



Teacher experience in teaching geography subject and quality of the teaching: a case of selected secondary schools in Kinondoni municipality, in Dar es Salaam

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Abstract

Geography is one of the three basic social science subjects in ordinary level secondary education. The performance of this subject is not good despite its important to student's carrier. Teachers Quality and Teaching quality that proposed by Benjamin Bloom is the key to determine the success of teaching and learning. This study aimed to assess the Teacher experience in teaching geography subject and quality of the teaching: a case of selected secondary schools in Kinondoni municipality, in Dar es salaam. The study was guided by major four objectives namely, to evaluate teaching and learning approaches that are employed in teaching and learning subject of geography in secondary schools in Kinondoni Municipality. To assess what professional development opportunities are in place for Geography teachers in Kinondoni Municipality. To evaluate the effectiveness of classroom management by teachers in teaching Geography in secondary schools in Kinondoni Municipality and to examine the quality of teaching versus the quality of teacher in learning effectiveness in Kinondoni Municipality.. The study used mixed method approach where qualitative and quantitative data were collected from 216 sample. The study finding that, "teaching load adversely affect teaching methodological competence, Therefore, integrated teaching methods were the key factor in building the teachers' methodological competences, All four visited secondary schools, which are the focus of the community secondary school investigations, do not have enough laboratory equipment. The study recommended that, teaching Geography needs enough teaching and learning material also quality of teachers and quality of teaching is inseparable variables to the effectiveness of teaching.

Keywords: Teacher experience, teaching geography subject, quality of the teaching

1. Introduction

Teaching is a method for assisting or assisting students in achieving their learning goals (Komba, 2001). Teachers used to set learning goals for their students during the teaching process. According to recent research on the teaching-learning relationship, teachers must involve students in creating learning experiences and expectations (Celik 2011). This phenomena introduces the idea of competency-based teaching, which emphasizes activity-based learning (Wurdinger and Rudolph, 2009).

This educational model downplays the importance of teachers as primary information providers and instead views them as facilitators of students' problem-solving, creativity, and innovative behaviors (Komba, 2001; Mutarubukwa, 2007). At any school, teaching and learning are constant processes. Because it demonstrates the nature, traits, and significance of pedagogical content knowledge (PCK) as a component of teachers' total professional experience, education is crucial. Examples of PCK in geography instruction include teachers' representations of content that is pedagogically effective for students and teachers' understanding of what makes the study of particular topics easy or difficult for students (Reitano and Harte, 2016).

The recognition reflects that practical know-how teachers have acquired in the course of their classroom experiences is genuine

knowledge (Melo – Nino *et al.*, 2016). Geography teaching has become a primary concern all over the World. Several researchers have been conducting some studies related to geography teaching in secondary schools (Klonario, 2014; Pacheco *et al.* 2015; Awases, 2015; and Ondigi, 2012). These researches have been conducted in different ways, approaches and context. Some of the studies have been focused on methods, teaching effectiveness, techniques and strategies of teaching geography as well as how geography teaching influence students' performance (Ilic, 2013).

In line with the above assertion, many studies show different methods of teaching such as observation, library search, project, regional and discussions (Kocalar, 2017; Mtitu, 2014). It is further revealed that some geography studies teaching have been focusing on skills provided to students in the classroom. The geographical skills identified on researches across the World include; knowledge of globes, maps, and atlases. And apply and develop this knowledge routinely in the classroom and the field; interpret ordnance survey maps in the school and the area, including using grid references and scale, topographic and another thematic mapping, and aerial and satellite photographs (Department of Education, 2013).

According to Utami (2018) in Indonesia argue that low Competence of student learner demonstrated by the low capacity of scientific literacy includes geographical literacy. That means students who have tropical literacy geography have difficulty in using the map. Kubra and Ozlem (2017) in Turkey assert that geography teachers may quickly develop their teaching materials after being trained. The teaching materials of geography lesson can be listed from the course outline to chalkboard in the classroom, from computer to the projector, from the maps to the stone and soil sample (Doganay, 2014).

Geography teaching cannot take place without proper classroom students' management. Kocalar (2017) postulates that there are no Mkwawa Journal of Education and Development, Vol. 4(2). 31 teachers who have problems in classroom management, and therefore they can maintain order in the classroom. Also, another fundamental factor that determines effective geography teaching is professional development of teachers. The teachers who attend professional development usually upgrade their teaching knowledge and skills, therefore increase efficiency and effectiveness when teaching in the classroom. However, teachers lack inservice training which could foster and enhance the actual teaching and learning process (Amunze, 2015).

Furthermore, there have been several studies conducted in Tanzania with regards to geography subject in various levels of education. Among those research include; the research on learner-centred teaching, geography teachers perception and experience (Mtitu, 2014); study focused on promoting competence-based geography curriculum in O level secondary schools (Butobi, 2013).

Also, the factors influencing students' poor performance in geography subject in Tanzania (Mwesiga, 2017). others focused on supporting geography learning, difficulties face geography teachers in teaching survey, challenges and opportunities for the advancement of GIS education and promising environmental education practices at primary schools (Kisanga, 2016; Wilbroad 2015; Kashaigill and Karafunja, 2018). It shows that in all the literature sources consulted and reviewed attention was not paid on the

practices of geographical studies teaching, which this study intends to unravel.

1.1.2 Conceptual Orientation

The study of spatial variables is what geography is, according to Harper and Schmittle (1978). It entails analyzing the intricate interactions between people and the ecosystem of the earth (ibid). Hence, the term "geography" might generally speaking, the study of human behavior in connection to the earth's surface and solar system's natural resources. Through the study of space, location, and environment, it gives pupils the opportunity to explore and comprehend the link between the earth and its inhabitants as a secondary school subject. Performance has been defined by Armstrong (2007) as the achievement of qualified objectives which can be resulted in better or worse performance at the end of the activities. Nsubunga (2003) defines performance in academic context as the students' test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move to high institution of learning. The ability of the school to transform students to requisite skills for survival is what is referred as performance (ibid).⁹ In this study, performance refers to students' overall examination scores in relation to standard passing grades in the examinations. On other hand, Aremu (2000) defines students' poor academic performance as what is judged by the examinee and some other significant as falling below an expected standards. Moreover, examinations provide a framework for setting and evaluating educational objectives. Public examinations constitute a powerful indicator of the educational standards used to judge individuals and institutions, and how much children have learned. In many countries, public examinations are the only tools used to select students for further education levels in the education system (Kellaghan & Greaney, 2003). Aas, Askling, Dittrich, Froestad, Hang, Lycke and Moitus (2009) support that examinations are essential instruments for assessing the quality of education and the acquisition of knowledge at various levels. In case of this study therefore, poor academic performance refers to the examination results whereby students or candidates score below 30%, „F“ grade or division „0“

1.1.3 Contextual Orientation

Geography is one of the three basic social science subjects in ordinary level secondary education; the other two are History and Civics. Social sciences enable learners to develop an understanding of their rights and responsibilities, create self awareness, and cope with social, economic, political, cultural and technological changes taking place within and outside the society (URT, 2007). Specifically, Geography subject has multi-disciplined features because of being in relation with both natural and social sciences. Students' mastery of the subject provides qualifications which might enable them to solve problems; they may also have independent and pure vision, and manage to cope with their daily lives easily. Moreover, the subject provides a bridge between the social sciences, languages and the natural sciences, through the provision of an understanding of the dynamics of cultures, societies and economies on the one hand, and those of physical landscapes and environmental processes on the other. Furthermore, Geography subject plays important role in generating specialists such as geologists and environmentalists who are potential to national socio-economic development. Geographers are exceptionally

equipped to understand and address challenges facing the world. A good understanding of geography helps people to be more responsible for issues like social and environmental justice and the efficient, equitable and sustainable use of resources. According to URT (1995), geography subject is important because it addresses spatial distribution of geographical phenomena; and it details the nation's wealth in terms of resource endowment such as minerals, mountains, valleys, water, soil, flora and fauna, and the general biodiversity. Not only that but also, the subject is interdisciplinary and is honoured to link a number of advanced level combinations offered in Tanzania such as Physics, Geography and Mathematics (PGM), Economics, Geography and Mathematics (EGM), Chemistry, Biology and 12 Geography (CBG), History, Geography and English Language (HGL), History, Geography and Geography (HGK), and History, Geography and Economics (HGE).

