



Challenges of Teaching Methodology In Tanzania Secondary Schools Education

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ABSTRACT

The purpose of the study was to examines the challenges of teaching methodology in Tanzania secondary schools, bear in the mind that recently the ministry of education science and technology presenting the 2022/23 budget of financial year outlining several measures to reform the education sector, including review of the 2014 national education and training policy and curriculum, minister for the portfolio, prof Adolph mkenda insists that the current education policy needs through review in a number of areas and also to improving the number of teachers, teaching tools and infrastructures. Therefore this study investigate those challenges which hinder the teaching in secondary school as we know that despite efforts to expand access and enhance equality at all levels of education, Tanzania still faces a major crisis in its attempt to enhance the quality of its education system. This study adopted documentary review method to examine the challenges which facing teaching methodology in secondary school. A number of articles, Thesis journals and reports from database, conferences proceedings, and selected electronic journals were reviewed.

However Teaching is one of the most well-known professions in the world. This is due to the importance in the care of children and adults. Therefore to become a teacher one must fulfil the following requirements such as must receive a defined level of education and must undergo a course of training as a teacher from a recognized institution that uses an approval curriculum and also adhere to teachers' professional code of conduct. Hence in additional to that a teacher should recognize that teaching is an occupation and more than mere gainful employment. He or she therefore, undertake to conduct himself or herself according to the following rule that to follow at all time the highest standard of professional conduct, to set a good example in his or her conduct and his or her person at all time to the children under his or her care.

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INTRODUCTION

Teaching methods is the general principles and methods used for instruction; meanwhile it includes demonstration, memorization, recitation and Participation. However teaching methods encompass mode by which teaches teach, prepare lesson plans and notes, abide to their work plans and assign work to pupils. However in order to improve our education quality we need the suitable methods in teaching and learning processes[1]. However teaching methods is a systematic approach, means , way or manner adopted by a teacher to explain subject matter to a group of learners or in a classroom interaction where teaching learning process are expected to take place. Hence teaching methods can be classified into two broad categories, participatory methods which we name it role plays, demonstrations, case studies, films, games, debates, group discussions, project experimentation, study visits, discovery problems solving and brainstorming, and also the other category is expository or less participating methods which include lecturer, question and answers, storytelling[2].

Tanzania is finding the issue of teaching methods is a very serious and also prolonged confusion with respect to the choice of instructional or teaching methods in the education system. Meanwhile the revised syllabi have defined the general competences to be acquired by the students at each level of schooling, they bear no direct to the content to be taught. Due to this most teachers are not implementing the curriculum because of lack of implementation knowledge or curriculum materials[3].

However according to the ministry of education and vocational training says that the implementation of ordinary secondary education curriculum shall emphasize learner Centre approach. However, Tanzania has observed necessities

¹ Cf. J.R. KIMARIO, *Factors Hindering the Use of Participatory Teaching Methods in Secondary Schools in Tanzania*, 11.

² Cf. TANZANIA INSTITUTE OF EDUCATION, *Diploma in Secondary Education Curriculum*, 63-64.

³ Cf. F. TILLYA – F. MAFUMIKO, *The Compatibility Between Teaching Methods and Competence Based Curriculum in Tanzania*, 3.

changes in curricula orientation. In early 2005 Tanzania reformed her curricula at primary, secondary and teacher education levels in order to provide education that prepares individuals who can fit into today's world of work and who can cope in the rapidly growing socio – economic, scientific and technological developments which are taking place at Global, regional and national levels. This reformed involved a change from content base teaching to competence base curriculum underlined by a shift in paradigm from traditional to a more progressive view of education. Hence the traditional view which underpins content based curricula focuses on a knowledge acquisition as the main goal of education. This view leads to a classical concept of knowledge as school based or discipline based, and does not insist on the integration of school knowledge and real life situations. On other hand, the progressive view stresses that knowledge should be applicable in solving real problems, its stresses knowledge in the context of its application. Moreover the new curriculum in Tanzania for example in the various syllabuses, the emphasis is on the use of teaching approaches which are learner centred and activity oriented[4].

Theoretical perspective

The study based on constructivism learning theory developed by jean piaget (1896-1980) where by the theory says that learners construct knowledge rather than just passively take in information. Learning is an initiative construction and the generation of meanings. And this is what Socrates mention that learner is, not the teacher nor the curriculum. Learners however are not empty bottles to be filled with information. They are to be offered a participatory type of learning that leads to self-discovery. Therefore this process is completed by the interaction of leaners old and new knowledge. In simple way we say, pure external stimulation is meaningless. According to this theory, students should focus on exploration learning and cooperative learning based on previous knowledge and experiences by means of interaction actions. And this is what the curriculum of ministry of education and vocational training in Tanzania wants in teaching methodology especially learner centred that the teacher shall become a facilitator, motivator and promoter of learning during the classroom interactions.

Thinking mode, learning habits and methods are the start for teaching. Modern cognitive psychology shows that learning is an interactive process of new knowledge and old knowledge. The former knowledge and techniques stored in the memory system are important internal conditions from generating study activities. Constructivism learning theory illustrates this point deeply. Learning is initiative process based on students previous knowledge and experience. Before the class, teacher should prepare for two fields. Firstly, compare and analyze the curriculum standards and textbooks, and confirm the teaching targets. Secondly, analyze and understand students, and know students previous knowledge and experiences[5].

