



CHALLENGES FACING TEACHERS DURING PEDAGOGICAL PRACTICES IN HISTORY SUBJECT IN NON-FORMAL SECONDARY EDUCATION IN TANZANIA

LOS RETOS QUE ENFRENTAN LOS MAESTROS DURANTE LAS PRÁCTICAS PEDAGÓGICAS EN MATERIA DE HISTORIA, EN EDUCACIÓN SECUNDARIA NO-FORMAL, EN TANZANIA

<https://doi.org/10.21555/rpp.vi34.2580>

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Recibido: abril 19, 2022 – Aceptado: mayo 11, 2022

Abstract

This study examined the challenges facing teachers during pedagogical practices in history subject in non-formal secondary education in Kinondoni Municipal Council in Tanzania. The sample used were four teachers. Purposeful sampling was employed whereby qualitative approach with phenomenology design were employed. The interview and observation data collection methods were employed. Results show that there was limited utilization of pedagogical practices in History subject due to various challenges such as the use of English language as a medium of instruction, limited use of instructional strategies, shortage of teaching materials, insufficient of the contents in the teaching materials, lack of lesson preparation, shortage of time of instruction, few use assessment procedures and large class size. The study recommends that teachers should use various interactive instructional strategies, various instructional materials and use of different assessment techniques during instructions.

Keywords: Challenges, Pedagogical Practices, Non-formal Secondary Education, History Teaching.

Resumen

Este estudio examinó los retos que enfrentan los docentes durante las prácticas pedagógicas, en la asignatura de Historia, en educación secundaria no formal, en el consejo municipal de Kinondoni, en Tanzania. La muestra se elaboró con un grupo de cuatro docentes. Se recurrió a un muestreo útil y el acercamiento se llevó a cabo con diseño fenomenológico. Se aplicaron las entrevistas y los métodos de recolección de datos de observación. Los resultados muestran un manejo reducido de prácticas pedagógicas en la asignatura de Historia, debido a varios desafíos, tales como: el uso del inglés como medio de instrucción; la práctica limitada de estrategias instruccionales; la escasez de material didáctico; el insuficiente contenido de los materiales didácticos; la falta de preparación de la lección; la disminución del tiempo de instrucción; la poca aplicación de procedimientos de repaso, y el número excesivo de alumnos en la clase. El estudio recomienda a los docentes, aprovechar varias estrategias instruccionales interactivas, diversos materiales didácticos y diferentes técnicas de repaso, durante la instrucción.

Palabras clave: retos, prácticas pedagógicas, educación secundaria no formal, enseñanza de la Historia.

INTRODUCTION

History is an essential school subject that conveys invaluable lessons from the past and whose worth transcends regional, national, and cultural boundaries (Boadu, 2016). It helps students recognize their cultural roots, identity, heritage and gain insight into other peoples' cultures and world view (Fru, 2015). It promotes national harmony and unity as it enables the students to learn about, appreciate, and respect the cultures of other ethnic groups besides their own (Adabo, 2019). Due to the major importance of History, it needs to be well taught to make learners gain a deep appreciation of the relevance of their learning (Boadu, 2016). Even though the History subject seems to have great importance in people's lives, some countries find it an invaluable subject. For instance, History education in Lesotho is still considered unimportant in national needs (Fru, 2015). Since History subject is significant in peoples' life, teachers need to use relevant and context-based pedagogical approaches to encourage learners' active participation in teaching and learning, acquire adequate History knowledge and experience to be applied in their lives during and after school completion.

Furthermore, pedagogical practices combine instructional strategies, curriculum materials, assessment tools, and lesson preparations (Westwood, 2004). Pedagogical practice is the engine that guides teachers on using teaching materials, instructional strategies, assessment tools, and principles during the teaching and learning process (Kapur, 2018). For pedagogical practices to take place effectively, there should be an effective learning environment that promotes value and respect among learners, independence, dependence, self-confidence, reflect learners' needs and background, critical thinking, assessment reflecting learning objectives, learners' involvement in learning and regular and timely feedback (The Principles of Learning and Teaching, 2004). Furthermore, to implement the pedagogical practices effectively, teachers should know six principles: teaching and learning, effective pedagogical practices, pedagogical knowledge, content knowledge, pedagogical content knowledge, and curriculum knowledge (Cogill, 2008). Even though pedagogical practices in teaching History subject are significant in promoting an effective teaching, there are limited studies focusing on challenges facing teachers on the utilization of pedagogical practices in History subject in non-formal secondary schools in Tanzania.