Due to the subject's low performance, particularly in Kinondoni Municipality, fewer students were qualified to enroll in higher level courses and other programs; as a result, the country would have a scarcity of experts in fields related to geography in the future. Less research has been done on the causes of low performance in geography than it has in other courses like math, science, and English in secondary schools in Tanzania. Although the subject of geography is important for advanced level secondary education combinations and despite the fact that it is poorly performed, researchers have not given the subject much attention in order to find out why students perform poorly and what can be done to address and improve the situation.

1.2 Study objectives

1. Evaluate teaching and learning approaches that are employed in teaching and learning subject of geography in secondary schools in Kinondoni Municipality.
2. To assess what professional development opportunities are in place for Geography teachers in Kinondoni Municipality.
3. To evaluate the effectiveness of classroom management by teachers in teaching Geography in secondary schools in Kinondoni Municipality.
4. To examine the quality of teaching versus the quality of teacher in learning effectiveness in Kinondoni Municipality.

2. Past literature

2.3.1. Pedagogies used by teachers in enhancing learning effectiveness

According to Tomlinson (2012), a class is combined of different level of students based on, student's readiness, learning outlet, and interest. This bound the sense of students to learn when their read to do so, how do students get access to information, and how do they master the contents. The application of ICT in syllabus helps a lot on students' performance by increasing ability of students to communicate with the outside world.

However, in examinations on the utilization of various texting stages in training, it is additionally verified that these applications can possibly expand learning (Smit, 2012), students' being dynamic in their investigations (Cifuentes and Lents, 2010), association between understudies on close to home, school, and course related points (Cifuentes & Lents, 2010; Smit, 2012), create sense of belonging (Doering, Lewis, Veletsianos, and Nichols-Besel, 2008; Sweeny,

2010), eliminate social barriers (Doering, Lewis, Veletsianos, Nichols-Besel, 2008), and increase students' motivation (Plana *et al.*, 2013), it is noted that the application can be a useful tool within the scope of learning anytime and anywhere, and collaborative learning.

Wepukhulu (2002) explains that the overall objective of the teacher education in Tanzania is to improve teaching and learning approaches in schools and teacher training colleges through the development and implementation of appropriate intervention strategies. Some of the specific objectives of the teacher training programmes have been further documented by, Chediell (2013). Anangisye (2011) and Kitta *et al* (2013) to be: to impart skills and techniques of research assessment and evaluation in education; to impart to teachers creativity, innovation and principle and skills of pedagogy; to impart to the teacher trainees on the knowledge and mastery of the selected subjects, skills, and technologies

2.3.2. Teacher's competence in teaching geography in attained learning effectiveness

The American Association of School Administrators, which has examined the characteristics of the effective teachers, has achieved two main results: It has been focused on the management-education techniques and the personal characteristics (Minor, 2002:117). Wasingness, friendliness, humor, trustfulness, high success expectancy, encouragement, supportiveness, systemness, compatibleness and knowledgeable can be regarded as personal characteristics of the effective teachers (Cruickshank *et al.*, 1995:315-328).

On the other hand; the effective teachers' professional skills are diversity, to attract the student's attention, use the time of teaching effectively, ask questions, perform an open education, observe the student's development, provide feedback and exhibit incentive behaviors (Cruickshank *et al.*, 1999:329-351).

According to Jensen and Kiley (2000:84-85), the effective teachers have three characteristics: 1- Effective teachers are good at making a decision concerning what and how to teach. 2- Effective teachers have a wide range of teaching skills and the ability to use them at the right time. 3- Effective teachers have an attitude which facilitates learning. A warm and positive environment immediately attracts the attention in the classrooms of these teachers.

As is seen, the effective teachers have many characteristics. It may not be possible to have all of these characteristics. However, it is certain that the more characteristics they have the more they can be effective. Though it is difficult to teach some personality characteristics such as being patient and friendly to a teacher candidate of a certain age whose personality has highly formed but who does not have these characteristics; it is possible to teach in-class behaviors such as using appropriate teaching methods, communicating through a clear and understandable language, providing feedback and focusing on the system of reward rather than punishment and to provide them with the necessary skills and knowledge (Tatar, 2004).

Professional development of teachers is a long process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Teacher Professional Development is described as a process embracing all activities that enhance professional career growth. Komba and Nkumbi, (2006) provide a definition that fits less advantaged contexts such as that of

Tanzania and say that, Teacher Professional Development is defined as a process of improving both the teachers academic standards as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. While the Ministry of Education and Vocational Training recognizes the teacher professional development as an important component that empowers the teachers to do their duties more efficiently as outline in the TDMS 2007, however, the actual practice in the colleges is poor and there rare chances for the teachers professional growth (Chadiel, 2013, Bhalalusesa, *et al* 2007, Anangisye, 2011). This makes teachers remain with the skills they obtained at the time of their teacher training (Jidanva, 2012). How the Ministry of Education and Vocational Training expects teachers who do not undergo regular professional development in their area of specialization to deliver effectively and efficiently as stated in the Teacher Development Management Strategy? Kitta *et al* (2013) hold that a teacher cannot perform beyond his ability, this means, a teacher cannot deliver beyond what he /she is competent of.

2.3.3. The effectiveness of classroom management by teachers

Sanders (2014) noted that teachers play vital roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher. Teachers play a key role in classroom management that is the rules and procedures they introduce to ensure the smooth and effective process of learning. The lack of such rules can lead to a chaotic environment, where students do not learn as well Robert Marzano (2015), in his book Classroom Management that Works: Research-Based Strategies for Every Teacher "Individual teachers can produce powerful gains in student learning," Marzano concludes based on his research. Jere Brophy's Classroom Strategy Study from the early 2000s in turn reveals that teachers who act differently with each student are more effective than those who apply the same teaching methods for all students.

Now days Tanzania students have an enormous use of smart phones, tablets and other portable devices, and moreover, they use them even at school. We have witnessed a lot of laments and criticisms from teachers, parents as well as government educational officers on the use of phones to students and they relate it with inattentiveness, loss of concentration, lower grades ,depression, stress, jealous, invasion of privacy, exposure to misinformation, decline of real relationships, malware attacks and hacks just to mention a few, that why heavy punishment have been given to students including suspending from school due to the notion of the consequences of using phones to students. As Pianta, (2006), Brophy, (2006), Pooland&Everston (2013) witnessed in their study discipline issue is very crucial in controlling class. Most of teachers fail to manage the class due to improper techniques and inadequate capacity of using

modern way of creating a conducive environment to students at large.

Another issue related to classroom management is discipline in School-wide and Classroom Discipline. According to Kathleen Cotton (2015) estimates that discipline takes up half of the teachers' time in classrooms, while the other half is used for instruction. However, the matter of discipline depends not only on classroom management but also on effective school management.

However, in examinations on the utilization of various texting stages in training, it is additionally verified that these applications can possibly expand learning (Smit, 2012), students' being dynamic in their investigations (Cifuentes and Lents, 2010), association between understudies on close to home, school, and course related points (Cifuentes & Lents, 2010; Smit, 2012), create sense of belonging (Doering, Lewis, Veletsianos, and Nichols-Besel, 2008; Sweeny, 2010), eliminate social barriers (Doering, Lewis, Veletsianos, Nichols-Besel, 2008), and increase students' motivation (Plana *et al.*, 2013). By the help of these benefits, which are also supported by the studies conducted on WhatsApp (Bouhnik & Dshen, 2014; Church & de Oliveira, 2013; Nguyen & Fussell, 2016), it is noted that the application can be a useful tool within the scope of learning anytime and anywhere, and collaborative learning. In this case, controlling the class was be asyery hence students was particiapte well to what they like most.

Discipline is an essential, DiBara, (2007), Marzano and amarzano, (2003), Emmer (2001), argued that, in involves the use of modern tools for etching (Digital age), students are simple and widely controllable despite their number. A big number of students in class is inevitable to most African countries especially Tanzania due to several factors free education policy being among the factors. To overcome the phenomenal, teachers should employ the use of ICT in class as one of global issue, as we know we are global citizen.