Review of related literature

Teaching and Learning in the Tanzanian Context

According to Galabawa has reviewed many studies on classrooms practices in Tanzania and observes that there seems to be time constraints in teaching and learning; that is there is a lack of teaching and learning materials; little time is devoted to student's work; the medium of instruction is difficult and hence limits oral and written communication; and learning seems to be examination driven. However the curriculum and textbooks developed by the institute of education in Tanzania continue to be traditional and content laden. This is also noted in the Tanzania Education and Training policy (1995) where it is stated that the curriculum in Tanzania continues to be subject centered and does not respond easily to ever – changing socio-economic developments. As a result, teachers are under pressure to cover the material in the syllabus rather than to uncover what is important for the students. Therefore in order to achieve secondary education objectives, it is proposed that Education and training policy document that the Tanzania institute of Education shall merge theory and practice and the general applications in the ordinary secondary school curriculum meanwhile very little is being done this effect[6]. However secondary education does not adequately meet the learning needs of students. The instructional process does not enable students to master both vocational and cognitive skills at the end of the cycle. Due to these reasons, instruction in a majority of classrooms in Tanzania and nearly all subjects reflects a direct transmission model, the talk-and chalk style of classroom interaction, where the teachers lecture and students passively copy notes. Therefore the students are seen as empty vessels and only receive knowledge. In this matter the leaner receive knowledge in an uncritical one way transfer. In this situation students do not develop critical consciousness.

3.3 Language Policy and Practice in Tanzania Secondary Schools

At least two policy documents relating to language were released in the 1990's. Also in 1995 the ministry of Education and culture issued the Education and training policy in Tanzania which stated that:

⁴F.I. NZIMA, *Competence Based Curriculum in Tanzania: Tutors Understanding and Their Instructional Practices*, 5.

⁵Cf. Q. JIA, "A Brief Study on the Implication of Constructivism Teaching Theory on Classroom Teaching Reform in Basic Education", *International Education Studies* Vol. 3 (197-199) 199.

⁶Cf. M. VUZO, "Exclusion through Language: A Reflection on Classroom Discourse in Tanzanian Secondary Schools", *Journal of School of Education University of Dar es Salaam* (35-45) 45.

The medium of instruction in pre-primary school shall be Kiswahili, and English shall be a compulsory subject. The medium of instruction in primary schools shall be Kiswahili and English shall be a compulsory subject. The medium of instruction for secondary education shall continue to be English except for Teaching of other approved languages and Kiswahili shall be a compulsory subject up to ordinary level.

However that policy is officially practiced in secondary schools in Tanzania despite the fact that a cultural policy (*Sera ya Utamaduni*) was issued in 1997 in favour of Kiswahili.

Also there is a medium disconnection reason for students in Tanzania as they join secondary schools education and begin learning in English as another new language of instruction. Kiswahili is used as the means of instruction in pre-primary and primary education. Hence it is used for most of the fundamental knowledge that the majority of Tanzanians acquire. Moreover English the medium of instruction at the secondary level, does not lead the consolidation of the ideas, knowledge, skills and principles acquired at primary level. It is stated in the Education and training policy (1995) that Learners who complete primary school are expected to have adequately mastered English to be able to cope with it as the means of instructional throughout secondary school[7], furthermore the disconnection factor is proliferated as there is no link between the language used at home and the medium of instruction used at school for the majority of the students.

3.4 Theoretical Aspects to Consider in Classrooms Discourse

Tanzania secondary schools have followed the traditional teacher-centered lecture method, where by the teacher dominates and serves as the centered of knowledge, directing the learning process. There is a need to develop critical consciousness through student dialogue. Meanwhile learning is required to be interactive and cooperative so that students do a lot of discussing and writing instead of listening to teacher talk. This kind of learning highlights the current paradigm shift that is being advocated for secondary education in Tanzania, where by education is supposed to be student-centered rather than teacher-centered. Therefore the basic format for the class is supposed to be based on a dialogue around problems posed by the teacher and students. Moreover Freire propose that rather than solving problems for learners, the teacher should pose problems and engage students in dialogue and critical reflection, a process he calls conscientisation. In this matter the classroom becomes the context in which students analyse their reality for the purpose of participating in its transformation. Knowledge rather than being transmitted from teacher to student is collaboratively constructed involving the transformation of traditional teacher –student roles[8].

Research Methodology

This study used a documentary research method which means to the analysis of documents that contains information about the phenomena we wish to study,

Study Design

The researcher used the critical research design; whereby it is the design for researches which are evaluative in nature focusing on examining strengths and weaknesses of certain system or practice mechanism. Moreover, it is the core service of philosophical consultancy from methodological point of view, the eclectic nature of critical discourse analysis allows the researcher certain freedom in the formulation of new perspectives that help to translate the theoretical assumptions into critical instruments of analysis[9].

Data Collection Tools and Procedures

In this study documentary review was done in collecting information and some of the sources of information were used when conducting literature review. These are: journal articles (good especially for up-date information about challenging of teaching methodology in Tanzania secondary school this is due they offer a relatively concise, up to date format for research); books, conferences proceedings, university library, theses and dissertation; Government or corporate reports particularly government departments and corporations commission (published findings). All these contributed useful source information as well as internet (the fastest- growing sources of information)[10].

Study Finding

⁷ Cf. M. VUZO, "Exclusion through Language: A Reflection on Classroom Discourse in Tanzanian Secondary Schools", *Journal of the School of Education University of Dar es Salaam* (35-45) 44-45.

⁸ Cf. M. VUZO, "Exclusion through Language: A Reflection on Classroom Discourse in Tanzanian Secondary Schools", *Journal of the School of Education University of Dar es Salaam*, (35-45) 43-44.

⁹ Cf.D.T. MSABILA – A.G. NALAILA,*Research Proposal and Dissertation Writing*,34.

¹⁰ Cf.D.T.MSABILA – A.G. NALAILA, *Reserch Proposal and Dissertation Writing*,69-70.