TANZANIA EDUCATION SYSTEM

In view of the Education Sector Development Plan (ESDP) 2017-2021, the Tanzanian education system has three sub-sectors (URT, 2016). These sub-sectors are: formal education, that comprises of pre-primary to higher education, professional trainings; that comprises of teacher education as well as Technical and Vocational Education and Training (TVET), and the Adult and Non-Formal Education (ANFE). In essence, ANFE provides youth and adults with several options for alternative learning to mainstream them back into formal education or simply make them acquire basic and functional literacy and continuing education apart from its main function of providing short vocational courses. The Tanzania education system structure is 2-7-4-2-3+, that is: two years for pre-primary, seven years for primary school, four years for ordinary level, two years for advanced level, three years above for higher level of education (URT, 2014).

GLOBAL CONTEXT OF PEDAGOGICAL PRACTICES

The development of knowledge, skills and attitude among learners towards course matter requires impressive pedagogical practices. The pedagogical practices that are globalized and used in all secondary schools have a learner-centered approach (Vavrus & Bartlett, 2012). The learner-centered approach started in the United States and the United Kingdom and later on spread to Russia, India, and China (Vavrus & Bartlett, 2012). For instance, in developed countries such as Australia, the United Kingdom, United States of America, and New Zealand, Norway to mention a few, teachers use a learner-centered approach in which group work and interactive teaching are commonplace (Newman & Gentile, 2020). In Sub-Saharan African countries, the learner-centered approach was later adopted by some countries including Tanzania, Botswana, Namibia, Guinea, and other parts of Africa (Tabulawa, 1997, 1998; Carney, 2009; Levitt, Kathryn, & Diallo, 2003; Steiner-Khamsin, & Stolpe, 2006; Ralaingita, 2008).

TANZANIAN CONTEXT OF PEDAGOGICAL PRACTICES

In Tanzania, the pedagogical approach that is learner centered was emphasized in 2005 after adopting Competence-Based Curriculum (CBC). The CBC established in 2005 was understood as a curriculum emphasizing the building of learners' ability to become practical, creative, and apply the skills they receive to solve problems in daily life and become functional in society (Nzima, 2016). Despite the fact that the government of Tanzania emphasizes the use of learner-centered approach also in the non-formal secondary education learner-centered approach is emphasized (Macpherson, 2007). Even though Tanzania adopted the competence-based curriculum in 2005 based on the learner-centered approach yet, literature shows that most secondary school teachers are still using teacher-centered instructional strategies such as lectures, demonstration, and brainstorming (Banda, 2011; Paulo & Tilya, 2014; TIE, 2011; Timothy, 2011). In the Tanzanian context, and much in the Sub-Saharan Africa region, the pedagogical practice is teacher-centered and lecture-driven in primary schools (Dembele & Lafoka, 2007; Sakata, Candappa, & Oketch, 2021). Even though the focus of CBC is to enable learners to acquire different skills as outlined above, when it comes practically, teachers are focusing on learners' performance in secondary schools (O'Sullivan, 2006).

PEDAGOGICAL PRACTICES IN HISTORY SUBJECT IN TANZANIAN CONTEXT

History is a compulsory and core subject of informal and non-formal secondary school education (Namamba, 2017). It is taught as an independent subject in ordinary and advanced secondary education in Tanzania (MoEVT, 2012; Tanzania Institute of Education, 2013). History can be a difficult subject to teach (Scott, 2018), because it requires competent linguistic skills, key analytical skills, writing skills, research, and reading, which altogether implies that history teaching can employ a wide range of pedagogical approaches (Kitson, Husbands, & Steward, 2011). History teaching should use varying pedagogical approaches depending on the materials, teachers, and students (Kitson *et al.*, 2011). It has been reported that the new beginner's History teachers often struggle psychologically and academically as they enter their first few years of teaching (Hover & Yeager, 2004), demonstrating that most history teachers face challenges of teaching History subjects and instructional approaches (Hover & Yeager, 2004).