2.3.4. The quality of teaching versus the quality of teacher in learning effectiveness

Osaki (2007) on quality of teachers in Tanzania assert that, There is no right formula on how long a teacher education program should run, though there is need for balanced training in subject matter, professional studies (psychology of learning, pedagogy etc), field experience with professional feedback and on the job coaching. Tanzania has come a long way, restructuring and running Pre-service teacher training programmes that have not often been formally evaluated and revised until foreign assistance is available. The three year undergraduate education programs designed in 1968 went to four years in 1990 and were returned to 3 years in 2005 without any systematic evaluation. This implies that, there irrational on program evaluation before implementation.

According to Jensen and Kelley (2000:84–85), the effective teachers have three characteristics: 1- Effective teachers are good at making a decision concerning what and how to teach. 2- Effective teachers have a wide range of teaching skills and the ability to use them at the right time. 3- Effective teachers have an attitude which facilitates learning. A warm and positive environment immediately attracts the attention in the classrooms of these teachers. This gives the point that qualification of teachers not only based on certificates or level of education that someone possess but how a teacher use his knowledge to transmit a good learning environment. As Bloom B, was quoted by Ashton(2020), Bloom asset that

the quality of teacher depend on teacher engaged a student in learning. The use of summative and formative testing accelerates the primary goal of good motivation on student and school. This evaluation method in testing is help to classify or judge each student on the extent to which he has learned the content, objective set for the course by the teacher.

Moreover, major characteristic of teaching in school is Cue, reinforcement, and participation. A quality teacher must have these traits. Cue is instructional given or used by a teacher in class while reinforcement is extent to which the student has a sense of being rewarded after performing well or poor, so it can be negative reinforcement or positive reinforcement while participation in learning is the action of interaction between a teacher-student or student-to student in knowledge gaining during a class hour.

Effective performance in schools is the outcome of good instruction supervision in that context pursues since it is not scrutinize roles to be consummate but also seeks to include greater strengthening uniqueness like approval and gratitude, circumstances of service, coercion, remuneration and self-esteem construction. (Balunywa, 2014).

Lewis and Caillords, (2015). Moswela (2013) noted that, about 25% of school time lost each year in poor school managing. Throughout inefficiency in instructional supervision, paved the way to time loss and poor performance because much time lost in third world countries.

Ike-Obiona (2007) proved that most of revealed that most of school administrators who didn't work on checking teachers performance in class, by assessing lesson notes, students notes ,teaching and learning plan, just to mention a few, the said school must be underperformance because there is no efficiency and effectiveness in performing task. Classroom management is not a deal at all. Higher teacher turnover, inadequate monitoring, low motivation, large work load, truancy and their like contributes to poor performance, but teachers related the fact with poor classroom management.

3. Methodology

The study mostly utilized a qualitative and quantitative approach that was be informed by a case study design. The researcher was employ both primary and secondary data collection, visiting the selected school for interview, questionnaires administers as well as document review was be priority and systematic adhere were by qualitative and quantitative approach was be employed. The use of case study design was helped the researcher to generate or gather in-depth opinions directly from respondents related to teachers' malpractice through interviews, observation, and documentation. Though the study is qualitative and quantitative(data was be collected in numerical and other in explanatory) aspects was not have excluded complementing the study specifically in the collection, analysis, presentation, and interpretation of some data. Therefore, the uses of both approaches make a researcher be in a good position to authenticate and confirm findings within a single study. The target population for this study was be school heads, classroom teachers, geography teachers, and students as well as educational ward officers.

Concerning this study, the selection of the samples was consider several factors particularly, the information that was require the purpose of the study and time. Under this ground, a total of 216respondents was involved from two primary public schools in the Kinondoni district. Specifically, the

sample was be constituted of 2 school heads (one from each school), 200 students (100 from each school), 10 teachers (five from each school), 2 school inspectors, 2 Ward Educational officers.

Data analysis was involved three steps; transcription, coding, and concepts development . After each interview, data was transcribed and coded manually until themes emerged while those from question was be coded in SPSS direct. The coding process was involved two forms: open coding and focused coding. The data obtained from questionnaires and interviewing process was then be analyzed and thematically conceptualized, and each of these was develop into chapter 4, in data presentation, analysis, interpretation and discussion if this proposal was be acceptable by team of supervisors.

4. Study findings

4.4. Teaching and learning approaches that are employed in teaching and learning subject of geography in secondary schools in Kinondoni Municipality

The first objective of the study ought to explore the methodologies used for Geography teachers in Teaching in Kinondoni Municipal. The study used questionnaires from students and teachers as well as interviewee to gather information. Open ended and closed ended questions were applied. The study found that, teachers in Kinondoni used much questions and answers by 56% in implementing remedial while other methods were just below 10%.

4.4.1. Teaching methodologies used by teachers in teaching Geography in Kinondoni Municipality.

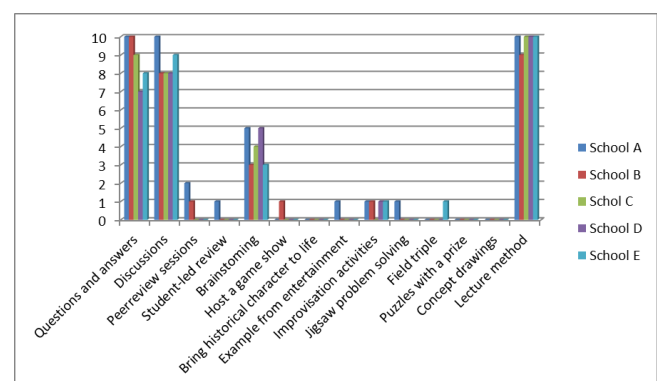


Fig 1: Teaching methods

Findings from figure 1 show that most of methods of teaching Geography in Kinondoni during class hours is question and answers followed by lecture method and discussion. Teaching needs more than one technique to make students into interaction and hence improve capacity understanding of the subject.

Responding to a question in a questionnaire on teaching methods teachers of Swahili were quoted by a researcher as saying:

“There are many ways in teaching but the best ways are inclusive, for me I like to use the question and answer methods first that are time-consuming and many things come out of the exam, many students like questions and answers so they can respond well in their final exams, now there are times when some methods are ineffective or lacking in the context of the classroom.” (Interview ,June, 2023).

Another Teacher in school B responded that:

“The question and answer method for me is the best because

when students are trained to answer questions it gives them a relief to do well in the National exams, this is very appropriate given the large number of students we have, now when remedial time starts teaching new topics many do not like so in the evening we do 20 questions in the key elements that are in the components of the final exams for Form Four, This is why the student was be able to answer a lot of questions.” (Interview, June, 2023).

This finding is similar to what the report by World Vision(2021) noted in pg6, Geography teaching provides responsive and flexible learning support for students while proceeding with regular public-school classes. It targets students, for whom the regular education system is not the best fit to provide them with the context and skills needed in formal education. Geography teaching also helps learners who may

have left behind in their studies at school and are not performing in their subjects and those who are at risk of not proceeding with schooling. Geography teaching serves as a correction in the education system and provides support to students who are not prepared properly.

Teaching methods employed by teachers in teaching geography

Findings from student questionnaires on a 5-point Likert scale ($I.SD-5.SA$) indicated that, the approach employed by teachers in teaching geography in A-level classes were grouped into four; namely; expository; discovery; experiential and critical approach. Each approach composed three methods as indicated in Table 1.

