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Editorial Note

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Editor-in-Chief

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Effectiveness of Teachers' Adherence to English Language Guidebooks on the Development of Pupils' Writing Skills

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Abstract
This paper examines the effectiveness of teachers' adherence to English language guidebooks on the development of pupils' writing skills. This study employed a qualitative approach using a cross-sectional research design. The data were collected from fifteen English language teachers at public primary schools in Iringa Municipality who were purposively selected. Data collection methods included classroom observations, structured interviews, and documentary reviews. Thematic analysis was used to identify key themes within the data, revealing insights into how guidebook adherence influenced teaching practices and writing skills. The study findings revealed that English language teachers effectively used guidebooks for writing schemes of work, lesson plans, and teaching writing skills. Teachers consistently adhered to the recommended guidebooks, incorporating key writing skills such as spelling, vocabulary, and sentence structure. The study recommends implementing structured training sessions to enhance teachers' understanding of English language guidebooks and introducing feedback mechanisms to help teachers gather student input on writing instruction.

Keywords: English, adherence, language, guidebooks, writing, skills, development

1.0 Introduction

A guidebook is a comprehensive instructional tool designed to provide teachers with structured lesson plans, teaching strategies, and assessment methods to help deliver content effectively and ensure that students achieve learning objectives (Mogashoa, 2021). In English language instruction, adherence to these guidebooks is crucial for ensuring consistency in teaching practices and fostering the development of pupils' writing skills, which is an essential component of overall language proficiency (Hulukati& Rahim, 2018).

According to Adeyemi (2022), teachers who closely follow structured guidebooks or curriculum frameworks tend to produce more consistent and measurable learning outcomes among students.

These frameworks provide a clear pathway for instruction, ensuring that all necessary topics are covered in a logical and progressive order. In language education, where skill development is cumulative, the importance of consistent adherence to these guidebooks cannot be overstated (Adejumo, 2022). As Jones (2018) highlights, by following these curriculum frameworks, teachers can ensure that students are gradually building the writing proficiency needed for more complex tasks, such as critical analysis and creative expression. This method not only standardizes learning but also helps to identify gaps in students' understanding, allowing for targeted interventions that support individualized growth.

Guidebooks are invaluable resources; however, their effectiveness largely depends on the consistency with which teachers follow them.Writing is a critical skill that enables students to communicate effectively, and its development is paramount in a country where English serves as the medium of instruction in many schools (Wardani, 2020). When teachers deviate from these guidebooks, several challenges can arise (Cicek, 2022). According to Raphael (2023) inconsistent instruction may lead to gaps in learning, preventing certain writing skills from being adequately covered or reinforced. He further argued that,if teachers bypass essential grammar lessons or writing exercises, pupils may struggle with sentence construction, organization, or coherence in their writing. Sanga and Mrema (2021) pointed out that there is a growing concern that teachers are not fully leveraging these resources, which could negatively affect students' writing proficiency.

Several studies highlight varying levels of adherence to English language guidebooks across different educational settings, shedding light on the complex relationship between teachers' adherence to these instructional materials (Kakuma, 2022; Çakmak, Akgün, & Kaçar, 2022; Brown, 2019). For instance Kakuma (2022) argues that guidebooks assist teachers in presenting lessons in a logical sequence, making it easier for students to grasp essential writing techniques.

Research conducted by Çakmak et al. (2022) indicates that novice teachers who closely adhere to guidebooks often produce more effective teaching outcomes, as they rely on these materials to structure their lessons and build confidence. This reliance allows them to implement best practices and instructional strategies effectively. In contrast, while experienced teachers may have the flexibility to adapt their lessons based on their judgment, their deviation from

guidebooks can lead to inconsistent teaching quality. This inconsistency may hinder the effectiveness of instruction, as critical writing skills and concepts may not be adequately covered, resulting in gaps in student learning.

Brown (2019) found that teachers who closely adhered to guidebooks delivered lessons that effectively built upon students' prior knowledge, resulting in stronger foundational skills. In language education, adherence to guidebooks was shown to enhance the progressive teaching of grammar, vocabulary, and writing exercises, enabling students to gradually improve their communication skills.

In Tanzania, a study conducted by Mrisho (2021) indicated that when teachers adapt lessons to fit student interests without following guidebook recommendations, essential writing skills may be neglected, leading to ineffective instruction. The findings suggest that when teachers prioritize adapting lessons to fit the specific interests and needs of their students often to enhance engagement they may inadvertently overlook important components of the curriculum outlined in guidebooks.

According to Zavier (2020) understanding the role of the guidebook in shaping teaching practices is essential for improving educational outcomes. Guidebooks not only standardize the approach to teaching but also act as a tool for teacher development, especially in contexts where continuous professional training is limited. By ensuring that teachers adhere to the guidebook, educational authorities can promote uniformity in teaching strategies, ensuring that students across different regions and schools receive similar levels of instruction (Jepkemei&King, 2018). This is particularly important in Tanzania, where disparities in educational resources and teacher training can lead to inconsistencies in student performance, especially in critical skills like writing (Mrisho, 2021).

Despite the availability of English language guidebooks, which provide structured teaching methodologies for developing writing skills, there is growing concern that the extent to which teachers adhere to these guidebooks may not be leading to significant improvement in pupils' writing abilities, while the guidebooks are intended to standardize and enhance instructional practices, many schools continue to report low proficiency levels in pupils' writing skills

(Abdallah, 2021). This raises questions about whether teachers are effectively following the guidebooks, whether the guidebooks themselves are sufficient in addressing the diverse needs of students, and what gaps exist between guidebook adherence and pupils' actual writing development.

This study assessed the effectiveness of teachers' adherence to guidebooks and its impact on the development of writing skills among Tanzanian pupils.

2.0 Materials and Methods

This section outlines the materials and methods used in the study to investigate the effectiveness of teachers' adherence to English language guidebooks on the development of pupils' writing skills.

2.1 Research Approach and Design

This study employed a qualitative research approach, which explores phenomena by examining individuals' subjective experiences, perspectives, and meanings (Kothari & Gaurav, 2023). This method allowed for in-depth data collection in a natural context without predetermined hypotheses, focusing on how teachers adhered to guidebooks and how this influenced pupils' writing skills development. To complement this approach, the study used a cross-sectional research design, which collects data from participants at a single point in time (Onchiri, 2013). This design aligned with the constructivism paradigm, as both prioritize understanding participants' subjective experiences within specific contexts (Kothari, 2023). Additionally, the cross-sectional design was chosen for its efficiency in gathering diverse data within a shorter timeframe and with limited resources, making it ideal for the study's objectives (Onchiri, 2013).

2.2 Participants

The target population for this study comprised English language teachers from public primary schools in the Iringa Municipality, as these educators are primary practitioners who utilize English language guidebooks and possess valuable insights into the study's topic (Bougie&Sekaran, 2019). A sample of fifteen participants was selected from three primary schools. To ensure a rich data set, the sample included teachers with diverse educational backgrounds and teaching experiences. The study employed criterion purposive sampling,

selecting participants based on specific criteria related to their teaching experience and education levels (Bougie&Sekaran, 2019). The participants in this study, specifically the English language teachers, were selected based on their teaching experience and educational background.

2.3 Data Collection Methods

Structured interviews, observation and documentary review were used to gather qualitative data in this study. The researcher engaged in participant observation, actively taking part in classroom sessions. All fifteen English language teachers were observed during their sessions, which lasted between 40 and 80 minutes, focusing on their teaching methods, strategies, and techniques in relation to the guidebooks.A structured observation schedule was used to investigate how teachers introduced lessons, employed teaching methods, interacted with students, demonstrated content mastery, and provided feedback. These observations were crucial for gathering data on effectiveness of teachers' adherence to the guidebooks and their practical use in enhancing students' writing skills.

Structured interviews were conducted with English language teachers from selected public primary schools to gather their opinions and insights on the effectiveness of their adherence to teachers' guidebooks in enhancing pupils' writing skills development.The interviews aimed to explore how teachers utilized the guidebooks in the classroom to enhance students' writing skills. Each of the fifteen teachers participated in interviews lasting between 30 and 40 minutes. This method provided in-depth data and allowed the researcher to ask follow-up questions for clarification, deepening the understanding of the subject matter.

Additionally, the secondary data for this study were collected using documentary review in which the researcher reviewed different documents including the English language subject Syllabus (MoEST, 2016) that is currently in use, English language teachers' guidebooks (STD IV & VI), English language teachers' schemes of works, lesson plans, and pupils' English language exercise books. The method was mainly used to study if the English language teachers adhere to the recommended English language teachers' guidebooks.

2.4 Data Analysis and Ethical Considerations

The data collected from the field underwent a thorough analysis using thematic analysis. This method facilitated the identification and examination of patterns within the data, aligning the

findings with the study's objectives. The analysis process began with an extensive review of the data collection forms to gain familiarity with the content. This was followed by systematic coding, where relevant aspects of the data were labeled, enabling the identification of key themes. Once themes were established, they were carefully analyzed, defined, and labeled to ensure clarity and coherence.

Moreover, the analysis included an editing phase, where data collection forms were checked for clarity and consistency. The identified themes were then interpreted, summarized, and contextualized within the real-life settings of the study. To enhance the confirmability of the findings, direct quotes from participants were incorporated in italics. The researcher adhered to the ethical principles by first obtaining a clearance letter from the office of the Director of Postgraduate studies at Ruaha Catholic University, which was then submitted to the Iringa Regional Administrative Secretary (RAS) for permission to conduct research in the region.To ensure anonymity, the researcher took precautions to prevent the linkage of participant responses to their identities or the schools involved, which encouraged honest and candid feedback. Additionally, confidentiality was maintained by securely storing data collected from the schools and teachers, ensuring access only to the researcher for research purposes. Finally, free participation was emphasized, as participants were informed that they could choose whether to take part without intimidation or pressure, ensuring that their involvement was based on genuine interest and willingness.

3.0 Findings and Discussion

The data collected from the field revealed that English language teachers in the selected schools effectively utilized the guidance provided by English language teachers' guidebooks in their instruction of writing skills. Their adherence to the guidebooks was evident in several key aspects:

3.1 The Use of Guidebook When Writing Scheme of Work

The documentary review revealed that English language teachers in the studied schools effectively utilized guidebooks in preparing their schemes of work. For instance, one teacher incorporated key writing skills such as spelling, vocabulary, punctuation, and sentence structure,

as recommended in the English Standard VI teacher's guidebook.The findings also revealed that teacher integrated various teaching methods outlined in the guidebook, including group discussions and dictation. This alignment ensured that lessons effectively covered different topics. Additionally, one teacher focused on enhancing pupils' writing skills through activities such as group discussions on parts of speech, in line with the English Standard V teacher's guidebook.Interviews confirmed teachers' adherence to guidebooks when preparing schemes of work. One teacher highlighted the importance of using the guidebook for developing the scheme of work, stating that "It helps in selecting relevant content and identifying appropriate teaching and learning methods tailored to the specific class. This reliance on the guidebook enhances the planning process and ensures effective instruction".

This demonstrates how guidebooks enable teachers to tailor their instruction to students' needs. The findings align with a study conducted by Fred (2019), which found that a well-structured scheme of work allows teachers to organize assessments more effectively, ensuring they are integrated seamlessly with the curriculum. Similarly, Khalidi (2018) contends that schemes of work enable teachers to better track students' progress, allowing for timely interventions and adjustments to enhance learning outcomes. By adhering to this structure, teachers can strategically schedule tests and assignments, ensuring comprehensive evaluation and support throughout the academic year.

The use of guidebooks by teachers when writing schemes of work is significant when writing their schemes of work. In a one to one interview one teacher argued that:

> Absolutely, the guidebook plays a crucial role when I'm writing my scheme of work. It provides a clear framework for what needs to be covered in each term, breaking down the key writing skills and learning objectives that I need to focus on. I use the guidebook to align my lessons with the curriculum and ensure that I'm covering the necessary content in a logical sequence. It helps me to map out the learning outcomes for each week or month, ensuring that

the students are building on their knowledge progressively

(Interview, T4SC, STD IV, 10th April, 2024).

The findings align closely with the research conducted by Othman (2020), which revealed that teachers who adhere to structured guidebooks are better equipped to create cohesive and effective lesson plans. This consistency in utilizing guidebooks underscores the importance of having a clear framework for instructional practices, allowing teachers to effectively align their lessons with curriculum standards. This implies that by following guidebooks, educators not only enhance their planning process but also ensure that students progressively build upon their writing skills and knowledge over time.

3.2 The Use of Guidebook When Writing Lesson Plans

Through the documentary review revealed that English language teachers in the studied schools effectively utilized the teachers' guidebooks in their lesson planning. Respondents incorporated essential writing skills such as vocabulary, parts of speech, and synonyms. For instance, one respondent set an objective for students to correctly write the comparative degree of adjectives, while another aimed for pupils to identify synonyms for "intelligent," like "smart" and "clever."

Additionally, teachers followed the guidebooks to outline specific teaching and learning activities. For example, one respondent planned group activities for identifying punctuation marks, and another focused on listing tools for cleaning the school environment, both in line with the English Standard III guidebook. Respondents also included objectives to guide pupils in identifying the main parts of the human body as outlined in the guidebook.

Interviews supported these findingsas participants indicated that they adhere to the guidebook by following its guidelines when writing lesson plans. This practice allows teachers to clearly identify the competencies that pupils are expected to demonstrate after each lesson, ensuring a structured and effective learning experience.This practice allowed teachers to choose relevant brainstorming activities and instructional strategies tailored to specific competencies. One teacher responded as follows;

> Using a guidebook for writing lesson plans has been
> beneficial for me. I typically refer to a specific guidebook

> designed for our curriculum, which provides structured templates and examples that align with our educational standards.One of the key advantages of using the guidebook is that it offers a clear framework for developing my lesson objectives, instructional strategies, and assessment methods. This structure not only saves me time but also ensures that I'm covering all necessary components, such as differentiating instruction for diverse learners (Interview, T3SB, STD IV, 10th April, 2024).

The findings are in line with the study of Morris (2021) which indicated that use of guidebook is crucial when writing lesson plans as they provide a structured framework that enables the efficient distribution of syllabus content throughout the academic year. Eric (2020) asserts that by mapping out topics in advance, teachers can organize their lessons strategically, ensuring that each subject is covered in a timely manner. This not only prevents last-minute cramming but also promotes thorough coverage of material, helping students to absorb the content more effectively.

The study by Lukwago (2023) also highlights the significant benefits of utilizing guidebooks in writing lesson plans for English language instruction. From his study it was indicated that guidebooks provide a structured framework that helps teachers systematically organize their lessons, ensuring that all essential componentssuch as objectives, materials, activities, and assessmentsare effectively addressed.

3.3 The Use of Guidebook When Teaching Writing Skills

The documentary review revealed that English language teachers in the studied schools consistently adhered to the teachers' guidebooks, which serve as essential resources for teaching writing skills to primary school pupils. These guidebooks outline various critical writing skills, including vocabulary, spelling, parts of speech, punctuation marks, cohesive markers, grammatical structures, sentence structures, and tenses.

Teachers incorporated these writing skills into their instructional planning documents, such as schemes of work and lesson plans. For example, one respondent included skills like tense, sentence structure, and parts of speech in their scheme of work, while another highlighted

different sentence structures, including conditional sentences, in accordance with the respective guidebooks for Standards V and VI.

