

**SOCIAL SCIENCES CURRICULA IMPLEMENTATION AND
COMMUNITY SECONDARY SCHOOLS STUDENTS' ACQUISITION OF
LIFE SKILLS IN MBEYA REGION, TANZANIA**

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by The Open University of Tanzania a thesis Entitled: *“Social Sciences Curricula Implementation and Community Secondary Schools Students’ Acquisition of Life Skills in Mbeya Region, Tanzania”* in fulfilment of the of the Requirements for the Degree of Doctor of Philosophy in Education Open University of Tanzania

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I, **Itiha Oswald Mwachande**, hereby declare that this thesis is my original work and that it has not previously been submitted for a similar degree at any other university or institution. References have been provided where other people's works have been used. In this regard, I declare that this work is entirely mine in fulfilment of the of the Requirements for the Degree of Doctor of Philosophy in Education Open University of Tanzania

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Signature

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Date

DEDICATION

This thesis is dedicated to my lovely wife Happiness, my daughters Shukuru, Faith, and Joyce, and my son Gabriel Itiha Oswald for their love and encouragement. It is also dedicated to my mother, Silivia Ngusa Nisakunketa, and my late father, Oswald Mwachande Mwaruvanda, for their love and care during my growth. Their love and guidance have brought me to where I am today. The production of this thesis is built on the foundation they created during my schooling. I love them all and may the Almighty God bless them.

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ABSTRACT

This study assessed social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania. The objectives of the study were to examine stakeholders' perceptions on social sciences curricula implementation and community secondary schools students' acquisition of life skills, assess how social science curricula can be employed to enhance students' acquisition of life skills, identify the challenges associated with social science curricula implementation and examine the best practices to implement social science curricula and students' acquisition of life skills in the schools. The study employed an interpretivism research philosophy, a qualitative research approach, the critical pedagogy theory, and a case study research design. This study had 65 participants consisting of 10 heads of schools, 5 district secondary school education officers, 20 social science subject teachers, 20 head prefects from selected secondary schools, and 10 parents from the schools' board members. Data was gathered through interviews, observations, documentary reviews, and focus group discussions. Data was analysed by transcribing field results as acquired by the respective tools, sorting and synthesizing it into categories, and themes. The results established theoretical practices and a mismatch between social science curricula implementation and students' acquisition of life skills. The curricula implementation involved implementers like teachers, parents and students. Additionally, the results indicated that there was poor infrastructure that hampered effective implementation of the curricula. The findings indicated that there was a need to adopt a participatory approach to the teaching and learning processes. The study concludes that students' acquisition of life skills was not effective. It recommends a review of social science curricula implementation and improvement of school infrastructure on life skills that students should acquire. The NECTA should review form two pass marks for joining form three.

Keywords: life skills, social sciences curricula, implementation, stakeholders

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LIST OF ABBREVIATIONS/ACRONYMS

DSEO	District Secondary School Education Officer
ESR	Education for Self-Reliance
ICT	Information and Communication Technology
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
OECD	Organisation for Economic Co-operation and Development
OUT	Open University of Tanzania
RAS	Regional Administration Secretary
RELI	Regional Education Learning Initiative
REO	Regional Education Officer
SID	School Inspectorate Department
SQA	School Quality Assurance
SSC	Social Science Curricula
SST	Social Science Teacher
TCU	Tanzania Commission for Universities
TEA	Tanzania Education Authority
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
WHO	World Health Organizatio

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This study aimed to assess social sciences curricula implementation and students' acquisition of life skills in community secondary schools of the Mbeya Region in Tanzania. This chapter is an introduction that constitutes nine subsections, which are the background to the problem, statement of the research problem, research objectives, research questions, significance of the study, study delimitation, study limitations and operational definition of key terms.

1.2 Background to the Problem

Worldwide, non-governmental organizations and international aid agencies including the United Kingdom's Department for International Development (DFID), the United States Agency for International Development (USAID), the World Bank, and the United Nations International Children's Emergency Fund (UNICEF), believe that education should prepare students academically as well as equip them with skills known as 'life skills,' 'non-cognitive skills,' 'character skills' and 'socio-emotional skills' (Graham & Cohen, 2022).

Ladiwal and Kanwar (2021) and DeJaeghere and Graham (2022) have shown that life skills have been incorporated in the curricula of many developed and developing countries around the world at various levels of their educational systems. Life skills education is important for young people to enable them to negotiate and mediate challenges and risks. It enables their productive participation in society (UNICEF,

2012). This is because the development of life skills improves a person's capacity to meet the needs and expectations of today's society and assists in resolving problems like unemployment and job insecurity in a way that makes desired behaviour practical (Prajapati et al., 2017).

Jaya et al. (2018) have clarified that a life skills education program is based on education that teaches practical skills related to the needs of the job market, business opportunities, and economic potential or industry in the community. Prasertcharoensuk et al. (2015), their study, "Influence of Teacher Competency Factors and Students' Life Skills on Learning Achievement," reported that the core curriculum of basic education in Thailand recognizes the importance of life skills. The study recommends the integration of life skills through students' learning process by encompassing the transmission of knowledge, skills, attitudes, value systems, self-defence, and self-management. A well-designed life skills education must match the learners' context because different learners have different learning contexts. The United Nations Development Programme (UNDP) (2015) underscores that better-educated and trained workers can do more diverse work to a higher standard and be more creative and innovative. Skovsgaard et al., (2018) point out that education can equip learners with agency, a sense of purpose, and the competencies they need to shape their own lives and contribute to the lives of others. They further argue that competency implies more than just acquiring knowledge and skills; it involves mobilizing knowledge, skills, attitudes, and values to meet complex demands that need broad and specialized knowledge.

According to Prajapati et al. (2017), life skills are behaviours or behaviour development strategies intended to address knowledge, attitude, and skill development. Life skills are learned abilities that allow young people to develop behavioural and social competencies that promote their development and positive interpersonal relationships (Orji et al., 2019). Jaya et al. (2018) define life skills as the ability of learners to adjust attitudes and behaviours that allow them to overcome various problems in everyday life. Pandey et al. (2021) conceptualize life skills as those skills that allow people to deal effectively and positively while carrying out daily tasks and guarantee an individual's full participation. Therefore, life skills enable individuals to deal with challenges and meet one's day-to-day demands accordingly. Prajapati et al. (2017) classified life skills into three broad categories: thinking, social, and emotional. Similarly, Behrani (2016), Mwachande et al. (2023), Orji et al. (2019), Bisht and Joshi (2022), and Rout & Shee (2018) have come up with ten related life skills, which are self-awareness, empathy, effective communication, interpersonal relationships, creative thinking, critical analysis, problem-solving, decision-making, emotions, and stress management.

Rout and Shee (2018) have accordingly identified ten core life skills (self-awareness, empathy, effective communication, interpersonal relationships, creative thinking, critical analysis, problem-solving, decision-making, emotions, and stress management) that should be imparted to learners.

Self-awareness is a thinking ability that focuses on a person's capacity to appropriately respond to various social situations and accurately judge their performance and behavior (Rout & Shee, 2018). Self-awareness is critical because

when we understand ourselves better, we can experience ourselves as distinct individuals who are empowered to make changes, build on areas of strength, and identify areas that need to be improved. It requires individuals to recognize themselves and ask questions that can develop their self-awareness. Examples of such questions are: What am I looking for? What are my thoughts? What am I thinking? What am I feeling (physically and emotionally)?

Empathy, on the other hand, is the ability to see the world through other people's eyes and understand what others feel in a given moment and why other people's actions make sense to them. Empathy is defined as 'feeling sorry for' someone or "feeling with" that person by using one's imagination. Empathy is thus an emotional link between two people concerned with understanding others by sensing their feelings and emotions. Effective communication is concerned with getting feedback during communication. It necessitates various abilities, including staying focused and paying close attention, understanding others' points of view, empathy when criticizing, taking responsibility if necessary, compromising, and taking a break during communication. Interpersonal life skills are the abilities employed when communicating and interacting with others. Individuals with strong interpersonal skills are frequently more successful professionally and personally. Rout and Shee (2018) believe that looking at something in a new light is an example of creative thinking. Creative people can develop new ways to complete tasks, solve problems, and meet challenges by bringing a unique and sometimes unconventional perspectives to their work. A good example of creative thinking is brainstorming, which is concerned with finding a solution to a specific problem by assembling a list

of ideas contributed spontaneously by its members. Some examples of brainstorming are gap-filling and mind-mapping.

Critical thinking involves evaluating and analysing a situation using critical reasoning. Critical thinking skills are essential for making decisions, solving problems, and qualifying judgments (Rout & Shee, 2018). It includes asking basic questions and making critical assumptions. Fiction that is concerned with describing fictitious events and people, is an example of critical thinking. Problem-solving involves identifying a problem, developing potential solutions and deciding on the best course of action. Good problem-solving abilities can help one not only in one's personal life but also in one's professional life. It needs one to identify the issue basing on Who? When? Where? How? Why? Whom? What? and Which? The skill assists people in resolving issues without experiencing emotional or mental breakdowns and preventing the escalation of violence (Orji et al., 2019). Decision-making is concerned with selecting one of two or more courses of action. It is a step in problem-solving that involves selecting between possible solutions to a problem. Decisions can be made intuitively, rationally, or through a combination of the two. Orji et al. (2019) elaborate on emotional skills as one's abilities such as emotional understanding and emotional intelligence, which is the use of emotions to speed up thinking, understanding, and managing one's emotional behaviour and actions. It focuses on facing and dealing with responsibilities, problems, or difficulties successfully, calmly, or adequately.

Stress is an emotional response to a situation in which a person feels threatened or anxious. Coping with stress is the conscious effort to master, minimize, or tolerate

stressors and problems (Rout & Shee, 2018). Stress describes an individual's mental, physical, or emotional strain or tension, whereas coping involves the ability to face challenges or problems positively and calmly (Orji et al., 2019). One must carry ten core life skills to face challenges and meet everyday demands. To enhance social science curricula in students' acquisition of life skills, school curricula must be well-prepared and flexible enough to promote learners' mental cognition. Tripathi and Bharadwaj (2021) recognize the mind as one of the internal faculties' subsystems which collaborates with the intellect, ego, and memory systems to maintain perception continuity and aids in planning, cognition, sensory integration, and movement intention. Archana and Nair (2017) also add that the power of imagination, recognition, and appreciation holds. Also, it is responsible for processing feelings and emotions, resulting in attitudes and actions. This means that school curricula should provide opportunities for teachers and learners to cultivate these learning attributes by developing life skills among learners.

Life skills programs should be delivered with a focus on particular skills based on this context. In developed countries like the United States, the United Kingdom, Germany, Greece, and Mexico, specialized life skills education programs are developed to promote positive refusal skills and prudent decision-making about condom use, alcohol consumption, drug abuse, Human Immunodeficiency Virus (HIV) or Acquired Immunodeficiency Syndrome (AIDS), smoking and contraception (Nasheeda et al., 2019). Developing countries like India, Sri Lanka, the Maldives, Bangladesh, Thailand, Myanmar, and Nepal have also incorporated life skills concepts into their curriculum at various grade levels (Nasheeda et al., 2019). However, developed nations still run more organized life skills education programs

encouraging positive behaviour, with research outlining the results for specific youth. According to Nasheeda et al. (2019), most life-skills programs in developing nations lack systematic implementation, evaluation, and monitoring. Nevertheless, enhancing students' acquisition of life skills is critical to their academic success for them to face day-to-day challenges and meet daily demands. Hence, life skills become the key inputs acquired during curricula implementation for total human development.

In Africa, during the 21st Century, education is expected to empower learners with life skills. Education in secondary schools in South Africa and other African countries is more important for economic growth and development (Ojo & Adu, 2017). This brings about the need for secondary school education that enhances students' acquisition of life skills which equips learners with the ability to adapt and act in ways that assist people in dealing with the demands and difficulties of daily life.

In Kenya, Ndirangu et al. (2022) established that life skills on sexuality are taught in secondary schools but not effectively done. In Rwanda, D'Angelo et al. (2022) has shown that the development of life skills are increasingly recognized in formal and non-formal education programs as being critical to enabling young people to succeed in personal relationships at the workplace and in society at large. The study showed the significance of participatory and dialogical approaches in developing self-confidence, by allowing students to make mistakes and challenge themselves in new activities and circumstances are significant in the teaching and learning processes. In Uganda, Fidan and Aydogdu (2018) classify life skills into three categories: knowing

oneself and living with oneself, knowing and coexisting with others, and making wise decisions.

In Tanzania, just like in other countries, the government has a remarkable approach whose aim is to enhance life skills education that has been developed and tested at different levels. However, this has failed to achieve the desired outcomes (Regional Education Learning Institute (RELI) (2020). The Ministry of Education and Vocation Training (MoEVT) (2016) has indicated that the focus on learners and their learning is justified by the aims and objectives of secondary education. The aim and objectives of secondary education are well analysed in the country's policies. However, the provision of secondary education still faces some challenges in areas such as infrastructure, in-service training, teaching and learning facilities, poverty, and language difficulties. Lawrent (2020) outlines examples of necessary infrastructure in Tanzanian schools as facilities that include playgrounds, computer centres, technology, machinery, tools, equipment, laboratories, and library facilities. However, due to budget constraints in Tanzania, many schools face common challenges such as lack of equipment and materials, overcrowded classes, lack of friendly relationships among education stakeholders, poor quality infrastructure, and inadequate teaching staff (Charles & Mkulu, 2020).

Additionally, Mashala (2019) point out financial constraints and overcrowded classes as other challenges facing secondary school education in Tanzania. Mokoro (2020) explains that due to lack of laboratory facilities, teaching and learning in Tanzanian schools have become more theoretical than practical, resulting in poor performance in examinations involving practical activities. Although there are no

laboratories and facilities for experiments and practical teaching and learning facilities required for social sciences curricula, educational institutions should invest resources to enhance students' acquisition of life skills through the implementation of social sciences curricula. Since independence, Tanzania has reviewed its secondary school curriculum four times, in 1967, 1979, 1997, and 2005 (Kasuga, 2019; Athuman, 2019; Tilya & Mafumiko, 2018). All the reviews except that of 1979 were meant to transform the school curriculum from teacher-centred to learner-centred, whereas assessing social sciences curricula and students' acquisition of life skills became a priority, and thus, the changes in teachers' pedagogical practices. The major aim has been facilitating teaching and learning to link the theories learned in the class to learners' real-life situations. This means that the government is cognizant of the importance of assessing the implementation of social sciences curricula and students' acquisition of life skills.

In 2013, Tanzania revised its curriculum from the content-based paradigm to the competence-based paradigm (Taasisi ya Elimu, 2013; URT, 2014; Tilya & Mafumiko, 2018). The secondary education curriculum review sought to develop an effective society that would be creative and innovative in addressing existing challenges (Tandari, 2004). It is a competency-based curriculum that will help students acquire knowledge, skills, values, and attitudes that will equip them with life skills which they can effectively use to serve society (Mulenga & Kabombwe, 2019). However, assessing social sciences curricula implementation and students' acquisition of life skills in the context of Tanzanian schools is unknown. Thus, the need for conducting research to bridge the existing knowledge gap.

Despite efforts by the government and other stakeholders to enhance secondary school education curriculum from time to time to gear it to students' acquisition of life skills, some graduates cannot apply their knowledge and skills to master their environment (Uwezo, 2019; Crespo et al., 2017; Howells, 2018; and Mgaiwa, 2021). In other words, they do not fit in society despite being educated under a competency-based curriculum. The growing numbers of graduates who cannot create jobs and those who are job seekers raise critical questions on the effectiveness of life skills education provided to learners in schools. While scholars like Wandela (2014), Makunja (2016), Alli (2021), and Mkimbili and Kitta (2020) feel that limited instructional resources might be the major cause of the problem, Olwabi and Adedayo (2012) and Magoma (2017) propound that teachers' availability and qualification account for the existing challenges.

The existing challenges can be seen as a result of ineffectively implementing of the competency based curriculum in schools. It was expected that a student educated through a competency-based curriculum would be able to master his or her environment. This necessitated the investigation of social sciences curricula implementation and students' acquisition of life skills in community-level secondary schools of Mbeya Region in Tanzania. Scholars like Prajapati et al. (2017) investigated the importance of life skills education and the benefits of imparting life skills education such as developing social, emotional, and thinking skills in students as the important building blocks for dynamic citizens who can cope with the existing as well as future challenges. However, the converse was the reality among many graduates of secondary schools in Tanzania. Therefore, this study was conducted to

respond to the perceived weaknesses and challenges that could be hampering the effective implementation of life skills education and the social sciences curricula in the country, specifically in community-level secondary schools in Mbeya Region.

1.3 Statement of the Problem

Life skills education has become a global concern in many countries throughout the world. Nasheeda et al. (2019) have indicated the incorporation of life skills in different grade levels in various developing countries including India, Sri Lanka, the Maldives, Bangladesh, Thailand, Myanmar and Nepal. Graham and Cohen (2022) believe that education should prepare students academically and equip them with ‘skills,’ known as ‘life skills,’ ‘non-cognitive skills,’ ‘character skills,’ and ‘socio-emotional skills.’ This shows that the world struggles to integrate life skills education into the school curricula. Hoskins and Liu (2019) conducted a study on “Measuring Life Skills in the Context of Life Skills and Citizenship Education in the Middle East and North Africa.” The findings indicated that teaching and learning life skills was critical for empowering people to attain success in school, at work place, and personal goals.

Nonetheless, few educational systems have integrated life skills into their curricula. One of the reasons for this is the lack of understanding about what life skills are, how they can be taught and learned, and how they can be measured, assessed, and evaluated. Despite numerous efforts by the government of Tanzania and other education stakeholders to enhance the quality of basic education, particularly by enhancing students’ acquisition of life skills, teachers remain trapped in a teacher-centred chalk-and-talk system of teaching despite the curriculum requiring them to

use a variety of pedagogical approaches (Lham et al., 2020). Using these approaches means that teachers struggle to complete the syllabus but fail to enhance students' acquisition of life skills such as decision-making, communication, argumentation, problem-solving, creative thinking, and critical thinking. This is because teachers' classroom domination means suppressing children's intellectual growth, which can affect their acquisition of life skills.

Teaching practices in Tanzanian secondary schools are distinguished by the infrequent use of appropriate and adequate teaching and learning resources, limited engagement of learners in the learning process, and limited use of Information and Communication Technology (ICT) due to inadequate ICT infrastructure (Selemani et al. 2021). Teachers, thus, should be well-equipped with ICT applications to facilitate teaching and learning of life skills in schools because they act as the medium of transferring content from teachers to learners. Even though life skills programs are widely available, little is known about how well they are implemented for social sciences curricula to enhance students' acquisition of life skills. According to Nasheeda et al. (2019), life skills programs depend on the setting, while in developing countries, life skills concepts are incorporated into the curriculum at various grade levels. However, there are significant challenges facing science education programs that aim to teach students life skills, hence, the students are normally prepared for passing examinations (Fidan & Aydogdu, 2018). Teachers also lack in-service training on new pedagogical concerns in curriculum and teacher preparation (Selemani et al., 2021). Other challenges include class size, poverty, technology, students' attitudes and behaviour, parents' involvement, funding, and family-related factors such as divorce, single parenthood, poverty, and domestic

violence (Chen, 2022). Such challenges may significantly affect the acquisition of life skills by learners. For example, poverty may affect the acquisition of apparatuses or materials for experiments, students' uniforms, and teaching and learning materials such as texts and exercise books. Such challenges might lead to failure by students in acquiring life skills. Owing to these challenges, many graduates cannot use the knowledge and skills acquired from their education to effectively navigate the various challenges in their immediate environment (Uwezo, 2019). Teachers' in-service training on emerging pedagogical issues of social sciences curricula and teacher education might result to effective students' acquisition of life skills. However, the social sciences curricula implementation and students' acquisition of life skills in community secondary schools are unknown. Therefore, this study was conducted to assess social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania.

1.4 Objectives of the Study

1.4.1 General Objective

To assess social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania.

1.4.1 Specific Objectives

The specific objectives of this study were:

- i. To examine stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya region

- ii. To assess how social science curricula can be employed to enhance students' acquisition of life skills in community secondary schools in Mbeya region
- iii. To identify the challenges associated with social science curricula implementation in community secondary schools in Mbeya region.
- iv. To examine the best practices to enhance social science curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya region.

1.5 Research Questions

This study was conducted to answer the following questions:

- i. How do stakeholders perceive social sciences curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya Region?
- ii. How can social sciences curricula be employed to enhance students' acquisition of life skills in community secondary schools in Mbeya Region?
- iii. What challenges affect social sciences curricula implementation in community secondary schools in Mbeya Region?
- iv. What are the best practices for implementing social sciences curricula and students' acquisition of life skills in community secondary schools in Mbeya Region?

1.6 Significance of the Study

The study assessed social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania. This

study may be important to the education system of Tanzania as it can improve the quality of education, hence, enabling individuals to face challenges and meet day-to-day demands. Additionally, the study findings might inform curricula developers, education policymakers, education officers, teachers, students, and parents on insights about social sciences curricula implementation and the acquisition of life skills in Tanzanian secondary schools. The study, therefore, may influence educational policies, curriculum development, and data-driven decision-making at both regional and national levels. Finally, the study fills a knowledge gap in social sciences curricula implementation and students' acquisition of life skills in Tanzanian secondary schools. It serves as a valuable resource for future researchers and educators.

1.7 Study Delimitation

This study was delimited to community-level secondary schools in the Mbeya region of Tanzania. It focused on four major aspects which were the stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills, such as decision making, ability to solve problems, ability to communicate effectively, adaptation to different contexts, and ability to face different challenges within the local and external environment. The study also examined how social sciences curricula could be implemented to enhance students' acquisition of life skills, explore the challenges associated with social sciences curricula implementation in improving students' acquisition of life skills, and the best practices that could be adopted to enhance social sciences curricula implementation and its influence on students' acquisition of life skills in Mbeya Region. The study

was also delimited to secondary school social sciences teachers, students, education officers, and parents as focal people who provided information about this study.

1.8 Scope and Study Limitations

This study dealt with social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya, Chunya, Mbarali, Rungwe and Kyela districts of Mbeya Region in Tanzania. The study assessed social sciences curricula implementation and students' acquisition of life skills in community secondary schools. The assessment was based on four areas which were to examine stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills, assess how social sciences curricula can be employed to enhance students' acquisition of life skills, identify the challenges associated with social science curricula implementation and examine the best practices that could be employed to enhance social science curricula implementation in students' acquisition of life skills in community-level secondary schools in Mbeya Region

The limitation that faced this study was the language issues since some teachers, parents, and students were unable to respond appropriately in English language. Therefore, Swahili language was used as an alternative language for data collection. This was done through code-mixing, code-switching, and free translation.

1.9 Operational Definition of Key Terms

This section defines key terms in this study, such as social science curricula, life skills, stakeholders, and implementation.

1.9.1 Social Sciences

Eller (2016) defines social sciences as systematically utilizing scientific methods to study and explain human beings and human behaviour. As disciplines, social sciences include geography, sociology, anthropology, economics, and social psychology. In this study, social sciences included Geography, History, and Civics subjects, which were being taught in community-level secondary schools in Tanzania.

1.9.2 Curricula

Curricula are sets of plans developed for guiding learning in schools, typically represented in retrievable documents of various levels of generality, and the implementation of those plans in the classroom, as experienced by learners and recorded by an observer; those experiences occur in a learning environment that influences what is learned (Wyse et al., 2018). This study adopted this conceptualization of the term curricula.

1.9.3 Social Science Curricula

Accordingly, social science curricula are regarded as sets of plans created to direct the study of geography, sociology, anthropology, economics, and social psychology in community secondary schools, as stated in the 1.9.1 and 1.9.2 subsections. In this study; social science curricula means all the learning experiences that students should acquire in the social sciences subjects which are civics, geography and history in community secondary schools.

1.9.4 Life Skills

Behrani (2016) and Prajapati et al. (2017) define life skills as the ability to adapt positive behaviour that enables individuals to deal with the demands and challenges of everyday life effectively. In this study, life skills means adaptive and positive behaviour skills which students acquire through social science curricula to help them deal effectively with the demands and challenges of daily life.

1.9.5 Stakeholders

The term 'stakeholder' was originally used in a Stanford research report in 1963 to describe the groups an organization would need to survive (Pedrini & Ferri, 2019). The same concept was applied in this study to mean the groups of participants, without which the thesis would have been incomplete. The stakeholders in this study were grouped into five groups: secondary school educational officers, heads of secondary schools, social sciences subject teachers, parents, and students. These were important to provide data from the actual and natural settings.

1.9.6 Implementation

The term implementation refers to what is expected to happen after a goal has been defined and decided upon (Hupe, 2017). It is the execution of deliberate, planned efforts to transform evidence and ideas into policies and practices that benefit people in the actual world. It is about putting a strategy into action, both the 'how' and the 'what'. In this study, the term implementation refers to how social sciences curricula are practiced and what is taught. It is also concerned with what is concerned with what is put into action through social sciences curricula implementation in teaching and learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature on the problem under this study. The reviews of related literature are based on the social sciences curricula implementation and community secondary schools students' acquisition of life skills of this study as well as its set objectives. The chapter is organized into the introduction, theoretical framework, teacher-learner relationship, promoting learners' autonomy, facilitating socially relevant academic content, empirical studies based on research objectives, research gaps and conceptual framework.