Table 1: Students rating on methods employed by teachers in teaching geography

Teaching Approach	Teaching Methods	Rating					Mean (x)	Standard Deviation(SD)
		5	4	3	2	1		
Expository	1.Lecture	77.8	16.7	2.8	2.8	0	4.69	.668
	2.Note taking	75	13.9	2.8	2.8	5.6	4.5	1.082
	3.Audio-visual	0	2.8	5.6	11.1	77.8	1.31	.718
Mean		50.93	11.13	3.73	5.56	27.8	3.5	.82
Discovery	1.Library Search	27.8	36.1	0	19.4	13.9	3.46	1.462
	2. Group Study	50	36.1	2.8	8.3	2.8	4.22	1.045
	3.Question & Answers	55.6	27.8	2.8	5.6	8.3	4.17	1.254
Mean		44.47	33.33	1.87	11.1	8.30	3.95	1.25
Experiential	1.Field Work	22.2	19.4	13.9	19.4	25.0	2.94	1.530
	2.Survey/Excursion	8.3	13.9	13.9	19.4	44.4	2.22	1.376
	3.Study Tours	2.8	2.8	5.6	27.8	58.3	1.60	.946
Mean		11.1	12.03	11.13	22.3	42.57	2.25	1.284
Critical	1.Debate	22.2	19.4	11.1	13.9	33.3	2.83	1.612
	2.Class discussion	69.4	19.4	0	2.8	5.6	4.49	1.067
	3.Report writing	33.3	8.3	22.2	16.7	19.4	3.19	1.546
Mean		41.63	15.7	11.1	10.93	19.43	3.50	1.408

2

N=36

Source: Field Data

Descriptive statistics for all variables as indicated in Table 1 shows that, variety of methods were employed by teachers in teaching geography subject at advanced level. Generally, students score shows that, teachers employed more expository teaching approach ($M=3.5$, $SD=.82$). Within the expository approach, lecture method dominated ($M=4.69$, $SD=.67$), followed by student note taking ($M=4.5$; $SD=1.08$). However, informants show that audio-visual method was not widely employed ($M=1.31$; $SD=.72$). This indicated that expository teaching approach dominated (See Table 1). Therefore, the findings indicated that, teachers used non-participatory teaching methods in teaching A-level geography subject.

Results indicated that on discovery teaching approach, respondents strongly agreed on the use of group study ($M=4.22$; $SD=1.05$), question and answers ($M=4.17$; $SD=1.25$) and library search ($M=3.46$; $SD=1.42$). Therefore, discovery approach of teaching was widely employed by

teachers as required in the syllabus. Of more importance, was the fact that, the experiential approach of teaching that is highly encouraged as appropriate teaching strategy had interesting results. The average mean of variables under the approach showed that experiential approach of teaching was hardly used by teachers ($M=2.25$; $SD=1.28$). This low average mean score of experimental approach indicated that it was not widely used by teachers despite the fact that it is one of the effective participatory teaching methods.

The results on the use of critical approach of teaching show important findings. Respondents strongly endorsed the view that, teachers used critical approach of teaching. However, the uses of the individual methods within this approach show varying results. Data shows that, class discussion and report writing was widely used approach in teaching geography. Therefore, teachers geared more on classroom discussion and report writing after observation than study debates.

4.4.2 Geography teaching in Kinondoni Municipality.

Table 2: Remedial teaching

Statement	SA/%	A/%	U/%	D/%	SD/%
Geography teaching is done at school before or/ and after working hours		100	0	0	0
Geography teaching is done for students with only learning difficulties	0	0	0	100	0
The lecturing methods is not used in doing Geography teaching		100	0	0	0
Students living far from school are not attending remedial sessions effectively	0	0	0	100	0
School management motivates Geography teachers whose class perform better		100	0	0	0
Low performing students are motivated to learn Geography subject by teachers and community		100	0	0	0
The availability of enough Geography teachers and learning materials make Geography teaching program to be effectively in your school.		100			

Source: Field Data, 2023.

Finding from table 1 indicates that about 100% percent of all respondents agreed that Geography teaching is done at school before or/ and after working hours while approximately 100 % of respondents disagree that Geography teaching is done for students with only learning difficulties. More over most of respondents agreed that school management motivates Geography teachers whose class performs better.

Geography teaching instruction helps the workers advance so that the nation's human resources are of higher quality.

Geography teaching instruction improves students' academic performance, particularly in the areas of reading, writing, mathematics, interpreting, and communication (Breneman *et al.*, 1998). Geography teaching programs assist students who struggle to keep up in a regular classroom setting before they lose interest in continuing their education. Students who might not have otherwise reached their full potential at the O-level are intended to benefit from Geography teaching education, according to Kerry (2002).

4.4.3 Influence of Geography teachers in improving Geography teaching class in Kinondoni Municipality-

Table 3: Influence of Geography teachers

ITEM	SA	%	A	%	D	%	U	%	SD	%
Students to be given motivation for them to be encouraged to learn Geography subject.	372		17		0	0	0	0	0	0
Good learning environment created by teachers enhances remedial class to be effectively.	389	100	0	0	0	0	0	0	0	0
The teacher-student interaction enhances learning of Geography subject.	274	100			10		3		2	
The use of good teaching methods enhances learning effectively of Swahili subject.	387	98	2	2						
Teachers' cooperation with students encourages learning of Geography subject.	385	97	4	3						

Source: Field Data, 2023.

The results in table 7 above indicates that in order to achieve the effectiveness of Geography teaching class to secondary schools students in Kinondoni , Students should to be given motivation for them to be encouraged to learn Geography subject, this was mentioned by 372 of all students which is 89% , Also the finding revealed that, Good learning environment created by teachers enhances learning effectively of Geography subject in Kinondoni Municipality and mentioned by .389 (97%) of all students. The respondents strongly agree by 89% that, the teacher-student interaction enhances learning of Geography subject while 4% strongly disagree with the fact. The use of good teaching methods enhances learning of Geography subject was another statement that strongly agreed by 100% of all students in enhancing effectiveness of teaching Geography subject in Kinondoni Municipality.

When responding to the question ,Do you have a good interaction with your students in a way they feel engaged in learning Geography subject, one of Geography subject

teacher in school A explained that:

“The interaction between teachers and students, which is at the core of classroom learning, is essential to improving education and student achievement. The kind and quality of interactions between teachers and students determine how well we can understand student engagement. In our school, we promote a productive teacher-student relationship that results in a positive learning environment. An encouraging learning environment is created through our collaboration and transparency with the students. Therefore, while they are learning, students must be able to connect with us, their peers, and their environment. The stimulation of all students' senses through environmental contact during the learning process was encouraging them to approach their academics in a unique and creative manner, which is what I'm doing with my form four students.” (Interview, June, 2023)

Another Geography teacher commented that:

“If a student and instructor want to have a relationship that is as beneficial as possible, both parties must demonstrate

specific attitudes and commitments toward one another. The students must exhibit their accepting his counsel requires that they need to respect us and hold them in the highest regard. The students must accept the teacher's worry even though in Kinondoni students are regards teachers as their enemy. The student has to feel that the teacher is continuously thinking about their best interests. If a student senses an ulterior motivation, self-interest, or simply carelessness in the teacher's guidance, he or she was not be able to fully abide by the teacher's counsel, which was render the entire partnership useless. The learner must make a commitment to strictly adhering to the instructions.” (Interview, June, 2023)

4.4.3. Does teacher- student’s collaboration enhance effectiveness of Geography teaching class in Kinondoni Municipality?

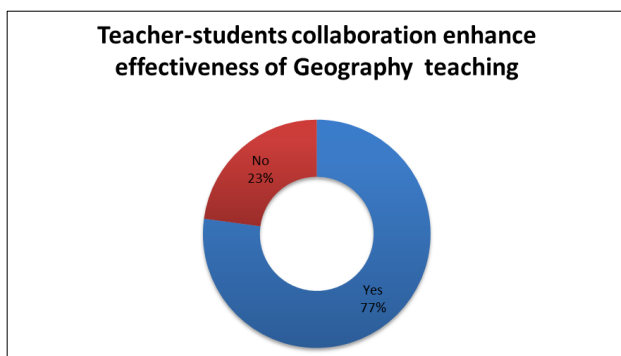


Fig 2: Teacher-students interaction

From the figure 2 above 300 of students (75%) strongly agreed that teacher-students interaction enhance learning effectively. Teacher and student interaction is regarded has the most important factor that enhances learning where the interaction makes the teachers and students to be close something that makes the teachers to understand the students behaviours’ levels of understanding where there are students that are fast learner’s and some are slow learners which makes it easy for teachers to design ways to help slow learners in the learning process.