GLOBALLY CONTEXTS OF NON-FORMAL EDUCATION

Globally, different countries have been implementing non-formal education with different approaches (Kanukisya, 2012). Non-formal education refers to any organized educational activity outside the formal educational system (Blakey, 2016). In Switzerland, non-formal education modular course design is organized and regulated by a professional body though it is not very widely spread (Werquin, 2010). In Spain, the recognition of non-formal and informal learners has greater flexibility and is considered in lifelong learning (Werquin, 2010). Further, Finland and Germany have established a non-formal secondary laboratory learning environment so as to support chemistry learning and sustainability education for all learners (Affeldt, Tolppanen, Aksela, & Eilks, 2017).

THE CONTEXT OF NON-FORMAL SECONDARY EDUCATION IN TANZANIA

The context of non-formal secondary education in Tanzania and its implementation is very similar to formal secondary education, but with few differences (Kanukisya, 2012). Non-formal secondary school education in the United Republic of Tanzania is provided through the Institute of Adult Education (Institute of Adult Education, 2020). The Institute of Adult Education has the mandate to register all non-formal secondary schools that meet the requirements (Institute of Adult Education, 2020). The non-formal secondary schools are education centers that teach the secondary school curriculum through a face-to-face and self-study program (Institute of Adult Education, 2020). This kind of education has three levels, namely, Stage I, commonly called Qualifying Test (QT), in which Forms one and two levels are undertaken in the first year, followed by QT and Stage II, in which Form three and four levels are undertaken in the second year, followed by Form Four National Examinations. Stage III is about Forms five and six, undertaken for one year (Institute of adult education, 2020). Both re-sitters and first sitting examination can do the National Examination as private candidates. The process is done by the National Examination Council (NECTA), whereby all students who pass the National Examination may join the formal education system if the set age limit is within the threshold.

Therefore, the History subject has great importance in life, teachers need to use relevant and context based pedagogical approaches to encourage learners' active participation in teaching and learning. Though the History subject seems to have great importance in

people's life, yet some of the countries find it an invaluable subject. For instance, Fru (2015) asserts that History education in Lesotho is still considered unimportant in relation to national needs. Many schools in Lesotho do not offer History as a subject and both students and teachers of History are not taken seriously as academics (Fru, 2015). The aim being to ensure learners acquire adequate History knowledge and experience to be applied in their life during and after school completion.

There are few studies examined the challenges facing the utilization of pedagogical practices in History subject in non-formal secondary school setting in Tanzania. Few of the known studies in non-formal education context had their attention in very different areas. For instance, Msolla (2010) conducted a study on non-formal education as a strategy for poverty reduction in Tanzania. In addition to this, Kanukisya (2012) investigated the use of ICT for adult learners in non-formal education in Tanzania and Uganda. Kanukisya (2014) also investigated people who participated in non-formal secondary education in Tanzania and Uganda. Again, Namkanda (2014) investigated the challenges in running evening class programs at the Institute of Adult Education in Tanzania. Furthermore, coming to the History subject, few scholars conducted their study. For instance, Namamba (2017) examined the History teachers' perceptions and experiences on teaching and learning history in secondary schools in Kigoma Tanzania. Few researchers such as Msola (2010); Kanukisya (2012; 2014); Namkanda (2014) and Namamba (2017) could not focus on the challenges faced in the utilization of pedagogical practices in History subject in non-formal secondary school in Tanzania. Thus, this gives a need of research to investigate the challenges faced by teachers during utilization of pedagogical practices in the History subject in non-formal secondary schools in Kinondoni Municipality Dar es Salaam, Tanzania.