2.2 Theoretical Framework

The study was guided by Critical Pedagogy as the theoretical framework. Critical Pedagogy theory was established by a Brazilian philosopher and educator, Paulo Freire (Uddin, 2019). Guilherme (2017) traces Critical Pedagogy theory to the era of Plato and Socrates. Plato, a student of Socrates, was encouraged to think critically about philosophical, social and educational matters (Guilherme, 2017). Uddin (2019) indicates that Critical Pedagogy's core component is the ability to think critically about educational, social, and philosophical issues. Uddin (2019) asserts that Critical Pedagogy is an important teaching blueprint designed to nourish learners' consciousness about justice and social equality while improving their knowledge. Paulo Freire revitalized the critical thinking movement and introduced Critical Pedagogy into the mainstream of education (Uddin, 2019). Freire takes Critical Pedagogy as involving learner-centred strategies (Uddin, 2019). Social sciences

curricula implementation requires Critical Pedagogy approach in enhancing students' acquisitions of life skills. This means that the theory is based on the appropriate education of the learners and its mode of delivery.

Against the banking mode of education, the theory places the learner at the centre of classroom processes and that the teacher needs to use problem-posing methodologies and strategies to promote learners' autonomy in the acquisition of life skills, including communication, decision-making, analysis, critical thinking, and augmentation, problem-solving skills and adaptation to varied living contexts to mention a few (Freire, 1996). Behrani (2016) and Prajapati et al. (2017) define life skills as adaptive and positive behaviour that allow individuals to deal well with the demands and obstacles of daily life. Behrani (2016) provides ten core sets of life skills: decision-making, problem-solving, empathy, self-awareness, communication, interpersonal relationships coping with emotions, coping the stress, creativity, and critical thinking across each culture to promote psychological health in children and adolescents. Braa and Callero (2006) consider Critical Pedagogy as a radical approach to education that seeks to transform oppressive structures in society using democratic and activist approaches to teaching and learning. Uddin (2019) indicates that Critical Pedagogy is an effective master plan which is employed in order to enhance the critical thinking capacity of learners and create positive behavioural change in students' lives. This is a master plan which enhances the learners' awareness, understanding, and judgment. It gives the learners a voice to speak in the learning process (Uddin, 2019).

Critical Pedagogy is a praxis, with praxis constituting “action and reflection” (Monchinski & Monchinski, 2008). Monchinski and Monchinski (2008) add that praxis involves theorizing practice and practicing theory. It involves an ever-evolving working relationship between practice and theory. It is a relationship that is always in progress, involving a constant give-and-take, a back-and-forth dialectical information of practice by theory and theory by practice (Monchinski & Monchinski, 2008). Critical Pedagogy was founded on Freirian principles as an educational theory used to critique the systems of provision of education across countries (Kincheloe et al., 2018).

Paulo Regulus Nerves Freire, a Brazilian Education philosopher, is believed to be the main founder of Critical Pedagogy in the 1970s. For many years, Freire has embarked on the analysis and debates about the rationale of education, especially in terms of strengths, challenges, and possible relevant and context-based ways to improve the quality of education provided to the community. Other proponents of Critical Pedagogy include McLaren et al., (2004) who are against teacher-centred teaching and learning practices, which Freire named “The Banking Model of Education.” Theorists of Critical Pedagogy emphasize the transformation from teacher-centered to learner-centered teaching and learning approaches, approaches technically called “problem-posing pedagogies” (Abraham, 2014; Freire, 1971). Freire (2018) and Vassallo (2013) elaborate that Critical Pedagogy first recognizes the learner as a thinking being with a rich base of socioeconomic backgrounds. Secondly, the learner, like any other human being, would wish to enjoy democracy at home and school. Thirdly, the learner is an autonomous being who would wish to enjoy being independent in many aspects, including schooling. Fourthly, Critical

Pedagogy recognizes the learners' ability to socialize with their peers wherever they are. Fifthly, the theory is also founded on the assumption that teacher-learner relationships should change from that of cat-and-rat to friends in a fluid relationship.

Other Critical Pedagogy thrusts include advocacy for the teacher to contextualize the subject matter to learners' social-economic contexts such that the learner would freely connect what they are taught with the happenings in the society; that is, social relevance of what they are taught. The theory empowers the learner with what is technically called intellectual faculties; that is, powers of analysis, critical thinking and argumentation, flexibility, rational decision-making, debating and synthesizing information to form whole logical themes or ideas, communication skills, and adaptations to different instructional and living contexts. It recommends that the learner should be facilitated to be able to solve surrounding problems using simple, relevant and contexts-based ways.

The use of information and communication technology in teaching and learning is also one of the important instructional aspects for teachers to promote learners' acquisition of life skills and related competencies (Sang et al., 2018). All these are advocated by Critical Pedagogy theorists as principles that teachers should consider during the implementation of secondary school social sciences curricula.

The theory guided the study to interpret the relationship between teachers and learners vis-à-vis the learning outcomes as well as competencies imparted. The following sub-sections present reviews on critical theoretical implications to this study.

2.2.1 Teacher-learner Relationships

According to Critical Pedagogy Theory, learners will acquire instructional competencies with a friendly teacher-learner relationship. Unlike the cat-and-rat relationship, the classroom atmosphere should promote learners' instructional competencies and allow them to freely share their background experiences without the teacher's domination of classroom processes (Freire, 2018). Teaching in this way allows the learner to actively engage in the knowledge construction process and consequently be able to critically analyse, discuss, and make rational decisions about different socio-economic, cultural, and political issues that affect the learner in particular and the community at large. According to Freire (2018), teacher-learner relationships should provide enough opportunities for learners to become teachers and teachers to become learners at some point during classroom interactions. On the other hand, Talebi (2015) emphasizes that education should not bulldoze the learner but rather empower the learner to live a meaningful, sensible, and complete life; thereby attaining the theory's insightful dictum, "education is not preparation for life; education is life itself." This could logically mean that teachers need to change their traditional long-lived cultural, instructional practices from indoctrination to enhancement of learner's autonomy by actively engaging the learner in the teaching and learning processes while making the connection of what is taught in the topic or subject to the student's real life.

2.2.2 Promoting Learner Autonomy

Equally important, Critical Pedagogy Theory requires the teacher to create a learning environment where the learner can flexibly and independently use teaching and

learning resources to create mental pictures of subject-related concepts taught at a particular instructional period. To successfully facilitate topics or subtopics among the secondary school learners, the teacher must prepare and provide enough subject-related instructional resources for learners to connect with many learning experiences which they already know. Teaching this way can potentially empower learners with divergent thinking traits or characteristics. Freire (2018) expresses his pessimism regarding applying teaching and learning principles, which indoctrinate learners and make silent about everything, especially society's malpractices. Instead, the author emphasizes that teachers should facilitate their learners to think divergently to enable them to identify strengths, challenges, and be able to see some opportunities or alternative ways to improve the practice of a particular phenomenon; hence, enhancing their acquisition of life skills that include critical thinking, effective communication, decision making, problem solving and empathy to mention a few.

2.2.3 Facilitating Social-relevant Academic Content to Learners

One of the thrusts of Critical Pedagogy Theory about teaching and learning practices is that the subject taught should not only be connected to students' daily lives but, more importantly, should have a social contribution in terms of knowledge and well-being. Freire (2018) supports this instructional practice and believes that only the subject matter content related to what the society and community are doing should be taught. The authors contend that secondary school teachers should be keen when preparing for pedagogical practice. This could logically mean that whichever the teacher prepares for the learner should be useful to the learner and the community. If, for example, the subject matter is about different types of environmental pollution,

then the classroom needs to be contextualized to the learner or society contexts. This could be possible because learners will fully engage in the lesson and be asked to provide context-based examples.

Development of learning competencies among learners requires teachers' pedagogical practices to integrate ICT media to teach. ICT media include YouTube, WhatsApp, Facebook, Telegram, Instagram, Twitter, and many other blogs that can potentially promote learning. They influence personalized learning, an approach that has been emphasized by scholars such as Selemani et al. (2021). These scholars see the learner as any human being who needs to enjoy the right of self-learning. To promote learners' self-learning, the teacher must be creative, innovative, and flexible enough to create a learner-friendly environment for all learners despite significant differences in their learning needs. Secondary school teachers are also expected to guide their learners to appropriately and effectively use ICT media to learn the curriculum concepts. The learners are expected to have adequate knowledge and pedagogy of curriculum using similar instructional approaches from their teachers. This may help students acquire life skills while implementing social sciences curricula.

Critical Pedagogy requires the teacher to select an appropriate context that is based on active participatory methods, placing the learner at the central focus of classroom processes. One among these active participatory methods is learning through subject clubs where students discuss and debate different topics in a free and independent atmosphere. During debates or discussions, the teacher facilitates the discussion so that each learner can engage in the classroom by sharing their background

experiences about curriculum-related concepts. According to Critical Pedagogy theorists, a learner actively engages the mind in constructing knowledge when provided enough time to reflect on secondary education-related matters by sharing with members of the subject club or debate. Learning this way makes the learner develop competencies in the subject knowledge and pedagogical content knowledge. Besides the strengths of Critical Pedagogy Theory in supporting this study, the theory suffers from socioeconomic and cultural limitations. The theory does not consider the socio-economic and cultural disparities across the globe. It treats all education systems the same way despite the large gap in socio-economic development between developed and developing economies which include disparities in the use of science and technology in education.

Nevertheless, the theory still becomes relevant to this study owing to its focus and beliefs on developing independent and autonomous learners.

2.4 Empirical Literature Review

This section covers subheadings which are: stakeholders' perception on social science curricula implementation and students' acquisition of life skills, implementation of social science curricula and students' acquisition of life skills, challenges facing social science curricula implementation, best practices to implement social science curricula and students' acquisition of life skills and the research gap.

2.4.1 Stakeholders' Perceptions on Social Sciences Curricula Implementation and Students' Acquisition of Life Skills

Various scholars have conceptualized stakeholders' perceptions of the educational relationship between social sciences curricula implementation and students' acquisition of life skills. Shek et al. (2021) examined the perceptions of adolescents, teachers and parents of life skills education and life skills in high school students in Hong Kong. The study applied longitudinal and cross-sectional designs. The findings indicated the need for life skills education and adequacy of related programs in formal curriculum. According to the study, many stakeholders believed life skills were important for adolescents. Furthermore, the study found that most stakeholders considered life skills education insufficient in the school curriculum. It revealed that adolescents' life skills development was inadequate. The study recommended increasing life skills education for adolescents, particularly in Hong Kong.

Mwachande et al. (2023) assessed the stakeholders' perceptions of improving students' acquisition of life skills competencies through social sciences curricula in Tanzania. The study applied a case study research design and indicated that social sciences curricula implementation was done theoretically with no life skills acquired by the students. The study recommended that the Ministry of Education, Science and Technology should ensure that there was a practical implementation of social sciences curricula. Nigicsser (2017) in the study, "Teachers' Perspectives on Quality in Secondary Education in Tanzania: Policy and Reality" employed a case study research design. The study indicated the implications of implementing education policy objectives based on less facilitated school environments and poor working conditions for teachers, particularly in government schools. The study recommended

the creation of a clear vision for education that determines priorities in resource allocation and teacher training to enhance educational quality.

Mwita (2018) study, “Tanzania graduate employability: perception of human resource management practitioners,” indicated that 56.6% of human resource practitioners believed Tanzanian graduates were ineligible to compete in the East African labor market. The study recommended several actions that higher education institutions, regulatory agencies, policymakers, and students should take. Jerome and Mkulu (2020) did a study on “assessing the relevance of education for self-reliance (ESR) in public secondary schools in Tanzania.” The study applied a convergent parallel research design. Its findings showed that ESR was relevant since it assisted students in alleviating poverty, creating jobs, increasing confidence, promoting knowledge and abilities, and freeing them from crimes and immoralities after graduation. Furthermore, it revealed that physical education, music, fine arts, commerce, business studies, computer studies, and agriculture were extremely important disciplines in empowering learners in self-reliance. The study recommended that the Ministry of Education, Science and Technology should develop an educational policy framework that prioritizes teaching ESR subjects in secondary schools. Additionally, it emphasized that self-reliance training and retraining for teachers could be an effective way to provide ESR in public secondary schools.

Nasheeda et al. (2019) conducted the study, “A Narrative Systematic Review of Life Skills Education: Effectiveness, Research Gaps, and Priorities” which revealed the disparities in life skills education between developing and developed countries. It

showed that developed countries implemented more systematic life skills education programs that encouraged positive behaviour, with research articulating outcomes on individual youths. However, it indicated that most life skills programs in developing countries lacked systematic implementation, evaluation, and monitoring. The study recommended development of long-term life skills programs in developing countries that could ensure knowledge and skill transfer.

Kamuhabwa (2019) conducted a research titled, “The Graduates’ Employability Challenges in Tanzania: A Philosophical Response from Martin Buber’s Concept of Education as a Dialogue”. The study applied philosophical-analytical method for data collection. The study revealed the efficaciousness of incorporating interactive discourse from a variety of perspectives into all decision-making forums and methods. Rather than swapping blame and defensiveness, the study advocated for a discourse of mutual interests and efforts by both the labor industry and academics in addressing graduates' employability issues.

2.4.2 Implementing Social Sciences Curricula and Students’ Acquisition of Life Skills

Ojo and Adu (2017) researched on the “Transformation of Teaching Quality in Secondary School Education: Teachers’ Conception.” The study applied a case study research design and showed that some teachers were aware of the need for transformation to enhance secondary school education system in South Africa. However, there was insufficient infrastructure for effective training and monitoring. Furthermore, the findings revealed that some teachers had a negative attitude towards the additional roles in transforming and improving teaching quality. The study

recommended that transformation in education should be the government's and principals' responsibility. The study recommended that policymakers should increase secondary school education budget and monitor the implementation process to meet the desired goal.

Additionally, it should be noted that regular effective training and workshops for teachers in secondary schools are required to remind them of their roles and responsibilities in teaching during curricula implementation. From the reviewed literature, it can be argued that students' acquisition of life skills can be done through an increase in the budget of community secondary schools. Moreover, students' acquisition of life skills can be done through teachers' regular effective training and workshops to help them during the implementation of social sciences curricula in community secondary schools.

Amirudin and Muzaki (2019) conducted a research on "Life Skill Education and its Implementation in Islamic Religious Education' Study Programs." The study applied mixed methodology while data collection was done through questionnaires and interviews. The study showed that the most common life skill education followed by the Islamic Education study program for the Faculty of Islamic Religion students was the education of reading the Qur'an, exercising recitations, exercising worship, fundamental training of learner leadership, and training of preachers and preacher cadres.

Nair and Fahimirad (2019) did a qualitative study on the importance of life skills on undergraduate students' personal and social competencies. The study sought to determine the relationship between the life skills programs and students' efficacy and

composure. The study adopted a qualitative research approach and employed in-depth interview and self-reporting of the life skills module instruments. Thematic analysis revealed that including a life-skills program in the university curriculum played an important role in shaping students' personal and social competencies. The study recommended significant implications to implementers like educators and educational policymakers who would influence students' professional and interpersonal skills such as teamwork, communication, leadership, time management, decision-making, and problem-solving. Hence, students' acquisition of life skills can be done through implementers like educators and education policymakers.

Rajabalee and Santally (2021) studied "Learner Satisfaction, Engagement and Performances in an Online Module: Implications for Institutional E-learning Policy." The study applied mixed methods, by adopting both the quantitative and qualitative approaches. The findings indicated that, regardless of students' performance levels, students were generally satisfied with the learning design philosophy. Moreover, students reported problems with tutor support and technical difficulties across groups. The study recommended that institutions should develop e-learning policies to improve students' experiences. Therefore, students can acquire life skills through well-developed e-learning policies to improve their experiences during social science curricula implementation.

Jacobs and Wright (2018) studied "Transfer of Life Skills in Sport-based Youth Development Programs: A Conceptual Framework Bridging Learning to Application." The study applied paper and pen to collect data from the field through self-administered and repeated cross-sectional surveys. The findings indicated that

many quality sport-based youth development programs promoted the acquisition of life skills such as leadership and self-control to enable positive outcomes in youth participants' social and academic environments. This is referred to as the "transfer of life skills" (the idea that physical, behavioral, and cognitive skills learned in sports can be applied in non-sport settings to promote healthy development).

Levac et al. (2019) studied "Learning and Transfer of Complex Motor Skills in Virtual Reality: A Perspective Review." The paper examined recent findings from virtual environments paradigms on motor learning about two pressing issues in rehabilitation research: training tactics in virtual settings to improve complex skills learning and learning transfer from virtual to actual environments that can benefit learners. Studies describing clinical trials and interventions evaluating the efficacy of virtual environments were excluded since the interest was in experimental studies investigating learning and transfer processes rather than the efficacy of virtual environment intervention programs. The results indicated the evidence for skill transfer from virtual to real environments in normally developing and neurologically impaired groups to understand better how sensory-motor information disparities influenced learning processes. The study recommended practicing clinicians and described the areas where more research was needed. From this review, it is clear that students' acquisition of life skills can include applying motor skills (sitting, standing, walking, running, and jumping) during social sciences curricula implementation. Learning should also be based on virtual environments while implementing social sciences curricula.

Nurbatra et al. (2022) researched on “Learning Life Skills through English Materials: Integrating Life Skills in English Pedagogy.” The study employed interviews and observation methods in data collection. The study results indicated that there was a need for precise and broad situational analysis for effective implementation of students’ acquisition of life skills. The study recommends the integration of English studying materials to accompany life skills education for students' acquisition of life skills while focusing on learners' performance.

2.4.3 Challenges Facing Social Sciences Curricula Implementation in Community Secondary Schools

Previous research has established several challenges facing social sciences curricula implementation in schools. Du Plessis and Mestry (2019) researched ‘Teachers for Rural Schools—a challenge for South Africa.’ The study applied a qualitative research approach around the interpretive paradigm. The findings indicate that rural schools in South Africa lacked water, sanitation, and electricity while classrooms are in a terrible situation. Other challenges like poverty, state failure to fund children’s education, lack of resources, teachers with inadequate qualifications, and teaching different classes in one classroom (multi-grade teaching) were also established. The study recommended improving conditions and addressing the challenges which the teachers faced during teaching and learning processes in rural schools in Mpumalanga and other areas in South Africa.

A study by Francis (2019) on teachers’ and students’ attitudes on effective teaching of life skills education in secondary schools in Kenya employed a descriptive survey design. Stratified sampling techniques were used to group schools into two strata.

Teachers and principals were sampled through a purposive sampling technique, while students were sampled through a random sampling technique. Data from teachers and learners were collected through questionnaires, while data from principals were collected through the scheduled interviews. The results indicated the inefficiency of teachers who were teaching life skills programs due to a lack of in-service training. This adversely affected the students who focused positively on learning life skills education. The study recommended teachers' in-service training on the acquisition of life skills to equip them with appropriate knowledge and skills that would enable them develop a positive attitude towards teaching relevant life skills education accordingly.

Selemani et al. (2021) did a study titled “Integrating ICT in Tanzania secondary schools: experience of Tanzania as it grows to the second world economy.” The findings revealed various challenges such as student-to-computer ratio, teachers with limited ICT knowledge and skills in teaching and learning processes, and poor infrastructure. The study argued that it was inevitable to integrate ICT into the growth of an effective second-world economy. Therefore, this demonstrates that it is inevitable to integrate ICT education curricula to enhance students’ acquisition of life skills, which might result in the growth of an effective second-world economy.

According to Vuzo (2018) in his study, “Revisiting Language of Instruction in Tanzanian Secondary Schools” that employed an exploratory and qualitative research approach, the use of a foreign language as the language of instruction resulted in students’ dropout and poor academic performance. Therefore, this situation might cause failure by the students to acquire life skills due to foreign language difficulties.

Furthermore, the findings indicated that teachers and students used poor consonance when using foreign languages during teaching and learning. The study concluded that using foreign language in teaching and learning during the implementation of social sciences curricula may result in difficulties in students' acquisition of life skills. The study recommended that the government of Tanzania should embrace a language policy that could enhance effective teaching and learning.

Mandukwini (2016) researched on the "challenges towards curriculum implementation in high schools." The study applied a qualitative approach, which included interviews with open-ended questions and documentary reviews. The findings revealed that school management teams and teachers faced challenges such as the lack of resources, inadequate training, and substantial workloads in managing curriculum implementation in their schools. Since school management teams and teachers are involved in curriculum implementation, this can influence the implementation of the social sciences curricula. Therefore, the study recommended that the challenges associated with ineffective curriculum implementation by school management teams and teachers should be addressed.

Mubofu and Malekani (2019) reviewed the challenges of school libraries and quality education in Tanzania. Their study was a literature and scoping review of the existing challenges facing secondary school libraries in Tanzania. Apart from raising students' performance, the study discovered that government officials did not recognize the role of secondary school libraries. The study recommended that appropriate strategies should be put in place to address challenges like inadequate staffing, financing, and poor library buildings to meet quality education.

Wangchuk et al. (2019) researched on the challenges of implementing life skills education in schools in Punakha. The study which employed a qualitative research design indicated that, although life skill education was then taught in schools, the teaching process was poorly implemented due to challenges like unqualified teachers in life skills education, time constraints, shortage of teaching and learning materials, lack of counsellors, and poor relationship between schools and parents. The study recommended that the Ministry of Education, Science and Technology should focus on offering required support and emphasizing that teachers and administrators should apply alternative solutions that would improve life skills education in all classes in schools.

Fidan and Aydogdu (2018) studied life skills from the perspectives of classroom and science teachers using a phenomenological method. The findings revealed that teachers played an important role in the acquisition life skills by students and stated that science classes were an important setting for teaching life skills. The study findings further showed that participants used some in-class and extracurricular activities to teach life skills. However, the teachers reported experiencing difficulties in teaching life skills due to challenges related to teachers, parents, schools, educational programs, educational systems, school management, and society. This implies that the implementation was faced by methodological problems and incompetent teachers. Since teachers, parents, schools, educational programs, educational systems, school management, and society have a big role in the implementation of social sciences curricula, involving them in methodological improvement and social science curricula improvement to enhance students' acquisition of life skills can be the best practice to enable effectively implement

social sciences curricula. The study recommended developing educational programs to enhance life skills acquisition through science subjects to ensure graduates are equipped with life skills. The study also recommended developing several projects involving schools, families, and societies in acquiring life skills. In-service and teacher training should also contain activities that could enhance information and life skills knowledge.

Therefore, implementing social sciences curricula can face multiple challenges such as poverty, state failure to fund children's education, lack of resources, teachers with inadequate qualifications, and teaching different classes in one classroom (multi-grade teaching). Other challenges include a high ratio of students to computers, poor infrastructure, foreign language as a medium of instruction, and teachers with limited ICT knowledge and skills in teaching and learning processes. Moreover, other challenges include the lack of libraries, lack financial support, poor library infrastructure, lack of counsellors, inadequately trained teachers in life skills education, and poor relationships between schools and parents. These might be the main challenges facing the social sciences curricula implementation and students' acquisition of life skills.

2.4.4 Best Practices to Implement Social Science Curricula

Several studies have suggested some of the best practices that can be adopted to effectively implement social sciences curricula and students' acquisition of life skills. Lagat (2017) researched on "Life Skills Education Curriculum Implementation: Appropriateness of Teaching Methodologies Used by Secondary School Teachers." Pedagogical competencies were examined in the implementation of life skills

education. The study was done in public primary schools of Uasin Gishu County in Kenya. The study applied a descriptive survey research design. Stratified sampling and purposive sampling techniques were used to recruit participants. The study found that insufficient homework and exercises were given to students, a lack of adequate presentations for evaluations, and a lack of end-of-year exams hampered the implementation of life skills education in public primary schools in the county. The study recommended that teachers should adopt relevant teaching methodologies when implementing life skills education based on the expected learning outcomes among learners. Additionally, the study recommended initiating teachers' in-service training in teaching methodology. It also recommended that school leadership, in partnership with the Ministry of Education, Science and Technology and other government organizations, should run the program which aimed to create the capability for teachers to master appropriate teaching methodologies suitable for students' acquisition of life skills acquisition effectively.

Alli (2021) studied the perceptions of major stakeholders of secondary schools on life skills education. The study employed a mixed method, which included qualitative and quantitative research approaches. The findings indicated that most instructors claimed that life skill education lessons were not taught at their schools. Some teachers stated that the life skills education sessions were only offered once a week due to the school's shortage of time and materials. Most pupils stated that they were unaware of life skills and the necessity of life skills education because most teachers and head teachers were unconcerned about the importance of life skill education. The study recommended that the government should provide financial support for developing life skill education in schools to enable innovative teaching

and learning materials for students' acquisition those skills. Headmasters should sponsor teachers to attend in-service training on life skills education seminars and organize seminars where they can become acquainted with the necessary knowledge and abilities for their jobs as teachers and mentors to their learners. The study showed that there was a need to involve teachers and head teachers in facilitating life skills education with unfamiliar knowledge of life skills education. Thus, teachers and head teachers need to be well-trained on the importance of life skills education to effectively impart life skills to learners and facilitate teaching life skills education.

Ornellas et al. (2019) conducted a research on enhancing graduates' employability skills through authentic learning approaches. The study applied a collaborative action research approach that "seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern." The study indicated a competence-centered approach to the concept of employability skills and set out a taxonomy of skills required to enhance new graduates' employability. It also gave the criteria and examples of authentic learning scenarios in higher education settings that could promote the acquisition of these skills. The study findings recommended a learner-centered, genuine and effective learning approach, such as authentic learning as a catalyst for bringing work experience to formal learning in higher education institutions, in order to better develop graduates' employability skills. The study indicates that authentic learning approaches are a catalyst for developing employability skills of new higher education graduates.