Interviews with the teachers further emphasized the importance of the guidebooks in their teaching practice. Respondents noted that a thorough understanding of the guidebook's structure, content, and underlying principles was crucial. For instance one teacher explained:

> The importance of teacher's guidebook is seen when it is read thoroughly in order to understand its structure, content and underlying principles in order to familiarize with it. The systematic reading of the guidebook helps me to identify the writing skills to teach and the instructional strategies recommended in the guidebook for teaching the identified writing skills (Interview, T5SB, STD IV, 10th April, 2024).

This systematic approach enables teachers to employ instructional strategies such as the writing process and grammar integration effectively.

In addition, respondents highlighted that the guidebooks provide a framework for identifying relevant writing skills and instructional strategies. One teacher remarked:

> I benefit many things by adhering to the guidebook. It offers me with different writing skills to teach the pupils. By reading it carefully, I identify and understand the proposed techniques for teaching, which are from simple to complex. This approach not only enhances my lesson planning but also ensures that my students build a solid foundation in writing before moving on to more advanced concepts (Interview, T2SC, STD V, 15th April, 2024).

Classroom observations corroborated the data from the documentary review and interviews, showing that teachers were actively teaching the writing skills specified in the guidebooks. For instance, one teacher guided students in identifying punctuation marks and describing their uses, while another facilitated discussions on family relations and sentence composition using the simple past tense, as prescribed in the English Standard III and VII guidebooks, respectively.

These findings concur with those of Martin (2020) and Lazaro (2019), who also observed that guidebooks play a vital role in teaching writing skills by providing a structured and systematic approach. Martin (2020) highlighted the importance of clear instructions and examples, which help teachers, introduce writing concepts in an organized way, while Lazaro (2019) found that guidebooks serve as a reliable reference for students, aiding them in understanding essential elements like grammar, punctuation, sentence structure, and various writing styles. Both studies emphasized that guidebooks offer practical tips to enhance clarity and coherence in student writing.

Smith's (2019) research supports this, showing that a well-structured guidebook breaks the writing process into manageable steps, from brainstorming to drafting, revising, and editing. This systematic approach not only improves students' grasp of the technical aspects of writing but also fosters critical thinking and organizational skills. Furthermore, guidebooks help maintain consistency in teaching, ensuring that all students receive the same high-quality instructions, which Martin (2020) noted as especially beneficial in diverse or larger classrooms.

4.0 Conclusions

The findings from this study highlight the significant role that English language teachers' guidebooks play in the instruction of writing skills in primary schools. The data collected demonstrates that teachers effectively utilize these guidebooks to enhance their teaching practices across various aspects, including the preparation of schemes of work and lesson plans, as well as the direct instruction of writing skills. The systematic approach outlined in the guidebooks allows teachers to select relevant content and appropriate teaching methods tailored to their students' needs, ensuring a comprehensive and structured learning experience.

Teachers' adherence to the guidebooks is evidenced by their incorporation of essential writing skills such as vocabulary, spelling, punctuation, and sentence structure into their instructional plans. Furthermore, the integration of diverse teaching strategies, such as group discussions and practical activities, reinforces the effectiveness of the lessons delivered. This alignment with the guidebooks not only facilitates the organized distribution of syllabus content but also enables teachers to monitor and assess students' progress systematically.

A thorough understanding of the guidebooks enhances teachers' ability to convey complex writing concepts progressively, from simple to advanced levels. By doing so, English teachers can foster a solid foundation in writing for their students, ultimately leading to improved academic outcomes. Overall, the findings underscore the importance of guidebooks as essential resources for English language instruction, serving as a framework for effective teaching and learning in writing skills

5.0 Recommendations

To enhance the effective use of English language teachers' guidebooks in teaching writing skills, the study recommends that educational stakeholders, including school administrators, curriculum developers, and government education bodies, collaboratively implement training programs by designing targeted workshops and interactive sessions. Training programs such as Comprehensive Orientation Workshops, Mentorship and Coaching Programs or the Curriculum Integration Workshops should begin with comprehensive orientation sessions to familiarize teachers with the guidebook's structure, content, and principles, ensuring they understand how to effectively integrate its recommendations into their teaching practices.

The study recommends that School administrators, in collaboration with educational stakeholders to establish a centralized resource repository that includes both physical and digital access to teachers' guidebooks. This repository should be designed to support teachers in their instructional practices by providing easy access to up-to-date resources and teaching materials.

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The Contribution of Geography Teachers' Use of Computer Applications on Students' Academic Achievement

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Abstract

The study aimed to assess the contribution of Geography teachers' use of Computer applications on students' achievement in Tanzania. The study employed a qualitative approach and a single case study design to gain deeper information from the informants. Twelve (12) secondary school teachers teaching geography subject in four public secondary schools were employed as a sample together with Twenty (20) secondary school students studying geography subject. Qualitative data collected from interviews conducted with the key informants were analysed thematically by considering six steps: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, refining themes, and writing-up process. The results revealed that, Geography teachers use Computer applications to prepare classroom activities, to actual teaching, making evaluations and to convert complex concepts into simple ones to make the students understand. The study concludes that using Computer applications by Geography teachers simplifies teaching and assists students to participate effectively in the learning process. It is recommended that teachers should use Computer applications when teaching their students. Schools should have adequate Computer applications facilities with teachers' training to achieve their students' educational improvement in Geography. Moreover, the government should ensure the usefulness of Computer applications in secondary school education to encourage teaching and learning and realise students' achievement.

Keywords: computer applications, geography subject, public secondary schools, student academic achievement

1.0 Introduction

The high failure rates of students in Geography subject have created concerns among education stakeholders, regarding the use of computer application (Narzullaevna & Nilufar, 2021). For instance, Yotham and Ndabi (2023) reported the failure of Malaysian and German students in the Geography subject. Such failure is attributed due to lack of Computer applications among teachers. Thus, the use of Computer applications is essential

to simplify the accessibility of teaching and learning materials, which allows deeper understanding and, hence, achievement of students in schools (Francis, 2017). In America, a study by Yilmaz (2021) found that Computer applications are widespread and impactful in people's lives. The result shows that, in 2015, 90% of Americans aged 18 to 29 years used Computer applications. Similarly, the study done in Iraq by Kadhim (2020) found that many secondary school Geography teachers are confident and aware of using Computer applications in teaching and learning processes because they have been trained in Computer applications.

Additionally, African countries need students to achieve more in Geography. For instance, a study by Anlimachie (2019) points out that most Ghanaian students consistently perform poorly in Geography subject examinations. Likewise, the study by Tanyanyiwa and Madobi (2021) in Zimbabwe shows that a lack of appropriate Computer applications facilities limited the engagement of Geography teachers and students in classroom activities. The study by Constance and Masarurwa (2018) in Botswana shows that Geography teachers have inadequate skills in using Computer applications in teaching. In South Africa, Ramaila and Molwele (2022) assert that using Computer applications by Geography teachers promotes active learner engagement and interaction in classroom activities, resulting in student academic achievement in the subject.

Even if African students in secondary school achieve poorly in Geography; Kunwar (2021) related private and public schools and found that private school students perform better than public schools because using Computer applications in private schools is highly concerning compared to public schools. This implies that Geography teachers have limited skills in using applications like Microsoft Word, Microsoft PowerPoint, Microsoft Excel and others related to teaching and learning Geography subjects. The results show that Geography teachers rarely use Computer applications in the classroom due to inadequate Computer applications skills (Kunwar, 2021)

In Tanzania, the poor student academic achievement rates in Geography have created concerns among education stakeholders regarding student achievement. Thus, the achievement of students in Geography still needs improvement (Selemani, Ndume, &

Kisanga, 2021). The teacher's practice of using Computer applications in teaching and learning Geography will improve the success of students' academic achievement, even though its usability remains inconsistent among the teachers. The study by Amani (2021) opines that Computer applications skills training are valued to increase practical uses of Computer applications in secondary schools. Government efforts are being made to deliver Computer applications training to all secondary school teachers by 2025 (Mandari&Koloseni, 2022). Moreover, a study done in Tanzania by Mwaluko., Musamas., and Tarmo (2023) found that most Geography teachers in secondary schools never use Computer applications in teaching. However, a few teachers use computers to facilitate Geography content due to poor resources and training for teachers.

Even though Geography is a subject taught in Tanzania's secondary schools, it needs to use Computer applications efficiently and soundly understood by the students. Still, some teachers do not use Computer applications when teaching Geography, which demoralizes the students' active engagement and affects their learning achievement. Therefore, this study intended to assess the contribution of teachers' use of computer technology in teaching Geography subject to secondary school students' achievements.

2.0 Literature review

The use of Computer applications by teachers will provide the best learning environment for their students to be creative and achieve their learning objectives (Turkle 2015). The teacher uses Computer applications during classroom activities to improve students' sense of discovering and solving problems during their learning activities (Tanti, Maison, Syefrinando & Daryanto, 2020). Likewise, Aghaei (2020) explained that improving computer facilities affects the teaching of Geography subjects and the rising practice of using creative technology to help teachers' instruction and learning in the growing power of Computer applications in academic settings. However, in Romania, a study by Goga and Roșu (2021) revealed that using new technologies in Geography teaching helps students understand facts more quickly and easily, interact with classroom activities, and motivate development.

Furthermore, in America, the study by Yilmaz (2021) found that 59% are Internet users, 49% are social media users, and 67% are mobile users. Technology is widespread and an impactful part of people's lives. Also, in 2015, 90% of Americans aged 18 to 29 used computer technology. A study in Iraq by Kadhim (2020) found that many Geography teachers know Computer applications for teaching Geography subject because they have been trained in them. The Computer applications are used at all levels of educational fields, including secondary schools.

In Africa, there needs to be better achievement of students in Geography subject, whereby using Computer applications in teaching and learning will promote active learner engagement and interaction in classroom activities, resulting in student achievement in the subject (Ramaila & Molwele, 2022). Contrary to the study by Tanyanyiwa and Madobi (2021) in Zimbabwe, a lack of appropriate Computer applications facilities limits the Geography teachers' and students' ability to perform classroom activities. The study done by Constance and Masarurwa (2018) in Botswana shows that Geography teachers need to improve their use of computer technology programs due to limited skills related to teaching and learning Geography. The results show that Geography teachers rarely use computer technology in the classroom on the teaching due to inadequate Computer applications.

In Tanzania, the failure to achieve students in Geography still needs to be solved. For instance, Amani (2021) found that student academic achievement is increasing through using Computer applications in learning activities, particularly in Geography subject during teaching and learning. Although Computer applications are commonly applied to teaching and learning across various subjects, including Geography, still their use of computers are needed for students to learn about natural resources and the environment and develop practical skills to preserve the surroundings for economic and social development (Yotham &Ndabi, 2023). However, Yotham and Ndabi (2023) opine that there are still poor student performance rates in Geography. They further indicate that nearly 47% of students fail to achieve better in 2016 to 2020.

Despite using Computer applications in teaching Geography, Some Geography teachers hesitate to do so due to a lack of skills and resources. The main problem lies in

understanding how the use of Computer applications by Geography teachers in teaching subjects will affect students' academic achievement. Therefore, this study assessed how the poor achievement of students in Geography subject would be solved by using Computer applications by Geography teachers in teaching subjects.

3.0 Materials and Methods

3.1 Research Approach and Design

This study employed qualitative research approach which aimed at assessing key informants' experiences and views on the contribution of teachers' use of Computer applications in teaching Geography to public secondary school students' achievement. On top of that, the study employed a single case study design to get deep information from the informants.

3.2 Participants

The study being qualitative had a target population that involved four public secondary schools with the total of 32 key informants, of whom 12 were Geography teachers from four secondary schools and 20 were secondary school students out of 450 students studying in Iringa Municipality. The key informants were selected purposively among the target population because they had enough data regarding the problem under exploration. For example, Geography subject teachers are expected to supervise, manage and facilitate learning activities for their students, making assessments, teachings, evaluating, and even mentoring students, in subject wise. The students were also encouraged to participate in the study because they are the ones in whom teachers invested their pedagogical and knowledge important to their achievements.

3.3 Data Collection Methods

The study employed interview method to gather information from the key informants. Such data collection method was very crucial as it enabled the researcher to cover all questions targeted the key informants.

3.4 Data Analysis and Ethical Considerations

Thematic analysis was used to analyse interview data collected from the teachers and the students. Six steps noted by Maguire and Delahunt (2017) were considered by the

researcher. Such steps included: (i) familiarization with the data – the researcher read all the interview transcripts collected from the geography teachers and students; (2) generation of initial codes – the researcher creates some codes based on the collected data so that to organize them in a meaningful and systematic way. Each segment of data that captured something relevant was coded; (iii) searching for themes – the researcher searched for specific issues related to the research questions. All themes searched were descriptive as they described patterns in the data relevant to the research questions; (iv) reviewing themes – the researcher reviewed the identified themes by modifying and developing the preliminary themes in order to make them sensible and supportive to the data; (v) refining themes – the researcher also refined the themes and presented them in a way that related to each other; and (vi) writing-up process – the researcher started writing the organized themes with related excerpts in a paper.

The researcher observed the following ethics before, during and after data collection. Firstly, the researcher obtained the research permit from the Director of Postgraduate Studies at Ruaha Catholic University that introduced her to the government authorities such as in the District Executive Director, District Secondary Education Officer, and Heads of Schools. Secondly, the researcher sought informed consent from the key informants by explaining the purpose of conducting the study so that whoever feels to withdraw from participating in the study could have done so and those wishing to participate in the study do so. Thirdly, the researcher explained to the key informants that whatever they speak will be confidential as no any information spoken by one the key informants and the researcher will be shared to other people. That is, even their names were not considered during the interview process and during data compilation. Lastly, the researcher acknowledged all the sources used in the paper write-up process to avoid academic dishonesty.

4.0 Results and Discussion

The contribution of Geography teachers' uses of computer applications in teaching to students' academic achievement in the subject, Tanzania were the main issue of the study. The questions were asked in the interview method regarding the contributions of Geography teachers' use of computer applications in teaching to student academic achievement in the subject in public secondary school. The result and discussion under the study are presented

hereunder in sub themes which are generated from the teachers' use of computer application, particularly in teaching, learning and as well as specific subject areas using the computer applications.

4.1 The Use of Computer Application in Teaching

In order to indicate the contribution of Geography teachers' use of Computer applications in teaching on students' academic achievement, questions were provided to Geography teachers related to the way they apply skills, use available and suitable Computer equipment in teaching. The equipment used in teaching Geography subject while applying computers includes projectors, printers, photocopiers, laptops, desktop computers, etc. Geography teachers use them to project notes and keep records of students, and teachers reduce the costs of purchasing hard copies of text, reference books, and other studying materials. This makes more available, and currently, soft and printed learning materials are used. It was said that teachers who use Computer applications in classroom activities contribute positively to their students' achievements, as supported by one teacher from school ''B" who said: "I used MS PowerPoint during teaching and learning activities by projecting the lesson notes in the classroom so the students could view and take on their exercise books" (Interview with Geography Teacher from School B, 26th February 2024).

