed that the English medium schools used individual reading, group reading and role-play as teaching strategies, while reading short stories, long stories, doing grammatical exercises and reciting simple sentences and compound sentences were the teaching practices. One of the pupils said that:

*I learn reading at school by seeing, listening and understanding the way the teacher teaches us in the lessons with stories and passages (Interview with Pupil<sub>4</sub>, School D, 13<sup>th</sup> June 2022).*

The pupil's claim indicates how the role of teachers is impactful in developing and maintaining pupils' reading fluency because pupils depend on the teacher and are guided by what they are instructed to follow and observe by the way the teacher teaches.

Meanwhile, at the Swahili medium schools, School B and School C, the study found that participatory methods, group reading and assisted reading were being used as teaching strategies, while writing practices, comprehension stories and question-and-answer were the teaching practices exercised. During the semi-structured interview, one teacher was quoted saying:

*The group reading, for example, involves reading exercises that I rely on to engage pupils and explain to them the topics of the lesson they are attending, and through question-and-answer, the pupils demonstrate to us what they know about what we are reading about, and what they don't know, helping the teacher to note the weaknesses (Interview with Teacher<sub>2</sub>, School B, 10<sup>th</sup> June 2022).*

The foregoing statement reveals that the discussion reading strategy provides an engaging way for teachers to observe fluency development in pupils, acting as a tool for assessment, by indicating where pupils' needs can be met with an aim of maintaining reading fluency. During observation, it was noted that teachers directed pupils' attention by assisting through the use of appropriate teaching aids, prior prepared before the lesson, as a strategy to help pupils read. This would be then followed with the teacher modelling for pupils to show proper fluency in what is read or in some cases, teachers would choose pupils who are fluent to model for other pupils as an example to relate to.

The findings revealed that modelling for pupils and using the teaching aids, would engage pupils in the discussion, practising question and answer, whereby teachers would regulate the reading sessions with a participatory teaching strategy. This indicates that these activities encourage pupils' confidence in accepting a challenge willingly in putting their reading skills to the test. One teacher from School B reinforces this by reporting:

*There exists a problem in accurately monitoring the development of fluency in the pupils in their reading tasks because pupils are not as readily confident as expected to stand before their fellows alone to read out loud, but it is noticed that the pupils prefer the group reading strategy because, in the process of doing so, the collective participation in reading together reinforces proper*

*pronunciation as well as fluency (Interview with Teacher<sub>2</sub>,  
School B, 10<sup>th</sup> June 2022).*

About the foregoing quote, during classroom sessions, the researcher observed that when individual pupils were selected for a reading task, a repeat reading practice by the rest of the pupils was encouraged by the teacher in a choral reading strategy aimed to reinforce the correctness of the read text, which aimed to give the selected pupil a learning experience; as a result, it helps to observe prosody and develop fluency. At the English medium school A, the researcher observed a lesson in session on letter-writing, where pupils were tasked to structure and, identify correctly the parts of a friendly letter and then read it out loud before the class for grammatical accuracy. The teacher read a sample letter audibly, pausing after short sentences to ask what the pupils understood while listening.

In addition, the teacher then drew a blank outline of a friendly letter on the blackboard and engaged the pupils to name the parts of a friendly letter following what they heard earlier while the teacher read. Pupils randomly volunteered to name the parts of a friendly letter, however, the teacher expressed visual confusion where a pupil failed to correctly identify the parts of the friendly letter and this was turned into a learning opportunity by the teacher, letting the other pupils teach the struggling pupil.

The researcher found out from teachers' detailed description of the course of instruction for reading fluency that teachers designed the start of a session in almost the same way to include fluency in all activities to be examined, by having pupils start with brainstorming questions on different vocabularies where indications of reading fluency are noted by

pupils answering the questions correctly with the teacher's guidance as necessary.

**Figure 1: A Sample of a Teacher's Detailed Description of Course of Instruction from School A**

MAIN COMPETENCE: COMPREHEND ORAL AND WRITTEN INFORMATION.

SPECIFIC COMPETENCE: READ AND COMPREHEND WRITTEN INFORMATION.

MAIN ACTIVITY: Understanding written information

SPECIFIC ACTIVITY: By the end of 60 min each class four, pupil should be able to arrange the main parts of a friendly letter correctly.

TEACHING AIDS/RESOURCES:  
TIE (2018) - I Text books.

REFERENCE: English TIE - LOW English Standard 4 Pupils Book - TIE: DSM

LESSON DEVELOPMENT				
STAGE	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	LEARNING INDICATORS.
INTRODUCTION	5 min	- Asking brainstorming questions about different vocabularies	- Answering brain storming questions	- Answering the questions correctly.
NEW KNOWLEDGE	20 min	- To guide pupils to read various sample letters	- To read various sample letters	- Reading accurately
REINFORCEMENT	20 min	- To guide pupils to identify basic parts of a friendly letter	- To identify basic part of a letter	- Identifying the key parts of a friendly letter
CONCLUSION	5 min	- To sum up by noting down important hints.	- To note down important hints.	- Noting down the important hints.

**Source: Field Data (2022)**

Figure 1 indicates teaching activities done by the teacher to help pupils understand the written information in 60 minutes, asking brainstorming questions about different vocabularies, guiding pupils to read various sample letters, telling pupils to identify basic parts of a friendly letter, and summing it all up by noting important learning points. While at English medium School D, the researcher observed pupils learning about occupations. The pupils were tasked to identify new vocabularies in form of the occupations from the simple sentences they read from provided textbooks. Pupils mentioned the occupations and the teacher went further to have random pupils spell out the name of the occupation for the rest of the pupils and discuss the meaning of these occupations.

This was followed by the teacher selecting pupils to tell the rest what each occupation represented, for example, a teacher is a person who teaches pupils, with more mentioned examples like a doctor, a pilot and a nurse. However, pupils had a challenge describing what a lawyer does since the lawyer is not a daily occurrence in children's daily lives. The teacher took note of this and started a role-playing strategy, where the teacher did a specific role, and then the children described the occupation the teacher had mimicked while role-playing. The identified occupations would then be spelt by the pupils, except where a pupil failed to spell the word tailor because they said *-er* instead of *-or*.

The teacher further engaged pupils in choral reading drills while spelling after a pupil had spelt a new vocabulary. The teacher then displays a wall chart showing the pictures of occupations along with their names and, picked pupils to describe the pictures shown and spell out loud the names below the pictures. The wall chart helped a pupil who had failed to spell the word policeman where they replaced the *c* with *s*. The session was concluded by the teacher assigning the pupils to write down in their exercise books the new vocabularies of occupation they had learnt and write down what these new vocabularies meant.

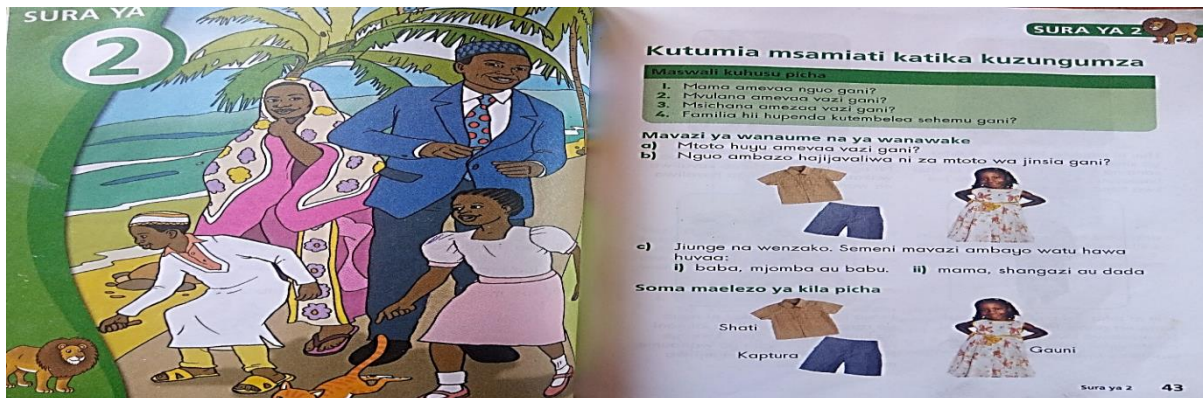
Meanwhile, at the Swahili medium School B, it was found that pupils were learning how to use punctuations to develop proper fluency in Swahili reading, where pupils had to mention the punctuation that they know and explain how they are used in speech as well as reading. The teacher demonstrated for them by reading a selected passage in the textbook, following punctuation and guiding the pupils individually to read short sentences from the textbooks, with emphasis on punctuation, instructing pupils to read as if they were talking naturally in Kiswahili.



With the modelling strategy, the teacher read a second time for the pupils, but pausing at every punctuation as if talking to demonstrate fluency in reading. The teacher then uses the repeat reading strategy, where two pupils are tasked to read for the rest of the pupils, as demonstrated and modelled by the teacher. Pupils read to the rest as if they were talking, taking from the example the teacher had demonstrated earlier with other pupils repeating after them.

The two pupils that had been selected to lead the rest however demonstrated a challenge with expressing commas and properly saying ‘question asking’ sentences. The teacher read again, as explained before, emphasizing for the pupils the punctuation marks in the passage as they occurred. Finally, the study took place within Swahili medium school C, and the topic the pupils were interacting with was from a textbook about different clothes for different occasions and seasons.

**Figure 2: A Topic about Dressing as Learnt at School C**



**Source: Field Data (2022)**

Given Figure 2, the researcher reviewed a standard 4 Kiswahili textbook, in reflection on the lesson about clothes done at School C. It showed that the pupils interacted with the teacher according to what was observed from the figure leading to guided conversations about dressing.



The teacher introduced a lesson about clothing, where pupils were to practice conversation and construct sentences involving the use of clothing. The teacher asked the pupils to mention the clothes they knew and, which clothes belonged to women, which clothes belonged to children and which clothes belonged to men, referring to a figure in the textbook.

The lesson continued with sentences about clothes and their use, tasking the pupils to construct sentences concerning how clothes are used. The teacher wrote short sentences on the blackboard afterwards and asked the children to read them aloud using a choral reading strategy. The teacher described a variety of clothes, asking about the use of each particular cloth mentioned. Children then read sentences with different clothes items in the sentences and the teacher asked, “What is the said cloth meant for, in the sentence?”

The teacher again wrote short sentences on the board and asked the pupils to read them in a choral reading practice. The teacher mentioned examples of clothes like a sweater and a suit and asked the pupils to describe their use and for what occasions and seasons. Pupils were then led to write sentences that describe any clothing, and what it is used for. Later, the teacher wrote more short sentences on the blackboard, asking pupils to try and read them aloud, to see if they could read them properly. A pupil was offered to read the short sentences on the blackboard and other pupils read after what the pupil had read. The pupils were finally tasked to write five short sentences that contain any cloth and describe what those clothes mentioned are used for.

The study findings revealed that teachers considered teaching strategies of group reading by pupils, role-play in terms of modelling, from both

pupils and teachers, involving pupils in participatory methods of reading and generating an understanding of developing fluency. These teaching strategies acted as tools to assess the pupil's grammar, pronunciation of new vocabulary and the proper use of punctuation. In addition, teachers used reading practices that included a combination of both short and long stories, from both story books and school textbooks, coupled with reading practices of reciting simple and compound sentences and engaging the pupils in core reading exercises or assisted reading practices.

### **3.2 How Instructional Materials are Identified by Teachers as Relevant to Pupils**

The study examined how teachers identify and deem teaching materials for reading relevant, for example, teaching aids and textbooks for the level of their pupils in helping pupils maintain and improve reading fluency. The findings from the interview show that teachers regularly used textbooks, designated for the standard four-level, which contain resources like passages, short stories and sentences for teaching reading. Due to the obvious reason of pupils attesting to enjoyment from stories and experimenting with imagination, teachers also used storytelling from available storybooks that proved to be reliable tools for engaging fluency.

Proper preparation terms early, before lessons, helps teachers to be in tune with their fluent ability, for them to model it for pupils, which in turn, encourages pupils to receive ideal knowledge of what they are learning to read because of teachers' prior research from their teaching materials or books and is contributing to pupil's reading fluency.

This seemed to put teachers on a task of matching what pupils are required to learn and what teachers have to teach, where this was supported by one teacher from School A that:

*At standard four, preparation and planning to achieve reading goals are coupled with constant reference to the standard four textbooks. Textbooks provide different learning topics that are relevant to be lessons, synchronized with what the teacher is to teach, meaning that teachers must refer to textbooks often for efficiency in developing fluency (Interview with Teacher<sub>1</sub>, School A, 10<sup>th</sup> June, 2022).*

The information provided above implies that referring to what the textbooks have to offer for a teacher's lesson, teachers have to be keen to keep in step with the standard four textbooks' content by thoroughly preparing the required reading materials to achieve appropriate relevancy for the pupils as noted below by one teacher:

*The teacher should consider pupils' reading ability, lesson content and targeted competence during the preparation of reading materials because it can prove efficient, whereby the teacher can know the ideal target to follow and the right things to use for the topic to be taught, which can efficiently help pupils' understanding and lead them to be fluent as they learn from the prepared teacher (Interview with Teacher<sub>2</sub>, School B, 11<sup>th</sup> June 2012).*

The given explanation revealed that proper preparation in terms early-on, in time, before lessons, helped teachers to be in tune with their fluent ability, for them to model it for pupils, which in turn, encouraged pupils to receive ideal knowledge of what they were learning to read because of teachers' prior research from their teaching materials or books that contribute to pupil's reading fluency.

In support of the findings, the researcher reviewed the standard four syllabus' contents and noted that, during this particular period for the pupils, teachers aimed to concentrate on helping pupils read and comprehend written information, under the aspect of reading simple texts on different topics for comprehension. This involved teaching and learning activities like reading simple text to interpret contents, reading simple texts on different topics for comprehension, reading information and summarizing ideas in writing, reading simple texts to describe events on different topics as well as reading and using vocabulary which the reading materials must observe.

The findings from the interviewees revealed that teachers considered the curriculum as important in that it directs teachers in instruction and preparation of teaching materials in meeting pupils' needs, whereby a teacher from school was quoted saying:

*The curriculum is also something we refer to in helping us to identify the right materials to develop pupils' learning, guided as well in the textbooks themselves as we teach”*  
(Interview with Teacher<sub>4</sub>, School D, 13<sup>th</sup> June 2022).

Giving the example of School C where pupils were to read short sentences correctly about the use of clothing in conversation, the teacher from that school claims that:

*When teaching, the textbook gives instructions and directions on what we can do in a given lesson, for example, the, the stories in the forms of simple passages come with exercises and pictures, hand in hand with what the pupils are to learn in the lesson* (Interview with Teacher<sub>3</sub>, School C, 12<sup>th</sup> June 2022).

Upon observation the study found that for every lesson undertaken, teachers carried out a practical approach of using the required teaching aids, especially relating to viewing optically the pictures and word charts, that would connect pupils' minds towards learning a new vocabulary, where the teacher would emphasize rephrasing the new vocabulary over and over in the process of assisted reading, followed by allowing all the pupils to listen carefully and chorus or speak out all together what has been learnt.

During the focus group discussion with the pupils, it was revealed that pupils mentioned wall charts often, as another viable option that they preferred to interact with besides textbooks with the aim of maintaining fluency one pupil reports, *“Our teachers put up wall charts in class when we have had a lesson of new difficult words, to help us remember every day when we look at the charts”* (Interview with Pupil<sub>1</sub>, School B, 11<sup>th</sup> June, 2022). However, it was observed that some of the charts in the classroom were old and ragged, and some were poorly made and needed to be renovated to serve the pupils with a proper learning environment.

From the information provided above, it seems that this poses a disservice and should be addressed by heads of the schools to try and encourage the creation of sections or learning spaces on walls for pupils, to help develop their fluency through daily interaction with a talking wall.

### **3.3 Other Strategies that can be used to Improve Fluency in Pupils**

In this aspect, the study discovered from the participants what they considered as certain plausible ways that teachers of language in Kiswahili and English can use to implement a steady development of fluent learners and what ideas can be conceptualized to contribute to the

improvement of reading fluency of their pupils. The findings from the interviews show that teachers suggest the use of storytelling as a viable strategy and practice during sessions that are specifically designed to engage reading, where pupils will each have a required role to play to participate as a teacher from School A suggests:

*Storytelling can be viewed as a fun activity, where the teacher brings a form of entertainment at the disposal of the pupils where activities like acting, in the form of role play as well as songs could drive the session into a meaningful discussion period with the pupils, which helps the teacher to assess desired development of the pupils' fluency (Interview with Teacher<sub>1</sub>, School A, 10<sup>th</sup> June 2022).*

It implies that teachers consider developing the reading fluency of pupils through a sense of play methods that can encourage a learner-centered environment which makes it easy for a teacher to observe pupils, as they express themselves from a natural mindset from the storytelling themes. Teacher attention to pupils is equally important, especially in terms of listening to how pupils pronounce words, read sentences, or how pupils speak. This observation implied that taking time to listen to pupils as they read loudly is very important and helps teachers to guide in case of pronunciation and grammatical mistakes, helping pupils reading habits to be fluent with time.

From the pupils' perspective, the study revealed that pupils largely depend on teachers for the development of their reading fluency, and this is mainly through oral communication, or from textbooks, story books, and wall charts. This is supported by the fact that pupils spend most of their time with teachers at school and it is teachers who nurture them. A pupil from School A reported that:

*The teacher is the one who can help us to improve our fluency in reading because they know more than us, and so we look up to them to guide us when they provide us with materials to read as we learn (Interview with pupil<sub>2</sub>, school A 10<sup>th</sup> June 2022).*

This indicates that teachers' training is an important factor to consider because it is from the teachers' experience that teachers will show efficiency in developing pupils into fluent readers.

#### **4.0 Discussion of Findings**

##### **4.1 The Common Instructional Practices and Strategies used in Teaching Reading to Pupils**

Teachers of language subjects like English and Kiswahili have a set of instructional practices and teaching strategies that can effectively assist them in exposing children to reading as well as attending further to this need. The findings show that most of the teachers of language and literacy in English and Kiswahili commonly use instructional practices and teaching strategies such as group reading, role play, modelling, choral reading and assisted reading. However, it seems that they lack the exact knowledge of what it is they are doing and the impacts thereof as they carry out these activities in their working experience, hence they don't allocate as much of a concern to these activities as would have been desired.

The findings revealed that reading sessions carried on from what had been previously learnt and the teachers relied on this strategy to assess comprehension as well as desired development. When new knowledge is presented, the teacher would model it out for the pupils, dependable to the study made by Kregler, Walker and Martin (2005), who found that teachers' modelling strategy is not always a part of the classroom

culture, because more often than not, teachers are just explaining an activity or a concept and learners are left to independently complete the tasks henceforth pupils referring to their teachers as examples to pick from making modelling a vital approach to improving fluency as stated by Rasinski (2014).

For the case of lack of confidence that pupils sometimes display when called to read out on their own, the teacher would use either a repeat reading strategy or assisted reading practice as derived from the findings. Similarly, Ransinski (2017) revealed that repeat reading is essential for those who may have difficulty in fluency. On the same note, Meeks and Austine (2003) noted that while practising assisted reading, the reader gets an opportunity to read text while at the same time listening simultaneously to a fluent reading of the same text, which proves beneficial for the reader as well as the rest of the pupils in the classroom, explaining the reason why pupils reported to prefer in-group reading exercises.

Correspondingly, the findings revealed that the pupils would be initiated into reading and reading fluently through both watching and copying their peers and how their teachers would express themselves. This discovery is backed by the Behaviorism theory, which works in hand with the act of informing another who is at the learning end where it is essential to provide sufficient opportunities to repeatedly do until perfect with reinforcing feedback from the teacher or peers (Ransinski, 2014).

Moreover, the practices and strategies used in reading exercises are meant to include all pupils and are not used according to the individual natural strengths or weaknesses of pupils. The activity of reading as well as being fluent consists of several sub-skills that have to be coordinated automatically at the pace of fluent reading as claimed by Coffield,



Moseley, Hall, and Ecclestone (2004). Therefore, if pupils are not naturally skilled at reading and exhibit evidence of struggle, this can be countered effectively by mastery in the coordinating reading practices or strategies as well as more time to groom the pupil's fluency.

#### **4.2 How Instructional Materials are Identified by Teachers as Relevant to Pupils**

The findings of this study revealed that the teachers in this aspect rely heavily on the curriculum as well as the syllabus outline to dictate the desired teaching materials and appropriate level books in the form of textbooks to teach the pupils. It showed further that teachers preferred textbooks and storybooks in this category and it is from these that they structured what they would teach, hence deeming them relevant.

The findings showed that it was also required for the teacher to be keen and prepare early on before having the pupils interact with the reading materials. The teacher would get familiarity with the content to teach, thereby equipping the teacher's fluency as well. This, however, would prove burdensome, especially in cases of a large classroom with an attendance beyond the maximum. The reason is that classroom-based studies that have been done showed African classrooms focus on the whole class of pupils rather than an individual learner and rather than on understanding as reported by Spaul and Hoadly (2017).

In addition, this brings attention upon the teachers to take care regarding meeting the reading needs of all learners effectively, paying close attention to planning and also researching deeper about the teaching materials and books they schedule to use in teaching, to aim at a wholesome teaching experience (Spaul & Hoadly, 2017) serves as a point of reference to the teachers of language subjects.

The researcher observed that the teachers also included the use of other teaching aids besides textbooks and story books like vocabulary trees and word puzzles. The use of these items came in handy when the pupils were met with new vocabularies, the process would then culminate into a choral reading practice orchestrated by the teachers with their preferred instruments of instruction. This is supported by the findings of Raddi (2018), which state in agreement that the activity of choral reading as executed after the use of reading materials provides a model of fluency through improving sight word recognition and allowing practice and support skills of fluency.

Upon further observation, the researcher discovered that the teachers used creative ways to visually stimulate the pupils by use of illustrations and wall charts which appealed to the pupils' interest, attracting them to engage their reading fluency, reflecting the ideas expressed by the information processing model theory which is based on how language is built and developed in a learner's brain when they see pictures or potential words, sending the information through the phases of sensory memory, short term memory and finally the desired long term memory.

#### **4.3 Other Strategies that can be used to Improve Fluency in Pupils**

The findings revealed different views reported by participants on the ways of improving reading fluency in children. It elaborated that reading fluency is an important aspect of the pupils that is essential in learning and can be observed within a classroom setting, nurtured by different activities, strategies and practices. Indeed, reading fluency in pupils is a gradual developmental process and it can be deterred or encouraged whereby the latter exhibits desired impactful results in a pupil's learning and language development. Studies about reading fluency reveal that

concern should be given with an aim of developing a pupil's reading fluency because a pupil's reading ability serves various purposes, varying in cognitive processes and knowledge. The decline of it thereof can threaten the overall status of a nation (Grabe & Stoller, 2018).

The findings from the interviews revealed that teachers recommended having the pupils exercise reading even outside the school setting, the suggestions envisioning continuous development of reading habits, drawing pupils to love reading altogether as they practice. This is further supported by Boardman et al. (2008), who echoed the discussed suggestion that it becomes mandatory, that reading fluency is an important reading skill that is fundamental for learners at all levels to equip them with and continually practice.

The information processing model theory asserts that readers forget information quickly if they do not encode it by rehearsing as observed by Slavin (2002). However, if rehearsing is done, for example by engaging the pupil's senses and reading aloud with them many times, the information they learn will move to the long-term memory section of their brain causing an actual impact, therefore, literacy teachers have a role to help learners improve their memories through creative ways that engage all the receptive senses of the pupils.

With the above point, the researcher discovered that teachers believe that the use of different teaching aids to develop fluency is essential in dealing with familiarity that may result in monotony and breed contempt in the pupils. The novelty of different teaching aids intrigued pupils' interests drawing them to be fluent at the pace the teaching aids bring along, requiring a teacher to be highly creative and industrious to deal with the monotony that may cause a setback.

In addition, it was revealed that the teachers' qualifications and training in this matter were necessary for teaching pupils reading fluency since it is clear that it is the teacher who guides the pupils and the pupils, in turn, look up to them. A fluent teacher therefore would have a lasting impact on the fluency skills of a pupil.

## **5.0 Conclusion and Recommendations**

Many of the teaching strategies and practices were familiar to teachers and embedded actively in the sessions whenever they engaged pupils to read. As evident from the findings of this study, teachers have a special responsibility to be aware of how their instructional strategies and practices affect the pupils' fluency in reading. The findings also indicated that teachers were guided by the curriculum in place, as well as the syllabus, in determining the appropriate instructional materials for the students. Teachers argued that it is key to prepare early on and familiarize with the content in line with the reading sessions before having the pupils interact with the reading materials.

It was reported that pupils can be encouraged to further read outside the usual daily school settings, by helping them to practice reading habits which entice pupils to have interest to be engaged in reading. In addition, the teachers' qualifications and training in this matter are necessary for teaching pupils reading fluency, since it is clear that the teachers guide the pupils, and the pupils look up to the teachers. Hence, a fluent teacher has a lasting impact on the fluency skills of a pupil. For the sake of further study in this particular area of study, other researchers can examine the causes of poor fluency in pupils, in both speech and reading. It is intrinsic to understand the ins and outs of linguistics in

pupils, especially in the lower levels of primary education or even kindergarten.

Other researchers could explore other ways to make reading entertaining and attractive to younger learners and how it can be made into a daily routine that pupils at school and away can enjoy. Finally, researchers can investigate how teachers can be trained to deliver ideal guidance in the development of pupils reading abilities and skills as well as how parents and guardians can play a role in engaging their pupils in issues that concern their academic goals.

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## **Challenges Encountered in the Implementation of Competence-based English Curriculum in Public Ordinary Secondary Schools in Tanzania: A Case of Njombe Region**

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### **Abstract**

*This study identified challenges encountered in the implementation of competence-based English curriculum in public ordinary secondary schools in Tanzania. The study employed a case study design under a qualitative approach. The qualitative data obtained through interviews, focus group discussion and observation were analysed by using thematic analysis. The findings indicated that teachers and students encountered a variety of challenges, which hindered the effective implementation of competence-based English curriculum such as unwillingness of the students, nature of the students, lack of exposure, language of instruction problems, large class sizes, limited time for curriculum implementation, nature of English teaching syllabus, lack of library, lack of appropriate teaching and learning facilities, shortage of teaching and learning materials, lack of teachers' in-service training on the new curriculum, and lack of commitment among teachers. Therefore, the study recommends that English teachers should be creative to solve English teaching problems in their schools, English teachers should get frequent in-service training from the Ministry of Education, Science and Technology.*

**Keywords:** English, Competence-based English Curriculum, Public Ordinary Secondary Schools

### **1.0 Introduction**

A curriculum is an engine that defines the scope of content to be mastered in a subject and the expected learning outcomes guided by the language of instruction (LOI), which must be understood by both

teachers and students (Mkonongwa, 2012). English is used as LOI in Tanzanian secondary schools, so it is a crucial component among numerous important components of high-quality education. Qualified teachers, proper teaching and learning facilities, effective educational policy, and an adequate educational budget are other components of great education (Tanzania Institute of Education (TIE), 2009).

As English is the language of teaching in secondary schools, the Tanzanian government has been making several attempts to improve the English subject curriculum since 1997. Such efforts were not limited to reforms but also included a variety of in-service training programmes over several years (Brock-Utne, 2002). The main goal is to improve the quality of English language instruction in Tanzanian secondary schools, particularly at the ordinary level. This is merely a continuation of the government's efforts to improve the quality of education provided in our country, which began in 1961.

Tanzania launched a competence-based curriculum (CBC) in secondary schools in 2005 (Kafyulilo, Rugambuka & Ikupa, 2012). In short, the CBC replaced the content-based curriculum. It is worth noting that the adoption of CBC was the country's second significant educational transformation, following the introduction of Education for Self-reliance in 1967. Since 2005, when the CBC was launched in secondary schools, there have been significant financial and individual commitments to retrain and support teachers, heads of schools, and other education professionals to develop the necessary competencies and assurance to successfully implement the CBC (Woods, 2008). Currently, Tanzania is following the CBC to generate graduates, who are practical with critical thinking and problem-solving skills.

It is now almost two decades since Tanzania launched CBC. In teaching and learning English, it is expected that secondary education students will be able to express themselves by using the English language in their examinations and communication even after completing ordinary-level secondary education. However, many students and graduates fail to demonstrate their capability of using the English language fluently (Sumra & Katabaro, 2014). Evidence indicates that students' academic performance even in English subjects is poor. The majority of students exhibit substantial problems with spelling, punctuation, tenses and other forms of language structure (Komba, Kafanabo & Njabili, 2012).

In this case, there is a problem concerning the implementation of the new curriculum. Many studies on the implementation of the CBC have been conducted; however, challenges encountered in the implementation of CBC, specifically on English subjects have not been well-articulated. In this regard, it was necessary to conduct a study to identify the challenges encountered in the implementation of a Competence-based English Curriculum (CBEC) in public ordinary secondary schools in Tanzania. Specifically, this study sought to identify the challenges encountered by teachers and students in the implementation of CBEC in public ordinary secondary schools; and to establish recommendations on how to overcome those challenges.

## **1.1 Literature Review**

There are certain obstacles to the implementation of CBEC in secondary schools. Sahiruddin (2013) noted the following challenges in teaching and learning English in Indonesia: overcrowding, teachers' low English proficiency, lack of adequate preparation to teach the new curriculum, cultural barriers for teachers to relinquish the role of a teacher and accepting the role of facilitator, less authentic materials and lack of

opportunities to socialize English language outside the classroom. Nkwetisama (2012) noted the following challenges in teaching and learning English: insufficient teacher training, huge classes, lack of teaching and learning resources, inadequacies in blackboards and desks, and excessive enrolment of students.

Makunja (2016) noted that lack of teachers' in-service training on the CBC, exclusion of teachers when reviewing the curriculum, insufficient teaching and learning resources, overcrowded classrooms, low ability of the students joining secondary education and the unwillingness of the students to accept the learner-centred approach as the challenges encountered in the implementation of CBC. Tillya and Mafumiko (2018) identified the following challenges in the implementation of CBC: lack of knowledge of CBC from among the teachers and even some curriculum developers, fear of teachers losing control in the classroom or fearing that some students will not be able to take responsibility for their learning if Competence-based Approach (CBA) is applied, lack of a supporting teaching and learning environment in schools, large number of unprepared teachers from pre-service training to practising teachers and lack of well-established in-service programme.

Feruzi and Li (2019) identified the following challenges in the implementation of CBC: lack of awareness among the teachers on CBC, teachers have no personal skills in teaching by using CBA, failure of the government and authorities responsible for education and vocational training on providing the teaching and learning materials correlating with the CBC, overcrowdings in classrooms and lack of knowledge from among the teachers on preparing lesson plans.

From the reviewed literature, most studies have looked at the challenges encountered in the implementation of CBC in general and very few were

specific to the English language. Therefore, because of the usefulness of the English language in Tanzania secondary education, studies conducted on the challenges encountered in the implementation of CBC in teaching and learning English subjects are not enough. Apart from that, none of the reviewed studies was conducted in Njombe Region. Hence, this study desired to bridge that gap by identifying challenges encountered in the implementation of competence-based English curriculum in public ordinary secondary schools in Tanzania with specific case of Njombe Region.

## **2.0 Materials and Methods**

This is a qualitative study which employed a case study design. The study was conducted in Njombe Region, whereby, two districts with different environments were chosen such as Njombe Township and Wanging'ombe. Njombe Township was purposely selected to be a representative of an urban setting, while Wanging'ombe District was randomly selected to be a representative of rural setting. The two districts were randomly assigned letters A and B. The studied public ordinary secondary schools were randomly selected, and they were also assigned symbols A<sub>1</sub> and A<sub>2</sub> for the case of schools in District A; and B<sub>1</sub> and B<sub>2</sub> for the case of schools in District B. The target population involved District Secondary Education Officers (DSEOs), heads of schools, academic teachers, English teachers, and students.

A sample of 82 respondents (2 DSEOs, 4 heads of schools, 4 academic teachers, 8 English teachers, and 64 students) were involved by using a simple random sampling technique for selecting students and a purposive sampling technique for English teachers, academic teachers, heads of schools, and DSEOs. The study collected primary data via interviews, focus group discussions and observation.