Learner-centered Method

Relationship Teacher and Student's Culture

In this we find difficult of learner centered approach method in Tanzania due to embedded within teachers and students culture. In Tanzania for example, historically, elders were believed and respected to be the source of knowledge and wisdom. That they preserved cultural heritage, norms, values, and knowledge to the youth based on emerging needs. This means that this traditional system of education aimed at inculcating in the children, the values of hospitality, bravery, and respect for elders. Meanwhile traditional education developed authoritative power and autonomous behaviours amongst teachers and lead to inferiority complexes among students. Due to this children were nurtured to accept everything taught by their parent or elders[11]. Hence the implementation of Learner centred method in Tanzania secondary school were constrained by the historically inherited teacher – student relationship where teachers believed to acquire knowledge and authority to transmit to their students who do not possess it. Therefore students presented a cultural continuation or respect and an inferiority complex to their teachers. This implies that when students were invited to share their conception and understanding of different topics of subjects, they demonstrated lack of enthusiasm, self-esteem and confidence and readiness to conceptualize and share their understandings of the topics under discussion[12].

Insufficient Teaching and Learning Resources

The teachers indicated the available textbooks and resources did not reflect the current syllabus. The textbook content lacked clarity on how to teach students as competence base curriculum requirements. Most of the books produced by private writers are low quality and some of them are in forms of questions and answers, unfortunately students prefer reading books with question and answers which make them learn by memorizing and cramming. This limits their availability to learn through discovery and problem solving[13]. Hence the study shows that there is inadequate number of textbooks, references books, maps and globes in schools under investigation due to increase of students in community schools. Moreover schools have inadequate physical facilities such as classrooms, desks, chairs and the available classrooms are poorly constructed with inadequate spacing. Due this can lead teaching difficult[14].

However resources constraints is one of the complexities that seemed to adversely affect the implementation of student's learner method in Tanzania. However, according to the research findings, teachers taught in large classes of up to 100 students. Those classes had limited instructional resources such as text and reference books, computer assisted facilities, and those resources made from the school surroundings. Due to this teachers felt it difficulty to actively involve students in a meaningful construction of knowledge given the resource constrained classroom contexts. As we know meaningful construction of knowledge occurs when students actively interact with resources. When instructional resources are well organized and utilized, they promote students creativity, critical thinking, and problem solving skills, and actively participation in the class[15].

Hence the study conducted by Hakielimu and kafyulilo discovered that the curriculum changes to learner-centered teaching did not match or cope with changes in teaching materials and resources. This defiance affected the utilization of this approach, therefore teacher's lack of innovative, creative skills in improvising the teaching materials. The teachers added that they do not know how to gain these skills. Due to this issue school libraries were found to be deficient in local textbooks reflecting the Tanzania context for teachers and students to update their knowledge. This implies that many of the textbooks have been ordered from overseas[16]. Meanwhile in many private denominational schools, parents are required to buy textbooks for their children. Many public secondary schools lack science facilities, equipment and laboratory technicians, for the institutions that were training them have been put to other uses, hence supports inputs and services to facilitate effective science teaching and learning are unavailable. However it was observed that parental commitment to buying materials and centring to schools progress can lead to close follow up of students' academic progress as the parents would like to get good return for their money[17].

Quality of Teachers

In fact there are growing numbers of private primary and secondary schools with adequate numbers of well qualified and regularly developed teachers, who are also well –remunerated, many public schools currently face an acute shortage

¹¹ Cf. E.A. MTITU, *Learner Centered Teaching in Tanzania: Geography Teachers' Perceptions and Experiences*, 48.

¹² CF. E.A. MTITU, *Learner Center Teaching in Tanzania: Geography Teachers' perceptions and Experiences*, 48.

¹³ Cf. G. MAKUNJA, *Challenges Facing Teachers In Implementing Competency Based Curriculum In Tanzania: the Case of Community Secondary Schools In Morogoro Municipality*, 32.

¹⁴ Cf. N.S. LYIMO – J.K. TOO – K.J. KIPNG'ETICH, *Perception of Teachers on Availability of Instructional Materials and Physical Facilities In Secondary Schools of Arusha District, Tanzania*, 103.

¹⁵ Cf. E.A. MTITU, *Learner – Centre teaching In Tanzania: Geography Teachers' Perceptions and Experiences*, 49 – 50.

¹⁶ Cf. R. ISHEMO, *Progress of the Implementation of the Learner-Centered Approach in Tanzania*, 60-61.

¹⁷ Cf. H. MOSHA, "The State and Quality of Education in Tanzania: A reflection", *Journal of the School of Education University of Dar es Salaam*, (56-72)71.

of well qualified teachers, especially in secondary schools with one or two teachers, most of whom have never benefited from any in service teacher training since graduation, are poorly remunerated, their salaries are paid alter, and they are living in miserable working conditions. Also many are unmotivated. However there are also many complaints that numbers of teachers, particularly the younger generation, are of questionable moral fabric, work in multiple work stations, especially in urban centres, and have deplorable communication ability[18].

Overcrowded and Classrooms Management

Overcrowded classrooms were reported by other researchers participants the factor which causes the implementation of the learner-centered method. Classrooms are overcrowded in such way that you cannot move around even if you want to help students with learning difficulties. Therefore it is very difficult to implement learner–centered approaches in a situation like that. In this matter it can be concluded that overcrowded classrooms tend to affect classroom teacher–students and students–students interactions during the group discussions[19]. Likewise when the class is overcrowded it is very difficult to apply participatory teaching method like small group discussion. Normally the proposed number for each group discussion should not exceed students for effective discussion. Hence having large group means ineffective application of participatory teaching methods[20]. On top of that that Ministry of education and vocational training evaluated that many teachers because of having big classes they tend to stick to traditional methods even though the fact that Government has introduced a new curriculum which emphasized learner-centered methods of teaching and learning. However classroom management is not only the management of student behavior but involve everything that goes on in the class. Classroom management do not begin and end in the classroom with the teacher teaching her class. It means the totality of how a teacher prepares for her class how he or she arranges her physical environment, how he or she plans her student's activities and groupings, and how she or he budgets the time for all the planned activities and discussions, and how they preparing the teaching and materials, due to this lacking of classroom management it causes ineffective on teaching[21]. Therefore conducive environment is so significant for learning takes place. The study reveals that the classroom environment was conducive to allow the teacher to apply participatory method[22]. In additional to that classroom management is the process of organizing and conducting a class so that it is efficient and effective and results in maximum student learning. To manage the class successfully, it need carefully plan the classes, provident students with a pleasant supportive climate for learning, create interest and a desire to learn and achieve, establish control, avoiding disciplinary disturbances and in general, promote effectively student learning. However pupils evidently benefit from the maintenance of high standards and strict discipline[23]. Likewise the study see that most of the schools their class size are not sufficient enough to accommodate the available number of students which is more than 50 above. However most of our schools were constructed to accommodate students not more than 45 students. But many schools had greater number of students above 50 students each class. Therefore time is important aspect in teaching because teachers need to manage time effectively in order to implement their strategy. Meanwhile some researchers emphasize that small classes mean more time for teachers. Hence the number of students is one of the factors that determines the teaching methods used in the classrooms by teachers, and also class size inevitably influences teaching style[24].

