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A Case of Kinondoni Municipal Council Dar es Salaam**

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## Practices of Geographical Studies Teaching for Secondary Schools in Tanzania: A Case of Kinondoni Municipal Council Dar es Salaam

Steward Ngagard Lulamye<sup>1</sup>

### Abstract

This study aimed to explore the practices of geographical studies teaching in secondary schools in Kinondoni Dar es Salaam Tanzania. Specifically, the study explored three objectives ; one, the methods used and skills provided to students through geography teaching; second, the teaching materials used and classroom management techniques applied in geography teaching; and third, the assessment of teachers participation in professional development. A qualitative approach was used in this study. Purposive sampling was used to select the Kinondoni municipal council. Simple random sampling was used to select 3 schools out of 143 secondary schools. Purposive sampling was used to choose twenty (20) respondents, whereby twelve (12) were students, six (6) geography teachers and two (2) head of schools. A semi-structured interview guide was used as a data collection tool. Qualitative data was analyzed through a content analysis whereby the process of categorizing verbal data to classify, summarize and tabulate the data was conducted. The findings show that questions and answers were the most methods used by teachers, while audio visual was least method used by teachers. The study revealed that, map reading was a highly skill acquired by students. The study also showed that exercise book for lesson notes was teaching material most used by teachers. Questions and answers were the most classroom management techniques used by teachers. Furthermore, the findings postulated that, big number of teachers had not attended geography professional development since they have been employed. The study concludes that there are minor practical differences in geography teaching in schools. The study recommends that there is a need to improve the practices of geography teaching in secondary schools in Tanzania.

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### Key Words

Geographical Studies;  
Municipal council; Practices;  
Secondary School; Teaching

### 1.0 Introduction

Teaching is a way of facilitating or supporting the learners in bringing about their learning (Komba, 2001). Traditionally, in the teaching process, teachers were setting learning expectations for the learners. Contemporary studies on teaching and learning relationship assert that teachers are required to involve the students in developing learning experiences and expectations (Celik,

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2011). This phenomenon brings in the concept of Competence-based teaching that is activity-oriented and learner-centred (Wurdinger and Rudolph, 2009). This model of education reduces the teachers' role as a prime source of information to facilitating part that encourages students' problem solving; creativity and innovation behaviours (Komba, 2001; Mutarubukwa, 2007).

Teaching and learning is an ongoing process in any school. Education is essential because it shows the nature, characteristics and implications of pedagogical content knowledge (PCK) as part of teachers' overall professional experience. For instance teachers' representations of content that is pedagogically powerful for students and teachers understanding of what makes the learning of specific topics easy or difficult to students are some PCK in geography teaching (Reitano and Harte, 2016). The recognition reflects that practical know-how teachers have acquired in the course of their classroom experiences is genuine knowledge (Melo – Nino et al., 2016).

Geography teaching has become a primary concern all over the World. Several researchers have been conducting some studies related to geography teaching in secondary schools (Klonario, 2014; Pacheco et al. 2015; Awases, 2015; and Ondigi, 2012). These researches have been conducted in different ways, approaches and context. Some of the studies have been focused on methods, teaching effectiveness, techniques and strategies of teaching geography as well as how geography teaching influence students' performance (Ilic, 2013). In line with the above assertion, many studies show different methods of teaching such as observation, library search, project, regional and discussions (Kocalar, 2017; Mtitu, 2014).

It is further revealed that some geography studies teaching have been focusing on skills provided to students in the classroom. The geographical skills identified on researches across the World include; knowledge of globes, maps, and atlases. And apply and develop this knowledge routinely in the classroom and the field; interpret ordnance survey maps in the school and the area, including using grid references and scale, topographic and another thematic mapping, and aerial and satellite photographs (Department of Education, 2013).