In focus group discussion, four groups of eight students in each group in the four selected public ordinary secondary schools were made for discussion by the researcher, and each discussion took half an hour to 40 minutes. In observation, the researcher used a classroom observation checklist in each selected school, in which one class whether form three or form four was purposely observed as the teaching and learning of an English subject lesson of 40 minutes was going on. Teachers and students outside the classroom setting; and the school environments were randomly observed in relation to English teaching and learning. Data were analysed through thematic analysis.

### **3.0 Challenges Encountered in the Implementation of CBEC**

Through interviews, focus group discussion and observation, the findings indicated the following challenges:

#### **3.1 Unwillingness and Nature of the Students**

This was the frequently mentioned challenge encountered in the implementation of CBEC. It was the first challenge to be mentioned by one of the educational officers in an interview when she said: *“Students are not willing to be involved in teaching and learning because they are already being used to being spoon-fed”* (Interview with District Secondary Education Officer, District A, May 17/2022). Moreover, in an interview with one of the English teachers in School A<sub>2</sub>, she said:

*The competence-based approach to teaching and learning is a new thing to the students as they are already used to being lectured; therefore, it becomes a challenge when a teacher tries to involve students in teaching and learning. Teachers do not have any other option apart from using participatory methods because national examinations*

*nowadays are competence-based oriented* (Interview with English Teacher<sub>2</sub>, School A<sub>2</sub>, May 19/2022).

Additionally, through focus group discussions with students, most of them said that their unwillingness to learn English subjects using CBA is because they are not used to it. However, one of the English teachers in School A<sub>2</sub> said *“Apart from the CBA being new to the students, it is their responsibility as teachers to build their students’ willingness”* (Interview with English Teacher<sub>1</sub>, School A<sub>2</sub>, May 19/2022).

Through an interview held with English teachers, it was discovered that most students in secondary schools nowadays receive poor English education in primary education, in turn, they join secondary schools when they do not know how to read and write. One of the English teachers in School A<sub>1</sub> reported *“There are some students who have a very low reading level. Such students cannot even write their names. Hence, it becomes difficult for these students to be willing to participate in teaching and learning”* (Interview with English Teacher<sub>2</sub>, School A<sub>1</sub>, May 19/2022).

### **3.2 Lack of Exposure to English Language and Instruction Problem**

The findings indicate that most students in public ordinary secondary schools come from the same area. This has been evident with one interviewee who claimed that this problem is bigger in rural secondary schools where children who speak the same vernacular languages as their native tongue spend time together acquiring both their primary and secondary education, thus they lack exposure to speaking English. Therefore, in primary schools, teachers fight to keep children from speaking vernacular languages, and in secondary schools, the fight



continues to keep them from speaking Swahili and their vernacular languages. In addition to that, an English teacher in School B<sub>2</sub> said:

*We are in a remote area, so our students lack exposure to many things, including role models. The English language is spoken only during the lessons; after that, students speak their vernacular languages and Swahili language (Interview with English Teacher<sub>1</sub>, School B<sub>2</sub>, May 19/2022).*

It was also found that “*Even secondary school teachers lack exposure to speaking English because their fellow teachers and students do not cooperate, forcing them to rely on Swahili*” (Interview with Head of School B<sub>1</sub>, May 19/2022). These findings indicate that apart from the unwillingness of students, also there is the unwillingness of teachers to communicate by using the English language.

LOI was seen as a challenge to both teachers and students. Most English teachers as well as their students were seen striving to use the English language. At first sight, it was found that English teachers strive to use English when teaching. Moreover, English teachers were seen as lacking a thorough comprehension of the subject matter from their students because they were unfamiliar with the language used to instruct them. It was observed that most of the time, students converse in Swahili while receiving instruction in English. When their teachers asked them questions, very few students dared to speak English when answering oral questions, but whenever their teachers used Swahili, most students responded to whatever asked.

### **3.3 Large Class Sizes and Limited Time for Curriculum Implementation**

The study identified this challenge as distinct from overcrowding. It was discovered that the establishment of fee-free education in both primary and secondary education and the establishment of community secondary schools has resulted in a larger number of children who enrol to secondary schools. Therefore, English teachers find it difficult to execute the so-called CBEC due to the large number of students they have in their respective schools. In an interview with the head of School B<sub>1</sub>, it was discovered that in her school there are six streams for form one only with more than 300 students. In School B<sub>2</sub>, it was discovered there are seven streams for form one only with nearly 500 students, whereas School B<sub>1</sub> has eight streams for form one only with more than 350 students. With regard to this, one of the English teachers in School A<sub>1</sub> said the following in an interview with her:

*Even though we have a large number of classrooms, one of the problems in implementing the CBEC in our school is the student-teacher ratio. Only form one students are roughly more than three hundred at our school. Forms two, three, and four have gone unmentioned, and in our school, there are only two English teachers who teach English subjects to all these classes because other English teachers are teaching other subjects. It becomes difficult to properly teach all these classes using CBA since we become really tired (Interview with English Teacher<sub>1</sub>, School B<sub>1</sub>, May 18/2022).*

Through an interview held with the heads of Schools A<sub>1</sub> and B<sub>1</sub>, and English teachers in School A<sub>1</sub>; it was found that limited time is one of the challenges English teachers face in adopting the CBEC. This is because gaining all the competencies stipulated in the current English syllabus needs much time, and the time English teachers have is

insufficient because teachers are expected to teach all the English topics before the major examinations. As a result, most English teachers use the time they have only to cover English topics to prepare students for exams rather than make them competent. The reason is that students' achievement in our education is judged by their performance in exams. In this, the head of School A<sub>1</sub> said:

*The time English teachers have for teaching and learning English subjects is insufficient due to the requirements of CBC. Therefore, most schools, including my own, place greater emphasis on the examination results rather than meeting the syllabus' objectives, which are to acquire competencies. And, as you know, our national examinations include all of the topics stipulated in the syllabi; therefore, if you concentrate on the students in getting competences, you will not be able to cover all of the topics in the syllabus (Interview with Head of School, School A<sub>1</sub>, May 18/2022).*

### **3.4 Nature of English Teaching Syllabus and Lack of Appropriate Teaching and Learning Facilities**

Through an interview held with English teachers, it was discovered that the number of English periods an English teacher is supposed to teach in a day or a week, as well as the content that is supposed to be taught in English subject as stipulated by the English syllabus, is a challenge in the implementation of Competence-based English Curriculum. According to the current English syllabus, Forms One and Two have seven periods per stream in a week, whereas Form Three and Four have six periods per stream in a week. English teachers said that this poses a big teaching load to them as nowadays there are a lot of streams.

Moreover, in an interview with an academic teacher in School B<sub>2</sub>, it was discovered that the English syllabus demands teachers who are specialists in both structure and literature. Most English teachers are only structurally competent. Hence, the literary section is taught by the same teachers. As a result, having a large number of periods and a heavy load of teaching both English structure and literature for a single teacher contributes to the ineffective implementation of CBEC in secondary schools (Interview with Academic Teacher<sub>2</sub>, School B<sub>2</sub>, May 19/2022).

For the CBEC to be implemented effectively, English teachers must have teaching and learning facilities that are appropriate for the competencies that are expected to be attained by students, rather than insisting on using participatory approaches. Through interviews, teachers expressed their dissatisfaction with the fact that the CBC is implemented without having the teaching and learning resources that interpret the new curriculum. Teachers proposed that before adopting the new curriculum, teaching and learning materials aligned with the new curriculum should be produced first. In this, the head of School B<sub>1</sub> said:

*When endorsing the law of the new curriculum, materials were supposed to be already being prepared as you know that, you cannot prepare the fire while you have not hunted an antelope. But in our country, they want us first to adopt the new curriculum which they have not consulted us when designing it, and they do not give us the materials which correlate with the new curriculum. We have to abolish this kind of top-down curriculum design (Interview with Head of School B<sub>1</sub>, May 19/2022).*

In addition to that, one of the English teachers in School A<sub>1</sub> said; *“There is no any special English textbook or reference book that functions as a guideline for us and students to use in the light of CBEC”* (Interview

with English Teacher<sub>1</sub>, School A<sub>1</sub>, May 18/2022). Furthermore, one of the English teachers in School A<sub>2</sub> said that to effectively implement the CBEC, teachers should use modern teaching and learning resources, for instance, audio-visual aids.

### **3.5 Lack of Library and Shortage of Teaching and Learning Materials**

Most interviewed English teachers voiced their worries about the shortage of teaching and learning materials like English textbooks. It was discovered that the number of English textbooks does not correlate with the number of students in their schools. In an interview with the head of School B<sub>1</sub>, he reported that; *“We do not have the teaching and learning materials under the new curriculum, but at least we were supposed to have enough textbooks”* (Interview with Head of School B<sub>1</sub>, May 19/2022). This was supported by an English teacher in the same school who said that there are nearly three hundred-three students in their school; unfortunately, they have only three books in each genre of literature.

It was discovered that textbooks are kept in a designated classroom without furniture at School A<sub>1</sub> and in the academic office at School B<sub>1</sub>. Through focus group discussion, students at School A<sub>1</sub> said *“Even if we want to do a self-study during our free time, we cannot because of not having a library”* (Focus Group Discussion with Students, School A<sub>1</sub>, May 19/2022). Furthermore, in an interview with one of the English teachers in School B<sub>1</sub>, he said that:

*For students to participate in the teaching and learning of the English subject, they must have first a culture of self-study. However, the question is: where will students go for a comfortable self-study if their school does not have a*

*library? (Interview with English Teacher<sub>2</sub>, School B<sub>1</sub>, May 19/2022).*

The foregoing excerpt indicates that the library plays a significant role in developing a culture of self-study.

### **3.6 Lack of Teachers' In-service Training on the New Curriculum**

Heads of school and English teachers expressed their dissatisfaction with the lack of teachers' in-service training when it comes to curriculum changes. In an interview with the head of School B<sub>1</sub> when asked if his English teachers had ever attended any in-service training seminar about CBC, he responded:

*No, implementing CBC is just an order from the top without any preparation for the teachers. In our school, we usually warm up to each other. However, this is not enough because the capacity-building seminars on CBC were supposed to be provided by the government before endorsing the new curriculum (Interview with Head of School B<sub>1</sub>, May 19/2022).*

Likewise, in an interview held with English teachers in Schools A<sub>2</sub> and B<sub>2</sub>, they said that they have noticed for many years that the English syllabus that we have is not consistent. When a Minister for Education, Science and Technology (MoEST) is appointed, he or she comes with his or her own set of curriculum input without any preparation for the teachers. On the other hand, teachers are not involved in the process of making such modifications, and even after that, they are not prepared to deal with such changes in the curriculum.

Furthermore, English teachers in schools A<sub>1</sub>, A<sub>2</sub>, B<sub>1</sub>, and B<sub>2</sub> when interviewed, said that normally when the government changes the

curriculum, there are no effective orientations after the changes. Therefore, the CBEC has been poorly implemented due to English teachers' lack of knowledge of the new curriculum. In backing this up, one of the English teachers in School B<sub>2</sub> said that:

*You know, one of the challenges we as English teachers face in the implementation of CBEC is failure to interpret the demands of the current syllabus especially the structural patterns which go together with the main and subtopics (Interview with English Teacher<sub>2</sub>, School B<sub>2</sub>, May 19/2022).*

### **3.7 Lack of Commitment among the Teachers**

Through an interview held with teachers and students, it was discovered that some of the teachers, particularly teachers of other subjects apart from English subjects, are not committed to ensuring that their students master the English language, even though English is used as LOI in most subjects. An academic teacher in School B<sub>2</sub> said *“While programmes like debates and morning speeches are supposed to be supervised by all teachers, that task has been left only to English teachers”* (Interview with English Teacher<sub>1</sub>, School B<sub>2</sub>, May 19/2022). Similarly, this was discovered in School A<sub>2</sub> in an interview with the academic teacher who said, *“Most of the teachers who teach other subjects, especially Swahili do not cooperate when it comes to speaking English”* (Interview with Academic Teacher<sub>1</sub>, School A<sub>2</sub>, May 19/2022).

Additionally, in focus group discussions with the students in Schools A<sub>1</sub> and A<sub>2</sub>, it was discovered that some English teachers are not serious enough about imparting the required English competencies to the students. During the focus group discussion, one focus group member was noted saying *“Most English teachers do not use teaching aids. It is*

*only English teachers who use teaching aids”* (Focus Group Discussion with Students, School A<sub>2</sub>, May 19/2022). This shows that apart from the students, even English teachers are not willing enough to impart the desired English competencies to their students.

#### **4.0 Discussion**

The assumption of the study was if all of the identified challenges encountered by teachers and students in the implementation of CBEC are addressed, the schools will be able to fulfil their tasks of implementing the CBEC effectively in Tanzania. The identified challenges in the implementation of CBEC in public ordinary secondary schools were the following: unwillingness of the students, nature of the students, lack of exposure to the English language, language of instruction problem, large class sizes, limited time for curriculum implementation, nature of English teaching syllabus, lack of library, lack of appropriate teaching and learning facilities, shortage of teaching and learning materials, lack of teachers’ in-service training on the new curriculum and lack of commitment among the teachers.

These findings concur with those of Sahiruddin (2013) who noted the following challenges in teaching and learning English in Indonesia: overcrowding, teachers’ low English proficiency, lack of adequate preparation to teach the new curriculum, cultural barriers for teachers to relinquish the role of a teacher and accepting the role of facilitator, less authentic materials and lack of opportunities to socialize English language outside the classroom.

Similarly, these findings are supported by those of Nkwetisama (2012) who noted the following challenges in teaching and learning English: insufficient teacher training, huge classes, and lack of teaching and learning resources, inadequacies in blackboards and desks, and excessive enrolment of students. Furthermore, these findings concur



with those of Makunja (2016) who noted that lack of teachers' in-service training on the CBC, exclusion of teachers when reviewing the curriculum, insufficient teaching and learning resources, overcrowded classrooms, low ability of the students joining secondary education and unwillingness of the students in accepting the learner-centered approach as the challenges encountered in the implementation of CBC.

## **5.0 Conclusion and Recommendations**

The study concludes that the implementation of CBEC in public ordinary secondary schools in Tanzania encounters a variety of challenges such as unwillingness of the students, nature of the students, lack of exposure to the English language, language of instruction problems, large class sizes, limited time for curriculum implementation, nature of English teaching syllabus, lack of library, lack of appropriate teaching and learning facilities, shortage of teaching and learning materials, lack of teachers' in-service training on the new curriculum, and lack of commitment among the teachers.

Based on the study findings, analysis, discussion and conclusion drawn, the following recommendations are generally made. English teachers who are the key implementers of CBEC should be creative in solving English teaching problems in their schools rather than waiting for the government. Students and English teachers must cooperate closely to promote effective teaching and learning of English subjects.

English language departments, in collaboration with school administration, should ensure that effective capacity-building seminars are held in their departments, allowing English teachers with little knowledge of CBC to impart what they know to others rather than waiting for the government. In addition to that, English teachers should get frequent in-service training from the Ministry of Education, Science and Technology (MoEST) on the required skills and knowledge for implementing CBEC. To attract students' willingness to learn English

subjects under the CBA, the government through the MoEST, needs to equip our public ordinary secondary schools with well-equipped academic libraries, Competence-based Teaching and Learning English materials, and linguistic laboratories. Lastly, the study recommends that a similar study be conducted in other parts of Tanzania in public ordinary secondary schools as well as in private ordinary secondary schools due to the usefulness of the English language in Tanzanian secondary education.

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## **Effectiveness of Academic Strategies Applied to Enhance Students' Academic Performance in Public Secondary Schools: A Case of Ulanga District, Tanzania**

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### **Abstract**

*The study assessed the effectiveness of academic strategies applied to enhance students' academic performance in public secondary schools in Ulanga District, Tanzania. A mixed-methods research approach with convergent parallel design was employed. Both purposive and random sampling techniques were used to select ten public secondary schools with 110 participants (10 school heads and 100 classroom teachers). Data were collected through questionnaires, interviews and documentary review. Qualitative data were analysed by thematic analysis, while quantitative data were analysed by descriptive and inferential statistics by using Statistical Package for Social Science (SPSS) version 21.0. Findings from the study revealed that the schools used a variety of strategies to enhance students' academic performance including maintaining student's discipline, reinforcement rewards, different assessment methods and teacher-student relationships in the teaching and learning process. The strategies were effective only they were well-formulated and properly implemented to attain the desired goals regardless. It is concluded that there is a positive relationship between effective strategies and students' academic performance.*

**Keywords:** Academic Performance, Academic Strategies, Effectiveness

### **1.0 Introduction**

Education is one of the most promising paths for individuals to realize better and more productive lives (Glennister, Kremer & Takavarasha, 2011). For any education system to be worthwhile, teaching strategies are very crucial because their influence leads to the effectiveness of the

student learning process and their performance (Wong & Wong, 2011). However, there is a concern in many countries about whether teaching strategies used in secondary schools promote quality learning whether students achieve the expected performance; and also, if they are prepared adequately to attain the required skills, attitudes and knowledge to develop as holistic individuals.

In Kenya, the taskforce on realigning education to the country's new constitution documented that the education failed to address holistic development of learners (Glennerster et al., 2011). Kwek (2011) argues that in many countries today, teaching approaches and methods in schools are wanting, given that most teachers apply teaching methodologies that consider students as passive listeners. Accordingly, teachers resort to coaching students for high-stakes testing (Kwek, 2011). The result is that it limits students' abilities for creativity, innovation, critical thinking, and problem-solving.

The effort to improve the academic performance of students in public schools has occupied an important debate of the Tanzania education system (Okode, 2013): The management teams of public secondary schools strive to raise their students' academic performance through various strategies including remedial classes, regular tests, academic competitions, rewards to teachers and students performing well in examinations and subject clubs. The education skills and knowledge acquired by students depend on the interaction between the teacher's knowledge of the subject matter and pedagogical ability, which in turn, guarantees better students' performance (Rosenshine, 2012).

Despite the important role that teachers play in enabling students to perform well, reports show a serious lack of a range of skills and

competencies on the part of the students. One may question the effectiveness of the teaching strategies that teachers use in the process. This anomaly has been a concern of many education stakeholders and presumably school heads and classroom teachers, to address the situation, have devised school-based strategies to upscale students' performance. It is against this background that this study sought to assess the effectiveness of strategies in improving students' performance in Tanzanian public secondary schools. The study was guided by the following research questions:

- a) What types of school-based academic strategies were employed by public secondary school heads and teachers to enhance students' performance?
- b) How effective were the academic strategies employed by heads and teachers in enhancing students' performance?

## **2.0 Academic Strategies Employed to Enhance Students' Academic Performance in Public Secondary Schools**

The first research question was asked "what types of school-based academic strategies were employed by public secondary school heads and teachers to enhance students' performance?" to answer this question, various empirical literature reviews were consulted. Rosenshine (2012) identified ten research-based principles of effective instruction that teachers should put into practice to improve students' performance. The principles state that a teacher should begin a lesson with a short review of previous learning, present new material in small steps, provide students with an opportunity to practice at each step, ask relevant questions and check students' responses, provide models, guide students practice, check for students understanding, require and monitor

independent practice, and engage students in regular reviews. The importance of students' learning and the outcome of their performance continues to be of global concern.

Partnership for 21<sup>st</sup> Century Skills (2008) has emphasized the importance of improved teaching by incorporating 21<sup>st</sup> century skills that include critical thinking skills, problem-solving, language proficiency, communication and collaborative skills, cognitive skills, adaptability skills and the ability to make judgments. Teaching is successful where there is a teacher-to-student interaction, including availability of material inputs and motivation (Amos et al., 2015). McTighe and Wiggins (2012) argue that teachers are like coaches to students, who ensure that what is taught is assumed to have been learned and understood.

## **2.1 Effectiveness of Academic Strategies Applied to Enhance Students' Academic Performance in Public Secondary Schools**

School Improvement Network (2014) emphasizes the importance of learning expectations by stating five components in the learning environment that enable students to succeed; setting a vision and high expectations, establishing clear procedures, offering support and cultivating relationships, providing relevant engaging instruction and defining appropriate interventions and strategies. A friendly learning environment should be characterized by dimensions of effectiveness such as; inclusiveness, healthiness, protectiveness and safety (Ministry of Education, Science and Technology [MoEST], 2015).

According to Kagawa (2003), school-based strategies increase communication and engagement among staff because they engage with the same goals and objectives. In a large organization like schools,

communication is critical so that everyone understands his or her responsibilities and department are effective in coordinating their efforts. The student's ability to behave well influences their growth and positive development in school. Effective students' performance promotes effective classroom management, which imparts to students a sense of responsibility, self-control and realization of optimal learning. From the students' point of view, effective classroom management accounts for 32 per cent of teacher effectiveness (Stoop, 2011; Owoyemi & Adesoji, 2012).

Student-centred instruction in the classroom is imperative in controlling behaviour and realizing students' performance. Wilkinson and Meiers (2007) argued that there is no single solution to managing students' behaviour in the classrooms. However, schools with programmes on behaviour management can create an environment to undertake different classroom tasks. Wright (2012) recommended screening students with social problems and providing intervention measures to address the identified academic and behavioural problems. Mgani (2013) stated that strong leadership is associated with high organizational development, teaching effectiveness, strong organizational culture and positive principal teacher's relationship, more participation in decision-making, and high teacher aspiration and professionalism.

### **3.0 Materials and Methods**

The study adopted a mixed-methods approach with a convergent parallel design. This study was conducted in Ulanga District involving 10 public secondary schools. The respondents of this study consisted of 10 heads of schools and 100 teachers. The heads of schools were purposively selected by virtue of their positions as educational managers so that they have sufficient information on the strategies they use and their



effectiveness in enhancing students' academic achievement. Teachers were randomly selected because of having the character of possessing related information as regards the study questions.

Data were collected through questionnaires, interviews and documentary reviews. The instruments were tested for validity and reliability before being administered in the field. Data analysis involved coding, entry and analysis using descriptive statistics. Descriptive statistics used for quantitative involved frequencies and percentages under the assistance of Statistical Package for Social Sciences (SPSS) version 21.0. While qualitative data were analysed thematically under the research themes.

#### **4.0 Identification of Academic Strategies Employed by School to Enhance Students' Academic Performance**

The first objective meant to gather information was to identify the types of strategies used to enhance student's academic performance. Through face-to-face interviews, heads of schools were asked to share information regarding the types of strategies that they use to raise the academic performance of their students. The identification of school-based strategies was grouped into three aspects: First, schools use reinforcement, rewards and extra time to teach their students. The following sub-themes were identified on what teachers use reinforcement to enhance students' academic performance. Table 1 summarizes the responses.

**Table 1: Teachers’ Responses on the Identification of School-based Strategies in Enhancing Students’ Academic Performance**

<b>Strategies</b>	<b>Teachers’ responses N= 100</b>	<b>Total Percentage</b>
Use reinforcement	94	94%
Using rewards	84	84%
Using extra hours in teaching	90	90.0%

#### **4.1 Teachers Use Reinforcement in Enhancing Students’ Academic Performance**

From Table 1, the findings show that 94(94%) teachers responded that they use reinforcement to influence students to learn. This finding entails that reinforcement is one of the best strategies teachers use to influence students learning. Likewise, during an interview with the head of schools, the majority of them mentioned reinforcement as the most common strategy teachers use to influence students learning. The head of schools mentioned the use of punishment for instance the use of sticks and other corporal punishment like pit digging, or making flour beds. In view of this, one of the interviewed heads of the school had this to say: *“We use punishment to our students to follow school rules and regulations, because when you leave them to do what they want it will not be a school and the academic performance will fall rapidly”* (Interview with Head of School A, 29<sup>th</sup> March, 2022).

This narration from the head of the school and the answers from questionnaires indicate reinforcement was one of the strategies used by schools to enhance academic performance. The school academic strategies begin with the school setting a direction by articulating a timetable for schools, specific goals consistent with that timetable and a

framework of best practices that heads of schools can use to achieve that vision and meet key goals. The strategies give school management and their teachers the support, the capacity, the resources and the flexibility to meet their goals.

This finding is in line with a study by Rosenshine (2012) who identified ten research-based principles of effective instruction that teachers should put into practice to improve students' performance. The principles state that a teacher should begin a lesson with a short review of previous learning, present new material in small steps, provide students with an opportunity to practice at each step, ask relevant questions and check students' responses, provide models, guide students practice, check for students understanding, require and monitor independent practice, and engage students in regular reviews.

The district education office can assist each school leadership team in developing a school improvement plan and provide the resources, high-quality professional development, technical assistance, coaching and feedback to the school principal and teachers, then the school leadership team should be held accountable for implementing the plan with fidelity and, eventually, for improved student performance.

The strategy should focus on motivating and engaging students in learning and achievement can become an individual mandate that all educators follow from the Education Ministry to the classroom teacher. The focus on students' intellectual and academic growth can become a matter of teachers' self-regulation rather than a response to external pressure as the school establishes benchmarks to ensure that students are on track to graduate from high school prepared for college and careers. This finding lines with a study finding by McTighe and Wiggins (2012)

who argued that teachers are like coaches to students, who ensure that what is taught is assumed to have been learned and understood.

#### **4.2 Schools Use Rewards in Enhancing Students' Academic Performance**

From Table 1 the results show that 84(84%) teachers responded positively to the use of rewarding strategies as a means to enhance students' academic achievement. This implies that teachers use reward methods to encourage students to study hard aiming at doing better in their exams. In the same vein during interviews with teachers, the majority of them have a view that rewarding strategy is one of the best strategies that influences positive responses from students. Some of the mentioned rewards given to students include learning materials like books, exercise books, money and a promise that when they will pass the given examinations, they will be given a tour visit to one of the national parks. Given this, one of the interviewed academic masters from school B had this to say:

*We give regular examinations to our students, these include weekly tests, monthly tests, mid-term tests and annual examination whereby the first, second and third students in each class are given gifts to motivate them to maintain or increase their academic performance, also, teachers are provided with reward when they produce "A" grade of his or her subjects, this reward includes money and pieces of clothes (Interview with Academic Master, School B, 30<sup>th</sup> March, 2022).*

Through documentary review, the researcher noted there is a positive relationship between teachers and heads of schools in fulfilling their daily routine, particularly in implementing school strategies to make sure that the school met the target which they made to increase the pass

mark average in their National examinations of Form IV (CSEE), Form Two (FTNA) and Form Six (ACSEE). Teachers work together to attain those objectives in relation to head of schools who's his responsibility is to supply all necessary teaching and learning materials which will lead to meeting the target.

The findings concur with the study by Kwaslema and Onyanyo, (2021) which found that teachers are committed to implementing strategies such that teachers construct various examinations for their students to achieve higher. On the other side, Okode (2013) stressed that strategies help teachers and students to be committed to the teaching and learning process toward a specific target, strategies in a school system give a focus and direction for the future by continuously guiding toward a specific direction. Every school member should work according to the duty provided. The school administrator should ensure that all required teaching and learning materials are provided on time and the rewards established to attract students to meet the target, teachers should provide an education which meets the needs of the students and students should study hard. This guarantees the fulfilment of the specified plans that are made in the school.

Based on the study done by Franskus et al. (2021), the results of annual evaluation indicate that nine schools (69.2%) implement strategies consistently in their annual plans, while four schools (30.8%) design annual programmes that differ from the strategies. The four schools only involved the teacher and staff. Participation of the stakeholders provides a vehicle for schools to engage in a dialogue to formulate certain goals. The education stakeholders must be involved in initiating the school programmes for the student's academic improvement; these stakeholders include parents, guardians and school board members.

There are choices but the most important that school has to agree on the common needs of their students. Besides, the forum of the stakeholders becomes both a moral support and a control mechanism for the school to implement the intended goals (Moeng, 2014; Syahrul, 2017). If the school does not involve the stakeholders most probably it will not implement the plan consistently. 9(69.2%) out of 13 schools acknowledged that they did not involve external stakeholders, such as parents, alumni, and school board members.

The practice relates to its background of the local tradition that all the decisions are drawn by those who have authority and higher social status. This elitist approach has been a custom and in common view, the leaders have a responsibility to construct the plan and make decisions. Therefore, it is important to understand the interests of key stakeholders to manoeuvre an organization or a project with a minimum of conflict. Stakeholder analysis is particularly useful in mapping key stakeholders of a project and identifying their respective interests in the project.

#### **4.3 Teachers Use Extra Time in the Teaching and Learning Process**

Regarding teachers using extra time as one of the strategies to ensure students perform well in academics, it is revealed that 90(90%) teachers' responses indicated that teachers use the extra time to teach the students for the sake of raising their students' academic performance, this extra time includes time after normal time table to finish and the time before normal time table to start and the weekends they use to teach their students. Likewise, during interviews with heads of schools, the study findings show that remedial class is one of the strategies schools have to ensure good academic results for their students. The common time the heads of schools mentioned is after normal class hours whereby teachers

use to volunteer themselves help students learn and accomplish lesson content within the timeframe. In this view, one of the interviewed academic masters in school C had this to say:

*Our school tends to use the extra hours to teach our students because we all know that some of the students are slow learners so they need extra time to grasp the materials, and indeed I thank the teachers of this school they teach this extra time without complain and they don't claim any payment, that is a good culture we made. Such remedial time is often after normal routine class hours and it is usually for students who are prepared to sit for a national assessment (Interview with Academic Master, School C, 1<sup>st</sup> April, 2022).*

The findings reveal that teachers were in good order to take their time and teach the students as views from academic master and the results from the questionnaire answered by teachers on the effort to use their extra time in teaching their students. This finding is in line with a study by Amos et al. (2015) who found teaching is only successful where there is a teacher-to-student interaction; including the availability of material inputs and motivation. In this case, for teachers to spare extra time with their students is to increase a teacher-student interaction. For instance, students who are slow learners get more time to digest various concepts they failed to understand during normal class hours.

#### **4.4 The Assessment of School Strategies in Enhancing Student's Academic Performance**

In the second question, the study sought to assess the effectiveness of school strategies in enhancing student's academic performance. The results are presented in Table 2.

**Table 2: Teachers' Responses to the Effectiveness of School Strategies**

<b>Effective school strategies</b>	<b>Teachers' responses N=100</b>	<b>Total Percentage</b>
Promote social-emotional development	77	77%
Promote positive teacher-students relationship	90	90%

Data presented in Table 2 imply that the strategies promote social-emotional development of students' behaviour through developing various learning styles and helping each other for the sake of seeking academic achievement for every student in that particular school. 77(77%) teachers ascertained that teaching and learning strategies provide opportunities for students to explore various inputs in cognitive skills because they have an opportunity to strive for themselves in their studies in the steady of waiting to be taught by teachers. In this view, one of the heads of school B said:

*It is very important to induce different teaching and learning strategies in our students because relying on one strategy makes some students hang behind, I know our students have different learning abilities, other are fast learners, moderate and others are slow learners, therefore, the teachers must use as much as possible strategies to accommodate all students' needs (Interview with Head of School, School B 30<sup>th</sup> May, 2022).*

The findings from the interview and questionnaire reveal that a variety of teaching and learning strategies encourage the students' social-emotional development and promote a sense of helping each other in all



difficulties concerning the academic. Also, they convey that some students are capable in one subject while others are not capable so they are encouraged to help one other. This concurs with the findings by McFarlane (2010) who noted that due to the changing learning environment arising from the advent of the digital age, teachers should increasingly update their teaching strategies. This will address the needs of diverse students, increase students' participation in learning and assist in reflecting on ways of increasing teachers' motivation while addressing emerging teaching and learning challenges in the classroom. The study finding further agrees with Strobel (2010) and Lai (2011) who suggested that exposure to academic efficacy leads to improved student performance.