Presently, many higher education graduates attribute part of the difficulties they find when entering the labor market to the design of the curricula, which they consider to

be obsolete, and rely too much on theory and lack practical learning. Some of the students who participated in the online focus group of the Skill Up project pointed out that skills such as communication, self-management, teamwork and critical thinking were not taught by lecturers. Instead, it is something they needed to learn by themselves in order to successfully manage their studies and the transition to professional settings. The study concludes that, in order to improve graduates' employability skills, lecturers should use a learner-centered, real and effective learning approach, such as authentic learning as a catalyst for integrating work experience into formal learning in higher education institutions. The study recommends authentic learning approaches to enhance the employability skills of recent higher education graduates. Many graduates of higher education blamed the curricula's design, which they believed was out of date, overly theoretical, and devoid of practical subjects, as one of the challenges they would encounter when they enter the workforce. A few of the students who took part in the Skill Up project's online focus group noted that abilities like cooperation, self-control, and communication. The study discourages theoretical teaching and learning in classroom settings.

Nasheeda et al. (2019) did a study, "A Narrative Systematic Review of Life Skills Education: Effectiveness, Research Gaps, and Priorities." The study aimed at understanding the global effectiveness of life skills education. The findings demonstrated disparities in life skills education between developing and developed countries. Generally, industrialized countries implemented more systematic life skills education programs that promoted positive behavior, with research demonstrating

impacts on learners. In contrast, findings showed that most developing countries' life skills initiatives lacked systematic implementation, evaluation, and monitoring.

Cassidy et al., (2018) researched on "Preparation for Adulthood: A Teacher Inquiry Study for Facilitating Life Skills in Secondary Education in the United States." The study employed interest surveys during data collection. The study results indicated that there was a need for life skills in education curricula. On the other hand, the study results indicate that it was difficult to find the interest of what students wanted to learn in their classroom based on the particular content. The study recommends that life skills should be integrated into the curricula for the students to acquire life skills in their core classes.

Sulam et al. (2019) conducted a study on "The Implementation of 21st Century Skills as the New Learning Paradigm: The Result of Students' Career and Life Skills". The study applied descriptive and quantitative research approach. The researcher did a workplace research action which is an observation. The study results indicate the existence of Career and Life Skills Project for the twelfth (12th) grade students of MA NU Walisongo Sidoarjo. The study drew several conclusions on how senior high school students might adopt 21st century talents as their new paradigm for learning. The strategy included social and intercultural competencies, initiative and self-direction abilities, productivity and accountability abilities, leadership and responsibility abilities, and flexibility and adaptability skills. The application of feedback to validate current actions and identify new, more productive ways to complete tasks based on feedback was the focus of flexibility and adaptability

abilities. Goal and time management were two aspects of initiative and self-direction skills. The five steps in this strategy comprised being timely, realistic, specific, measurable and achievable. Therefore, a student should possess the social and cross-cultural abilities necessary to collaborate well in varied teams and to effectively engage with those they work with or come into touch with. Efficiency, effectiveness and high-quality products and services are the three interrelated components that productivity and accountability skills concentrate on. High levels of interpersonal skills are necessary for leadership and responsibility in order to affect other people's actions and behaviors.

Gibbons et al. (2018) researched on mobile phone use in two secondary schools in Tanzania. The study applied mixed methods which involved collection of data through questionnaires and focus group discussions. The findings showed that, despite serving related areas, the two schools differed in students' use and awareness of misusing mobile phones. Most students had access to mobile phones but were not allowed to have them in school. A few teachers saw a positive role for mobile phones in classroom learning processes. The study recommended that there was a need for pedagogical resources to facilitate mobile technology in classroom learning processes. The study emphasized on the engagement of students, teachers, and the larger community, with open discussion about the risks and importance of using mobile phones in learning sessions. Therefore, the findings indicated that mobile phones may be used in implementing social sciences curricula to facilitate students' acquisition of life skills. However, the mobile phones should only have the required apps for learning.

Generally, the best practices to implement social sciences curricula in students' acquisition of life skills involve several factors. Firstly, it involves social sciences curricula implementers such as regulatory authorities, school management teams, teachers, parents, schools, educational programs, educational systems, school management, and society. Secondly, in-service training should be offered by taking teachers to colleges for retraining or offering seminars for upgrading their teaching career in order to be well-equipped to effectively facilitate students' acquisition of life skills. Third, learner-centered approach should be adopted to enhance active participation of learners in the learning sessions. When a learner participates actively in learning session, it enables one to develop and improve one's life skills such as creative and critical thinking. It enables learners to think critically on how and what to communicate during learning sessions. Additionally, the government should provide financial support for effective implementation of students' acquisition of life skills program in community secondary schools because the matter is not known to students, teachers, and headmasters. Unlike in developed countries, most life skills initiatives in developing countries lack systematic implementation, evaluation, and monitoring. There is, therefore, an urgent need for provision of pedagogical resources to support mobile technology in classroom learning processes. Furthermore, improving conditions and dealing with teachers' challenges during teaching process can facilitate adoption of best practices in implementing social sciences curricula and enhance students' acquisition of life skills.

2.5 Research Gap

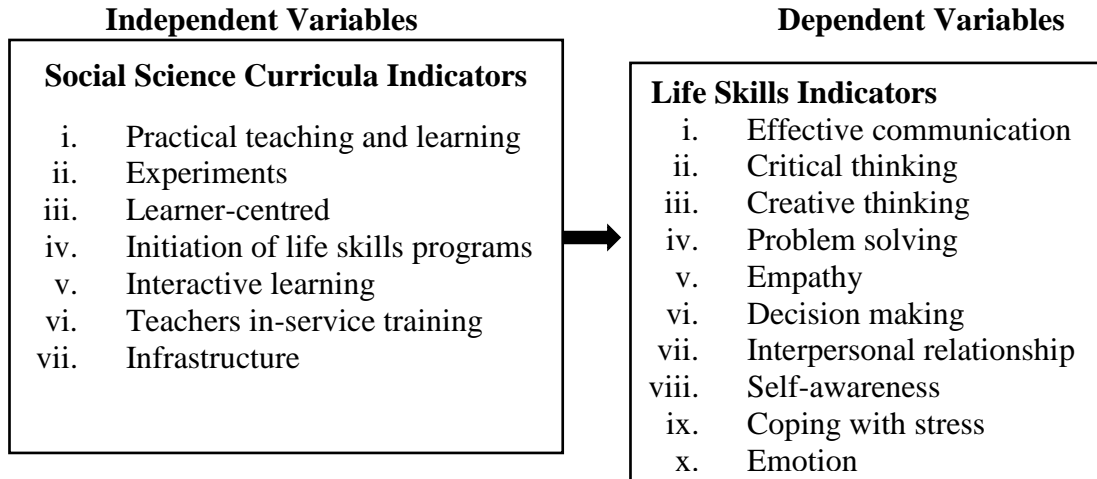
The foregoing theoretical and empirical literature review indicates knowledge gaps that required to be bridged in this study. The Critical Pedagogy Theory, for instance,

recommends that the learner should be placed at the centre of classroom processes which was contrary to existing practice in community-level secondary schools in Tanzania. Therefore, teachers should use problem-posing strategies such as effective communication, decision-making, analysis, critical thinking and augmentation, problem-solving skills, and adaptation to various living contexts to enhance students' acquisition of life skills. Furthermore, the Critical Pedagogy Theory is considered a radical approach to education that aims to transform oppressive social structures through democratic approaches to teaching and learning processes.

Empirical studies reviewed have indicated that there was a need for the Ministry of Education, Science and Technology to ensure that social sciences curricula were practically implemented in order to enhance students' acquisition of life skills (Mwachande et al., 2023). Results in a study by Shek et al. (2021) indicated that more than 93% of adolescents in Hong Kong were required to acquire life skills education and relevant education that should be structured in the curriculum. The study indicated that there was a high demand for life skills knowledge in the education curriculum and that students learned insufficient life skills in their previous schooling. This results in a large gap in the acquisition of life skills among students in Hong Kong, yet these skills are vital for adolescents. Nurbatra et al. (2022) examined the implementation of life skills education by including life skills education in English learning within non-formal educational institutions in Malang, East Indonesia. They recommended including English learning materials with life skills education in the curriculum.

To create a clear vision and ideals for education that determine priorities in resource allocation and teacher training to increase educational quality, Tanzania should implement education policy objectives based on a less facilitated school environment and poor working conditions for teachers, particularly in government schools (Nigicsar, 2017). It is also recommended that policymakers should increase the secondary school education budget and monitor the implementation process to meet the desired goals (Ojo & Adu, 2017). Despite the numerous efforts by the government and other education stakeholders to improve basic education quality, particularly in enhancing students' acquisition of life skills, teachers continue to be trapped in a teacher-centered chalk-and-talk teaching system despite the curriculum requiring them to use a variety of pedagogies (Lham et al., 2020). Thus, there are still graduates who cannot use their education to effectively navigate their environment, regardless of the efforts made by the government. Another study found the teaching of the Qur'an, exercising recitations, exercising worship, fundamental training of learner leadership, and training of preachers and preacher cadres in some schools. Teachers must be impacted with life skills to become competent during teaching and learning.

Despite the numerous studies that have been reviewed in this chapter, it is indicative that the extent to which the social sciences curricula implementation and students' acquisition of life skills in Tanzania was not known. Therefore, to fill the gap, this study assessed social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania.

Figure 2.1: Conceptual Framework

Source: Researcher own Source

2.6 Conceptual Framework

The conceptual framework for this study clarifies the relationships of the variables involved in the study vis-à-vis the research objectives and theoretical framework. The framework is based on the theoretical and empirical reviews of the literature on social sciences curricula and students' acquisition of life skills. The framework indicates how each variable relates to one another. The straight line between the two variables indicates that there is direct relationship between independent variables and dependent variables. Dependent variables depend on independent variables. The existence of dependent variables indicators such as effective communication critical thinking, creative thinking, problem solving empathy and decision making depend on independence variables including practical teaching and learning, experiments, learner-centered, initiation of life skills programs and interactive learning to mention a few. This justifies that the existence of dependent variable indicators depend on independent variable indicators shows direct relationship.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that were applied in this study. It comprises the introduction, research philosophy, approach, design, study area and population, sampling techniques and sample size, data collection methods and instruments and ethical considerations.

3.2 Research Philosophy

This study applied an interpretive research paradigm underpinned by a qualitative study of the research phenomena. Pulla and Carter (2018) explain that interpretivism is a research paradigm related to qualitative research. According to Yin (2015), interpretivism research invests its belief in the real or actual picture or practices of the curricula vis-à-vis the ways of improving social sciences curricula implementation and students' acquisition of life skills. Yin emphasizes that, "*It is imperative to collect information from the natural settings which reflect what happens rather than theorization of it.*" Alharahsheh and Pius (2020) further elaborate that the interpretivism paradigm enables researchers to have qualitative methods that suit most studies to gain deep insights based on specific contexts.

Social sciences research requires interpretivism, which concerns in-depth variables and factors related to a context and considers humans as being different from physical phenomena (Alharahsheh & Pius, 2020). Working on the interpretivists' beliefs on research means that researchers should design their studies using

participants' context-based frameworks to collect real data from real contexts. Information collected from natural settings is considered relevant, valid, and trustworthy to inform the quality and effectiveness of the practice of what is being investigated.

This study collected information on social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania. Interpretivism research philosophy in this study focused on studying what stakeholders perceived in improving social sciences curricula implementation and students' acquisition of life skills, examined the ways to improve social sciences curricula implementation and students' acquisition of life skills in community-level secondary schools in Mbeya Region, identified the challenges associated with social sciences curricula implementation and students' acquisition of the life skills, and explored the best practices that could be adopted to enhance social sciences curricula implementation and students' acquisition of life skills in the schools. The major assumption was that collecting data from relevant people's real-life experiences would necessitate getting actual and rich data to facilitate the effective ways of addressing issues on social sciences curricula implementation and students' acquisition of life skills such as rational decision making, effective communication, ability to solve problems, ability to analyze issues, make a reasoned judgment, ability to face different challenges as well as the ability to apply creative and critical thinking in society.

3.3 Research Approach

According to Berg and Lune (2017), qualitative studies are accepted as referents to

what happens in the field; that is, the actual practices of the researched phenomenon, in this case, social sciences curricula implementation and students' acquisition of life skills in the community secondary schools in the Mbeya region of Tanzania. Applying the qualitative research approach in educational settings cultivates the quest for understanding how stakeholders perceive and experience the idea of improving students' acquisition of life skills competencies through social sciences curricula.

3.4 Research Design

A research design is a procedure for collecting, analysing, interpreting, and reporting data in research studies (Boru, 2018). This study applied a case study design where research creates an in-depth analysis of a case, including a process, animal, person, household, organization, group, industry, culture, or nationality (Asenahabi, 2019). It is a rigorous study of a phenomenon that brings subjective particulars rather than objective ones. The researcher applied a case study because it offered an opportunity to analyze the questions on 'how,' 'what,' or 'why,' that were being focused on during data collection, as recommended by (László, 2018).

3.5 Study Area

The study was conducted in community-level secondary schools in Mbeya Region, specifically in Mbarali, Mbeya, Rungwe, Kyela, and Chunya districts. Mbeya Region is situated between latitude six degrees fifty-eight seconds South ($6^{\circ}58'S$) to nine degrees fifty-seven seconds South ($9^{\circ}57'S$) and longitude thirty-two degrees fifty-eight seconds East ($32^{\circ}58'E$) to thirty-five degrees zero seconds East ($35^{\circ}00'E$). The

map shown in Figure 1 shows the exact study area with latitudes and longitudes of the study area. The schools in the five districts had similar characteristics to those in other regions in the country because all schools in Tanzania were using one curriculum and had teachers with similar qualities and teaching and learning environments operating under Ministry of Education, Science and Technology. Furthermore, the schools were chosen based on their act of providing secondary school education using a similar SSC. The schools were purposively selected based on the researcher’s discretion to select variables for the sample population. Therefore, the findings may apply to other areas of the country. The features identified made the research free and flexible in the choice of the study area.

Figure 3.1 : Location Map of Mbeya Districts

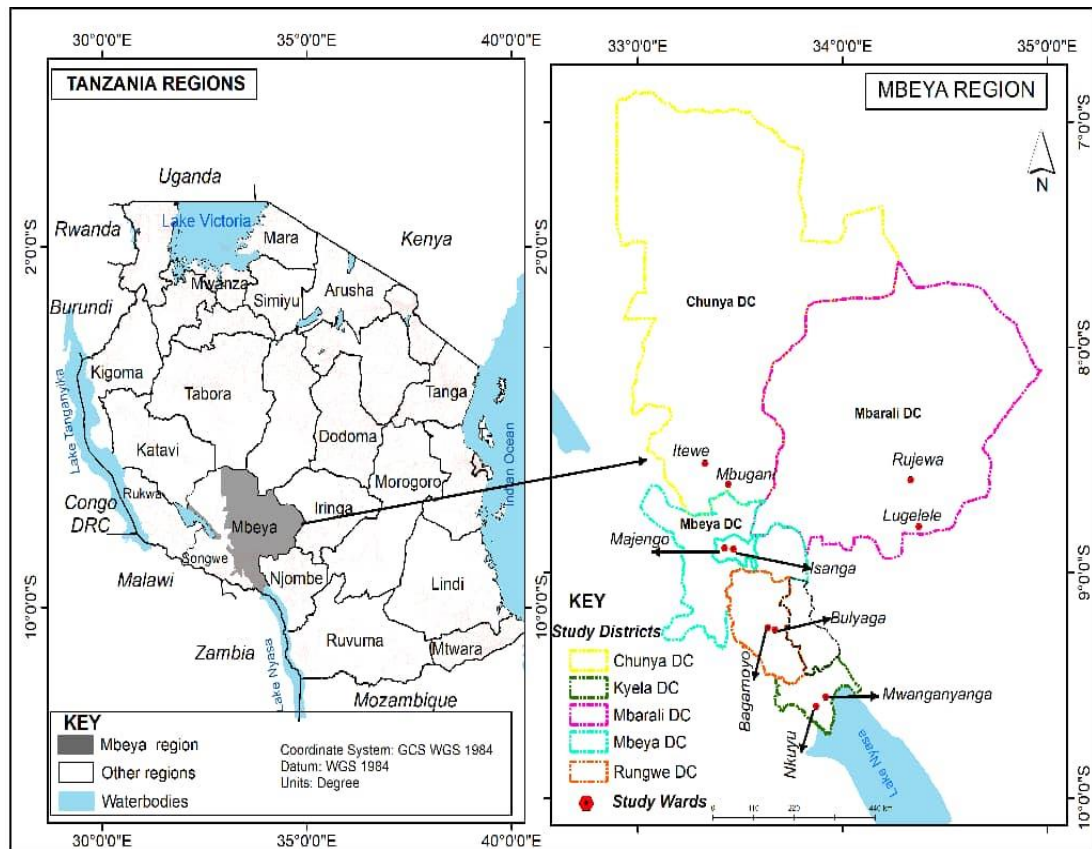


Table 2.1: The Study Secondary Schools in Mbeya Region

S. N.	DISTRICT	WARDS	SCHOOL
1	Mbeya	Majengo	Legico Secondary School
		Isanga	Wigamba Secondary School
2	Chunya	Itewe	Itewe Secondary School
		Mugani	Kiwanja Secondary School
3	Lujewa	Rujewa	Rujewa Secondary School
		Lugelele	Igomelo Secondary School
4	Rungwe	Bulyaga	Bulyaga Secondary School
		Bagamoyo	Bujinga Secondary School
5	Kyela	Nkuyu	Kyela Secondary School
		Mwanganyanga	Nkuyu Secondary School

3.6 Study Population, Sampling Techniques, and Sample Size

3.6.1. Study Population

The target population included district secondary school educational officers, heads of community secondary schools, social sciences teachers, students, and parents of community secondary schools of Mbeya Region, specifically, Chunya, Mbarali, Rungwe and Kyela districts. This study targeted a sample of sixty-five (65) participants who were obtained through purposive sampling. Nikolopoulou (2022) defines purposive sampling as a non-probability sampling technique in which units are selected because they have characteristics that a researcher requires in their sample.

3.6.2. Sample Size

According to Bhardwaj (2019), a sample is a group of people, objects, or items taken from a large population for measurement. Bhardwaj (2019) considers a sample as

comprising several people, objects, items, or things taken from a large population for measurements. A researcher finds samples through sampling, which helps to get accurate results (Bhardwaj, 2019). The study had sixty-five (65) participants, as shown in Table 3. The sampling techniques for the study participants are described in Section 3.6.3.

Table 2.2: Sample Size Distribution

District	Teachers	Heads	Students	DSEO	Parents	Sub-total
Mbeya	04	02	04	01	02	13
Chunya	04	02	04	01	02	13
Mbarali	04	02	04	01	02	13
Rungwe	04	02	04	01	02	13
Kyela	04	02	04	01	02	13
Total	20	10	20	05	10	65

3.6.3. Sampling Techniques

The researcher used non-probability sampling, specifically purposive sampling technique. Purposive sampling is an intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Michalos, 2014). Nikolopoulou (2022) describes purposive sampling as a non-probability sampling technique in which units are chosen because they possess characteristics that a researcher requires in their sample. It enables researchers to target specific groups that would otherwise be difficult to reach. Therefore, in purposive sampling, a researcher selects a sample based on its likelihood of providing information that will answer the research question. This sampling technique is frequently used in

qualitative research because it allows the researcher to select participants with firsthand knowledge of the phenomenon under investigation.

The study adopted purposive sampling because of the assumption that, given the aims and objectives of the study, specific people may hold different and important thoughts about the ideas and issue in question and, therefore, need to be included in the sample (Campbell et al., 2020). In this study, social sciences teachers, students, and parents were selected to participate in the research, while the district secondary schools' educational officers automatically participated. Guided by the Critical Pedagogy Theory and interpretivism research paradigm, the study purposively selected ten (10) heads of community secondary schools, twenty (20) social sciences teachers (two (02) from each community secondary school), twenty (20) students, one head girl and one head boy from each community secondary school, five (05) district secondary school education officers and ten (10) parents (from school board members). The participants were selected intentionally with the expectation that they could elucidate the specific theme, concept, or phenomenon being investigated (Michalos, 2014). They were also chosen because they possessed the characteristics needed by a researcher (Nikolopoulou, 2022).

3.7 Data Collection Methods and Instruments

This study applied a qualitative research approach to collect data on the participants' viewpoints using open-ended structured interviews, observations, documentary reviews, and focus group discussions. The collected data were based on issues relating to assessing social sciences curricula implementation and students'

acquisition of life skills by focusing on the participants' feelings, attitudes, and experiences. Such issues included stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya Region, how social sciences curricula implementation could be employed to enhance students' acquisition of life skills in the community secondary schools, the challenges associated with social sciences curricula implementation and students' acquisition of life skills in the secondary schools, and the best practices that should be adopted to enhance social sciences curricula implementation in students' acquisition of life skills in the schools.

The study employed four data collection methods and tools: interviews, observation focus group discussions, and documentary reviews (See Appendices 1-5). The research used multiple methods or triangulation to confirm the trustworthiness of new research findings. Triangulation refers to using more than one approach to research a question to obtain valid data (Heale & Forbes, 2013). Using several data collection methods and instruments improves trustworthiness of new findings. According to Cohen et al. (2002), a single method of data collection can be skewed, hence, distorting the overall picture of reality that the researcher is investigating. Thus, using multiple data collection methods and instruments was meant to triangulate the findings, that is, using the strengths of one research method and tool to complement the weaknesses of the other data collection methods and instruments.

The study involved the collection of both primary and secondary data. The researcher generated primary data through surveys, interviews, and experiments specially

designed for understanding and solving the research problem (Wagh, 2021). This study's primary data included the information collected directly from the participants. The use of existing data generated by large government institutions, healthcare facilities, or non-government organizations as part of organizational record-keeping is referred to as secondary data (Wagh, 2021). This study collected secondary data from relevant documents such as the curriculum materials for social sciences subjects and teachers' and students' teaching and learning portfolios. The portfolios included instructional resources, teachers-constructed assignments, students' learning activities, created learning resources, and all reports about teaching and learning practices.

3.7.1 Interviews

Interview is a method of collecting data where two or more human beings exchange information using a series of questions and answers on a particular research topic (DeCarlo, 2018). The researcher designed the structured interview questions for data collection from the study participants on the topic of study. Heads of community secondary schools, social sciences curricula teachers, District Secondary School Education officers, students and parents were interviewed in this study. The information collected was based on the perception and best practice in social sciences curricula implementation and students' acquisition of life skills. Data collection involves the presentation of oral verbal stimuli and replies in terms of oral verbal responses. The researcher introduced himself to the Regional Administrative Secretary of Mbeya region by providing a letter from the Open University of Tanzania. The District Administrative later introduced the researcher to the District

Secondary School Education officers. Finally, the researcher applied the semi-structured interview guide to the participants (Appendix 1, 2, and 4). The time spent with each participant ranged from twenty (20) to thirty-five (35) minutes.

3.7.2 Observations

Observation is a data collection technique through participation in and observation of a group, individuals, or real settings over an extended period (Moser & Korstjens, 2018). The researcher collected data by keenly observing the behavior of something or events or noting physical characteristics in the natural setting of the community schools. Thus, the researcher obtained information from the natural setting by seeing and witnessing the real situation. In this study, observations were done in libraries, heads of community secondary schools' offices, and districts' secondary schools' education offices. The researcher observed the details of SCC teaching and learning materials, including textbooks, teachers' guides, syllabi, additional books, and other study materials relevant to SCC. This study adopted an observation guide to gather data from the study area (Appendix 5). The rationale for using observations was that the researcher did not depend on participants' ability to express their opinions, but the researcher observed what was happening on the ground. This provided qualitative data because the properties' absence or presence were noted.

3.7.3 Documentary Reviews

This involves categorizing, interpreting, investigating, and identifying the limitations of physical sources (Creswell & Creswell, 2017). The researcher reviewed documents such as teachers' portfolios, schemes of work, lesson plans, and students'

work or activity samples. The aim of reviewing such documents was to ascertain what was implemented in the classroom during social sciences curricula implementation. Therefore, the information extracted through documentary reviews was triangulated with those from other instruments. The information was extracted through a checklist for the documentary review guide (Appendix 4)

3.7.4 Focus Group Discussions

Focus group discussions require a researcher to assemble a group of individuals to discuss a particular topic to draw from the informants' complex personal experiences, beliefs, perceptions, and attitudes through a moderated interaction (Nyumba et al., 2018). The researcher collected data through interactive and directed discussions. There were 10 focus group discussions which comprised five (05) participants from each selected community secondary school. The composition of participants involved two students who were head prefects and their assistants, two social sciences subject teachers, and the head of community secondary school. Each discussion took about fifty (50) minutes for the shortest session and ninety (90) minutes for the longest session. Information extraction was done through a focus group discussion guide (Appendix 5).