According to Utami (2018) in Indonesia argue that low Competence of student learner demonstrated by the low capacity of scientific literacy includes geographical literacy. That means students who have tropical literacy geography have difficulty in using the map. Kubra and Ozlem (2017) in Turkey assert that geography teachers may quickly develop their teaching materials after being trained. The teaching materials of geography lesson can be listed from the course outline to chalkboard in the classroom, from computer to the projector, from the maps to the stone and soil sample (Doganay, 2014). Geography teaching cannot take place without proper classroom students' management. Kocalar (2017) postulates that there are no

teachers who have problems in classroom management, and therefore they can maintain order in the classroom. Also, another fundamental factor that determines effective geography teaching is professional development of teachers. The teachers who attend professional development usually upgrade their teaching knowledge and skills, therefore increase efficiency and effectiveness when teaching in the classroom. However, teachers lack in-service training which could foster and enhance the actual teaching and learning process (Amunze, 2015).

Furthermore, there have been several studies conducted in Tanzania with regards to geography subject in various levels of education. Among those research include; the research on learner-centred teaching, geography teachers perception and experience (Mtitu, 2014); study focused on promoting competence-based geography curriculum in O level secondary schools (Butobi, 2013). Also, the factors influencing students' poor performance in geography subject in Tanzania (Mwesiga, 2017). others focused on supporting geography learning, difficulties face geography teachers in teaching survey, challenges and opportunities for the advancement of GIS education and promising environmental education practices at primary schools (Kisanga, 2016; Wilbroad 2015; Kashaigill and Karafunja, 2018). It shows that in all the literature sources consulted and reviewed attention was not paid on the practices of geographical studies teaching, which this study intends to unravel.

## **2.0 Research Questions**

The following were the main research questions:-

- i. What are the methods used and skills provided to students through geography teaching?
- ii. What are the teaching materials used and classroom management techniques applied in geography teaching
- iii. Do teachers get involved in professional development since they were employed?

## **3.0 Methodology**

### **3.1 Research sites**

Kinondoni municipal council is one of the five municipalities within the city of Dar es Salaam in Tanzania. Other municipals include Temeke, Kigamboni, Ubungu, and Ilala. The area of Kinondoni is 537km (207sqm). According to 2012 census showed that the population of Kinondoni was 1,775,049 where by 914,247 were female and 860,802 male from the population of 1,083,913 in 2002, which is equivalent to population growth rate of about 5.06% annually (URT census). There are 446,504 households in Kinondoni with an average of 4 people per household. The original inhabitants of Kinondoni

were the Zaramo and Ndengereko but due to urbanization the district has become multi – ethnic. Kinondoni has total of 143 secondary schools out of which 46 are public – owned and 97 are private – owned by individuals, organizations, army and religious institutions. The schools have been divided into four (4) academic zones; Kawe, Kinondoni, Magomeni and Kibamba.

### **3.2 Research philosophy and design**

The research philosophy of this study is interpretivism which is a branch of epistemology. The epistemology helps to understand about the acceptable knowledge of a particular area of study. According to Sanders et al 2009, normally the qualitative research is based on interpretivism which intends to grasp the subjective meaning of social action in order to conduct research methodology. This study adopted case study design. This design is used to generate an in – depth, multi – faceted understanding of a complex issue in its real life context (Teegavarapu et al, 2008). Through this case study design exploration of the practices of geographical studies teaching through in – depth interview were conducted.

### **3.3 Research approach**

The qualitative approach was used in this study. This approach aims to get a better understanding through first-hand experience, truthful reporting and quotation of actual conversations (Palmer and Bolderston, 2006). In this study, quotation of the information on geographical studies teaching collected through in – depth interviews guide were prepared.

### **3.4 Participants**

The participants of this study were head of schools, teachers, and students from Kinondoni municipal council. According to the Kinondoni education profile (2019), the municipal has a total of 2,018 teachers, where by 804 out of them 257 male and 547 female were from government secondary schools, whereas from private secondary schools were 1,214 among them 889 male and 325 were female. In addition, the municipal has 19,630 pupils, among them 9,574 were male and 9,856 female in government secondary schools, whereas 15, 077 out of that 7,502 were male and 7,575 female make a total of 34,707 pupils. Therefore, 2,018 teachers and 34,707 students totaling 36,725 was the population on which the findings of research were applied.