Secondly, the study findings also reveal that employing different teaching and learning strategies influences the promotion of positive relationships between teachers and students in terms of the teaching and learning process where students will be confidently asking and answering questions provided as presented in Table 2, 90(90%) teachers said that a positive relationship between teachers and students harmonizes students' learning spirit in the sense that the students will not fear their teaching-learning process. One of the heads of schools interviewed in school E explained:

*I used to insist the relationship between teachers and students should fall under condition and it should be on academic issues only because when teachers are left alone to engage in relationships with students other will create negative relationships like sexual relationships with female students. So, I strongly discourage the close relationship, it should be a relationship with boundaries (Interview with Head of School E, 29<sup>th</sup> March, 2022).*

Through the documentary review, the researcher observed that all teachers observe the pre-caution given by their heads of schools on the interaction made between teachers and their students, the relationship should focus on the teaching and learning process only, this finding is in line with the study by Rabea (2017), on his study of social distance teachers' beliefs and teaching practices in a context of social disadvantage, who contended that teachers tend to favour the good students and can rarely adapt the practice to help remove disadvantages for low-performing children or those from marginalized backgrounds.

#### **4.0 Conclusion and Recommendations**

In view of the research findings, the following conclusions can be made; first, teachers have developed management strategies for coping with the school management to use the set school-based strategies, particularly for the favour of their students in enhancing their academic performance. Some of the strategies developed were common to most teachers and have great potential to facilitate effective teaching-learning if well-nurtured and facilitated by the school management including the provision of required teaching and learning materials, which focus on the large important needs needed by their students.

Teachers should also review more teaching and learning strategies like using student-centred methods rather than using teachers-cantered and employ teaching and learning assessments to counterbalance to which extent the teaching and learning influenced teaching and learning are effective and bring positive outcomes in academics. In addition, teachers should link the strategies and the co-curricular activities and the teaching and learning process on how they contribute to the students' academic performance.

Second, the school management should set their strategies which are “SMART”, which means they should be specific, measurable, attainable (achievable), relevant and time-bound, through setting their objectives and goals they should bear in mind that those plans must fall under the above criteria for the success of their school-base strategic plans. The study further concludes that through strategies schools should plan on how to have adequate teaching and learning resources for every department, adequate infrastructure for use for curriculum delivery, the required number of teachers for the subjects in every department, and allocation of finances to every department to run its programmes.

Based on the findings of this study, it is recommended that the strategies must reflect the improvement of academic performance and more teaching and learning strategies to apply by the school management to influence academic performance. Also, the school-based strategies must be assessed by the education officers, who are available at the ward level, district level, and regional level for further implementation and making general conscious for amendment from the education stakeholders as well. On the other hand, it is recommended that the government should provide enough teaching and learning materials for the schools to meet the target of enhancing students’ academic performance.

The government, through the Ministry of Education, Science and Technology, should provide regular teachers’ workshops, seminars and in-service teacher development programmes and equal distribution of incentives to both science teachers against social science teachers. The government must increase the budget of the Ministry of Education, Science and Technology, which will accommodate all plans sought by the government including workshops and other related activities for the

career development of teachers for the excellent performance of their students.

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**Challenges Encountered by Teachers in Developing Children's  
Talents in Early Childhood Education Centers in Iringa  
Municipality**

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**Abstract**

*The study investigated challenges encountered by teachers in developing children's talents in early childhood education centres in Iringa Municipality. The study employed a qualitative approach under a case study design. Data were collected through observation, interviews and documentary review. Content analysis was used to analyse data. The study findings revealed that teachers encountered a lack of formal guidelines/curriculum, a lack of training and seminars on children's talent development, a shortage of resources and facilities, limited space, a lack of experts, poor parental-teacher relationships, irresponsibility of teachers in identifying and developing children's talents, and lack of records on children's talent progress. The study recommends formal training for teachers in those centres that focus on talent identification and development in children, and the establishment of parent-teacher relationships that will help children to develop their talents.*

**Keywords:** Children's talent, Early Childhood Education Centers

## **1.0 Introduction**

Developing a child's talent includes several processes that need resources such as human, financial, physical, and supportive environment. Appropriate strategies are needed to achieve the goal of developing children's talents. Recognizing and developing a child's talent is among the responsibilities teachers have to implement in Early Childhood Education Centers. Practitioners of Early Childhood Education centres, caregivers and teachers are adults' children depend to enhance children's talent development. Early Childhood Education Centers all over the world are meant to develop children's talents to foster their future development. A study available in Tanzania shows that Early Childhood Education has not given the priority it deserves (Mtahabwa, 2010; Ndiujye & Rao, 2018). The study at hand was needed to find out the challenges teachers encounter in developing children's talents in Iringa Municipality.

### **1.1 Background of the Study**

Quality Early Childhood Education as per the United Nations Convention on the Rights of the Child of 1989, Article Number 29 of 1989, aims at developing children's talents. The convection aims to develop the child's personality, talent, and mental and physical abilities to the fullest extent (United Nations Educational, Science and Cultural Organization [UNESCO], 2015). This goal calls for the necessity of the personnel, who are adults in Early Childhood Education Centers (ECECs) to be responsible for developing children's talents from the grassroots level which is Early Childhood Education (ECE).

#### **1.1.1 An overview of children's talents**

Talented children are children who display a variety of characteristics, such as high-performance capabilities in an intellectual, creative, or

artistic area (Clark, 2008). Studies on children's talent began in the late 1960s when a prominent psychologist from John Hopkins University introduced a boy in a public, who had high Mathematics ability than was normally measured with levelling tests (Yong Lee, Matthews & Olszewski-Kubilius, 2008). On Multiple Intelligence Theory, Gardner (1983) widened the notion of talent that can be other abilities apart from academic talents. Also, Bloom (1985) came up with three stages of talent development, which are the stage of initiation, the middle stage of development and the late stage of perfection. Contemporary scholars since the 2000s have been working on the importance of recognizing talents all over the world (Nematollahi, 2010). Knowing these calls for asking what talent is and why it is necessary to be identified and developed at an early age.

Tanzania indicates various kinds of early childhood education programmes which are under the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDEC). These programmes include kindergartens, nurseries and day care centres. They enrol children starting from 0 to 4 years-old with the main purpose of providing welfare and some sort of education services (early skills in reading and writing) before joining a formal education system.

Even though the Ministry emphasizes developing children's talents, one of the main goals for establishing ECECs (URT 2008) still little is still known about the teachers' skills to develop children's talents. In connection to this, The Day Care Centers Act CAP 180 identifies a variety of facilities needed in ECECs that enable children to experience their interests according to their ages. Still, there is a question of whether the available ECECs are well-equipped with facilities that could develop children's talents or not.



The primary goal of ECE is not teaching but rather preparing various skills that will nurture the talents of children before joining the primary level of education. Founders of ECE such as Montessori and Froebel, just to name a few, (Kapur, 2020) recommend a curriculum that insists on playful activities that help a child to be curious, innovative and independent. This helps a child to reveal the inner abilities and interests that could be a real talent of a child. Among the talents that are revealed at an early age are music, dance, early numeracy abilities, drawing, singing, and storytelling (Kapur 2020).

Froebel, who is the father of early childhood education, argued that plays express what is in a child's soul, that is, interest (Kapur, 2020). Literature reveals that through plays, the interests of a child can easily be recognized and a child's specific talent can be identified. Moreover, Bloom (1985) argues for the necessity of someone to assist a child towards developing a child's talent. In addition, Bloom's research showed that the talented individual does not reach an exceptionally high level of performance alone. There are always significant others to give advice, support, and companionship along the way (Bloom 1985 as cited by van Rossum, 2001). It has also been argued that every child has an individual talent regardless of their educational attainment he or she has (Miguel 1996; Mousavi, 2000). This notion has also been supported by Duckworth (2016) and Gardner (1983) who sorted that children are not all equally talented. Sticking to these, the teachers in ECECs are advised to pay the same attention to developing educational and non-educational abilities for children.

Psychologists such as Bloom (1985) and Gardner (1983) argued that the talent of a person can be pointed at an early age. On the other hand,

talent identification at an early age has been supported by Pluckrose (1993) and Jeremic (2012) that children have talents even before starting school. At the early childhood stage, children can capture things faster and the memories invested in this period last longer in life. This fact is echoed by Kiewra (2014), who found that most talented children were identified to their talents' domain when they reached 3-5 years.

Kelly and Lullinski (2013) indicate that most children's talents die before reaching their maximum potential. Among the reasons that causes children's talents not to develop highlighted by Kelly and Lullinski (2013) was the lack of teachers' knowledge to identify them at an early age. This implies that if the teacher's knowledge in identifying talent is not enough, children's talents are at risk of not developing.

In Tanzania, studies show that most teachers in ECE are not well-trained and do not qualify to teach young children (Kweka, Binagi & Kainamula, 2000; Mitchell, Wylie & Carr, 2008; Mligo, 2015; Mtahabwa, 2007). As a result, the majority of ECE teachers adopt didactic teaching styles that emphasize too much literacy and numeracy skills and less emphasis on learning through play and discovery where the talents of a child can be found. This is the rationale of this study, which focused on exploring the challenges encountered by teachers in developing children's talents in Early Childhood Education Centers in Iringa Municipality.

## **2.0 Materials and Methods**

This study employed a qualitative research approach with a case study design. This study was done in Iringa Municipality in 10 Early Childhood Education Centers (ECECs) with 44 individuals participating purposively. Out of 44, there were 3 Ward Community Development

Officers (WCDOs), 20 were ECE teachers, 10 were Managers of ECECs, and 10 were parents. The sample size selected was not large enough to allow an in-depth study of the phenomenon. The study employed semi-structured interviews, observation and documentary review methods in collecting the required data. Teachers, WCDOs, Managers of ECECs and parents were interviewed by the researcher.

The documentary review was used as a secondary source of data to obtain information from portfolios, children's education profiles, progress (development) cards, list of equipment and facilities available in ECECs specific for developing children's talents. Documented information like parents-teacher meetings in ECECs and district official reports were useful information necessary for the study. The observation method was also used to look for children's activities that were necessary for revealing children's talents. The method was essential for complimenting the semi-structured interviews and documentary review. Furthermore, the observation method enhanced the cooperation between the researcher and the study participants.

### **3.0 Results and Discussion**

The study highlighted several challenges that teachers encounter to identify and develop children's talents. The findings are categorized into teachers-based challenges, policy-based, school-based, and parental and home-based challenges.

#### **3.1 Lack of Teachers' Skills in Identification of Children's Talents and Tools**

Through informal semi-structured interviews, it was found that teachers were not aware of various methods of identifying children's talents. The findings of this study show that observation was the only method used

by teachers to identify children's talents in the ECECs. It was also noted that the observation method was wrongly practised. That is, there were no formal records of keeping the children's talent progress. Alhersi (2016) noted that relying on observation without understanding its technique, might not be the most reliable tool for the identification process of children's talents.

Teachers' lack of skills to identify various children's abilities was another obstacle revealed in this study. For instance, other teachers were not aware of the importance of identifying children's talents. During the semi-structured interviews, one of the teachers said:

*I cannot deal with the talents of children here. The children I'm staying with are too young; they range from two to five years. It is too early to know about their talents. They are here to play, eat and sleep before their parents come to take them (Interview with Teacher, Centre A, 2<sup>nd</sup> May 2021).*

The response from the teacher indicates that some teachers do not have identification skills for children's talents. The find is in line with studies, which indicate that 30% of gifted and talented students are not discovered due to the lack of skills (Haneef, 2015). Teachers need to be aware of various skills in identifying children's talents. The skills will guide teachers to prepare the strategies to develop the identified talents of children. However, some studies suggest talent identification should be done by experienced coaches (Abbott & Collins, 2004).

### **3.2 Lack of Teachers' Training and Formal Guideline/Curriculum for Developing Children's Talents**

The issue of formal curriculum was indicated by most Managers of ECECs and teachers. With regard to talent identification and ways to

develop the talents of children, participants insisted that the lack of formal guidelines that instruct them to deal with talent matters to children hinders the process of identification and development of children's talents. One teacher responded by saying, *"Most of our activities in a centre are done just by copying and pasting some of the instructions from the pre-primary syllabus"* (Interview with Teacher, Centre B, 4<sup>th</sup> May, 2021).

This given response verifies that the lack of formal guidelines/curriculum affects talent development in ECECs. In Tanzania, there is no curriculum for running ECECs, particularly children with less than 4 years because the formal education system recognizes a pre-primary that involves children above four years. Most of the ECECs had timetables, which were used effectively; however, there were no specific periods that indicated children's talent activities. The managers of ECECs, teachers and caregivers described that they did not have special classes for practising various talents.

Teachers claimed to lack that instruction guiding them to develop the children's talents. That means the interest of the centre is most considered. The children's interests were not considered at child early age. A curriculum that doesn't integrate the talents of children can be a reason for most children's talents to die at early ages. In the same vein, Nsamenang (2008) and Mligo (2017) found that curricula content for early childhood education in most the African countries are not relevant to children because they do not favour children's needs, abilities and interests.

In some ECECs, the finding indicates that the majority (90%) of teachers never attended any training concerning talent development for their children in centres, whereas a few (10%) teachers attended the training and seminars on children's talent development. However, the latter is less concerned with the talent matters of children in the centres.

The arguments from teachers indicate that the majority of children's talents are not supported by teachers because they are less concerned with them.

In contrast, teachers from the other centers agreed that they got trained on children's talent development by their managers in an informal way. For instance, teachers received this kind of training through the use of the cellular smartphone. On the other hand, a small fraction of teachers confess that they attended a variety of workshops and seminars, but they were not engaged in children's talent matters rather they were concerned with the safety of children, children's rights and improving quality early childhood centres.

The Municipal CDO and WCDO opined that no training was conducted for teachers and managers of ECECs aiming to develop the children's talents. It implies that there are no seminars and workshops given to teachers in the ECECs for developing children's talents. However, the mentioned official leaders are responsible for making sure that the goals of the organization are attained and making strategies to implement them. Talent development is the fourth goal of the MoHCDEC stipulated in Day Care Centre Act CAP 180. Failure to do so, teachers and caregivers of the ECECs do not see the importance of developing the children's talents in the ECECs. The amount of time that teachers can dedicate to using modern technology devices is crucial for the talent blossoming of children. Siegle (1995) advised that with only one hour of in-service training teachers can learn to effectively pinpoint children's talents and strengths and help them set goals.

### **3.3 Shortage of Resources and Facilities**

Findings from this study revealed that most of the ECECs undergo a shortage of resources and facilities necessary for developing children's talents as shown in Figure 1.

**Figure 1: Early Childhood Center Lacking Outdoor Facilities**



An outside view of a building of the ECCECs visited by the researcher in Figure 1 indicates the lack of games and playful facilities for children. An absence of outdoor playing facilities can be a reason that hinders the development of children's talents in ECEC. On the other hand, most ECECs lack indoor facilities that motivate the development of children's talents. In most of the classrooms in the ECECs, there were desks, black and whiteboards, and chalk. The mentioned materials mostly were for assisting teachers in delivering the lessons. This indicates the teacher-centred approach to teaching was used in most surveyed ECECs. There were no hands-on activity facilities, such as blocks, dolls, music facilities, and other artistic materials.

**Figure 2: A classroom Showing the Lack of Playful Materials**



This kind of classroom limits children to reveal individual interests because it lacks other facilities, such as playful materials. Also, the space in the class limits children to be dynamic because they cannot freely play.

During the survey, the researcher found children playing and running with big tires compared to their size and age respectively. Play grounds and spaces for groups to run and play were limited to a few numbers of children. The researcher used observation checklists to assess the availability of facilities and resources to develop the different talents of children at the ECECs. Despite the presence of children with talents, there were few facilities found to support and develop the children's talents. For instance, in a list of 25 resources prepared by the researcher, the majority of ECECs had less than 10 facilities listed.

Out of 10 ECECs, only 2 ECECs managed to exceed 10 of the listed facilities, and none of the ECECs managed to exceed 15 of the listed facilities. It indicates that a shortage of resources and facilities hinders teachers from developing the children's talents. These findings also



concurred with the findings by Navehabrahim and Veladat (2011), which show that limited resources were among the factors mentioned by school principals to hinder talent development in elementary schools. On the same note, this challenge appeared in the findings of the study conducted in Kenya by Jacob (2014).

### **3.5 Limited Space and Emphasis More on Academic Subjects**

Teachers were busy teaching children's early learning skills in reading, writing and arithmetic. Usually, a child's early mastering of the 3Rs was a criterion for marketing the children's centers. The reflection was found on the teachers who prepared reports for parents on child progress, which lacked non-academic information. Parents also insisted on helping their children do more exercises on the 3Rs in their homes. This finding echoed the findings by Mligo (2015) and Mtahabwa (2007), which show most childhood centres put too much emphasis on literacy and numeracy skills and less emphasis on learning through play and discovery. A playful Centre provides a room for a child to reveal individual interests through various activities.

Most of the surveyed ECECs were located in congested areas that limited the extension and installation of games and sports. Also, facilities for climbing, riding and swinging were not available in most centres. The researcher noted that playing grounds and spaces for groups of children to run and play were limited by having a few number of children. Facilities like swinging, riding and climbing were not found in most of the surveyed centres.

In most surveyed ECECs, the findings show that children played in seats, which limited them from enjoying their playful activities. Furthermore, the researcher found only one centre possessed a wider

space that allowed children to play free with facilities that can help them develop athletic talents. In some of the centres, which have preprimary and primary schools, the situation was not good because the grounds used by children in the ECECs were also used by the pre- and primary pupils. This kind of environment limits teachers not to be aware of children's uniqueness and interests. Mongai (2018) Brown, van Urk, Waller and Mayo-Wilson (2014) asserted the risk of children less than four years children playing together with children of older age limits young children to practice play of their age. Children may develop a fear that can hide their inner abilities.

### **3.6 Lack of Experts and Poor Records on Children's Talent Progress**

In all 10 surveyed ECECs, only two centres confessed to having experts of particular talents to coach students who show interest. Teachers reported how financial challenge hinders the hiring of other experts of talent. Most teachers reported how financial challenges hindered the hiring of other experts of talent and how the available experts play their roles in developing children's talents. That is to say, the availability of a few experts of talents in surveyed ECECs is an essential strategy in developing children's talents. Bloom (1985) clarified the necessity of mentors in three stages of developing a talent, which is initiation, development and perfection. He asserted that talented children often progress through a series of mentors where at the first stage a mentor introduces a child to the talent area, teaches the basics, and establishes a love for the domain. This is the level, at which children in ECECs need experts to guide and assist in performing their talents.

The study found that teachers were not recording information related to children's talents, apart from academic ones. Other centres were found

recording children's progress in early reading and writing skills and arts in partly drawing as shown in Figures 3 and 4 respectively.

**Figure 3: Parent Reports without Talent Development Information**

**RIPOTI YA MAENDELEO YA MWANAFUNZI.**


SOMO	MAZOEZI	MTIHANI	JUMLA ALAMA	WASTANI
HISABATI	99	90	189	95
KINGEREZA	90	85	175	88
SANAA	99	95	194	97

Jumla ya alama zote ni 558 kati ya alama 600 wastani wake ni 93  
nafasi yake darasani ni 7 Kati ya wanafunzi 20.

**MAONI.**  
Mwalimu wa darasa,  
Amejitahidi aongeze bidii na afanye mazoezi kipindi cha Likizo.  
Mkuu wa shule,  
Amejitahidi

**MAAGIZO YA MUHIMU.**

Shule imefunga leo tarehe 4/6/2020 na itafungua tarehe 5/7/2020  
Itakapofungua shule tunakukumbusha kuwa unatakiwa kumleta mototo wako shule akiwa na malipo ya awamu mpya na awamu zilizopita kama unadaiwa kwani hatutampokea mototo atakayekuja pekeake siku ya kufungua shule na atakayekuja bila malipo anayodaiwa.  
Asante kwa kuichagua Two Wings kwa maendeleo ya mwanao  
Wako katika ujenzi wa Taifa,

  
Msimamizi wa Shule.

Mzazi msaidie mwanao mwanao afanye mazoezi ya kutosha ya kusoma na kuandika kipindi cha Likizo.

**Figure 4: Parent Reports without Talent Development Information**

**PUPIL'S PROGRESSIVE REPORT**

PUPIL'S NAME \_\_\_\_\_  
CLASS \_\_\_\_\_  
CLASS TEACHER'S NAME PRE-UNIT B2  
DATE 4/12/2019

SUBJECT	TERM I	TERM II	TERM III	TERM IV	GRADE
MATH	100	98	100	92	A
ENGLISH	100	95	100	88	
SCIENCE	94	99	92	94	
READING & WRITING	92	100	100	100	
TOTAL MARKS	392	393	392	374	
AVERAGE	98	98.2	98	93.5	96

POSITION ..... 19 ..... OUT OF ..... 182 .....

CLOSING DATE ..... 6<sup>TH</sup> DECEMBER, 2019 .....

OPENING DATE ..... 6<sup>TH</sup> JANUARY, 2020 .....

CLASS TEACHER'S COMMENTS:-  
Good job! promoted to the next class!

SIGNATURE: \_\_\_\_\_ DATE: 4/12/2019

Starting with Figure 3, the report informs a parent on the achievement of a child on the scores attained in Math, English and Arts. The teacher graded a child in the 7<sup>th</sup> position out of 20 children in a class. Furthermore, the class teacher commented that the child has done well and insisted that the child has to make more effort to study during the holiday. The head of the centre also congratulated the child's results. The other part of this report provides information on the date of closing and opening of the centre. For the second time, the teacher emphasizes a parents to help a child do a lot of exercise in reading and writing during the holiday.

The second parent report indicated in Figure 4 shows the name of the child, the name of the class teacher and the date of the report. The next part shows the scores of a child in Math, English, Science, Reading, and Writing. The teacher graded a child 19<sup>th</sup> position out of 182 children in a class. This kind of report shows no information concerning the children's talents. Even when parents receive such kind of report can lack sufficient information about the children's talents.

Through the ECECs, the researcher surveyed the students' files, but they were available with very few records by managers and teachers for developing the children's talents. This finding is contrary to BhartiBisht (2021), who recommends that observation only has nothing to do with developing a child until some documentation is done for reflection and assessment. It is necessary to record children's progress at the ECE level for future use in the child's life. The findings show that there were poor records concerning the children's talents. This is contrary to a recommendation made by Renzulli (2011), who emphasized the necessity of keeping total talent portfolios for students in schools. Assembling important information about students' abilities, interests, and preferences helps teachers decide the types of enrichment and

acceleration options that will most benefit a child. The records are also necessary for feedback to parents because they establish a parent-teacher relationship that makes the child grow in a talent identified.

### **3.7 Poor parent-teachers' Relationship**

It was found that the relationship between ECECs and parents with regard to the talents of children is poor. During the interview, many parents responded that they don't exactly know the kind of talent their children possess. Nevertheless, teachers were aware that children have talents. However, no kind of feedback was given to parents on the children's talents progress. In addition, about 80% of the ECECs had no system of communicating with parents on the talent development of children.

Similarly, about 80% of the parents did not know the talents of their children, whereas 20% of the parents reported identifying the talents of their children, but they didn't share anything with their children's teachers. Furthermore, the parents who identify children's talents provided support like buying materials relating to the children's talents. Poor communication between children and parents is a main obstacle to developing children's talents. If a parent is not aware of his child's talent, it is difficult to develop it unless there is good communication with teachers.

The findings are contrary to Pluckrose's (1993) argument which asserted that parents know their children's talents better than anyone. On the same note, Kiewra and Witte (2017) revealed that extraordinary parent involvement and a parent-engineered environment for talent development contributed to the development of talents among four Nebraska youths in the domains of baton, twirling, swimming and rodeo. Poor communication between caregivers/teachers and parents on the

talents of children can affect a child's progress on their talent (Al-Hersi, 2016). Parents are important in making children's talents grow as Bloom 1985 asserted parents or a family is a crucial ingredient in the talent growth of children.

### **3.8 Teachers' Irresponsibility to Identify and Develop Children's Talents**

Few teachers in ECECs revealed that they have a lot to deal with children in a day when they are at centers. Early reading writing and numeracy skills for children were a priority by 70% of the surveyed ECECs and only 30% included other activities in classroom sessions. However, during classroom sessions, individual child activities were few. Teachers dominated most of the activities and ignored other children's activities, which could reveal their talents. The teachers claimed to be limited to what the manager wants to be fulfilled by children at the end of their ECE period. One of the teachers had this to say:

*I have more than 48 children in my classroom I cannot make a follow-up to identify the talent of each child. After all, it is not part of my responsibility to them. My work is to teach them early academic skills in reading, counting and writing. But the time I have to spend with them is too limited to the extent that it is not possible to concentrate on other talents. My boss wants all children to be competent in speaking English, counting and writing before they go to preprimary (Interview with Class Teacher, Center H, 3<sup>rd</sup> May, 2021).*

The response reveals that teachers have a lot to deal with early writing and reading skills for children in the classroom and ignore other activities not related to writing and reading skills. In other ECECs,

teachers claimed that extra duties given by the managers such as cleanliness accounting and being a class teacher at the same time consume a lot of time. This is because teachers and caregivers have a limited time to deal with the talents of children. The same explanation limits a teacher to identify talents, which are related to academics only and ignores non-academic talents. On the other hand, some teachers claim the children are too small to start identifying and developing their talents. These indicate that teachers didn't know the necessity of identifying and developing talent is among their responsibility in the early childhood education centers. Also, teachers are not aware of the right time to identify and start developing children's talents.

Teachers being irresponsible in identifying and developing children's talents is contrary to the findings asserted by Veledalt and Navehebrahim (2011) that teachers are the most important element in recognizing and developing talents in children. Furthermore, they added that the art of teaching children is integrated with recognizing and developing their talents. On the other hand, Siegle (2011) argued that teachers are better at identifying children's talent only if they have training. Moreover, Dixon-Krauss (1996) sought that whether your title is teacher, assistant, aide, or caregiver, apart from other tasks, they are responsible for helping children grow their talents. That means, adults in ECECs are supposed to provide scaffolding to children experienced to accomplish tasks, which are too difficult for them to do alone. The teachers, assistants, aides, or caregivers are the ones Vygotsky (1978) called the "*more knowledgeable others*" because they are supposed to use their experience to enhance children's talents to flourish.

Other teachers did not identify the talents of children because they had a lot of tasks to deal with children; therefore, talent matters of children could be another load. Similarly, Al-Hersi (2016) found that some

teachers were under huge pressure due to the long academic days and extra activities, which make identifying students with extraordinary abilities and unique talents difficult. This discouraged those teachers from taking the responsibility to identify and plan activities for developing talents to students.

Nevertheless, some teachers reported that it is not the right time for children's talents to be identified in ECECs as a teacher in Center E commented. The reason that ages of children were too young for their talents to be identified as claimed by these respondents is similar to the findings by Navehabrahim and Veladat (2011), who found that schools postponed recognition of talents to later periods and school principals saw it as the family responsibility to prepares facilities to allow the growth of their kids' talents by their financial resources.

The findings of this study were contrary to the argument by Silverman insists on the urgent need to identify gifted and talented children not only in primary schools but also in pre-school age (Silverman, 1992). In addition, Kelenmen (2012) substantiated that children can reach their high potential performance if they are identified soon enough and are provided with proper development conditions. It was also contrary to findings by Kiewra (2014), who found that most talented children were identified to their talent domain when they reach 3-5 years.

#### **4.0 Conclusion and Recommendations**

A talent is worthy of a person; talent could be the real life of a person. Hence our children have individual abilities and interests, the teachers are responsible for ensuring that talents are nurtured and start developing early. The challenges exposed in this study indicate that children's talents are not a priority in most ECECs. Neglecting children's talents in



Early Childhood Education Centers can mean to perish the future for some children. A talent can be a relief/alternative way to children who suffer in academics in schools. The truth is children are not equally gifted. A child can lag in literacy skills but can be excellent in artistic skills such as drawing, singing and other athletic skills. Early Childhood Education Centers should not be based on developing numeracy and reading skills only.

The current study shows that teachers and managers view those children's talents as not important. There is no emphasis on identifying and developing children's talents in most of the surveyed Early Childhood Education Centers. A quality early childhood education has more to do than concentrating on reading and writing only. Developing the whole child's personality, talent, and mental and physical abilities to the fullest extent is the main aim of early childhood education (UNESCO, 2015). Not considering the whole being of a child has brought to 'school attendants' in the society because the kind of education got from schools has no results.

Works of literature show that there are a number of bachelor master's degree graduates who are counted as wastage in the education industry only because they have no impact not in their own lives but also on the community. The question is it that they performed well in academics (bookish education) only? Starting to develop children's talent at an early age helps a child when becoming an adult to think more than completing school and waiting for employment. A talent itself is employment if it is well nurtured and developed.

The dying or growing of children's talents is in the hands of practitioners of ECECs teachers being the foremost. Teachers should not wait for their manager's or owners' instructions to start helping children's talent

grow. Managers and owners of ECECs have to collaborate with teachers to ensure children's talents are prioritized. The kind of facilities and materials invested in the centre determines what talents would emerge faster and ones which would completely not reveal. Therefore, the accommodation of a variety of playing teaching and learning materials propagates the flourishing of a variety of talents of children in a center. There are strategies which necessarily do not need money to implement but can function a lot in developing talents in children in ECECs. For instance, motivating children by acknowledging activities or skills can work in developing their talents. A teacher can use just a word of praise to a child which can always remind a capable child. Good memories will always make a child try new things again and again until they do it in a better manner.

Also, exposing the good acts of children to peers is, a good strategy teachers can use to develop children's talents. Instead of waiting to buy readymade materials from shops the managers and teachers in ECECs have to establish a culture of improvising handmade materials from the environment. Handmade materials from the environment that children are aware of makes easy the process of teaching and learning. Similarly, games and sport that integrates the natural environment increase curiosity and creativity in young children around the environment they have experienced.

The study recommends formal training for Early Childhood Education teachers that focus on providing skills on talent identification and development to children and, the establishment of parental teacher relationship that will help children develop their talents. The study calls for owners of Early Childhood Education Centers to establish an environment that enables various talents of children to be identified and developed such as acquiring hands-on materials that develop talents in

children, hiring experts in talents motivational environment, use of technology devices such as smartphones and television, establishing good parent-teacher relationship that enhances children's talents to grow.

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**Predicting the Effect of Secondary School Preparedness to Manage  
Disease Outbreaks on Curriculum Implementation in Iringa  
Municipality, Tanzania**

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**Abstract**

*The study examined secondary school preparedness to manage disease outbreaks and established parameters that were employed to predict the effects of secondary school preparedness on curriculum implementation. A pragmatic paradigm was adopted with a mixed-methods approach being employed. The sample size was 60 teachers, 18 school management teams and 36 students from six secondary schools in Iringa Municipality, Tanzania. The data were collected through questionnaires and semi-structured interview methods. The study findings revealed that school preparedness can be measured through six main parameters: school plans, training mechanisms, policy formulation and practice, school resources, budgeting and school community knowledge and involvement. The study recommends that the government through the Ministry of Education, Science and Technology should emphasize every secondary school to have plans and a school disease policy to manage diseases and disease outbreaks.*

**Keywords:** Curriculum Implementation, Disease Outbreak, School Preparedness



## **1.0 Introduction**

Disease outbreaks have been a serious issue leading to school closure, death of people and failure to complete daily routines (Mwebi, 2021). The fight against disease outbreaks has been in place, which sometimes leads to affect the implementation of curriculum. To a large extent, the world has experienced diseases that have been caused by either new or re-occurrence of infections, which together threaten human existence (Mwebi, 2021). From the Human Immuno-deficiency Virus (HIV) pandemic, which emerged early 1980s and recorded deaths leading to about 39 million, the Ebola virus pandemic in West Africa claimed a loss of nearly 9,000 lives in about a year after it started.

According to WHO (2020), Cholera outbreaks from *Vibrio cholera* bacteria have estimated that each year 1.3 to 4 million cases of Cholera and 21,000 to 143,000 deaths worldwide due to Cholera. Corona Virus also emerged and led to 5,719,442 million deaths from 385,508,990 cases, which also affected the implementation of the curriculum (Worldometer, 2022). Disease outbreaks are leading the world to failure to continue with planned daily routines. In schools, curriculum implementation is affected negatively. Disease outbreaks, such as Cholera and Corona Virus Disease (COVID-19), are examples of diseases that are not only affecting the world's economic activities they also affect curriculum implementation. As a result of the disease outbreak schools are closed, leading to a reduction in several teaching and curriculum implementations in general.