3.8 Data Analysis and Management

Thematic data analysis was employed in this study. This kind of analysis involved three main processes: transcribing the results of the interviews, focus group discussions, observations, and documentary reviews, and sorting and synthesizing data into themes. Thick descriptions, quotes, and presentations of participants'

feelings and attitudes about the linkage between social science curricula implementation and students' acquisition of life skills were used. The analysis was done in NVivo, which uses nodes to represent codes. The nodes were categorized into themes based on research objectives, research questions, literature review, and collected data. Related themes were put together to formulate the main idea (Appendix 6). According to Dollah et al. (2017), the most important advantages of employing NVivo is managing a large number of data, assisting researchers in identifying themes, being efficient, and creating relationships among generated themes. Dollah et al. (2017) also provide other advantages of NVivo, such as managing data easily, finding themes, and time and energy-saving for data classification. Therefore, NVivo software was employed for qualitative data analysis to improve the data format reporting structure and system, hence, the quality of the thesis.

3.9 Validation of Data Collection Instruments

To ensure the trustworthiness of data collection tools, the researcher applied triangulation methods of data collection and discussed with fellow Ph.D. students and research supervisors to correct and adjust the instruments accordingly. Furthermore, before the fieldwork, a pilot study was conducted involving participants with similar characteristics to assess their applicability and practicability. According to Spata (2003), pilot studies help determine the applicability, relevance, and usefulness of research tools, research designs, and proposed data collection techniques. After the pilot study, data collection instruments were improved accordingly with relevant additions, deletions, and reorganization of questions.

3.10 Ethical Consideration in the Study

This study took ethical issues seriously, like any other research involving human beings. The researcher took on board all ethical issues throughout the research process. Ethical considerations in this study included critical issues including freedom of participants and research clearance, as described in the following sub-sections.

3.10.1 Freedom of Participants

Respect for freedom of participation, anonymity of participants, and confidentiality of collected data were adhered to throughout the study. The researcher also adhered to the completion of informed consent and ascent and ensured the research objectives were well communicated to the participants. All participants were informed that their information would be kept confidential.

3.10.2 Research Clearance

Once the overall research proposal development was completed, the researcher secured a research permit from The Open University of Tanzania that introduced him to the Regional Administration Secretary (RAS) and the Regional Education Officer (REO). On behalf of the RAS, the REO introduced the researcher to the District Executive Director of each district and the schools sampled for the study (Appendix 7). Additionally, all sources used in this study were properly acknowledged and well-referenced to respect the intellectual property rights of the authors.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0.Introduction

This chapter presents data presentation, analysis and discussion on social sciences curricula implementation and community secondary schools students' acquisition of life skills in Chunya, Mbarali, Rungwe, and Kyela districts of Mbeya Region in Tanzania. Community secondary schools from the mentioned districts were included in this study. The findings were collected from sixty-five (65) participants based on four objectives, which were to examine stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya Region, assess how social sciences curricula can be employed to enhance students' acquisition of life skills in community secondary schools in Mbeya Region, identify the challenges associated with social sciences curricula implementation in community secondary schools in Mbeya Region and examine the best practices to enhance social science curricula implementation in students' acquisition of life skills in community secondary schools in Mbeya Region. The findings and discussion are presented in the following sub-sections:

4.1 Stakeholders' Perceptions of Social Sciences Curricula Implementation and Students' Acquisition of Life Skills

The study participants, including the district secondary school education officers, heads of community secondary schools, social sciences subjects' teachers, and students from the districts in the Mbeya region in Tanzania, were asked to explain

their perception of the social sciences curricula implementation and students' acquisition of life skills. The findings indicated that different stakeholders had related perceptions on social sciences curricula implementation and students' acquisition of life skills. The findings indicated that there was a theoretical implementation of the curricula and lack of students' acquisition life skills. Additionally, they indicated that there was poor teaching and learning environment of social sciences curricula implementation and students' acquisition of life skills. The social sciences curricula also lacked teaching and learning materials. The following is data presentation and discussion from different stakeholders.

4.1.1 District Secondary School Education Officers' Perception

The findings indicated that one hundred percent (100%) of the five (05) district education officers explained the perceptions of social sciences curricula as art subjects. Their perceptions emphasized the idea that art subjects were related with social sciences curricula. The curricula included geography, history, and civics subjects taught in ordinary-level secondary schools. One secondary school education officer from Mbeya region expressed his perception on social sciences curricula implementation in community secondary schools by saying:

“Social sciences curricula comprises arts subjects which are also taught in community secondary schools. These subjects include civics, history, and geography. In my understanding, the subjects seem to have less consideration by the community in Tanzania. The government does not put much emphasis on the social sciences curricula implementation and students' acquisition of life skills. The curricula lack serious implementation due to inadequate budget which does not fully cover the expenditure for the implementation of the curricula”.

The discussion on the perception of social sciences curricula implementation and students' acquisition of life skills revealed that participants considered social

sciences curricula subjects as being fit for weak students. From the discussion, it was noted that the community recognized social sciences curricula as subjects of students who could not perform better in science subjects. The social sciences curricula students felt inferior compared to those who were selected to take science subjects. Most of the students who performed poorly in science subjects were advised to take social sciences curricula subjects. The government also had not invested much in social sciences curricula. For example, the social sciences curricula lacked a computer room for communication skills practices. In the computer room, students can learn on how to send emails, attend zoom meetings, surf academic materials and conduct international business. Furthermore, they argued that investing in social sciences curricula, would influence learners to like the curricula. Serious investment would result to serious appreciation of the curricula. Another secondary school education officer from Mbeya region commented:

“What I know, it has been a culture that students who perform poor in science subjects are considered to be weak students. Such students are advised to take science subjects. It seems that the government has failed to brand social sciences curricula subjects for students’ acquisition of life skills. The subjects are taught theoretically with the main focus being on examination performance. The graduates from social sciences curricula are not much respected in Tanzania”.

The perception of social sciences curricula implementation and students’ acquisition of life skills in community secondary schools seems to be negative and received less consideration from the various authorities. Inadequate preparation of social sciences teachers is an obstacle to life skills acquisition. There are no special institutions for preparation of social sciences teachers. Teachers who teach social sciences subjects, are the graduates from different universities and higher learning institutions. Study

findings indicated that most of graduates learn through lecture method. When such graduates teach students, they face methodological challenges in teaching and learning. Most of the graduates employed lecture method in delivering lessons in community secondary schools. It was also noted that, students in higher learning institutions or universities did not learn life skills. This became difficult for them to teach life skills in community secondary schools. With regard to this, the third community secondary school education officer from Mbeya region commented:

“To be honest, the preparation of teachers is not done adequately. There was a time when there were diploma teachers colleges. Those colleges were well supervised to ensure that teaches from such colleges were well equipped with teaching skills. They were well imparted with moral and ethical aspects in the teaching professions. Teaching profession was highly respected and considered as a patriotic job. Furthermore, even lecturers in higher learning institutions and universities are no longer teachers. What I see, one is employed in the higher learning institution as lecturer just because he or she holds a higher Grade Point Average”.

From this study, district secondary school education officers who were interviewed noted that it was difficult to enable students’ acquisition of life skills. A district secondary school education officer receives orders from regional education officers and Ministry of Education, Science and Technology on how to implement the social sciences curricula. They were also directed to explain severally why they should not be punished for poor examination results but not poor students’ acquisition of life skills. The demand was on examination performance. For example, the fourth district secondary school education officer from Mbeya region commented:

“I am very happy and interested in students’ acquisition of life skills. The problem comes since what we do in these community secondary schools is to implement teaching and learning as instructed by the authority. The emphasis is put on performance in the national

examination scores. If it happens that my district has performed poorly, what follows will be sleepless nights. The rationale for this is the highest demand of expression on why there has been such a poor performance in national examination by schools in my district. There is no question from the government as to why students have not acquired life skills. That is the situation my friend. The social sciences curricula are also given less consideration in the world market. The government is not investing much in social sciences curricula compared to that of the science subjects. Community secondary schools lack laboratory for learning computer communication skills, lack platforms for decision making, while the practice in teaching itself does not encourage critical thinking. The curricula subjects are based on rote learning”.

4.1.2 Heads of Community Secondary Schools Perceptions

The study included ten heads of community secondary schools whose perception of social sciences curricula was sought. Seventy percent (70%) of the twenty (20) interviewed heads of community secondary schools concurred that the social sciences curriculum included subjects such as Geography, History, and Civics. This shows that they clearly understood the composition of social science curricula. They commented that social sciences curricula are the same as arts subjects. It was argued that the curricula lacked practical, experimental sessions and workshops to facilitate teaching and learning in community secondary school. One head of community secondary school from Mbeya district commented:

“Social sciences curricula refer to curricula which involve the study of social relations and social development about the life of Tanzanians. The curricula include Geography, History and Civics. These subjects are implemented theoretically with the main focus on performance in examinations. The subjects lack market in the world of employment. To be honest I teach these subjects just because I am supposed to teach”.

A head of a community secondary school from Chunya District had similar views on the perceptions of social science curricula implementation and students' acquisition of life skills. He commented:

“Frankly speaking, I consider social science subjects as subjects with little market. In the fifth government regime, it was announced that there will be no employment for arts subjects' teachers. Only science subject teachers will be employed. This indicates that the social science subjects have scarce market opportunities in the country. What I see on the other hand, is that the government does not put much emphasis on social sciences curricula implementation and students' acquisition of life skills. The curricula lack serious workshops and practical learning in community secondary school. Schools have no library laboratory facilities or even workshops”.

On further probing, another community secondary school teacher from Mbarali explained that social sciences curricula include Geography, History, and Civics subjects. He commented by saying:

“What I see in the social sciences curricula is that, the curricula include Geography, History and Civics. These subjects are not valued much by the community. They are regarded as subjects for the academically weak students. The subjects are taught theoretically without practical learning. The community schools have no investment in laboratories and standard library. In fact, what I see, there is no serious investment in teaching and learning materials in community secondary schools”.

Another head of community secondary school from Rungwe district had similar perception on social science curricula implementation and students' acquisition of life skills. She contributed that students learn social sciences curricula theoretically. There are manual activities connected with teaching and learning. Students learn through rote learning by relying only on notes from their teachers. The head of community secondary school said:

“I don’t feel much comfortable to teach social sciences subjects due to lack of teaching and learning materials. No texts and teachers guide books. There are different books but not text books and guide books. Schools have no laboratories for experiments. Students learn by writing notes with emphasis being placed on passing their examinations. The curricula have been given less status in the community”.

A head of community secondary school from Kyela District explained that the social science curricula was a potential curriculum. He explained that the problem arose from society which disvalued the curricula. His views were expressed when he commented:

“I see the curricula as the way of preparing students only for passing examinations. It is not based on practical and experimental teaching and learning. The community secondary schools seem to have inadequate budget to facilitate teaching and learning. I sometimes wonder whether it is the problem of the people who are in power who direct very inadequate budget for social sciences curricula implementation. Still I can’t see the budget allocated for life skills acquisition. Why? I ask myself such questions I ask myself such questions because I always see experience the theoretical implementation of social sciences curricula. Students do not acquire life skills. We put effort only in insisting students to pass the examinations”.

Five percent (5%) of ten (10) heads of community secondary schools elucidated that social science curricula were theoretically oriented. In addition, five percent (5%) of ten (10) heads of community secondary schools explained that social sciences curricula were based on social studies integrated with some experiments. Moreover, five percent (5%) of ten (10) heads of the school revealed that social sciences curricula involved the study of social relations and social development in Tanzanians’ lives.

4.1.3 Social Sciences Subjects Teachers' Perceptions

Moreover, the results were collected from twenty social science subject teachers in Mbeya region. The findings indicated that, eighty percent (80%) of twenty (20) social science subject teachers responded that social science curricula included Geography, History, and Civic subjects. They related social science curricula with art subjects. Normally, these subjects are regarded as subjects of weak students. They are given less consideration in terms of teaching and learning materials. The social science curricula lack laboratory, workshops centres and practical study. A social science subject teacher from Mbeya district commented saying;

“On my side, I think the teaching of social sciences curricula subjects is of low standards. There are no serious measures from the authority to implement life skills. Maybe, the measures are set in writings. If you have a form four class, all your concentration should be on how the class is going to score form four national examination. Classes with social sciences students are more overcrowded than those with students taking science subjects. This negatively affects the effectiveness of teaching social science subjects. During preparation of form four students for national examination, the emphasis is put in attaining high scores in the examinations”.

Another social sciences subject teacher from Mbeya District considered the social sciences curricula implementation as the theoretical process. The teacher said:

“I recognize social science subjects as art subjects like History, Geography, History, and Civics. However, they are considered valueless subjects in the society. They are considered as subjects for those who have failed in science subjects. Students feel not to be valued because of taking social sciences curricula compared to those taking science subjects like Chemistry, Biology and Physics. Students who opt for science subjects feel much valued in the community”.

Findings revealed that, in the Tanzanian society, people believed that social sciences subjects were very easy subjects and had little opportunities for employment access.

Some political leaders, specifically the fifth president, insisted on employing only graduates in sciences programmes but not those from social sciences disciplines.

Twenty percent (20%) of the twenty (20) interviewed social sciences teachers replied that social sciences curricula referred to all subjects in secondary schools that deal with society's daily life and equip students with knowledge and skills for the present and future life. Through probing questions, findings showed that all the social sciences curricula teachers concurred that social science curricula included subjects like Geography, History, and Civics subjects. The aim of the probing questions was to establish whether every social science curricula teacher's perception of social sciences curricula contributed to enhancing students' acquisition of life skills.

4.1.4 Students' Perceptions

The study also included twenty (20) students from the study districts in Mbeya region. The findings from twenty-five percent (25%) of the twenty (20) students showed that social science curricula included art subjects such as Geography, History, and Civics. Seventy-five percent (75%) of the twenty (20) students perceived social science curricula as art subjects. Some students perceived social science subjects as subjects meant for intellectually weak students. It was elaborated that they were considered as subjects which lacked demand in the world market. They were considered subjects which had less considerations and little value compared to science subjects. The society did not value highly the social sciences curricula graduates. For example, one student had this to say regarding the social sciences curricula:

“I was selected to join social sciences curricula while I had similar ‘D’ pass mark with those selected for science subjects. The class teacher told me that he recommended me to take social sciences subjects because he had predicted that I will do better in the arts subjects. Science subjects are considered simple compared to science subjects. Even some teachers regard social science subjects as subjects for weak students. On the other hand, the community including the politicians like ministers, members of parliament, regional commissioners and district government officers to mention a few recommend them to employ themselves. The social sciences curricula do not prepare the youth to employ themselves. Maybe, learning life skills might provide us with the opportunity to suit in the society accordingly”.

Furthermore, the findings indicated that social sciences curricula was considered the kind of curricula which are notes-oriented. Social sciences curricula students were equipped with notes for cramming. The head of school, academic master and social sciences subject teachers insisted that students should read notes for passing examination purposes. Teachers provided notes and made follow-up to force students to memorize notes for the sake of passing examinations. From the interview session, it was also noted that the curricula required a serious implementation through laboratories, workshops and practical activities like in mining sector. The authority was required to facilitate learning environment that could offer teaching and learning materials that would facilitate practical learning effectively. A student from Chunya district commented on the perception of social science curricula saying;

“On my side, I consider that social sciences curricula implementation need very serious investment. There are topics that need laboratories and workshops. Through learning practically, one can acquire life skills such as effective communication, decision making and thinking critically. Social sciences curricula implementation should be treated academically as well as with students’ acquisition of life skills”.

Another student from Mbarali district responded on the perception of social science curricula implementation and students' acquisition of life skills by saying:

“I like social sciences curricula subjects but there is no serious investment in them. There are topics related to life skills but they are taught theoretically. For example, the life skill topic is communication. Communication can be more effective if it is well facilitated with information communication technology. If I need to learn how to attach documents, send emails, use Facebook and the like, computer skills are inevitable. Therefore, provision of laboratory facilities for practical lessons in communication in community secondary schools is not an option. Without that, it will amount to preparation of students who lack necessary skills for communication. Furthermore, what I think, more workshops and platforms for other life skills acquisition are inevitable. For example, there is a need to provide platforms and workshops for decision making, developing students' critical and creative thinking. In my opinion, I would like to see social sciences curricula implementation in facilitating students to acquire life skills”.

A student from Rungwe district expressed his opinion on the perception towards social sciences curricula implementation and students' acquisition of life skills by saying the following:

“I see social science curricula as comprising subjects which make it difficult for one to get self-employment if you are not employed. It is better to learn life skills because when I complete form four, the skills may help me to fit in the community. It is my expectation that life skills will lead me to different problem solving skills and meeting the daily demands. In community, there is a need to engage effectively in decision making, problem solving, communicating effectively, thinking critically and creatively. In order for one to meet that, he or she need to be facilitated”.

Furthermore, another student from Kyela District said the following on the perception of social sciences curricula implementation and students' acquisition of life skills:

“My perception on Social science curricula include art subjects which are Geography, History and Civics is that these subjects are taught

theoretically with focus being place on high examination scores. In form three and four, the students are involved in intensive notes writing from our teachers for study during our private study times. Tests are frequently given with corrections practices. There are weekly and monthly tests. On the other hand, we have ward, district and regional examinations whose goal is to prepare us to get high scores in the form four national examinations. Social sciences curricula require practical lessons but the implementation is very poor. One among the aims and objectives of community secondary school is to let the students join the world of work. With my understanding, social sciences curricula cannot enable students to engage in the world of work. I think it will be much better for students to acquire life skills in context. To my side I see that the social science curricula lack students' acquisition of life skills in community secondary schools”.

From the presentation of data above, the study indicates inadequate of students' acquisition of life skills. Graham & Cohen (2022) indicate that non-governmental organizations and international aid agencies including the United Kingdom's Department for International Development (DFID), the United States Agency for International Development (USAID), the World Bank, and the United Nations International Children's Emergency Fund (UNICEF), believe that education should prepare students academically as well as equip them with life skills. This will enable social sciences curricula graduates to engage in productively in their society by being able to face challenges within their surroundings. Graduates will also be able to meet their daily needs. Shek et al. (2023) recommend that there is a need for life skills education to be included in the formal curriculum. Including life skills program in the social sciences curricula will enhance students' acquisition of life skills. It was further argued that the curricula lacked the contribution of students' acquisition of life skills. Students will be equipped with life skills such as effective communication, problem solving, decision making, creative and critical thinking to mention a few.

This will enable graduates to fit in the society. In the society, every person is required to participate economically, politically, socially and culturally. Therefore, they need to be equipped with life skills which will help them to participate in different activities relating to economic, political, social and cultural development. The curricula were more examination-orientated, and teachers were trapped in the teacher-centred chalk-and-talk teaching system even though the curriculum required them to use a variety of pedagogies (Mwachande et al., 2023). If teachers prepare notes for students to copy for examination preparation, automatically, they are not equipped with life skills. The examinations were done theoretically, leading to silence on the part of the key stakeholders regarding promoting life skills competencies. Du Plessis (2016) states that the teacher-centred position focuses on transmission or direct instructions where learners are passive listeners. In a teacher-centred classroom, the focus is on memorization, traditional tests, the presentation of knowledge by the teacher, the completion of individual tasks, etc., which means that it is product-orientated (Du Plessis, 2016).

Prajapati et al. (2017) provide eight activities that can enhance students' acquisition of life skills. Such activities are like classroom discussions, brainstorming, role-play groups, educational games, simulations, analysis of situations and case studies, storytelling, and debates. The expectation was that the students were doing workshops and examinations. If students learn social sciences curricula topics, there should be enough marks from practical lessons, marks from practical cash crop growth, and marks from practical pastoralism, to mention a few. Therefore, schools should also have practical workshops for students to learn practically in the social science curricula implementation. Students should go for field workshop studies to

practice and attempt fieldwork activities. The government should, therefore, design social sciences curricula that can be practically implemented to assist learners in life skills education for their future use.

Furthermore, the government was silent on the students who failed in the form four national examinations. Also, the government was silent on the students who passed form four examinations but faced financial difficulties to proceed with their studies. Experience shows that if a student is selected to join the next level of schooling without financial support, they cannot join the next class. Life skills competencies can lead this student to opt for a new lifestyle associated with life skills competencies if they learned during school. If the learner does not acquire any life skills during schooling, they become a societal burden.

4.1.5 Improving Social Sciences Curricula Implementation and Students' Acquisition of Life Skills

The district secondary school education officers, the heads of secondary school, the social science subjects' teachers, and the students from the study area were asked to explain their perceptions towards improving social sciences curricula implementation and students' acquisition of life skills in Mbeya Region. The findings from district secondary schools' education officers and heads of schools showed that one hundred percent (100%) of the five (05) district secondary school education officers and ten (10) heads of secondary school indicated that social sciences curricula lacked practices that could enhance students' acquisition of life skills. The curricula are based on national examinations by the National Examinations Council of Tanzania

(NECTA). It was shown that the teachers were busy preparing students with tricks to pass the national examinations. Students were encouraged to work hard to pass examinations, which would later help them to join the next level of learning such as, joining Form Five in advanced-level secondary school education or joining colleges such as teachers training colleges and vocation training colleges under the Vocation Education and Training Authority. In addition, the Ministry of Education, Science, and Technology congratulates all schools with good grades. Furthermore, district secondary school education officers congratulated all the heads of secondary schools and teachers whose schools produced good examination results to enable students to join advanced-level secondary schools or colleges. Owing to the above explanations under this subsection, this study recommends that there is a need to improve social sciences curricula implementation and students' acquisition of life skills.

According to Rajabalee and Santally (2021), institutions should develop e-learning policies for improving students' learning experiences. This will help them to acquire life skills electronically. Teachers, therefore, need to facilitate learners on how to acquire life skills electronically. This indicates the necessity of installing internet infrastructure and electronic programs which will enable learners to acquire life skills electronically. Nurbatra et al. (2022) indicate the integration of English studying materials to accompany life skills education. On the other side, Mkonongwa and Komba (2018) explain that teachers themselves use poor English to teach students. Mosha (2018) demonstrates that the country produces graduates from primary school to higher levels of education, such as universities, but they have very poor language

skills. This study indicates that, English language should be used as a medium of instructions from pre-primary school to higher learning institutions.

Conversely, some studies have recommended that students in community secondary schools should be taught in Kiswahili from form one to form four. This will help them to learn easily since they were taught in Kiswahili during their primary school education. This will enhance the mastery of language; hence, facilitate easy understanding and acquiring knowledge and skills during teaching and learning processes. Vuzo (2018) recommends using familiar language for instruction for easier understanding. This will enhance social sciences curricula implementation and students' acquisition of life skills. Currently, Kiswahili is used to teach pupils in primary schools while English language is used in community secondary schools in Tanzania. Consequently, students face languages difficulties due to their poor background in English language which is taught as a subject in primary schools. Due to poor mastery of English language, implementing social sciences curricula and students' acquisition of life skills face difficulties. Hence, selecting appropriate language of instruction will improve the implementation social sciences curricula and students' acquisition of life skills.

Moreover, forty percent (40%) of the twenty (20) social sciences teachers pointed out that the subjects in social sciences curricula were theoretically oriented in community secondary schools. Students were encouraged to write notes to help them prepare for examinations. No life skills were taught practically, and the social sciences curricula focused on preparing bookish graduates who could not engage in

self-employment initiatives. The learning process and the curricula itself were not encouraging students to learn practical life skills to become competent for their future lives. This caused graduates to suffer after the completion of studies while waiting for government employment. One social sciences teacher commented:

“In the real situation, I provide my students with notes for them to read, and insist they should pass the examination. Social sciences curricula implementation has too much of a theoretical component. Students are considered empty containers that must be filled with teacher’s notes. Furthermore, a teacher is forced to complete the syllabus to allow for more exercises in order to meet form four high score. There is no focus on students’ acquisition of life skills. The curricula implementation does not enable students to acquire life skills. I suggest the curricula to include implementable and practical teaching and learning of life skills”.

Sixty percent (60%) of the twenty (20) social sciences subject teachers explained that the curricula had little contribution but did not mention the contributions of social curricula implementation to students’ acquisition of life skills. They said that maybe social science curricula subjects were fully delivered theoretically.

A similar question was given to twenty students in Mbeya region. The findings indicated that forty percent (40%) of the twenty (20) community secondary students responded that the curricula had no contribution to enhancing their acquisition of life skills competencies. According to them, the curricula were theoretically-oriented and offered them no practical skills related to life skills competencies and their surroundings. They would rather only prepare students theoretically to pass the examinations. Even the examinations done had no significant contribution to promoting students’ life skills competencies. However, sixty percent (60%) of the

twenty (20) community secondary school students argued that the curricula had little contribution to enhancing their life skills because, to a large extent, they were theoretical and bookish-oriented. They added that teachers were busy preparing them for examinations, and those who scored below average were punished. It was also explained that the teachers prepared notes for the students to copy, and sometimes, students borrowed books from teachers to prepare for examinations.

However, the students explained that the curricula helped them to gain problem-solving skills but did not provide any example of their claims. Also, they added that the curricula helped them in decision-making and becoming entrepreneurs but did not explain how they were prepared and which topics matched problem-solving, decision-making, and entrepreneurship skills. No decision-making, problem-solving, or entrepreneurship workshops were shown to prove the given response. The finding corresponds to a study by Shek et al. (2021), who concluded that teaching life skills education was necessary in Hong Kong. Thus, in Tanzanian secondary schools, there is a need to teach life skills to enable students to deal with day-to-day experiences or challenges effectively.