### **3.5 Sample, sampling characteristics and sampling techniques**

Goetz and Leompte (1984) define sample as a subset of the population that is selected for investigative purpose. Kothari et al (2014) observed that the size of the sample should be determined by a researcher keeping in mind the nature of universe. The universe may be homogeneous or heterogeneous. If

the items in the universe are homogeneous a small sample can be used. Therefore this study used 0.06% of the population because there were homogeneous set of respondents. Therefore, purposive sampling was used to select the Kinondoni municipal council. Also, simple random and purposive sampling was used to determine three (3) secondary schools named A, B and C and a total of twenty (20) respondents, whereby twelve (12) were students, six (6) geography teachers and two (2) head of schools respectively.

### **3.6 Data collection methods**

The respondents were interviewed using a semi-structured interview guide adopted from Kocalar and Demirkaya, 2017 and slightly modified in order to comply with the needs of the study. In this study, the interview method was used due to the nature of the research and the phenomena treated. The participatory observation was another data collection tool used. Data interviewed and observed include methods used in teaching geography, teaching materials/aids as well as classroom management

### **3.7 Data analysis**

In this study, the data was analyzed qualitatively through content analysis. The content analysis is used to determine the presence of certain words, themes, or concepts within some given qualitative data (Kothari and Garg, 2014). This form of analysis is useful for analyzing large amounts of verbal data collected through interviews or focus groups and also offers possibilities for quantification of categories. The methods and teaching materials together with classroom management were identified and collected. Coding of these data was determined and the content was coded. Validity and reliability were checked. Finally the results were analyzed and results were presented through tables and excerpts.

### **3.8 Ethical Issues and considerations**

The research study was registered at the research and consultancy unit office of the Mwalimu Nyerere Memorial Academy. The deputy rector research and consultancy provided a clearance letter after registration. The letter was submitted to the regional administrative secretary. After that letter being received and scrutinized a research clearance letter was given. The letter was taken to district administrative secretary. The district administrative secretary offered a letter to education section where another letter to the heads of schools was written in order to allow the research to be undertaken at those selected three secondary schools. The research was conducted after the respondents' consents. No respondent's was interviewed without his/ her consent. Therefore, as part of ethical issues and consideration in conducting research, informed consent and assurance of anonymity and confidentiality have adhered. The respondents knowingly voluntarily and intelligently and

clearly and manifestly gave his/ her permission. Also, the respondents were assured over anonymity and confidentiality towards their views provided through the interviews. Therefore, the time was set as from the beginning up to the end of an interview and it was realized that the interviews lasted at about 15 – 20 minutes.

### **3.9 Acceptability of data collection instrument and implementation process**

A semi-structured interview guide was pretested in a small set of respondents from one secondary school which was not included in the study but belonged to a population for the full-scale study. The purpose of this pretest was to identify problems with the data collection instrument and find possible solutions. There were some minor inconsistency of the semi-structured interview guide and it was corrected accordingly. The interview guide composed questions on methods used and skills provided to students through geography teaching. Also, it focused on teaching materials and classroom management techniques as well as involvement of teachers' in professional development. After the interview guides being corrected and finalized, an appointment was made for the interview.

### **3.10 Validity and Reliability**

Validity in qualitative research means “appropriateness” of the tools, processes, and data. Therefore the validity of this study was established using two measures, the data blinding and inclusion of different sampling groups in the plan. The sample was divided into three groups- to reduce biases. The sample included students, who had been studying geography since they have been enrolled in schools, geography teachers who had been teaching geography in that secondary schools and head of schools who had been managing the schools in couple of years. The inclusion of greater diversity of respondents in the sample led the research to reduce its bias ness and create a base for valid results. The other technique used was to restrict the amount of information shared with the respondents to make sure that the research was not biased with preconceived notions of the respondents. The validity of the interviews was also established using a panel of experts that reviewed the interview guides.