Lack of Good School Disciplines

As we know discipline is important in academic achievement but also in every spheres of life. Therefore good discipline should guide everything in schools and institutions if equity, excellence and perfection are to be realized. A good discipline is only feasible where the system and institutions are willing to listen to and act on the truth. Disciplines systems and institutions are characterized by order, smoothness and lack of friction and turmoil. However the bottom line is everyone in the system – managers, administrators, teachers technical, support staff and students must observe good discipline because disobedience or deviation from ethical standard means going against the established principles of good governance, which leads to abuse of power, and erode courage for taking measure to ensure full accountability and responsibility in relation to quality assurance and quality of control. moreover is a serious problems in most of the secondary schools in Tanzania that is maintaining disciplines in teaching, due to the fact that there is no good supervision

¹⁸ Cf. H. MOSHA, “The State and Quality of Education in Tanzania: A reflection”, *Journal of the School of Education University of Dar es Salaam*, (56-72) 67.

¹⁹ Cf. G. MAKUNJA, *Challenges Facing Teachers in Implementing Competency Based Curriculum in Tanzania: the Case of Community Secondary Schools in Morogoro Municipality*, 33.

²⁰Cf. E.Z. NZOGELA, *An Investigation of Teachers' and Student's Beliefs and Practices on Use of Participatory Teaching Methods in Secondary Schools in Moshi Municipality of Tanzania*, 67.

²¹ Cf. D.Y. LOWE, *Teacher Perception of Their Initial Traditional or Alternative Teacher Training Program*, 13.

²² Cf. E.Z. NZOGELA, *An investigation of Teachers' and Students' Beliefs and Practice on Use of Participatory Teaching Methods in Secondary Schools in Moshi Municipality*, 79.

²³ Cf. J.F. CALLAHAN – L.H. CLARK, *Teaching In the Middle and Secondary Schools*, 153.

²⁴ Cf. E.Z. NZOGELA, *An Investigation of Teachers' and Student's Beliefs and Practice on Use of Participatory Teaching Methods in Secondary Schools in Moshi Municipality*, 78.

in from the leaders as well heads of the schools and also the managers as well as from the teachers staff, due to that it creates hardship and demoralizes teachers and students, thereby reducing quality[25].

The Quality of Students Admitted at the Secondary School, Teacher Education and University

This also is another challenge where by school a good and careful selection of students for admission was likely to obtain poor results. In private schools, the diagnostic tests given to aspiring students before admission serve this purpose of ensuring that qualified candidates with good potential get admission. And this is a workable to some of the schools and it helps the teacher in understanding the students well when he or she delivering the materials. Meanwhile some students admitted to secondary schools without knowing to read or writing due to the lack of diagnostic tests upon an admission. Moreover also most of the candidates selected for teacher education programs generally had weak passes in ordinary secondary school and advanced level secondary and yet they were expected to produce high quality results among the students they taught upon graduation[26].

Teachers Motivation

Teachers in academies, good denominational schools which children of the affluent attend, are offered good salaries fringe benefits, public recognition, free accommodation, and on other side many public schools are losing high quality teachers to private schools which offer better salaries , and due to this it is discourages in teaching and diminishing the teaching career. When teachers are motivated obviously the desire and working spirit together with the students will automatic increasing and also the students will expect high results, thus why most teachers are shifted their energy to the tuition centred due to the lack of motivation[27]. However we see teachers in the best performing schools added that head teachers are ready to publicly recognize good performers. Therefore recognition is one of the most effective incentives for improving performance. Recognizing self-motivated, self-managing and highly productive individuals will encourage the continued development of their abilities, and so recognition is a very effective motivator[28]. Ontop of that we see also the issue of teachers need for supplementary income thus why the economic factor can largely seen from the teacher's perspective. This involvement of teachers in private supplementary tutoring is made possible for one major reason income. Teachers who engage in private tutoring at the request of pupils or parents. Teachers may use their premises or pupil's homes to conduct private tutoring lessons. Generally, teachers are attracted to private supplementary tutoring because they are in dire need of money to supplement their meager income[29]. Meanwhile the analysis shows that, although teachers qualifications are important for enhancing students' learning, they are not sufficient in themselves. "Alongside employing teachers with good teaching qualifications and credentials, there is a need to focus on improving their teaching commitment and continuous professional development"[30].

Shortage of Teachers

This also is a challenges in the some of the secondary schools here in Tanzania. The shortage of qualified teachers in some specific subjects also necessitates the provision of private supplementary tutoring. However the government acknowledges the shortage of teachers in some subjects in many schools. Hence the problem has a longstanding history in the country. As we know since the 1980's the subjects of science, English and mathematics have been facing a severe shortage of teachers. As a result in some primary and secondary schools pupils have gone untaught in these particular subjects. This sad development compelled school managements to look for teachers or experts to teach subjects. Parents or guardians also took initiative by looking for teachers or individual with expertise in the subjects for which their schools did not have teachers. In many cases form six or form four leavers were involved in teaching private supplementary tutoring classes. Indeed, these students had performed very well in their final examinations such as certificate of secondary education Examination and Advanced certificate of secondary education Examination[31].