Tanzania has suffered from disease outbreaks such as Cholera, Meningitis, Diarrhea and COVID-19 from time to time. The effect in schools has been in terms of forced change of school culture and school timetable that directly affect teacher's implementation of school curricula. A disease outbreak has led to a change in teaching approaches

and school curricula. The effects have been on failure to cover contents, minimum time of teaching, and reduction of teachers' working morale, teaching pace and teaching strategies (Pak, Adegboye, Adekule, Rahman, McBryde, & Eisen, 2020).

The Government of Tanzania's efforts to address the problem on a short-term basis has been to encourage online classes and other alternatives that provide teachers and students with alternative way to address the problem. The question remaining unanswered is: how schools are prepared to manage disease outbreaks to address the effects of the implementation of curriculum? This study examined secondary school preparedness to manage disease outbreaks and predicted the effect on curriculum implementation in schools. Since curriculum implementation is the primary function of schools, it was of significant and worthy investing.

## **1.2 Measuring Predictions and Effects of Disease Outbreaks**

In measuring preparedness, the first task is to define variables, while the next task is to assign numbers or symbols to variables and finally record to suit the purposes. Different studies have been conducted on how prediction is measured. A study by Marmara (2016) on the prediction of infectious disease outbreaks based on limited information to develop an early warning modelling approach that can predict emerging disease outbreaks had a mixture of findings and limitations. First of all, the study was purely quantitative and employed a questionnaire, which did not reveal the opinions of the participants.

Although it was employed with analysis of large scale epidemics of international impact including human and animal epidemics, the analysis was based on the principle objective which is to predict infectious disease outbreaks based on limited information by using correlation

analysis. The findings predicted that as time goes on and due to climatic change different influenza seasons and other infectious diseases may be predicted. The study suggested that there should be establishment of non-influenza consultation to tackle emerging diseases.

Davis, Borok, Malchan, Shebalin, Lahhr and Plumb (2010) conducted a study on earthquake prediction and disaster preparedness by using interactive analysis. The aim was to use predictions to provide information to properly prepare for the predicted hazard. The study employed a mixed-methods approach by using models and theories of prediction on how to identify the earthquake size, timeframe and spatial region with quantifiable errors. The study provided ways to use prediction for disaster preparedness and prediction strategies and public policy implementations.

The findings predicted that as time goes on due to the stock of disaster relief resources, contracts for post-earthquake supply and management centres, a joint exercises with emergency management centres, and personal and family emergence preparedness to be poor will lead to the high negative effect of earthquake due to poor preparedness. Based on the literature review, in this study, it was concluded that studies on the prediction of the effects of disease outbreaks on curriculum implementation are limited hence the need to conduct this study.

### **1.3 Theoretical Framework**

This study was guided by Bunner's (1966) instruction theory, which is advocated to be goal-oriented as it offers an explanation of methods of instruction to accomplish given goals under given conditions (Brunner, 1966). It offers explicit guidance on how to help people learn and advance their knowledge. The instruction theory of teaching was directly related and applicable to the study because it facilitated the study

exploration of knowledge of participants on how they learn about disease outbreaks to ensure effective instruction and curriculum implementation. Moreover, the instruction theory in teaching focuses on how best to structure material and instructional behaviour to facilitate learning; it concerns anything that is done purposely to facilitate the learning process (Brunner, 1966).

Additionally, the theory is based on the condition that curriculum implementers are required to be creative on strategies that are done purposively to facilitate the learning process. In this study, school management teams employed strategies that helped in the management of disease outbreaks; hence, they enabled to smooth running of the curriculum implementation process. The theory enhanced the process of identifying strategies that schools apply in the management of disease outbreaks.

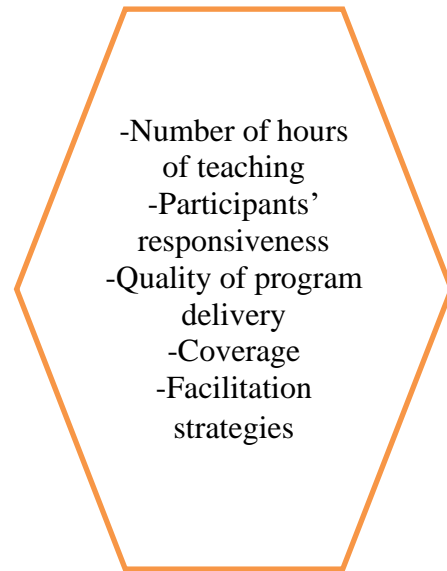
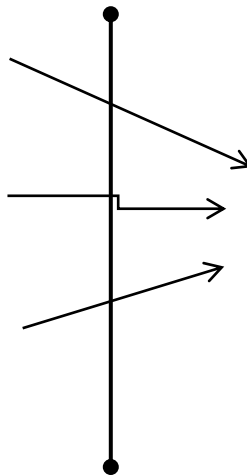
Depending on the situation of the school and disease outbreak as an aspect of this study, the schools involved school communities in the planning and implementation of the strategies. Involvement was in terms of strategies to manage the effect of disease outbreaks in secondary schools to ensure effective instruction of teaching and curriculum implementation in general. The study employed the theory to examine school management knowledge on disease outbreaks, and on how it facilitated instructional of teaching. School community knowledge on the management of disease outbreaks affected the presence of disease and outbreaks in schools. The existence of disease in schools was linked to school policies and strategic planning to ensure curriculum implementation was in place. The link between school preparedness and the curriculum implementation process is summarized in Figure 1.

**Figure 1: School Preparedness to Manage Disease Outbreak and Curriculum Implementation**

**School Preparedness**

**Curriculum Implementation**

Facilitating Conditions	
School plan	strategic
School Policy	Disease
School Budget	



External factors apart from preparedness (Social, cultural and environmental factors)

**2.0 Materials and Methods**

This study adopted a pragmatic paradigm with an assumption that reality is not only purely objective, but also exists from human experience. In this study, reality was grounded in the environment in that participants in the study worked. It is contented that, studies of this nature can not only be encountered through human experience but also through objective means (Kaushik & Walsh, 2019). This research employed a mixed-methods research approach whereby a descriptive design was employed to understand participants' knowledge and practice of management of disease outbreaks in schools.

A correlation design was applied to predict the effect of school preparedness on the curriculum implementation process in the sampled schools. The sample size was 6 heads of schools, 6 academic teachers, 6 environmental teachers, 60 teaching staff and 36 students from six secondary schools in Iringa Municipality. Six secondary schools were included of which three were public owned, and the other three were privately owned. Purposive sampling was applied to select management teams and head teachers, while simple random sampling was applied to select the participant teachers. With the aid of the SPSS program, the linear regression analysis was used to predict the effect of school preparedness to manage disease outbreaks.

### **3.0 Results and Discussion**

#### **3.1 School Management Understanding of the Strategies to Manage Disease Outbreaks**

With regard to school management's understanding of the strategies to manage disease outbreaks in schools, the findings revealed that the school management teams in the participant schools had an understanding that the disease outbreaks affect their roles in the process of implementing curriculum. This assertion is supported by a comment from one of the school heads, who was at School A:

*In my understanding, more than 70% of members from this school know about the diseases that affect curriculum implementation. Especially, the outbreaks that are pandemic affecting school performances leading to school closure. That is why we make a lot of efforts to make sure there is effective management of disease outbreaks (Interview with HoS<sub>1</sub>, School A, 4<sup>th</sup> March, 2022).*

The school management team from school B revealed that, through government directives and attention, schools use the government

directives as a source of knowledge about the disease that affect school routines. The data from an interview with a member of the school management team indicated that government directives enriched the school community's understanding of the diseases and outbreaks was presented by another school head as follows:

*The school management team at this school is knowledgeable about ways of transmitting diseases and their effects on our lives. The strategies that we [teachers] plan include having a policy on management and daily monitoring of implementations (Interview with HoS<sub>2</sub>, School B, 8<sup>th</sup> March, 2022).*

Interviews with academic teachers revealed that the strategies that reflected the preparedness of school management to manage disease outbreaks in secondary schools included school community knowledge of the strategies to manage the outbreaks, plans of training, and management of disease policy and resources. The following quotation which was taken from the interview with Academic Teacher revealed:

*My school management team understands the government directives. We have a policy on the management of diseases, posters that guides the community, we always have a meeting with parents and students to think of budget to overcome diseases, we implement plans and at some point, we have achieved fruits. We think we have good plans (Interview with Academic Teacher<sub>1</sub>, School D, 14<sup>th</sup> March, 2022).*

In addition, the introduction of a health safety committee was among, many more, strategies taken by the school management team to manage disease outbreaks. During the interview with an Environmental Teacher from School E, the following comment was uttered:

*Our school introduced the Health Safety Committee to ensure efforts and plans made by the management team ensure the effective implementation of disease outbreaks. However, this committee enables us to get pure drinking water from our compound and allows us to have sanitary materials like a stock of pads for girls. This committee involves members from the management team, environmental teachers, and students (Interview, with Environmental Teacher<sub>2</sub>, School E, 10<sup>th</sup> March, 2022).*

In general, the study findings revealed that the school management team had an understanding of diseases that affect their curriculum implementation. The effects of implementation of the curriculum were school closures that led to a reduction of instructional time. Furthermore, the study revealed that the general understanding of disease outbreak management was received through government directions and media. The mentioned media stipulated guidelines that facilitated the planning of strategies to address the effects of curriculum implementation in schools such as knowledge creation for changing communities' attitudes and practices and, the introduction of health safety committees and clubs.

In their study, Endriyas et al. (2021) asserted that when communities know about diseases and strategies, the effects of the diseases are minimized. Furthermore, Endriyas et al. (2021) found that marital status and educational status are associated with knowledge of strategies to manage COVID-19. This study, which was on the effect of disease outbreaks on curriculum implementation, adds knowledge on the role of school community involvement and knowledge to address the effects on curriculum implementation.



### **3.2 School Preparedness to Manage Disease Outbreak and Curriculum Implementation**

The findings from this study indicated that school preparedness to manage disease outbreaks in schools is linked to curriculum implementation. The data from interviews with the key participants indicated that school plans, budgeting, community knowledge of the strategies and their involvement in school plans are variables that can be used to describe school management preparedness. Schools with resources that are reflected in school budgets were regarded as the mechanisms to overcome disease outbreaks. During the interview with environment teachers, one of them had this to say:

*I and my colleagues working in the Environment Safety Committee have plans to address the effects of disease outbreaks, and we have seen this when some diseases affect the world. The community is always involved in the school plans. Our plans include the participatory budget; that is, when it comes to disease control, we join hands. This is done to sensitize the community (Interview with Environmental Teacher<sub>1</sub>, School C, 11<sup>th</sup> March 2022).*

Data from interviews with school management teams indicated that schools had documented their plans that help to describe curriculum implementation in schools when there are disease outbreaks. This was vividly explained by one academic teacher who described ways his school manages to implement curriculum when there is a disease outbreak:

*As an academic in-charge, I have been telling my colleagues to be ready to teach extra in case we are about to close school because of the disease outbreak. This is our long-term plan because when the school closes, many*

*hours are lost, and it is difficult to compensate them. Being ready and acting on time gives us the courage that devote our time to the profession and the community at large (Interview with Academic Teacher<sub>4</sub>, School F, 1<sup>st</sup> April, 2022).*

The previous excerpts indicate that schools were ready to take appropriate actions to manage diseases and implement the curriculum effectively. As a result, the same schools will get good academic performance for their students.

### **3.3 Predicting the Effects of School Preparedness to Manage Disease Outbreak on Curriculum Implementation**

The findings from this study revealed that there is a significant positive relationship between curriculum implementation and school preparedness to manage disease outbreaks. Based on the data in Table 1, the coefficient of the relationship between school preparedness and curriculum implementation is 0.788. In addition, the value of the R-Square is 0.62, which implies that the independent variable which is the preparedness or explanatory variable is significant enough to explain 62% of the outcome variable. Based on the results, it was concluded that, when schools are prepared the curriculum implementation can be realized. Table 2 presents the relationship between school preparedness and curriculum implementation and the prediction of the effect of school preparedness to manage disease outbreaks on curriculum implementation.

**Table 1: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.788 <sup>a</sup>	.620	.614	.19182	.620	94.776	1	58	.000

a. Predictors: (Constant), School preparedness to manage disease outbreak

**Table 2: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.487	1	3.487	94.776	.000 <sup>b</sup>
Residual	2.134	58	.037		
Total	5.621	59			

a) Dependent Variable: curriculum implementation

b) Predictors: (Constant), School preparedness to manage disease outbreak

The results from Table 1 shows the relationship between a dependent variable and the independent variable by using a predictor, which is school preparedness explained by 62% as demonstrated by an R square of 0.62. This means that the independent variable explains 62% of the variation in the dependent variable. Further analysis in Table 2 showed that overall, the model applied in this study can statistically significantly

predict the curriculum implementation in relation to school preparedness to a large extent. The linear regression analysis in this study describes that school preparedness to manage disease outbreaks is strongly significant in relating to secondary school curriculum implementation. The variables are:

Preparedness= school preparedness to manage disease outbreak

$$CI = 1.296 + 0.625 (\text{preparedness})$$

Whereby,

CI= curriculum implementation

The equation  $CI = 1.296 + 0.625 \text{ Preparedness}$  implies that a Unit increase in the preparedness will increase Curriculum Implementation by 0.625 and a decrease by one unit will decrease Curriculum Implementation by 0.625. Therefore, good preparedness to manage disease outbreaks accelerates the effective implementation of the curriculum. The correlation significant is 0.788 equal to R<sup>2</sup> of 0.788 which is 62%. There is a strong relationship between school preparedness and curriculum implementation of 0.788 (62%). Further analysis shows that Table 3 can be used as the regression model related to this study.

**Table 3: Modeling Showing a Relationship Between Preparedness and Curriculum Implementation**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.296	.228		5.681	.000	.839	1.753

School preparedness to manage disease outbreak	.625	.064	.788	9.735	.000	.496	.753
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a. Dependent Variable: curriculum implementation

These findings on preparedness and prediction revealed that effective preparedness is indicated by school plans and policies on the management of diseases that affect school routines. The National Research Council (1991) on a safe future revealed that safeness and control reduce the impacts of natural disasters. This study has added a model that can be used by schools to plan for the management of disease outbreaks. When the model is implemented management of the effects on curriculum implementation are minimized.

### **3.4 School Management Understanding of the Strategies to Manage Disease Outbreaks**

With regards to school management's understanding of the strategies to manage disease outbreaks in schools, the study revealed that the school management team had knowledge and understanding of diseases that affect their implementation of the curriculum due to school closure. Furthermore, the study revealed that the general understanding of disease outbreak management was through government directions and media as a source of knowledge hence facilitating the availability of different strategies such as the introduction of the health safety committee. The findings are in line with the findings of Endriyas et al. (2021), who conducted a study on the knowledge and attitude towards COVID-19 and its prevention in selected towns of the SNNP region in

Ethiopia. The findings showed that almost all respondents heard about the Corona virus disease and they had some knowledge of disease and strategies, and the mean score of knowledge was 52.03% where marital status and educational status were associated with knowing COVID-19.

With regard to the prediction of the effect of school preparedness on managing disease outbreaks, a questionnaire was provided to ask teachers about the school preparedness and the effect of that preparedness and the study found that there is a strong relationship between secondary school preparedness and teachers' implementation of the curriculum. The study findings revealed that effective preparedness is the first side of the coin, and teachers' implementation of the curriculum is another side of the coin where good preparedness leads to good implementation of the curriculum. The findings are in line with the findings of the study conducted by the National Research Council (1991) on a safe future, reducing the impact of natural disasters. The difference between these studies is that this study was based on disease outbreaks and another study was based on disaster in general.

#### **4.0 Conclusion and Recommendations**

The study findings revealed that there is a strong relationship between school management preparedness and the implementation of the curriculum in schools. Preparedness to manage disease outbreaks is linearly related to school implementation of curriculum. Community understanding, and strategies to manage outbreaks are indicators of school preparedness to manage disease outbreaks. It is, therefore, recommended that the government, through the Ministry of Education, Science and Technology, should ensure sure every secondary school have a school disease policy to manage diseases and disease outbreaks hence accelerating the effective implementation of the curriculum.

The government should lay down a policy on managerial skills training for school management teams; this will help the teachers' implementation of the curriculum by involving teachers and students in decision-making and management of disease outbreaks. School management teams should ensure the availability of a school strategic plan as their mission is to manage disease outbreaks and their effect on teachers' implementation of curriculum. Furthermore, it is recommended that a similar study may be conducted in a broader area to broaden the understanding of school management on preparedness to manage disease outbreaks.

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**The Contribution of Civics Teachers' Teaching Strategies on  
Secondary School Students' Discipline in Iringa Municipality,  
Tanzania**

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**Abstract**

*This study examined the contribution of Civics teachers' teaching strategies on students' discipline in secondary schools in Iringa Municipality. The study involved 50 students and 10 Civics subject teachers from five secondary schools. The study was underpinned by the constructivist paradigm whereby a qualitative research approach and a case study design were employed. The study applied a simple random sampling technique to identify students and purposive sampling was used to get teachers who taught Civics in schools. Data were collected through focus group discussions with students and an interview method was conducted with Civics subject teachers. Data were analysed by content analysis. The findings from this study revealed that teachers' teaching strategies contributed to the creation of students' conceptualization of moral and discipline issues. Students' knowledge of moral issues contributed to the reduction of indiscipline cases. Furthermore, the teaching of Civics subject faced several challenges including the scarcity of trained Civics subject teachers. Therefore, the government of Tanzania should recruit trained Civics teachers, who will address the issues of students' disciplines when teaching the subject.*

**Keywords:** Civics Subject, Teaching Strategies, Students' Discipline.

## **1.0 Introduction**

Students' discipline in schools, as an essential component for smooth student' functioning in schools and society in general, has become a major concern in the education sector (Claver, Aranda, Conejero & Arias, 2020). Students discipline is an important component of students' behavior, which not only helps to regulate students' reactions to various situations but also their relations with others. Thus, a school as an organization and its effectiveness in running the programmes depends largely on the level of discipline of its community members (Redempta, 2010). Furthermore, student discipline creates a good image of the school and prepares learners for their future life. It is also argued that the implementation of effective student discipline at school is a key for the student's success in their journey to adulthood (Simeon & Favour, 2020).

Simba, Agak and Kabuka (2016) argued that a student's discipline is an important component of human behaviour without which an individual cannot function well towards the achievement of his/her goals. A study conducted by Stanley (2014) showed that effective discipline enables to control of students' behaviour and enhances their general character. This is because Civics content emphasizes inculcating, to the learner, ethical values such as integrity, honesty, responsibility and self-discipline. It also commits learners to national values like patriotism, nationalistic ideals, national ethics, good citizenship and the development of the nation. Given this, it can be said that Civics teachers, by virtue of the subject they teach, are very important actors in shaping student discipline (MoEC, 2010).

The literature in this study have indicated that Civics teachers teach Civics as one of the subjects whereby the teaching of student discipline and moral values play an active role in awakening and shaping the

character of students, thus becoming good citizen and intelligent. Civics education intends to shape students to be human beings who have a sense of nationalism and love for their homeland, and become competitive citizens, disciplined, active participants in building the country and living a peaceful life (Rusmin et al., 2020). Birhanu (2012) noted that a Civics subject teaching enables students to enjoy their rights and freedom, makes them respect the freedom of others, enables them to consciously discharge their duty and responsibility, respects the rule of law, and tries to solve the problems of the society. In addition, Civic subject fosters good moral values for students, so that they are independent beings able to change for the better where necessary.

In the context of a school system, disciplined students are those whose behaviours and actions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola & Nyabwari, 2013). Civics subject teachers teach the students to behave under the existing rules both within the school environment and in the community. Equally important is that the Civics subject should provide a space for students to continue developing the morals contained in students' self-potential.

Sulianti, Arifin and Sakdiyah (2020) state that the cultivation of discipline is not only monopolized by the Civics subject, it means that every subject can insert discipline and moral values into students. However, some people already consider that educating students to have good discipline and morality is one of the responsibilities that must be carried out by the teaching of Civics subject. The great responsibility is

borne by Civics teachers to take appropriate steps or strategies needed to be taken to develop student discipline.

Therefore, the teaching of Civics subject is a very important aspect towards enhancing student discipline, because it usually gives awareness to students to have a vision and mission. It also plays a vital role in the acquisition of a sense of responsibility to learners as well as educators (Mussa, 2015). Effective teaching of Civics subject helps in the achievement of goals, expectations and responsibilities in students (Mussa, 2015). Chowdhury (2016) indicated that discipline can be fostered through a range of teaching techniques such as role play, drama, simulation, educational games, debates, discussions, projects, group work, educational visits, interviews, brainstorming, and utilizing the resource materials using poems, stories, songs, photographs, posters, and slogans.

The Civics subject teachers are supposed to make students feel welcomed and turn unhappy students into happy ones when teaching Civics subjects (Mande, 2016). According to Soderlund and Rosengren (2008), the behaviour of the Civics teachers in the teaching encounter is a main determinant of students' Civics learning. From the discipline's theory as stated by the New Brunswick Teachers' Association cited in Ilyasin (2019), if discipline is highlighted as the essential aspect it leads to students becoming good citizens at school, family and community at large.

In Ethiopia, Bayeh (2016) indicates that, some studies conducted at the university level show that Civic and ethical education have been developing and promoting civic skills, knowledge and disposition to affirm both changes in behaviour and the attitude of learners. Civics has

contributed to the creation of good and ethical behaviours among citizens. Studies conducted in this area affirm that the subject is also creating a favourable environment for learners to co-exist with other socio-cultural groups and have a culture of respect for one another's (Bayeh, 2016). Such tolerance is an essential element of democracy and civic disposition expected from a virtuous citizen.

Maintaining student discipline in the 21<sup>st</sup> century is said to be a challenging task in a teaching career due to globalization and the influence of social media (Yaghambe, 2013). The common indiscipline cases in secondary school as addressed by Ngalya (2017) include lack of patriotism, dropping out of school due to pregnancy, fighting and stealing, substance abuse, truancy and disobedience. That is why the government of Tanzania has taken institutional and academic measures to address student discipline. One such way is the introduction of the Civics subject and making it compulsory for all students in ordinary secondary schools in Tanzania.

Dibaba (2017) in Ethiopia indicates that, although Civics teachers play a significant role in the community, they are not well-acknowledged and considered as a tool towards stability, agreement and responsible acts of students. The attention given to Civics, particularly in secondary schools in Tanzania is lower, for instance, Civics is being taught by teachers with no strong academic background in Civics subject; as it is mistakenly assumed that Civics can be taught by any graduate teachers provided they studied any social science discipline at college or university (Mande, 2016). This may be the impact that Civics can have on student discipline and the production of effective and active citizens who can recognize problems of their countries, their citizenship responsibility and desirable code of conduct. Consequently, the

contribution of Civics to student discipline has not been well acknowledged. This study, therefore, intended to examine the Contribution of Civics teachers' teaching strategies on student discipline in secondary schools in Iringa Municipality, Tanzania.

Indiscipline cases among secondary school students continue to grow with negative ramifications for families and communities (Ngalya, 2017). The consequences have been reported to include school dropouts, failures in examinations, substance abuse and sexual relations among students. When students lack discipline, they are likely to engage in undesirable behaviours such as dropout, drug abuse and stealing. Civics teachers have an important role in enhancing student discipline; this is due to the nature of the subject content they teach which generally aims at transforming students into disciplined and responsible individuals.

Currently, there are issues of indiscipline cases in secondary schools which lead to ethical problems and undesirable behaviours. Indiscipline behaviours are still rampant in schools. This question on the role of Civics subject teachers in addressing problems of indiscipline behaviour among students needs to be addressed. This study answered one research question: How do Civics teachers' teaching strategies contribute to student discipline when teaching the subject in secondary schools?

## **2.0 Materials and Methods**

The study adopted a constructivist research paradigm to understand the student's and teachers' subjective meanings of the contribution of Civics subject teaching and learning process in schools. Their experiences in the process of teaching the Civics subject at the secondary school level were very necessary to answer the research question. Additionally, the study employed a qualitative research approach whereby a case study

design helped the study to understand participants' perspectives in terms of their conceptualization of the process of teaching and learning the subject. The sample size of the study constituted 10 Civics teachers and 50 students. Moreover, the interview method, focus group discussion (FGD), observation and documentary review were employed in this study to learn teacher's instructional strategies and practices. The data analysis process was done by application of the content analysis.

The path-goal theory which was originally developed by Evans (1970) and later modified by House (1971) describes that motivation plays an important part in how a supervisor and a subordinate interact and, based on that interaction, the overall success of the subordinate was applied. The theory stresses that leaders need to be cognizant of the necessary steps to clarify goals, and paths, and enhance satisfaction through extrinsic rewards, which will in turn increase subordinates' intrinsic motivation. The theory was applied to the four path-goal leadership styles' functions to provide structure and/or reward to subordinates, who are directive, supportive, participative, and achievement-oriented.

To make students interact with Civics subject, they need motivation to learn and interact with the different topics relevant to shaping their discipline. Therefore, the directive teachers, supportive and participative clarify expectations and give specific guidance to accomplish the desired expectations based on performance standards. Generally, the theory helps to explain how Civics teachers use different styles to build student discipline, particularly in making a path through the creation of challenging goals toward the attainment of acceptable discipline to students which is the core part of their academic achievement in the future life.

The target population of the study involved form three and form four secondary school students who were chosen. Apart from them, Civics subject teachers who were teaching the subject in form three and form four were purposively selected from five secondary schools. Therefore, 10 Civics subject teachers were purposively involved in the study, whereas 50 students were randomly selected from the five schools of which 25 students were from form three and 25 students were from form four. The sampled five secondary schools are presented by using labels such as, A, B, C, D, and E. Civics subject teachers are identified as A<sub>1</sub>, A<sub>2</sub>, B<sub>1</sub>, B<sub>2</sub>, C<sub>1</sub>, C<sub>2</sub>, D<sub>1</sub>, D<sub>2</sub>, E<sub>1</sub>, and E<sub>2</sub>. This is done to preserve their identification.

The purposive sampling technique was useful for selecting Civics subject teachers because Sulianti, Arifin and Sakdiyah (2020) state that, the cultivation of discipline is not only monopolized by Civics subject, it means that every subject can insert discipline and moral values into students. However, some people already consider that educating students to have good discipline and morality is one of the responsibilities that must be carried out by the teaching of Civics subject. The great responsibility is borne by Civics teachers to take appropriate steps or strategies needed to be taken to develop student discipline.

It is stated by Cohen, Mnion and Morrison (2007) that expertise and experience are keys when looking for personal experiences in a subject matter. Selection of 50 students based on their academic maturity and that they had studied a good number of Civics subject topics related to discipline issues. Their maturity objectively contributed to the understanding of how they conceptualize the contribution of Civics subject teaching and teachers' teaching strategies to their discipline development and improvement.



### **3.0 Results and Discussions**

#### **3.1 The Role of Civics Subject Learning on Students' Discipline**

The findings from this study revealed that one major area that the teaching of Civics subject contributed to was creating students a sense of awareness of their roles in society. Students reported that the learning of Civics subject enabled them to report on several disciplinary issues that they faced at home and school levels. During the focus group discussion with students, one student from School A reported that the learning of Civics subject had enabled him to report matters related to discipline to their authorities. One student narrated that after learning the subject:

*My parents had rented their house rooms to unmarried young boys who watched unethical movies and videos with my brothers and sisters at home. After seeing this, I reported it to my parents. The incident led my sisters to engage in unwanted behaviours. My parents are also aware of that because I reported these cases to them. My Civics teacher said in the classroom that when I see unethical attitudes, I should be responsible. I learned how to be a responsible citizen and student (Student<sub>1</sub> in FGD, School A).*

Also, another student at school C added that students who face difficulties in their studies are always in temptation that may endanger their life. The learning of Civics has helped them to build confidence and believe that they can manage their living as reported by a student as follows:

*Look here, I reported to my teacher on the issue of raping of one of our classmates. She used to be raped by her uncle who was living with her at home. Her grandparents were aware of that but they did not take any action. The*

*behaviour affected the girl psychologically had behavior which were caused by the environment. My report helped the problem to be known. I can say it is the result of teaching Civics subject (Student<sub>2</sub> in FGD, School C).*

During interviews with Civics subject teachers, the role of teaching and learning of Civics subject was revealed to be increasing students' awareness and attitudes towards unethical issues in schools and society in general. Civics subject teachers reported that the students used their awareness to report disciplinary issues they faced at home and school. The ability to realize that the experiences they go through are bad and their ability to openly report these issues to their teachers after learning Civics can be said to be a major contribution to Civics teachers' teaching. A teacher at School D reported:

*One of my students reported to me that her parents are busy selling local beers. She is also required to participate. From that situation, there are some behaviors which I have noticed on her and realized it was because of her engagement in the business. After I asked about the noted behaviours, she was ready to narrate the whole issue. In the end, we reached a consensus on how to address the case. The students said to me that, I can say this to you because you said one day in class (Interview with Teacher<sub>1</sub>, School D).*

Another Civics teacher indicated that students do not only report about bad behaviour they face, but also they report about other socio-economic challenges, including unfavourable home environment and lack of some basic needs. For instance, a Civics teacher from School B said that:

*There was a student who lacked basic needs; after reporting to me I told my fellow staff, and we made*

*contributions to assist that student materially and we introduced that student to a Non-Governmental Organization which assisted him to have basic needs (Interview with Teacher<sub>1</sub>, School E).*

The findings of this study are in line with the study by Rusimin, Labani and Suardika (2020), who conducted a study on the role of Civic education on student moral development in elementary school; based on the results of the investigation, it was found that the implementation of moral cultivation is through personal development programme, personal development programme include routine activities, spontaneous activities, exemplary principals and teachers, and conditioning in supporting the implementation of moral cultivation, integration in subjects; teachers do combination in subjects by linking moral cultivation with the subject matter.

Development of school culture which is carried out by arranging programs related to ethical culture, such as making rules, and construction of the learning process, including the development of classroom, school and non-school learning processes. Classroom learning by giving moral messages, reminding students and mutual agreement; Schools by providing guidance or counselling both through the school and from outside the school, recitation holding and meetings with guardians of students outside the school with extracurricular activities such as football, camping, school health programs, science study, drum band, and holding camps.