This study was guided by two main questions as follows:

- What challenges would you anticipate when applying the pedagogical practices in the History subject?
- What solution would you use in order to ensure that the pedagogical practices function to your expectation in the History subject?

Methods and Sample Selection

This study employed a qualitative approach. According to Mason (2002) qualitative approach should be: systematically and rigorously conducted, accountable for its quality and its claims, involve critical self-scrutiny by the researcher, produce explanations or arguments, produce explanations which are general, seen as a unified body of philosophy and practice and is conducted as a moral practice. Qualitative approach was chosen because the researcher could have a great chance to obtain the detailed information from the real natural setting. In addition, in qualitative research participants could provide rich and thick information from their experiences, feelings and opinions towards the phenomenon. Phenomenology design was used in this study. The justification for using phenomenology design was that, the researcher identified the essence of participants' experience about the challenges facing teachers during pedagogical practices in history subject in non-formal secondary education in Kinondoni Municipal Council in Tanzania. This is in accordance with Marton and Pong (2005) who assert that phenomenology design explores the participants' experiences and identifies the conceptual meaning of the phenomenon.

Furthermore, purposive sampling was used to obtain participants in this study. Gall, Gall and Borg, (2007, p. 178) state that «[...] in purposeful sampling, the goal is to select cases that

are likely to be information rich». From this argument, teachers who teach the History subject were selected taking into consideration that they are experienced in teaching and also are implementers of the non-formal secondary education curriculum through utilization of pedagogical practices. In addition to this, teachers were purposely sampled by virtue of their profession of teaching the History subject. Therefore, the researcher believed that teachers might be having more and detailed information towards the phenomenon being examined. From each non-formal secondary school, one teacher was recruited. That made a total of four teachers.

Study Location

This study was carried out in four non-formal secondary schools in Kinondoni Municipal Council (MC) in Dar es Salaam Region, Tanzania. Therefore, Dar es Salaam Region specifically Kinondoni Municipal Council, was chosen for the following reasons: Dar es Salaam was selected out of the 34 regions in Tanzania because Dar es Salaam is the first best Region in terms of academic performance of learners in each non-formal secondary school in Tanzania (27%) compared to Mwanza (10.4%), Tanga (8.3%) and Coast (5%) (Institute of Adult Education, 2020). Also, Dar es Salaam Region was selected because it is a Region with the highest number of learners enrolment in non-formal secondary schools in Tanzania (4,645 learners) compared to only 1,549 learners (Morogoro Region) and 1,270 learners (Mwanza Region) (Institute of Adult Education, 2020). Additionally, Dar es Salaam has over 45% of all adult education programs including the non-formal secondary schools compared to other Regions in Tanzania (Institute of Adult Education, 2020). Most learners in non-formal secondary schools are found in Kinondoni MC in Dar es Salaam Region (Institute of Adult Education, 2020). Further, most of the non-formal secondary schools are found in Kinondoni MC. (Institute of Adult Education, 2020). For instance, the number of QT centers in Kinondoni MC are 35; Ilala MC 27, Temeke MC 20, Ubungo District Council 10, and Kigamboni District Council are 3 (MoEST, 2019), hence it is easier to obtain rich and enough data for the study from teachers.

Socio-demographic Characteristics

Table 1 below shows the demographic characteristics of teachers who participated in this study.

Table 1
Demographic Information of Participants

Name of the teachers (Pseudonym)	Gender	Educational qualification	Number of working years / Months
Teacher A	Male	Form Six (History, Geography and Kiswahili language).	6 months
Teacher B	Female	Bachelor of Arts in Education.	12 years
Teacher C	Male	Form six (History, Kiswahili and English Language).	2 months
Teacher D	Male	Bachelor of Public Administration (BPA).	4 years