4.1.6 Graduates' Employability Qualities

The district secondary school education officers, the heads of secondary schools, the social sciences teachers, and the students were asked to respond on the possibility of secondary school graduates employing themselves based on the education acquired during their studies. The findings showed that one hundred percent (100%) of the five (05) district education officers, ten (10) heads of secondary schools, and twenty

(20) social sciences teachers argued that the form four graduates could employ themselves by applying the education acquired from social sciences curricula. For example, one district secondary school education officer noted:

“On my side, I have observed that students cannot employ themselves depending on the social sciences curricula implemented in community secondary schools. The main focus is to make sure that they pass national examinations. The curricula are theoretical and based on performance in examinations. The curricula do not encourage students’ acquisition of life skills. The implementation of the curricula is done through receiving directives and instructions necessary for attaining good performance in the national examination. The directives and instructions do not require one to prepare students for employment. Additionally, social sciences curricula do not enhance students’ acquisition of life skills. I think that, if students are to be taught life skills, this can be an avenue for self-employment. That is how I can see”.

Another district secondary education officer from Mbeya region responded on the students’ employability by saying:

“According to my views, the government has ignored the employment component in the curriculum. Now the youth are called upon to employ themselves. The status of the curricula is not set to provide students with skills that can enable them to employ themselves after completion of studies. The curricula also does not provide self-employment skills to students. The curricula are implemented with the focus of getting good examination results. It has become very difficult for me to think on students’ employment. Even students’ acquisition of life skills has been difficult to implement due to lack of information in the social science curricula. My role is to follow the guidelines, instructions and directives from my authority”.

Correspondingly, another district secondary school education officer from Mbeya region commented on students’ employability opportunity by saying:

“I am an experienced teacher in secondary education for almost fifteen years. I live in a place where form four graduates are many. Applying the gained knowledge and skills acquired during their secondary school

education has become difficult. It seems that the curricula does not conform to the current realities or context. It is mostly based on theoretical presentation. The curricula geared towards examinations particularly form four national examination”.

Heads of community secondary schools in Mbeya Region in Tanzania responded on the graduates’ employability qualities. Teachers had related comments on the possibility of graduates’ employability qualities. Their responses revealed the impossibility of form four graduates to employ themselves depending on the skills acquired during their studies. One head of community secondary schools commented:

“I know very well the curricula which I supervise and teach my students. To be honesty, the current social sciences curricula cannot assist graduates to employ themselves. The curricula lack life skills component. The curricula also lack practical teaching and learning which can help graduates to employ themselves. I think social science curricula lack general acceptability from authority. The implementation of the curricula also lack laboratory experiments which could have added value to graduates”.

Another head of community secondary school from Chunya District responded on the graduates’ employability. He commented by saying:

“The issue of graduates’ employability is too complicated today. I have seen youth in streets complaining about inadequate employment opportunities. Some graduates have tried to change even the direction of life through matching guys. There was a time I met one of our graduates in town selling used pair of shoes. We had a little talk on his success after schooling. He complained that during schooling, he learnt things that currently cannot help him. He found his fellow who did not acquire formal education successfully doing their income generating activities. The guy suggested that we should think about providing education that will enable the youth to survive in the streets happily. Evolution of Man (that man originated from monkeys) and Development of Social and Political Systems to mention a few are some of topics which to him had wasted his time. Thereafter, we left each other. Therefore, I strongly suggest that the social sciences curricula

should be reviewed for self-employment and enhanced acquisition of life skills focus. Provision of education basing on students' acquisition of life skills can be much better rather than the kind of education that we have currently".

Similarly, the head of a community secondary school from Mbarali District responded on the graduates' employability qualities. His response on the difficulty of the form four graduates' self-employability by saying:

"The requirements of the industrial sector today do not match with the skills acquired by students from community secondary schools. I think there is no correlation with what is taught in community secondary and the industrial sector. The world is fast changing while the community secondary schools in Tanzania are not struggling that much to compete with the world market. On my side, I think students are taught outdated things. My advice is that the government should review the social sciences curricula. I also think that investing on life skills education will add value to the secondary school graduates and enable them to be engaged in self-employment after completing their studies. Effective communication, creative and critical thinking are among the very important things in students' acquisition of life skills education. Learning effective communication, creative and critical thinking can help to meet some of the graduates' employability requirements".

A head teacher of a community secondary school from Rungwe District had similar views on the graduates' employability qualities. Regarding this, the head teacher had this to say:

"I see many young people, both women and men, doing things that were not taught during their secondary school time. Some are matching guys, drivers while others have switched to other commitments and activities like cookery, garage works and the like contrary to what they have acquired from their secondary school education. During their secondary education, students are taught things which seem to have no contribution to their employment. I can also see that they have learnt things which have no contribution to the acquisition of life skills".

Similar opinions from a head of community secondary school of Kyela District were expressed when the head teacher said:

“I think employment today is a disaster especially in most of the African countries. The authorities in African states have decided to ignore the youth when it comes to employment opportunities. You find that they are doing other things proudly while the youth whom we have trained have been left to languish in streets due to being unemployed. I have been hearing from some politicians telling the youth or graduates that they should employ themselves. However, those who are in power have not resigned from their jobs in order to employ themselves. It seems that government job opportunities are only available to few selected people. Politicians who are responsible for employment creation are also urging the graduates to employ themselves. I see this as being unfair. The school curricula do not prepare graduates for self-employment. Therefore, how does one rise and tell graduates without the requisite skills to employ themselves? I take this as an insult. I think the curricula should facilitate students’ acquisition of life skills. These may assist the graduates to create employment for themselves”.

Also, the respondents emphasized that the curricula content had no connection the graduates’ real-life environments. They pointed out that the students were being ordered to buy voluminous counter books for writing notes rather than being taught practical skills. Therefore, teachers prepared notes for the students to copy into their counter books. This was done to prepare the learners to pass the national examinations but not to acquire life skills.

Additionally, sixty percent (60%) of the twenty (20) students argued that social sciences curricula could assist students in employing themselves in agricultural activities (farming and livestock keeping), trade, selling goods, and conducting research. However, when the researcher asked them to submit samples of research and practical tasks performed during their studies, none were submitted. Moreover, the researcher asked them to show him the school farms for agricultural practical

activities there was no any example as proof of practical lesson in the subject. In addition, the researcher requested them to explain how social sciences curricula offered them marketing skills, but nothing was submitted as proof. Furthermore, forty percent (40%) of the twenty (20) students said that they could not employ themselves because the curricula were implemented theoretically. They further added that the curricula contents were out of their context. On this issue, a student from Mbeya District commented:

“The social sciences curricula we are being taught cannot help me to employ myself. The subjects are too theoretical and prepare us to pass examinations. So, I have put my effort in my studies to make sure that I pass the examinations. Thinking about acquisition of life skills becomes difficult because teachers do not teach us life skills. Maybe, these are things that I will learn from the streets. To some extent, I see that we learn things that will not help us in the future. Parents at home have been urging me to work hard with the expectations of living a better life in future. However, that question that comes to my mind is: Why do we offer education which is longer helpful to graduates? It is better to focus on industrial and life skills acquisition in the world”.

Results also indicated that students were expected to work hard to meet the employment criteria for government jobs, which were also minimal. This implied that the curricula prepared students to pass national examinations but not to equip them with skills that could enable them to employ themselves. Therefore, the teachers were busy struggling to complete the syllabus and focused more on students’ examination performance. The students also claimed that the contents they learned from the curricula were out of their context.

Correspondingly, the district secondary schools’ education officers, the teachers and heads of secondary schools concurred that the secondary school graduates could not employ themselves due to the nature of the curricula. Leonor (2018) verifies that

unemployment among school leavers was a major challenge among the youth. According to Mwita (2018), Tanzanian graduates lacked the necessary skills and were unsuitable for employment because the curricula were theoretical and did not match the student's contextual realities. Some argued that what was required was a reform of secondary school education and a shift in attitudes toward work (Leonor, 2018). Tanzania is rich in natural resources such as minerals like diamond, gold, and tanzanite, fertile soil, water bodies, and wild animals. However, the teachers were not taking students to the minerals, diamond, and gold sites to study and manufacture these minerals. Thus, the vision on education for self-reliance could not be realised since the schools never invested in practical studies on minerals.

Social sciences curricula should also enable students to learn about livestock keeping practically. Oceans, lakes, rivers, and basin water have living organisms including fish, hence, teachers should teach students how to fish practically. There should be a special day, once a week or month, for students to carry out practical lessons on fishing. Also, students should learn navigation in oceans, lakes, and rivers. A school is a better place for students to learn about all their natural resources by visualizing and knowing their characteristics to enable them to develop or produce goods and other products. This can help them to decide if they would like to become experienced in what they have already learned in secondary school. It is better to nurture the students based on the locally available resources from their early age. The question that arises is on why teachers don't match the curricula content on natural resources with the students' context. It is recommended that the education one

acquires should enable one to solve problems that one faces within their surroundings.

4.1.7 Resigning from Employment

The district secondary school education officers, the heads of secondary schools, and the social sciences subject teachers from Mbeya region were asked to respond to the suggestion that they should resign from their jobs and employ themselves based on the skills acquired during their ordinary-level secondary school. One hundred percent (100%) of the five (05) secondary school education officers, ten (10) heads of secondary schools, and twenty (20) social sciences subject teachers had similar responses. The findings showed that they were not ready to leave their employment and employ themselves based on the education acquired during their secondary school education. One of the social sciences teachers from Mbarali District explained:

“I cannot resign from my government employment and employ myself. The curricula did not prepare me self-employment. Even the students we are preparing now cannot depend on the existing curricula to employ themselves. The focus is on performance in examinations, and that is what I also did. I was not prepared for self-employment. I suggest that the government should think on offering education that focuses on preparing school leavers for self-employment. I also suggest that teaching and learning should be based on students’ life skills acquisition. For implementation of this, the social sciences curricula need to be reviewed in order to include content on life skills”.

They responded that they were prepared to pass the examinations during their studies, which is what they did. Also, they responded that teachers taught the content in the social sciences curricula theoretically during their studies. There were no life skills from the curricula that were taught practically. The social sciences curricula

did not provide knowledge and skills which could enable them to employ themselves. It was also argued that they were taught out of their contexts. They mentioned the rich natural resources that Tanzania had including water bodies like the Indian Ocean, Lake Tanganyika, Lake Victoria, Lake Nyasa, River Nile, and River Malagarasi for navigation and fishing, and minerals like tanzanite, gold, diamond, and coal, to mention a few.

Furthermore, the context included fertile soil for agriculture and wild animals in the national parks. They expected social sciences curricula to contain practical life skills and competencies based on the Tanzanian learner's context. They argued that their syllabi were based on colonial interests which were inherited from the colonial government and that they were too theoretically-oriented. All these weaknesses made the social sciences curricula to be inadequate in developing students' life skills competencies. They provided an example from other parts of the world, like China, where learners are taught through workshops.

The findings showed that one hundred percent (100%) of the five (05) district secondary school education officers, ten (10) heads of secondary schools, and twenty (20) social science subjects' teachers showed no interest in employing themselves based on the curricula content they were taught during their studies. If the district secondary school education officers, heads of secondary schools, and social sciences subject teachers were not ready to employ themselves depending on the curricula they learned during their times, therefore, even their students could not employ themselves. It is plausible to conclude that Tanzanian secondary school graduates do

not meet the labour market requirements (Mwita, 2018). The participants further argued that they were prepared to pass national examinations, and that was what they did. If teachers were prepared to pass national examinations, they could also strive to inculcate the same spirit in their students. They added that the teachers taught them theoretically, and they became bookish intellectuals because they insisted upon reading books in libraries. Exercises were done in exercise books and marked. Students with high scores were regarded as bright but unprepared to employ themselves.

The study indicated that the district secondary school education officers, the heads of secondary schools, and the social sciences subject teachers learned things out of their context, making the option for self-employment impossible. If students learn according to the requirements of their contexts, their education will open opportunities for them to employ themselves. School curricula should match the learners' contexts that include teaching them practically on the locally available natural resources such as fertile soil, water bodies, wild animals, minerals, land, and air. In water bodies, there are lakes, rivers, oceans, basin water, and dams that offer opportunities for students in secondary schools to learn. For example, students can learn how to conduct irrigation schemes, navigation and fishing, and hydroelectric production power. Also, there should be topics on how wild animals attract tourism, and they need to learn how to live with wild animals such as elephants, lions, giraffes, hippopotamuses, crocodiles, donkeys, monkeys, and gorillas. Students should also learn how to make profit from the meat from wild animals.

For minerals, there should be topics that can be taught practically to on how to manufacture goods from existing minerals in their environment. Examples of minerals include metal minerals, industrial minerals, and fuel minerals. Metal minerals include gold, iron ore, nickel, copper, cobalt, and silver. Industrial minerals include diamond, Tanzanite, ruby, garnet, limestone, soda ash, gypsum, salt, phosphate, gravel, sand, dimension stone, and graphite, while coal and uranium are in fuel category of minerals. Students should also learn how to make and construct land and air transport. This way, students will appreciate their abilities and degree of thinking to meet the world's demands. In China, education has been in transition from the traditional systematic emphasis on the completeness and structure of academic knowledge with the understatement of skill training to an equal weighting to increase students' abilities and the quality of their thinking (Yang, 2019). The government needs to train learners to focus on their environment. According to Nasheeda et al. (2019), life skills education in developed countries is taught based on the learner's setting, but teaching life skills in the learner's context could be much more effective. Hence, Tanzanian schools should try to practice teaching learners according to their environment. Therefore, the current curricula should focus on teaching learners the skills on how to utilize fertile soil, water bodies, wild animals, minerals, land, air, and other natural resources. This way, secondary school graduates will have the knowledge and skills on their natural resources and how to exploit them. This will enable them to employ themselves within their surroundings.

4.1.8 Theoretical and Practical Social Sciences Curricula Orientation

The district secondary school education officers, the heads of secondary schools, the social science subjects' teachers, and the students from Mbeya Region were asked to explain if the curricula they used were theoretical or practical-oriented. One hundred percent (100%) of the five (5) districts' secondary school education officers, ten (10) heads of secondary school, twenty (20) social science subjects' teachers, and eighty percent (80%) of twenty (20) students explained that the curricula were theoretically-oriented. They had similar comments that students were prepared to copy notes to study privately in preparation for the national examinations and that there were no resources to support practical learning in social science subjects. One student commented on this by saying:

“There are times when I want to abandon my studies. It is possible that you will be punished simply because you did not receive at least 50% of the total marks. I occasionally hear harsh language from our teachers simply because they had a low performance. Our teachers are concerned about the widespread failure in their respective subjects. All of the exams we take are theoretical in nature, with the goal of receiving an 'A' grade. Teachers are also rushing to finish the curriculum without focusing on the students' acquisition of life skills”.

The students were not exposed to the practical learning of life skills competencies, but the curricula prepared bookish intellectuals for the white collar jobs. The teachers fought to complete the syllabus and prepared notes for the students to copy and help them pass their examinations. It was revealed that the curricula were colonial, with laboratory experiments but no fieldwork for practical training to enable students to acquire life skills competencies.

Nevertheless, the findings from fifteen percent (15%) of twenty (20) students indicated that the curricula were offered practically because students toured different places for practical learning. However, they did not explain how practical fieldwork was done. They also commented that they learned practical skills which they practiced at home. The findings from five percent (5%) of twenty (20) community secondary students showed that the curricula were both practical and theoretical oriented.

The social sciences curricula in secondary schools were theoretical-oriented in nature. The study indicated that all district secondary school education officers, heads of secondary school, social sciences subject teachers, and eighty percent of students who were interviewed explained that the curricula were theoretically-oriented. They had similar comments that students were prepared to copy notes for their private study to pass national examinations.

If students learn theoretically, they are not prepared to fit in the society where they belong. The study also described social sciences curricula as being irrelevant and delivered to the students out of their contexts instead of teaching students based on their immediate environment that is rich in resources such as minerals, water bodies, wild animals, animal keeping, and pastoralism. It was also shown that social sciences curricula were not flexible enough to allow learners to employ themselves. The curricula only allowed students to join the next level of schooling but not to acquire the skills needed to employ themselves. This is because the curricula focused on colonial interests, which did not prepare Africans for self-employment but for white collar jobs. Therefore, students should be taught practically to enable them to exploit

and use their resources because by emphasizing passing theoretical national examinations does not prepare students for self-employment. According to Thurlings and Van Diggelen (2021), practical knowledge is an amalgam of different kinds of knowledge, such as procedural, declarative, and conditional knowledge, as norms, values, and beliefs. Similarly, it can be seen as a personal, contextual, experience-based, implicit, and content-related guide to action. According to these authors, practical work is one of the important skills to students, as it involves adopting the learning-by-doing method.

4.1.9 Trustworthiness of Social Sciences Curricula Implementation and Students' Acquisition of Life Skills in the Learners' Contexts

The district secondary school education officers, the heads of secondary school, the social science teachers, and the students from Mbeya Region were asked to explain the trustworthiness of the social sciences curricula on students' acquisition of life skills applicability compared to the learners' contexts. One hundred percent (100%) of the five (05) district secondary school education officers and ten (10) heads of secondary schools perceived the social sciences curricula for secondary students as being irrelevant; hence, they covered content which was not related to the learners' contexts. The results showed that contexts of learners were composed of natural resources such as water bodies, fertile soil, wild animals, and minerals, to mention a few. Regarding this, one head of school from a community secondary school commented:

"I have been a teacher for over twelve years. What I have discovered is that students are taught things that are not relevant to their contexts. In history, for example, students learn about interactions among the

people of Africa and social economic development as well as production in pre-colonial Africa. These topics, in my opinion, are unnecessary. Students can learn about interactions among people of Africa in many ways but to be taught in the class. They can learn through mass media or other means. Furthermore, I can see that we teach students issues of social economic development. Social economic development can be learnt through newspapers or other forms of mass media. I suggest that there is a need to review the comparative education in other countries such as China, Australia and Japan to mention a few. I also suggest that there is need to have curricula that can enable students to acquire life skills for the betterment of future of students' lives".

From the quotation above, it is apparent that the existing social sciences curricula were not relevant to the contemporary contexts within which the students were brought up and living. It further reveals that some topics were not consonant with the socioeconomic realities in the students' immediate contexts. Eighty-five percent (85%) of the twenty (20) social sciences subject teachers and sixty-five percent (65%) of the twenty (20) students taking social sciences commented that the existing curricula were not valid to the learners' contexts. They argued that the students could not apply the knowledge and skills they acquired from the existing curricula to their daily lives because the curricula did not provide real-life skills and competencies. The curricula focused mainly on students' passing their examinations in order to join the next level of schooling and certificate acquisition. Thus, the curricula offered theoretical education, resulting in a lack of practical skills. Therefore, the students who scored high grades were appreciated despite having not acquired real-life skills. Nevertheless, fifteen percent (15%) of the twenty (20) social sciences teachers and thirty-five percent (35%) of the twenty (20) students argued that, to some extent, the curricula were valid in the learners' contexts and enabled them to apply the education

acquired for their daily lives through effective communication, entrepreneurship, and economic skills. However, the participants did not clarify which curricula offered the mentioned skills.

4.1.10 Flexibility of Social Sciences Curricula Implementation and Students’

Acquisition of Life Skills

The district secondary school education officers, the heads of secondary school, and the social science teachers from the study districts in Mbeya region were asked to provide their views on the flexibility of social science curricula in improving students’ acquisition of life skills. The findings showed that one hundred percent (100%) of the five (05) district secondary school education officers and ten (10) heads of community secondary school commented that the curricula were not flexible enough to contribute to the acquisition of life skills by learners or prepare them for self-employment. They argued that the curricula were too theoretical and lacked teaching and resources for practical skills. They also did not provide for fieldwork opportunities and workshops where students could acquire life skills through practical learning. Furthermore, the curricula focused too much on students’ passing examinations to join the next level of schooling by being selected to join Advanced Level secondary schools or colleges. One district secondary schools’ education officer explained:

“I have been getting phone calls and letters demanding explanations for how I plan to improve the academic performance in the community secondary schools in my district. The directives do not specify how to help students develop life skills that will help them face challenges and meet daily demands. I also do the same for my community secondary school principals in order to ensure high pass rates. I suggest that the government should review the curricula for the purpose of enhancing

students' acquisition of life skills. In my opinion, life skills have a very significant contribution to students' ability for self-employment. In the acquisition of life skills, students learn skills related to effective communication, creative thinking, critical thinking, problem solving and empathy among others. I think, such skills can help individuals to face challenges and meet their day-to-day demands. However, the current social sciences curricula lack the component on the acquisition of life skills”.

Similarly, the participants mentioned that the curricula were colonial-oriented and focused on preparing Africans for white-collar jobs. It was argued that the government is not employing them even when they went for further studies. This is because good performance in examinations in community secondary schools was given the first priority in education instead of focusing on students' acquisition of life skills. Contrary to this, Fidan and Aydogdu (2018) discouraged the education system which is examination-oriented. They recommended that it was better to reduce examination anxieties and enhance students' practical acquisition of life skills.

Seventy-five percent (75%) of the twenty (20) social sciences teachers commented that the contents offered to learners were not flexible to enhance acquisition of life skills based on the learners' contexts. The content did not focus on the opportunities within the learners' contexts. They noted that the curricula were too theoretical and examination-oriented; hence, the students were encouraged to score high marks to help them join Advanced Level secondary schools or colleges such as teachers' or vocational colleges. Conversely, twenty-five percent (25%) of the twenty (20) social sciences subject teachers responded that the curricula were flexible enough to enhance students' acquisition of life skills and prepare the learners for self-employment. However, it was observed that that would be possible if the social

sciences curricula would be reviewed. They were requested to mention specific examples of self-employment that could be associated with life skills. However, the results showed that self-employment basing on knowledge and skills from social sciences curricula was difficult.

4.1.11 Possibility of the Social Sciences Curricula in Ensuring Students' Acquisition of Life Skills

The district secondary school education officers, the heads of secondary school, and the social sciences subjects' teachers from Mbeya Region were asked to respond on the possibility of the curricula to prepare the students for self-reliance. The findings indicated that one hundred percent (100%) of the respondents argued that the curricula were too theoretical and bookish and only prepared the learners to pass examinations and join advanced-level secondary schools or colleges. Those who failed the examinations were regarded as failures. Also, the curricula were colonial-oriented and prepared Africans for white-collar jobs but not equipping them with skills that would enable them to be engaged in self-employment. Moreover, it was argued that the curricula prepared Africans to be employed and exploited by their fellow Africans and foreigners, resulting in difficulties for Africans to rise economically, politically, socially, and culturally. For example, a district secondary school education officer in one district in Mbeya region, when asked to explain whether the social sciences curricula prepared students for self-reliance, argued:

“The curricula do not prepare learners for self-reliance. Rather, learners are prepared for white-collar jobs as it was in the colonial era. In my opinion, Africans have not been striving to fight for improvement of their lives economically, politically, socially, and culturally to date. The curricula are too theoretical and focus on

students' passing the national examinations (NECTA). The curricula do not require a student to acquire life skills. I suggest the education authorities to invest in the curricula that will enable students to acquire life skills. The curricula should be designed to ensure that students learn practically and enable them to face challenges in their day-to-day demands".

They unanimously concurred that the curricula was geared towards creating a Babylonian system (political state), whereby all graduates were going to depend on the government to employ them. Africans, including Tanzanians, who depended on these curricula would not be engaged in self-employment unless the colonial curricula were discarded. With regard to this, another education officer explained:

"Our students have expectations to be employed by the government. I have never seen a public servant who is rich. Those who are employed depend much on the government. It is the government that decides who to be employed and which salary to be paid. The curricula do not enable students to acquire life skills. The curricula's emphasis is on examinations, hence, Tanzanian secondary school students are prepared to pass national examination. I think, it is high time that the emphasis should be on enhancing students' life skills acquisition".

Moreover, it was argued that there was no good environment for learning that would support learning for self-reliance. One social sciences teacher from the Chunya district elaborated:

"This secondary school has no sciences curricula, laboratories, or workshop areas for teaching topics like hydroelectric power production. I have never heard of a budget being prepared for materials on the topic to enable students to learn and produce electricity practically. What is done is theoretical. Students copy notes from their teachers for the sake of passing national examinations. Students' scores have nothing to do with self-reliance. For example, a score of A and B in the national examinations does not guarantee them for self-reliance. I have scrutinized the social sciences curricula implementation and found that the curricula do not assist students to acquire life skills. I think the government should think twice on a better way to enhance life skills among the students".

The findings showed that eighty percent (80%) of the twenty (20) social sciences teachers concurred that the teaching and learning processes were too theoretical, consequently, making it difficult for graduates to acquire requisite skills that could enable them to employ themselves. This is because there was lack of practical component in the curricula.

Additionally, it was argued that there was a mismatch between the curricula and learners' surroundings comprising fertile soil for agriculture, areas with minerals for mining, wild animals, water bodies for fishing, navigation, hydroelectric power production, and irrigation systems. The curricula did not allow the students to learn how to exploit the mentioned resources. Also, it was noted that the existing curricula did not meet the demands of society but rather the colonial demands. The neo-colonial mentality still influenced Africans' thinking and alienated them from the various natural resources in their immediate environments. It was added that the teachers strived to complete the syllabus for students to pass the national examinations and join the next level of schooling. Therefore, students with high scores were much appreciated by the whole country.