In support of that, the Geography teacher from school A had this to say:

> I am using a projector presentation to show various geographical concepts, such as pictures and videos. Most concepts concern the environment, landforms, and volcanic eruptions in the form of three and four students. But for forms one and two, I use hard copies of printed studying materials to show lesson notes and diagrams during my classroom teaching because it simplifies teaching, attracts students' involvement and participation in learning, and builds interest in the Geography subject (Interview with a teacher from School A, 26th February 2024).

This finding are similar to the findings of the study by Constance and Masarurwa (2018), who assert that Geography teachers use Computer applications such as PowerPoint

presentations to show pictures and diagrams, and, in some cases, they watch videos and documentaries. Mollel, Minami, Munezero, and Ngayinteranya (2022) show that Computer applications impacted the improvement of innovation, and learners challenged themselves to learn Geography. The use of Computer applications is very significant in teaching Geography subject to perform classroom activities (Kadhim, 2020).

Moreover, the lack of computer equipment facilities and good Computer applications infrastructures in schools is denied in some schools. However, the distribution and availability of computers in secondary schools are unequal. Some schools have more Computer equipment, while other schools are faced with outdated Computer equipment, which affects the teachers and students who use them. This interrupts the possibility of the teacher performing their classroom duties with the support of Computer devices.

One of the Geography teachers from school A opined that:

> I do not use Computer applications because there is a lack of computers in our school. The Computer equipment available in schools needs to be updated, discouraging me from integrating it and finally making teaching and learning less accessible. Even though it helps in searching for learning materials related to Geography, I usually search for the diagrams and some of the explanations by using my private computer and smartphone devices (Interview with Geography Teacher from School A: 26th February 2024).

In support of the argument raised by the teacher of school B

> Even if Computer applications are used extensively in the teaching and learning process by projecting the lesson in the classroom, sometimes, due to a large number of students available in the classroom and poor power supply, such electricity causes difficulties in integrating computer devices frequently (Interview with Form$_4$ Geography Student$_{18}$ from School B: 23rd February, 2024).

This finding is similar to the study done in Europe by Karunakaran and Dhanawardana (2023), who assert that in some schools, Computer applications devices are restricted from being used outside the special room, reducing their utility. Also, Wakhungu (2023) conducted a study in Kenya that showed that the need for Computer applications facilities denied using Computer applications in learning Geography subject. The study shows that 97% of the classes are not equipped with Computer applications facilities, which leads to minimal student achievement. Furthermore, according to Mollel, Minami, Munezero, and Ngayinteranya (2022), Geography teachers need more Computer skills in using applications programmes such as online and websites and software related to teaching and learning Geography subject. The results show that Geography teachers rarely use Computer applications in the classroom due to a lack of motivation and confidence.

Moreover, a few studies revealed that teachers' use of Computer applications is widespread due to the availability of computer skills and training, and the researcher shows that adequate computer resources could also promote students' achievements. However, Geography teachers still refuse to use it in teaching and learning. This implies that schools need to take serious action to overcome the hindrances facing Computer applications as presented, such as the availability of resources, infrastructures, maintenance, and frequent training, which will provide computer improvement and useful Computer applications devices for secondary school teachers.

4.2 In learning

Computer applications are important for students' achievement in Geography. During the interview with teachers, it was observed that, it simplifies the teaching and learning process also it makes classroom activities more interactive and actively engage the learners, which increases their ability and interest in problem-solving.

One teacher from school D asserted that:

> There are so many important computer technologies in our school daily duties as teachers such as it attracts my students to study Geography increases performance in school, and promotes achievement in combination with Geography subject such as CBG,

HGK, EGM and other related studies related to the subject. Also, the use of computer technology influences the attention of students in classroom activities, which supports teaching and learning activeness and brings relevant features to students relating to specific geographical concepts and content (Interview with Form[3] Geography Student[18] from School C: 26th February 2024).

In support of students from School B:

It helped us describe several features on the earth's surface, such as real presentations of landforms, environmental events, and social matters, through videos, diagrams, and maps projected or printed in hard copies during Geography classroom periods (Interview with Form[3] Geography Student[3] from School B: 26th February, 2024).

This finding concur with the findings of the study in New Zealand by Hogan (2020), which asserts that Computer technology is a means of getting students engaged in their learning and ultimately taking charge of their learning. The use of Computer applications in the Geography subject is significant in improving students' achievement.

The result shows that students tended to be engaged when they were engaged in learning activities designed using Computer applications. According to Wambura (2017), students agreed that computer applications in education facilitate learning because they are a source of studying materials, improve student understanding, and save time.

Computer applications are mostly used in schools, but different circumstances could hinder their integration and utility. One student from school A responded as follows:

Even though computer devices like projectors help us learning by doing Geography subject specifically in practical Geography topics such as Survey, Photography and Map work and Map interpretation, but the problems that I experienced when using computer applications firstly is adequacy of skills and enough knowledge on how to use it, secondary accessibility of the resources and facilities

in our school (Interview with Form$_3$ Geography Student$_3$ from School A: 26th February, 2024).

One student from school B responded as:

In our school, there needs to be more computer equipment for the number of students, and are there computer rooms and even specific classes and time for learning. Also, school is affected by the shortage of electricity supply because it is not constantly supplied (Interview with Form$_3$ Geography Student$_3$ from School B: 26th February, 2024).

The findings are similar to the findings of the study done in Ilala, Tanzania by Wambura (2017) shows that unskilled Computer Application Geography teachers lead to unskilled students and incompetence as a result of inappropriate computer applications facilities. In the educational environment, Computer applications have become a part of our everyday lives; the use of Computer applications in educational programmes supports the learning process. The Computer applications training should be provided to meet students' needs since computer applications are required (Ndume, Kisanga & Selemani, 2021). Therefore, Computer applications may increase learners' participation. Computers help students and teachers achieve subject knowledge (Patil, 2020). On top of that, Kadhim (2020) asserted that based on the use of Computer applications devices, it is very significant that Computer applications should be used at all levels of the educational field, especially from primary to secondary schools.

4.3 Specific Subject Areas Using Computer Applications

Most of the teachers had a positive view of the use of computer applications. They believed that, computer applications generally simplify the whole process of teaching and learning, save time, help solve different and difficult geographical problems around the school and in life, and help students make memoranda and prepare different Geography projects.

On top of that, one student from school C had this to say: "Computer application is supportive since it reduces the burden of searching Geography materials easily and provides

them which has boosted the academic performance of students" (Interview with Form$_3$ Geography Student$_3$ from School: 28th February, 2024).

Addition to that, another student from school A claimed that "Computer applications help me to learn practically as I see many features of the earth's surface, such as the atmosphere and its zone, landforms and others" (Interview with Form$_3$ Geography Student$_3$ from School A: 26th February, 2024).

Similarly, a European study by Narzullaevna and Nilufar (2020) revealed that students' use of Computer applications increases their proximity to the lesson, which may increase their interaction with Geography concepts and other disciplines by discovering complex geographical processes. This makes the students controls their knowledge, organize personal work and reinforce new materials. Also, teachers who use Computer applications can organize and monitor learning for each student, quickly evaluate, and increase students' attention and interest in Geography. According to Mollel, Minami, Munezero, and Ngayinteranya (2022), Computer applications impact the improvement of innovation; learners challenge themselves in learning Geography, and it plays a big part in learning. The school should have enough resources to develop Computer applications skills.

Computer applications in Geography specifically depend on their integration with the nature of content and concepts, such as topics or the suitability of the equipment, so that they could bring achievements in teaching and learning. Teachers and students use Computer applications in classroom activities based on specific subject areas and concepts. It enables teachers to display teaching aids such as project diagrams and geographical illustrations. Also, it shows pictures and videos of different features like volcanic eruptions and other related concepts, which help the students to view and depict the features in real things. As a result, it brings the interest and attention of the student.

One of the Geography teachers from school D responded that:

> The use of Computer applications, especially in our school students,
> is based on developing creativity, which brings critical thinking,
> communication, and presentation skills to students as they learn

through projected videos and pictures. They also build fun learning environments as students interact with computer applications (Interview with Geography Teacher from School D, 27th February, 2024).

In support of that, the Geography teacher from school A responded as follows:

Computer applications have many effects on students' achievements, but they mostly bring students together to find various learning notes and other studying materials; they allow the students to observe pictures and diagrams using computer technology devices simultaneously. In short, they promote active and collaborative learning, leading to much achievement in Geography subject (Interview with Geography Teacher from School D: 28th February 2024).

Inculcate a sense and ability for self-study, self-confidence, and self-advancement in new frontiers of science and technology, as well as academic and occupational knowledge and skills. Develop readiness to join the world of work. Secondary educational competencies based on making students critical, creative thinking and problem-solving communication and digital literacy whereby Computer applications plays a very vital role in contributing or meeting the curriculum demand (MoEST, 2019).

Moreover, Computer applications have achieved great success in Geography subject. However, some negative effects, like the scarcity of constant power supply, the lack of skills to utilize it, and even the availability of computer resources and equipment in sampled schools, are experienced.

One of the Geography teachers from school D responding to this question said:

Computer technology has a negative effect on teaching and learning because it requires a lot of time to prepare a lesson, especially organizing and preparing devices like projectors. I spend a lot of time, which reduces the lesson duration because sometimes more

than ten to twenty minutes are lost (Interview with Geography
Teacher from School A: 27th February, 2024).

Similarly, a European study by Tanyanyiwa and Madobi (2021) revealed that the need for appropriate computer technology facilities limited students' ability to study and engage in classroom activities. Mollel, Minami, Munezero and Ngayinteranya, (2022) added that Geography teachers need more computer technology skills in Computer applications programs like online websites and software for teaching and learning Geography subject. The results show that Geography teachers rarely use computer technology in the classroom. It depends on the teacher's motivation and confidence. Therefore, the school should have enough resources and facilities to allow good use of Computer applications skills and hence the achievement of students in Geography.

5.0 Conclusions

Based on the study findings, it is proper to conclude that training of teachers in computer applications and basic operation programs is necessary for assisting students. Students' involvement and participation in using computers to perform different assignments is one of the areas of emphasis. The computer facilities and resources according to educational needs are not adequate hence affecting students to participate actively and interact in the learning process.

6.0 Recommendations

It is recommended that the school's settings should be considerate, ensuring all the educational needs of the students are met. Also, teachers should use Computer applications in teaching and learning activities positively and encourage their students to achieve their Geography subject goals. The teacher should also apply much of their time assisting their students with subject matters related to Geography subject.

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Challenges Facing Students with Physical Disabilities in Using School Infrastructure in Public Secondary Schools: A Case of Iringa Municipality, Tanzania

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Abstract

This study investigated the challenges posed by school infrastructure on the learning of students with physical disabilities in public secondary schools in Iringa Municipality. The study used qualitative research approach, and cross-sectional research design. The target population was students with physical disabilities, teachers and the heads of schools. The sample comprised 26 participants; 8 teachers 2 heads of school and 16 students with various physical disabilities such as musculoskeletal, wheelchair users, creeping, clipped hands, and one-legged., selected using criterion purposively sampling technique. The data were analyzed qualitatively revealing themes and categories of description. The findings revealed that students with physical disabilities encountered various learning challenges in the course of interacting with the school infrastructure which included: reduced movement within and outside classrooms and reduced access to quality education. In addition, the study found limited social and academic interactions causing them to have persistent social isolation and poor peer interaction thus, limiting their opportunity to fully engage in extra-curricular participation. Based on these findings, the study concludes that students with physical disabilities are not learning adequately as required due the prevalence of unsupportive learning school environment. Thus, the study recommends that the government should strive hard to improve the school infrastructure in order to make secondary schools conducive for students with physical disabilities to learn.

Keywords: education, disability, learning challenges, school infrastructure, physical disabilities

1.0 Introduction

Effective learning in schools is facilitated by different factors including the school infrastructure (Munayi, 2015). A school with conducive infrastructures such as landscapes, pathways, ramps and climbing steps within the buildings contribute significantly to the learning of students particularly those with physical disabilities. However, research has noted in-effective infrastructure in schools which do not favour the learning of students with physical disabilities

(Opini & Onditi, 2016). In this regard various scholars have drawn much concerned to the challenges that face students with physical disabilities in learning due to the fact that if deliberate effort is not made this group of students will continue lagging behind their peers in academic attainment. Thus, there is a need to reveal those challenges so that soon or later strategies can be taken to address these challenges hence improve the learning of this group of students. In this regard, different researchers have identified numerous challenges worldwide that confront students with physical disabilities in schools (Munayi, 2015; Opini & Onditi, 2016).

Munayi (2015) argues that student with physical disabilities is succumbed to limited movement within and outside classrooms, they face difficulty in accessing resource centers such as libraries and classrooms, they fail to climb the stairs in some of the buildings especially for the creeping and musculoskeletal students, accessing books and attending their lessons in classrooms respectively Gorai and Karmakar (2021). Consequently, some students fail to attend classes because classrooms were located upstairs and the students who used wheel chairs failed to climb to attend their lessons (Kabuta, 2014). The author commented that schools should have friendly infrastructure that accommodates all kinds of learners their diversities.

Further, research has indicated that such challenges have tremendous effects on the learning of students with physical disabilities in schools such effects include; low performance, isolation from class group discussion (Munayi, 2015). Thus, students with physical disabilities face problems of participate effectively in school activities such as games, sports and group discussion which in turn because them fail to effectively and in efficiently access the school curriculum. In its wholistic manner (Kuresoi, Lyamtane & Koda, 2022);

Furthermore, Kassaw, Abir, Ejigu and Mesfin (2017) conducted a study to investigate the challenges and opportunities in inclusion of students with physical disabilities in physical education practical classes in Ethiopian secondary schools. The study found that students with physical disabilities could not participate in sports because the school infrastructures such as play grounds were not designed for them to participate. The study recommended that schools' infrastructure such as play grounds should be constructed in such away that it accommodates students with physical disabilities.

Al Masa'deh (2020) argues that students with physical disabilities are limited in terms of participation with their peer interaction due to un-friendly school infrastructure. Consequently, develop isolated -mindset and becomes less motivated to learn and also lack self-esteem and self-confident. In the case of classroom interaction students with physical disability experience problems when trying to participate in classroom discussion Ans other activities that require movement such as plays or demonstrations due to things like the way the classroom setup is made particularly the arrangement s of chairs and desks which in most cases are fixed and dint allow any quick rearrangement as to enable those students move freely especially those with multiskeletral conditions (e.g. Creeping students).

More research reports regarding the challenges facing students with physical disabilities are from Nigeria for example, Ammani (2024) examined problems facing students with physical disabilities in tertiary institutions in Katsina state, Nigeria. The study revealed that 75 percent of tertiary institutions' infrastructures were available but inadequate. Eighty 85% of the infrastructure was accessible with difficult to students with physical disabilities whereby 35 percent and 25 percent of all infrastructure conditions were average and poor respectively. The argued the federal government to find ways of improving the school learning environment essentially on the aspect of infrastructure.

In the same vein, schools in Tanzania including secondary school face the same problems when it comes to the learning of students with physical disabilities. For example, a study by Kabuta (2014), Mbwambo (2015) and Mgimba (2021) found that some students failed to attend classes because classrooms were located upstairs and the students who used wheel chairs failed to climb to attend their lessons. However, there are scanty researches that have specifically focused on the challenges facing students with physical disabilities in public secondary schools in Iringa Municipality. Therefore, this aimed investigating challenges facing students with physical disabilities which are attributed by the school infrastructure. It was important to carry out this study because data shows that in Iringa Municipality there are good number of students with physical disabilities enrolled in public secondary schools but, the learning environment were not conducive (Kabuta, 2014). For this reason, there was a dire need to carry a study that would among others reveal the reality about the learning of students with physical disabilities in relation to the existing school infrastructure in public secondary schools.