The table shows that each non-formal secondary school had one teacher who was teaching the History subject. Due to their expertise in the subject, these teachers were chosen based on their qualifications. It indicates that only one teacher out of four was qualified to be a teacher by profession. For instance, it was observed that Teacher B had educational qualifications which qualified to be a teacher and was observed that she has many years of teaching experience. Thus, Teacher B is qualified to be a teacher in formal and non-formal secondary schools. Again, two teachers who are Teacher A and Teacher Care Form Six leavers have never passed through any teacher's Training College to acquire either certificate or diploma. This denotes that, teacher A and Teacher C are not qualified to be teachers of either formal or non-formal secondary schools. Though Teacher D has a higher qualification than the other three teachers, he was not qualified to be a teacher simply because he has no certificate or diploma of education. Having a BPA is not a guarantee for someone to be qualified as a teacher. Conclusively, three teachers out of four were not qualified, while only one was qualified to be a teacher.

Data Collection Methods

This study employed interview and observation methods to collect data. An interview is one of the most important sources of information in research (Yin, 2009). The researcher conducted a semi-structured interview with open-ended questions, recorded information from interviewees by taking notes, and audio taping the consented participants. The semi-structured interview took about forty minutes to one hour for each participant. Further, the researcher used the observation method to observe what teachers do during teaching and learning process. Observation provides a direct and powerful way of learning about people's behavior and the context in which this occurs (Maxwell, 2016) The participant observation method was used with direct observation technique to obtain information supplemented by what the oral interview could not capture. The researcher used 40 minutes for observing what way teachers were utilizing in the pedagogical practices while teaching the History subject.

Data Analyses

Thematic analysis was used to analyze data from a semi-structured interview and participant observation with teachers in non-formal secondary schools. In order to analyze data efficiently, six steps, as given by Creswell (2014) were followed. The first stage was organizing and preparing the data for analysis. In this stage, the researcher transcribed interviews, field notes and arranged the data into different types depending on the source of information obtained. The second stage was reading all the data. The data that was read thoroughly were interview transcripts and observational notes. The third step was coding all the data. The researcher developed categories or topics for analysis. The fourth step was using the coding process. The researcher used the coding process to generate descriptions of the themes for analysis. The fifth step was advancing themes. The researcher analyzed the narrative structure and conceptual relationship. The sixth and last step was interpreting the data. The researcher interpreted the data according to the understanding from the experiences of the teachers.

Ethical Issues

Ethical standards were observed in the planning of and the way to conduct the study. Thus, in this study first, the researcher recognized the «gate keepers» (people with authorities) by seeking permission to carry out the research in the Municipal Council. Second, the researcher provided the consent forms to the participants. The study was conducted with the consent of the subjects after they had been informed about the purpose of the study and so it should be their choice to participate. Third, the researcher observed the right to privacy of the subjects and the confidentiality of the information identifying individuals. Fourth, the researcher was responsible for the security and storage of information which provides personal identities and control access to it by unauthorized individuals. Owing to that, the process of preparing the report emanating from this study, the researcher had committed herself to neither associate the names of participants nor any personal identities with any information obtained from them.

RESULTS

Themes

Through observation and interview, seven main themes about challenges teachers anticipate when utilizing the pedagogical practices in the History subject emerged from this study, including: English as a medium of instructions, large class size, shortage of time of instruction, shortage of teaching materials, lack of lesson preparation, few assessment procedures, and limited use of instructional strategies. *P* is used throughout the result part to indicate «participants».

English Language as a Medium of Instruction

The study findings revealed that all the four interviewed teachers declared that the English language is a big challenge to them during the utilization of pedagogical practices in history. The English language is a medium of instruction in all secondary schools in Tanzania. It was revealed that the English language was a barrier for teachers to utilize the instructional strategies effectively. From the study findings, all participants complained that the English language as a medium of instruction is difficult for learners to understand a teacher during the teaching and learning process. For instance, two participants reported that;

- [...] Most of the learners have never attended a formal secondary school. Thus, they don't have a background in the English language (P1).
- I encourage learners to have an English-Swahili dictionary for easy understanding of my class notes (P4.)
- Most of our learners have completed Standard Seven, while others did not complete it. Similarly, some learners reached Form One or Two and left secondary school before completing Form Four. Again, few learners have completed Form Four but ended up with Division Zero or Division Four with low points; thus, altogether causing difficulties in understanding English language skills (P2).