In addition, it was argued that form four graduates failed to depend on themselves after completing their studies. Twenty percent (20%) of the twenty (20) social sciences teachers twenty asserted that the curricula could minimally assist in preparing learners for self-reliance. They argued that students were taught theoretically. The focus was put much on examination scores, and heads of schools were directed to ensure that students scored highly. Uddin (2019) argues that

teaching in secondary schools is examination-driven rather than focusing on knowledge acquisition. Students at school have hope on getting government employment opportunities. Some studies show that Tanzanian graduates are not fit for employment. Kamuhabwa (2019) found that university and college graduates were not only unemployed but also unemployable in Tanzania and elsewhere. This means that they are not eligible for employment based on their qualifications. Therefore, there is a need to provide education that allows graduates to acquire life skills in a holistic manner. A graduate who has mastered life skills is expected to handle challenges and satisfy one's everyday necessities. Mwita (2018) indicated that 56.6% of human resource practitioners believed that Tanzanian graduates were ineligible to compete in the East African labor market. This might discourage people from letting their children to go through Tanzanian education. Therefore, it is high time for the responsible authority to initiate social sciences curricula that will emphasize students' acquisition of life skills. This might produce graduates who can compete in the labor market in Tanzania and internationally.

4.1.12 Flexibility of Social Sciences Curricula on Student's Self-employment Expectations

Secondary students from Mbeya Region were asked to give their views on the flexibility of the social sciences curricula on their self-employment expectations. Sixty percent (60%) of the twenty (20) students said that the curricula did not offer skills necessary for existing opportunities for self-employment due to their theoretical orientation with no reflection on learners' environments. This diminished

the expectations of the students to employ themselves. Regarding this finding, a student from a community secondary school in Kyela District had this to say:

“Teachers normally give us notes to copy in our exercise books to read on our own time in order to enable us pass examinations. I copy notes in my counter book following the instruction received from the teacher. Sometimes our teacher comes with quizzes during the lesson for us to do. Therefore, I sometimes read notes alone while in the other time I do discussion with my friends. The purpose of doing discussion is to prepare myself to pass examinations. Furthermore, teachers instruct us to find out books for reading in order to get more detailed information for enriching ourselves academically”.

They also commented that the setup of the curricula did not give them expectations of self-employment. Forty percent (40%) of the twenty (20) students said that the curricula were flexible enough to enable the students be prepared for self-employment. They offered examples of electricity construction in hydroelectric power production in Geography. Throughout the discussion, no subject was mentioned as an example that taught students everything they mentioned. Cultivation was mentioned as another example from Geography which a student expected would enable one to be fit for self-employment. However, the researched schools had no farms for teachers and students to practice cultivation. Kamuhambwa (2019) investigated the students' inherent dialogical and creative impulses and how to utilize them in order to make the learner both educated and employable. This study focus on provision of education that invests academic matters and acquisition of life skills as a solution to unemployment. A student who is well equipped with life skills might not fail to fit in the society accordingly.

4.2 How Social Sciences Curricula can be employed to Enhance Students’

Acquisition of Life Skills

4.2.1 Social Sciences Curricula for Students’ Acquisition of Life skills

In the focus group discussions, participants were required to discuss the criterion for students’ acquisition of life skills. The discussion focused on practical teaching and learning, experimentation, learner-centred curricula, life skills programs, interactive learning, teachers’ in-service training and infrastructure.

4.2.1.1 Practical Teaching and Learning

Through the discussions done, the study findings indicated that social sciences curricula were theoretically implemented. It was noted that teachers lack practical skills for the implementation of social sciences curricula. Through practical teaching, teachers develop life skills in the learners as it enables them to think critically and creatively. A student needs to think critically when going through all the steps involved during his or her practical learning. Practical learning enhances creative thinking because a learner needs to think creatively for acquisition the acquisition of practical life skills. A social sciences curricula teacher from a community secondary school in Mbeya district commented on practical teaching of students by saying:

“I am a teacher in this school for almost five years. I recommend practical teaching because during practical learning, a student uses his/her brain to think critically and creatively. In my understanding, I believe that practical learning may include involvement more senses in the learning process. Using more than one sense helps a student to participate actively in learning. What I know is that, students learn more easily through practical learning. Practical learning enables students to apply their skills outside school context. Theoretical teaching has become a hindrance towards students’ acquisition of life

skills. School infrastructures for practical learning is the main cause of the hindrances. When thinking for practical teaching and learning, one should also think about the infrastructure necessary for students' acquisition of life skills. Practical learning requires critical and creative thinking on what one is attempting to learn. A student requires to develop self-awareness which may result in more effective learning during practical learning”.

In the discussion, it was also noted that practical teaching results in development problem-solving life skills. It happens that sometimes a student fails practical. Therefore, the student needs to think and rethink and practice in order to ensure that she or he passes the practical exercise. The head of a community secondary school from Mbeya District commented:

“I think it is better to engage learners in practical learning. Engaging them in practical teaching and learning helps to enhance problem-solving skills and in meeting the targeted results. On the other hand, what I know, learning practically is learning how to solve problems. It is a learning which is concerned with finding solutions. It is kind of getting ready to solve the problem once it happens”.

4.2.1.2 Learner-centred Approach

From the focus group discussions, it was noted that in order to enhance social sciences curricula, students need democratic learning through engagement with each other in class activities. Students need to be given ample time in performing class activities. It is believed that students have experience obtained from the society where they belong. They need to be listened to during teaching and learning sessions. Giving them freedom may result in developing what they have for their betterment. In the focus group discussion, it was argued that, sometimes, due to the rush to complete syllabus, teachers tend to employ lecture method when teaching their students. Teaching is not simple but an art that requires professional teachers who

can facilitate teaching effectively. Learner-centred approach is effective since it enables students to engage in learning more actively and effectively. It was also argued that learner-centred approach prepares students to acquire skills and knowledge successfully. It is an approach that results in active learning during learning sessions. This enables students to develop problem-solving skills through the process of brainstorming. A social sciences teacher from a community secondary school in Mbeya District contributed by saying.

“I think learner-centred approach enables learners to ask questions during learning sessions. It also enables learners to exchange ideas that can help them to acquire knowledge and skills during learning. I think this has become difficult to apply learner-centred approach because we are forced to complete the syllabus in time. So, you need to rush to make sure that the syllabus is completed earlier than it would have been expected. We are sometimes forced to explain why we have not completed the syllabus before June. Quality education has been ignored. I was told that I must complete the syllabus in order to make sure I start doing revisions and several examinations. When focusing on completing the syllabus, learner-centred approach becomes ignored completely. I suggest that teachers should not rush to complete the syllabus for examination purposes. I can see the emergency of new approach which is examination-centred approach. I think the government should take serious steps in emphasizing students’ acquisition of life skills rather than focusing on examination performance only. I think learner-centred approach seem to have a great impact on students’ problem-solving skills and motivation during class hours”.

4.2.1.3 Initiation of Life Skills Programs

In the focus group discussions, the participants were engaged in the discussion on life skills programs. It was noted that community secondary schools lacked life skills programs. This study indicated that, there was a need to initiate special programme for students’ acquisition of life skills through special programmes. Issues that can be taught in life skills lessons include effective communication, critical thinking,

problem-solving, creative thinking and decision making among others. The discussion revealed that life skills could help students to live and manage their daily routines accordingly. Therefore, it was suggested that life skills component should be incorporated in the current curricula. Hence, participants recommended a review of the existing curricula. A community secondary school head from Chunya District contributed in the discussion by saying:

“I sometimes think about the future life of my students after completion of their secondary school education. Up to now, I do not know what activities they will be involved in after their school life. Life skills programmes can enable students to adjust in the community accordingly. The existing curricula cannot assure the youth of employment. Their future is unpredictable. I have been receiving letters for volunteering in my community secondary school just because they are unemployed. Students today graduate without hope. Currently, education has become of little value compared to that of the 1900s. Our role as heads of community secondary schools is to follow directives. It is my hope that life skills programmes can give the youth some hope”.

4.2.1.4 Interactive Learning

The focus group discussion also delved into interactive learning in the session. It was argued that interactive learning involves a learner’s active participation during teaching and learning processes. It is the best approach for imparting life skills to learners. Interactive learning requires the learner to learn by participating productively in small groups or large groups. It allows interactions during learning sessions. Class discussion, debate, games, storytelling, and dialogue modes are some of the examples of interactive learning. Therefore, learning interactively may result in effective students’ acquisition of life skills. This kind of learning, however, requires teaching and learning materials to become more effective in facilitating the

acquisition of life skills to learners. A social sciences teacher from a school in Mbarali District had this to say about interactive learning:

“What I know is that students learn more effectively when they are engaged in group discussions. A teacher is required only to facilitate the discussion. Here the teacher prepares teaching and learning materials for easy and follow up during the discussions. It has become so difficult to apply this technique due to the pressure to complete the syllabus. The pressure is very high and demands high scores by students in the national examinations. I suggest that effective group discussions should have three (03), five (05) or seven (07) students. I think the maximum number should be seven (07) for easy group discussion management. When the group members are many, this may lead to inefficiency in their discussion. The groups should be manageable enough to discuss the topic as assigned. When students participate in a group discussion, learning new skills becomes more effective. A student also gets the opportunity to engage in decision making during a group discussion session. The technique enables a student to improve skill through participating in the discussion. In the discussion, students need to reach consensus for further steps or procedures. Other examples of activities for a student’s engagement during learning can be games, role play, songs and chain drill. By being part of a group discussion, students acquire easily life skills such as decision making, critical thinking, creativity, problem solving, stress management and control of personal emotions skills. These are issues that happen in the discussion. Members of a discussion group need to understand one another for effective discussion of a topic. I think the issue of students’ acquisition of life skills is very important. Unfortunately, the government seems to be reluctant on students’ acquisition of life skills”.

4.2.1.5 Teachers In-service Training

Focus group discussion also dealt with the issue of teachers’ in-service training. It was noted that the current social sciences curricula implementation insisted on good examination performance. Students are forced to work hard in order to pass national examinations. In order to prepare learners for acquisition of life skills, teachers need to attend in-service training. Teachers need to be well equipped with necessary pedagogical skills on how to teach life skills. Teachers need to be trained necessary

contents for enhancing students' acquisition of life skills. At the university level, there is no component on life skills designed for university students to learn. After completing university studies, graduate teachers are expected to become employed in community secondary schools. The government need to invest in life skills programmes for students in the community secondary schools. It is should invest in infrastructure, teaching and learning materials and training teachers for facilitating students' acquisition of life skills. A community secondary school teacher from Rungwe District commented on teachers' in-service training by saying:

"I am a bachelor degree holder in education. During my university education, I was not trained to become a teacher for teaching life skills. Telling me today to teach life skills becomes a complicated issue for me. I need to be trained on how to teach life skills. I also need to understand life skills content that I will teach or impart to students. What I know is that a teacher needs to be an expert in a particular field. This will enable one to become competent during teaching the curricula. This will help students to acquire life skills necessary for their betterment. I also suggest that life skills should be provided in teachers' colleges and universities which offer education courses. For effective teaching of life skills, firstly, the government should review the curricula; secondly, train teachers, prepare teaching and learning materials and finally improve the teaching and learning infrastructure".

4.2.1.6 Infrastructure

The study findings indicated that infrastructure had a great role in facilitating life skills acquisition. For example, students need to communicate through information and communication technology. They need to be trained on how to communicate through this technology such as when attaching documents to electronic messages in order to be sent to a recipient. They also need to communicate through WhatsApp, Instagram, Facebook, and Twitter among others. However, challenges arise since

community secondary schools have no digital technology devices. It was further revealed that community secondary schools had no special rooms for teaching life skills. The schools lacked internet connectivity to necessitate effective teaching of life skills. A head teacher from a community secondary school in Mbeya District commented:

“My friend, let me tell you the truth. I think life skills are not considered by the concerned authority as a very important program in the social sciences curricula. There are issues like internet installation and connectivity that are necessary for accessing WhatsApp chats, Instagram, Facebook, Twitter and other related services. The advancement of science and technology has enabled people to communicate through these apps. In WhatsApp, people may communicate through voice call, video calls and chats. It can be done individually or in groups. Such communication can be done locally or internationally. To facilitate this, there is a need for provision of the requisite infrastructure particularly in electrical installation and internet accessibility. I think it will be good to have a computer laboratory every school to facilitate effective communication”.

Furthermore, it was revealed that students were not allowed to own phone in schools. Therefore, there is a need for schools to provide smart phones for facilitating teaching of effective communication. It was concurred that the modern world was already digitalised. Students, therefore, need to communicate world-wide economically, socially, politically and culturally. Infrastructure for communication may lead to students' effective acquisition of skills on digitalized communication which are among the crucial life skills. During a communication process, one has to think on the what, how, when, who and where to communicate. This requires creative and critical thinking in order to communicate well. A social sciences teacher from community secondary school in Chunya District argued:

“I wonder why students are taught on how to wear and use condoms, a thing that I see as being very dangerous. This may make them to be immoral. With what I think, teaching students on how to use condoms is rubbish. I think other stakeholders, but not teachers, should teach such content. Students should be taught on how to use cellular phones, however, with restrictions. If the authority will not take a serious step against teaching of condom use, our youth will be getting lost. Sex will be a very normal thing. Our parents treated us in a disciplined manner on engaging in sexual issues. Teaching the use of condoms stimulates sexual desires in the students. Aspects related to the use of cellular phones should be taught practically in community secondary schools in a positive manner. Cellular phone is a device that simplifies communication. Everything which is done in the society need communication”.

Freire explicate in critical pedagogy the learner-centred strategies (Uddin, 2019). Learner-centred approach encourages lifelong learning which stimulates problem solving. Learner centred may include practical learning, experimental and interactive learning. Student-centred approach improves student engagement and ownership of their learning which results in learner autonomy and independent problem-solving approach to issues (Morel, 2021). This motivates a learner to learn willingly through active participation during class sessions. In the focus group discussion, it was underscored that learner-centred approach will help students to learn and acquire life skills. It was also noted this encourages interactive learning which leads to active learning. Students learn best when they are actively involved in the teaching and learning process through social interaction and experience. Thus, using learner-centred approach in the delivery of social sciences curricula may result in active and effective students’ of acquisition of life skills. Selemani et al. (2021) explain that teachers lack in-service training on new pedagogical concerns in curriculum and teacher preparation. Similarly, during focus group discussions, it was noted that

teachers lacked pedagogical skills that could enable them in facilitating life skills acquisition. They need to be trained on new pedagogical skills and the content to implement. This indicates that in order to facilitate the enhancement of life skills to students, investing on teachers' teaching methodology and content is inevitable. Teachers need to be empowered with the necessary life skills knowledge and methodological techniques for imparting life skills to learners. Learners with life skills will enable them to function in the society accordingly.

Study findings from group discussion indicated that, enhancing students' acquisition of life skills required a special program on life skills education. There should be compulsory life skills program for social sciences students. Students should be engaged in activities that enhance life skills acquisition for their future life. Skilled teachers, teaching and learning materials and infrastructure should be well organized to let the program be implemented effectively. Findings showed that, currently, the students who graduated from community secondary schools were weak when engaged in community matters. They could not compete in the competitive era that was dominated by modern technological advancement. Thus, the graduates need to improve their life skills in order to cope with the rapid advancement of science and technology. The community need to be engaged completely with rapid changes in science and technology. Life skills education can play a significant role in the rapid move towards embracing science and technology. A social science teacher from a community secondary school of Kyela District argued that it was important to introduce special programs on life skills. The teacher commented:

“I think introducing a special life skills program will enable social sciences students to acquire necessary life skills which will enable them to face challenges and meet daily demands. Graduates need to be engaged in community issues such as problem solving, decision making, being part of society critical and creative thinkers, communicating effectively and being productive members of a community. Therefore, I would suggest that the government should incorporate a special life skills program in social science curricula. This will need effective investment in the curricula and infrastructure required for its implementation. The program will also include training teachers to equip them with skills and knowledge in life skills. I further suggest that life skills program should be implemented basing on learner-centred approach. Teaching methodologies and techniques should be well stipulated in the curricula”.

Ojo and Adu (2017) have indicated that insufficient infrastructure for training and monitoring as a challenge to quality education in secondary schools. Similarly, they point out that the implementation of social sciences curricula and students’ acquisition of life skills are hampered by the challenge. From the focus group discussions, participants suggested that there was a need for installation of appropriate infrastructure for students to acquire life skills. This study, therefore, recommends that the government and other stakeholders should invest in social sciences curricula that will enhance students’ acquisition of life skills. Nair and Fahimirad (2019) noted that including a life-skills program in the university curriculum plays an important role in shaping students’ personal and social competencies. The current study recommends the teaching of life skills in community secondary schools. It is worth noting that not all students who graduate from community secondary school join university. Teaching of life skills, hence, cannot be delayed till students join university education. Since life skills are very important in human life, social sciences curricula should be effectively implemented for enhancement of students’ acquisition the skills. Jacobs and Wright (2018)

indicate that many quality sport-based youth development programs promoted the acquisition of life skills such as leadership and self-control to enable positive outcomes students' social and academic environments.

Furthermore, games have a great contribution that carries content when applied in teaching and learning context. It is the responsibility of the authority to design effective games and sports for life skills development among learners. Nurbatra et al. (2022) indicate the need for precise and broad situational analysis for effective implementation of students' acquisition of life skills through English materials. The author recommends English language to facilitate life skills acquisition. Community secondary schools use English language as a medium of instruction. This indicates that English language is used in teaching and learning social sciences curricula and enhancing students' acquisition of life skills.

4.2.2 Implementers of Social Sciences Curricula

From each selected secondary school, the focus group discussions involved five participants, including two (02) students, the head girl and the head boy, two (02) social science teachers, and the head of the secondary school. The members were requested to engage in the discussion to identify the implementers of the social sciences curricula in ordinary-level secondary schools. From the discussions, it was noted that the implementers of social sciences curricula were the Ministry of Education, Science and technology, teachers, students, parents, education officers, quality education assurance officers from the national level to district levels, the local government, mass media, politicians, and the community. In the discussion,

participants discussed why they considered these categories of people as crucial implementers of social sciences curricula, and established that every stakeholder had a role. Some of the reasons offered by participants were that teachers taught and cared for students in schools. One social science subject teacher from Kyela District commented:

“As a teacher, my role is to teach students in the classroom and make follow-ups on their academic development. I also follow up on students’ behaviour at school. Although I am part of the implementers of social sciences curricula, the implementation does not facilitate students’ acquisition of life skills. The social sciences curricula implementation ineffective and is based on examinations performance”.

Parents normally make a follow-up on their children to understand what they learn at school. Parents have expectations for their children, and children (students) have their expectations or dreams for the future. The participants said that what teachers implemented in the curriculum were just directives received from the Ministry of Education, Science and Technology. The teachers had much to add to improve the curricula but were not involved in its development. Additionally, they faced difficulties that could be eradicated during the curricula improvement and development. This study indicated that involving the mentioned stakeholders might lead to the relevance of the curricula required in the learning process. One social science teacher from a community secondary school in Mbarali District said:

“I think the wrong people are involved in the curricula improvement. I have never been invited to participate in curriculum improvement as a teacher. I have asked even my fellow teachers here, and they say that they too have never been invited for curricula review or improvement. I do not know how it is done. It is better to be involved in the curricula improvement so that we also include our inputs. For example, nowadays, graduates suffer much on employment. The curricula do not focus on the students’ acquisition of life skills. I teach my students

according to instructions I get from the ministry. I am just like a back wheel of the car that follow where the front wheel directs it. I think the issue of curricula review has financial implications. Therefore, it is like a deal whereby people struggle to fight against the chances for curricula review participation”.

The heads of schools conduct parents’ meetings to share different matters based on students’ academic and behavioural progress whenever necessary. A head teacher from one community secondary school commented:

“As a headmaster, I teach and make follow-ups on students’ academic progress. I also do follow-ups to make sure that teachers implement their roles accordingly. Another issue is to conduct staff, school council’s and parents’ meetings to discuss students’ academic progress. Generally, the social sciences curricula do not require me to demand for students’ acquisition of life skills. The demand is much on students’ performance in the national examinations. To my side I see the necessity of teaching and learning life skills”.

It was also revealed that the Ministry of Education, Science and Technology offered all directives on how to run secondary schools. On the other hand, non-governmental organizations have done research to identify areas that need improvements while implementing the social sciences curricula. This study implies that the implementers of social sciences curricula were Ministry of Education, Science and Technology, non-government organizations, teachers, students, parents, education officers, and quality education assurance from the national to district levels, local government, mass media, and politicians. According to Shayo and Lawala (2019), implementers of social science curricula are teachers, parents, students, mental health professionals, and policymakers. Correspondingly, Roundy (2022) cites school board members, administrators, teachers, parents, students, community and state representatives, and government officials such as city councillors as social sciences

curricula implementers. Shayo and Lawala (2019) and Roundy (2022) also identified similar implementers of social science curricula, such as those identified in the present study during the focus group discussions.

Furthermore, the heads of schools conducted parent meetings to share different matters based on students' academic and behavioural progress whenever necessary. In addition, Ministry of Education, Science and Technology offered teaching and learning materials and directives on how to run community secondary schools. The Ministry works with its institutions, such as the Tanzania Education Authority, the Tanzania Institute of Education, the School Quality Assurance (SQA), NECTA, and the National Council for Technical Education to ensure smooth implementation of curricula and directives on education.

Teachers included social sciences subject teachers, class masters (i.e., those who check the students' attendance), academic masters, heads of departments, and heads of secondary schools. Social science teachers prepared the lessons for teaching students and were the first to evaluate learners. The heads of school ensured that the students learned and would often check up on the teacher's lesson plans and student's assignments and control everything in the school. Parents had a role of following up on their children to make sure they went to school to learn. Education officers like regional, district, and wards education officers also followed up to make sure that the social science curricula were implemented as directed by TEA. Quality assurers ensured that quality education was being offered in the schools regarding teaching and availability of books and apparatus for laboratory experiments. Their

main task was advising teachers and authorities to take serious measures to improve students' acquisition of life skills competencies through social science curricula based on the weaknesses and strengths observed in schools.

4.2.3 The Modality of Social Sciences Curricula Implementation

Five (05) participants were asked to discuss the implementation of the social science curriculum in secondary schools. The discussion engaged one (01) head boy and one (01) head girl, two (02) social science curricula teachers and one (01) head of community secondary school. They commented that teachers taught the students, who then responded to the teachings. Parents were responsible for following up with their children by checking their exercise books and school attendance through communicating with teachers. Quality assurers made follow-ups on teachers to ensure that they followed the Ministry's directives. They also made follow-ups on all academic matters in the schools. One social science teacher from Mbeya District said:

“What I know is that, a school quality assurance officer makes documentary reviews of schemes of work, lesson plans, subjects log books, attendance registers, and students' exercise books to establish syllabus coverage and areas that need advice to implementers. They do not comment on the modality of teaching against the authority directives. They do not direct teachers to enhance students' acquisition of life skills. The quality assurance officers focus much on national examinations performance”.

The Ministry of Education was the overall implementer of education in Tanzania and offered teaching and learning materials required in schools. It also looks for quality teachers for the implementation of curricula. The local government worked closely with the teachers and the district secondary school education officers, in placing and

relocating teachers and students to secondary schools to implement the social science curricula. The media announced results and requirements while acting as a communication tool to the community. Shayo and Lawala (2019) and Roundy (2022) identified related implementers of school social science curricula who included school board members, administrators, teachers, parents, students, representatives from the community and state, and government officials like city council members. This suggests that social science curriculum developers play a significant role in helping students acquire life skills.

4.2.4 Teaching of Life Skills in Secondary Schools

Moreover, the participants in focus group discussions were engaged in discussions about teaching life skills in community secondary schools in the study area. The study indicated that no life skills were taught in community secondary schools in Tanzania. They provided some reasons why the curricula were too theoretical. The main focus was on students passing the national examinations whereby a form two student would only join form three class with two 'D' passes or a division four (04) of thirty-two (32) points pass. It was added that when a student joined Form Three, the main effort was given to teachers helping them to pass the Form Four national examinations. A social science student from a school in Rungwe district said:

“We are not taught life skills. A student joins secondary school to do examinations only. What I see is only too much emphasis is on high performance in examinations. Teachers teach and give us notes to copy and read them during our own time. The examinations that I do at school are completely done theoretically. No laboratory for experiments. Social sciences curricula lack workshops during teaching and learning. I suggest that the government initiates a very serious practical teaching and learning of the social science curricula”.

Additionally, it was argued that much follow-up was made by school heads and subject teachers to ensure students passed the national examinations rather than imparting life skills in students. The Ministry of Education, Science, and Technology's directives were disseminated to secondary school heads through official letters and meetings requiring them to ensure that students scored high marks in the form four (04) national examinations. Therefore, this study established that there were no efforts directed at enhancing students' acquisition of life skills in community secondary schools in Mbeya region.

Furthermore, the participants were asked to identify the life skills taught in social science curricula in secondary schools in Tanzania. The study findings showed that no life skills were included in the social science curricula. The Tanzania government focused on students passing the national examinations and insisted that a student from Form Two who joined Form Three with two 'Ds' must have passed the national examinations coordinated by NECTA. They further explained that they considered students with two 'Ds' as weak students who could not be allowed to join Form Three. Therefore, the act of weak students from Form Two who joined Form Three was seen as a tragedy that devalued students' educational development. This might lead to students' reluctance to work hard in their studies because they might assume that getting two 'Ds' is easy. The education system seemed to undermine the Form Two examinations because Form Two students joined Form Three classes with only two 'Ds.' In contrast, from the discussion, two 'Ds' were considered weak passes, which should not be considered as a criterion for joining Form Three. What is explained in this section does not show the practical life skills taught in secondary

schools through social science curricula. Francis (2019) indicated the negative attitude of teachers teaching life skills programs due to a lack of in-service training. This is similar to findings from the focus group discussions on the lack of teaching life skills in community secondary schools. This means that teachers are incompetent to teach life skills. They need to be facilitated to acquire life skills as experts which will enable them to facilitate students' acquisition of life skills.