### **3.2 The Contribution of Civics Subject Teaching Strategies on Students' Discipline**

The Civics subject teachers attributed their teaching strategies to be able to inculcate a sense of patriotism and care for others' needs, developing

self-confidence in demanding their rights, and behavioural change leading to hard work. This can be noted in the following extract from an interview with one teacher:

*I use a participatory teaching strategy. Participatory teaching strategies have transformed students by helping them learn how to help others, raising a sense of patriotism and cooperation, and developing self-confidence, self-awareness and self-determination, which are important for demanding rights. They are now responsible persons and committed to their studies as they work hard. Being motivated to work hard for a better future as inspired by real-life examples I use in class from successful people in the country is very useful (Interview with Teacher<sub>2</sub> School D).*

Furthermore, it was learned that the use of strategies such as discussion and group work has helped students to build positive relations with their peers. Working with peers is important for addressing gender discrimination and inequality. In an interview with a teacher from School B, it was noted how the relationship is built:

*I use strategies such as group discussion. This helps students to build positive relationships with others; this consequently helps them to overcome gender discrimination and stereotypes. This also happens when I use, for instance, real examples of leaders and students see that there are successful female leaders, they realize that women can also be good leaders (Interview with Teacher<sub>1</sub>, School B).*

Moreover, another Civics teacher said that he used story telling by using teaching aid like pictures, newspapers and pamphlets where he indicated

that for students to be disciplined, they need to learn about facts and acquire skills that help them to be disciplined in the community; he indicated that story telling exposes students to new perspectives, giving students the chance to see the world. In doing so, students are disciplined from the issues affecting others in their community and throughout the world. In revealing this, during the interview, he commented that:

*I use story telling by using teaching aids like pictures, and newspapers to show the various effects of improper behavior. For instance, after I completed teaching the topic of proper and improper behaviour, one male student came to inform me that he had already been affected by homosexuality because his school bus driver constantly abused him. Therefore, I helped that boy by showing pictures of those who changed their behaviour when they have been harassed and showed the way to follow to let him be psychologically healed and the action for that driver was taken. I also act like a friend to students; this helps them to report their challenges normally after teaching improper behaviour (Interview with Teacher<sub>2</sub>, School B).*

When FGDs were conducted with students on the same issue, students' views appeared to compliment teachers' views. Students noted that strategies such as guidance and counseling that teachers used helped them to have hope in times of challenges and difficulties. They also stated that the strategies helped them to become active citizens as they practice democracy. The following extract evidences this:

*The teachers' teaching strategies help me to be aware of democratic issues where I learn to be accountable and transparent to my teachers, parents and community at*

*large; some of us are contesting for student leadership roles where we participate in voting for school leaders. Also, teachers' use of guidance and counselling help us to have hope when we face different challenges. Teachers advise us to focus on studying hard to increase our academic performance; they also guide us to live peacefully with our fellow students and the entire society. This helps me to be a good student and to work hard in my studies (Student<sub>6</sub> in FGD, School A).*

*My teachers use cooperative activities in groups when we learn in class. Through cooperation, we make relationships and cooperate through team work. I have also benefited from having self-confidence when we participate in group discussions, I develop self-respect (Student<sub>8</sub> in FGD, School E).*

During interviews with teachers, the teachers' teaching strategies were noted by teachers to have contributed to student discipline by instilling in students a sense of independence, making them confident that they can be future leaders and parents. The following interview extract provides evidence of this:

*My ways of teaching Civics have made my students responsible and attentive, for example, to stand still when the national flag is hoisted, to change their community's bad beliefs and practices such as Female Genital Mutilation, food taboos and the killing of albinos and elders. I teach in a way that makes students be able to educate their societies and be responsible for their future. But also, I make sure that I produce students who can respect and value others and avoid human rights abuses as well as develop social interaction skills (Interview with Teacher<sub>1</sub>, School D).*

Furthermore, students claimed that the teaching strategies that teachers used helped students to be responsible at school and in their communities through knowing their rights and duties, the effects of certain cultural practices and so forth were also noted to be reduced through teachers' teaching strategies. The following extract is revealing: I now know my rights and responsibilities and I can make good decisions. I also know and can protect people against bad cultural practices like beating women, widow inheritance, gender discrimination and forced marriage. All these helped me to live peacefully and harmoniously at school and home (Student<sub>4</sub> in FGD, School C).

### **3.3 Challenges Facing Teachers in Enhancing Students' Discipline through Civics Teaching**

During interview sessions with teachers, they mentioned some challenges which face them in disciplining students including negligence to study the subject, lack of professional training in Civics teaching, workshops, training and seminars, and lack of teaching materials.

#### **3.3.1 Student attitudes towards Civics subject**

The findings from this interview with Civics teachers revealed that most students have a problem of subject negligence; this leads to students having indiscipline cases whereby the content intended to be learned by them is not received as expected. This is because some of the students escape to learn the subject by saying that it does not add any value to their subject combination for advanced secondary education. Respondent had this to say:

*I face student negligence to study the subject because they think that it does not add any value to their subject combination which will take them to another level of education. Therefore, I am forcing the students to study the subject; that is why indiscipline cases are present at school*

*because students do not like to seriously study (Interview with Teacher<sub>1</sub>, School D).*

### **3.3.2 Lack of workshops, training and seminars to Civics teachers**

Findings from this study indicated that most of the teachers, who were teaching the subject, lacked training and seminars whereby most of the teachers when they were at College/University they were not trained to become Civics teachers. Most of them specialized in teaching Geography, Kiswahili, History, English, and Linguistics and some of them specialized in Political Science which relates to the content of the Civics subject.

Most teachers indicated that they teach Civics because the environment forces them to do so. After all, many schools lack qualified teachers who are trained to teach the subject. Therefore, heads of schools assign any teacher to teach the subject randomly. This was evidenced by the following extract when they said:

*We lack workshops, training and seminars; most of us are not trained to teach Civics subject, therefore we face difficulties in teaching the subject because when we were in College/Universities we did not opt to study Civics; most of the teachers who are teaching the subject lack knowledge of what real they must deliver to the students. Heads of schools just appoint anybody to teach the subject. Therefore, in-service training and seminars are needed to be competent in teaching the subject (Interview with Teacher<sub>2</sub>, School B).*

Expanding on those challenges, another teacher from school E added:

*Look here at our school we are four teachers but only one is qualified to teach the subject because he attended the*



*course when he was at University; the rest did not specialize in that subject when we were at University; therefore, it is difficult to start teaching the subject which we were not trained for (Interview with Teacher<sub>2</sub>, School E).*

### **3.3.3 Lack of teaching materials**

The findings from this study indicated that most the schools lacked teaching materials like text books, computers and televisions where they support them to be current in teaching the subject as a teacher from school C said:

*Here at our school, we lack teaching materials like books compared to other subjects, Civics deals with the teaching of current issues whereby we fail to be current in teaching the subject because as you know discipline issues are mostly affected by globalization through science and technology, we need to teach by using vivid examples from the current issues. The government has failed to invest much in Civics to buy current books, computers and televisions where students can listen, learn and have access to daily news for different discipline issues (Interview with Teacher<sub>1</sub>, School C).*

These findings are in line with Okoth and Etyang (2018) who conducted a study on class teachers' role in maintaining students' discipline in secondary schools. Although the issue was the discipline of students, the findings in this study on Civics teaching have contributed to the understanding of the way the subject contributes to maintaining students' discipline in secondary schools. In addition, the aspects of guidance and counselling that this study found are important in reducing Indiscipline issues. Furthermore, in the study by Karkami and Rahimi

(2015) teaching effectiveness, motivation and achievement were found to be related to discipline strategies.

The findings in this study that are related to teaching approaches that enhance discipline are significant to the improvement of discipline in schools. The results may be used to address the issues of discipline using the participatory approach. In the study by Karkami and Rahimi (2015), it was noted that the teachers who used involvement and recognition strategies more frequently were perceived to be more effective teachers. The teachers who used punitive approaches were perceived as being less effective in their teaching. The findings in this study have revealed that teachers teaching strategies that are participatory reward students' good behaviour and teachers are not perceived by their students as authoritarians.

#### **4.0 Conclusion and Recommendations**

Based on the findings from this study, it was concluded that Civics teachers' teaching strategies enhance students' discipline when students are allowed to experience ethical and moral values. It is, therefore, recommended that, teachers should practice and reflect the change in students' behaviour through student involvement that genuinely engages in problem-solving that is related to students' discipline. It is recommended that the government through the Ministry of Education, Science and Technology recruit Civics subject teachers who are trained to teach the subject. This will guarantee relevant teaching and learning materials for an effective change in student behaviour. The government of Tanzania should conduct training for Civics teachers, to enhance their skills and knowledge in teaching on a regular basis. Further studies may be conducted on the role of students' learning behaviours in Civics subjects in addressing students' discipline in schools.

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## **Participation of the Ordinary Secondary Schools Examination Candidates in Extracurricular Activities in Mbeya City Council, Tanzania**

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### **Abstract**

*This article examined the participation of secondary schools examination candidates in extra-curricular activities in Mbeya City Council. The study employed a qualitative approach that involved twenty (20) respondents who were selected based on inclusive criteria through convenience and purposive sampling techniques. Both primary and secondary data were considered. The primary data were obtained through interviews while secondary data were obtained through documentary reviews. The secondary data supplemented the primary data. The findings from the study revealed that extra-curricular activities played a great role as they served the same purpose as classroom activities in the learning process. However, examination candidates were not much considered in taking part in extracurricular activities. This affected the knowledge they obtained throughout school life. Based on the findings, it is recommended that there is a need to involve examination candidates in extra-curricular activities so as to enrich their knowledge in their life.*

**Keywords:** Examination Candidates, Skills, Extracurricular, Practice

### **1.0 Introduction**

Learning is primarily an interactive activity (Astin, 2011), and schools are normally considered places where this takes place largely. They are also places where knowledge is imparted to students through classroom activities and assignments. However, schools are more than this as argued by Seker (2020). The philosophy that learning is primarily an

interactive activity is strongly supported by an American Philosopher (John Dewey that the person who learns by doing learns better. Extra-curricular activities are meant to cement and enhance what students learn in class and develop other necessary skills that cannot easily be acquired just by being in the classroom (Seker, 2020).

Currently, in many countries, extra-curricular activities in education have been given less importance compared to academics. (Meadows, 2019). In Tanzania education leadership at the level of the school, ward, district and region are working under pressure to ensure that schools perform better. In doing so, they are assured of keeping their job positions. Examination candidates are even under more pressure as they resort to cramming past examination questions and answers during extra class hours both in what are termed ‘tuition centres’ and even at home.

The reason as described by Mufanechiya (2012) is that school achievement is being measured by examination performance. On the other hand, Lunenburg (2010) argues that extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. Moreover, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts that are highly required in life.

Indeed, Massoni (2011) argues that providing sufficient time for students to interact during extra-curricular activities under organized programmes will not only reinforce what has been learnt in the class but increase attendance, and performance and accelerate the learning process, recreation, personal development and social inclusion. Further, according to Seker (2020), extra-curricular activities also inculcate in



students' good behaviour self-esteem and positive attitudes without mentioning other positive outcomes such as high grades, productivity, socialization and school completion

The common practice in schools today, as Mufanechiya (2012) revealed is that teachers and students spend too much time focusing on examinations and academic performance. They coach students and engage them in non-stop remedial exercises at the expense of extensive curriculum coverage. In so doing, all other students' activities are brought to a standstill, and all resources, time and efforts are channelled to examinations and examination-related matters.

According to Mambodza (2012), as cited in Mufanechiya (2012), examination time is the most difficult moment for many students as it is a time of psychological pressure and many sleepless nights. Textbooks and syllabi are replaced by piles of past examination papers and marking schemes to prepare students. In Tanzania for example, the practice is that to ensure good performance in final examinations, sports activities, subject clubs, recreation, productive activities and even midterm breaks are denied to examination candidates. This is done on the pretext that they avail the time for examination preparation. Such decisions deny students the right to learn and practice skills that are needed for survival. In the end, students will complete their school time being academically smart but cannot function in the real world due to a lack of possible requisite skills.

As pointed out by Akan and Basar (2013), life-supporting skills like critical thinking, problem-solving skills, and leadership skills can never be developed by students just by listening to teachers' classroom instructions. These skills become part and parcel of the student when

they are initiated, organized and practised outside class hours. The best areas where students can develop and master skills include. It is the purpose of this paper to critically examine the participation of ordinary secondary school examination candidates in extra-curricular activities in Mbeya City Council, Tanzania.

Three specific objectives were formed as follows: (i) to identify ways that schools use to ensure that students exercise and apply skills learnt in the class, (ii) to assess the opportunities given to examination candidates to participate in extra-curricular activities and (iii) to find out the constraints that hinder the carrying out extra-curricular activities in ordinary secondary schools. Aided by these objectives, the required information that facilitated answers to the central question of the study was obtained through materials and methods presented in the next part.

## **2.0 Material and Methods**

This study adopted a qualitative research approach with a case study design. The study was conducted in the Mbeya City Council in the Mbeya Region. It involved 4 secondary schools, 2 private secondary schools and 2 public secondary schools. A total of 20 respondents were interviewed, 5 from each school including 4 academic masters, 4 examination class teachers and 12 examination candidates. Since in qualitative research, there is no fixed sample size to be considered, the researcher relied on the conclusion by Lopez and Whitehead (2013) that the sample size in qualitative research should be adequate to achieve data saturation, the richness of data and not too large that it is difficult to undertake in-depth, meaningful analysis.

Moreover, the study adapted non-probability sampling techniques namely convenience and purposive sampling techniques. Data were

collected through interviews and documentary reviews. Thematic data analysis was applied in which the following steps were observed: familiarization of data, coding, generating themes, reviewing themes, affirming and naming themes and finally the analysis of the data.

### **3.0 Findings and Discussion**

The findings and discussion of the study are summarized here under:

#### **3.1 Ways to Ensure Students Exercise and Apply Skills Learnt in the Class**

This objective intended to establish an understanding of the mechanisms put in place by schools to ensure students practice skills acquired in the class. Exercising what is acquired in the class makes a student more conversant and competent and extracurricular activities manifest this. One respondent shared that:

*As a history teacher, it is always my wish and desire that the school approves taking my students at least once a year to various historical sites such as Kaole ruins, Kilwa, Bagamoyo, Ismila, Kalenga and alike. It is there where they can learn by seeing what we teach in the class. The use of charts and models in the classroom is not always enough for students to comprehend learning (Interview with Teacher<sub>1</sub> in School A, 2022).*

A Geography teacher also said:

*I always wish that my students are taken to the field for them to see and relate what they learn in the class though not always the case. Topics like physical geography, survey, and economic geography are interesting when you learn by seeing. When students see and touch physical objects it brings meaning to some abstracts and ideas*

*given in the class (Interview with Teacher<sub>2</sub> in School D,  
2022).*

These responses concur with Behrendt and Franklin (2014), who described field trips as beneficial in providing first-hand experience to students, stimulating interest and motivation to learn, adding relevance to learning and interrelationships, strengthening observation and perception skills, and promoting social development. In field trips, students observe natural settings and create relevant meaning to the experience (Behrendt & Franklin, 2014). In this way, they can assimilate and accommodate new understanding and cognition.

The findings also revealed that the practice is slightly different in technical secondary schools. In such schools, curriculum implementation may include technical subjects such as brick work, welding and fabrications, mechanics and other hands-on courses that comprise various field practices. These therefore provide students with time to exercise what was taught in the class as elaborated by one of the teachers:

*In our school, we teach basics of technical subjects such as break works, elementary mechanics, welding and fabrications, electronics and computer skills. We are lucky that we have workshops for every technical subject. In the course of study, students are allowed to exercise what was instructed in classes and in practicals under subject teachers and workshop instructors whenever they feel like doing so. We also assign our students to do minor repair work in our school. This practice deepens students understanding (Interview with Teacher<sub>2</sub> in School B, 2022).*

These responses comply with John Dewey's theory of experiential learning that schools and classrooms should be representative of real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings (Dewey, 1938). Children need to learn by doing in the classrooms and should solve problems through hands-on approaches. When teachers plan for instruction, student interests should be considered and curricular subjects should also be integrated with an emphasis on project learning. The educational experiences encompass the intellectual, social, emotional, physical, and spiritual growth of the whole child, not just academic growth (Schiro, 2013).

According to Behrendt and Franklin (2014), experiential learning is authentic, first-hand, sensory-based learning. Experiential activities explore touch, listening to, watching, moving things, disassemble and reassembling. Learning consists of grasping an experience and then transforming it into an application or result. It is a methodology in which teachers direct students to a specific experience, and then guide the students through reflection to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.

### **3.2 Importance of Engaging Examination Candidates in Extracurricular Activities**

When respondents were asked about the importance of engaging examination candidates in extra-curricular activities, the responses were also interesting. One academic master for instance argued that activities outside the classroom enabled students to put theory into practice and adds value to students' future life even if they fail in final examinations. She added that:

*The world is now driven by technical know-how; therefore, there is a need to expose students to the world of competition. Sports and games, music and arts employ youths* (Interview with Academic Teacher in School B, 2022).

The use of role-playing in teaching was also cited as one practical aspect of imparting skills to students. In the teaching of Civics, for example, it was asserted that role-playing helps students to demonstrate pure practical Civics. *“It is through Civics club role-play that students exhibit real lawyers and judges running courts activities, and politicians who can convince people to play role in community matters,”* (Interview with Teacher<sub>2</sub> in School D, 2022). Moreover, the respondent pointed out that it is in clubs where students’ talents like singing, doing comedy and alike are identified.

Students expecting to sit for their final examinations were also requested to give their views on this area. The responses were however not different from what was given by the teachers. Mostly, the candidates were of the view that participating in extracurricular activities enabled students to develop hidden skills and group working spirit. *“It also provided an opportunity to learn from others, but also to relax from the heavy academic timetable of the whole week”* (Interview with Student<sub>3</sub> in School A, 2022).

These responses given by teachers and students showed that they were very much aware that extra-curricular activities helped students to practice what was learnt in the class and so facilitated and comprehended learning. This concurs with the concept of a school as a multi-functional centre (Astin 2011). In such an environment, students learning interest is awakened as argued by Annu and Sunita (2015).

### **3.3 Challenges Facing Schools in Carrying out Extracurricular Activities in Ordinary Secondary Schools for Examinations Candidates**

This section sought to establish the reasons that hinder the participation of the ordinary secondary school examination candidates in participating in extracurricular activities. The respondents gave several reasons that can be summarized into four as follows here-under:

#### **3.3.1 Over-emphasis on examination performance**

In sampled schools, this meant spending time and energy on academic content in readiness for the final examination at the expense of non-examinable matters. Falling in examination means tarnishing the image of the school the result of which could be loss of jobs for the teachers, especially in non-state schools. In responding to this an examination class teacher argued that if a student did not participate in sports or leadership in lower forms, it was of no use doing it as an examination candidate. Still, they can engage in sports after completing their secondary studies. He said:

*I am very scared if I encourage candidates to take leadership responsibilities will spend much of their time thinking about it and not their studies which are the reasons for them to be in school (Interview with Teacher<sub>1</sub> in School A, 2022).*

The length of the content to be taught and the related long time required to cover it also came out vividly during the discussions as pointed out by one of the respondents: Students have to cover the subject syllabus, revise various topics that were taught in the previous classes. As a teacher, I have to dedicate my time to assisting students on how to solve various examination questions by going through worked examination papers (Interview with Teacher<sub>1</sub> in School D, 2022).

The respondent pointed out that she was supposed to prepare students psychologically by helping them to overcome examination fears, and conducting different subject tests and other examinations at ward and district levels to make students get used to examination pressure. *“If a student fails, I will be accountable”* (Interview with Teacher<sub>2</sub> in School C, 2022). Students’ responses depicted that being an examination candidate, preparation for the examination was the most precious thing one can ever imagine. Candidates were expected to make use of the available time to rectify past mistakes and this was only possible through dedicating every moment to academic issues. A student was noted saying:

*Our school motto contributes to creating a burden to students as it says ‘capture the day’. Time is strictly dedicated to attending classes, remedial classes and practice for science subjects. No time for any unnecessary activities. As a student, I am focusing on examinations as I need to prepare myself physically, psychologically and mentally before sitting for examinations* (Interview with Student<sub>1</sub> in School B, 2022).

These responses concur with the findings by Mufanechiya (2012), who stated that examinations determine what students need to learn, hence narrowing down the teaching and learning process to possible examination topics at the expense of the vast knowledge forms that students need to explore and master for life long. This, in turn, deprives in-depth coverage of subject content and students are denied the opportunity to integrate the learned concepts into life experiences and realities. Teachers are stressed by the demands of the school administrators, parents, and pupils which create tension between pedagogical and ethical decisions; either teachers practice what they are



supposed to teach as real learning is, or to be enslaved by teaching to the test for students to pass examinations (Onaiba, 2015).

Moreover, these responses revealed that the candidate's prime role was to do well in examinations. Taking part in extracurricular activities was a wastage of time and resources. This is contrary to Massoni (2011) who contends that by participating in extracurricular activities students learn lessons in leadership, teamwork, organization, analytical thinking, problem-solving, and time management, learn to settle many tasks at once and discover talents. Tahir, Hassan and Othman (2014), describe participating in extracurricular activities plays a great role in the holistic development of a child as the cognitive, social, physical, emotional, linguistic, spiritual and moral development of a child. These activities offer great opportunities for students to grow well with moral aspects, social interaction, ability to control their emotions and they become active members of society.

### **3.3.2 Limited time**

It was also observed that in the visited schools' extracurricular activities were conducted twice a week. The commonly observed modality was that one day was for subject clubs, ESR, and debates and the other day was for sports and games. It was also noted that the set time was normally in the evening starting from 3:30 pm to 4:30 pm. This timing was meant to be after the regular academic timetable. In actual practice, the time was not conducive for students especially day scholars to participate as they were to later walk a long distance back home. This meant late arriving home and at the same time while tired. A candidate complemented that:

*I sometimes fail to participate in extracurricular activities because they are conducted at late hours. After that, I have*

*to look for a means of transport to go home. Sometimes I may not have eaten anything. It is quite possible to find only those who stay nearby the school attending or those who are interested (Interview with Student<sub>2</sub> in School D, 2022).*

The findings further depicted those adjustments in the time table were only possible during sports and games competitions conducted at the school level, district level, regional level and national level. These competitions were noted to be conducted once a year. It was in these competitions that different teams were recruited and the selected participants were sent for camps, while the rest proceeded with classes. These findings are inconsistent with the findings by Mubanga (2011) who reported that extracurricular activities in schools are allocated three days on average. Schools find it difficult to consider incorporating some of the extracurricular activities in the main school time table to enhance participation levels.

### **3.3.3 Lack of trained extra-curricular activities' coordinators**

It was observed that in the visited schools they lacked trained or interested persons to take charge of extracurricular activities. The role of the extracurricular coordinator is to oversee all extracurricular activities namely; organizing, scouting, supervising, monitoring, recommending and recording. According to Reeves (2008), as long as the advisor is devoted and flexible, students will undoubtedly benefit from their participation in extracurricular activities. An academic teacher said: It is difficult to have trained personnel who can take responsibility of extracurricular activities, especially sports and games. I only appoint teachers without considering their interests in the field. Moreover, few teachers who volunteer are discouraged by the time allocated which is

normally in the evening. They have other commitments to carry out after school hours (Interview with Teacher<sub>1</sub> in School C, 2022).

### **3.3.4 Insufficient funds**

Inadequate funds to run extracurricular activities were observed as another challenge facing the implementation of extracurricular activities. It was found that public secondary schools in particular depended on funds from the central government through fee grants. Most of the teachers and academic teachers shared that, funds allocated to manage extracurricular activities were not enough. An academic teacher said:

*Challenges are inevitable especially for our public secondary schools as we depend on government grants that are; specifically directed to particular activities and so cannot be diverted in any how and are given on a month basis. The amount of money given is not enough because the cost of extracurricular activities facilities and transport are very high and we cannot appeal to parents to pay for these. We will soon be summoned for explanations* (Interview with Teacher<sub>2</sub> in School D, 2022).

A study by Wilson (2009) described that conducting extracurricular activities, especially field trips and sports activities was very costly. It needs a huge budget to pay for coaches, maintain sports fields and purchase sports gear. The situation is difficult because schools were faced with budgetary constraints which led to poor implementation of extracurricular activities. Similarly, Moran (2017) added that the United States of America's financial constraints were observed as a big problem in implementing extracurricular activities. The government did not allocate enough budget for extracurricular activities.

Behrendt and Franklin (2014) comprehended that to save money and time from preparation and travelling, some teachers choose to simply use the school computers and other visual and audial electronic devices and take digital field trips. Options are plentiful and students no doubt learn from the digital experience, but students only experience what the media thinks is important, and the students do not encounter a multidimensional activity in which all their senses are fully involved.

Generally, the findings implied that most ordinary secondary schools faced numerous challenges in the implementation of extracurricular activities. Respondents agreed that over-emphasizing examinations, limited time, lack of trained extracurricular coordinator and insufficient funds were the clear drawbacks to extracurricular activities. This shows that extracurricular activities were not well achieved hence limiting the holistic development of students, especially examination candidates.

#### **4.0 Conclusion and Recommendations**

Based on the findings it is concluded that overemphasis on performance and lack of time, deprived the right of ordinary secondary schools examination candidates to participate in extracurricular activities. Examination candidates had no time to exercise and apply skills that were intended to be mastered by students and that were useful to students' lifelong. This was affected by schools' strategies that were all geared toward good examination performances at the end of the ordinary secondary education circle. Given opportunities and encouraged to participate in extracurricular activities, students would have developed skills like analytical and critical thinking, problem-solving, time management, leadership skills, team work and other potential aspects of life like; self-esteem, self-respect and self-confidence which are likely to

be useful to every individual in dealing with personal responsibilities and ones' career, community or national undertakings and in life long.

Therefore, plans and programmes need to be in place to nurture students to express and discover skills and talents, especially the examination candidates. This can be done by allocating time for examinations candidates to participate in different extracurricular activities. For example, through school governance, students who prove to be good leaders should be enrolled later in leadership schools (*Shule ya uongozi*). In subject clubs, such as civics, through role play, outstanding practising lawyers and politicians can be encouraged to develop their talents through visiting various court sessions, and parliament or connecting them to reputable public figures of their career for mentorship. School administrators should consider setting aside enough funds for extracurricular activities that will include buying sports gear, and materials, motivating or employing extracurricular coordinators and finance field trips, and site or industrial visits for students.

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## **School Dropout as a Consequence of Sexual Relationship among Secondary School Students in Kinondoni Municipality, Tanzania**

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### **Abstract**

*This article assessed the consequence of sexual relationships on school dropout among secondary school students in Kinondoni Municipality. The study adopted a cross-sectional design where a mixed-methods research approach was employed. A simple random sampling technique was used to obtain the students, whereas a purposeful sampling technique was used to obtain head teachers as well as discipline teachers of the selected schools. Data were collected from one hundred and eighty-one (181) respondents; of these, there were secondary students (n=168), heads of schools (n=4), discipline teachers (n=4), and parents (n=5). Data were collected through questionnaires and interviews. Quantitative data were analyzed by using Statistical Package for Social Sciences (SPSS) version 20.0 to get inferential statistics, whereas qualitative data were analyzed thematically. The findings of the study revealed that there is a strong positive relationship between school dropouts and students' sexual relationships. The study recommends the following; firstly, to introduce sex education to students before reach adolescence phase. Last but not least, the community including the parents and guardians need to be sensitized and educated on sexual relationship matters so that they can help and lead the adolescents regarding sexual-related issues.*

**Keywords:** School Dropout, Sexual Relationship, Secondary School Students

## **1.0 Introduction**

Sexual relationship refers to both sexual intercourse and physical sexual activity that does not necessarily end in intercourse (Kennedy, 2012). It also refers to an interpersonal relationship that involves physical or emotional intimacy characterized by romantic love, sexual activities, or other passionate attachments (Derlega, 2013). In this study, the term sexual relationship refers to all forms of sexual activities which could or could not end in intercourse.

Sexual relationships among school adolescents in secondary schools have become a concern to many authorities in the world. The government of Tanzania, through the fifth phase of His Excellence the late Dr John Pombe Joseph Magufuli, has indicated that no pregnant student will proceed with the school. That was done to ensure that teenagers do not engage in sexual relationships. On the other hand, parents, religious leaders and society, in general, are concerned about the sexual relationships among adolescents due to its implications, especially in academics, the risk of students becoming pregnant, early childbearing and adverse reproductive and health outcomes for school adolescents and their children (Glynn et al., 2018).

A study by Kirby (2012) about the impact of sex education on the sexual behaviour of young people revealed that the adolescence period is one of confusion with adolescents facing an ongoing conflict and difficulty adapting to both physiological and psychological changes in their bodies. These changes, including the sudden increase of sexual and aggressive drives, cause disturbance and confusion in the teenagers' inner selves and in the way, they perceive the world. This concurs with the study findings of the study done by Bridges (2013) on the study about comprehensive sex education and academic success, which

revealed that the adolescent stage is the most difficult stage among students because this is the time when most students initiate sexual relationships and involvement consequently fall victims of the consequences associated with sexual relationships (Bridges, 2013).

Regrettably, in a state of confusion and without guidance, these teen students are unable to balance between sexual relationships and school. In most cases, the teenagers in the inquisitive and bold blankness prioritize sexual activities over academics (Holmstrom, 2015). The study done by Fekede (2015) about the assessment of student awareness towards the effects of unintended pregnancy concerning female students at Mettu College of Teachers Education revealed that students' sexual relationship is associated with many implications, including termination of pregnancies, which pose a multiplicity of problems on the academic achievements of female students as well as psychological impacts to both male and female students. Furthermore, the study findings revealed that sexual relationships can also result in the student experiencing post-abortion stress symptoms that force them to be absent from class or drop out from their education (Fekede, 2015).

Many countries in the world continue to experience high rates of sexual relationships among secondary school students which result in pregnancies despite the intervention strategies that have been put in place by the authorities and responsible organs (Maja, Oyedele & Wright, 2015). The question of sexual relationships among secondary school students affects different countries in different ways and extent, according to the culture and economic status of that particular country.

For example, the report from the World Health Organization (World Health Organization [WHO], 2011) about the evidence for gender-

responsive actions to prevent and manage adolescent pregnancy denotes that Europe, Italy in particular, has the least number of students in school dropout as the result of students' sexual relationship, which ended up getting pregnancies compared to other continents. Sabia and Rees (2009) as cited by Mlyakado and Timothy (2014) in their study about the effects of students' sexual relationships on academic performance among secondary school students in Tanzania revealed that in the United States, several studies have shown that, adolescents who abstain from sex are more likely to graduate from high school and attend college unlike their sexually active peers (Mlyakado & Timothy, 2014).

The World Health Organization (2011) report revealed that in South Asia the rate of pupils who engage in sexual relationships among students is decreasing except for Bangladesh and Indonesia, which have the same trend as India leading to high rates of school dropout in the particular countries. In India, the reported cases of student sexual relationships are increasing and contribute 26% to 37% of school dropout among female adolescents (WHO, 2011).

Sexual relationships among secondary school students lead to female students' pregnancy, which is a significant cause of diminished academic performance and finally students' school dropout in many parts of the African continent. Mlyakado and Timothy (2014) conducted a study on the effects of students' sexual relationships on academic performance among secondary school students in Tanzania and it was revealed that the dropout rate of girls is higher than the dropout rate of boys in secondary schools unlike in primary schools where boys school dropout is higher and the foremost cause for girls' school dropout is pregnancy (Mlyakado & Timothy, 2014).

A study done by Fekede (2015) about student awareness towards the effects of unintended pregnancy at Mettu College of Teachers Education reported that sexual relationship is the highest cause of female students dropping out of school in Ethiopia as it leads to students pregnancy. As a response to this serious problem, the government of Ethiopia decided to start special attention provision to female students' education to enable them to graduate so they can actively participate in the political, economic, cultural, and social development of the country (Fekede, 2015).

The study findings from the 2011 National Survey cross-sectional data on adolescents (aged 12–19 years) in Ghana, Burkina Faso, Malawi and Uganda by Wakgari and Teklu (2012) as cited by Frye (2017) show that girls who had experienced sexual debut were 2 to 5 times more likely to drop out of school before completing primary school, compared with those who had not initiated sex. Similar findings were observed in the study done by Frye (2017) about cultural meanings and the aggregation of actions: the case of sex and schooling in Malawi among secondary school students in southern Malawi where sexual activity among girls was found to be associated with school dropout (Frye, 2017).

On the same note, similar findings were observed among secondary school students in southern Malawi, where sexual activity among girls, and not boys, was found to be associated with school dropout (Frye, 2017). Analysis of longitudinal data from the Cape Area Panel Study (CAPS) in South Africa showed that students who engaged in early sexual relationships were less likely to complete secondary school unlike those who did not engage (Bengesai et al., 2017). Secondary school students' dropout is highly influenced by school physical facilities and the economic statuses of the parents or guardians of the students

(Timothy, 2010). However, this has not been the case in Tanzania as the government has made an effort to improve school physical facilities as well as provide fee free education so that even the students from low-income families as well as marginalized societies can afford the offered educational services.

Gwambombo (2013) studied the effect of teachers' workload on students' academic performance in community secondary schools in Tanzania and reported that the introduction of fee-free education in Tanzania has led to high enrolments and a diminishing of the gender gap in schools, but the remaining problems are mostly related with the retention of these students in schools until they graduate or complete the particular level of education they have enrolled as well as the quality of education provided.

The report provided by the Ministry of Education and Vocational Training (currently known as the Ministry of Education, Science and Technology) for five years, between 2014 and 2018, shows that a total of 11,599 secondary school students in the country dropped out from schools due to pregnancies. In 2014, almost 9,800 students dropped out of secondary and secondary school due to pregnancies. In 2016, more than 6,300 secondary school students dropped out due to pregnancies as a result of their sexual relationships (United Republic of Tanzania [URT], 2019). Moreover, adolescents' sexual relationship is associated with many other risks, including HIV infection and other STIs more often than not result in consequences such as absence from school, lack of morale for education, suspensions, dismissals and school dropout ending in teenagers' shattered dreams (Holmstrom, 2015).