²⁵ Cf. H. MOSHA, "The State and Quality of Education in Tanzania: A reflection", *Journal of the School of Education University of Dar es Salaam*, (56-72) 71-72.

²⁶ Cf. H. MOSHA, "The State and Quality of Education in Tanzania: A reflection", *Journal of the School of Education University of Dar es Salaam*, (56-72) 69.

²⁷ Cf. H. MOSHA, "The State and Quality of Education in Tanzania: A reflection", *Journal of the School of Education University of Dar es Salaam*, (56-72) 68.

²⁸ Cf. P. URIO, Supervision of Instructional programs for Improving Students' Performance in Secondary Schools in Tanzania, Papers in Education and Development, *Journal of the school of education university of Dar es salaam*, (150-167)157-158.

²⁹ Cf. W. ANANGISYE, "A Review of the Longstanding Ban on Private Supplementary Tutoring in Tanzania Mainland", *Journal of the School of Education University of Dar es Salaam*, (50-76) 50.

³⁰ K. MKUMBO, Reflections on the 2010 National Form Four Examinations in Tanzania: Debunking the Myths, Papers in Education and Development, *Journal of the school of Education University of Dar es Salaam*, no 31(1-152)58.

³¹ Cf. W. ANANGISYE, "A Review of the Longstanding Ban on Private Supplementary Tutoring in Tanzania Mainland", *Journal of the School of Education University of Dar es Salaam*, (50-76) 51.

Shortage of Time

Teachers avoid the use of participatory teaching methods on the guise that if they use it, there would be no enough time to enable them to complete syllabus. However Learner Centre approach require enough time for the teachers to prepare for the Lesson because of the mode itself. This means that for effectively participatory teaching method, the teachers should know what they have to present in the class and what they want to start with and what to end with. Therefore this approach need a lot of time due to its nature of teaching itself, needs a time to share knowledge and experiences with the students as well as time for discussion and presentation[32]. This also it reflects that if not well controlled it takes long time to accomplish the necessary topics and syllabus pertaining learner centred approach. Hence shortage of time is leading to the implementation of learning centered approach to be difficulty[33].

Overloaded Syllabus

The observation and the comments made by the teachers is that the syllabus is too long, thus it will not be easy for them to use participatory teaching methods in all of the period. Teachers believed that the current syllabus is very wide and that the teachers are supposed to complete it. Therefore they said that the traditional methods are suitable for the long syllabus as it makes things done very fast and for the time given[34]. Meanwhile teachers explained that the limiting the time to complete the syllabus has an effect on instruction delivery and student learning. Teachers moves faster to finish the content within the given time as a result the focus shift from student learning to content coverage[35]. Hence “teachers avoid the use of anticipatory method on the guise that if they used they would no enough time to enable them to complete syllabus, that participatory method requires enough time for the teachers to prepare for the lesson because of the mode itself”[36]. However the workload is heavier for teachers in Rural public secondary schools which counted to nearly periods per week due to shortage of qualified teachers than urban schools who in turn do not engage in other income generating activities for their family therefore they depend only on monthly salary for domestic services, as result some of the teachers left the job for the sake of looking for green pasture. Average workload for public secondary schools is twenty periods per week, equivalent to thirteen hours of teaching[37]. Meanwhile “most of the teachers work 52 hours a week instead of the usual 40, their salaries are low. The situation forces many of the teachers to languish in poverty, oftentimes failing to educate their own children in the process, something which can be attributed to the low morale found in some of them”[38].

Communication Barrier

Obvious we see that students lacked English skills which meant they struggled to communicate their thoughts. As we know good communication and free exchange of information is the heart of education. It is found that teacher sometime resorted to teacher-centered method in order to ensure students covered all the topics within time framed as guided by the syllabus[39]. In addition to that classroom dialogue through understandable language has a significant role to play in learning. It is through interaction with each other that teachers and students work together to create intellectual and practical activities that shape both the form and content of the target subject, as well as the processes and outcomes of individual development. The language that mediates interaction in the teaching and learning process is very important for both teacher and learner. They have to be competent in it otherwise the teaching and learning process will be deficient or less effective. Meanwhile in “Tanzania teachers like students have low levels of English language proficiency and encounter difficulties in teaching and learning due to the limitations posed by the English medium of instruction”[40]. Therefore if communication between students among themselves is not good then the goals of learner center method will not reached. However the use of English as the medium of instruction in Tanzania secondary school is a barrier to learning and fostering classrooms interaction. The language of instruction barriers contributes to a majority of students being excluded in classroom dialogue. Even though English is a medium of instruction at secondary school still remains a foreign language and is not commonly used for daily communication. In Tanzania teachers like students have low levels of English language. Proficiency and encounter difficulties in teaching and learning due to the limitations posed by

³² Cf. J. KIMARYO, *Factors Hindering the Use of Participatory Teaching Methods in Secondary Schools in Tanzania*, Morogoro, 20 – 21.

³³ Cf. TANZANIA INSTITUTE OF EDUCATION, *Diploma in Secondary Education Curriculum*, 65.

³⁴ Cf. J. KIMARYO, *Factors Hindering the Use of Participatory Teaching Methods in Secondary Schools In Tanzania*, 22.

³⁵ Cf. M.Y. MAZANA – C.S. MONTERO – R. CASMIR, *Assessing Student's Performance in Mathematics in Tanzania: The Teacher's Perspective*, 12.

³⁶ J. KIMARYO, *Factores Hindering the Use of Participatory Methods in Secondary Schools in Tanzania*, 20.

³⁷ Cf. R.A. CHIKOYO, *Influence of Working Environment on Teacher Attrition in Public Secondary Schools in Kilimanjaro and Manyara Regions, Tanzania*, 288.

³⁸ *Daily News*, 13/12/208.

³⁹ Cf. E.A. MTITU, *Learner Centered Teaching in Tanzania: Geography Teachers' Perceptions and Experiences*, 211.