4.2.5 Relationship between Social Sciences Curricula Implementation and Students' Acquisition of Life Skills

The findings from the focus group discussions showed that the curricula had no relationship with students' acquisition of life skills. They said teachers prepared students to pass national examinations rather than acquiring life skills competencies. They taught theoretically and directed students to copy notes in their exercise books. Furthermore, the students were told to ensure they read books to pass their Form Four national examinations. The aim was to ensure that the students passed the national examinations rather than acquiring life skills. It was a bookish education system that did not equip students with life skills. According to Fidan and Aydogdu (2018), the educational system focuses on good performance in examinations and aims to teach students life skills, while in reality, there are significant problems. Doing national form four examinations cannot be part of the process of developing students' life skills. Also, the passes from the form two national examinations did not prove that social science curricula implementation contributed to students' acquisition of life skills. All these prove that there was no relationship between social science curricula and students' acquisition of life skills.

4.3 Challenges Facing Social Science Curricula Implementation and Students'

Acquisition of Life Skills

4.3.1 Challenges Related to Curricula Implementation

Five (05) participants, two social science subject teachers, the head of secondary school, and a head boy and head girl from each selected secondary school were involved in the focus group discussions. The participants were asked to discuss the challenges facing the implementation of social sciences curricula in their schools. Through the discussions, it was noted that there were different challenges that faced the implementation of the social sciences curricula. The first challenge was the absence of social sciences laboratories because teachers and students failed to do experiments because of the absence of laboratories. They argued that even the government could not see the necessity of having laboratories for social science subjects. A social science teacher from Chunya district said:

“I have been teaching in community secondary schools for almost ten years, but I have never seen a laboratory for social science subjects. Some topics need scientific experimentation. For example, sustainable use of power and energy resources, solar system, weather, and climate. The social science curricula lack laboratory which I think could add value to students’ acquisition of life skills. Theoretical of social science curricula results in poor teaching and learning of the curricula content. The curricula require fieldwork to augment classroom teaching and learning. Learning can be done in mining sites accordingly. Students should learn how to detect minerals in the field. They should be taught on how to detect sites with minerals and how to extract them. Doing all such activities requires creativity and critical thinking”.

The study revealed that emphasis was put on the science subjects. The second challenge was poor infrastructure, including poor teachers’ houses and classrooms. The third challenge was the lack of teaching and learning materials, for example,

teachers' guides and students' textbooks. The fourth challenge was poverty, which caused teachers to fail to conduct fieldwork due to insufficient financial support for fieldwork activities. Also, poverty diminished the opportunities for practical study and the failure to do weekly and monthly tests. The fifth challenge was the community's devaluation of social sciences subjects, which considered them uncompetitive in the job market compared to the pure and natural sciences.

The sixth challenge was free education, which resulted in overcrowding of many students in classrooms with no reputable screening process to select form two students with division four of thirty-two points or two 'Ds' passes as eligible for joining form three. The seventh challenge was the unfamiliarity of teachers and students with the English language as a medium of instruction, which led to difficulties in communication. This caused the application of code switching between English and Kiswahili. The eighth challenge was insufficient library services, lack of internet accessibility, lack of textbooks such as teachers' guides and students' textbooks, and the absence of libraries in community secondary schools. In the discussions, it was realized that the social science teachers and students had no access to the internet for browsing for teaching and learning materials.

In all community secondary schools, it was observed that there was a lack of textbooks like teachers' guides and students' textbooks. The teachers reported never seeing the teacher's guides and students' textbooks. It was also noted that there were no librarians to offer library services in the community secondary schools' libraries, and librarian services were offered by selected teachers when free. Therefore, such teachers stay in the office to wait for students or teachers to borrow books. This

showed that the community secondary schools needed librarians to offer library services in designated rooms. In addition, the selected rooms in the community secondary schools had no internet installation to assist in acquiring teaching and learning materials from different websites. Therefore, community secondary schools needed librarians to offer internet services in community secondary school libraries.

Laboratory facilities are critical in determining the effectiveness of curriculum implementation outcomes (Mokoro, 2020). However, whatever is done in the science laboratory is to obtain or acquire skills to advance scientific knowledge. During the discussions, some topics in the social science curricula, such as agriculture, management for economic development, sustainable use of forests, sustainable mining, climate, natural regions, and sustainable use of power and entrepreneurship, were considered the ones that needed experiments, demonstrations, testing, and data analysis. However, all the study schools lacked social sciences laboratories. Thus, the government should initiate laboratories for experiments, demonstrations, tests, and data analysis for students to acquire required life skills. Most community secondary schools in Tanzania had no laboratories for social science curricula. Mokoro (2020) also advances that learning in Tanzania is more theoretical than practical due to a lack of laboratory facilities, resulting in congestion in practical sessions and poor examination performance. Mokoro (2020) indicates a similar challenge of inadequate laboratory facilities in public secondary schools of Arumeru district in Tanzania. Similarly, according to the present study's findings, no school had a social science subjects' laboratory for subjects such as Geography, History, or Civics.

From the discussion, it was noted that the schools were facing the challenges of poor infrastructure, for example, poor libraries. It was noted that most of the community secondary schools had selected rooms used as libraries but not built for library services. Additionally, the schools lacked teachers' houses. As a result, teachers did not live within school compounds. There were dusty roads, poor playing grounds, and a shortage of teachers' offices. Such poor infrastructure caused poor performance in examinations by students. Selemani et al. (2021) indicated that there were poor student-to-computer ratio, teachers with limited ICT knowledge and skills in teaching and learning processes, and poor infrastructure in Tanzania secondary schools. In libraries, ICT technology is inevitable because it enables surfing or searching for online information necessary for students' acquisition of life skills. Poor student-to-computer ratio, teachers with limited ICT knowledge and skills in teaching and learning processes, and poor infrastructure hamper students' acquisition of life skills during the social sciences curricula implementation. Mubofu and Malekani (2019) identify challenges like poor recognition by government officials on the role of secondary school libraries. The study recommended addressing challenges like staffing, financing, and poor library building to meet quality education in Tanzania. The authorities of educational institutions must, therefore, invest resources in infrastructure to enhance students' acquisition of life skills through social science curricula implementation. Selemani et al. (2021) indicate the significance of infrastructure development in influencing the ability of students to achieve the desired educational objectives. Therefore, there is a need for the authority to make sure that schools have conducive environments that encourage teaching and learning activities. Such environments include having a good library with all necessary

facilities such as internet access, availability of textbooks, reference resources, and library furniture. Also, the school should have teachers' houses and well-furnished offices to enable positive academic performance during preparation and follow-up of lesson implementation.

Teachers lacked teachers' guides which are very important in lesson preparation. If the teacher misses the concept, the teachers' guides can help them to keep on the right track in the classroom during teaching and learning. Also, teachers and students lacked textbooks, making it difficult to facilitate lessons. Alli (2021) and Mkimbili and Kitta (2020) argue that limited instructional resources might cause graduates to fail to face challenges and meet daily life demands. This is because the facilitation of teaching and learning depends on the capability of the teachers, while a lack of infrastructure may lead to disparities in schools' performance. When the government does not take the provision of appropriate infrastructure and follow-up on teachers' guide in community secondary schools seriously, students are like to face difficulties in learning because they lack the necessary materials.

Due to financial constraints, teachers failed to prepare enough exercises, workshops, experiments, practical activities, and field trips. Printed weekly and monthly tests were not prepared in the digitally. Students learned by copying notes as instructed by their teachers, and there were no practical sessions in the social sciences curricula. Only theoretical approaches were applied even when they were supposed to do practical lessons. Students needed to learn practically to become well-equipped to fit in the community. According to Chen (2022), poverty is a major challenge in

acquiring life skills education. Individuals and governments with high economic standards can afford good education which will lead to students' effective acquisition of life skills.

The performance of the Form Two national examination which is a transition to Form Three also discouraged hardworking among the students. A Form Two student could join Form Three with a Division Four of thirty-two points or two 'Ds' passes. Unlike in the past, most of them were sure of getting such a pass, thus reducing the seriousness of performing better in school. Similarly, community secondary schools were fees free, resulting in overcrowded classes and difficult class management. The challenge of overcrowded classes should be solved by increasing resources like employing more teachers and expanding infrastructure such as classes, staff offices, laboratories, and libraries. Also, the increased number of students in community secondary schools should match the student-teacher ratio.

Teachers use English language to teach community secondary school students in Tanzania. However, most of the students in community secondary schools come from government primary schools where they are fully taught in Kiswahili except for the English subject. Thus, they join community secondary schools with poor mastery of the English language. According to Mkonongwa and Komba (2018), sometimes even teachers themselves use poor English to teach students. Mosha (2018) demonstrates that the country produces graduates from primary school to higher levels of education, such as universities, but who have very poor language skills. Books for secondary schools are written in English language, which causes poor

understanding by students. There are two options; first, use English language as the medium of instruction from pre-primary school to institutions of higher learning. Secondly, students should be taught in Swahili language from pre-primary school to institutions of higher learning. This will help in the mastery of language and ease of understanding for acquiring knowledge and skills during teaching and learning. Vuzo (2018) recommends using familiar language for instruction for easier understanding. Without doing so, achievement of Sustainable Development Goals of the United Nations in education in Tanzania will be difficult (Vuzo, 2018).

The current world is digitalized through internet access. Even teaching and learning materials are mostly accessed through the internet. Therefore, this enables students to get different learning materials. Also, teachers need internet access to get more current teaching and learning materials. Selemani et al. (2021) found that ICT was rarely used in Tanzanian secondary schools because of inadequate or lack of ICT infrastructure. Chen (2022) indicates that technology impacts education because teachers can access the internet and utilize computer technology to facilitate teaching and learning, which can help students acquire life skills through social sciences curricula implementation. This can also allow teachers to stay current and plan their lessons accordingly. Therefore, community secondary schools should have internet access for easy accessibility of teaching and learning materials.

It was also noted that there were no textbooks and teachers' guides, indicating that teachers faced difficulties in lesson preparation. Therefore, the study recommends that school quality assurers should visit community secondary schools to ensure the availability of textbooks and teachers' guide books. Selemani et al. (2021) have noted

that teachers use teaching and learning resources sparingly in Tanzania, and students participate in the learning process only to a limited extent.

It was noted that there was a labour force shortage in the library, so teachers were used instead of specialist librarians. Thus, the government should employ librarians in community secondary schools. According to Mubofu and Malekani (2019), customers can receive information services from a school librarian regardless of socioeconomic status. Therefore, having a professional librarian can help community secondary school students easily access teaching and learning resources. Also, teachers can be assisted accordingly because they teach different classes and have different needs for teaching and learning materials.

4.3.2 Reflection of Social Sciences Curricula Implementation to Learners' Context

The findings from focus group discussions disclosed that learners' environments included the homes, schools, and the Tanzania environment in general. The discussion showed that the curricula faced the challenge of not reflecting on the learners' environments. The social sciences curricula implementation was being delivered theoretically based on colonial education. It was argued that social science curricula prepared students by focusing on the national examination scores to prepare students for white collar jobs. The students graduated with only two options: joining Form Five and then college or university. After university education, they seek employment from the government or non-governmental organizations. The second option is to join a college, which will later let the graduate seek employment in the government or non-governmental organization. However, getting such employment

remains unpredictable. It was argued that the country was rich in resources, but the curricula had colonial boundaries. They did not give room for the preparation of students' life skills. One social science teacher from Kyela District commented on the reflection of social science curricula implementation to learners' contexts, thus:

“There are topics I think should be removed from the syllabus. For example, students are taught about man's evolution while foreigners steal our minerals. I think it is better to provide education that focuses on learners' contexts. The current social sciences curricula do not base on learners' context. The curricula are based on national examinations performance. The curricula prepare bookish graduates who do not fit in the community completely. The graduates are encouraged to employ themselves since they are not prepared for self-employment”.

Generally, this study finding showed that there was no relevance of the social sciences curricula to the students' environments. For instance, there were practical skills for mining and agricultural activities such as pastoralism and farming. Their environment was full of animals and fish, hence, they were expected to learn about beef processing. However, fishing activities were taught theoretically, and teachers did not take students to rivers, lake basins, lakes, and oceans to fish practically. Entrepreneurship was also taught theoretically in the community secondary schools. Students were not taught marketing or how they could market their products. Thus, the students needed to learn relevant social sciences curricula in the secondary school. According to Nasheeda et al. (2019), life skills education in developed countries relies on the learners' environment.

In contrast, in developing countries, it is incorporated into the curriculum at different grade levels. This calls for developing countries to adopt this system of imparting life skills to learners. The curricula in Tanzania require students to pass national examinations offered by NECTA to join the next level of the class as directed by

Ministry of Education, Science and Technology. There is a need for developing curricula that match the students' environment in the country.

4.3.3 Effects of Social Sciences Curricula and Students' Acquisition of Life Skills

Social science teachers and parents from Mbeya Region were asked to explain the effects of social sciences curricula on students' acquisition of life skills. Fifty percent (50%) of the twenty (20) social sciences teachers and sixty percent (60%) of the ten (10) parents explained that social sciences curricula did not enhance students' acquisition of life skills. They explained that the curricula did not prepare students to acquire life skills but to pass examinations. It was theoretical in its implementation; hence, knowledge gained could not be used by students to employ themselves after schooling. Furthermore, the curricula did not relate to the students' contexts. Hence, the students failed to apply it to their context. One parent from Mbarali District in Mbeya region explained:

"I have not seen the effect of social sciences curricula on students' acquisition of life skills. The curricula do not relate with real life because no real projects are implemented. A student is expected to acquire life skills at school where they are prepared academically. What I have seen among my children is that, they are very busy with preparations for national examinations. There was a time when students attended schools during weekend for the purpose of preparing for examinations. The examinations set were not based on students' life skills. Therefore, in my opinion, I see that social sciences curricula lack the content that can enhance acquisition of life skills by students".

In addition, a social science teacher from Mbeya City commented on the effect of social science curricula in enhancing students' acquisition of life skills by saying:

“I see no contribution because what is taught differs from the learners’ context. The social science curricula are examination oriented. There are no life skills in teaching and learning of social science curricula. Therefore, school graduates face the challenge of unemployment due to poor social sciences curricula implementation. The curricula should base on practical implementation including that of life skills acquisition”.

Another social science teacher from Rungwe District had a similar opinion on the effect of social sciences curricula on students’ acquisition of life skills:

“I do not see any effect because the curricula do not apply to the real situation. For example, in Geography, students are only taught the advantages of topics like fishing, agriculture, and land survey, but they learn all these theoretically. They were supposed to learn the topics practically. Students should experience advantages of fishing, agriculture, and land survey from field experience. Students should determine the advantages through practical the learning”.

Another social sciences teacher from Kyela District had the following to say on the implication social sciences curricula in improving students’ acquisition of life skills competencies:

“Social sciences curricula do not have any impact on students’ acquisition of life skills. We prepare a group of educated people but with no future, because they learn what they won’t practice in their future. They are forced to concentrate on examination performance. The curricula implementation lacks necessary life skills for students. The curricula lack workshops and field practical teaching and learning. I think it is better to come up with the best social science curricula which will help students acquire life skills”.

Results showed that ten percent (10%) of twenty (20) social sciences subject teachers concurred that the effect of the curricula was there to some extent in civics subjects, although the extent was not shown. Forty percent (40%) of twenty (20) social sciences teachers and forty percent (40%) of ten (10) parents said that there was an

effect of the social sciences curricula on students' acquisition of life skills. The findings indicated that life skills may help students to participate in various activities such as cultivation and animal keeping. However, when teachers and parents were asked to show the researcher the farms used by students for cultivation and animal keeping, they did not have any. This indicates that the schools had no farms for cultivation and animal-keeping projects, hence, failing to enhance students' acquisition of life skills.

Implementing social sciences curricula through integrating ICT can positively enhance students' acquisition of life skills. According to Selemani et al. (2021), it is inevitable to integrate ICT into the growth of an effective second-world economy. Thus, to positively enhance students' acquisition of life skills, integrating ICT in the implementation of social sciences curricula is inevitable. Mubofu and Malekani (2019) show that poor library services impede curricula implementation. Therefore, implementing social sciences curricula requires several factors, including ICT and library facilities and adequate staffing.

4.3.4 Improving Social Sciences Curricula and Students' Acquisition of Life Skills

The social sciences teachers and parents from Mbeya Region were asked to explain the need for improving social sciences curricula to enhance students' acquisition of life skills. The findings showed that one hundred percent (100%) of twenty (20) social science teachers and ten (10) parents indicated that the curricula required to be improved because there was a mismatch between learners' needs and their immediate environment. They said that social sciences curricula did not enable

students to acquire life skills. It did not help graduates to face challenges and meet daily demands. They also emphasized that the curricula should have provisions for workshops and practical sessions because the current ones were theoretical-oriented and did not consider learners' needs and students' acquisition of life skills. A social science teacher from a community secondary school of Mbeya District explained various issues that were required in improving social sciences curricula and students' acquisition of life skills. She commented:

“I have seen the curricula and I know it. Frankly speaking, the curricula require very serious improvement. Today, students are taught completely theoretically. There is no practical learning for our students to develop even creative and critical thinking. The curricula fall in the category of learning that require one to memorize notes with focus of passing the national examination. The curricula do not enhance students' acquisition of life skills. In improving social science curricula for implementation, practical academic and life skills acquisition should be given a priority in teaching and learning session. To me, I think this will enable students to acquire education that enable students' acquisition of life skills”.

A parent from Mbarali District had different issues to elaborate on improving social sciences curricula and students' acquisition of life skills. She commented by saying:

“I have noticed that social science curricula implementation is done theoretically. Students only are taught how to answer questions in the examinations. Students are given notes for memorization in order to pass examinations. I think improving social sciences curricula implementation is not an option. The curricula need to be improved in order to accommodate academic matters and life skills for students”.

They complained that the current curricula did not prepare students for self-employment, resulting in learners' poor mastery of their immediate environments. The learners were like the back tires of a car whose task is to follow where the front tires take them. Nigicser (2017) insists on translating education policy objectives

concerning social sciences curricula into practice to promote students' acquisition of life skills.

4.4 Best Practices to Enhance Social Sciences Curricula and Students' Acquisition of Life Skills

4.4.1 Students' Acquisition of Life skills

The study's focus on life skills was behaviour, specifically behaviour development strategies aimed at improving students' knowledge, attitudes and skills in community secondary schools of Mbeya region in Tanzania. It should be noted that life skills include effective communication, empathy, interpersonal relationships, self-awareness, coping with stress, emotion, critical thinking, creativity, problem solving and decision making skills.

4.4.2 Best Practices in the Implement of Social Sciences Curricula

The social science teachers and parents from Mbeya region were asked to identify what they considered as the best practices to enhance social sciences curricula implementation and students' acquisition of life skills. One hundred percent (100%) of twenty (20) social science teachers and ten (10) parents commented that all education stakeholders should be involved and consulted when it comes to the implementation of the social sciences curricula. To enhance students' life skills acquisition, participatory teaching and learning approach should be employed. The Ministry of Education, Science and Technology was responsible for making and designing the appropriate participatory techniques to assist in teaching and learning processes. The Ministry can invite teachers, quality assurance officers, education

officers, and non-governmental organizations like RELI, Hakielimu, and Shule Direct to participate in making and designing participatory techniques in teaching and learning social sciences curricula. This will enable the teachers to engage students in learning activities during the teaching and learning process. An important question that arises is: What kind of human beings do we want to mould through social sciences curricula implementation? One social science subject teacher commented on the best practice for implementing social science curricula by saying:

“In my understanding, the best practice that should be adopted to implement social sciences curricula effectively is to apply participatory teaching and learning approach. Such an approach encourages learners to learn things by doing. A teacher can form small groups of students to facilitate group discussion activities depending on the class size. The learning process should also be dominated by practical activities such as debates, experiments, workshops, field trips, and projects. Teachers should establish conducive teaching and learning environment which allows students to learn comfortably. A teacher requires to apply learner-centered approach in order to allow positive participation of learners during teaching and learning sessions. The class should be democratic that applies critical pedagogy approach. Therefore, I think this will be the best practice to implement social science curricula in enhancing students’ acquisition of life skills”.

This can be done by surveying what surrounds the learners to form the curricula to enhance students’ acquisition of life skills. Lagat (2017) recommends initiating teachers’ in-service training on teaching methodology for them to master the effective way of teaching life skills. It suggests that school leadership should be in partnership with Ministry of Education, Science and Technology and other government organizations to run the program. Roundy (2022) provides examples of stakeholders as school board members, administrators, teachers, parents, students, the community, state representatives, and government officials like city councillors.

Rudhumbu and Du Plessis (2020) support the idea that regulatory authorities, institutional authorities, and teachers have a contribution to curricula implementation. Teachers have roles in designing relevant classroom activities during teaching and learning to facilitate students' acquisition of life skills. Fidan and Aydogdu (2018) insist that teachers have a role in curricula implementation. Seminars should be conducted on the rationale of teacher involvement in improving social science curricula implementation. A well-designed curriculum should be based on students' acquisition of life skills, which puts students at the centre of learning, as suggested by the Critical Pedagogy Theory (Uddin, 2019). This will enable graduates to widen the scope for them to employ themselves. Furthermore, Ornellas et al. (2019) encourages a learner-centered, genuine and effective learning approach, such as authentic learning as a catalyst for bringing work experience to formal learning in higher education institutions, in order to better develop graduates' employability skills. This can also be done in community secondary schools during implementing social science curricula. It seems that learner-centered approach has a great contribution in enhancing students' acquisition of life skills.

On the other hand, Sulam et al. (2019) elaborate how students might adopt 21st century talents as their new paradigm for life skills acquisition. The study provides strategies such as social and intercultural competencies, initiative and self-direction abilities, productivity and accountability abilities, leadership and responsibility abilities, and flexibility and adaptability skills. The application of feedback to validate current actions and identify new, more productive ways to complete tasks based on feedback is the focus of flexibility and adaptability abilities. Goal and time

management are two aspects of initiative and self-direction skills. The five aspects in this strategy are: Timely, Realistic, Specific, Measurable and Achievable.

A student must possess the social and cross-cultural abilities necessary to collaborate well in varied teams and to effectively engage with those they work with or come into touch with. Efficiency, effectiveness and high-quality products and services are the three interrelated components that productivity and accountability skills concentrate on. High levels of interpersonal skills are necessary for leadership and responsibility in order to affect other people's actions and behaviors. Social and intercultural competencies, initiatives and self-direction abilities, productivity and accountability abilities, leadership and responsibility abilities and flexibility and adaptability skills are strategies which can be applied during the implementation of social science curricula in enhancing students' acquisition of life skills. Social sciences curricula implementers are required to apply the strategies for developing the future of the social sciences graduates. Everyone should play his or her role in facilitating the curricula. Implementers should adhere to the five key aspects of the strategies which are, being timely, realistic, specific, measurable and achievable qualities in enhancing life skills to learners (Sulam et al., 2019). This might result enabling the school graduates to face the challenges effectively and meet their daily demands. Additionally, Critical Pedagogy Theory supports learner-centered approach. The theory demands active participation of learners during learning sessions. The theory encourages activities which lead the class to practical teaching and learning. The theory emphasizes that learning sessions should be fully covered

through practical learning of class activities. Engagement of learners, therefore, becomes high during learning session.

4.4.2 Different Tools Needed to Facilitate the Implementation of Social Sciences Curricula

The study also sought to review necessary documents like lesson plans, students' activities, teachers' schemes of work, textbooks, internal examination results, attendance registers, and staff's job descriptions. The review showed one hundred percent (100%) of twenty (20) social science teachers of secondary schools had teachers' portfolios, including lesson plans, schemes of works, students' attendance, and reference books. Also, a sample of students' activities was reviewed to assess the kind of activities they were engaged in while being at school.

Moreover, the head teacher's office in each community secondary school had related job description charts on the walls. These documents were required to ensure that social sciences curricula were effectively implemented to enhance students' acquisition of life skills. The availability of all these documents in the study community secondary schools demonstrated the assurance that the social sciences curricula were being implemented in community secondary schools as directed by the education authorities. Mokoro (2020) indicates that laboratory facilities are essential for social sciences curricula implementation. Similarly, Lawrent (2020) underscores that school infrastructure plays a great role in achieving set educational objectives. This means that school infrastructure are significant in the successful implementation of social sciences curricula and enhancement of students' acquisition of life skills.

4.4.3 Necessary Setting for Social Sciences Curricula Implementation and Students' Acquisition of Life Skills

The researcher was required to observe the settings in the study schools such as classrooms, libraries, academic master's offices, offices of heads of secondary schools, and general school surroundings. The findings indicated that one hundred percent (100%) of the classrooms in the ten (10) visited community secondary schools were in good condition to enable teaching and learning processes. Classrooms had enough space with desks, blackboards, and windows for adequate ventilation; hence, providing enabling environment for teaching and learning activities.

However, the findings indicated that eighty percent (80%) of ten (10) community secondary schools had no libraries. Books were kept in selected classrooms, which acted as stores where teachers and students borrowed books when needed. Alli (2023) recommends that there is the need for financial support from government and other stakeholders to enable innovative teaching and learning materials in enhancing students' acquisition of life skills. Financial support will enable the school managers to build and develop libraries and equip them with necessary requirements for students and teachers to use effectively. A school library should be well equipped to ensure that there is smooth teaching and learning in relation to library services.