In terms of establishing reliability, two processes were conducted. The first included recording the data in a table to provide an overall assessment of the data collection process and the updated assessment of the results, as they come. The use of the table for recording data provided a chance to quickly interpret the results as per the record of every individual respondent and realize the progress of the research. The table also helped in a concise construction of the conclusion of the research parameters.

### **4.0 Results and Discussions**

## 4.1 Results

This section presents findings with regard to the practices of geographical studies teaching for secondary schools in Kinondoni municipal council in Dar es Salaam Tanzania. The results are presented based on the order of research questions.

### 4.1.1 Question number one: What are the methods used and skills provided to students through geography teaching?

#### *(i)Methods used by Teachers in Geography Teaching*

In examining the methods used by teachers in geography teaching descriptive statistics, especially frequencies were applied. Table 1 summarizes the findings.

**Table1: Methods used in Geography Teaching**

<b>S / N o</b>	<b>Teaching Methods</b>	<b>F</b>
1	Lecture	19
2	Note taking	18
3	Audio Visual	1
4	Library search	4
5	Group Study	19
6	Questions and Answers	20
7	Field Work	5
8	Survey Execution	3
9	Study Tours	9
10	Debate	6
11	Class Discussion	19
12	Report Writing	3

The data in Table 1 shows that teachers mostly use questions and answers (20) method, while the least method used is the audio-visual (1). The findings resonated with opinions from the semi-structured interviews through teachers identified some common methods used in geography teaching:



It is true that in most secondary schools questions and answers, lecture, group study and note-taking are standard geography teaching methods used by most teachers in classrooms (Interview with Teacher from 'A' Secondary School).

Teachers usually use lecture, group study and note-taking when teaching geography in the school (Interview with a student from 'B' secondary school).

In my school, most teachers prefer questions and answers, lecture, group study and note-taking when teaching geography in the classroom (Interview with head of school from 'C' secondary school).

All these excerpts pinpointed the methods most used by teachers in teaching geography in secondary schools.

*(ii)Geographical Skills provided to Students by Teachers*

In examining the skills provided to students by teachers in the classroom, descriptive statistics especially frequencies were used. Table 2 summarizes the findings

**Table 2: Skills provided to Students by Geography Teachers**

<b>S / N o</b>	<b>Geographical Skills provided to Students</b>	<b>F</b>
1	Geographical Inquiry	14
2	Observation Skill	18
3	Graph Table and Diagram Reading ability	14
4	Map Reading skills	19
5	Photography Interpretation skill	17
6	Time detection	13
7	Others	7

The data in Table 2 shows that map reading skills (19) is a most skill imparted by teachers, while others (7) observed to be the least skill provided by teachers. This was well affirmed by head of school, teachers and student during semi structured interview:

Map reading and photography interpretations are most skills imparted to students by their geography teachers (Interview with the head of school from 'C' secondary school).

Common geographical skills provided to students include map reading, observation skills and photography interpretation skills (Interview with a teacher from 'A' secondary school).

As a student naturally, I undertake several exercises on map reading and photography interpretation given by our Teacher as an assignment. So I have substantial knowledge and skills on those geographical issues as compared to others (Interview with a student from 'B' secondary school).

It is true that the most geographical skills imparted through geography teaching are often time applied by students in day to day geography studies.

#### **4.1.2 Question number two: What are the teaching materials used and classroom management techniques applied in geography teaching?**

##### *(i)Teaching Materials used in Geography Teaching*

In examining the teaching materials used by teachers in geography teaching descriptive statistics, especially frequencies were used. Table 3 summarizes the findings.