2.0 Materials and Methods

2.1 Research Approach and Design

This study employed qualitative research approach which aimed at examining challenges facing students with physical disabilities in using school infrastructure in public secondary schools. The study used cross-sectional research design. The use of this kind of design was based on the idea that it was important to gather detailed information by contacting different respondents from different age as well as varied experiences about the learning of students with physical disabilities in the context of Tanzania secondary schools

2.2 Participants

The target population for this study was students with physical disabilities, teachers and heads of schools from two secondary schools which have students with physical disabilities. The study sample size comprised 26 participants; 8 teachers 2 heads of school and 16 students with various physical disabilities such as musculoskeletal, wheelchair users, creeping, clipped hands, and one-legged. The study employed Criterion purposive sampling technique to select the respondents.

2.3 Data Collection Methods

The data collection methods for this study were interview and observation methods. Interview was administered to heads of school, teachers and the students with physical disabilities. In addition, participant observation was used where by the researcher observed various school infrastructure from the residential places to the different areas such as; toilets, offices, laboratory, dinning, dormitories and library and saw how they designed. The researcher spent time in classrooms and common areas to observe interactions and behaviors of students with physical disabilities in the context of the school infrastructure. During field observation, the researcher noted how the physical layout of the school environment affects student's mobility and participation in activities and overall engagement in learning. This method helped the researcher to collect the information from natural settings which were free from participants' biasness as the researcher recorded whatever was observed from the real environment in its observed reality (Kothari, 2004). When observing, the researcher consciously recorded all the relevant information that were observed for analysis. Moreover, the students with physical disabilities, teachers and heads of schools were interviewed on the learning challenges faced by students with physical disabilities when using school infrastructure. Interviews allowed the collection of

detailed data from the participants' own words and expressions, which could reveal their feelings, motivations, and meanings (Leedy & Ormrod, 2001); and they enabled a researcher to establish rapport and trust with the participants, which enhanced the quality and depth of the data (Orodho, 2004).

2.4 Data Analysis and Ethical Considerations

The collected data were analyzed using thematic analysis in which the focus was to identify the underlying meanings and experiences conveyed through the data. In order to generate meaningful insights applicable to study objective, the researcher followed a systematic process by identifying, analyzing and reporting the themes (data) as proposed by Braun and Clarke (2006). The process involved familiarizing with the data through reading and re-reading the data collection forms; coding by systematically labelling relevant features; searching for themes by grouping the related themes; reviewing the identified themes; defining and naming the themes

Ethical considerations in research are critical. The researcher obtained clearance letter for data collection from the office of Postgraduate Coordinator of the Ruaha Catholic University (RUCU). Thereafter consulted the office of the Regional Administrative Secretary (RAS) and District Executive Director (DED). Then, district authorities permitted the researcher to contact the school management which eventually allowed him to meet and interact with participants in the field. While in the field, the researcher ensured confidentiality of the information gathered. Also, the researcher made sure that names or any identifying information of the respondents was not associated with their responses. This encouraged honest and open responses as participants were more likely to share accurate information without fear. The respondents were free to either to be part or not without being forced or pressurized. The researcher also ensured that the heads schools and teachers who participated in the study did so voluntarily and without feeling obligated. and reporting them (Braun & Clarke, 2006).

3.0 Results and Discussion

This study investigated the learning challenges posed by school infrastructure on the learning of students with physical disabilities in public secondary schools. The findings revealed that students with physical disabilities encountered various learning challenges posed by the school

infrastructure such as; limited movements within and outside classrooms, poor participation in social and academic interaction, and limited peer interactions.

3.1 Limited Movement within and Outside Classrooms

The findings revealed that many of the students with physical disability had very limited chances to access the learning resource available in the school learning environment for example; the library which had no ramps was a headache for those who used wheelchairs. The presence of non-adjustable wooden chairs, tables and desks in classrooms restricted movement and limited comfortability among the physically disabled students especially the creeping. They could not participate in collaborative learning activities such as group discussions.

During classroom observations, the researcher witnessed that some of the physically disabled students, the creeping and musculoskeletal, remained isolated when a teacher assigned students to discuss in groups. They remained isolated because the way the tables and chairs were arranged (all fixed) could not allow free movement of the disabled students. Also, the absence of assistive devices like screen readers, voice recognition software limited students with physical disabilities mainly the hand-clipped, creeping and musculoskeletal to access the materials taught as they struggled to write notes on time. This situation was exemplified by one of the students claimed:

> In our classrooms, the desks, seats, and tables are fix, they cannot be easily moved around to adjust spacing or enable us move from none place to another place easily. Therefore, it is difficult for us to maximize interaction with those kinds of furniture for instance engaging with our friends in group discussions to share ideas. (Interview with student 2, on 22 – April 2024).

In that sense, students with physical disabilities had difficult making full participation in the learning process. The findings of this study are in line with the findings obtained by Mbwambo (2015) who argues that many schools in Tanzania lack the necessary infrastructure and facilities for classroom interaction to take place and accommodate students with physical disabilities during the learning process. Emphasizing on this point one of the heads of school from one of the secondary schools said:

> Honestly, students with physical disabilities in schools experience a lot of learning problems due to the manner in which the infrastrut8re is being designed. It does not process easy access to those students during classroom interaction. It goes without saying that this limits their ability to talk to their peers or share ideas with them in groups (Interview with head of school 1, on 22 – April 2024).

This is to confirm that the heads of school were aware of the difficulties that students with physical disabilities experience in those schools due to unsupportive infrastructure. It seems that head of school is aware of those challenges faced by students with physical disabilities, which consequently impede their intellectual abilities and eventually fail to develop intellectually and socially.

3.2 Reduced Access to Quality Education

Reduced access to quality education was one of the major challenges students with physical disabilities encountered in their interaction with the school infrastructure. This was regarded as a challenge because it affected the quality of learning of those students hence, underachieving. The fact that those students were not able to full participate in the learning process due to unsupportive infrastructure, consequently fall behind other academically. The findings had indicated that schools had no assistive technology and equipment to assist those students in their learning for example, computer and communication aids like speech recognition software, text-to-speech and speech-to-text programs, note-taking aids and voice recorders. For the creeping, musculoskeletal and hand-clipped, whose writing speed is slow. This was also found from the interview data whereby the respondents expressed their concern about the future of those students after school in respect of career prospects. The following extracts were made important for this concern:

> One of the challenges we face is the lack of adjustable furniture and assistive technological equipment that could improve our academic performance. We don't do better in our subjects per requirements not just because we cannot learn, but we struggle to learn using the non-adjustable tables, chairs and desks. Sometimes it is difficult for us, the

hand clipped to write the notes because of our physiological implications (Interview with student13, on 25 – April 2024).

Similarly, it seems that under achievement of academic performance for students with physical disabilities is caused by unconducive school infrastructure like adjustable table was not available in the classroom.

One of the students had this to say:

> The major challenge we face is poor interaction which cause us perform poorly in academics. We struggle much in learning, but, we don't pass exams as the result we fail even to attain our future goals for our future dreams. (Interview with student 1, on 22 – April 2024).

It is obvious from this quote that school infrastructure plays a vital role in enhancing learning of students with physical disabilities and even the normal ones. This was also opined by one of the teachers who said:

> From my experience, the main challenge our students with physical disabilities encounter is the academic underachievement which results from unsupportive school infrastructure. Our physically disabled students struggle much to learn using the furniture that are not adjustable which obstruct them from writing especially the musculoskeletal, creeping and hand-clipped. Majority of them do not perform competitively. I think, they can perform better when they are provided with supporting school infrastructure (Interview with head of school 1 on 22 – April 2024).

The findings of this study are in line with the findings obtained by Mbwambo (2015) who observed that many of the students with physical disabilities perform poorly in school subjects. The authors recommended that school should be bult taking into account the presence of students with this kind of disabilities. Thus, there is a dire

need to find out ways of addressing this challenge for the sake of our students' education.

3.3 Limited Social and Peer Interaction

The findings of this study also revealed that most of the physically disabled students for example, creeping, musculoskeletal, and one-legged suffered from social isolation and poor peer interactions. During break time, it was observed that the physically disabled students remained in classes while other got outside the classrooms in groups talking. This was also reported by the teachers and the students during interview, as one of the creeping students said:

> One among the challenges we face in our learning is social isolation and limited peer interactions. We don't interact with our colleagues, it being in classes or outside. We always wish to integrate with others, but the school infrastructure such play grounds do not favour us to interact with them. Teachers are encouraging our friends to socialize with us, but the infrastructure restricts us to interact (Interview with student10, on 25 – April 2024).

According to explanation from respondent, there is sign of stigmatization and marginalization accelerated by poor school infrastructure which tends to isolate them from others. This was also reported by one teacher as quoted saying:

> My experience shows that the physically disabled students suffer from social isolation and limited peer interaction. The school infrastructure and facilities including those for game and sports do not give the access to participate in games and sports activities. They only opt to watch television while other go for games and sports (Interview with teacher2, on 22 – April 2024).

The findings of this study are in line with the findings by Al Masa'deh (2020) who argued that students with physical disabilities fail to associate adequately due the presence of unsupportive school infrastructure .by

3.4 Limited Participation in Extra Curricula Activities

The findings obtained from observation indicated clearly that inaccessible school facilities and lack of tailored support excluded students with physical disabilities from participating in extra curricula activities such as games and sports, limiting their overall educational and social experiences. They are minimally involved in collective learning and extracurricular activities. For instance, it was shown that the physically disabled students did not take part in game and sports that could promote their talents and foster interaction and socialization with their fellows. This was also supported by one of the students who remarked:

> We are not engaged fully in school timetable particularly in extracurricular activities such as game and sports. Our school does not have facilities for us to showcase our talents. The pitch and play grounds available only fit our fellows who are not physically challenged. Even though the school routine needs us to participate in games and sports, we don't participate because of the unsupportive facilities (Interview with student3, on 22 – April 2024).

This quote suggests that students would like to participate in all the indoor and outdoor activities but, limited by the school infrastructure. Therefore, it is imperative for the school administration to find out alternative way that can make them maximize their participation in the school activities without much difficulty.

Overall, the findings reported in this study indicate that students with physical disabilities encounter various learning challenges posed by the school infrastructure which include reduced access to some of the educational activities such as extracurricular, experiencing academic underachievement, social isolation and poor peer interactions. The findings of this study are in line with Al Masa'deh (2020) who argues that students with physical disabilities face various challenges in their school learning which include: limited participation and peer interaction which limit their ability to interact and collaborate with their peers. In the same note, (Munayi, 2015) observed that insufficient infrastructure in schools significantly hinder the educational experiences of the physically disabilities students, limiting their access to resources, peer interaction, and ultimately their academic performance and social inclusion.

5.0 Conclusions

Based on the findings, it is evident that school infrastructure plays a significant role in inhibiting the learning pf students with physical disabilities in the studied schools in Iringa Municipality. Consequently, such students experience reduced access to quality education, exhibit academic underachievement, social isolation and poor peer interactions. They also experience limited participation in extracurricular activities.

6.0 Recommendations

 The study recommends improvement of the school learning infrastructure so as to accommodate students with disabilities in the learning process. It is also recommended that educational stakeholder should strive hard to upgrade the school infrastructure in order to meet the maximize equerry in educational provision. The study further, recommends more funds be allocated to improve school infrastructure, whereby a synergy could be established between the government and private organizations to improve school infrastructure.

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Geography Teachers' Implementation of Competency-Based Teaching Approaches and their Impact on Students' Academic Performance

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Abstract

The study assessed the Geography teachers' implementation of competency-based teaching approaches on students' academic performance at secondary level. Qualitative research approach with a case study research design was employed in this study. The target population of the study was geography teachers and students. The sample size was 66 participants (12 geography teachers and 54 students). Data were collected through interviews, focus group discussion and documentary review and analyzed through content analysis. The study findings revealed that, geography teachers implement competency-based teaching approaches through setting learning competencies and objectives that reflect competency-based teaching approaches, provision of constructive feedback, teachers' decision on student mastery learning and teachers assessment techniques. This study concluded that, effective implementation of competency-based teaching approaches have a contribution on students' academic performance. Generally, effective implementation of competency-based teaching approach plays a pivotal role on students' academic performance. The extent to which students are attaining low performance is associated with various challenges including teachers' qualification and their ability in the implementation of competency-based teaching approaches, students' commitment, large class size and lack of teaching and learning materials. It is recommended that the government should provide in-service training and other capacity building programs to teachers so that they can be capable in implementing competency-based teaching approaches.

Keywords: academic performance, competency-based teaching approaches, contribution, geography teachers, implementation

1.0 Introduction

Competency-based teaching approaches are educational strategies that focus on developing specific skills and competencies in students, rather than solely emphasizing the acquisition of knowledge (Komba & Mwandaji, 2015). According to Lopez, Patrick and Sturgis (2017) competency-based teaching approaches are designed to prepare students for real-world challenges by equipping them with practical skills and abilities that are relevant to their future careers and personal development. Competency-based teaching aims to ensure that students not only understand theoretical concepts but also have the practical skills to apply their knowledge effectively in various contexts. The most common competency-based teaching approaches used by teachers on the teaching and learning process are learner centered, networking, problem solving and experience based approach (Niemi, 2011).

Historically, competency-based teaching approaches began to be implemented as the introduction of competence based curriculum which was firstly introduced and implemented in USA in the early of 1970s (Kimario & Otieno, 2022). The purpose of implementing competency-based teaching approaches was to ensure that students are becoming creative and curious which could help students for world of work (Richard & Rogers, 2001). As stipulated by Kimario and Otieno (2022), South Africa was the first African country to adopt Competence Based Curriculum in 1998 following the acute shortage of professionals like engineers, technicians and artisans. Tanzania adopted competence based curriculum in 2005 with the aim of improving the quality of education and to make learners more competent through the acquisition of competencies as well as to improve their academic performance (Mwesiga, 2017).

On implementing competency-based teaching approaches as it involves the process of putting educational plan into effect, the Tanzanian government has made various efforts to ensure that competency-based teaching is well implemented (Mohamed & Karuku, 2017). Some of these efforts include seminars, on job training and the introduction of teacher education framework (MoEST, 2019). Apart from these efforts done by the Tanzania government to promote effective implementation competency based teaching, there are some challenges facing its implementation. For instance, there seem to be mismatch between policy and practices, lack of instruction materials, negative attitude by some teachers towards change whereby some are still

using content-based teaching approaches and encourage rote learning in assessment, and lack of competent teachers in using competency-based teaching approaches (Tarimo & Kimaro, 2021).

The challenges faced the implementation of competency-based teaching approaches in public secondary schools in Tanzania have serious implications on the academic performance of student in Geography subject. This has been evidenced in Certificate of Secondary Education Examination (CSEE) from 2018 to 2022 where 42.7% of Geography candidates failed by scoring F grade (NECTA, 2022).The teaching of Geography needs the creation of a dynamic and effective learning environment that not only enhances student understanding but also fosters a lifelong interest in the subject (Artivinil, 2015).