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This finding is similar to constructivism theory. Therefore, rather than simply consuming knowledge, teachers now need to produce, modify, and use it in order to teach Geography as a second language. Geography teaching education requires teachers to have certain skills. The theory was direct a researcher to examine the degree to which Geography teaching improves the methodologies used to implement Geography teaching, the students' academic performance, investigate the challenges facing Geography teaching, and identify the strategies to overcome the challenges facing Geography teaching in Kinondoni municipality secondary schools.

The findings in the figure 2, study justify that the relationship between a student and teacher functions as a link between a

teacher's knowledge, experience, and effectiveness in order to maximize a student's potential and help him or her achieve his or her goals. We should cross the bridge at a distance equal to the distance between the two. The teachers should tell the children about the challenging society they live in addition to the prescribed curriculum. For this reason, they shouldn't limit themselves to just finishing the tasks assigned to them; instead, they should provide the students a broader understanding of the society in which they live.

Newman and Holzman, 2013) also find the same thing in their study. Since social interaction is crucial to cognitive development, it is important to design social environments—including those at home and at school—in a way that encourages learning from the "more knowledgeable other" (Newman and Holzman, 2013). A task can be organized or structured with assistance from the teacher or a more experienced peer so that a student can do it successfully. According to this notion, grouping students of diverse abilities can help them learn literacy more quickly because the more advanced students can assist the less proficient ones. During an interview with Geography teacher in school C he noted that:

“To improve students' abilities as individuals and groups, teachers must use interactive teaching methods. In order to do this, students must actively participate in procedures that are not central to conventional didactic approaches, such as the analysis of educational needs, design of learning objectives, course construction, teaching and learning process, and assessment of learning outcome.” (Interview, June, 2023).

The study find out that, most of teachers in Kinondoni Municipality (Geography teacher) used old methods in teaching by provided a lot of notes on blackboard for students to copy and other provided pamphlets to students (selling notes), while in Finland teacher-students interaction is good that create effectively learning as what happened to Beijing in China as the figure 4, and 5 verified.

During an interview on of school head in school A explained that:

“It's important to realize that the world the teachers lived in was distinct from the one their students inhabited. Since the world has become smaller in many ways, our current students experience a big and enormous transformation. A learner shouldn't be restricted by historical restrictions. They should be allowed to freely choose whether they want the current or the Geography. We must adopt the adjustments that are logical and unavoidable because the world is changing so quickly.” (Interview, June, 2023).

Another head of school B added that:

“The world that today's student’s encounter is more complex and fundamentally different from the world that professors in their fifties and sixties have experienced. For instance, a teacher who has been in the profession for fifty years may not have known about "ATM"s and "cell phones" when they were younger, but the students of today are very familiar with these terms. One might inquire, "Where are you going?" in the very near future. The other might respond by saying they are heading to the moon. These changes are connected to how the teacher-student interaction is currently. The curriculum should be designed to address these demands and issues in the age of computers and the internet. There may be changes to the student-teacher dynamic from the past.” (Interview, June 2023)

4.4.4. Does your school conduct Geography teaching program?

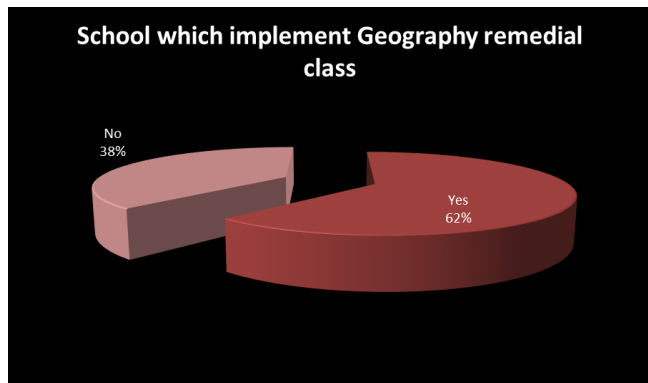


Fig 3: School which conducted remedial class.

The researcher aimed to find out the relationship between schools which conducted Geography teaching class and those who doesn't. Findings from figure 3 indicates about 62% in Kinondoni Municipality are conducted remedial class to rise the performance, while 38% doesn't practice it.

When the researcher asked the DEO of remedial class is compulsory to all secondary school in Kinondoni, he narrated the importance of remedial to improve performance but ignored the notion that remedial is compulsory as he was quoted by the researcher:

"I think it is quite common practice that if a teacher is not well understood in the classroom then he should find a good time to help students without charging them any costs, now the remedial issue is the school system is set by the teachers themselves in agreement with parents and students themselves, not necessarily and not seen as part of the teacher's income, the time of work is known but that does not prevent the teacher from planning his time to help the students and it is a good thing..." (Interview with DEO, 2023)

4.4.5 Are you willingly participating in Geography teaching program at your school?

Table 4: Geography teaching program

variable	Frequency	percentage
Yes	124	62
No	76	38

Figure 3. Willingness to learn Geography teaching class.
About 62% of students who have remedial class which is 100% were willingly to learn Geography in remedial hours without being forced. Either 38% in school which does not conducted remedial class were also in undeniably of having this program.

When asking the reasons of not having remedial class five head of schools in which doesn't practice remedial class commented in almost with the same reasons, like big number

of class, work load of teachers, unwillingly of teachers, low motivation and their like but bad enough one of school head said that ad was quoted:

"My school teachers are very distracted when you bring remedial information they want to know how they are going to benefit and they are saying clearly that is not the law because the time of work is legal and it is known, now if you start forcing them to come up with so many guidelines and declarations that instead of planning for development you start discussing conflicts and disputes is actually boring and the best teacher who agrees with the students then use the opportunity to do remedial but in the school schedule it is not there..."(Interview, June,2023

4.4.6 Does teaching methods used by Geography teachers during remedial hours contribute to good performance of Geography in Kinondoni Municipality?

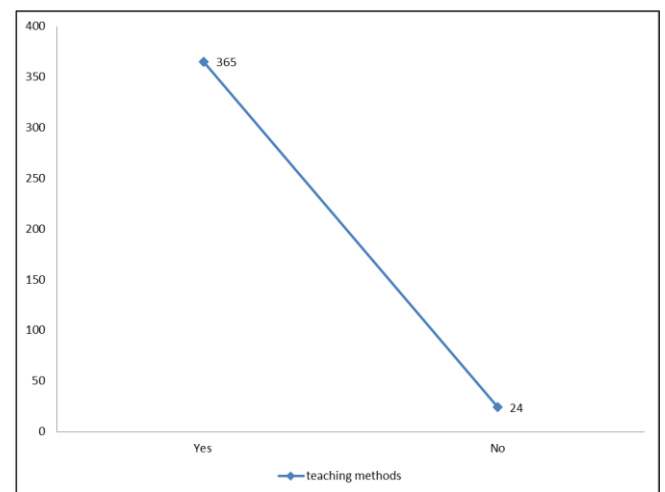
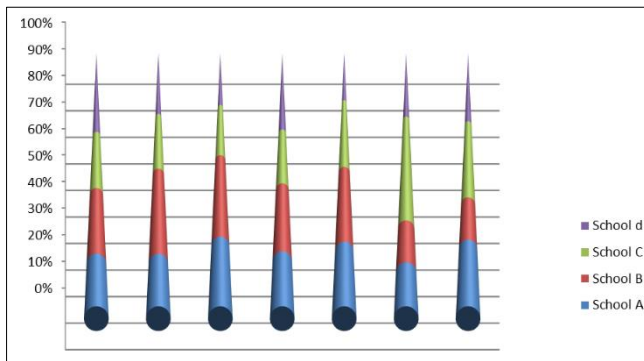


Fig 4: Teaching methods.

From the figure 5 above about 365 (87%) of students strongly agreed that teaching methods are connected with effectively teaching of Geography subject in Kinondoni Municipality. Only 13% where undecided with the statement. This implies that teaching methodologies is a very important in enhancing teaching effectiveness.