⁴⁰ Cf. M. VUZO, *Exclusion through language: A reflection on Classroom Discourse in Tanzanian Secondary Schools*, Papers in Education and Development, Journal of the School of Education University of Dar es Salaam, No29, pp (1-175)19.

the English medium of instruction. In this matter classroom dialogue though an understandable language has a significant role to play in learning it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and content of target subject as well as the process and outcomes of individual development[41]. Moreover if Tanzania cannot dedicate more resources to develop an appropriate foundation in the English language for both students and teachers and improving teacher training either improving receptive skills or productive skills by engaging learners in writing and speaking skills with diverse modes, leaners will not gain proficiency in the target language. We see in this study revealed on effectiveness of participatory methods in teaching English subject in community secondary schools in Tanzania. The researcher assessed students' perceptions in the use of participatory in teaching English subject and examined the challenges teachers face in using these methods. Therefore the findings revealed that the teachers use participatory methods in the teaching of English with little knowledge on how to practice them. However many students had positive perceptions on the use of participatory methods but they were less practiced due to large class number of students and the fact that most of them had no mastery of the language[42]. On top of that in Tanzania, for instance English is a foreign language that children are not exposed much to, if not at all outside school. Yet, the official policy is that English is a language of teaching and learning at secondary. Hence in Tanzania so long as the medium of instruction is English in secondary schools, where most students are not in a position to respond even to the limited narrow response slots in classrooms conversations with teachers, it is unlikely that learners will develop ways of using language as a social mode of thinking.

Student's Willingness to Accept Learner Center Method

It is found that students were not ready to accept the learner center method, the reasons is that they think are not getting as they deserve they like what we call spoon feeding. That the roots of this problem starts from primary school where by students are taught everything without giving them an opportunity to construct their own knowledge. Even the nature of the examination questions given to standard VII students indicates how they have not been oriented to competence base curriculum. In this case teaching methods on other hand are in need of serious improvement as well, considering that teachers usually teach lessons based on the forthcoming examinations rather than on other important skills. Which means that students are taught to memorize answers to questions. Instead of understanding why the questions should be answered that way, which is unfortunate because sometimes children do not fully understand the concepts of the subjects they are learning. Due to this and its implication is that students lack of readiness to accept learner – Centre approaches depend on their orientation from the primary school level. Due to this fact students were not prepared for competence based teaching and learning from primary school it became difficult for them make adjustments when joins secondary schools[43].

Support from the Heads of Schools

The researcher found that teachers do not get any support from the heads of schools for improving teaching and learning process. Meanwhile it is noticed that there is very little support from the heads of schools. But for effective teaching through participatory teaching methods and improving quality of secondary education, heads of schools should support their subordinates. Moreover support to teachers is important in order to realize their weaknesses, in additional to that majority of heads of schools either do not value teachers as significant component in imparting knowledge, skills and value as well as improving quality of education or they do not have power to do so. Therefore support to teachers in terms of teaching and learning materials is beneficial for improving teaching and learning[44]. However it is the responsibility of the head of schools to ensure that there is adequate classrooms space to enable the teaching and learning process to take place without any hitches. He or she should ensure that the facilities are used efficiently and effectively[45]. Moreover the practice of supervising instructional programs requires a leader to be in charge of all activities taking place in a school. Hence the leader is supposed to monitor student's progress and teacher' performance, since those are the key determinants of better learning outcomes. Likewise many studies on student's performance indicate poor performance in most government secondary schools. Eventually there is a number of reason given for why students fail, such as inadequate resources (books and equipment), the environment, teachers who are unmotivated and not committed to teaching, student's lack of effort to learn and the like. Meanwhile, even if teachers and students were to show improvement and work hard at teaching and learning, it would not improve student's performance if there were no strong leadership to supervise and manage all that is required for good performance. Therefore supervising instruction in

⁴¹ Cf. M. VUZO, *Exclusion Through Language: A Reflection on Classroom Discourse In Tanzania Secondary Schools*, 5 – 6.

⁴² Cf. A. ANATORY, *The Use of Modes In Teaching English: A Case of Secondary Schools In Tanzania*, 48 – 49.

⁴³ Cf. G. MAKUNJA, *Challenges Facing Teachers in Implementing Competence Based Curriculum in Tanzania: The Case of Community Secondary Schools in Morogoro*, 34.

⁴⁴ Cf. E.Z. NZOGELA, *An Investigation of Teachers' and Students' Beliefs and Practices on Use of Participatory Teaching Methods in Secondary Schools in Moshi Municipality*, 83-84.

⁴⁵ Cf. W. MFWIMISAGA, *Access and Quality Challenges Facing Community Secondary Schools: A Case of Kilolo District Iringa, Tanzania*, 37.

schools is core activity of heads of schools. They must ensure the effective use of learning time by planning academic programs, effectively mobilizing resources and providing assistance to teachers and other members of staff[46].

The Culture of Teacher-centered Approach

Although there is an emphasis on the use of Learner centered approach in Tanzania secondary school classrooms, teacher centered teaching approaches in one way or another remain dominant, which suggests a need to assess the teacher's pedagogical content knowledge in the use of learner centered approach[47].

Teachers largely used the teacher-centered approach because they encountered challenges like insufficient instructional materials, overcrowded classes and poor performance of English which seemed to prevent them from effectively applying learner-centered approach. Although many teachers had received training in the learner-centered approach, their actual understanding of the approach was questionable. Most of them prefer teacher-centered method[48].