Despite the efforts made by the Tanzania government to improve and reform education system, including adopting competence based curriculum, the low performance in Geography is still an agenda of discussion among education stakeholders. The poor academic performance by majority of students in various subject areas is basically linked to application of ineffective teaching approaches by teachers to impact knowledge to learners and therefore teachers need conversant with numerous teaching approaches (Adunola, 2011). The questions raised are, 'how geography teachers implement competency-based teaching approach? How does the implementation of those approaches affect students' academic performance? Therefore this study was carried out to provide empirical evidence on how the geography teachers' implement competence based teaching approaches and its impacts on students' academic performance.

2.0 Materials and Methods

2.1 Research Approach and Design

In exploring geography teachers' implementation of competency-based teaching approaches and their impact on students' academic performance, a qualitative research approach was particularly fitting because it helped to gain in-depth understanding of complex phenomena. This approach enabled the researcher to gather rich, detailed insights into teachers' experiences, perceptions, and the contextual factors influencing their teaching approaches. Qualitative data, such as interviews and focus group discussion, revealed nuances that quantitative methods overlooked, providing a more comprehensive view of how competency-based approaches were applied in real classroom settings.

The case study research design was also employed as it focused on a specific setting in this case, Iringa Municipality and examined the interactions within this particular environment. This design allowed for a thorough investigation of the teaching practices and their effects on student performance by considering multiple perspectives, including those of teachers, students, and possibly administrators. By concentrating on a single case, the researcher delved deeply into the local context, uncovering unique challenges and successes related to the implementation of competency-based teaching approaches. This holistic view was essential for understanding the intricate dynamics at play and informed broader educational strategies and policies.

2.2 Participants

In the study, the target population included all geography teachers working within the selected secondary schools in Iringa municipality and the students enrolled in their classes. A total sample size of 66 participants was determined, consisting of 12 geography teachers and 54 students. This sample size was chosen to ensure a diverse range of perspectives while maintaining manageability for in-depth qualitative analysis. The inclusion of both teachers and students was crucial, as it allowed for a comprehensive understanding of the teaching approaches and their effects on learning outcomes.

To select the sample, a purposive sampling technique was employed. This method was appropriate as it enabled the researcher to intentionally choose participants who were directly involved in the competency-based teaching approach. By focusing on those who have firsthand experience and relevant insights, the study aimed to gather rich qualitative data that would illuminate the practical implementation of these teaching strategies and their impact on students' academic performance.

2.3 Data Collection Methods

The methods for data collection included interviews with geography teachers, focus group discussions with students, and a review of relevant documentary evidence, such as lesson plans and examination results. Interviews were conducted with geography teachers to gather in-depth insights into their experiences, perspectives, and challenges related to implementing competency-based teaching approaches. This qualitative method allowed for semi-structured interview questions, facilitating rich, narrative responses that captured the complexities of their

teaching practices. Through these interviews, the researcher was able to explore the motivations behind their instructional choices, the perceived effectiveness of these approaches, and any barriers they encountered in the classroom.

Focus group discussions with students complemented the teachers' interviews by providing a platform for students to express their thoughts and feelings about the teaching methods they experienced. This method encouraged interaction among participants, allowing them to share and reflect on their collective experiences. The discussions aimed to uncover how students perceived the competency-based approaches, their engagement in the learning process, and the impact of these methods on their academic performance. By capturing diverse viewpoints, the focus groups enriched the data, revealing trends and common themes in student experiences.

In addition, a documentary review was conducted to analyze relevant documents such as lesson plans and examination results. This method provided objective evidence of the teachers' planned instructional strategies and the actual outcomes of student learning. By reviewing lesson plans, the researcher could assess how well the competency-based approaches were integrated into the curriculum. Examination results offered measurable indicators of student performance, allowing for a comparison between the intended learning outcomes and actual student academic performance. This triangulation of data from interviews, focus groups, and documentary evidence strengthened the validity of the findings and provided a holistic view of the implementation and impact of competency-based teaching in geography education. Together, these data collection methods created a rich, multifaceted understanding of the research topic, highlighting the interplay between teaching practices and student performance in a specific educational context.

2.4 Data Analysis and Ethical Considerations

In order for the raw data to make sense, data were analyzed through content analysis. Content analysis was preferred due to its flexibility that allowed the researcher to focus on the data in numerous different ways. The process started by selecting the content that was analyzed based on research questions, defining the units and categories of analysis, developing a set of rules for coding, coding the text according to rules, analyzing the results and drawing conclusions. Moreover, in order to ensure rigor or confidence and to avoid bias with the findings as the basic

for qualitative research, multiple criteria such as credibility, dependability, transferability and conformability was ensured.

Also, adherence to ethical considerations was paramount throughout the research process. Prior to data collection, an introductory letter was obtained from the office of the Director of Postgraduate Studies. This letter served as formal recognition, allowing the researcher to approach regional and municipal authorities with credibility. It facilitated access to the selected schools, ensuring that the study was conducted within a framework of institutional support and respect for local governance. During the data collection process, ethical issues were carefully addressed to protect the rights and well-being of the participants. Informed consent was sought from all respondents, ensuring that they fully understood the purpose of the study, their role in it, and their right to withdraw at any time without penalty. This transparency was crucial in fostering trust and promoting a respectful research environment. Furthermore, confidentiality was rigorously maintained; participants were assured that their identities and responses would be kept anonymous, which is essential for encouraging open and honest communication.

Ethical considerations continued during the data analysis phase, where the researcher was committed to relying solely on the findings derived from the collected data rather than imposing personal biases or interpretations. By focusing on the evidence gathered from interviews, focus groups, and documentary reviews, the analysis aimed to faithfully represent the perspectives and experiences of the participants. This commitment to ethical integrity ensured that the study's conclusions were grounded in the reality of the participants' experiences, contributing to the credibility and reliability of the research outcomes. Overall, these ethical practices not only safeguarded the participants but also enhanced the overall quality and legitimacy of the study, ensuring that it was conducted with respect and responsibility towards all stakeholders involved.

3.0 Findings and Discussion

The purpose of this study was to assess the Geography teachers' implementation of competency-based teaching approaches on enhancing secondary schools students' academic performance. Through interview for geography teachers and FGD to students, they were asked how geography teachers implement competency-based teaching approaches on enhancing students' academic performance. But also lesson plans, schemes of work, lesson notes and students examination

results were reviewed so as to obtain information that participants did not give through other data collection methods. The following are the obtained findings as presented and discussed here under:

3.1 Setting Learning Competencies and Objectives that Reflect Competency-Based Teaching Approaches

Through an interview findings revealed that geography teachers implement competency-based teaching approaches by defining competencies and learning objectives that students are expected to achieve after the completion of the learning process. Furthermore, the findings revealed that by defining competencies and learning objectives, it helps geography teachers on guiding instruction and assessment practice to both content knowledge (what students should know) and practical skills (what students should be able to do). One of the interviewed geography teacher had this to say:

> Personally, before the teaching and learning process I create a roadmap (lesson plan) for effective instruction that enhances student engagement and achievement. This systematic approach ensures that all teaching and learning competencies and objectives are outlined in order to achieve the desired outcomes. (Interview with teacher4, school C: 28th February, 2024)

Similarly the teachers' lesson plan as the reviewed teaching document revealed that geography teachers define competencies and learning objectives to be achieved by students before the actual teaching and learning process. This was evidenced by the reviewed lesson plan under the part of competence, main objective and specific in secondary school B, for instance one Geography teacher from secondary school B in his lesson plan stated that; *the students demonstrate the ability to critically examine environmental problem and take appropriate measures to solve them.* While on the part of specific objective stated that; *within 80 minutes students should be able to analyze the causes, extent and effects of environmental pollution and waste mismanagement.* Therefore, this implies that in order to achieve the intended teaching and learning outcome like ensuring students' academic performance geography teachers firstly define

the competencies and learning objective before the actual implementation of competency-based teaching approaches.

The intended student competence and learning objectives to be acquired usually are indicated on the teachers' lesson plan and scheme of work. Setting clear learning competencies and objectives is fundamental process that lies at the heart of effective teaching and learning process (Strong, 2021). The implementation of well-designed lesson plan which hold the competencies and learning objectives has a profound impact on student learning outcome. By setting well defined competencies and learning objectives it create purposively teaching that fulfill the needs of students leading to improved academic performance and heightened student engagement (Stender, 2014).

3.2 Provision of Timely and Constructive Feedback

The findings of this study revealed that geography teacher implement competency-based teaching approaches through provision of timely and constructive feedback to the students. Through an interview, it was found that provision of timely and constructive feedback allows students to understand their progress, identify areas of improvement and make necessary adjustment in their learning strategies. To substantiate this perspective, a teacher from school A expressed the following view:

> During the teaching and learning process I always make assessment, it can be through observation, question and answer, quizzes, test or examination. CBC demands mastery learning, so usually I provide feedback which is specific, constructive and delivery shortly after the assessment or activity so that student can effectively use it to enhance their learning.(Interview with teacher1, school A : 22ndFebruary, 2024)

Contrary, the findings of this study also showed that not all geography teachers provide timely and constructive feedback to students. This was revealed by the following argument from students in an FGD in secondary school C:

> Provision of timely and constructive feedback is very necessary and it can help us to know our progress and to make more effort in learning. But here at our school we only get feedback from our teachers either in mid-term test or annual examination, this tendency really hinders our academic performance.
>
> (Student$_7$ in FGD$_1$, school C: 28thFebruary, 2024)

In addition, another student added that:

> Not all teachers provide feedback whether on assessment or our learning progress. And even few of them sometime when we do not perform well they use some statement which demoralize us.
>
> (Student$_8$ in FGD$_2$, school A: 22ndFebruary, 2024)

Provision of timely and constructive feedback to students is among the way of implementing competency-based teaching approach, but it need teachers commitment so as to attain the positive outcome of it. Researches over the preceding decades suggest that giving constructive feedbacks to students is one of the most influential strategies which help them to boost their self-efficacy (Andrade, Wang & Akawi, 2009). But also according to Aslam and Khan (2020) timely feedback to students influences students' motivation for task value which ultimately helps students to achieve their learning outcomes improvement in academic performance.

3.3 Teachers Decision on Students' Mastery Learning

The findings of this study revealed that Geography teachers implement competency-based teaching approaches through application of mastery learning. Mastery learning is revealed by Geography teachers through ensuring students demonstration of proficiency or mastery in a particular skill or concept before moving on to more another topics or sub-topic. Mastery learning ensures students to have a solid foundation of knowledge before progressing to higher-level content in geography. Furthermore, geography teachers stated that the high number of students in the classroom and time limit at some point it hinder the effective implementation of

mastery learning. This was evidenced by the response from an interview with geography teacher at secondary school B as she said that:

> Before moving to another concepts or topic, I usually make sure that my students achieve a high level of understanding so as to have a long-lasting understanding of the lesson. If the lesson was not understood to most of students I have to make revision of that concept, however at some point due to high number of student and time limit it is not possible to make follow up to all students so as to know if the lesson was understood or not.
>
> (Interview with teacher$_2$, school C: 23rdFebruary, 2024)

Similarly, the finding from lesson plan as the reviewed teaching document showed that geography teachers ensure the mastery learning of their students through making revision before moving to other subtopic or new topic. This was evidenced by the reviewed lesson plan under the teachers' evaluation and remark in secondary school C, for instance one Geography teacher from secondary school C in his lesson plan remarked that; *I will repeat the taught sub-topic so as to make sure that all students were able to calculate mean, mode and median*. In the same column, B$_2$ in school B stated that; *90% of students understood well the lesson, 10% will be assisted during the remedial classes.* Therefore, in the Geography teachers lesson plan it clearly indicate the teachers application of mastery learning; where before proceeding with the next content he/she ensures that all students achieve the teaching and learning objective of the subject content.

Contrary, the findings from students through FGD showed that not all the time mastery learning is applied by their geography teachers. It was noted that most of the students agreed that mastery learning is useful in their academic performance, but the nature of teaching and learning environment, class size and teachers commitment impediment the achieving of mastery learning. As one student from secondary school A explained that:

> Theoretically, our geography use mastery learning. But in reality we used to move from one topic to another without ensuring all students achieve the defined competencies before proceeding on the next concept/sub-topic or new

topic. In short what matters to our geography teacher is completing the coverage of the subject concepts only.

(Student$_6$ in FGD$_3$, school A: 22ndFebruary, 2024)

Basing on the finding of this study it implies that geography teachers implement competency-based teaching approaches through the use of mastery learning. Mastery learning has a positive impact on the students' academic performance as it emphasizes students to demonstrate a high level of understanding before moving on to more complex topics. Abakpa and Iji (2011) opine that mastery learning strategy can provide quality instruction, immediate feedback and remedial lessons for attainment of lesson objectives. Studies done by Oluwatosin and Bello (2015), Hussain and Suleman (2015) all affirm that mastery learning enhance students' academic achievements and retention in both social and science subjects compared to traditional learning approach. However, the current situation of poor academic performance of students in geography subject was because of ineffective use of mastery learning, nature of teaching and learning environment, class size and lack of teachers' commitment.

3.4 Teachers Assessment Techniques

During interview sessions with geography teachers the findings revealed that authentic assessment is a method used during the implementation of competency-based teaching approaches. As the methods of evaluating student learning, geography teachers emphasizes the application of knowledge and skills in real-world context through engaging students in tasks that mirror the complexities and unpredictability of real-life situations. Also the finding showed that authentic assessment aims to measure not just what students know, but how effectively they can apply their acquired knowledge in practical scenarios. This was evidenced in the interview with one the geography teacher from school B who said that:

> On implementing competency-based teaching approaches, I usually incorporate measuring students understanding through realistic tasks that require them to apply their knowledge in meaningful ways. For example, giving group task to students to discuss and present ways on improving

waste management in their areas. (Interview with teachers$_4$,

school B: 23rdFebruary, 2024)

Additionally, through focus group discussion with the students, it was revealed that geography teachers assess the understanding of students through tasks that requires students to contextualize and apply what they have learned. This encourages deeper understanding by connecting theoretical knowledge with practical application. However students' commitment affects the effective implementation and its intended outcome. In one FGD with students in school C, one student described how their Geography teachers emphasize the real-world skills in learning:

> Our geography teacher guided us to discuss on how population increase in our local communities have an impact on climate change. By engaging us in this type of task, it fosters engagement and promotes higher-order thinking skills necessary for success beyond the classroom. This helps us much in improving our academic performance in general. (Student$_8$ in FGD$_3$, school C: 28thFebruary, 2024)

With regard to the findings of this study, it showed geography teachers implement competency-based teaching approaches through authentic assessment which enhances real-world relevance. Similarly, Deveci (2017) argued that teachers' emphasis on real-world skills plays a crucial role in helping students to understand the world around them, equipping students with the knowledge and ability they need to navigate an increasingly interconnected and complex world. Authentic assessment is an ingredient to improve students learning outcome and performance but only if both teachers and students are committed on using it (Muis &Edwards, 2009).

4.0 Conclusions

Based on the findings of this study, the following inferences were made; Geography teachers' implementation of competency-based teaching approaches has a contribution on students' academic performance. However, extent to which students are attaining low

performance is associated with challenges including teachers' qualification and their ability in implementing competency-based teaching approaches, students' commitment, large class size and lack of teaching and learning materials.