**Table 3: Teaching Materials**

<b>S / N o</b>	<b>Teaching Materials</b>	<b>F</b>
1	Chalkboard	19
2	Exercise book for Lesson notes	20
3	Pen for writing geographical issues	18
4	Computer Projection	3
5	Textbook	16
6	Soil sample	4
7	Map	19
8	Model sphere	8
9	Others	6

The findings in Table 3 shows that exercise books for lesson notes (20) indicated as most common materials used, while other teaching materials (6) were not used frequently by teachers. These findings are consistent with head of school, teachers, and students opinions as evidenced through Data through a semi-structured interview:

The typical teaching materials used in the classroom are Exercise book for Lesson notes, chalkboard and maps. Every student has his/her exercise book for lesson notes. Teachers also have lesson notes used in the teaching process. The chalkboard is used for writing letters in the classroom. So every classroom has been endowed with chalkboard. However, in this school, we are blessed because we have enough maps in the school used for geography teaching (Interview with Teacher from 'A' secondary school).

Exercise books for lesson notes and chalkboard are common teaching materials most available in my school. Teachers and students, they have their lesson notes used for teaching and taking note for learning process respectively (Interview with head of school from 'B' secondary school).

I have my geography exercise book for lesson notes. I use this for writing some letters when geography teacher is teaching in the classroom (Interview with a student from 'C' secondary school).

Generally exercise books are essential materials for both teachers and students in the overall teaching and learning geography in schools.

#### *(ii) Classroom Management*

In examining the classroom management applied by teachers in geography teaching descriptive statistics, especially frequencies were used. Table 4 summarizes the findings.

**Table 4: Teachers Classroom Management Techniques**

<b>S/ No</b>	<b>Classroom Management</b>	<b>F</b>
1	Effective communication	9
2	Active Teacher role	6
3	Prohibit unnecessary talk	1 6
4	Questions and Answers	1 7
5	Others	8

The data in Table 4, shows that questions and answers (17) is effective teachers' classroom management technique, while active teachers' role (6)

was identified as the least classroom technique. The data show that the most common classroom management used by teachers was questions and answers as well as prohibit unnecessary talk. This finding is supported by excerpts provided by the respondents through a semi structured interview:

As a head of school and an experienced teacher, I know asking questions and demand for prompt answers in class, is one of the well-known classroom management technique used by teachers in various secondary schools (Interview with head of school from 'A' secondary school).

Teachers often use questions and answers and sometimes prohibit unnecessary talk in classroom as a means of controlling us. Some colleagues are always troublesome in the class (Interview with a student from 'C' secondary school).

Nowadays, most students are indiscipline, so to control the classroom when teaching geography, I usually use prompt questions and answers as a means of classroom management (Interview with Teacher from 'B' secondary school).

It is realised that there are several teachers' classroom management techniques, but there techniques which are most practiced than other techniques.

#### **4.1.3. Question number three: Do teachers attend professional development since they have been teaching geography in secondary schools?**

In examining the teachers' professional development to strengthen geography teaching, the descriptive statistics, especially frequencies were used. Table 5 summarizes the findings.

**Table 5: Responses to Professional Development of Teachers**

<b>Respondents' code numbers</b>	<b>Responses (Yes/ No)</b>
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	No
Teacher 4	Yes
Teacher 5	No
Teacher 6	No
H/School 7	No
H/School 8	No
Student 9	No
Student 10	No
Student 11	No
Student 12	No
Student 13	No
Student 14	No
Student 15	No
Student 16	No
Student 17	No
Student 18	No
Student 19	No
Student 20	No

The data in Table 5 shows that almost all respondents asserted that, teachers have not yet attended professional development since they had been teaching geography in secondary schools. This findings comply with the opinions provided by the respondents through a semi-structured interview as it is stated herewith:

I remember since I was employed as a teacher, I have never attended any geography training course as part of teachers' professional development. This is one of the reasons for poor performance in geography subject in most secondary school (Interview with Teacher from 'A' secondary school).