This findings is with line of those of (MoEVT 2012) which states that ,the teaching of Geography in secondary schools include techniques including the use of question-and-answer sheets, group discussions in which participants are required to read a variety of written sources from libraries, inviting historian guests, and having a class discussion. Because the teacher is expected to be present to guide the student in the learning process by listening to the findings of the students after the task of the student going into the library and other places to find and read written materials, the teaching methods used in teaching Geography subject require the teacher-student interaction in order to enhance the learning process.

4.4.7. Competence of teacher in teaching Geography.



Source: Field Data, 2023.

Fig 54: Teachers competence.

The study in figure 6 revealed that, efficient classroom management, upholding order and morale, preserving discipline, encouraging teamwork, planning, communicating, concentrating on outcomes, monitoring progress, and making regular adjustments. It is important to use a variety of tactics to foster constructive interactions, teamwork, and focused learning. Students should be actively and fairly engaged in productive tasks through the planning, assigning, and management of time, space, and activities.

Effective teaching strategies that use several "ways of knowing," theories, and techniques of research while teaching topic concepts. Students should be actively involved in learning opportunities that foster the growth of their critical thinking, problem-solving, and performance skills while also empowering them to choose and use learning resources on their own. This should be done using a variety of teaching and learning methodologies. In order to comprehend what students have learned, effective assessment must include formal examinations, answers to quizzes, evaluation of classroom assignments, student performances, and projects. In order to help students identify their strengths and areas for improvement and to motivate them to create individual objectives for learning technological skills and becoming knowledgeable about when and how to use modern educational technology, assessment procedures should be designed that encourage students to engage in self-evaluation activities.

During an interview one of Geography teacher commented that on teachers' competence and quoted

"The success of skill practices implementation in educational institutions is greatly influenced by teacher competency. They can develop their skills and polish their potential as teachers to embody exceptional personal competencies. As a result, the new abilities for the 21st century that educators frequently acquire can be achieved through a more inclusive and practical approach by qualified and highly motivated teachers." (Interview, June, 2023)

Teacher competence or professionalism, integrating practical knowledge and contextual knowledge through the practice of continuous reflection has always been a critical turning point for successful implementation of 21st century skills practices. Average worldwide studies have shown that there are positive signs in building quality educator competencies. Indeed, a competent teacher is the one who benefits his

students. This view supported by TIE (2013). a quantitative study of 91 teachers who found that teachers had excellent competence in dealing with dyslexic students at 64.8% and reinforced with the results of their interviews. Not only in the classroom, but teacher competencies highest in the implementation of co-curricular activities. Besides, teachers can evaluate their ability to apply ICT in improving the quality of teaching and learning of students. Studies among Islamic Education lecturers have shown that they have a high capacity to use ICT, but the ability to create e-learning culture is still low.



Source: Field Data, 2023.

Fig 6: Geography club in school A, in Tanzania.

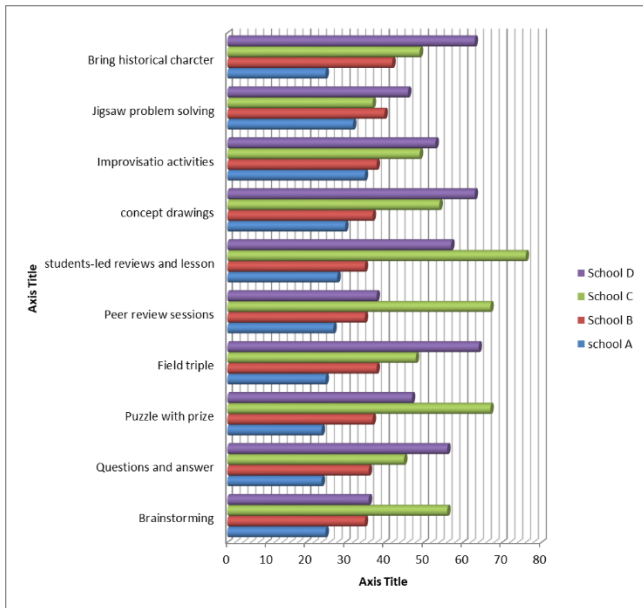
Having Geography clubs in school in the better way of making students understand well the subject and feel part and parcel of the subject, hence performance will rise.



Source: Field Data, 2023.

Fig 7: School B Class size.

Crowded class reduces class management hence low understanding will be the results



Source: Field Data, 2023.

Fig 8: Students interaction

From the figure 9 above the study found that in Kinondoni Municipal most of teachers have in adequate methods in teaching Geography. In the light of the study teaching Geography needs digital edge technology (teaching-media) that goes together with the global students. About 75% of teachers used questions and answer as well as discussion methods and have no much knowledge about puzzles with a prize, improvisation, hosting a game, bringing historical character to life and much more.

Only a person can accomplish. It is made without hesitation. The thinkers, scientists, explorers, and other people of greatness who have contributed to the modern world. The most important thing is to raise children who was achieve excellence through education. In order to create a better and more promising world with humans, the student-teacher interaction is seen as essential. To be clear on this once again, the author frequently claims that only a human person and not any other animal can attain.

The teenage years are one of the most important times of a person's life. Depending on the personality of the particular person, it may be either productive or harmful. There could be a number of reasons for this. The relationship between the student and the teacher is crucial to building a positive one. The author once saw a sign reading, "One should not waver his/her mind during the period of achievement," in the yard of a college she visited. Here, the teacher shows out as a fantastic person to control a student's emotions and inspire inspirational behavior.

4.5 To assess what professional development opportunities are in place for Geography teachers in Kinondoni Municipality

4.5.1 Question 3: Since they have begun teaching geography in secondary schools, do instructors participate in professional development?

Objective two aimed to find out if teachers have opportunities in professional development. The study find out that is only .05% of Teachers in Kinondoni have access to carrier development, most of them are struggling themselves to acquire other education level and find the better place for teaching.

Table 5: Responses to professional development of teachers

Responses code number	Response(Yes/No)
Teacher 1	Yes
Teacher 2	No
Teacher 3	No
Teacher 4	No
Teacher 5	No
Teacher 6	No
Teacher 7	No
Teacher 8	Yes
Teacher 9	Yes
Teacher 10	No

Source: Field Data, 2023.

Table 5's data reveals that almost all respondents claimed that since they began teaching geography in secondary schools, instructors have not yet participated in professional development. As indicated below, these findings are consistent with the viewpoints expressed by the respondents during a semi-structured interview: "Since I have been a teacher, I can recall that I have never taken a geography training course as part of a teacher's professional development."

According to a teacher from secondary school "A," this is one of the causes of the low performance in geography in most secondary schools. "Since I began attending this secondary school, where I am a form four student, I have never heard of any teachers taking short courses to increase their academic skills."

Another teacher added that, "I recall that, prior to being hired as a teacher and assigned to this institution, I had not yet participated in any geography seminars or workshops as part of my professional development(instructor at secondary school 'B')."

4.5. Effectiveness of classroom management by teachers in teaching Geography in secondary schools in Kinondoni Municipality.

The third objective of the study aimed to determine the strategies that can be applied to improve teaching Geography in Kinondoni Municipality in Dar es salaam . The study used

both qualitative and quantitative techniques in collecting data where by open ended questionnaires and closed was employed, while interview from teachers and DEO was conducted. The study found that class size, inadequate

teaching and learning material, inadequate training and workshops, poor teaching pedagogical hindering the effectiveness of remedial teaching and learning Geography in Kinondoni Municipality.

Table 6: Strategies in remedial for Geography program

Statement	S.A (%)	A.G (%)	S.D.(%)	D.A(%)	Neutral(%)
The subject is for students	45	0	55	0	0
The subject is easy and encourages students to learn	27.5	0	72.5	0	0
Geography teaching is more helpful	68.8	0	31.2	0	0

Source: Field Data.2023

According to Table 2, 55% of teachers believe that their students dislike remedial program, 72.5% of students complaining the methods used by teachers in teaching that's boring them hence the use of audios and digital methods and media for teaching are ignored, and 68.8% of teachers believe that the curriculum favors boys more than girls. The study concluded that this issue resulted from students not being sufficiently motivated to pursue their academic interests. Students at either institution are not urged to study in groups. This study also revealed that teachers in schools do not always cover the topics that are required by the curriculum so they just use remedial time not for helping students but for completing syllabus. It was therefore very difficult for the students to do well and enjoy the topic without making coverage.