5.0 Recommendations

On the basis of the research findings and conclusion it is recommended that the government of Tanzania through the Ministry of Education, Science and Technology (MoEST) in cooperation with Tanzania Institute of Education (TIE) and other educational stakeholders should provide regular in-service training and other capacity buildings programs to teachers so that they can be capable in implementing competency-based teaching approaches effectively. Furthermore effort should be made by the government to ensure provision of enough teaching and learning materials, introducing series of strategic measures on enhancing engagement and accountability to both teachers and students and recruiting new teachers so as to have equal student-teacher ratio. Lastly, further study could be conducted in other subjects with low performance rate.

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Matumizi ya Lugha Hasi Yanavyoathiri Malezi ya Watoto, Ujifunzaji na Mustakabali wa Maisha Yao

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Ikisiri

Makala haya yanahusu matumizi ya lugha katika malezi yanavyoathiri ujifunzaji na mustakabali wa maisha yao. Kimsingi, makala yanalenga kujadili matumizi ya lugha hasi katika malezi na tendo zima la ujifunzaji. Aidha, makala yanalenga kuielekeza jamii jinsi lugha ilivyo na mchango mkubwa wa kuweza kujenga utu na kumuandaa mtu bora, au mbaya, kuzindua fikra za wanajamii ili wawe na mtazamo chanya kuhusu matumizi lugha wakati wa kulea watoto. Data zilizofanikisha makala haya zilitokana na utafiti wa uwandani kwa kiasi kikubwa na kimaktaba kwa kiasi kidogo. Data za msingi zilipatikana katika jamii. Data hizi zilipatikana kwa wazazi, walimu na wanafunzi walioko shule za msingi, sekondari, na vyuo. Mbinu ya usomaji makini na upembuzi yakinifu zilitumika kupata data za msingi. Nadharia iliyoongoza uchanganuzi wa data ni Nadharia ya Ethnografia ya Mawasiliano ya Dell Hymes (1974). Makala haya yanaonesha kuwa lugha hasi zimekuwa zikizungumzwa katika miktadha mbalimbali kama nyumbani, kwenye elimu, na katika jamii. Fauka ya hayo, matumizi ya lugha hasi katika miktadha tajwa huacha athari hasi kwa watoto hasa kisaikolojia. Makala haya yanahitimisha kwa kuitaka jamii iwe na uelewa mpana kuhusu matumizi ya lugha wakati wa malezi, kwa sababu lugha inayotumika inaweza kuwaathiri watoto. Watoto ni sehemu kubwa ya jamii, na ndiyo tegemeo la uendelevu wa taifa lolote, hivyo hatuna budi kuwalea vizuri na kuwaendeleza ili waweze kutimiza ndoto zao.

Maneno Muhimu: *Lugha, Malezi*, *Ujifunzaji*, *Mustakabali*

1.0 Utangulizi

Matumizi ya lugha ni namna ya kutumia lugha kulingana na mila, desturi na taratibu zilizopo katika jamii husika. Ni vile ambavyo mzungumzaji anatumia lugha yake ili kuhusiana na msikilizaji. Massamba (2009:45) anafafanua kuwa lugha ni mfumo wa sauti nasibu ambazo

zimebuniwa na jamii kwa madhumuni ya mawasiliano kati yao. Hivyo basi, lugha ina kazi zaidi ya kutimiza jukumu lake mujarabu la mawasiliano.

Tangu tumboni mwa mzazi, mtoto huanza kuwasiliana na mama yake kwa kusikia sauti ya mzazi. Mtoto anapozaliwa huanza mazungumzo kupitia lugha ya mzazi, ambayo inamjengea msingi wa msamiati. Ni wajibu wa mzazi kutumia lugha chanya itakayomuwezesha mtoto kutenda na kuhusiana na watu kikamilifu. Verial (2018) anaeleza kwamba tangu kuzaliwa, mahusiano ya wazazi hujenga mazingira ya kifamilia ambamo watoto hulelewa. Mahusiano haya huweza kuleta athari za kudumu kwa watoto.

Pamoja na kuwasiliana, lugha hujenga tabia ya mtu; hii hutegemea sana watu wanaomzunguka mtu huyo wanazungumza nini, ambacho kwacho yeye kama mpokeaji lugha hukipata. BAKITA (2022) wanadadavua dhana ya athari kuwa ina maana tatu: kwanza, ni jeraha, kidonda, au kovu linalobakia baada ya kiumbe kuumia au kujeruhiwa; pili, doa, alama au kutu ambayo hukipata kitu kinapokuwa kwenye mazingira yasiyofaa; na tatu, matokeo mazuri au mabaya yampatayo mtu au kitu baada ya kupitia hatua fulani. Udadavuzi huu wa tatu ndiyo hasa tumetumia katika makala haya kuonesha taathira za matumizi ya lugha (hasa mabaya) kwa mtoto. Hii ni kwa sababu tunaamini lugha husaidia sana katika kumjenga mtu tangu utotoni. Walezi na walimu, kwa kujua au kutojua, huathiri wanafunzi kwa lugha wazitumiazo mbele ya hao watoto/wanafunzi.

Malezi ni mchakato endelevu wa maandalizi ya mtoto utakaomwezesha kukua, kukubalika na kushiriki katika shughuli za jamii. Mchakato huu unahusisha matumizi ya lugha kwa sehemu kubwa. Ili kumuwezesha mtoto kukua mathalani kiakili, ili kimo na weledi wa mambo vikue sambamba, wazazi, walimu na jamii kwa ujumla hawana budi kuwekeza muda wao kumuandaa mtoto. Verial (2018) anasema kuwa chembechembe za mwili anazozaliwa nazo mtoto na mazingira anamoishi huathiri tabia zake. Verial (keshatajwa) anasisitiza kuwa kila kinachotokea katika jamii huwafunza watoto namna ya kuishi ulimwenguni. Kwa mfano, semi mbalimbali wanazokumbana nazo watoto kutoka kwa wazazi, walimu na jamii zinawafunza namna ya kuishi katika jamii.

Mochiwa (2007) katika makala yake ya 'Utoto hadi Ungumbaru: Matatizo ya Elimu', anatoa maelezo kuntu kuhusu suala la malezi huku akihusisha na ukuaji wa lugha. Mochiwa

(keshatajwa) anasema malezi ni kipindi kinachoanzia pale ambapo mwanadamu anapambana na mazingira. Yaani, malezi huanza tangu mtoto anapozaliwa. Wakati huo, wazazi au walezi wana wajibu wa kuhakikisha mtoto analelewa na kukua vema. Kitendo hicho cha kumwongoza mtoto kutoka kutojifahamu hadi kujifahamu na kuwa mtu mwenye kujichunga na kujiongoza ndicho huitwa kipindi cha ulezi. Ingawa hapa anatajwa mzazi au mlezi kuwa ndiyo mwenye jukumu la ulezi, hata hivyo, bado kuna watu wengine kama vile walimu, ndugu, jamaa na jamii kwa ujumla wenye jukumu la ulezi wa mtoto. Ndiyo maana katika makala yetu tunaangazia jinsi walezi hawa wanavyotumia lugha na athari ya lugha hiyo katika makuzi ya mtoto.

2.0 Nadharia ya Ethnografia ya Mawasiliano

Kwa mujibu wa Hudson (1980) na Fasold (1990), Nadharia ya Ethnografia ya Mawasiliano iliasisiwa na Dell Hymes (1964). Ethnografia hasa mawasiliano ni uchanganuzi wa lugha na jukumu lake katika jamii husika. Nadharia ya Ethnografia ya Mawasiliano ni mwegemeo jumuishi wa utafiti unaotumia misingi ya kiethinografia kuchanganua mawasiliano yoyote yale, pamoja na kuchunguza mazingira yanamotokea. Nadharia hii hufanya hivi ili kutambua mazingira halisi ya kitamaduni na kimuktadha ambamo mawasiliano hutokea (Kyeu, 2021). Kyeu (keshatajwa) anafafanua upekee wa nadharia hii kuwa inaupekee wake katika jinsi inavyochanganua viambajengo vya mawasiliano kama vile, washiriki kwenye mawasiliano, mazingira, muktadha na njia wanazotumia washiriki ili kufanikisha mawasiliano.

Nadharia hii ni mtazamo wa isimu jamii unaojikita katika vipengele vikuu vitatu: muktadha, utamaduni, na mazingira mbalimbali katika jamii ili kuoanisha lugha na matumizi yake. Mtazamo huu huchunguza jinsi tukio fulani katika jamii linavyoibua matumizi maalum ya lugha ili kufanikisha malengo yaliyokusudiwa. Aidha, huchunguza jinsi wahusika wa lugha wanavyotumia lugha hiyo kwa kutekeleza majukumu yao ikiwa ni pamoja na kushauri, kuonya, kutia moyo, kukashifu, kubembeleza, kuliwaza, kukejeli tabia mbaya, kueleza hisi mbalimbali, kuhifadhi utamaduni, kuwasiliana, na kuburudisha. Wafuasi wa nadharia hii wanaamini kuwa matumizi ya lugha hayawezi kutenganishwa na utamaduni wa jamii; yaani mila, desturi na itikadi za jamii hiyo. Nadharia hii ina misingi yake katika jamii lugha, na inapotumiwa huchunguza jinsi mawasiliano yanayotumia lugha huendeshwa.

Kwa mujibu wa Hymes (1962, 1964, 1974), vipengele vya mada, ujumbe, lugha, wahusika na mazingira ndiyo mihimili ya nadharia hii. Crystal (1977) anasema kuwa, mada inayozungumzwa ni kipengele muhimu katika mawasiliano. Maudhui ya ujumbe unaowasilishwa yanakuwa nguzo muhimu katika kuteua maneno mwafaka katika mawasiliano. Kwa mujibu wa Crystal (keshatajwa), kinachovutia katika kuibua maana katika sanaa ni muktadha wa maongezi. Muktadha huchukua wajibu mkuu katika kubainisha jinsi maneno mahsusi yanavyobainishwa katika tukio hilo. Gregory na Carroll (1978) wanasema kwamba, maneno huibua maana kulingana na muktadha, hivyo basi, muktadha ni muhimu katika kutafsiri matukio na kuwasilisha ujumbe kwa wanajamii. Aidha, muktadha wa kijamii ambapo tukio hufanyika huchangia kwa sehemu kubwa uteuzi wa aina ya lugha ifaayo kutumiwa kuwasilisha ujumbe miongoni mwa wanajamii. Matumizi ya muktadha kama kitengo kikuu cha nadharia ya mawasiliano katika utafiti huu yaliwezesha kubainisha miktadha tofauti ya matumizi ya lugha ambayo ndiyo inajadiliwa katika utafiti huu, ikiwamo muktadha wa nyumbani, muktadha wa kielimu, na muktadha wa kijamii. Mihimili hii ilitumika katika utafiti huu kuchunguza na kufafanua watumiaji wa lugha na namna wanavyoitumia lugha katika mawasiliano ili kufikisha ujumbe uliokusudiwa kwa walengwa.

3.0 Mbinu za Utafiti

Katika sehemu hii tunadondoa kwa ufupi mbinu mbalimbali zilizotumika katika utafiti wa makala haya. Miongoni mwa mbinu ni pamoja na mbinu za uchanganuzi wa data zilizotumika, watafitiwa waliohusika katika utafiti huu pamoja na mbinu za ukusanyaji wa data.

3.1 Watafitiwa

Watafitiwa waliohusishwa ni wazazi, walimu pamoja na wanafunzi (kwa maana ya watoto). Wazazi walihitajika ili kutoa mtazamo wao kuhusu malezi, matokeo ya malezi na katika kujenga kesho ya watoto wao. Pia, watafiti walihitaji kujua namna wazazi wanavyotumia lugha katika kutekeleza nafasi yao ya malezi kwa watoto wao. Ama kuhusu walimu, watafiti walikusudia kupata data ya namna walimu wanavyowasiliana na wanafunzi na matokeo ya matumizi mazuri ama mabaya ya lugha kwa wanafunzi wao. Hatimaye, watoto (wanafunzi) walikusudiwa kutoa data ambazo zitaonesha athari ya lugha (mbaya/nzuri) kwao kutoka kwa walimu au wazazi.

3.2 Mbinu za Ukusanyaji wa Data

Utafiti huu ulitumia data zote mbili: za uwandani na za maktabani. Data za uwandani zilikusanywa Mkoa wa Mbeya, Halmashauri ya Jiji la Mbeya. Utafiti ulihusisha wazazi, walimu na wanafunzi (watoto) ili kupata data zenye uwiano. Utafiti ulitumia mbinu ya mahojiano katika vikundi lengwa, dodoso na hojaji pale ambapo muda ulikuwa tatizo hasa kwa walimu. Mbinu ya hojaji ilitumika sana kwa wazazi ili kupata kujua mtazamo wao kwa watoto na maisha yao ya baadaye. Mbinu ya vikundi lengwa ilitumika sana kwa watoto (wanafunzi) ili kuwafanya wawe huru kusema pasi na kuogopa. Fauka ya hayo, utafiti ulikusanya data zake kwa njia ya maktabani ambapo maktaba ya Chuo Kikuu cha Kikatoliki Mbeya ilitumika. Makala, vitabu, magazeti yalisomwa ili kupata data sahihi. Hali kadharika, data pia zilipatikana mkondoni kwa kuperuzi.

3.3 Uchanganuzi wa Data

Data zinaweza kuchanganuliwa kwa kutumia mikabala miwili, ambayo ni mkabala wa kiidadi na mkabala wa maelezo (Kothari, 2014). Mkabala wa kimaelezo au usio wa kiidadi ni mbinu ya kuchunguza data ambayo mtafiti hueleza na kufafanua data zake kwa kutumia maelezo (Masasa, 2017). Kwa hiyo, utafiti huu ulitumia njia hii ya pili ya uchanganuzi wa data zake.

4.0 Uwasilishaji na Uchambuzi

Kama ilivyoelezwa hapo awali, makala haya yamekusudia kujadili matumizi ya lugha katika malezi ya watoto yanavyoathiri ujifunzaji na mustakabali wa maisha yao. Katika makala haya, tumejikita kuwasilisha matumizi ya lugha katika muktadha wa nyumbani, muktadha wa elimu, na muktadha wa kijamii.

4.1 Matumizi ya Lugha Katika Muktadha wa Nyumbani

Nyumbani ndiko msingi wa maisha ya mtoto hujengwa. Ualimu wa nyumbani unatokana na matendo zaidi ya maneno. Mtoto huwa na mzazi/mlezi kila uchao. Hivyo, hutumia muda mwingi kutoa maelekezo ya tabia njema. Aidha, kupitia maneno na lugha inayozungumzwa nyumbani ndiyo humjengea mtoto misingi ya maisha ya baadaye. Mbogo (2010) anasema, mtoto hazaliwi na imani yoyote kuhusu yeye, ubongo wake ni msafi lakini ulio tayari kupokea maarifa ya kila aina, hauna mawaa, lakini mchakato wa malezi, watu wengine, wazazi na marafiki na hata

baadhi ya walimu wanashika kalamu iitwayo ulimi na kuanza kuandika programu tasa ndani ya ubongo na ndani   akili changa ya mtoto.