Through observation, the cause of difficulties in understanding the English language among learners was teachers. It was observed that three teachers out of four were using Kiswahili as a medium of instruction with a little use of English language. That means these teachers were not promoting language competence among learners. Instead, they were limiting. For instance, during an interview, one teacher from center A said the following statement below:

- In most cases, I use Kiswahili language as a medium of instruction when teaching History subject because 99% of my learners are those who had never passed in the formal secondary school. Those who passed are those who failed. Thus, English to them is a hindrance in learning. A teacher added by saying that: «If I use the English language in teaching, I can leave the learners in the class the way I met them» (P1).

Large Class Size

The study findings revealed that there was a large class size in four non-formal secondary school visited. Through observation approach, centers were over occupied with learners making teaching-learning difficult. This finding was confirmed through an interview by which teachers reported that the big class size constrained them to utilize well the pedagogical practices in the History subject. For instance, a teacher from center B indicated that;

- Having a large class size of 147 of learners is a barrier for me in utilizing well the pedagogical practices in History subject, especially the use of various interactive instructional strategies (P3).

Shortage of Time of Instruction

It was found that the shortage of time for teaching the History subject was a challenge for most of the participants to utilize well the pedagogical practices in the History subject. All four participants interviewed were complaining about the two years of the syllabus. Under this challenge, participants asked for time to be increased by either two and a half or three years. It was revealed that some teachers were advising their learners to study for two years under one stage instead of one year to pass their examination. Through interview, two participants uncovered that:

- I always advise learners whom I see that are slow learners in understanding the subject content to study for three years though the syllabi are for two years. Some learners accept the advice while others disagree (P4.)

- We have minimal time to accomplish the syllabus of two years. This limited-time caused me to use the lecture method and, at the same time, question and answer methods. Without using questions and answers in teaching the learners, they can end up with zero in their final examination. Mind you, we use the same curriculum with formal secondary schools, but our syllabus is condensed for two years while the formal one is for four years. Thus, we must use questions mostly in teaching these learners (P1).

Shortage of Teaching Materials

The study revealed that there was a shortage of teaching materials. The researcher explored the types of materials teachers used in the teaching and learning process through interviews with teachers. All four teachers said that they used few teaching materials because they were too expensive to buy. Further, these teachers added by saying that seldom did they use books. For instance, three teachers in the interview, by their common response, said that they mostly used the summarized notes from different sources such as books of Ordinary Level, Advanced level, colleges, and Universities. For example, one teacher opines that: «I use the summarized notes as teaching materials» (P3).

Lack of Lesson Preparation

From the observation, it was found that teachers were not preparing the lesson materials such as lesson plan, scheme of work, and logbook. Teachers self-reported that they did not have lesson plans, schemes of work, and logbooks because they were teaching using different techniques to enable learners to pass their examinations. Every teacher indicated that their only way of teaching was without preparing any document to guide them during instruction. Since teachers were not preparing the lesson plans, schemes of work, and logbooks before starting teaching, it was a big challenge because it led to poor pedagogical practices in the non-formal secondary education context. One teacher had this to say: «I do not prepare the lesson plan because I am teaching my learners based on the questions from the past papers of NECTA» (P2).

Few Assessment Procedures

Through the observation method, the result shows that teachers were using few assessment procedures such as formative assessment and summative assessment. It was observed that teachers in centers A, C, and D were providing written questions in individual assignments, exercises, quizzes, timed tests, or weekly tests at the end of the topic. For instance, after finishing teaching the topic of The Economic Great Depression and The First World War, a teacher from center C provided some questions for students to do as an individual assignment. The assessment technique used to assess learners in center B were oral questions, individual assignments, homework, and questions to discuss in groups. Teachers in center B every day used to give questions to learners after finishing the lesson without minding if the topic had finished or not. It was also found that three teachers in centers A, C, and D had no custom of giving learners assignments, quizzes, and homework.