4.1.21 School Infrastructure

Supporting learning infrastructures like libraries and laboratories are very crucial to ensure excellence not only theoretically but also in practical aspect which supplement the understanding of subjects or science and technology aspect. Schools which motivate students by positive environment play a strong base for their full participation in school life. Hence government and education professionals should provide a friendly and safe learning environment that not only recognizes student successes but also challenges their individual learning style and talents. Moreover lack of schools facilities cause the problem in lead the poor result and also ineffective teaching; hence in order for school to advance the learning opportunities offered to the students it has to adequately utilize the facilities available. Schools facilities include administrative office, staff rooms and offices, classroom, laboratories, workshop, equipment, hostels, stocked libraries, staff houses and schools ground. However most of our schools have few libraries and some schools keep few textbooks, they had in the head in the head of schools offices. Due to the lack of modern library affecting the teaching and learning in the schools as student depend on teachers pamphlets which are not enough. Hence this affect a students attitude towards education as a result the access to quality education will not be attained[49].

Traditional Teacher-Center Methods

Lacks Emphasis on Critical Thinking

This method does not encourage critical thinking skills, the ability to actively apply information gained through experience and reasoning. That is to say it does not take into account the individual needs, feeling or interest of students, and no feedback from students required. However the teacher is taking a lot of time preparing detailed notes which are rarely learned by the student[50]. In this connection it limits a student's potential and does not allow out of the box thinking. However in traditional methods cannot seem to be very creative one. Therefore the students are not able to create knowledge under such circumstances that is integrating their experience into new knowledge, they remain disconnected. In this point we should understand that active students' engagement occurs when the teachers and student's co- construct meaning of various subjects and topics in a freely and cooperative environment, the practice which empowers students with classroom autonomy[51].

Lacks of Interaction

Most Tanzanian secondary schools have followed the traditional teacher-centered lecturer method where by the teacher dominates and serves as the centred of knowledge, directing the learning process. Therefore in order to move forward learning is supposed to be instructive and cooperative so that students do a lot of discussion and writing instead of listening to teacher talks[52]. In this matter this type of learning highlights the current paradigm shift that is being advocated for secondary school education in Tanzania where by education is supposed to be a student centered; hence Tanzania secondary school may not be achieved because of the mode of instruction does not foster dialogue, but it is a

⁴⁶ Cf. P. URIO, Supervision of Instructional programs for Improving Students' Performance in Secondary Schools in Tanzania, Papers in Education and Development, *Journal of the school of education university of Dar es salaam*, (150-167) 157-158.

⁴⁷ Cf. V. NAANO – M. BULAYI, Papers in Education and Development, Journal of the School of Education University of Dar es Salaam (100-121), 101.

⁴⁸ Cf. R. ISHEMO, *Progress of the Implementation of the Learner-Centered Approach in Tanzania*, 61.

⁴⁹ Cf. W. MFWIMISAGA, *Access and Quality Challenges Facing Community Secondary Schools: A Case of Kilolo District Iringa, Tanzania*, 37-38.

⁵⁰ Cf. M.R. KITTI,*Effect of Teaching Methods on Student's Performance in Tanzania Education Institutions: A Case of Public Secondary Schools in Nyamagana District-Mwanza*, 10.

⁵¹ Cf. E.A. MTITU, Learner-Centered Teaching in Tanzania: Geography Teachers' Perception and Experiences, 36.

⁵² Cf. M. VUZO, Exclusion Through Language: A Reflection on a Classroom Discourse in Tanzania Secondary Schools, 3.

barrier dialogue and thus doesn't promote student learning. Meanwhile poor classroom interaction, that poor student – teacher interactions in the classroom it is a reasons for students' failure. Teachers opined that student fails to express their ideas in the classroom, they do not even ask questions or seek clarifications, there is poor interactions between teachers and students, hence students fails to express themselves to the teacher about their level of understanding[53], meanwhile the teacher become the master and is respected to a high degree and believed to know the information or ideas best for students. Hence the students become passive and empty vessels that always wait for an expert to fill them with knowledge[54]. In this matter students are expected to follow all the information from the teacher to learn the content of the subject matter.

Grades Focus Not Skills

Teacher centred don not consider student's abilities and roles in the learning process, therefore most of the parents and educators have rejected the notion of traditional education system which only focus on grades without considering in individual interests or abilities[55]. However, students are more concerned with obtaining high scores than actual performance. Thus why recently in our country there is an increasing of numbers of tuition due to the pressure of obtain the high scores in the national examinations. Due to this there is an extra class which students are supposed to attend by the same teachers who are teaching. Due to this student sometimes are asked to repeat the same and made difficult for teacher to hear individual students' voice, but more damaging teacher do not have time to work one – to one and students are expected to repeat things in a group. However, this is due to the fact that our national education system of Tanzania is a textbook and examination oriented one. Hence teachers make this book the source of knowledge to impart children nationwide and at the end they are given similar exam. Meanwhile the recommended pass marks which assess whether the child has well understood the teachers materials is 30% and above. In connection to that the system of education which was opposed by Mwalimu Nyerere was opposed to bookish kind of education. It was opposed to the strict adherence to parcel of ready – made knowledge which the teachers loaded on to the children for a defined number of years. However one can rightly say that our education system of education today is still an examination driven system. Hence the traditional examination has not been an adequate tool for judging the success of the education system in Tanzania[56]. We can say probably, the general lack of sense of responsibility towards common good, lack of nationalism and patriotism, lack of good leadership, the growth of individualism and greed might be indicators that sound moral formation might be missing in our education system.

Mode of Delivering Knowledge

Traditional teacher centred encourage cramming the materials for the sake of passing examinations hence it does not encourage the students to be creative in order to bring something new in the academic arena and society. However we can say that there is no dialogue between teachers and students. Meanwhile education should not be authoritative where teacher dictates and the students falls blindly. It has to be conducted through participatory method where students are involved fully in the learning activity and this is missing in the traditional teacher centred[57].

Teachers Retention

In Tanzania as it in many other parts of the world, evidence shows that teachers retention is a critical problem, mostly affecting remotes areas; evidence shows further that teachers who are deployed to remote rural schools report in low numbers, even those who are already there seek transfer to urban areas. Meanwhile in Tanzania context where many students are enrolled in poor schools in remote rural areas, teachers attrition is likely to create social and educational injustice and stratification, hence hindering learners from nourishing their valued capabilities acquirable from quality education and equality in accessing educational opportunities[58].