Maelezo hayo ya Mbogo (keshatajwa) yanakuzwa na Safwat na Sheikany (2014) anayesema kuwa, mawasiliano mazuri baina ya wazazi na watoto ni muhimu kwa kuwa huwapatia watoto uwezo zaidi wa kujifunza lugha na kuwandaa kiakili. Mzazi, kama mwalimu wa kwanza, analo jukumu la kuumba tabia na kukuza vipaji kupitia lugha anayotumia wakati wote wa malezi. Ngwiri (2008) anaongezea kuwa, kupitia mazungumzo na matendo ya wazazi, watoto hukuza hali ya kujiamini na kutekeleza mambo kadhaa katika jamii. Lugha wanayotumia wazazi katika malezi huathiri jinsi mtoto anavyokua na kuendelea.

Makuzi na maendeleo bora ya mtoto pia huchangiwa na jitihada za wazazi au walezi kumjenga mtoto kuelekea kufanikisha matamanio yake (Mekacha, 1993 na Ngonyani 1994). Kwa mfano, mzazi au mlezi anapotumia lugha ya ukali huacha majeraha mengi kwa watoto kiakili na kimwili tangu wakiwa wadogo mpaka wanapokuwa watu wazima. Kwa mfano: *'We acha ujinga wako', 'Huyu mtoto walakhi atakuwa mwizi, 'Huyu mtoto hana kipaji cha kuimba, hana!', 'Ee ana sauti kama chura', 'Aa! Huyu ni mbumbumbu mzungu wa reli', 'Nakwambia huyu mtoto atakuwa Malaya kama mamake!', 'We Aisha nimekwambia kwako ni jikoni hizo kazi waachie wanaume', 'We ni mwanamke tu', 'Huwezi, huwezi, huwezi', 'Hufai, hufai, hufai kitu', 'Mbwa wee', na 'Huna akili! Na kadhalika.*

Mzazi akiwa na tabia ya kumwambia mtoto wake kila siku maneno hayo yenye lugha ya kukatisha tamaa, bila kujalisha kuwa alilenga kukaripia, kuonya kama wasemavyo Wanaethnografia kuwa hayo yote ni jukumu la lugha, kuna kitu kingine kinachojengeka zaidi ya hapo kwa huyo anayeambiwa hivyo kila siku. Katika mahojiano na baadhi ya watu, kuna wengine walisema kuwa kuna lugha za kukatisha tamaa walizokuwa wakitamkiwa na watu wao wa karibu zimewaathiri mpaka sasa. Lugha hizo ni kama vile *"We kichaa njoo hapa! Muone akili kama za mamako au babako, lione vile kichwa chake",* na mengine mengi yanayofanana na hayo.

Lugha ya namna hiyo na maneno mengine yanayofanana nayo yamewaathiri sana watu wengi. Katika mahojiano, kuna mtoto alipouliziwa, 'kwa nini hufanyi vizuri darasani'; mtoto akajibu, *"Nimefanana na baba yangu."* Maelezo yanatujulisha kuwa mtoto huyu inawezekana kuwa

huwa anaambiwa kuwa 'huna akili kama baba yako'. Maelezo haya yanashadadiwa na Grice (1989) anaposema vipengele vinavyofaulisha mawasiliano hususani nia ya mwasilishaji, matumizi ya lugha yanayolandana na nia yake, na mikakati inayotumiwa na msimbuaji ujumbe kuelewa kusudi la mwasilishaji ujumbe, huweza kumuathiri mpokea ujumbe.

Changamoto wanazopata watoto wengi katika jamii hutokana na mbinu wanazotumia wazazi wao kuwalea na lugha wanayoitumia wakati wa malezi. Ndiyo maana Gregory na Carroll (1978) wanasisitiza utumizi wa lugha katika muktadha uzingatie uteuzi mzuri wa maneno ili kutoleta athari hasi kama ambazo wazazi wengi wamekuwa wakiwasababishia watoto. Katika utafiti huu tumegundua kuwa maneno mengi yanayotamkwa na wazazi huwa yanamtengeneza mtoto kuwa mtu fulani katika maisha yake. Maneno huwa yanaumba kitu kwenye maisha ya mtu. Mbogo (2010) katika riwaya ya *Siri za maisha* anasema, ubongo ni diski yenye uwezo wa kuhifadhi taarifa zote ama programu zae au programu tasa, ubongo ukisikia maneno hayo kwa muda mrefu huchipua programu kulingana na maneno hayo.

4.2 Matumizi ya Lugha Hasi katika Muktadha wa Elimu

Elimu imekuwa kipaumbele kitaifa kwa serikali. Uchumi wa nchi na maendeleo ya jamii kwa sehemu kubwa hutegemea sana katika uwezeshwaji wa elimu. Eneo la kupatia elimu ni rasilimali inayoweza kutoa ujuzi unaotakiwa ili kupeleka maendeleo mbele. Elimu bora inaweza kuinua familia na jamii kwa ujumla. Kwa bahati maisha yalivyo kwa nyakati hizi, wazazi wengi wanawahi kuwapeleka watoto shuleni. Hivyo, wengi wao huwa bado wana umri mdogo ambao akili yao haina mambo mengi, hunasa kila kitu anachosikia kutoka kwa walimu wake.

Ubongo wa mwanadamu umeumbwa kupokea na kutunza kumbukumbu ya yanayotokea. Wataalamu mbalimbali wanasema mtoto ana uwezo mkubwa sana wa kupokea taarifa na kutunza kumbukumbu zaidi ya mtu mzima. Hii inasababishwa na mtoto kufikiri wakati uliopo tu tofauti na mtu mzima. Kwa hiyo, hayo anayoyatunza akilini humsaidia kuchanganua na kutoa maamuzi mbalimbali katika maisha ya kila siku. Matendo na misemo huunda taswira vichwani mwa watoto juu ya maisha, lugha na mahusiano. Kwa mfano, Mbogo (2010:25) ametoa mfano huu kuhusu mwalimu anavyoweza kuharibu mustakabali wa maisha ya mtoto ikiwa anatumia lugha hasi kama ifuatavyo:

We Joni, huna akili

We Joni mbumbumbu, kaa kando

We Joni uzembe umekusharabu mwilini

We Joni kila kitu ni wa mwisho

Katika mfano huo hapo juu, matokeo yake mtoto Joni ataamini na atakubali kuwa maisha yake yote yeye ni mjinga, hana akili, hii ina maana wakati wowote fursa ikitokea ya kujipatia maendeleo, ustawi ama mafanikio maishani John hatakuwa na imani wala jusura ya kujaribu.

Mwanasaikolojia Skinner (1957) anasema kuwa, mazingira mazuri ya ujifunzaji wa mwanafunzi huchangia uelewa mzuri wa mwanafunzi. Mtoto anapokosea arekebishwe na siyo akatishwe tamaa na asifiwe pale anapofanya vizuri. Kwa isivyo bahati sana, baadhi ya walimu hutumia lugha chafu, zenye ukatili na wakati mwingine zenye kukatisha tamaa. Ni mara chache hutoa lugha za kuwatia moyo wanafunzi hasa wale wenye uwezo mdogo. Wanaethnografia wanasema kuwa, maudhui ya lugha ni nguzo muhimu katika kuteua maneno muafaka katika mawasiliano. Hivyo basi, ni muhimu na ni vizuri walimu wakawa makini sana na lugha wanayotumia wakati wa ufundishaji, kwa sababu ufundishaji ni sehemu ya malezi. Katika utafiti huu tumebaini kuwa kuna athari azipatazo mwanafunzi katika muktadha wa elimu zinazochangia kuharibu ama kujenga mustakabali wa maisha ya mtoto/mwanafunzi.

4.2.1 Athari ya matamshi kwa mtoto

Katika kipengele hiki tunakusudia kuonesha athari ya utumizi wa lugha, athari yaweza kuwa chanya au hasi. Kwa hiyo, katika makala haya, tutajikita kuelezea athari hasi ambazo kwazo tunaona ni ukatili, ambao mtoto anafanyiwa kwa kujua au bila kujua. Tunaona ni ukatili kwa sababu athari ya mtoto kutamkiwa lugha mbaya/chafu katika maisha yake ni sawa na kumfanyia mtoto huyo ujahili, ubedui, au udhalimu. Athari hii ya utumizi wa lugha ya ukatili tunaiangazia katika kipindi ambacho mtoto anakuwa katika mazingira ya shule, hivi kuwa chini ya ulezi wa walimu. Tunachunguza namna walimu wanavyowajibu na kuzungumza na wanafunzi, adhabu zinazoambatana na lugha pamoja na usahihishaji wa kazi za wanafunzi. Kwa hiyo, makala haya yamebainisha aina za athari lugha wanazopata wanafunzi katika ngazi mbalimbali za elimu. Athari dhidi ya wanafunzi hujitokeza kwa namna tofauti tofauti. Inaweza ikawa kimwili,

kisaikolojia, au kifikra. Katika utafiti huu tumegundua kuna lugha za kikatili zinazotumiwa na baadhi ya walimu katika muktadha wa elimu. Aina za athari zilizojadiliwa katika makala haya ni zile zinazosababishwa na ukatili lugha: ukatili lugha wa kisaikolojia, ukatili lugha wa kimatendo, ukatili lugha wa kifikra kama vile ishara za maandishi, na matamshi ambayo hubainika katika vitisho vya matamshi, na pia ukatili wa kuzisoma kazi za wanafunzi zenye kuambatana na maandishi ya kuvunja moyo.

Kwa jumla, ukatili lugha huu unaweza ukafanyika mbele za watu, faraghani au mtandaoni. Bila kujali unafanyika vipi, wapi na umetekelezwa na nani au ni kwa sababu gani, ukatili wa lugha katika elimu una madhara makubwa ya muda mfupi na muda mrefu na huzuia ushiriki kamilifu katika jamii zao. Watafitiwa wengi waliohojiwa katika ngazi mbalimbali walidhihirisha haya. Kwa mfano, watafitiwa kumi walihojiwa kati ya watafitiwa thelathini walisema kuwa waliacha shule na sasa wanaishi maisha waliyonayo kwa sababu walimu wao waliwaathiri kwa lugha waliyotumia hata wakaamua kuchagua mkondo mwingine wa maisha mbali na shule. Kwa mujibu wa Crystal (1977), kinachovutia katika kuibua maana katika sanaa ni muktadha wa maongezi. Muktadha huchukua wajibu mkuu katika kubainisha jinsi maneno mahsusi yanavyobainishwa katika tukio hilo.

4.2.1.1 Athari za ukatili lugha wa kisaikolojia

Wanaethnografia ya Mawasiliano wanadadavua kuwa lugha shurti izingatie mandhari na wahusika. Zaidi pia, ujumbe unaowasilishwa huwa nguzo muhimu katika kuteua maneno mwafaka katika mawasiliano. Ukatili wa kisaikolojia ni pale mtu anapotendewa matendo yanayomsababishia maumivu ya kiakili na/au kihisia ambapo mtu mwingine hawezi kutambua kuwa mwenzake ametendewa ukatili hadi mazingira yatakapojitokeza na mtendewa akajieleza. Mfano wa ukatili huu ni matusi kwa njia ya maneno au ishara yenye lengo la kudhalilisha, vitisho na kutishia kufanya fujo, maneno ya kufedhehesha, kudharauliwa hadharani, kutishia, kutoa siri, kuingiliwa faragha, kutishiwa, na kadhalika. Wanafunzi wanaathiriwa na matendo ya kikatili na lugha za kikatili zinazotumiwa na walimu wao. Matokeo ya utafiti yanaonesha kuwa kuna lugha ngumu ambazo wanafunzi hutamkiwa na walimu wao kama vile, "*Kenge na nusu, watoto wa farao, mbuzi wa kafara, ndama, wajinga,*" na kadhalika.

Katika kutafiti kipengele cha matumizi ya lugha kuwa ni kwa namna gani lugha inaleta athari nzuri au mbaya katika maisha ya mtu, imeonekana kuwa kuna athari kubwa mwalimu anapomjibu mwanafunzi kwa lugha isiyo nzuri mbele ya wanafunzi wenzake au hata akiwa pekee. Kwa mfano, walimu wamekuwa na kaida ama kasumba ya kuuliza maswali ya papo kwa papo wawapo darasani. Licha ya walimu wengi kutopenda kuulizwa maswali na wanafunzi, walimu wengi huwa wana tabia ya kusema jambo kumhusu mwanafunzi aliyejibu. Hapa tutarejelea mfano wa makala iliyochapwa kwenye gazeti la *Mwananchi* (2017, Machi 19) inayoitwa 'Maneno ambayo Wazazi Hawapaswi Kuyatumia katika Kuwaasa Watoto'. Mwandishi anatoa mfano wa mwalimu aliyeuliza swali kwa wanafunzi wake, mwanafunzi wa kwanza hakutoa jibu sahihi. Mwanafunzi wa pili akajibu kwa usahihi. Kupata au kukosa ni sehemu ya ujifunzaji lakini mwalimu alitumia lugha ambayo ni hasi kwa wanafunzi wote wawili. Tumedondoa mfano huo hapa chini.

> *"Nilijua kuwa huyu mpumbavu asingeweza kupata jibu sahihi"*
> *"Leo mvua itanyesha. Huyu mpumbavu amepata jibu sahihi!" (Akacheka sana)*
> (*Mwananchi*, 19/03/ 2017)

Fikiria ungalikuwa wewe ndiye mwanafunzi wa kwanza ambaye umefikiria jibu, umetumia nguvu kufikiri, hukukataa hata ulipoambiwa ujibu na ukajaribu kwa moyo, halafu, mwalimu anahitimisha kwa kukunenea maneno yaliyo katika (a). Ungalijisikiaje? Ungalijionaje mbele ya wanafunzi wenzako? Ungalikuwa na nguvu tena ya kujaribu, kujifunza ama kuwa na moyo wa kuwa makini katika vipindi vya mwalimu huyo?

Fikiria tena mwanafunzi wa pili ambaye alijibu swali husika na akapata. Badala ya mwalimu kumtia moyo anacheka, hata wanafunzi wenzake wanaungana na mwalimu kucheka. Hatimaye mwalimu anaona kupata kule kwa mwanafunzi ni sawa na maajabu ya dunia. Unaweza kufikiria namna gani mwanafunzi huyo alivyojisikia baada ya kuambiwa hivyo na mwalimu wake?

Inawezekana mwalimu aliongea kauli hizo kwa kujifurahisha mwenyewe. Inawezekana mwalimu huyo alitoa kauli hizo akidhani ni utani ambao unafurahisha darasa, kwa hakika hapa tukimfikiria mwalimu tutabaki kusema 'inawezekena… inawezekana…' na hatutofika hitimisho. Hata hivyo, tunaweza kutumia mfano huu kueleza kuwa lugha ina kazi zaidi ya kuwezesha

mawasiliano. Mathalani, kwa mwanafunzi wa kwanza, inaonekana mwanafunzi huyo huambiwa mara kwa mara na mwalimu kuwa hana akili. Ndiyo maana hata alipokosa mwalimu karejelea kauli yake. Maneno haya ya mwalimu yanaua kujiamini kwa mwanafunzi. Yanapojirudia kichwani mwa mwanafunzi yanamfanya aamini kuwa hana akili. Haya yote yanahitimishwa na mwanafunzi kuamini kuwa atafeli katika mtihani wa mwisho na hivi kuua kabisa ndoto zake alizopata kujiwekea. Hata mwanafunzi aliyepata swali bado hakustahili maneno yale aliyoambiwa na mwalimu. Hii inatufanya tusisitize sana kwa walezi (walimu) kuwa makini waongeapo na wanafunzi kwani maneno huumba na kujijenga ndani ya kichwa cha mwanafunzi.