The researcher looked at the approaches applied to topic instruction in Kinondoni community secondary schools. Teachers who were purposefully chosen from the sample were interviewed in order to analyze the procedures employed. Due to the unfavourable environment in the community secondary school in Kinondoni Municipality,

which is typically influenced by a lack of teachers for each subject and overcrowding in the classrooms, 85% of teachers interviewed said they prefer using the theoretical method of teaching, and 15% said they try to use the questions and answers method..

When the responder was asked about the types of assessments used in subjects, it was discovered that 79% of teachers failed to give students frequent exercises, quizzes, and tests because of their heavy workloads and lack of staff. Additionally, the data reveals that 30% of the boys who responded from both schools agreed with the assignment provision while 20% disagreed. When girls were asked, 32.5% stated they received assignments with comments, whereas 17.5% indicated they did not. These results suggest that, despite the regular assignment distribution, the widespread failure of the subject may be attributable to the assignments' carelessness.. The students who argued for giving some students tasks while opposing it can see this. There is no obvious action being taken by either institution to provide assignments to all students, and students' opinions of teaching strategies and assessment types are displayed in the table below

5. Students response on Teaching methodologies and types of assignment

Table 8: Teaching methodology

Statements	Strongly Agree Percentage (%)	Agree Percentage (%)	Strongly Disagree Percentage (%)	Disagree Percentage (%)	Neutral Percentage (%)
The Subject teachers encourage Students to join remedial class after normal hours	5.7	13.6	50	26.4	4.3
We do not like his/her teaching Methodologies	12.1	7.1	57.1	21.4	2.1
The Subject teacher tries to inform Us to the latest improvement about Lesson quizzes, test and examination	62.1	21.4	14.3	2.1	0

Source: Field Data, 2023.

According to Table 23 50% of students claimed that teachers do not encourage them to participate in class, 57.1% of students dislike teaching methods, and 62.1% of students said that teachers do not update them on changes to tests, quizzes, or exams. Since teachers use non-participatory methods and the assessments allow students to memorize rather than understand, they contribute to poor performance in community secondary schools. Additionally, the low number of quizzes, tests, and exercises also contributes to poor performance. According to Shemwelekwa (2008), the examination system places more emphasis on memorization and routine forms of reasoning that are not in line with complex skills that are actually used practices in real life, which led to poor performance. Kondo & Rutayuga (2006) contend that assessments influence academic prospects, career opportunities, and even success in the workplace in the

real world.

4.5.2 Status of Geography to students in Kinondoni Municipality.

Researchers made an observation through the completion of questionnaires regarding how well students are able to communicate using Geography as their mother tongue (they like be teaching by Geography) . The problem of a language barrier that students have when learning a language other than their mother tongue, according to school administrators, may cause them to perform poorly. Researchers also looked at teachers and discovered that they prefer using Geography and students enjoying the lesson. The study found that Geography teachers are likely using English and Swahili in teaching Geography in but lacking some technique of teaching students well.

Table 9: Geography efficiency

Statements	Strongly Agree Percentage (%)	Agree Percentage (%)	Strongly Disagree Percentage (%)	Disagree Percentage (%)	Neutral Percentage (%)
Students understand the lesson well	5.7	13.6	50	26.4	4.3
Students have good foundation of Geography	12.1	7.1	57.1	21.4	2.1
We enjoy the content of subjects because of mastering the language.	62.1	21.4	14.3	2.1	0

Source: Field Data, 2023.

According to Table 10's findings, 57.1% of students good background of Geography language as a result they understand well when taught in Swahili,, and 64.3% prefer using Swahili as means of communication at all time. This is because 50% of students do not understand the lesson because of their previous academic performance.

Therefore, despite the fact that the laws governing the schools

implement a speaking English curriculum, students have a weak foundation in the language (English) used for instruction starting in primary school. Malekela (2003) argues that the government's decision to make English the primary language of instruction in secondary schools is harmful to meaningful learning.

4.5.3. Students books ration in secondary schools, Kinondoni Municipality in school A, B,C and D.

Table 10: Student book ratio

Subject	No. of books	Number of students	Student/book ratio
Biology	346	8200	1:24
Chemistry	457	8200	1:18
Physics	372	8200	1:24
Math's	342	8200	1:25
Geography	167	8200	1:50
English	672	8200	1:12
Literature	241	8200	1:34
Civics/Gen Studies	412	8200	1:20
Computer Science	85	8200	1:96
Geography	1242	8200	1:7
Bible Knowledge	154	8200	1:586
Islamic Knowledge	214	8200	1:38
Painting	1	8200	1:4100
Economics	215	8200	1:38
Commerce	341	8200	1:26
Accounts	102	8200	1:80
Fine Art	45	8200	1:182
French	35	8200	1:234

Source: Field Data, 2023.

The study reveals that learning resources are scarce at all academic levels, particularly in secondary schools in the municipality of Kinondoni, where the study was conducted. Some community secondary schools also lack access to these resources. The resources that the researcher typically deals with are labs, libraries, books, conducive study spaces, chalkboards, lesson plans for teachers, syllabuses, and notes boards. All four visited secondary schools, which are the focus of the community secondary school investigations, do not have enough laboratory equipment. As a result, the teachers improvise by turning their classes into makeshift laboratories using subpar equipment, chemicals, and specimens. Poor performance in topics is due to a lack of resources, such as teaching and learning materials, according to one of the subject teachers.

4.7 The quality of teaching versus the quality of teacher in learning effectiveness in Kinondoni Municipality Teaching methods employed by teachers in teaching geography

The last objective aimed to assess the quality of teaching with the relationship with quality of teachers. Findings from student questionnaires on a 5-point Likert scale (1.SD-5.SA) indicated that, the approach employed by teachers in teaching geography in Kinondoni Municipality, were determined by quality of teachers. Those with quality teaching employed modern teaching approaches while those with low quality used limited approaches as the findings were grouped into four; namely; expository; discovery; experiential and critical approach. Each approach composed three methods as indicated in Table 1.

Table 11: Students rating on methods employed by teachers in teaching geography

Teaching Approach	Teaching Methods	Rating in (%)					Mean (x)	Standard Deviation(SD)
		5	4	3	2	1		
Expository	1.Lecture	77.8	16.7	2.8	2.8	0	4.69	.668
	2.Note taking	75	13.9	2.8	2.8	5.6	4.5	1.082
	3.Audio-visual	0	2.8	5.6	11.1	77.8	1.31	.718
Mean		50.93	11.13	3.73	5.56	27.8	3.5	.82
Discovery	1.Library Search	27.8	36.1	0	19.4	13.9	3.46	1.462
	2. Group Study	50	36.1	2.8	8.3	2.8	4.22	1.045
	3.Question & Answers	55.6	27.8	2.8	5.6	8.3	4.17	1.254
Mean		44.47	33.33	1.87	11.1	8.30	3.95	1.25
Experiential	1.Field Work	22.2	19.4	13.9	19.4	25.0	2.94	1.530
	2.Survey/Excursion	8.3	13.9	13.9	19.4	44.4	2.22	1.376
	3.Study Tours	2.8	2.8	5.6	27.8	58.3	1.60	.946
Mean		11.1	12.03	11.13	22.3	42.57	2.25	1.284
Critical	1.Debate	22.2	19.4	11.1	13.9	33.3	2.83	1.612
	2.Class discussion	69.4	19.4	0	2.8	5.6	4.49	1.067
	3.Report writing	33.3	8.3	22.2	16.7	19.4	3.19	1.546
Mean		41.63	15.7	11.1	10.93	19.43	3.50	1.408

N=36, Source: Field Data

Descriptive statistics for all variables as indicated in Table 11 shows that, variety of methods were employed by teachers in teaching geography subject in Kinondoni Municipality. Generally, students score shows that, teachers employed more expository teaching approach ($M=3.5$, $SD=.82$). Within the expository approach, lecture method dominated ($M=4.69$, $SD=.67$), followed by student note taking ($M=4.5$; $SD=1.08$). However, informants show that audio-visual method was not widely employed ($M=1.31$; $SD=.72$). This indicated that expository teaching approach dominated (See Table 1). Therefore, the findings indicated that, teachers used non-participatory teaching methods in teaching A-level geography subject.