Also, the study by Yarro and Kafanabo (2016) on major causes and perpetrators of sexual activities among teenage students in Kinondoni District revealed that the major causes of sexual affairs among students were inner sexual urges, exposure to pornography and influence of peers. It was also discovered that the major seducers were fellow students, drivers, business men and teachers who offered free lifts, money and academic assistance to students.

The study by Mlyakado and Timothy (2014) on the effects of students' sexual relationships on academic performance among secondary school students in Tanzania revealed that students' involvement in sexual relationships puts them into lots of relational and social problems which adversely affect their social as well as their school lives in general. If the situation is not curbed immediately, in the long run, the country stands to suffer the risk of a semi-illiterate generation and an inadequate skilled workforce especially a female workforce to run its economy.

Therefore, following the explanations of the challenges caused by the engagement in sexual relationships among secondary school students in different places as described in the background, there was a need to conduct a study on the extent to which school dropout is the consequence of sexual relationship among secondary school students in Kinondoni Municipality, Tanzania.

## **2.0 Materials and Methods**

The study used the pragmatic research paradigm to enable the researcher to explore the respondents' views and experiences. Also, a mixed-methods research approach was used to collect both numerical data to get factual information as well as comprehensive and elaborative in-depth information on the consequence of sexual relationships on

secondary school students' dropout. Moreover, a cross-sectional research design was considered a snapshot that gives a picture of what the researcher wants to study. It was also helpful to the researcher because it was quick and flexible.

The study was conducted in Kinondoni Municipality because studies reveal that students' sexual relationship is on the increase and common in most Tanzanian schools (National Bureau of Statistics [NBS], 2014). The trend is gradually changing and the incidences of students engaging in a sexual relationship are high and may constitute problems including social, health and academic. Kinondoni Municipal was also reported to have about 13% of school teenagers who had heterosexual relationships among themselves (Kakoko, 2013). So, this does not exclude it from being affected by the ongoing influence of secondary school students' sexual relationships on school dropout. Moreover, a total sample of one hundred eighty-one (181) respondents; four (4) discipline teachers, four (4) heads of schools, five (5) parents and one hundred sixty eight (168) form three students. School heads, discipline teachers and parents were purposively regarded as the key implementers of students' issues (sexual relationship issues) obtained through Slovin's formula.

**Table 1: Distribution of Respondents among Schools**

<b>School</b>	<b>No. of F3 Students</b>	<b>Sample</b>	<b>Percentage (%)</b>
1 <sup>st</sup> school	62	34	18.7
2 <sup>nd</sup> school	89	49	27.1
3 <sup>rd</sup> school	101	55	30.4
4 <sup>th</sup> school	79	43	23.8
<b>Total</b>	<b>331</b>	<b>181</b>	<b>100</b>

Form three students were chosen because they are in the prime adolescent stage, which is a critical development period when young



people experiment with sexual activities. Moreover, the data was collected through semi-structured individual interviews as well as questionnaires in the research process.

The data was analyzed both qualitatively and quantitatively as the study involved the collection of qualitative and quantitative information through descriptive and inferential statistics respectively. Quantitative data were analyzed through inferential statistics (correlation and regression analysis) as well by using a Statistical Package for the Social Sciences (SPSS) version 20.0. On the other hand, qualitative data were analyzed thematically.

### **3.0 Results**

The main objective of this paper was centred on assessing the influence of sexual relationships on school dropout among secondary school students. The findings of the study were collected through interviews and questionnaires as presented and they have been interpreted in light of the literature reviewed and data collected from the field as shown in Table 2.

**Table 2: The Extent to which School Dropout Resulted from the Effect of Sexual Relationships among Secondary School Students**

	<b>N = 181</b>				
	<b>Frequencies and Percentages</b>				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Most school dropout I have come across is the result of sexual relationships.	42(23.2%)	21(11.6%)	9 (5%)	24(13.3%)	85(47%)
I know boy/girl students who dropped out of school as a result of sexual relationships.	53(29.3%)	11(6.1%)	3(1.7%)	13(7.2%)	101 (55.8%)
Not all unplanned pregnancies among students lead to school dropout	98 (54.1%)	27 (14.9%)	34(18.8%)	7(3.9%)	15 (8.3%)

Avoiding having sex before marriage will enable students to complete their studies with excellent academic achievement	13(7.2%)	9(5%)	54(29.8%)	33(18.2%)	72(39.8%)
Unskilled individuals in the community are the result of school dropouts caused by students' sexual relationships.	62(34.3%)	28(15.5%)	47(26%)	21(11.6%)	23(12.7%)
Frequent absence in class is the result of sexual relationship among students which lead to poor academic achievement and later school drop out	43(23.8%)	20(11%)	36(19.9%)	40(22.1%)	42(23.2%)

**Table 3: Statistics of School Dropout**

		Most school dropouts I have come across are the results of sexual relationships.	I know boy/girl students who dropped out of school as a result of sexual relationships.	Not all unplanned pregnancies among students lead to school dropout	Avoiding having sex before marriage will enable students to complete their studies with excellent academic achievement.	Unskilled individuals in the community as the result of school dropout s caused by students' sexual relationships.	Frequent absence in class is the result of sexual relationships among students which lead to poor academic achievement.	Sexual relationship among students leads to frequent transfers and affect students' academic achievement.
N	Valid	181	181	181	181	181	181	181
	Missing	0	0	0	0	0	0	0
Mean		3.492	3.5414	1.9724	3.7845	2.5304	3.0994	3.8287

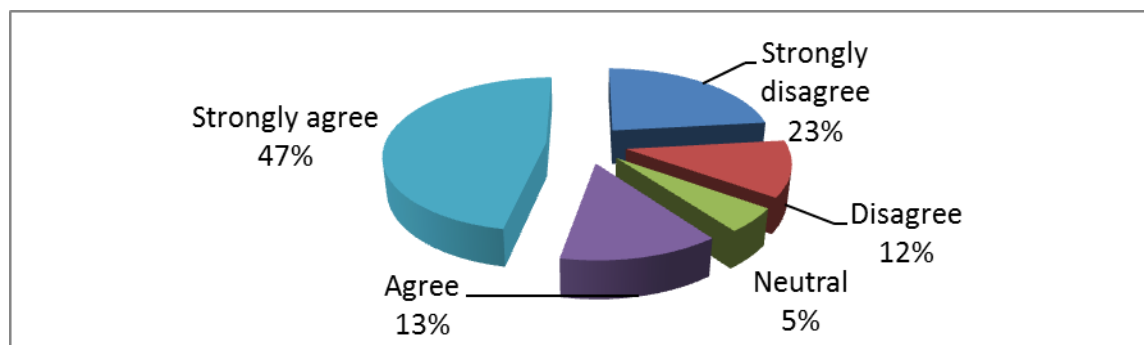
<b>Table 4: Summary Item Statistics of School Dropout</b>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	<b>3.178</b>	1.972	3.829	1.856	1.941	.483	7

This indicates that the variance between minimum and maximum was not large, i.e., 483 when the maximum was 3.8 out of 5, and the minimum was 1.97 out of 5. The mean of 3.2 is above neutral towards agreeing that sexual relationship has a significant effect on school dropout among students.

### **3.1 Most School Dropout as a Result of Sexual Relationships**

The researchers intended to understand students' perception of whether school dropout is mostly caused by sexual relationships. The findings, as presented in Table 2, indicate that 109(60.3%) students were in favour of the statement that most school dropouts were the result of sexual relationships, 63(34.8%) students disagreed with the statement and only 9(5%) students rated neutral to mean that they neither agreed nor disagreed with the statement. Therefore, this indicates that most school dropouts in secondary schools as the result of sexual relationships among students. The findings are summarized in Figure 1.

**Figure 1: Students Responses Whether Most School Dropout has Resulted from Sexual Relationships**



During an interview with teachers, it was revealed that most of the students' dropout is connected to a sexual relationship. One of the teachers from School A said:

*There indeed are many reasons related to school dropout among secondary school students but recently most of the dropouts I can say are due to sexual relationships because most of the cases we have encountered are pregnancies among students which make them dropout of school (Interview with Discipline Teacher, School A, 24<sup>th</sup> August 2022).*

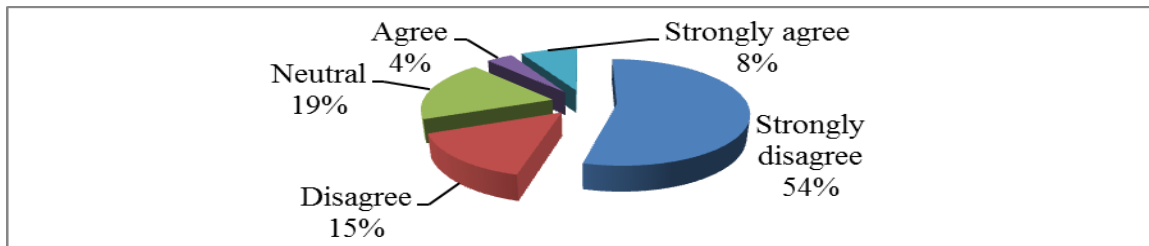
This implies that apart from many other reasons, sexual relationship among secondary school students leads to pregnancies which were found to be the source of most school dropout caused by engagement in sexual relationships.

### **3.2 Not All Pregnancies among Students Lead to School Dropout**

The researchers intended to understand students' understanding of whether all the students' pregnancies among students can lead to school dropout or not. The findings as presented in Table 2 imply that 125(69%) students were not in agreement with the statement that not all students' pregnancies among students lead to school dropout, 34(18.8%)

students rated neutral to mean they neither agreed nor disagreed with the statement, while only 15(8.3%) agreed with the statement. Therefore, the majority of students in secondary schools understand that students' pregnancies among students lead to school dropout. The findings are summarized in Figure 2.

**Figure 2: Students' Responses on Whether or Not All Unplanned Pregnancies among Students Lead to School Dropout**



Similarly, during an interview with teachers, the findings showed that students' pregnancies have a negative impact on students as they lead to school dropout one of the teachers had this to say:

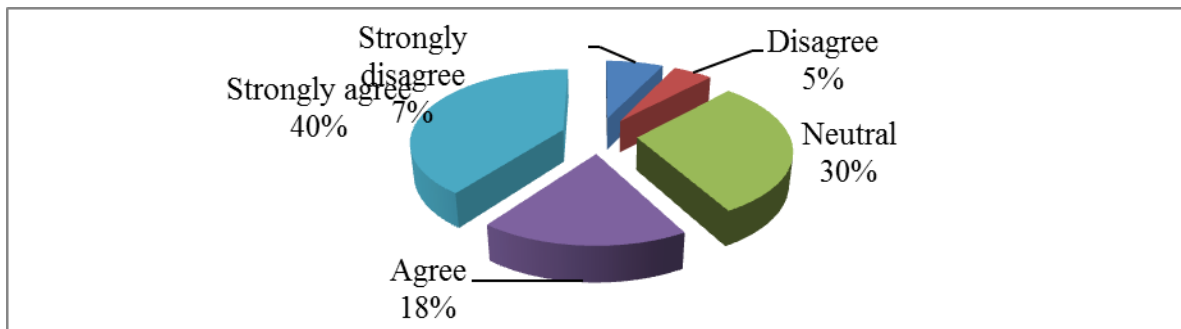
*It is obvious that students' pregnancies lead to and will continue leading to school dropout among secondary school students. In the time I have been teaching, I have never seen a pregnant student with courage to continue with studies once they are pregnant even if the law allows them to continue but most of them opt not to continue coming to school (Interview with Discipline Teacher, School C, 28<sup>th</sup> August 2022).*

This implies that even though the current president of the United republic of Tanzania, her Excellency Samia Suluhu Hassan allowed to go back to school two years after pregnancy, most female students do not dare to go back to school as most of them face psychological problems such as low self-esteem.

### **3.3 Sex Avoidance while in School Improves School Completion Rates**

The researchers sought to explore students' views on whether avoiding sexual relationships during school improves their completion rate. The findings as presented in Table 2 show that 105(57%) students agreed with the statement only 54(29.8%) students rated neutral to mean they neither favored nor rejected the statement, while 22(12.2%) students disagreed with the statement. Therefore, the majority of students in secondary schools believe that pre-marriage sex avoidance improves the completion rate with excellent academic achievement in secondary schools. The findings are summarized in Figure 3.

**Figure 3: Students' Responses on Whether Avoiding Sex while in School Enables Students to Complete Their Studies with Excellent Academic Achievement**



On top of that, during interview sessions with teachers, the findings showed that avoiding sex while in school enables students to complete their studies with excellent achievement. One of the heads of schools from school C had this to say:

*Secondary school students need to avoid sexual relationships because engaging in sexual relationships will make them end up becoming pregnant which will interfere with their studies in many ways such as being affected*

*psychologically. Such problems can make them feel isolated and depressed which in turn will lead to many problems at school before they finally drop out of school (Interview with Head of School C, 25<sup>th</sup> August, 2022).*

Similarly, during interview sessions with parents, one of the parents had this to say:

*I have seen several students who only focus on their studies without engaging in sexual relationships and avoiding ending up getting pregnancies. Most of those students finished their secondary education, passed their exams finally joined higher education. So, for me, I agree that avoiding pregnancy among students will enable a student to complete their studies and even achieve in their academics (Interview with Parent<sub>4</sub>, 28<sup>th</sup> August, 2022).*

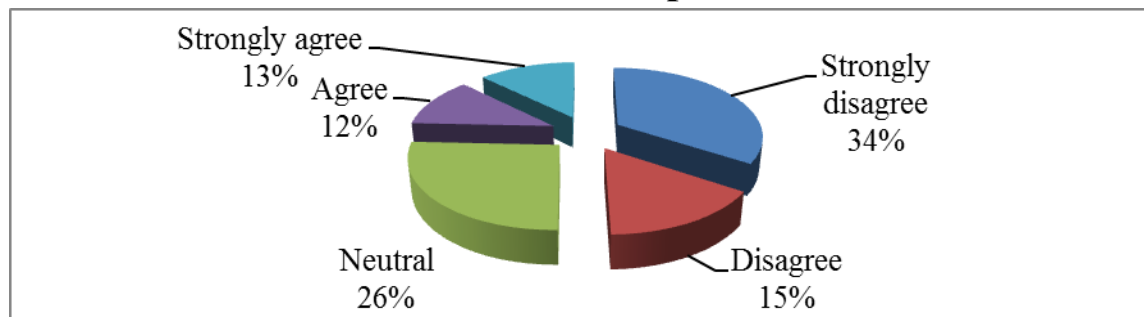
This implies that sexual relationships among secondary school students cause not only school dropout among students but also many other problems such as academic-related problems therefore there is a need to carefully address the issue.

### **3.4 Unskilled Individuals in the Community as a Result of School Dropout Caused by Students' Sexual Relationships**

The researchers sought to explore students understanding of whether unskilled individuals in the community result from school dropouts caused by students' sexual relationships. As presented in Table 2, the findings show that 90(49.8%) students were not in favour of the statement that unskilled individuals in the community are the result of school dropout caused by students' sexual relationships, 47(26%) students rated neutral to mean they neither favoured nor agreed with the statement, whereas only 44(24.7%) students disagreed with the statement. Therefore, this means that the majority of the students in

secondary schools do not believe that unskilled individuals in the community are the result of school dropout caused by students' sexual relationships. The findings are summarized in Figure 4.

**Figure 4: Students Responses on Whether Unskilled Individuals in the Community are the Result of School Dropout Caused by Students' Sexual Relationships**



Similarly, during an interview with parents, it was noted that not all unskilled individuals in the community are results of school dropout caused by students' sexual relationships as it was commended by one of the parents:

*In previous years, it was not common to see people dropping out of school due to sexual relationship issues currently rather due to other many reasons such as financial difficulties, ignorance of the importance of education as well as lack of enough facilities (Interview with Parents<sub>3</sub>, 28<sup>th</sup> August 2022).*

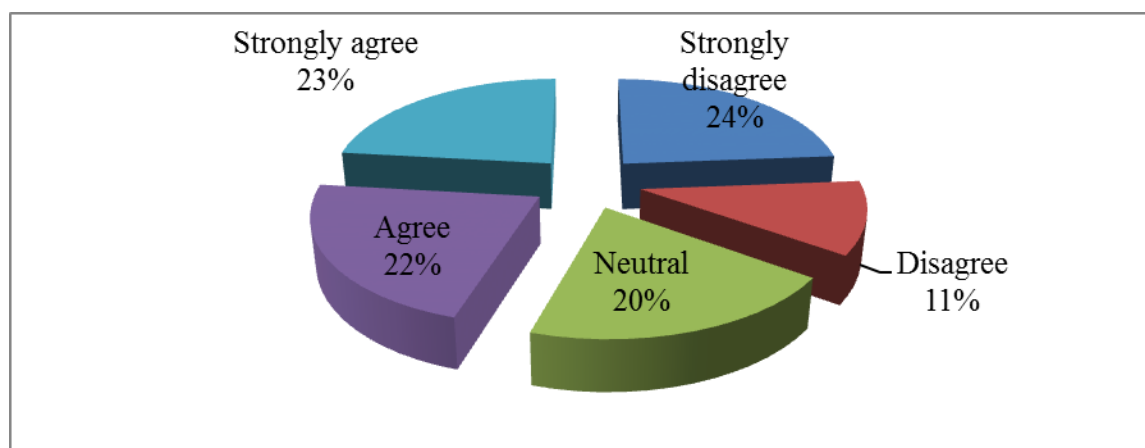
This implies that, in the previous year, people dropped out due to many other reasons such as lack of facilities, poverty lack of awareness regarding the importance of education but these days the education facilities are provided, schools are everywhere, education is free still the dropout problem exist and sexual relationship among students being one of those other reasons.



### **3.5 Frequent Absence in Class as a Result of Sexual Relationship that Leads to School Dropout**

The researchers were required to explore students understanding of whether frequent absence in class is a result of the sexual relationships among students and lead to school dropout. The findings as presented in Table 2, shows that 82(45.3%) students were in favour of the statement, 36(11%) students rated neutral meaning they neither favoured nor rejected the statement, while 43(12.2%) students disagreed with the statement. Therefore, the majority of students in secondary schools view frequent absence in class as a result of sexual relationships among students which in turn leads to school dropout. The findings are summarized in Figure 5.

**Figure 5: Students' Responses on Whether Frequent Absence in Class Is the Result of Sexual Relationships among Students Which Lead to Poor Academic Achievement**



Similarly, the interview with parents showed that frequent absence in class is a result of sexual relationships among students which in turn causes school dropout. This was proven by one of the parents who was quoted saying:

*I was pregnant while I had already been registered for Form Two National Examinations; my attendance was not pleasing. My attendance was almost two to three days per week, then I stopped going to school and missed many periods and lessons, I did not pass my form two exam. I dropped out of school when the pregnancy started to show up and I am now married (Interview with Parent<sub>1</sub>, 28<sup>th</sup> August, 2022).*

This implies that if a female student becomes pregnant it is very hard for them to stay home for two years before they return and continue with their studies. The truth is most of them will prefer getting married rather than continuing with their studies after giving birth as the new policy requires.

#### **4.0 Conclusion and Recommendations**

In general, sexual relationships among secondary school students have negative consequences on students' school dropout as revealed in this study. Absenteeism and low concentration among students appeared to be among the reasons that contribute to poor academic achievement for the pregnant students because they fail to revise their subjects on time. On top of that when schoolgirls are in sexual relationships spend much time thinking about their lovers instead of concentrating on their studies. Similarly, schoolboys are psychologically affected when they fall in love and get involved in sexual relationships, which may end up in school dropouts. Moreover, they are sometimes worried about impregnating their partners or breaking up with their partners.

Therefore, this study recommends that policy makers should formulate better practical policies that will reduce/eliminate students' pregnancies. On top of that, the Government should ensure the effective

implementation of the sex education policy in all learning institutions to enable learners to cope with their reproductive health issues effectively without compromising their academic performance. Lastly, the study recommends that the community including the parents and guardians should be sensitized and educated on sexual education so that they can help and lead the adolescents regarding sexual related matters in the right way.

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## **Challenges Facing School Committee Involvement in Decision-making in Public Primary Schools in Mbeya City**

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### **Abstract**

*This study explores challenges facing school committee involvement in decision-making in public primary schools in Mbeya City, Tanzania. The study employed a qualitative approach, and case study design. Purposive sampling and snowball sampling techniques were used to obtain a sample of 25 respondents. Data collection instruments used were interviews and documentary reviews. Data from the field were analyzed through content analysis. The study came up with the following findings school management committees' lack of managerial skills, financial skills and gender insensitivity. The study suggests that educational officers and educational stakeholders should work closely with the school heads to rectify the challenges identified because they are education leaders in their respective areas. Also, it is suggested that the school management's committee should be given seminars on leadership.*

**Keywords:** School committee, involvement, decision-making and public primary school.

### **1.0 Introduction**

A school is one of the educational organizations which cannot be separated from society's participation in realizing its vision, mission and goals. The establishment of the school committee is one of the steps to

involve society. According to Tanzania Government Regulation 75 of 2016, the school committee is an independent institution consisting of the parent/guardian of the learner, the school community, and the socialite who cares about education.

School committee is a refinement and expansion of partnership agency and communication between school and society. The organization of school committees has become a global concern and thus each country has a policy that regulates the participation of society in education. According to Walidin (2017), school committees are given different names based on the context. For instance, Malaysia calls them committees whereas Singapore calls them the parents' committee. In the USA, school committees are known as the Sommerville School Committee, Newton Public School, or Northbridge Public School. In Canada, they are called the school councils.

In Tanzania, the school management committee (SMC) is an agent consisting of parents/guardians of learners, school communities, and socialites who care about education (Ministry of Education and Culture [MoEC], 2016). School committee is a refinement and expansion of partnership agency and communication between school and society. One communication form between school and society is the establishment of a school committee program in the form of activity/action to develop the quality of education service in the school. This action reflected the performance that had been executed. The performance becomes good or bad, influenced by several factors. Mullins (2005), designed the framework for the study of job satisfaction and work performance, influenced by many factors.

In the 2000s, the Tanzania Education and Training Policy came up with PEDP. In 2002, the said programme started to be implemented with the

aim of improving education, which was to improve the educational inputs and strengthen the institutional arrangements for effective primary school education delivery, by giving more power to stakeholders at the grass root (URT, 2001). The local participation service delivery had problems at the school level because the grass root participants (school committees) were less effective.

For example, in the implementation of PEDP, the school committees were made accountable for the management of the capitation and development grants for schools' development (Mushi, 2006). Thus, the role of school committees changed from that of bridging relations between parents and the school to playing an active role in school development, which is school development planning and implementation through involvement in such tasks and functions as tenders for school supplies and local mobilization and use of resources concerning need (Geoffrey, 2015).

## **2.0 The Community Participation Theory**

The concept of participation was coined by Arnstein (1969) in his theory of community participation. Participation is described as a process in which members of the public take part in the formulation, passage and implementation of public policies (Stoker, 1997). This is a wide-ranging definition, which extends the emphasis of public participation beyond the development of policy, decision-making and implementation. Arnstein (1969) suggests different levels of participation, from manipulation of citizens, through to consultation, and to what we might now view as genuine participation, that is, the levels of partnership and citizen control. By a ladder of citizen empowerment, the theory introduces a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from



the growing prominence of the idea of the citizen as a consumer, where choice among alternatives is seen as a means of access to power.

The community participation theory attempts to represent, organize and explain the concept of community participation simply and understandably. Community participation managed to provide the academic world with a quicker view and knowledge of the complicated relationships involved in the participation process. Specifically, the current study utilised the theory of community participation to describe how school committees become representative of the people in management and decision-making at the school level and how citizen participation rests on linking participation to making decisions in school activities.

### **3.0 Materials and Methods**

This study employed a qualitative research approach was employed in this study because it takes a deeper exploration of responses for easy analysis of findings. Additionally, a multiple case study design was employed in the study. The study was conducted at Mbeya City Council in selected five primary schools. A sample of 25 informants was involved in this study. The study engaged heads of schools, representative teachers and representative parents. The mentioned respondents gave the relevant information about school committee involvement in decision-making. Additionally, interviews and focus group discussions (FDG) were used as data collection methods. Data collected were also analyzed thematically to generate themes in the qualitative narrative.

#### **4.0 Challenges Hindering the Involvement of School Management Committees (SMCs) in Decision-making**

The study revealed that the involvement of the school management committee faces several challenges, such as a lack of managerial skills among members of the SMCs, financial challenges and gender insensitivity. Each of the challenges noted is explained in detail hereunder.

##### **4.1 Lack of Managerial Skills among Some Members of the School Management Committees**

The findings revealed that a lack of managerial skills was a problem among some members of the SMCs that hindered its effectiveness. During the interview with the school heads, it was observed that some of the SMCs have members who lack managerial skills. One school head reported that:

*Some members of our SMC are very argumentative to the extent that it takes time for them to know things. I have noted two members who are always pessimists in their view despite being argumentative. They generally lack managerial skills and tend not to change and accept things easily. It does not mean that they are less educated, no (Interview with School Head, School C, 16<sup>th</sup> March, 2022).*

Another school head responded that:

*We have two members who do not attend all meetings regularly. One at least attends the meetings on some days, whereas the other one is a businessman who attends very few meetings. His whereabouts are well-known, but no strong action has been imposed on him so that he comes to the meetings (Interview with School Head, School D, 16<sup>th</sup> March, 2022).*

The aforementioned quotes indicate that if members of the SMCs lack managerial skills it hinders SMCs' effectiveness. Bad enough, some SMCs have members who lack managerial skills; therefore, it becomes difficult for them to understand and stand on the proper way of managing the schools even though such members are involved in the decision-making process.

#### **4.2 Financial Challenges**

The findings showed that financial challenges hinder the involvement of the SMCs. At this point, most of the participants in schools had to share information on how the school budget went astray. During the discussion, it was observed that most of the participants had to blame the school heads for the misuse of money. For example, one of the chairpersons of the SMCs said:

*Although all the money was put in the school account, in 2020, the head of the school with the aid of some officials responsible for school funds managed to forge the signatures of the SMC's signatories and withdrew some money. We came to realize that during the opening of the year 2021 we were discussing the finances used in 2020 (Interview with Chairperson of the SMC, School B, 15<sup>th</sup> March, 2022).*

Equally, the chairperson of another SMC said that there are some indicators that some monies are taken by the school head because always the money spent reported is different to that disbursed by the SMC to be used in the running of the school. For instance, in 2021, we found a deficit of TZS 156,700/= in the school account. When members of the SMC asked him, he became angry (Interview with Chairperson of the SMC "D", 15<sup>th</sup> March 2022). The findings revealed that financial control

is still a problem in many primary schools. The signatories are there, but monies are taken by a few non-trustful members.

### **4.3 Gender Insensitivity**

The study also revealed that gender sensitivity is another problem hindering the involvement of SMCs in decision-making in schools. For instance, of all the five school heads involved in the study, there was only one female and four males. Similarly, many of the members constituting SMCs were males because they were selected based on being an influence in the society the study involved 25 participants that include (15) males (60) and females (40%) in the study. the reason might be associated with the fact that males prefer to be part of the decision-making. In so doing, the sensitivity of gender was ignored thinking that females are not that influential compared to males.

During the interview with the chairpersons, it was observed that many of the members of the SMCs were males. One chairperson recounted this:

*Indeed, the composition of the SMC is largely based on males than females. In our SMC, there are two female members out of nine members composing the SMC. This makes it difficult for them even to contribute to the meetings because they feel inferior by being surrounded by males (Interview with the Chairperson of SMC, School A, 15<sup>th</sup> March, 2022).*

The foregoing remark indicates that the number of females in the SMC is few compared to that of males.

The researcher wanted to know how gender was observed in the selection of committee members. The following was an answer given by a representative parent:

*To be honest, there is no gender balance unless parents are forced to adhere to it. Men are always above women. Here, we are four female parents in the SMC. In the meetings, sometimes male members may ridicule female members just because they are women (FGD with the Representative Parent of School B, 17<sup>th</sup> March 2022).*

Therefore, gender sensitivity is still a challenge in most SMCs in Mbeya City. This finding suggests that there is a need to develop and apply clear and comprehensive policy and operation guidelines to guide all key actors of primary education on how to address gender issues more effectively. Observation from the SMCs' Book Roaster also indicated that the majority of the members of SMCs were males. Therefore, the research confirmed that there was a gender imbalance.

## **5.0 Conclusion and Recommendations**

School committees face several challenges in decision-making. The challenges include a lack of managerial skills, financial skills, and gender imbalance in the membership. These challenges can hinder the performance of the schools. Since the school committee is appointed or selected according to Act 25 of 1978. The government is advised to provide seminars to school committees to consider gender in the appointment of school committee members and provide a financial challenge for school committee members.

The provision of seminars and short courses to school committees members will help to update them on how to be creative in organizing and planning for their duties. The school administrations are advised on effective supervision on the preparation and effective utilization of supervising and monitoring the school committee agenda. This study

focused specifically on public primary school levels. It is recommended that other studies be in secondary schools and other levels of education.

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## **Teachers' Perceptions on the Head Teachers' Conflict Management Strategies in Solving Teachers' Conflict at Workplace: A case of Iringa Municipality-Tanzania**

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### **Abstract**

*This study investigated teachers' perceptions of the head teachers' conflict management strategies in solving teachers' conflict at the workplace in Iringa Municipality. The study employed a mixed-methods research approach with a convergent parallel design. A study sample involved six (6) head teachers and 60 teachers from six public primary schools who were selected by using a simple random sampling technique and purposive sampling technique respectively. Data were collected through interviews and questionnaires. Qualitative data were analysed through thematic analysis, whereas quantitative data were analysed by using Statistical Package for Social Sciences (SPSS) version 20.0. The study found that the head teachers used different conflict management strategies in solving teachers' conflicts including guidance and counselling, avoidance, participatory, warning letters and verbal warnings. In addition, participatory strategy, guidance counselling and collaboration were more effective in solving teachers' conflicts than warning letters, avoidance and verbal warnings because they bring about negative outcomes when they are applied in solving teachers' conflicts. Therefore, head teachers should find alternative ways to help teachers understand different conflict management strategies.*

**Keywords:** Conflicts, Management Strategies, Public Primary Schools

## **1.0 Introduction**

In any environment, institution or organization, conflict is inevitable due to differences among individuals' ideas, desires, perceptions and needs. Conflict situations are inevitable in one personal life, organizations or between nations because of many reasons including but not limited to the differences among individuals' ideas, desires, perceptions, and needs (Abiodun, 2014). Conflicts are an integral part of a human's life in all aspects; one cannot avoid conflicts at work or even when watching the news on television (Barmao, 2012). However, everyone wants to know what is conflict. Patzak (2012) defines conflict as an antagonistic state of opposition, disagreement or incompatibility between two or more parties.

Although, conflict is an antagonist kind of relationship among individuals in the work place, in the end may lead to either positive or negative outcomes in the organization. Adhiambo and Enose (2011) denoted that conflict brings stress and discomfort due to the fear of the unknown; hence, it is a depressing and frustrating state of affairs between the parties involved. Conflict affects the smooth running of the teaching and learning process, but, if carefully examined and managed it leads to peaceful coexistence between teachers and their school leaders. Nebgen (1978) conducted a study on conflict management in educational administration in the USA the study found that for effective conflict management head teachers use rational approaches to conflict management.

Conflict in any organization including schools usually leads to poor communication. Poor communication is a hindrance to the organization moving as a result it affects production and finally leads to failure to meet the desired organizational outcome Morake, Monabe and Dingwe (2011) stressed that conflict is a disagreement form in the organization,

which might lead to poor communication in an organization. This results in compromise or further appreciation of opposite views.

According to Hoban (2004), the consequences of conflict can be described as positive. The reason behind this is that conflict is like a mirror that reflects our image to see how properly or improperly our outlook is. In general view, conflicts help determine the course of such conflicts and find out the solution. Daresh (2002) argued that conflicts can lead to the end of communication and personal animosity among members within the organization. In this case, the results of conflict bring about negative effects on the running of the organization.