I am a form four student in this school, but since I started studying in this secondary school, I have never heard that some teachers have gone for short courses to broaden their academic knowledge (Interview with a student from 'C' secondary school).

I remember since I have been employed as a teacher and being deployed in this school, I not yet attended some geography seminars and workshops as part of professional development ((Interview with Teacher from 'B' secondary school).

It is shown that capacity building through geography training, regular seminars and workshops are not provided to teachers in secondary schools.

#### **4.2. Discussion**

This study has attempted to explore the practices of geographical studies teaching for secondary schools in Kinondoni, Dar es Salaam. The study explored the methods used in geography teaching, skills provided to students, teaching materials used, classroom management and teachers professional development. It has been revealed that there are most and least preferred methods used by teachers in geography teaching. This is in line with findings unveiled by Omoro and Nato (2014) in Kenya who found that the use of questions and answers method by teachers is higher by 85.3% and use of fieldwork is relatively low by 56.2%. This was consistent with Mwesiga (2017) in Tanzania, who revealed that the study tours were irregularly conducted in secondary schools.

The study also revealed that map reading skills, observation skills, and photography interpretation skills were skills imparted much by geography teachers compared to other skills. However, other skills were not highly skills imparted by teachers to their respective students. These findings have been quite consistent with the research conducted in Australia that found that geography teaches students' essential knowledge about the World and their places, contributes to personal development, equips them with a unique range of specialized skills, develops specifically geographical ways of understanding and examine important questions and issues that are essential for informed citizenship (Maude, 2010).

The study revealed that the teaching materials most used in geography teaching are exercise books for lesson notes, chalkboard, map, pen for writing geographical issues, and textbook. Also, computer projection was not a common teaching material used in teaching geography. Also, other teaching materials were not used often by teachers. This finding was consistent with research found that secondary schools lacked teaching and learning resources such as geography textbooks, internet services, maps, photography, globes and survey (Mwesiga, 2017). But Amunze (2015) asserts that Kenyan secondary schools have been experiencing inadequacy in teaching and learning resources and facilities. However, one student from 'C' secondary school said, "I have my geography exercise book for lesson notes. I use this for writing some notes when geography teacher is teaching in the classroom".

It was revealed that the standard classroom management often used is questions and answers, prohibit unnecessary talk and effective communication. One head of school from 'A' secondary school concur with the findings. Also this finding comply with another argument given by one student from 'C' secondary school. Another teacher from 'B' secondary

school through interviews argued in line with that findings. Also these findings are consistent with Dhakal (2019), found that teachers manage their class from eye contact and gathering attention by doing question-answer method. Besides these methods, geography teachers also work their classroom by applying other methods. A study which is well-managed students becomes attentive and ready to listen from the Teacher (Creemers, Kyriakides and Antoniou 2013).

Another potential finding of this study is that many geography teachers have not yet attended professional development since they have been employed as teachers at secondary schools. This was confirmed by Mwesiga (2017) in Tanzania, who asserts that teachers were not attending in-service training to update their knowledge in terms of content and pedagogy in secondary schools. One Teacher from A secondary school affirms that. This is one of the reasons for poor performance in geography subject in most secondary school”. Also, Amunze (2015) in Kenya, asserts that teachers lack in-service training which could have helped them to upgrade the level of education for teaching effectiveness in the classroom. Also, one student from ‘C’ secondary school affirm with the findings.

## **5. Conclusion and recommendations**

There are some practices which are more applicable. In contrast, others are less practiced in geography teaching for secondary schools in Tanzania. These inconsistencies have been found on teaching methods, skills provided to students, teaching materials often used, and classroom management techniques. However, teachers’ professional development is not well practiced in secondary schools in Tanzania. Based on these findings, the following recommendations are made:

- i. There is a need to improve several geographical teaching practices in secondary schools.
- ii. The government should put more emphasize on teachers professional development in order to strengthen knowledge and skills to teachers

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