Limited use of Instructional Strategies

Through the observation method, the results show that teachers were using limited or few instructional strategies during instructions. Similarly, through interviews with participants, they said that they mostly use lecture, group discussion, presentation, and question and answer. The researcher observed that the lecture method made learners bored and tired. Two participants revealed the following;

- I use lectures, questions and answers, presentation and group discussion to make my learners understand the lesson effectively. I use questions and answers to make my learners memorize the content and answer their assignment and exams accordingly (P1).
- Even though most of the time I use lectures as a teaching strategy, I also use questions and answers. Without using question and answer in teaching the learners, they can fail in their final examination (P3).

Through the interview method, teachers were asked the following question on how the articulated challenges facing them during utilization of pedagogical practices may be solved. For instance, one teacher from centre A had this to say:

- Most of us teachers use different sources when preparing the lesson notes. I myself I'm not sure if the source of books I use to prepare the lesson notes is good or not. Therefore, I would like to ask the government to suggest the recommended teaching materials and our guides to use. By doing so, this will assist us not to be a dilemma (P3).

DISCUSSION

English Language as a Medium of Instruction

The findings indicate that a great number of learners in the non-formal secondary schools visited have no basics of the English language. This entails that most learners found the English language for the first time when they joined the non-formal secondary school classes. This shows that teachers have difficulty using the English language to utilize pedagogical practices (instructional strategies, teaching materials, and assessment procedures). Therefore, the English language as a medium of instruction was established to challenge teachers to utilize pedagogical practices in the History subject. The current study findings agree with Namamba (2017) findings, who found that the English language of instruction poses a challenge on effective teaching and learning of history in the following ways (state how language challenges effective teaching and learning). The study findings connect with what UNICEF (2018) established: that English is a barrier in secondary school in Tanzania. This implies that the government authorities such as policymakers should look at this challenge critically to rescue teachers at both formal and non-formal secondary schools. If this challenge is given an intervention, these learners may be confident and competent to communicate freely and compete in the labor market.

Large Class Size

On the other hand, conversely, it means that if this teacher could have a small number of learners, such as 30 or 40, she could have utilized various interactive instructional strategies such as group discussion, role play, presentation, peer tutoring, and debate. In addition to this, providing many formative assessments is associated with motivation from the administration. This implies that if there is support from the administration, such as some incentive, the non-formal teachers could use different formative assessments and interactive instructional strategies. The current study results agree with Boadu (2016), who found that one challenge faced by the history teachers in Ghana was the large class size. Similarly, Kanyamwenge (2017) study on the contribution of class size on students' academic performance in Tanzania revealed that the class size contributes significantly to academic performance by lowering students' performance. This entails that due to the large number of learners in non-formal secondary schools found as a challenge, this may make teachers not support learners in mastering the subject content, required skills, and competence. Though the Tanzanian government insists on the student ratio in secondary school that is 40 (URT 2017), this is not in practice. Thus, if this challenge of having large numbers of learners in non-formal secondary schools in the class will not be addressed, it may affect learners' academic performance and life issues such as competence, confidence, problem-solving, and other developmental issues.

Shortage of Time of Instruction

It was found that it was difficult for teachers to utilize well the pedagogical practices in the History subject in non-formal secondary schools setting. The implication behind this finding is that teachers were not teaching correctly according to the requirements of the syllabus; instead, they were teaching with high speed to accomplish the syllabus within two years. Teaching with high speed caused the utilization of pedagogical practices to be ineffective. The current study findings is consistent with the findings from the previous study in Nigeria reported that there is a significant relationship between teachers' time

management and students' academic performance (Kayode and Ayodele, 2015). In the same way of thinking, the inadequate time during instruction limits both teachers' utilization of pedagogical practices to deliver the subject content required and the knowledge expected to reach the learner. Further, the current study findings have some relationship with the previous study reporting that teachers were asking for more time to accomplish the syllabus from two years up to two and a half or three years the study (Kong, 2015), implies that the non-formal secondary school teachers failed to utilize the pedagogical practices in history subject well due to the limited time.