Ukatili huu wa maneno ya lugha unaleta athari hasi kwa watoto. Katika makala hiyo iliyochapwa kwenye gazeti la *Mwananchi* (limekwishatajwa), mwandishi anatoa mfano wa mama aliyekuwa akikaripia alipoona mtoto wake mmoja anamnong'oneza jambo wakati wakila chakula. Mama akakaripia kwa kusema "*Wewe mjinga funga kopo lako na endelea kula.*" Tunafahamu kuwa kuna wazazi wenye maneno ya kukera zaidi ya haya, ambayo huwaambia watoto wao kila siku. Ukijaribu kufikiria athari ya maneno katika akili na maisha ya mtoto/mwanafunzi huyu utabaini kuwa ni mbaya sana. Kwa mfano, fikiria kama mtoto huyu ndiye yule aliyetukanwa na mwalimu kuwa ni '*mpumbavu*' na kwamba hana uwezo darasani ndiyo maana hawezi kupata swali. Chukulia kwamba mtoto huyo ni wa darasa la kwanza. Inatarajiwa ya kuwa ataendelea kuwa na mwalimu huyo kwa miaka zaidi ya mitano. Na huku nyumbani mama yake ataendelea kuwa naye hadi awe mtu mzima au majaaliwa ya Mola. Ni wazi kuwa mtoto huyo atakuwa 'kiumbe wa ajabu' sana katika jamii yake.

4.2.1.2 Athari ya ukatili lugha wa kimatendo

Ukatili lugha wa kimatendo ni ule unaotokana na utoaji adhabu unaoambata na matamshi au maneno mabaya kwa mwanafunzi/mtoto. Adhabu, kwa kawaida, hutolewa kwa mtu aliyefanya kosa. Katika mazingira ya shule, kuna adhabu ya fimbo/viboko, adhabu ya kufanya kazi ngumu, japo kutaja kwa uchache. Wakati mwingine wanafunzi wanapokosea, walimu huamua kuwapa onyo kwa karipio kali. Pamoja na dhamira nzuri ya adhabu kwa maana ya kumsaidia mtoto awe na maadili mazuri, baadhi ya walimu hutoa adhabu hizo huku wakisindikiza kwa maneno makali. Kwa mfano:

> *Mwone akili kama za mama yako*

> *Elimu siyo kwa ajili ya kila mtu…wewe shule haikutaki*
>
> *Mnatusumbua tu hapa shuleni si mkalime, mkapige debe, n.k.*

Ni walimu wachache sana wanaoweza kutoa adhabu kwa wanafunzi pasi na kutoa kauli chafu. Pengine, hali hiyo huchangiwa na kauli ya wahenga kuwa 'ukitaka kumuua mbwa mpe jina baya'. Mwanafunzi hujikuta akipewa adhabu husika (kama ni fimbo au kazi ngumu) pamoja na kuathiriwa kisaikolojia. Anaanza kujiuliza inawezekana mama/baba hana akili ndiyo maana hakufika chuo kikuu au hata kuwa na kazi nzuri. Inawezekana sisi (familia yetu) tuliumbwa tusisome ndiyo maana si kaka wala dada zangu aliyefika mbali kitaaluma. Kwa hiyo, mwalimu anakuwa chanzo cha kuzima ndoto za mwanafunzi. Hii ina athari kubwa kwani mwanafunzi huyakumbuka maneno hayo kila anapotumikia adhabu husika. Maumivu yake humfanya akate tamaa ya shule na ndiyo sababu baadhi ya wanafunzi hujikuta wakiacha shule au kutoroka.

Walimu wengi hutenda ukatili huu karibia kila siku, ama kwa kujua au kutojua. Wanaethnografia wanasisitiza sana (katika mihimili ya mazingira, mada na wahusika) kuwa mzungumzaji (mwalimu) anapaswa kutumia lugha kwa umakini sana (Gregory na Carroll, 1977). Unakuta mwalimu kila anapomchapa mwanafunzi lazima aambatanishe na maneno 'mbwa, huna akili, kichwa maji' na mengine yanayofanana na hayo. Huu ni ukatili mkubwa sana ambao mtoto anakumbana nao. Inapotokea mtu anayemwamini anamwambia (kila siku) hana akili, na akijichunguza hata maendeleo yake kitaaluma ni mabaya walimu husema hivyo, huamua kukata tamaa. Makala haya yanasisitiza jamii kuwa makini na maneno wayasemayo mbele ya watoto/wanafunzi.Uteuzi wa maneno mwafaka katika mawasiliano ni nguzo muhimu sana katika ujengaji wa akili ya mtu, hivyo ni vyema sana kuchagua lugha nzuri itakayomfanya mtoto ajione kuwa naye ni sehemu ya jamii na analofanya linathaminiwa.

4.2.1.3 Athari ya ukatili lugha wa kifikra

Athari ya kuwa na mtazamo hasi katika jambo fulani kutokana na kauli alizowahi kuambiwa. Wakati wa usaili, tuliwahoji wanafunzi walioonekana kufeli kozi ya Fonolojia inayofundishwa kama somo Chuo Kikuu. Swali hili lilijibiwa na wanafunzi kwa majibu tofautitofauti. Wanafunzi wa somo hilo walionesha kuwa na mtazamo hasi na somo husika. Kwa mfano, *"Kwa kweli hili somo mimi ni gumu kwa sababu hata mwalimu wetu wa kidato cha tano na sita alishatuambia*

na yeye alisema alifeli akiwa chuo." Kauli nyingine zilizotolewa na wanafunzi hao (waliohojiwa) ni pamoja na zifuatazo:

> Mimi nilishaambiwa na mwalimu wangu siwezi Fonolojia nikiwa sekondari, kwa hiyo siipendi. Ndiyo maana sishangai kuwa nimefeli.
> Nimefeli kwa sababu mwalimu alisema Fonolojia si ya kila mtu! Ni watu wachache tu wanaweza kuisoma.

Ukichunguza na kufikiri kauli hizi za wanafunzi pasi na shaka utapata kubaini mambo kadha wa kadha kichwani mwako mathalani wanafunzi hawa si kweli kwamba hawana akili. Kwa sababu kama wasingekuwa na akili wasingeweza kufika Chuo Kikuu. Wanafunzi hawa walishafeli kozi hiyo tokea siku ya kwanza wanaanza kuisoma kwa sababu akili yao haikuwa tayari kupokea maelezo mengine, ilhali watu waliowaamini walishawadhihirishia kuwa hawawezi. Ndiyo maana tunasisitiza katika makala haya kuwa pamoja na kazi nzuri ya lugha kuwezesha mawasilino pia inamjenga mtu bora au kumharibu mtu huyo. Baada ya kubaini haya, tuliamua kuwahoji wanafunzi wa masomo ya sanaa sababu za wao kutokwenda kusoma masomo ya sayansi na hesabu. Miongoni mwa majibu yao yalikuwa kama ifuatavyo:

> Sikwenda huko kwa sababu baba yangu alishaniambia sayansi ni ngumu.
> Kaka na dada yangu wote walinionya mapema kuwa kama nataka nifaulu nisichukue sayansi au hesabu
> Tulipokuwa kidato cha tatu mwalimu alinikatalia nisiingie kwenye vipindi vya sayansi … eti sina akili.
> Tuliambiwa tukiwa sekondari kuwa sayansi si ya kila mtu.

Wanafunzi hawa ni wazi kuwa (inawezekana) watakuja kuwaambia watoto wao, wadogo zao na hata marafiki zao vivyo hivyo. Hii ni kwa sababu waliambiwa na wakaamini na sasa ndiyo mitazamo yao. Data hii pia inatuonesha athari ya kauli za wazazi ama walimu katika kuyachukulia masomo. Kwa hakika walimu na wazazi wanapaswa kuwa waangalifu kwa kauli zao kwani hawana nafasi ya kuzifuta vichwani mwa wanafunzi. Huu ni ukatili kama ukatili mwingine ambao unamwathiri mtu kisaikolojia.

Walimu wengi, mara nyingi, hupenda kutoa maoni kwa kuandika maneno mazuri kwa mwanafunzi anayeonekana kufaulu mtihani pindi wanaposahihisha. Hali kadhalika, walimu hao hawaachi kumwandikia maneno ya kukera au kumchorea kielelezo cha kukera mwanafunzi anayeonekana kufeli somo husika. Murimi (2017) anadadavua kuwa katika usahihishaji wowote, utuzaji hutolewa kama namna ya kuonesha uamuzi wa mwalimu kuhusiana na kazi ya mwanafunzi. Na uamuzi huu ndiyo humpa nafasi mwalimu kutumia maneno kama, 'vema, vizuri, kazana, safi sana, n.k, kwa upande mmoja. Pia, humpa fursa hiyohiyo mwalimu kumwandikia mwanafunzi aliyefeli 'ongeza bidii, mbaya sana, ovyoo, achana na hili somo, au kumchorea bichwa likitoa machozi, kwa upande mwingine. Ama kwa hakika, maoni haya hutolewa kuhusiana na udhaifu au ubora wa kazi ya mwanafunzi (Richard, 1971).

Katika kuzungumzia suala hili la kutoa maoni kwa mwanafunzi hasa baada ya kusahihisha kazi ya mwanafunzi, James (1999) anadai kuna aina ya kwanza ya utoaji maoni haya ambayo ni ya matamshi ya moja kwa moja kutoka kwa mwalimu hadi kwa mwanafunzi. Anaeleza zaidi kuwa maoni ya namna hii hutolewa ofisini ambapo mwalimu huwa na mwanafunzi. Aina hii, licha ya kuwa na makusudio mazuri, baadhi ya walimu hutumia lugha ya ukali, vitisho au karipio ambalo humfanya mwanafunzi ajisikie vibaya na pengine kukata tamaa kabisa. Ndiyo maana Wanaethnografia wanasisitiza sana suala la matumizi ya lugha kwa kuzingatia mazingira pamoja na wahusika ambapo kwa hapa ni mwalimu na mwanafunzi . Aina nyingine iliyotajwa na James (keshatajwa) ni ile inayohusu utoaji wa maoni andishi pembeni, juu au mwishoni mwa insha/kazi ya mwanafunzi. Maoni haya pia ndiyo tuliyopata kudokeza hapo juu kuwa yakiandikwa vibaya hukera, huchefua na hukatisha tamaa wanafunzi.

Mwanafunzi mmoja wa shahada ya awali (mwaka wa kwanza) anayesoma Shahada ya Sanaa na Ualimu, akisoma somo la Kiswahili na Kiingereza, alipoulizwa kwa nini hakutaka kusoma somo la hesabu alisema:

> *Nilipokuwa kidato cha kwanza, tulifanya jaribio. Mimi nilifeli na mwalimu alinichorea 'buyu' linalolia. Nikavumilia. Mara ya pili nilifeli, sikupata sifuri, ila mwalimu akaniandikia kuwa halikuwa somo langu. Akimaanisha, Hisabati ni somo la watu wachache wenye uwezo. Kuanzia hapo nilianza kulichukia na hata kwenye vipindi vyake nikawa siingii* (Usaili kwa Mwanafunzi wa Mwaka wa Kwanza: 2025).

Maelezo ya mwanafunzi huyu yanaonesha kuwa utumizi wa lugha ya mwalimu katika kutoa maoni yake ulikuwa na athari kubwa kwa mwanafunzi. Suala la kutoa maoni katika kazi ya mwanafunzi ni zuri na linaungwa mkono na wataalamu kama Vengadasmy (2002) na Roberts na wenzake (1989) kama walivyonukuliwa Murimi (keshatajwa). Katika kutilia mkazo matumizi la lugha ya utoaji maoni katika kazi za wanafunzi, Murimi (2017) anahitimisha kwa kudai kuwa maoni yaliyotolewa vyema kama inavyostahili ni kiungo muhimu sana katika kuboresha ubunifu na uandishi wa kazi ya mwanafunzi. Lakini, maoni haya yakitolewa visivyo huwa na athari kubwa sana katika maisha ya mtoto/mwanafunzi.Katika suala la uteuzi wa maneno wanaethnografia wanasisitiza kuwa, tunapaswa kuchagua maneno kulingana na wahusika na mazingira, yaani unatakiwa uongee nini, kwa nani na katika mazingira gani.

4.3 Matumizi ya Lugha katika Muktadha wa Kijamii

Jamii ni mkusanyiko wa watu wanaoishi kwa pamoja katika eneo moja la kijiografia wakiunganishwa na historia yao na wakitambuliwa kwa utamaduni wao; lugha, mila na desturi. Tunahitaji lugha katika maisha yetu ya kila siku. Tunapofikiri mambo yaliyopita, yaliyopo na yajayo tunatumia lugha. Tunapowasiliana na wengine, tunahitaji lugha. Katika muktadha huu, lugha ni nyenzo muhimu inayotuunganisha na watu wanaotuzunguka. Matumzi ya lugha ni katika miktadha mbalimbali ya mazungumzo. Matumizi ya lugha ni dhana pana kwa maana kwamba imebeba mawasiliano ya wanajamii. Mawasiliano hayo yanaweza kuwa katika muktadha wa mazungumzo au maandishi (Msanjila na wenzake, 2011). Kwa mujibu wa King`ei (2010), katika muktadha wa mazungumzo, wazungumzaji hushawishika kutumia aina fulani ya lugha ambayo hutofautiana na muktadha mwingine. Hoja hii inachukuana sana na hoja za Wanaethnografia kama vile Gregory na Carroll (1977) na Crystal (keshatajwa) ambao kwa pamoja wanasisitiza kuwa matumizi ya lugha shurti yazingatie muktadha pamoja na wahusika. Makala haya yanatoa wito kwa wanajamii kwa ujumla kutumia lugha nzuri kwa watoto, bila kujali mtoto huyo ni wa nani. Inapotakikana mtoto kukaripiwa basi akaripiwe kwa kutumia lugha yenye staha na kwa kuzingatia umri/rika la mtoto. Hii itaifanya jamii kuitengeneza dunia kuwa sehemu nzuri na salama kwa kuishi watu wa rika zote.

5. Hitimisho

Zombwe (2008) anasema kuwa mafanikio ya mtu mzima huchangiwa na malezi ya utotoni pamoja na mwingiliano wa mazingira na jamii yake. Wazazi au walezi wakifanya jitihada

kumjenga mtoto na kumuandaa mtoto kuwa raia makini anayejitambua, mchango wa mtoto huyo kwa maendeleo ya jamii utakuwa mkubwa na familia yake itanufaika zaidi. Makuzi na maendeleo ya mtoto yanachangiwa na wazazi, familia, na jamii kwa jumla. Hivyo basi, ni muhimu wazazi na walezi kuwatunza na kuwalea watoto kwa kufuata misingi inayotakiwa. Kwa kuzingantia Nadharia ya Ethnografia ya mawasiliano, utafiti huu umebainisha umuhimu wa muktadha, hadhira na utamaduni katika kuainisha lugha na matumizi yake katika malezi. Nadharia hii ilitumiwa katika kufafanua jinsi ambavyo maneno katika muktadha wa malezi yanavyoweza kusababisha aidha madhara au mambo mazuri.

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