Desire to excel in Examinations

This is one of the challenges which mostly happens in our understanding of education and also in society. We are in concentrate much on passing examination thus why there is a rise of private supplementary tutoring is also attributable to parents definition of the concept of high standard in education. However for many parents, one of the indictors of high standards in education is good performance in the final examination. The private supplementary tutoring culture was embraced to boost the prospects of attaining excellence in examinations. Initially as the private supplementary tutoring culture was limited to a few academic disciplines, inter alia, mathematics, science and English. Moreover as time went on

⁵³ Cf. M.Y. MAZANA – *al.*, *Assessing Students Performance in Mathematics in Tanzania: the Teacher's Perspective*, 14.

⁵⁴ Cf. R. ISHEMO, *Progress of the Implementation of the Learner-Centered Approach in Tanzania*,

⁵⁵ Cf. M.Y. MAZANA – *al.*, *Assessing Students Performance in Mathematics in Tanzania: the Teacher Perspective*, 12.

⁵⁶ Cf. J. ASSEY, *Education for Transformation, Essays on Contemporary Issues in African Philosophy*, 153-154.

⁵⁷ Cf. D.I. OLUTU, *David Hume's Epistemological: Its Applicability in Solving Socio- Economic Problems in Tanzania*, 55-56.

⁵⁸ Cf. R.M. BONIFACE, "Teachers' Retention in Tanzania Remote Secondary Schools: Exploring Perceived Challenges and Support", *Journal of the school of education university of Dar es Salaam*, (64-89) 67.

private supplementary tutoring was extended to all other academic disciplines taught in Tanzania's primary and Secondary schools[59]. However study shows that there is a clear that the private tuition lessons in the schools were geared most towards helping students obtain good results in the examination. Moreover private tuition as extra teaching and learning is in some deployed to prepare pupils for their final examination. Hence private tuition is a direct manifestation of examination pressures. The approach is motivated by the desire of the school management to promote academic excellence in examinations. On top of that the modality of private tuition has the following characteristics features. It is for all students who are being prepared for examinations. Also prospective candidate attend these programs free of charge. Moreover the school management has to find ways of motivating or rewarding teachers who are typical involved in such programs[60].

Private Tuition Encouragement of Rote Learning (Mechanical Drilling)

Although there is the conviction among parents that private tuition can offer their children what schools cannot, scholars in Tanzania argue that the practice of private tuition encourages rote learning. And this is a fact in most of the secondary school students that private tuition tends to involve mechanical drilling of students in order to pass examinations without necessarily internalizing a body of knowledge and skills for lifelong learning. However it is mention that private tuition does not make some of its recipient's creative or critical thinkers, due to the fact the pedagogical approach to the teaching and learning process does not create a teaching and learning environment that promotes students critical thinking. Rather, students are prepared to cram facts as part of preparing for examinations, which is done through exposure to already worked out solutions of past examination Papers[61].

Private Tuition is Associated with Leakage of Examinations

The researchers found out that secondary school teachers linked private tutoring to examination leakages in the country. Hence, the question relates to the extent to which examination leakage and private tutoring are linked. It is possible that for teachers to attract more students to their private tutoring classes or centers performances is very important. In this matter looking for examination papers or clues would make teachers who undertake private tutoring teach their clients by concentrating on what is expected to appear in the examinations, making the teacher more popular than others. It should be noticed that this is not limited to Tanzania but in different countries, especially on the Asian continent, there are widespread allegations of private tutoring teachers being associated with examinations leakages[62].

Corporal Punishments in Teaching

As we know most of the secondary schools teacher are using sticks to punish the students while teaching. However other teachers had a habit of doing out severe punishments to the students. These punishments instilled fear in the students resulting in them skipping classes to the detriment of their academic development. Moreover the teacher cannot control the class without holding the stick and they say that discipline without the stick is useless. So by this action the teaching becomes problems in most of the teachers[63].

CONCLUSION

According to Plato, education should be under specifically trained teachers, who should have specialization in their field. Present system of education and modern society demands high quality teaching and learning from teachers who have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education.

RECOMMENDATION

The teacher must make all efforts to lead his students to acquire higher values of life. This he should do through his personal conduct and character. The teacher is not to dictate or dominates; instead he is help and serves the student like Plato in learning by discovery that is learner Centre method. Therefore the teacher must also understands the students have their own personality and the personality must be well looked after and nourished. The teacher should be embodiment of love and patience in dealing with the students.

⁵⁹Cf. W. ANANGISYE, "A Review of the Longstanding Ban on Private Supplementary Tutoring in Tanzania Mainland", *Journal of the School of Education University of Dar es Salaam*, (50-76) 51.

⁶⁰ Cf. W. ANANGISYE, "A Review of the Longstanding Ban on Private Supplementary Tutoring in Tanzania Mainland", *Journal of the School of Education University of Dar es Salaam*, (50-76) 55.

⁶¹ Cf. W. ANANGISYE, "A Review of the Longstanding Ban on Private Supplementary Tutoring in Tanzania Mainland", *Journal of the School of Education University of Dar es Salaam*, (50-76) 59.

⁶² Cf. W. ANANGISYE, "A Review of the Longstanding Ban on Private Supplementary Tutoring in Tanzania Mainland", *Journal of the School of Education University of Dar es Salaam*, (50-76) 59.

⁶³ Cf. A. MOHAMED, "Friends Ends Corporal Punishments in Schools" in *HakiElimu, the Friends of Education Movement*, 10.

Hence in the teaching Plato understands of integral education in our curriculum that curriculum is not confined to a limited syllabus and a few textbooks, but it should include all those subjects which promote mental and spiritual development. That is toward an end not an end itself, the end being the development of integral personality. The subjects of curriculum should be able to motivate students, thus why plato introduced music, tales, physical education to be taught and also curriculum should involve creativity of life and constructive activities this is missing in some of the schools here Tanzania.