Results indicated that on discovery teaching approach, respondents strongly agreed on the use of group study ($M=4.22$; $SD=1.05$), question and answers ($M=4.17$; $SD=1.25$) and library search ($M=3.46$; $SD=1.42$). Therefore, discovery approach of teaching was widely employed by

teachers as required in the syllabus. Of more importance, was the fact that, the experiential approach of teaching that is highly encouraged as appropriate teaching strategy had interesting results. The average mean of variables under the approach showed that experiential approach of teaching was hardly used by teachers ($M=2.25$; $SD=1.28$). This low average mean score of experimental approach indicated that it was not widely used by teachers despite the fact that it is one of the effective participatory teaching methods.

The results on the use of critical approach of teaching show important findings. Respondents strongly endorsed the view that, teachers used critical approach of teaching. However, the uses of the individual methods within this approach show varying results. Data shows that, class discussion and report writing was widely used approach in teaching geography. Therefore, teachers geared more on classroom discussion and report writing after observation than study debates.

Table 12: Teachers' score on components of teachers' methodological competences

Statement	Percentages by choice (%)					Total	M	(SD)	χ^2
	5	4	3	2	1				
Do the current responsibilities (those apart from teaching) affect your teaching methodological competences?	14.28	42.86	0	28.57	14.29	100	3.14	1.46	1.57
Does the teaching load adversely affect your teaching methodological competence?	42.86	42.86	14.28	0	0	100	4.29	.76	1.14
Inquisitive (Investigative behaviours) within teachers enhances teaching methodological competences?	57.14	28.57	0	14.29	0	100	4.29	1.11	2.00
The integrated teaching methods/techniques is the key factor in building the teacher's teaching methodological competences	71.43	14.28	14.29	0	0	100	4.57	.78	4.57
Do teacher's methodological competences influence students' performance?	71.43	28.57	0	0	0	100	4.71	.49	1.27
MEAN							4.2	.92	

N=12, Source: Field Data

The last statement/question in Table 2 is reflected in the following figure

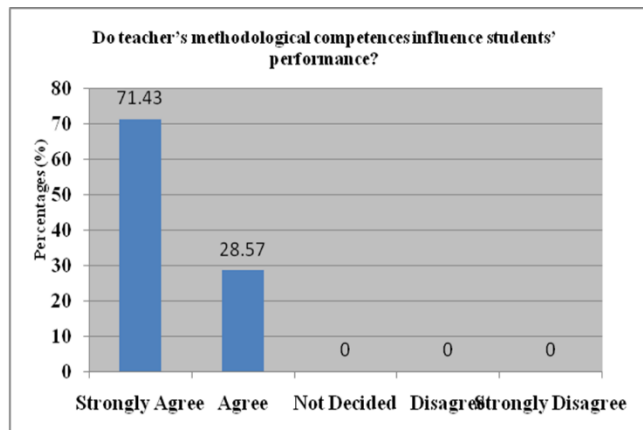


Fig 9: The influence of teachers' methodological competences

Data in Table 2 shows that, majority of the respondents had the view that, administrative responsibilities that were assigned to geography teachers affected their teaching methodological competencies ($M=3.14$; $SD=1.46$). This indicates that, teachers were aware on the effects brought by these administrative responsibilities assigned to them on their methodological competence. In addition, the computed chi-square table value is 1.571 which is less than the critical chi-square value at $df=3$ which is 7.815 at $p \leq .05$. This indicates that, there is significant relationship between non-teaching responsibilities assigned to teachers and methodological competences used in the classroom.

Respondents strongly supported the view regarding the statement that "teaching load adversely affect teaching methodological competence" ($M=4.29$; $SD=.76$). The computed chi-square value is 1.143 which is less than the critical chi-square table value at $df=2$ which is 5.991 at $p \leq .05$. This indicates that, there is significant relationship between teachers' teaching load and teachers' methodological competences employed in the classroom. Furthermore, the question on whether teachers' investigative behaviours were enhancing teachers' methodological competences, results revealed that, teachers strongly endorsed the view ($M=4.29$; $SD=1.11$). As indicated in Table 12, the computed chi-square value is 2.000 which is less than the critical chi-square table value at $df=2$ which is 5.991 at $p \leq .05$.

This indicates that teachers' investigative behaviours were enhancing teachers' methodological competences. Results revealed that, participants strongly supported the view that integrated teaching methods were the key factor in building the teacher's methodological competences. The calculated chi-square value is 4.571 which is less than the critical chi-square table value at $df=2$ which is 5.991 at $p \leq .05$. Therefore, integrated teaching methods were the key factor in building the teachers' methodological competences. Participants strongly agreed that, teachers' methodological competences influenced students academic performance (Fig.1) ($M=4.71$; $SD=.49$). Similarly, the calculated chi-square value is 1.286 which is less than the critical chi-square table value at $df=1$ which is 3.841 at $p \leq .05$. Therefore, it was revealed in this study that teacher's methodological competences significantly influenced students' academic performance. These findings are compatible with what was found by Ralph (2005) who asserted that, when teachers are not well trained

at training colleges and universities, their ability to cope with the emerging components that affects their ability to perform their work correctly and efficiently is very limited.

5. Conclusion

Teachers are recognized as significant social agents who influence academic motivation, school commitment, and/or student disengagement. Studies show that students who have positive relationships with their teachers are less likely to avoid school and more likely to develop a sense of belonging to school, whereas conflicted teacher-student relationships have shown significance in terms of better performance in schools.

From this study in objective one, it discovered that relationship between a student and teacher functions as a link between a teacher's knowledge, experience, and effectiveness in order to maximize a student's potential and help him or her achieve his or her goals. We should cross the bridge at a distance equal to the distance between the two. The teachers should tell the children about the challenging society they live in addition to the prescribed curriculum. For this reason, they shouldn't limit themselves to just finishing the tasks assigned to them; instead, they should provide the pupils a broader understanding of the society in which they live.

Based on second objective, the results of the study observed that, the development of students' critical thinking, problem-solving, and performance skills is the result of quality of teachers and quality of teaching hence should be actively encouraged, and they should be given the freedom to select and utilize learning resources on their own. Diverse teaching and learning techniques should be used for this. Effective assessment must involve formal exams, quiz answers, evaluations of classroom assignments, student performances, and projects in order to understand what students have learned. Assessment procedures should be created that encourage students to participate in self-evaluation activities in order to help students identify their strengths and areas for improvement and to motivate them to create personal goals for learning technological skills and understanding when and how to use modern educational technology.

Third objective, Teachers must employ interactive teaching techniques in order to increase students' capacities both as individuals and as a group. Students must have an active role in processes outside the scope of traditional didactic approaches, such as the analysis of educational needs, design of learning objectives, course development, teaching and learning process, and assessment of learning outcome.

Last but not least, the results of the study are understandable that, 50% of students claimed that teachers do not encourage them to participate in class, 57.1% of students dislike teaching methods, and 62.1% of students said that teachers do not update them on changes to tests, quizzes, or exams. Since teachers use non-participatory methods and the assessments allow students to memorize rather than understand, they contribute to poor performance in community secondary schools. Additionally, the low number of quizzes, tests, and exercises also contributes to poor performance. The examination system places more emphasis on memorization and routine forms of reasoning that are not in line with complex skills that are actually used practices in real life, which led to poor performance. Assessments influence academic prospects, career opportunities, and even success in the workplace in the real world. A significant portion of pupils from both institutions demonstrated the

issue with teaching and learning materials in this scenario. In most schools, especially the recently opened ward secondary schools, this issue is extremely concerning.

It was observed at the recently opened Secondary School in Kinondoni, in the sense that there aren't enough classrooms, desks, pit latrines, books, teachers, and the like when the school's first start, kids are enrolled despite this lack of preparation. Because of this, the performance of the chemistry subject in these sample schools was quite poor.

6. References

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