Conflicts are of various forms as described by Hussein and Al-Mamary (2019) and, Kipruto and Kipkemboi (2013). They may occur within an individual (i.e., the situation of the dilemma of choice, caught on the horns of the dilemma, or brightly characterised by phrases such as “between the devil and the deep blue sea”). Also, they may occur between two individuals (i.e., the cases of superiors versus subordinates. They can happen between heads of departments, etc., in an organization. Within groups, conflicts may occur based on performance, importance to particular groups and, in general, union–management rivalries (Thuo, 2017).

Any form of conflict that occurs in an organization must have a course. No conflict can arise without any reason or factor that influenced such a situation to happen. Thuo and Shaka (2017) identified factors, which are believed to be the main source of conflict in schools: lack of provision of resources on time, unwise use and unfair allocation of resources, lack of adequate funding, poor infrastructure in the school compounds, inadequate reference books, un-conducive work environment and none existence of recreation centres, inadequate teaching and learning

materials and Misunderstanding, gossip being dishonest, and disrespect misinterpretation of rules and regulation.

At the public primary school level, teachers' conflicts are caused by inadequate education teachers' welfare and personalities mismatch (Okotoni & Okotoni, 2003). Also, other causes of conflicts are such as power struggles, scarcity of resources (Broni 2012), changes in teaching and learning processes, cultural differences and environmental changes (Gumusel & Ozge, 2009). The conflict if not solved effectively leads to a negative impact on schools such as hindering schools from achieving their goals, and creating suspicion, tension and stress among the teachers (Broni, 2012).

On the other hand, Bano et al. (2013) and Ramani and Zhimin (2010) stressed that if conflicts are properly handled, benefits may occur; contributing to solidarity within conflicting groups and reconciliation of legitimate interests where, in turn, relationships are strengthened, there is enhanced identification of problems and solutions, increased knowledge/skills and peace is safeguarded.

The school as a microcosm of society brings together different views of the world, and different ways of thinking and living, thus becoming a space for representing social differences and being a place where different conflicts occur daily Valente et al. (2020). According to Valente et al. (2020), the school builds a social interface favourable to involvement, where conflicts proliferate in the educational process complexity, being common and daily in schools. Thus, in primary schools, different types of conflict occur, and it is a challenge for most teachers to know how to face, manage, and resolve these conflicts.

Teachers often perceive conflicts as indiscipline, violence, disrespect, and like all situations threatening their authority, inexperienced and experienced teachers emphasize the teachers' conflict as a frequent situation in schools. The different approaches applied in solving conflicts by head teachers in schools were such as persuasion, compromising and confrontation. It is against this background that this study sought to determine teachers' perceptions of the head teachers' conflict management strategies in solving teachers' conflict at work place. The study was guided by two objectives:

- a) To analyse the strategies head teachers apply in solving teachers' conflict.
- b) To assess the effectiveness of the strategies that head teachers apply in solving teachers' conflicts at work place.

## **2.0 Theoretical Framework**

This study adapted Group Conflict Theory by Robbins found in 2003. The central theme of this theory is that most organizational conflicts are managed through approaches to conflict management such as stimulation, negotiations and resolutions. The theory identifies cooperativeness and assertiveness as two main management strategies in which conflicts can be solved. From the two ways, the theory further identifies five ways of solving conflict competing, collaboration, accommodation, compromising and avoiding. The application of the guided the researcher in finding the management strategies head teachers have in solving teachers' conflicts in public primary schools. Also, the application of the mentioned approaches which are compromise, avoidance, collaboration guidance and counselling was helpful when determining teachers' perceptions of the head teachers' conflict management strategies in solving teachers' conflict at work place in

public primary schools for the effectiveness of school teacher job performance.

## **2.1 Strategies Head Teachers Apply in Solving Teachers' Conflict**

Various literatures have pointed out various conflict management strategies applied by the head teachers in solving teacher conflict. Mwambungulu's (2015) study revealed that head teachers had no single strategy of solving conflict in schools: Such strategies include the use of school boards as conflict mediators, the use of regular staff meetings, guidance and counselling and altering human variables in managing conflict in schools. It was also clear that, such mentioned conflict management strategies employed by head teachers became functional according to the nature of the conflict. Hellriegel and Slocum (2000) denoted that head teachers used avoidance strategy to minimize the possibility of escalating conflict. However, employing an avoidance strategy often frustrate teacher. They added that teachers identified that the domination strategy was commonly used by head teachers in school because of their position or rank.

## **2.2 Effectiveness of the Strategies that Head Teachers Apply in Solving Teachers' Conflicts at Workplace**

Head teachers apply various conflict management strategies to the schools they lead so that to create a peaceful working environment for the sake of making teaching environments conducive and effective for pupils learning. Wachira (2011) denoted that three conflict management strategies had a significant relationship with teachers' job satisfaction; compromising and accommodating were positively related to teachers' job satisfaction, while domination was significant and negatively related to teachers' job satisfaction.

Johnson and Johnson (2006) have listed some of the positive school conflict management strategies outcomes, such as focusing attention on problems to be solved, clarifying disputants' identity and values, revealing how disputants need to change, increasing higher-level cognitive and moral reasoning, increasing motivation to learn, providing insights into other perspectives and life experiences, strengthening relationships, adding fun and drama to life, increasing disputants' ability to cope with stress and be resilient in the face of adversity, and increasing general psychological health.

The constructive results depend on the competencies parties apply in managing their conflicts. The most productive conflict management strategies are those that tend to take into account the interests of both parties and also those avoidance strategies tend to be less productive. The integrative solution to interpersonal conflicts requires mutual facing of the problem and taking part in mutual problem-solving discussions to reach a rational agreement, which is also a mutual advantage for both sides of the conflict (Ciuladiene & Kairiene, 2017). Dogan (2016) has cautioned that preferring mostly the strategy of domination by teachers may be evaluated as clamping down on teachers. Wrong choices made by head teachers negatively affect teachers as well as the relation between those teachers and it does not contribute to a solution.

### **3.0 Materials and Methods**

The study adopted a mixed-methods research approach with a contingent parallel design. This study was conducted in Iringa Municipality involving six public primary schools. The respondents of this study consisted of 6 head teachers and 60 teachers. The head teachers were purposively selected because of their virtue in their positions as managers that they have sufficient information on the outcomes of



conflict management strategies they apply when solving teachers' conflicts in their schools.

Teachers were randomly selected because of their character of possessing related information as regards the study objectives. Data were collected through questionnaires and interviews. Data analysis involved coding, entry and analysing using descriptive statistics. Descriptive statistics used for quantitative involved frequencies and percentages under the assistance of Statistical Package for Social Sciences (SPSS) version 20.0. While qualitative data were analysed thematically under research themes and sub-themes.

#### **4.0 Findings**

The study determined teachers' perceptions of the head teachers' conflict management strategies in solving teachers' conflict at work place in Iringa Municipality, Tanzania. The result section was guided by two research objectives.

##### **4.1 Strategies Head Teachers Apply in Solving Teachers' Conflict**

In attempting the question head teachers were asked to indicate various conflict management strategies they apply in solving teachers' conflicts. Of the six (6) head teachers interviewed, the view that the strategies they apply in solving teachers' conflicts were participatory strategies whereby teachers participate in solving and arranging school timetables and planning for school programmes avoidance which implies that head teachers use various strategies to make sure that any sign of conflict occurrence is avoided, warning letter which are given to teachers who are guilt of coursing a problem to let him or her know the fault made and change the behaviour, collaboration strategy, which entails that solving a problem in collaboration with teachers, verbal warning strategy whereby

head teachers reprimand orally the teacher who is verified to be the initiator of the conflict and the use of guidance and counselling strategy to individuals who are in conflicts. Confirming this, the Head Teacher from School F said:

*I don't take teachers for granted on this matter, my experience as Head teacher, I have worked and I still working with some teachers who are more experienced than some of us, as they have been in the public service for so long and with such experience, they know about strategies applied in solving teachers' conflicts in schools. By saying so, I consult them for advice and sometimes engage them in handling disciplinary issues in my schools. Though my doubt is with junior teachers, who are less experienced, though with time I'm sure they are used to these things (Interview with Head Teacher<sub>6</sub>, School F, 23<sup>rd</sup> March, 2022).*

This implies that head teachers collaborate with experienced teachers in solving teachers' conflicts. They consider some ideas from others in solving school-based conflicts. This finding is in line with the Group Conflict Theory by Robbins found in 2003 which stressed that most organizational conflicts are managed through approaches to conflict management such as stimulation, negotiations and resolutions. The theory identifies cooperativeness and assertiveness as two main management strategies in which conflicts can be solved.

Another Head Teacher from School A had also confessed that teachers understand strategies applied in conflict management:

*School management is not a man show; I engage teachers in several issues even issues of settling conflicts which*

*emerge in the day-to-day operations of the school as an institution. By doing so, teachers get to know what measures are to be taken for any kind of misbehaviour or misconduct (Interview with Head Teacher<sub>1</sub>, School A, 15<sup>th</sup> March 2022).*

This is also signifying that head teachers do not relay on a single strategy when solving teacher’s conflicts rather, they apply multiple strategies to ensure the situation is settled. This finding is also in line with the theory that guided this study which is the group conflict theory by Robbin (2003). This theory shows that cooperativeness is one of the main management strategies in which conflict can be solved. Concerning this argument, counselling guidance, and collaboration cannot be done without the involvement of other people, especially the skilled and knowledgeable ones in solving disputes.

#### **4.2 Effectiveness of the Strategies that Head Teachers Apply in Solving Teachers’ Conflicts at the Workplace**

In the second objective, the researcher sought to assess the effectiveness of the strategies that head teachers apply in solving teachers’ conflicts at work place. The findings of this objective are presented in Table 1.

**Table 1: Teachers’ Responses on Effectiveness of the Strategies that Head Teachers Apply in Solving Teachers’ Conflicts at Workplace**

S/ N	Conflict Management strategy	Effectiveness Level				
		Very poor F (%)	Poor F (%)	Average F (%)	Good F (%)	Excellent F (%)
1	Use of guidance and counselling	0 (0%)	8 (13.3%)	6(10%)	20(33.3%)	26(43.3%)
2	Use of participatory strategy	0 (0%)	2(3.3%)	4(6.7%)	26(43.3%)	28(46.7%)

3	Use of verbal warning strategy	8(13.3%)	10(16.7%)	12(20%)	18(30%)	12(20%)
4	Use of avoidance strategy	38(63.3%)	15(25%)	3(5.0%)	4(6.7%)	0(0%)
5	Use of warning letter strategy	36(60%)	12(20%)	8(13.3%)	3(5.0%)	1(1.7%)
6	Use of collaboration strategy	0(0%)	2(3.3%)	4(6.7%)	18(30%)	32(53.3%)

**Source: Field Data**

Findings are shown in Table 1 present different levels of effectiveness of different conflict management strategies applied by head teachers in solving teachers’ conflicts in the work place.

**4.2.1 Use of guidance and counselling**

With regard to the application of guidance and counselling in solving teachers’ conflicts finding as presented in Table 1 shows that 20(33.3%) and 26(43.3%) teachers rated in favour by indicating “good” and “Excellent” on the effectiveness of applying the strategy in solving teachers’ conflicts in the work place. However, findings further show that 8(13.3%) teachers rated “poor” and none of them rated “very poor”, although 6(10%) rated “average”. This implies that the strategy is effective in solving teachers’ conflict as a fact that 46(76.6%) teachers rated very well.

These findings from questionnaires match with findings from interviews held with Head Teachers, who also showed that the strategies had positive outcomes in solving teachers’ conflicts in schools. Head teachers indicated that the strategy is effective as it incapacitates some sort of teaching on how someone can get rid of conflict and sometimes avoid the conflict from occurring. Confirming this, the Head teacher argued that:

*Among the effective strategies in solving teachers' conflict is guidance and counselling. This strategy is appreciated by the majority of teachers as they recommend it as one which relies on humanistic and it is more valuable because it gives the counselee a lot of input that will make him or her regret and vow not to repeat such an action (Interview with Head Teacher<sub>4</sub>, School D, 16<sup>th</sup> March, 2022).*

This entails that guidance and counselling was regarded as one of the effective strategies in solving teachers' conflicts. Therefore, findings from both questionnaires and interview sessions revealed that guidance and counselling is an effective strategy when applied in solving teachers' conflicts however, few respondents had a view that the strategies were less effective in some complex matters. These findings are in line with the study by Ciuladiene and Kairiene (2017) who noted that the most productive conflict management strategies are those that tend to take into account the interests of both parties. Integrative solution to interpersonal conflicts requires mutual facing of the problem and taking part in mutual problem-solving discussions to reach a rational agreement, which is also a mutual advantage for both sides of the conflict.

#### **4.2.2 Use of participatory strategy**

About outcomes associated with the use of participatory strategy in solving teachers' conflict in solving teachers' conflicts, findings as presented in Table 1 showed that: 26(43.3%) and 28(46.73%) teachers rated in favour by indicating "good" and "Excellent" respectively on the outcome of using the participatory strategy in solving conflicts in schools. However, findings further show that a few teachers 2(3.3%) rated "poor"; on the other hand, about 4(6.7%) rated "average". The fact that the majority of teachers supported the approach shows that the

strategy is effective when applied by the Head teachers in public primary schools.

In the same line, findings from interview sessions with Head Teachers revealed that the majority of them (4 out of 6) were of the view that the strategy is very effective as it is associated with positive outcomes when it is employed in solving conflicts in schools. However, fewer head teachers opined against participatory strategy by showing that not always the approach is effective because it is not applicable in solving all kinds of conflicts. Confirming positive outcomes of participatory strategy, one Head Teacher had this to say:

*Among other effective strategies I apply in solving teachers' conflicts when they arise in my school is the use of participatory strategy. With this strategy, many teachers appreciate it as it makes them part of many decisions reached. For example, when arranging school daily routine and other schedules, we sit together with teachers and share ideas and opinions on how it should be done and who should be responsible (Interview with Head Teacher<sub>2</sub>, School B, 22<sup>nd</sup> March, 2022).*

However, for the few Head Teachers who viewed that the approach is associated with negative outcomes to the extent of judging it as not effective, one had this to comment:

*Participation of teachers in conflict management is worthy but it is not the only solution to solve teacher conflicts in the school. I have a notable example here I once was involved with some teachers in solving one conflict whereby one staff misbehaved. To my surprise, they teamed up against me. So as a head, I'm very selective in using a*

*participatory strategy* (Interview with Head Teacher<sub>5</sub>,  
School E, 21<sup>st</sup> March, 2022).

Generally, findings obtained during interview sessions and questionnaires, research participants responded that participatory strategy is very effective in managing conflicts in schools. On the other side, the strategy is less effective for issues which need only the head teachers' decisions. These findings are in line with the studies by Wachira (2011) which revealed that three conflict management strategies had a significant relationship with teachers' job satisfaction. Domination was significant and negatively related to teachers' job satisfaction while compromising and accommodation were positively related to teachers' job satisfaction. The fact that these teachers acknowledged such strategies implies that they effective conflict management strategies in solving teachers' conflicts.

#### **4.2.3 Verbal warning strategy**

Regarding outcomes of verbal warning as a strategy in solving Teacher conflicts in public primary schools, the research findings as presented in Table 1 revealed that 18(30.0%) and 12(20.0%) teachers rated in favour by indicating "good" and "Excellent" respectively on the outcome of using the verbal warning strategy in managing conflicts in schools. However, findings further show that a few teachers 10(16.7%) rated "poor"; on the other hand, about 12(20.0%) rated "average". The fact that the majority of teachers supported the approach by indicating good and excellent (equivalent to 50%) outcomes of the approach shows that the strategy is effective when used by Head teachers in public primary schools. However, it is also evident from the findings that there is a significant number (18 teachers equivalent to 30.0%) of teachers who showed pessimistic about the outcomes of verbal warnings as conflict management strategies.

On the other hand, during interview sessions with Head Teacher C, this category of respondents responded that verbal warning is fairly effective in most of the conflicts and less effective in some conflicts. Head teacher A had this to say:

*A verbal warning is effective only in conflicts which arise as the effect of not fulfilling responsibilities. When a teacher for several times comes late to school or underperforms his or her duties, I usually call them into my office and discuss the matter to diagnose the causes of such faulty then at the end I warn the individual not to repeat such habit. This strategy has proven to be less effective for most teachers as they regard having a discussion with the head teacher as a kind of joke and not serious and makes them disobedient to the agreement (Interview with Head Teacher<sub>1</sub>, School A, 15<sup>th</sup> March, 2022).*

Therefore, the findings from both the interview sessions and questionnaires revealed that verbal warning is fairly effective in some nature of conflicts such as conflict by the teachers not fully fulfilling their responsibility or underperforming their duties or the teacher having committed a mistake for the first time when it can be applied.

#### **4.2.4 Avoidance strategy**

On the other hand, regarding outcomes of the avoidance strategy in solving teachers' conflicts in public primary schools, the research findings as presented in Table 1 showed that the majority of teachers 15(25.0%) rated "poor"; on the other hand. about 38(63.3%) rated "average" 3(5.0%). It is evident from these findings that the majority of teachers are of the view that the use of avoidance strategy does not end-up in solving conflicts rather it leaves conflicts unsolved. However, very few teachers 4(6.7%) rated in favour of this strategy by indicating



“good” on the outcomes of using the avoidance strategy in managing conflicts in schools.

Equally, during interview sessions with head teachers, this group of respondents showed mixed feelings regarding the usefulness/outcomes of avoidance as a strategy for solving teachers’ conflict among teachers. Some Head teachers said that the strategy is associated with good outcomes, although others reacted that the strategy had negative outcomes. Head teacher F had this to say:

*Remaining silent when a conflict arises among teachers sometimes is effective. That is, I can see the situation and remain silent for a while then while thinking about the way forward to solve the conflict. Many teachers when they come to my office to seek assistance in their conflict resolution, see I am not taking fast actions see as if I am negligent and less concerned about their situations, and they go through the conflict they have (Interview with Head teacher<sub>6</sub>, School F, 17<sup>th</sup> March 2022).*

According to the findings from both interview sessions and questionnaires, respondents reacted that avoidance is effective only for issues or conflicts which need critical thinking before some measures are taken. For instance, fighting in work place might have been caused by their life style but to a great extent is fairly effective since it mostly makes the conflict rejuvenate into a complex conflict as teachers perceive differently when the head teacher remains silent without taking any action in solving the conflict. This finding is in line with the study findings by Ciuladiene and Kairiene (2012), who said avoidance strategies tend to be less productive in solving teacher conflicts as they tends to create more enmity between individuals at work place.

#### **4.2.5 Warning letters**

With regard to outcomes associated with the use of warning letters strategy in solving Teacher conflicts in public primary schools, the research findings as presented in Table 1 showed that 36(60.0%) teachers rated “poor”, and about 12 (20.0%) rated “average” 8 (13.3%). It is evident from these findings that the majority of teachers are of the view that the use of the warning letters strategy does not end-up in solving conflicts rather it leaves conflicts unsolved but also incubates conflicts. However, very few teachers 3(5.0%) rated “good” and 1 (1.7%) rated “excellent” indicating “good” on the outcome of using of warning letters strategy in managing conflicts in schools.

Likewise, during interview sessions with head teachers, some head teachers had said that the application of warning letters as a strategy for solving teachers’ conflict is an effective strategy and some had said is less effective as is associated with both positive and negative outcomes. Head teachers who were of the view that the use of warning letters is an effective measure in conflict solving had said that the teachers who are warned with letters are those who have been warned several times using other measures such as verbal warning. Therefore, if teachers were warned several times previously and repeat the same mistake several times, they use warning letters.

The findings revealed that the use of warning letters in solving teachers’ conflict is powerful than any other means because there is a maximum limit of warning letters to be given to the teachers mostly it is three times, afterwards other actions such as salary reduction, redundant from work, or any other saviour measures will be taken against the conflict respondent. Therefore, teachers have fear of the outcomes of the maximum number of warning letters limit; they try to avoid conflict by

themselves. Confirming this, Head teacher from school A had this to say:

*Giving warning letters to teachers who cause conflicts is a very active measure, especially for administrators but not for our subordinates. The effectiveness of this strategy is that teachers are afraid of being warned through warning letters because it is the last and the topmost punishment that can lead to someone even losing a job. Therefore, teachers are very sensitive when they hear that I am about to give a warning letter to some teachers, hence things start moving well without any act of conflict among the teachers (Interview with Head Teacher<sub>1</sub>, School A, 15<sup>th</sup> March, 2022).*

On the other side, there are head teachers who said that the application of warning letters in solving teachers' conflicts is not effective. They gave the reasons that warning letters hasten conflicts as they make teachers more aggressive instead of changing their misbehaviours. They also said the use of warning letters demoralizes teachers working morale as most of the time they end up thinking of being fired or their salary being reduced. The Respondent's Head teacher from School C had this to say:

*If I warn my teachers by writing them warning letters, they do not show signs of changing their behaviour. They sometimes say if I give them a warning letter there is no problem because writing a warning letter is the role of the head teacher. Moreover, a warning letter is not effective in the initial stages of the problem, but is useful when the problem is matured but the verbal warning is commonly used (Interview with Head Teacher<sub>3</sub>, School C, 17<sup>th</sup> March 2022).*

According to the findings obtained from both questionnaires and interview sessions, some of the respondents responded that the application of warning letters in solving teachers' conflict is effective especially when other strategies have not succeeded. On the other hand, some respondents have said that the strategy is less effective as it demoralizes teachers working morale. This finding is similar to the claim in the theory guiding this study which is group conflict theory pioneered by Robbins found in (2003). Head teachers ought to apply multiple strategies including warning letters to solve teachers' conflicts effectively. However, the clients perceive it as a negative one.

#### **4.2.6 Collaboration strategy**

Concerning outcomes associated with the use of collaboration strategy in solving teachers' conflict, findings as presented in Table 1 showed that, 18(30.0%) and 32(53.3%) teachers rated in favour by indicating "good" and "Excellent" respectively on the outcome of using the collaboration strategy in managing conflicts in schools. However, findings further show that few teachers 2(3.3%) rated "poor" and 4(6.7%) rated "average". The fact that the majority of teachers supported the approach shows that the strategy is effective when applied by Head teachers in public primary schools.

Similar findings were obtained from interviews with Head Teachers; almost all 6 Head teachers were of the view that collaboration is very effective in solving teachers' conflict. They further responded that for the conflict to be solved there is a need to have a team which contributes ideas on how to go about solving the conflict. The findings further revealed that the strategy is not biased it makes the one who caused the conflict accept the decisions and the agreement as the way to reform.

Collaboration strategy has positive outcomes in solving conflicts in schools. Head teacher D said that:

*In my school, I normally apply a collaborative conflict-solving strategy when I see the nature of conflict and the effect of such conflict in the school atmosphere. For the teachers who normally do not respond positively to another conflict-solving strategy, the only cure to such conflicts is to involve various people so that we can come up with the right solution to a problem as a team. This supports a Swahili saying that a single finger cannot kill a lice or a single hand cannot carry a bee hive (Interview with Head Teacher<sub>4</sub>, School D, 16<sup>th</sup> March, 2022).*

It was also found that, apart from positive outcomes associated with the use of collaboration. During interviews, head teachers are precaution that if the approach is not properly used it may lead to other new conflicts for example, one of the members who was involved in solving a conflict may not have the capability of retaining confidential deliberations he or she may start spreading information on the fault a teacher committed.

The findings from questionnaires and interview sessions, the majority of respondents have a positive view that the use of collaboration as a conflict solving strategy is more effective as it is associated with several good outcomes. The decisions reached are always not owned by a person. Although, some respondents argued that the strategy is less effective as it is time-consuming and may yield other conflicts. This finding is in line with the findings by Hargreaves (2003), Hellriegel and Slocum (2000) and Wachira (2011). For instance, a study by Hargreaves (2003) showed that no any head of school or department could manage conflict at his or her working place if he or she escaped involvement approach in settling disputes.

## **5.0 Conclusion and Recommendations**

From the study, it can be concluded that teachers have good knowledge and understanding of conflict management strategies their head teachers apply in solving teachers' conflicts; such strategies are guidance and counselling, participatory, collaboration, avoidance, verbal warnings and warning letters. However, teachers understand that among the mentioned conflict management strategies, there are some management strategies which are perceived positively and some negatively ones. On the other side, the research findings show that teachers have negative reactions because they were not satisfied by the application of warning letters, verbal warnings and avoidance strategies as they do not enrich the knowledge of the one who made a mistake rather than intensifying the conflict and setting him or her in more stressful side.

Likewise, the study shows that most teachers showed negative reactions to some of the conflict management strategies the head teachers apply in solving teachers' conflicts such strategies were avoidance and the use of warning letters, on the other hand, the findings show that the conflict management strategies which majority of teachers had positive reactions when applied by head teachers in solving teachers conflicts in public primary schools. Such strategies are participatory, collaboration, guidance and counselling.

Furthermore, the head teachers should find alternative ways to help teachers understand different conflict management strategies, their application and their importance in each strategy. Also, the Head teachers should prepare good working conditions for teachers to minimize stress to teachers who are always conflict creators. Furthermore, Conflict management strategies should be included as a topic in pre-service teachers' training courses to nurture teachers with relevant strategies and knowledge on managing conflicts. On the other

hand, Head teachers and teachers should be trained through job training and seminars on conflict management strategies. This will be helpful for them because everybody will know the relevant work regulations, limitations and responsibilities at school.

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## **Exploration of the Strategies for Managing Teachers-school Heads' Conflicts in Public Secondary Schools in Nyamagana District, Mwanza Region**

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### **Abstract**

*This study examined the strategies used to manage conflicts between teachers and school heads in public secondary schools in Nyamagana District, Mwanza Region. The study used a qualitative research approach, which was supported by a case study design. Interview method and documentary analysis were used to gather and generate the data in this study. The collected data were analysed by using thematic analysis to get verbatim from the study respondents. The study noted that heads of public secondary schools use a variety of strategies such as collaboration, avoiding, compromising, accommodating and reporting to manage conflicts between them and teachers in their respective schools in Nyamagana District. Finally, the study recommended that the government should provide seminars and workshops to heads of schools on improving conflict management strategies.*

**Keywords:** Conflict, Public Secondary School, Strategies

### **1.0 Introduction**

Any organization is made up of several individuals, let alone other organizational resources. Personality psychologists believe that each individual is unique. Similarly, Valente, Lourenco and Nemeth (2020)

are of the view that in the organization, every employee has a unique set of attitudes, needs, and perceptions (Valente, Lourenco & Nemeth, 2020). People's differences demonstrate that conflict cannot be eliminated because human beings have different preferences (Valente et al., 2020). Due to individual variations and interests, it is impossible to have a conflict-free environment. Nonetheless, if conflict is not resolved, it can result in disorder and organizational anarchy (Isabu, 2017).

Researchers contend that to bring about positive changes and limit any negative impact, teachers and school heads should have sufficient knowledge of how conflict happens and how they can manage it (Olubunmi, 2014; Uchendu, Anijaobi-Idem & Odigwe, 2013). That means if conflict management skills are missing, it is impossible to solve disputes that arise among school officials. A very important question one would raise is: what is a conflict? According to Aja (2013), conflict is a rivalry between two or more forces emerging either from the pursuit of incompatible aims or a class of competing beliefs. Considerable research has focused on conflict in organizations and its effects.

For instance, Oboegbulem and Alfa (2013) pointed out that conflicts are bound to arise in all human relationships, particularly those that take place in organizations due to the mix of personalities present. Struggle needs to be properly managed by instruction supervisors for it to become a force for good in the school administration. The top officials must have a broad understanding of conflict and be skilled at using conflict management skills to manage conflicts that arise in the school (Dewi et al., 2019). For instance, in the United States, principals and teachers are more likely to get involved in workplace disputes in the educational system because of their shared values (Wilson, 2011). Wilson (2011) noted that American managers are most likely to resort to the dominating style and integrating style in managing conflicts. On the

other hand, China and Australia adopt severe measures to end disputes as soon as they become aware of them, and they do it in a non-confrontational manner (Ma, 2007). Because Tanzania is never isolated from the rest of the world, this paper is interested in exploring the conflict management strategies adopted when conflicts arise between teachers and school heads in their respective areas of Nyamagana District.

### **1.1 Statement of the Problem**

At the moment, disagreements between teachers and school heads receive greater attention from educational stakeholders. According to Msila's (2012) study on management and leadership, the majority of school heads are unaware of their roles as leaders, which could lead to countless confrontations. Conflict in educational institutions has been the subject of numerous studies, particularly in Tanzania, where the Nyamagana District cannot be isolated. It is from that said background that this paper focused on exploring the strategies used by the heads of public secondary schools to manage the conflicts between them and teachers in Nyamagana District, Mwanza Region, Tanzania.

### **2.0 Theory of Conflict by Karl Marx**

For this study to underscore the school heads' strategies for managing conflicts in public secondary schools, the Conflict Theory, as proposed by Karl Marx, was applied. The theory states that, for conflicts to occur, there must be competition for limited resources and structural inequalities (Ndeche & Iroye, 2022). Competition exists as a result of scarcity of resources including material resources like money, property, commodities, leisure time, dominance, and social status, etc. On the other hand, structural inequalities indicate that the other class is left without being recognized and dominated, whereas the other class is

dominant. In so doing, the available resources are taken over by the dominant class. As a result, the dominated class starts initiating a struggle that may end up in a conflict.

Similarly, in secondary schools where resources for teachers are limited, differences in status prevail, competition for power overlaps the struggle for teaching and learning materials, and conflicts occur. The theory is relevant to this study as it plays a vital role in reminding teachers and school heads to make use of effective conflict management strategies such as accommodation, reporting and collaboration, etc. that can manage teachers-school heads' conflicts.

## **2.1 Strategies Used by School Heads to Manage Conflicts in Public Secondary Schools**

A study carried out by Kalagbor and Nnokam (2015) in Harbour Harcourt Waterway State in Nigeria recognized the principal's and teachers' level of utilization of struggle administration procedures, collaboration, competing, compromising and maintaining a strategic distance from procedures on auxiliary students' clashes determination and their related results within the organization of schools. Furthermore, the researchers noted that principals' and teachers' level of utilization of coordination methodology, overwhelming technique, compromising strategy and dodging technique contributed to the students' strife. Principals utilized more collaboration and compromising methodologies than the instructors. Their dialogue uncovered that the principals preferred the joining methodologies since it may be a strategy that spurs understudies, and make them feel as portion of the school conjointly gives them a reasonable hearing. Besides, principals favoured integration procedure since it empowered them to play down.

Yegoh et al. (2017) conducted an inquiry about on collaboration struggle administration procedure in Kenya. The study surveyed the techniques for viable administration of strife in open auxiliary schools to 26 school principals, 104 board of administration individuals, 183 instructors and 370 understudies who were included within the ponder. Arbitrary and purposive inspecting methods were utilized to get the test. The information collection was done utilizing a self-made survey. Too clear measurements were utilised to dissect the information. The Framework Hypothesis by Ludwig Bertalanffy of the year 1968 was employed. The hypothesis states that a framework is made of routine connections and forbids the gathering of exercises or parts that shape an entirety. The discoveries uncovered that the collaboration strife management strategy was appraised as the finest methodology of tackling clashes in open auxiliary schools in Kenya as the methodology energized group work soul at work.

Dadi (2015) conducted a study on struggle administration techniques utilised. The study focused on the management strategies concerning Temeke Municipality. The study involved 11 head teachers, and 11 teachers from 11 purposively sampled primary schools in Temeke. The results unveiled those conflicts that exist in most of the selected primary schools with both constructive and destructive results. The study concludes that, in managing existing conflicts in primary schools, most head teachers tend to employ an integrating strategy, while teachers employ avoiding it.

Kaluma (2017) conducted a study on conflict management in secondary schools in Tanzania, particularly in Shinyanga Municipal Council. The study used a survey design where questionnaires, interviews and documents were used. The findings indicated that forcing strategy

(22.5%) was highly rated, followed by problem-solving (19.5%), withdrawal (11.7%), smoothing and compromising (9.2%), open discussion (8.3%) and accommodating (6.7%). Lastly, the results showed that the rest strategies to manage conflict are promoting negotiation among powerful groups (24.2%) and mediation with emerging party in involved in conflict resolving (18.3%). A study suggests that the school administration should establish a good communication network among groups to reduce tension.