Shortage of Teaching Materials

It was found that the type of teaching materials used by most of the teachers in non-formal secondary schools had insufficient content. Consequently, this could not enable learners to think beyond the existing knowledge or out of the box. Additionally, it could not provide a superior argument that is logical in making a good judgment on various issues. That is the reason behind teachers using the Advanced Level and universities books. This study findings is in agreement with the findings by Lymo, Too and KipnIg'etich (2017) found that there is inadequate number of textbooks, reference books, maps and globes in secondary schools in Arusha District, Tanzania.

Lack of Lesson Preparation

Having no lesson plans, schemes of work, and log books before starting teaching, it led to poor pedagogical practices in the non-formal secondary education context. The current study's findings are contrary to what is done in the United States and China because teachers of these countries cannot teach without preparing a lesson (Lewin, 2002 and Rodriguez-Galego, 2007). The six effective areas of a lesson plan: context analysis, goals, content, methodology, assessment, and diversity (Rodriguez-Galego, 2007). In the Tanzanian context, some areas such as diversity are not considered in preparing the lesson plan and scheme of work. Thus, it may be difficult to utilize pedagogical practices in teaching any subject, specifically history, if the teachers do not prepare the lesson plan, scheme of work, and logbook before instructions.

Few Assessment Procedures

It was found that there were few assessment procedures from teachers. The current study findings concur with the previous findings reported that multiple forms of assessments should be encouraged and supported by national policy to develop the 21st Century skills among learners (Voogt & Roblin, 2010). This implies that policymakers, curriculum developers, and school quality assurers in Tanzania should promote and encourage non-formal secondary school teachers to utilize various assessment formats and tools to better non-formal secondary school learners' lives.

Limited Use of Instructional Strategies

It was found that teachers were using limited or few instructional strategies resulting in learners becoming bored and tired. The current study results have some connections with a study in India, showing that one of the challenges teachers face during teaching practice

is the lack of interactive methods (Mahmood and Igbal, 2018). Similarly, the current study findings have some similarities with another previous study reporting that there are various challenges, including limited instructional methods (Ruto, 2011). Thus, the limited use of instructional strategies probably was caused by: first, teachers' lack of knowledge, large class size, and shortage of time.

Solution Given by Teachers Towards the Challenges

The study findings revealed several solutions given by teachers that may intervene the challenges facing them during utilization of pedagogical practices in teaching History subjects. From interviews with teachers these solutions include: curriculum developers should improve the content in teaching materials. The current study findings differ with the findings by Johson, Jacovina, Russell and Soto (2016). The findings by Johson *et al.*, (2016) revealed that the solution that may intervene the challenges facing teachers during utilization of pedagogical practices during instructions include capacity building for teachers (teachers training) and use of technology during instructions). Further, the findings of the current study differ with (Gardner, 2006). Gardner (2006) found that the solutions for challenges faced by teachers during instructions are: reducing teaching workload and receiving support from the administration.

CONCLUSION

The researcher concluded that there were limited pedagogical practices in teaching history subjects in non-formal secondary schools based on the research findings. These challenges include the English language as a medium of instruction, inadequate teaching materials, insufficient content in the teaching materials, lack of preparation for teaching (lesson plan, scheme of work, and log book), shortage of instruction time, and inefficient use of assessment procedures and large class sizes. The policymakers, curriculum developers, school quality assurers, and teachers should intervene in this alarming situation which teachers are facing in the utilization of pedagogical practices in History subject to non-formal secondary school learners. In the case of policy, the class size should be well emphasized that the class should not have more than 45 learners. Teachers should change their mindset regarding the English language as a medium of instruction, and English courses should be provided to non-formal secondary school learners. The school quality assurers should inspect the teaching and learning process, including instructional strategies, teaching materials, and assessment strategies (pedagogical practices). They should make sure that the pedagogical practices are improved for students' learning. Although the findings of this study cannot be generalized to an entire region or country, it's an eye-opener that there is a need for more research in the utilization of pedagogical practices not only in the History subject but also in other subjects. ■

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