### **3.0 Materials and Methods**

This study employed a qualitative research approach, which allowed collection and analysing the qualitative data. A qualitative research approach entails a means of exploring and understanding the meaning of individuals or groups ascribed to a social human problem (Creswell, 2014). The approach selected was deemed appropriate to describe conducting interviews and reviewing the documents that enabled the researcher to gather detailed information on strategies used by school heads to manage conflicts between them and teachers in their respective areas in the Nyamagana district. The study employed a case study design as the researcher focused on teachers and their bosses. The selected design was suitable since it allowed the researcher to collect in-depth information regarding conflicts that arise between school heads and teachers in the studied area.

Public secondary school teachers, District Teachers' Service Commission (TSC) Officers, District Secondary Education Officers (DSEOs) and heads of secondary schools were involved in this study. Out of thousand, two hundred seventy-nine (1279) respondents who were the target population of the study, only 38 respondents were considered in this qualitative study because it was never geared towards



generalizing the results. Therefore, 4 school heads, 32 public secondary school teachers, one TSC District Officer and a District Secondary Education Officer (DSEO) were deemed key informants in the study.

Data were analysed qualitatively by using thematic analysis. It was important to use such analysis because the interview conducted by the researcher brought about themes, which were generated by the respondents during data gathering. In general, the researcher employed the mentioned qualitative data analysis to ensure that the collected information was put in themes.

## **4.0 Findings**

### **4.1 Prevalence of Conflicts between School Heads and Teachers in Nyamagana District**

The researcher reviewed the disciplinary register in the TSC Office to determine the prevalent situation of conflicts in Nyamagana District by noting 32 cases, which were reported by the school heads and registered by TSC Officers as indicated in the table below.

**Table 1: Numerous Cases Reported by School Heads to the TSC Office in Nyamagana District (N=37)**

<b>S/No</b>	<b>Year</b>	<b>Number of cases reported</b>
1.	2019	05
2.	2020	18
3.	2021	09

**Source:** Field Data, 2022.

The finding presented in the table above based on reported cases implies that in Nyamagana District, conflicts exist in secondary schools. This finding is in line with what Valente, Lourenco and Nemeth (2020) opine that conflicts cannot cease to exist because of the indifferences that

people have due to different opinions, interests, perceptions, values, education levels, and economic status of people.

In addition, Goksoy and Argon (2016) asserted that conflicts in schools affect the quality of the learning environment as well as the teachers' performance and indirectly the students' performance. This is a call for school heads and teachers to be knowledgeable to manage conflicts in their respective organizations. Similarly, through interviews conducted with school heads, it was avowed that in secondary schools' conflicts exist. The school heads indicated that some sources that flared up the conflicts include the indifferences they get when providing instructions to their subordinates. One school head said that:

*Sometimes it may happen that as an in-charge of the school, I direct my subordinates to do certain tasks. When in a situation where I need to get the details, it may happen a subordinate resents cooperating. As a result, I may write a reprimand note to that teacher informing him or her to explain in written form the reasons why I should not take further action. When is reached this situation, the teacher becomes more furious as he or she knows that the matter is complicated and it might affect his or her teaching career. In my records, this situation has occurred twice in 2021 (Interview with School Head, School D, 30<sup>th</sup> May, 2022).*

Another school head added that the prevalence of conflicts in school organizations is obvious due to the indifferences people have. During the interview, he said that:

*It is difficult to avoid misunderstandings in the school organization. Even people from the same family get into misunderstandings due to indifferences they have such as interest, and needs, so to speak. I have many teachers from*

*different backgrounds with different behaviours. Despite the present rules governing them on what to do, they are likely to stick to their beliefs, which increases the pressure of conflict in school (Interview with School Head, School A, 30<sup>th</sup> May, 2022).*

The foregoing quotation indicates that conflicts in secondary schools in Nyamagana District are prevalent. It also means that the indifferences people have to create conflicts or disagreements among themselves, especially when the common expectation is not met. This suggests that stringent measures should be taken to solve the conflicts. A total number of 32 teachers were also asked to state whether they were involved or just witnessed the occurrence of conflicts in their respective workplaces, and they responded as summarized in Table 2.

**Table 2: Teachers who Were either Involved or Witnessed Conflicts in Public Secondary Schools in Nyamagana District (N=32)**

S/N	Strategies	Frequency	Percentage
1.	Involved	08	25%
2.	Witnessed	24	75%

**Source:** Field Data, 2022

Furthermore, the researcher interviewed teachers to know their viewpoints towards conflicts that arise between them and school heads in their respective schools in Nyamagana District. In an interview, one teacher said: Madam [referring to the researcher], the situation might be very calm, but it happens that a school head distorts that calmness; that is where a conflict emerges. As human beings, we also need peace and don't want to be intervened in all matters (Interview with Teacher, School A, 1<sup>st</sup> June 2022). Similarly, another teacher added that:

*What I see is that because of the indifferences, conflicts in schools may not end. Unless otherwise, the school changes either teachers or a head gets teachers. In the past few years, this school had a head that became furious even in small matters. For instance, he provided teachers with reprimands even when he differed with them on opinions. This brought about many conflicts, and teachers were not settled. Others preferred to be transferred to the interior schools to avoid him. Later on, that school head was transferred to the other school, which brought about the calmness in the school (Interview with Teacher, School B, 1<sup>st</sup> June, 2022).*

The foregoing excerpts indicate that sometimes school heads initiate conflicts in schools without understanding the effects of the conflicts. From the same excerpts, it might also indicate that the misuse of power among school heads creates conflicts between them and teachers because teachers feel mistreated and humiliated. As a result, they may resent to adhere to orders given; in so doing, the tension of conflict may affect even in academic performance of the learners in particular and school in general.

#### **4.2 Strategies Used by the Heads of Public Secondary Schools to Manage Conflicts between them and Teachers**

Under this section, the researcher intended to know the strategies heads of public secondary schools use in managing the conflicts between them and teachers. In interview with the District Secondary Education Officer (DSEO) concerning school headteachers conflicts and the strategies used to curb the conflicts, he commented:

*Heads of public secondary schools are responsible for managing simple conflicts that do not abuse teachers' code of conduct. However, serious conflicts are supposed to be reported to the Teachers Service Commission (TSC) for*

*further action. The TSC is mandated to judge teachers' conflicts. However, the other officials may advise teachers and heads of public secondary schools to perform their duties and responsibilities by the public servants' code of conduct (Interview with DSEO, 1<sup>st</sup> June, 2022).*

The excerpt indicates that teachers are involved in conflict management at the initial stage at the school level. This also means that whenever conflicts happen in schools, teachers are required to take action, especially on simple conflicts that do not necessarily the TSC Officials to intervene. The researcher was eager to understand which strategies teachers know exactly that they are used by their heads of schools to mitigate conflicts whenever they happen in schools. Teachers explained a variety of strategies including avoiding, compromising, and accommodation and reporting.

In the interview conducted with teachers, one teacher thought that reporting was mostly used by teachers whenever the conflict arose. During the interview, the same teacher said that:

*For me, the most common strategy used by my school head is reporting. This is because there are conflicts that involve the school head and teachers. When they happen to occur, we usually witness the Ward Education Officer [WEO] coming to school and discussing with u [teachers]. At some point, even the DSEO comes for intervention in case the WEO fails to solve the merged conflict (Interview with Teacher, School C, 1<sup>st</sup> June, 2022).*

In addition to that, another teacher who was interviewed said that:

*I have seen avoidance kind of strategy being opted by our school head. When she quarrels with us [teachers], she can take some hours out of the office to avoid the conflicting persons. This helps at some point because those whose*

*views were in contrast to the head seem to be relaxed when she is absent* (Interview with Teacher, School B, 1<sup>st</sup> June, 2022).

The study findings are in line with Ignace (2014) who noted that heads of schools employed different conflict management strategies in managing conflicts including avoidance style, collaborative style and compromising style of conflict management.

Nevertheless, Kalagbor and Nnokam (2015) distinguished strife administration techniques to be specific: collaboration, competing, compromising and maintaining a strategic distance from methodologies on auxiliary students' clash determination and their related results within the organization of schools. Principals favoured the integration technique since it empowered them to play down students' negative conduct and upgrade regulatory adequacy and students' scholarly performance. Moreover, the analysts included that, struggle evasion happens when one party in a potential struggle overlooks the clashing issues or denies the importance of the strife to his life. It may be a way.

Similarly, the study conducted by Yegoh et al. (2017) on collaboration conflict management strategy revealed that collaboration conflict management strategy was rated the best strategy for solving conflicts in public secondary schools in Kenya and thus the strategy encouraged team work spirit at work. Schools which employed this strategy had not experienced any unrest for the last 10 years.

However, the flexibility of the school heads in Nyamagana District when managing conflicts is needed. It is, therefore, better to apply various strategies in managing conflicts as each conflict management strategy may be useful in a particular area but not applicable in another situation.

One can succeed in handling a conflict in school X using compromise while the same strategy cannot be successful in school Y.

The study findings indicate that heads of public secondary schools in Nyamagana District use various strategies to manage conflicts, such as avoiding, reporting, accommodating, compromising and collaborating. These are the key strategies that can simply manage conflicts and bring positive effects to the organization. Furthermore, the researcher noted that most of the heads of public secondary schools use accommodating, compromising and collaboration as strategies for managing conflicts. During the interview with school heads, one of them explained that:

*We, I and other school managers, want to clear all organizational conflicts within the organization. Involving both sides in conflict management is the best way of handling conflicts. It is rarely we report teachers' conflicts. However, we are required to solve them rather than reporting to others to avoid unfair decisions. Most teachers blame TSC as an organization that always does not solve teachers' conflicts, but it judges teachers. Under that circumstance, school heads try to solve teachers' conflicts within the organization through collaboration, compromising and accommodating (Interview with School Head, School B, 1<sup>st</sup> June, 2022).*

The findings collected through interviews reveal that various strategies are used by heads of schools in managing conflicts. And at some point, if the issue is very complicated, it is reported to the higher authority.

The study findings are related to what was discovered in the study by Isabu (2017) in Nigeria that accommodation, avoiding, collaborating and compromising among the strategies used in conflict management. To

him, accommodation occurs when the goals are compatible, but the interactions are not considered important to overall goal attainment. Also, avoidance is applied when the two parties to a conflict try to ignore the problem and do nothing to resolve the disagreement; it is often ineffective since the real source of the disagreement has not been addressed. The study findings noted that collaboration, as another strategy of conflict management, tends to come up with a way to resolve differences that leave them both better off while the case compromise strategy tends to take place when each party is concerned about not only its goal accomplishment but also the goal accomplishment of the other party and is willing to engage in a give and take exchange and make concessions until a reasonable resolution of the conflict is reached.

Also, in the Education Act No. 2 of 2012, on the importance of teachers attending and teaching their subjects, reminds the head teachers, head of schools or college principals to act on misconduct of teachers who escape their duties. Through the documentary review, the act states:

*Few teachers used to leave students at school without any learning assistance or not teach the students even if these teachers are at school. Such behaviour is unethical as per teaching professional conduct as they break employment rules and regulations. This situation used to be entertained by some of the head teachers, heads of schools and teachers' college principals, who observe such teachers' misconduct and indiscipline behaviour without any reaction to ensure that, no more occurrence of such indiscipline behaviours.*

The quotation indicates that, the head of an institution used to ignore the immoral behaviours of some of the teachers and apply avoiding as a means of conflict management. Through this Act, the head of the



institution is required to take action immediately once the teacher breaks rules and regulations. In line with the above quotation, under documentary review of the standing orders, in section F of this document, rules of conduct and discipline of public servants, where teachers are included, are stipulated. In the same section, starting with rules of conduct on F.1 – office hours, it is noted that government offices throughout the country shall be open for public business during the following hours: All week days except Saturdays, Sundays and public holidays, from 7.30 am to 3.30 pm.

F.2 attendance register part (1) states that supervising officers should ensure that, public servants should report for duty on time and do not leave their offices before the official closing time. Also, prompt disciplinary action shall be taken against a public servant who reports late for duty and those who fail to observe the provision of this standing order. Also, the document proceeded: F.16 Absence from duty without permission: Under this part, it is stated that (1) where a public servant is absent from duty without leave or reasonable cause for a period exceeding five days, that public servant may be charged with a disciplinary offence of being absent without leave and punished by dismissal.

All the stated contraventions of the code of ethics and conduct for the public service, professional code of conduct, the public leadership code of ethics and therefore considered offences warranting summary proceedings. Through documentary review, it is therefore noted that decisions to be made by heads of schools or any other stakeholders in an education institution are indicated. Rules and regulations as stipulated in different official documents, including the standing orders, have to be

observed. This will help to minimize unnecessary conflicts among workers in an organization like schools.

## **5.0 Conclusion and Recommendations**

Therefore, conflict existence is unavoidable, but we normally look at the results of the strategies applied to solve it. Conflicts can lead to positive impacts and sometimes can lead to negative impacts. Solving conflict is the best way of helping the organization to meet its goals of improving organization performance but not all conflicts are supposed to be solved by heads of schools. Normally, heads of schools need to solve only problems that affect the organizations and avoid conflicts that do not affect the organization.

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## **Contribution of Informal Education Skills in Promoting Small-Scale Industries in Mafinga Town Council, Tanzania**

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### **Abstract**

*This study determined the contribution of acquired skills through informal education in promoting small-scale industries in Mafinga Town Council. It employed a mixed-methods research approach with convergent parallel design. Data were collected through questionnaires and interview methods. Qualitative data were analysed through content analysis, and quantitative data were analysed by Statistical Package for Social Sciences (SPSS) version 25.0. The study findings revealed that the modes of skills acquisition for most workers in small-scale industries, who did not go through a formal education system, are collaboration, problem-solving, mentorship, and observation. Furthermore, the skills acquired through informal education are worth giving to the development of small-scale industries as they maximize production and improve the quality of the products the industry produces through innovation. It is recommended to conduct regular training for workers to strengthen their skills by enhancing the modes of skills acquisition.*

**Keywords:** informal education, skills, small-scale industries

### **1.0 Introduction**

Informal education is a kind of education which one gains through several life experiences (Lukindo, 2014). It represents education in practice, often through bodily performance and the learning of skills,

which takes observation and doing rather than written and spoken forms (Smith, 2013).

Informal apprenticeships are the dominant source of training across all sectors (World Bank [WB], 2013). In sub-Saharan Africa, where the proportion of youth relative to the total population is highest, an estimated 89 million youth ages 12 to 24 are out of school (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2011). These youth lack education certifications and the basic skills they need to succeed in life and work. Equity in school access, promotion, and completion differs for children and youth across marginalized groups, depending on the context.

Recent data from the National Bureau of Statistics (NBS) (2015) confirm that informal apprenticeships are a wide spread phenomenon in the Tanzanian labour market. More importantly, the incidence of people having learnt their skills through informal apprenticeships is almost three times as high for those having had formal training.

Indeed, the agenda of industrialization in Tanzania was emphasized by His Excellence of Late President Dr John Pombe Joseph Magufuli in his term of service. The Late Dr Magufuli used the Swahili phrase “*Tanzania ya Viwanda*” to emphasize and familiarize the urgent need for Tanzania to industrialize to create jobs for millions of young Tanzanians and build a modern economy for the country and its people. His speeches, especially those which focused on industrialization and the industrial economy, have raised enormous debate among scholars (Ntawigaya & Mligo, 2021).

Previous researchers in Tanzania on education have not adequately addressed the contribution of informal education in promoting small-scale industries in Tanzania. Informal education contributes a lot to the development of small industries in Tanzania although its contribution is not given priority as the formal education. However, a growing interest in vocational education and training by both policy makers and the research community in many countries during the 1990s suggests that the time may have come for informal learning to receive some serious attention. There is a need to reconsider the role and relevance of the highly diversified field of informal education in many plans preparing for the development of small industries.

In concrete situations, informal education contributes a lot to the development of small but dynamic enterprises and local industries in rural centres and rural towns (McGrath & Simon, (2018). Also, it targets those in the lower segments of the informal sector employment (Ntwigaya & Mligo, 2021). This is the group of the working class and producers who possess the skills and experiences. It in turn has helped in the emergence and development of local industries like automobile garages, tailoring marts, woodworks, decorations and gardening to mention but a few in different towns and many of them are owned by those who went through informal education.

The fact that informal education contributes numerous in the technical and industrial development of the formal and informal sectors, yet very little attention is given to supporting informal education (Ntwigaya & Mligo, 2021), this calls for a serious and deep study to assess the contribution of informal education in promoting small-scale industries in Tanzania. It is contrary to this background that this study sought to assess the contribution of informal education in promoting small-scale

industries in Tanzania to transform its economy from an agricultural to an industrial economy for the betterment of the citizens of Tanzania. Therefore, the study was guided by the following questions:

- a) What are the modes of informal skills acquisition in informal education in promoting small-scale industries?
- b) How do the informal acquired skills promote small-scale industries?

## **2.0 Theoretical Framework**

The study was guided by Progressive Education theory by John Dewey in 1974. The theory describes that, human beings learn through a hands-on approach. Thus, students must interact with their environment to adapt and learn. Dewey felt that the same idea was true for teachers and that teachers and students must learn together. Students are free to move in and out of classrooms as they pursue their interests (pragmatics). The theory is linked to the study because informal learning focuses on capacity building and mastery of knowledge. Learners are equipped with the skills and experiences, which help them to be competent in their areas of specialization.

Learners also learn through experiences, which come from learning by doing. This includes taking learners to the field to work and experiment with their knowledge. It is this theory that encourages teamwork to the learners that no one can work or build his or her empire by working alone. There must be good cooperation between the people working together towards achieving the same goal by sharing knowledge, experiences and skills as far as the promotion of small-scale industries is concerned due to the contribution done by informal education skills.



## **2.1 Literature Review**

The study done by Bulus (2015) in Nigeria on the skills acquisition in informal education suggested that informal education is a lifelong learning. As learning occurs every day in life, people can acquire skills and knowledge by participating in doing the work. Skills are acquired anytime and everywhere through observing what others are doing, through speaking and questioning an interesting thing. There is the chance to connect with questions, issues and feelings that are important to people. Fayomi (2018), in his study of soft skills for young adults, suggested that informal skills come from everyday life activities either as an individual or a group. Formal and non-formal activities are supplemented by various learning opportunities outside the classroom ranging from casual conversation to formal dinners and talk. Informal education takes place in everyday life.

In their study on the Contribution of non-formal education to young people's decision to start a business, Umihana, Bajhrija and Mirela (2017) revealed that experiences in daily life settings take into consideration skills acquired in domains such as home, the marketplace, the workplace or community. We do not only learn when we sit in the class, we learn a great deal during social and other activities we are involved in daily or when volunteering to do work for free. Learning experiences could assist in generating income, either through temporary or permanent work, developing how to start a small business, acquiring knowledge and skills that could enable you to meet the entry requirement into a formal programme that leads to a qualification and lastly improving your self-esteem and the confidence that is gained from having acquired skills that can be used to benefit yourself, your family and the community at large.

The study done by Latchem (2012) on the contribution of informal education signifies that informal education is a problem-solving education as its domain is oriented on designing, developing and evaluating human mechanical resources efficiently and effectively to facilitate all aspects of learning. Informal education prepares people to be problem-solvers, the person who solves other peoples' problems always creates room for innovation and opportunity for entrepreneurship, through problem-solving in society someone can grasp the opportunity. There are a lot of problems in society when someone who is trained to solve people can see the problems as an opportunity and can establish an office.

For example, a youth can see the problem of obesity in society as a chance to open a centre for working out and people can pay for that service, hence, creating no jobs for people. Bulus (2015) revealed that the development of local technologies as the knowledge acquired by individuals could transform into a small technical office capable of employing or training others. This is also witnessed in Tanzania youths employ themselves as smart phone repairs and they create employment for others through repairing cell phones.

### **3.0 Materials and Methods**

The study adopted a mixed-methods approach with a contingent parallel design. The study was conducted in Mafinga Town Council involving ten small-scale industries. The respondents of this study consisted of 15 managers of small-scale industries and 84 industrial workers. Managers were purposively selected because of their virtue in their positions as they have sufficient information about the nature of the industries and their subordinates. Workers were randomly selected because of having the character of possessing related information as regards the study

questions. Data were collected through questionnaires and interviews. The instruments were tested for validity and reliability before being administered in the field. Data analysis involved coding, entry and analysis using Statistical Package for Social Sciences (SPSS) version 25.0. Qualitative data were analysed thematically under research themes and sub-themes.

#### **4.0 Findings and Discussion**

Two research questions were used in this study to obtain the study findings.

##### **4.1 What are the Modes of Informal Skills Acquisition in Informal Education in Promoting Small Scale Industries?**

In attempting the question workers were asked to indicate various modes which assisted them in acquiring specific skills to suit their industrial needs by rating the listed modes of informal skill acquisition by either strongly agreed, agreed, disagreed, or strongly disagreed. The findings regarding this theme are presented in Table 1 and follow the interpretation of those responses after the table.

**Table 1: The Mode of Skills Acquisition Used in Small-Scale Industries**

Items	Strongly disagree		Disagree		Cumulative %	Neutral		Agree		Strongly agree		Cumulative %
	F	%	F	%		F	%	F	%	F	%	
Collaboration	2	2.4	5	5.9	8.3	0	0	56	66.7	21	25	91.7
Problem-solving	0	0	2	2.4	2.4	3	3.5	19	22.6	60	71.4	94
Speaking and questioning	0	0	0	0	0	1	1.2	52	61.9	31	36.9	98.8
Mentoring	1	1.2	1	1.2	2.4	0	0	64	76.2	18	21.4	97.6
Observing	0	0	2	2.4	2.4	2	2.4	63	75	17	20.2	95.2

From Table 1, it is evident that collaboration, problem-solving, speaking and questioning, mentoring and observation are the modes of skills acquisition used in small-scale industries. These modes of skills acquisition were rated by more than 90% of respondents as the acquire skills through that way. That means observation had a cumulative per cent of 95.2, mentoring had 97.6%, speaking and questioning had a cumulative per cent of 98.8, collaboration had a cumulative per cent of 91.7 and problem-solving had a cumulative per cent of 94. These findings are in line with study findings by Fayomi (2018), who showed that informal skills come from everyday life activities either as an individual or a group. Formal and non-formal activities are supplemented by various learning opportunities outside the classroom ranging from casual conversation to formal dinners and talk. Informal education takes place in everyday life. In a similar case, the findings correspond with Tumen (2019) which revealed that experiences in daily life settings take into consideration skills acquired in domains, such as home, the marketplace, the workplace, or the community. Therefore, based on the empirical evidence provided and the data presented in Table 3.1, it is concluded that skill that is possessed by the majority of a worker who did not go through a formal way of acquiring such skills, chiefly acquired through the aforementioned modes such as collaboration, problem-solving just to remind the previously mentioned modes.

#### **4.2 How Do the Informal Acquired Skills Promote Small-Scale Industries?**

Under this part, the question sought to identify the contribution of acquired skills through informal education in promoting small-scale industries. In identifying the contribution of acquired skills in promoting

small-scale industries, 8 items from the questionnaire were asked of workers for valuation and the results are given in Table 2.

**Table 2: The Contribution of Acquired Skills through Informal Education in Promoting Small-Scale Industries**

Items	Strongly Disagree		Disagree		Cumulative %	Neutral		Agree		Strongly Agree		Cumulative %
	F	%	F	%		F	%	F	%	F	%	
Development of other small-scale industries	2	2.4	7	8.3	10.7	17	20.2	46	54.7	12	14.3	69
Encouraging entrepreneurship	3	3.5	10	11.9	15.4	0	0	50	59.5	21	25	84.5
Improvement of the quality of the product	1	1.2	6	7.1	8.3	12	14.3	46	54.7	19	22.6	77.3
Increase employment opportunities	9	10.7	16	19.0	29.7	9	10.7	36	42.8	14	16.7	59.5
Creativity	4	4.7	13	15.4	20.1	17	20.2	28	33.3	22	26.2	59.5

#### **4.2.1 Development of other small-scale industries**

From Table 2, the study findings revealed that 2(2.4%) strongly disagreed with development of other small-scale industries as the contribution of the acquired skills through informal education in small-scale industries, 7(8.3%) disagreed, 17(20.2%) neutral, 46(54.7%) agreed and 12(14.3%) strongly agreed. This implies that 69.0% of industrial workers have an overview of development of other small-scale industries in promoting small-scale industries, not a contribution of the acquired skills in promoting small-scale industries, while 69% have a positive view that the development of other small-scale industries in MTC is the contribution of the acquired skills in promoting small-scale industries. This finding revealed that the acquired skills have contributed

in promoting small-scale industries in Mafinga Town Council as one SSI Manager says:

*Those people who acquire informal education after a certain period can afford to initiate their workshop by starting with a few types of equipment and will proceed to buy the other equipment as the need arises. As you can witness, the presence of bakeries, salons, welding workshops and timber are seen as the source of employment (Interview with Manager<sub>2</sub>, SSI, April 2022).*

The quote implies that many young men particularly those who work using their experiences without attaining formal education create their employment through initiating different small projects, such as bakeries, owning saloons and other related activities.

#### **4.2.2 Encouraging entrepreneurship**

From Table 2, the study findings showed 3(3.5%) strongly disagreed on encouraging entrepreneurship as the contribution of the acquired skills through informal education in small-scale industries, 10(11.9%) disagreed, 50(59.5%) agreed and 21(25%) strongly agreed. This implies that 15.4% of industrial workers have an overview on encouraging entrepreneurship as not a contribution of the acquired skills in promoting small-scale industries, while 84.5% of the respondents have a positive view that encouraging entrepreneurship in small-scale industries is the contribution of the acquired skills in promoting small-scale industries. Therefore, this finding revealed that encouraging entrepreneurship contributes to promoting small-scale industries in the Mafinga District Council.

Likewise, the managers said that during an interview session, the presence of many entrepreneurs is because a lot of people possess skills

through informal education and the intention is to apply skills. Possessing informal skills stimulates the spirit of entrepreneurship as one of the SSI Managers says:

*Once one possesses informal skills, it is obvious he or she will apply skills in different areas. Informal skills normally raise the spirit of entrepreneurship in different angles of life, for example, from this workshop three workers moved out and opened their workshops, which operate very well. The spirit of entrepreneurship cannot be developed if the skills are not possessed by an individual (Interview with Manager<sub>3</sub>, SSI: April 2022).*

This implies that individuals who possess one or more informal skills are in a good position to self-employment. That means an informal skill makes the individuals creative and innovative. They can invent businesses and manage them accurately in the same way and sometimes beyond the level of the one who acquires such skills formally.

#### **4.3.3 Improvement of the quality of product**

From Table 2, the findings revealed that 2(2.4%) strongly disagreed with improvement of the quality of the product as the contribution of the acquired skills through informal education in small-scale industries, 7(8.3%) disagreed, 17(20.2%) neutral, 46(54.7%) agreed and 12(14.3%) strongly agreed. This implies that 10.7% of industrial workers have an overview on the improvement of the quality of the product as in promoting small-scale industries, not a contribution of the acquired skills in promoting small-scale industries, while 69% of the industrial workers have a positive view that development of other small-scale industries is the contribution of the acquired skills in promoting small-scale industries. Therefore, these findings revealed that the acquired skills have contributed in promoting small-scale industries in Mafinga

Town Council. During the interview with managers, one of them was quoted saying:

*The development of small-scale industries has advanced in one way to another stage through the contributions of the acquired skills by our workers. I remember, at the time I started the industry, I was in a very hard situation as very few of our workers possessed the required skills for production. This situation leads our industry to hang behind in production. As a manager realized this, I started encouraging every worker with a certain skill to start sharing such skill with others with no skills to increase the effectiveness in production (Interview with Manager<sub>4</sub>, SSI, April 2022).*

This implies that everyone with a particular skill can train others to have the same skill hence increasing the strength of the industry through high and quality production of goods.

#### **4.3.4 Increase employment opportunities**

Regarding the findings in Table 2, the findings revealed that 2(2.4%) strongly disagreed on the increase of employment opportunities as the contribution of the acquired skills through informal education in small-scale industries, 7(8.3%) disagreed, 17(20.2%) neutral, 46(54.7%) agreed and 12(14.3%) strongly agreed. This implies that 10.7% of industrial workers have an overview of development of other small-scale industries as in promoting small-scale industries, not a contribution of the acquired skills in promoting small-scale industries, whilst 69% of the industrial workers have a positive view that increase of employment opportunities is the contribution of the acquired skills in promoting small-scale industries. These findings revealed that the acquired skills



have contributed in promoting small-scale industries as one of the SSI Managers says:

*Most workers get knowledge and skills through core workers, hence ensuring that facilitators and trainers have the appropriate networks, are recognized, trusted and respected by all other workers and industry owners is important to minimize the challenges (Interview with Manager<sub>6</sub>, SSI, April 2022).*

This implies that most workers get knowledge and skills through co-workers. From that assertion, it is a fact that managers and industrial owners ought to facilitate and ensure that the trainers have appropriate networks, trusted and respected as well.

### **5.3.5 Creativity**

Concerning Table 2, the findings revealed that 4(4.7%) strongly disagreed on creativity as the contribution of the acquired skills through informal education in small-scale industries, 13(15.4%) disagreed, 17(20.2%) were neutral, 28(33.3%) agreed and 22(26.2%) strongly agreed. This implies that 20.1% of industrial workers have an overview of creativity as not a contribution of the acquired skills in promoting small-scale industries; while 59.5% have a positive view, that creativity is the contribution of the acquired skills in promoting small-scale industries. These findings revealed that the acquired skills lead to creativity in promoting small-scale industries in Mafinga Town Council. During the interview with managers, one of them has to say this:

*Workers do challenge themselves on the smartness of the work, on doing new work, which seems to be tough and not known to them through challenging each other and helping each other to accomplish certain work creativity is*

*observed and generated. It is not easy to accept a new project on your own you must communicate with your fellows to share if someone can manage to do it correctly (Interview with Manager<sup>7</sup>, SSI, April 2022).*

This implies that industrial workers propagate their skills through the challenges they get from their colleagues. Through challenges, most workers take them as an opportunity to learn how to perform their work diligently and effectively.

The results from the interview also show that the contribution of acquired skills in promoting small-scale industries in Mafinga Town Council include: having adoptive product innovation, increase in creativity in development of products (modification of the product), customers getting quality products, improvement of customer services, provisions for knowledge and skills for those who did not attend schools and those who have no practical knowledge, existence of business competition among the producers of same product, prepare people to be problem solvers, increase employment opportunities, likewise, it's a primary stage toward creativity and establishment of large scale industries.

Therefore, the findings obtained through questionnaires and interviews are in line with the findings by Bulus (2015), which indicate that the development of local technologies as the knowledge acquired by individuals could transform into a small technical office capable of employing or training others. This is also witnessed in Tanzania youth employ themselves as cell phone repairs and they create employment for others through repairing cell phones.

#### **4.0 Conclusion and Recommendations**

Small-scale industries get their manpower to a large extent from workers, who did not formally acquire skills to be used in production in those industries. The informal educational skills contribute in different ways to the promotion of small-scale industries. Informal educational skills encourage creativity, encourage entrepreneurship, create employment and improve the quality of products. Based on that fact, for better and quality production small-scale industrial workers need to be frequently trained and encouraged to train one another. For example, the use of personal talks as it was noted in the findings that no class, they attend to learn such skill; instead, they acquire such skill through interaction. In this regard, it can be concluded that learning is an endless process for anyone, especially those who are engaging in production.

Therefore, due to the good and recommendable job these workers perform, it is recommended to conduct regular training for workers to strengthen their skills by enhancing the mode of skills acquisition. Curriculum developers should find a good mode to enhance informal education by creating a good means for assessment, and training likely provision of certificates for those who meet the qualification to be set. Lastly, the industrial owners should find a way to eliminate the challenges facing their workers such as underpayment and unfair treatment due to their level of education.

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