Nevertheless, the findings revealed that twenty percent (20%) of ten (10) community secondary schools had libraries where teachers and students borrowed books. Unfortunately, one hundred percent (100%) of the ten (10) community secondary

schools had no trained librarians. Each community secondary school had an appointed teacher who acted as a librarian for provision of library services. Results also showed that there were no social sciences textbooks including teachers' guidebooks and students' textbooks in the schools, especially those for form three and form four classes. The subject teachers prepared notes for students from different books which were not the government prescribed textbooks. They also applied experience, knowledge, and skills acquired during their studies in teaching and preparing notes for students. A syllabus acted as the main guide for making notes for students.

According to Mubofu and Malekani (2019), inadequate staffing, funding, lack of standard library facilities, and frequent curriculum changes were among the challenges facing social sciences curricula implementation in Tanzanian secondary schools. Therefore, ensuring that all community secondary schools have conducive settings that allow smooth teaching and learning during curriculum implementation is very important. From the findings, it was realized that all researched community secondary schools had no internet accessibility. To surf and search online materials, libraries need to be connected to the internet. The digitalized world has rapidly advanced science and technologies that require internet access in electronic learning. This can facilitate electronic learning to enable students to acquire life skills for their future. Teachers struggled on their own when they needed internet services or access.

The results further revealed that ninety percent (90%) of the ten (10) visited community secondary schools had academic master's offices, while five percent (5%) of the schools did not. The schools without academic master's office shared the

office with the second masters. One hundred percent (100%) of ten (10) community secondary schools had the head of schools' offices, which were good enough to facilitate supervision and support the learning process. The offices had the necessary information, including job descriptions, organizational charts, and leadership inheritance, to mention a few. All these facilitated the implementation of social sciences curricula in the secondary schools. Generally, the visited secondary schools had conducive environments for the learning process; for example, all schools had playing grounds, classes, offices, and toilets, to mention a few.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter five presents three main aspects: the summary of the study, the conclusion of findings, and the recommendations basing on the findings. The recommendation section is organized into recommendations for policy action, recommendations for practice and recommendations for further studies.

5.2 Summary of the Study

This study assessed social sciences curricula implementation and community secondary schools students' acquisition of life skills in Mbeya region, Tanzania. The study sought to achieve four specific research objectives, which were to examine stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills, to assess how social sciences curricula can be employed to enhance students' acquisition of life skills, to identify the challenges facing social sciences curricula implementation in community secondary schools, and to examine the best practices that can be adopted in the implementation of social sciences curricula and students' acquisition of life skills in community secondary schools in Mbeya Region. The study was guided by the Critical Pedagogy Theory and interpretivist paradigm based on challenges, weaknesses, and the way forward. The study had a total of sixty-five participants (65). Data collection instruments were interview guides, observation guides, documentary review checklists, and focus group discussion guides. The results showed that the existing social sciences

curricula did not enable Form Four graduates to acquire life skills which could help them fit in society well. The curricula did not enable the school graduates to employ themselves when they failed to proceed with further studies. There was lack of facilities for practical learning and implementation of the social sciences curricula; consequently, students were taught all the curricula content theoretically. Furthermore, the results demonstrated that the Ministry of Education, Science and Technology did not provide any solution or direction for students who passed their form four national examinations but failed to join institutions of higher learning because of lack of finances.

5.3 Conclusion

The conclusion of the study is based on the findings from the assessment of the social sciences curricula implementation and community secondary schools students' acquisition of life skills vis-à-vis the four research objectives. Social sciences curricula in this study included Geography, History, and Civics subjects taught in community secondary schools.

In assessing stakeholders' perceptions on social sciences curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya Region, the study concludes that social science curricula implementation did not enhance students' acquisition of life skills. The curricula was implemented in a theoretical approach which resulted in producing school graduates whose employability would be wanting. The results indicated that the district secondary school education officers and social sciences teachers were not willing to resign from

their present employment to employ themselves since the social sciences curricula had not equipped them with requisite life skills for self-employment. They were taught to pass examinations, which is what they did to become teachers. They learned under the teacher-centred approach, whose main goal was to enable them to pass national examinations. The curriculum was not valid when compared to the students' environment and did not give them a chance to develop life skills. This study findings imply that there is great need for the social sciences curricula content and implementation to be improved in order to enhance students' acquisition of life skills.

In examining how social sciences curricula can enhance students' acquisition of life skills in community secondary schools in Mbeya region, the study concludes that the curricula were implemented theoretically. Results demonstrated that all teachers focused on completing the syllabus through teaching and offering notes to students to copy and read on their own. It was a teacher-centred approach that prepared students to pass the national examinations to join the next level of education. The curricula, further, could not offer alternatives for those who failed the national examinations, hence, failing in the national examinations spelt doom for such students.

The findings revealed that the social sciences curricula were implemented by teachers, parents, students, education officers, and quality assurers, among others. Every stakeholder had a role to play. For example, the teachers taught, guided, and made follow-up on students in collaboration with the parents. The parents also made follow-up on their children and facilitated them by providing them school uniforms and learning materials. The stakeholders described the social sciences curricula as

being out of the students' environment. Resources like minerals, water bodies, and fertile soil among others that were available in the students' immediate environments were not considered during the implementation of the secondary school social sciences curricula. Students were supposed to learn practical skills through workshops, experiments, or fieldwork practices to develop their life skills competencies. However, the social sciences curricula could not enhance students' acquisition of life skills. The curricula were implemented to prepare the students for examinations but not to utilize the resources in their environment, for example, natural resources such as minerals, fertile soil suitable for agriculture, and water bodies. The students needed to learn practical skills like mining, agriculture, and entrepreneurship activities, as well as develop creativity and critical thinking skills. Conversely, the curricula did not focus on enabling individuals to deal effectively with everyday life's demands and challenges; neither did it enable students to become creative and critical thinkers.

In identifying challenges associated with social science curricula implementation in community secondary schools in Mbeya Region, the study concludes that different challenges hindered the effective enhancement of students' acquisition of life skills through social sciences curricula implementation. The challenges included lack of social sciences laboratories, poor infrastructure such as teachers' houses and classrooms, and lack of teaching and learning materials like teachers' guidebooks and students' textbooks. Other challenges were poverty, fee free secondary school education which caused overcrowding in classes, English language as a medium of

instruction, insufficient or lack library services and resources, lack of internet accessibility, lack of librarians and workshop area in community secondary schools.

The social sciences curricula should be improved basing on enhancing students' acquisition of life skills because the current curricula did not match with the students' environment. Students need curricula that can enable them to develop life skills by applying practical skills in learning through workshops, fieldwork, and projects. The curricula should be aligned with practical lessons, for example, through entrepreneurship workshops, field mining trips, and mining minerals activities, to offer students the skills that can enable them to employ themselves.

In examining the best practices that could be adopted to effectively implement social sciences curricula to enhance students' acquisition of life skills in community secondary schools in Mbeya Region, the study concludes that the best practice to implement social sciences curricula should include applying the participatory teaching approach in teaching life skills. There was need for in-service training programmes for the teachers to enable them master the content and methodology of teaching of life skills. Stakeholders such as education institutions like teachers' colleges, secondary schools, parents and students, and non-governmental organizations like Hakielimu, Shule Direct, Uwezo Tanzania, Twaweza Tanzania, and RELI should be involved in the life skills program. Every stakeholder has a role to play in curriculum improvement; therefore, no stakeholder should be left out of the action.

The results also indicated that the social sciences curricula were silent on Form Four graduates who failed the Form Four national examinations. No options were given to

such students who had failed the said examination. No further avenues were put in place to enable such students to excel in other areas. Also, the curricula did not give the option for those students who passed the Form Four national examinations but could not proceed with their studies because of financial constraints. Generally, the social science curricula implementation did not enhance students' acquisition of life skills.

5.4 Recommendations

5.4.1 Recommendations for Policy Action

- a) The NECTA must review the Form Two pass mark for joining Form Three. The government should ensure that social sciences curricula included practical learning. Laboratories should be designed to accommodate experiments wherever necessary. Topics that need workshops should have special rooms or places for workshops. Schools need places or plots for fieldwork activities, such as farms and pastoralism areas.
- b) The government should review the social sciences curricula to come up with one that will enable Form Four graduates to acquire life skills. The curricula should also equip learners with skills which shall enable school graduates to employ themselves when they are unable to proceed with their studies. Such skills may motivate even government employees to resign from their jobs and opt for self-employment opportunities.
- c) The government should tackle the challenges facing effective curricula implementation like lack of social sciences laboratories, inadequate or poor

infrastructure including teachers' houses and classrooms, and lack of teaching and learning materials, such as teachers' guides and students' textbooks.

- d) The government should enact policies focusing on students' acquisition of life skills during their secondary school education. This will enable them to meet their daily life demands after completing their studies.

5.4.2 Recommendations for Practice

- a) The Ministry of Education, Science and Technology should make sure that social sciences curricula are implemented practically. Teachers must strive to engage students in practical learning that facilitates students' acquisition of life skills and competencies. Practical learning should be based on the students' environment, which has different resources.
- b) All implementers, such as teachers, parents, students, education officers, and quality assurers of social sciences curricula, should be involved in improving, reviewing, and developing the curricula.
- c) The Ministry of Education, Science and Technology should implement social sciences curricula that focus on enhancing students' acquisition of life skills. The curricula should be redesigned or reviewed to include students' life skills. All processes of designing, reviewing, developing, and improving social science curricula should focus on preparing students who can utilize the resources, for example, natural resources such as minerals, fertile soil for agriculture, and water bodies within their environment.
- d) The social science curricula need to be improved based on the need to enhance students' acquisition of life skills and competencies in concordance with their

surroundings. This can be best done by engaging all stakeholders to get their input. The current curricula did not match the knowledge and competencies learnt with students' environment. The curricula must include practical skills such as workshops, experimentations, fieldwork, and projects. These will prepare the students to employ themselves in entrepreneurship field, the mining sector, the agricultural sector, the fishing industry, and marketing programs, to mention a few.

- e) There is a need to have social science curricula that are not silent about form four students who fail national examinations. The curricula should provide life skills for students who fail the Form Four national examinations. Extra efforts should be made to enable students to excel in other areas. Additionally, the curricula must provide options for those students who pass the Form Four national examinations but cannot proceed with their studies due to financial constraints.

5.4.3 Recommendations for Further Studies

This study focused on assessing social sciences curricula implementation and students' acquisition of life skills in community secondary schools in Mbeya Region of Tanzania. The study included sixty-five (65) participants from ten community secondary schools. There is a need to conduct similar studies in different study parts/regions in the country. Researchers are free to opt for populations they deem necessary for future studies.

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APPENDICES

Appendix 1: Interview Guide for Heads of Secondary School, Social Sciences Curricula Teachers, and District Educational Officers for Secondary Schools

Section A: Perceptions on improving social sciences curricula implementation and students' acquisition of life skills.

1. How do you perceive social sciences curricula implementation and students' acquisition of life skills?
2. What is your perception of sciences curricula implementation and students' acquisition of life skills?
3. Can secondary school graduates employ themselves based on the education attained during their secondary school education?
4. Can you resign from your employment and employ yourself depending on the secondary school education acquired during your ordinary-level secondary school education? Why?
5. Are the curricula practical or theoretical in approach? Why?
6. Are the curricula valid compared to the learners' contexts, in enabling them to apply life skills daily? Why?
7. Is the SSC flexible enough to impart life skills in learners for self-employment purposes?
8. Do the curricula assist the learning to prepare learners for self-reliance? Why?

Appendix 2: Interview Guide for Ordinary Level Secondary School Students

1. How do you perceive social science curricula implementation and students' acquisition of life skills?
2. What is your perception of the implementation of social sciences curricula and students' acquisition of life skills?
3. What about the possibility of secondary school social sciences curricula assisting you to employ yourself based on the education you are obtaining now?
4. Are the curricula practical or theoretical in approach? Why?
5. Are the curricula valid compared to your context, in enabling you to apply life skills daily? Why?
6. Is the SSC flexible enough to let you be able to employ yourself?

Appendix 3: Focus Group Discussion Questions for Heads of Schools, Teachers and Students

Section B: Implementation of social science curricula

1. Who are the implementers of the social sciences curricula? Why?
2. How do the implementers implement the social sciences curriculum? Why?
3. What life skills are taught?
4. Is there any relationship between social sciences curriculum implementation and students' acquisition of life skills? Why?

Section C: Social Science Curricula Challenges

1. What are the challenges facing the implementation of social sciences curricula?
2. What are the social sciences curricula challenges hindering the effective enhancement of students' acquisition of life skills in your district? Why?
3. Does the social sciences curricula implementation reflect learners' environmental education? Yes/No. Why?
4. Are you facing any challenges while implementing social sciences curricula and students' acquisition of life skills? If yes, how? If not, why?

Appendix 4: Interview Guide for Teachers and Parents

Section D: Best practices to implement social sciences curricula and students' acquisition of life skills.

1. Is there any effect of social sciences curricula implementation and students' acquisition of life skills? Why?
2. Is there any need to improve social sciences curricula implementation to enhance students' life skill acquisition? Why?
3. What can be the best practices to implement the social sciences curricula to enhance students' acquisition of life skills?
4. Who can be involved in implementing social sciences curricula to enhance students' acquisition of life skills? Why?

Appendix 5: Checklist for Documentary Review Guide

A. The researcher applied a checklist for a documentary review guide concerning students' acquisition of life skills. The checklist included the following items:

- I. Social sciences subjects Lesson plans
- II. Social sciences students' activities
- III. Social sciences subjects' schemes of work
- IV. Social sciences subject textbooks (students' textbooks and teachers' guidebooks proposed by the Tanzania Institute of Education)
- V. School academic results, including midterm, terminal, and annual results
- VI. Attendance register
- VII. School job description

B. Observation settings guide

- I. Library settings
- II. Academic master office settings
- III. Head of school office settings
- IV. General secondary school surrounding settings

Appendix 6: Trustworthiness for Nvivo Application in Data Analysis

List of codes that were used for data analysis

Nodes

Name	Description	Files	References
Challenges associated with SSC		1	18
Reflection of SSC		1	9
SSC Challenges		1	9
Enhancing students' acquisition		1	39
How implemented		1	9
Implementers of SSC		1	11
Life skills taught		1	9
Relationships on SSC		1	10
Stakeholders' perception		6	991
Curriculum assisting		5	213
Flexibility OF SSC		3	61
Graduate employability		3	86
Perception on enhancing		6	187
SSC on self-employment		4	79

Name	Description	Files	References
Surrender your employment		2	85
Theoretical or practical		3	19
Understanding SSC		6	192
Trustworthy of the curricula		3	69

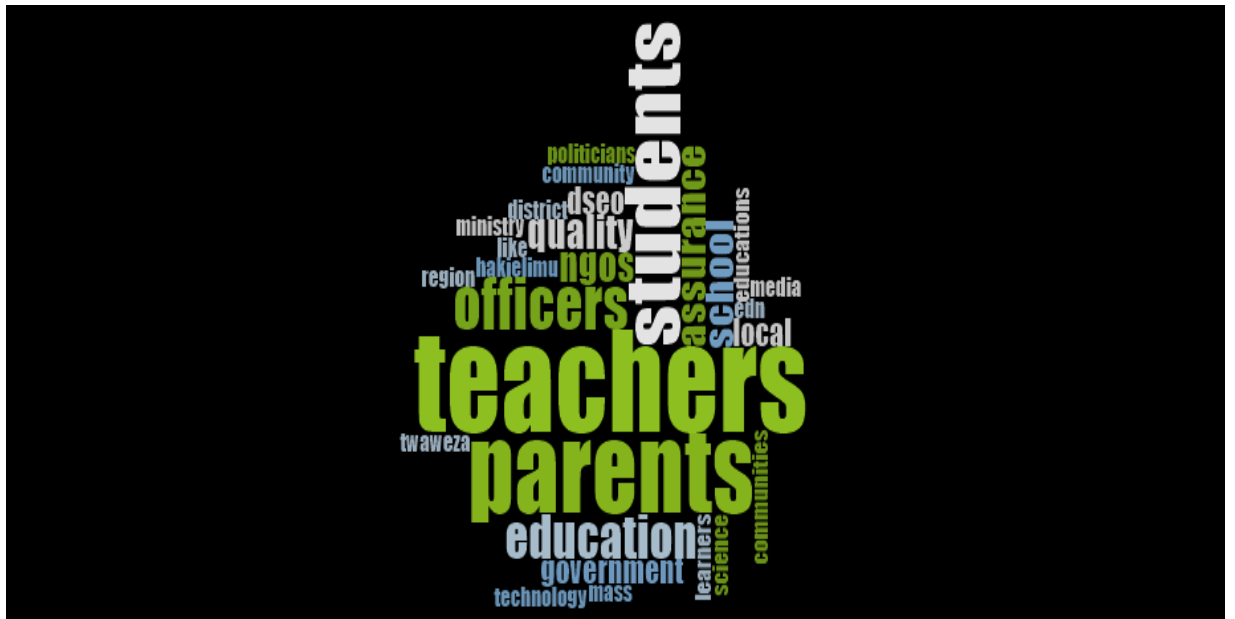
Source: Field data (2021)

Stakeholders' Perceptions on social science curricula implementation and students acquisition of life skills.

Person	Mbeya (13)	Chunya (13)	Mbarali(13)	Rungwe(13)	Kyela (13)	Total (65)
Curriculum assisting	12	12	13	13	13	63
Flexibility OF SSC	6	4	6	9	9	34
Graduate employment	10	10	11	11	10	52
Perception on enhancing	12	12	13	13	13	63
SSC on self-employment	8	9	9	9	9	44
Surrender your employment	5	5	4	7	6	27
Theoretical or practical	1	3	2	2	1	9
Understanding SSC	12	12	13	13	10	60
Curricula Trustworthiness	9	10	9	9	8	45
Total (unique)	12	12	13	13	13	63

Source: Field Data (2021)

Implementers of social science curricula



Source: Field Data (2021)

Challenges associated with social sciences challenges



Source: Field Data (2021)

Best practice on social science curricula implementation and students acquisition of life skills

Person	DSEOs (5)	Head Masters (10)	Teachers (20)	Students (20)	Parents (10)	Total (65)
Best practices for improving SSC	0	0	20	0	5	25
SSC Effects	0	0	18	0	10	28
SSC improvement needs	0	0	20	0	10	30
Stakeholders	0	0	20	0	9	29
Total (unique)	0	0	20	0	10	30

Source: Field Data (2021)

Appendix 7: Research Clearance Letters**THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REF: PG201700626**14th September 2021**

Regional Administrative Secretary,
Mbeya Region,
P. O. Box 754,
MBEYA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Itiha Oswald Mwachande, Reg. No: PG201700626** pursuing **PhD**. We here by grant this clearance to conduct a research titled "*The Contribution of Social Science Curricula on Promoting Students' Life Skills Competencies: A Case of Community Secondary Schools in Mbeya*". He will collect his data in your region at Rungwe, Kyela, Mbarali, Chunya and Mbeya districts between 26th September 2021 to 26th December 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Magreth Bushesha
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MBEYA REGION
Telegram: "regcom"
Telephone: 025-2504045
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E-mail: ras@mbeya.go.tz.
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Regional Commissioner Building,
Uzunguni Road,
P.O. Box. 754,
MBEYA.

Ref. No. DA.191/228/02

4th October, 2021

District Administrative Secretary,
P.O. Box 255,
MBEYA.

REF: RESEARCH PERMIT

Please refer to the above captioned subject.

2. May I introduce to you **Mr. Itiha Oswald Mwachande** who is bonafide student from the Open University of Tanzania
3. At the moment she is conducting research on "**The Contribution of social Science Curricula on Promoting Students' Life Skills Competencies: A Case of Community Secondary Schools in Mbeya**" starting from 26th September to 26th December, 2021.
4. Please assist them accordingly.

Edson L. Mwakifwamba
For: **REGIONAL ADMINISTRATIVE SECRETARY**
MBEYA.

Copy: Mr. Itiha Oswald Mwachande

Vice Chancellor – Open University of Tanzania,
P.O. Box 2101,
DAR ES SALAAM.

**THE UNITED REPUBLIC OF TANZANIA
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MBEYA.

4th October, 2021

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P.O. Box 20,
MBARALI.

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2. May I introduce to you **Mr. Itiha Oswald Mwachande** who is bonafide student from the Open University of Tanzania
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4. Please assist them accordingly.

Edson L. Mwakifwamba
For: **REGIONAL ADMINISTRATIVE SECRETARY**
MBEYA.

Copy: Mr. Itiha Oswald Mwachande
" Vice Chancellor – Open University of Tanzania,
P.O. Box 2101,
DAR ES SALAAM.

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4th October, 2021

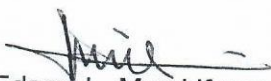
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District Administrative Secretary,
P.O. Box 05,
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3. At the moment she is conducting research on "**The Contribution of social Science Curricula on Promoting Students' Life Skills Competencies: A Case of Community Secondary Schools in Mbeya**" starting from 26th September to 26th December, 2021.
4. Please assist them accordingly.


Edson L. Mwakifwamba

For: **REGIONAL ADMINISTRATIVE SECRETARY**
MBEYA.

Copy: Mr. Itiha Oswald Mwachande
" Vice Chancellor – Open University of Tanzania,
P.O. Box.2101,
DAR ES SALAAM.

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P.O. Box 44,
KYELE.

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Please refer to the above captioned subject.

2. May I introduce to you **Mr. Itiha Oswald Mwachande** who is bonafide student from the Open University of Tanzania
3. At the moment she is conducting research on "**The Contribution of social Science Curricula on Promoting Students' Life Skills Competencies: A Case of Community Secondary Schools in Mbeya**" starting from 26th September to 26th December, 2021.
4. Please assist them accordingly.

Edson L. Mwakifwamba
For: REGIONAL ADMINISTRATIVE SECRETARY
MBEYA.

Copy: Mr. Itiha Oswald Mwachande

" Vice Chancellor – Open University of Tanzania,
P.O. Box 2101,
DAR ES SALAAM.

**THE UNITED REPUBLIC OF TANZANIA
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DISTRICT COMMISSIONER'S OFFICE
P.O. Box 255,
MBEYA.

Ref. No. AB.120/369/01/G/244

04th October, 2021

City Director,
P.O.Box 149
MBEYA.

REF: RESEARCH PERMIT

Please refer to the above captioned subject.

May I introduce to you **Mr. Itiha Oswald Mwachande** who is a student from Open University of Tanzania (OUT).

At the moment he is conducting research on "**The Contribution of Social Science Curricula on Promoting Students' life Skills Competencies**". A case study of Community Secondary Schools in Mbeya city council starting from 26th September up to 26th December, 2021.

Please assist him accordingly.

Adelia Kilungu

**For: DISTRICT ADMINISTRATIVE SECRETARY
MBEYA**

Copy: **Mr. Itiha Oswald Mwachande**

" Vice Chancellor - Open University of Tanzania (OUT).
P.O. Box 2101,
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UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE

REGIONAL ADMINISTRATION AND LOCAL GOVERNEMENT

CHUNYA DISTRICT

DISTRICT COMMISSIONER'S OFFICE

Telegrams District Commissioner

P.O. BOX 3,

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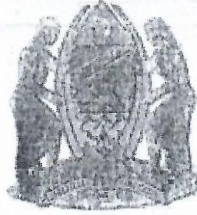
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das.chunya@mbeya.go.tz



In reply please quote

Ref: No. AB.129/382/01/463

05th. oct, 2021

DISTRICT EXECUTIVE DIRECTOR,
P. O. BOX 73,
CHUNYA.

REF: RESEARCH PERMIT.

Refer to the caption above.

May I introduce to you Mr. Itiha Oswald Mwachande who is bonafide student from the Open University of Tanzania..

At the moment he conducting research on "The Contribution of the social science curricula on promoting students' Life Skills Competencies. A case study of community secondary schools in Chunya District Council from 26th September, 2021 up to 26th December, 2021.

May you assist him accordingly.

MICHOMBERO R. ANAKLETH,
DISTRICT ADMINISTRATIVE SECRETARY,
CHUNYA.

COPY: Mr. Itiha Oswald Mwachande

Vice Chancellor - Open University of Tanzania,
P. O. BOX 2101,
Dar es Salaam

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

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 Unapojibu tafadhali taja:



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 S.L.P. 20,
 RUJEWANA.

Kumb. Na.BA.264/376/01/662

Tarehe: 06/10/2021

Mkurugenzi Mtendaji (W),
 S.L.P. 237,
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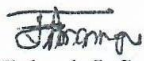
YAH: KIBALI CHA UTAFITI

Rejea somo tajwa hapo juu.

Ofisi imepokea barua kutoka Ofisi ya Mkuu wa Mkoa ikimtambulisha Ndugu Itiha Oswald Mwachande Mwanafunzi wa "Open University of Tanzania" kuwa atakuwa anafanya Utafiti kuhusu "The Contribution of Social Science Curricula on Promoting Student's Life Skills Competencies".

Utafiti huu utafanyika Wilaya ya Mbarali kuanzia tarehe 26/09/2021 hadi tarehe 26/12/2021.

Kibali kimetolewa ninaomba Ofisi yako impatie Ushirikiano.


 Michael J. Semindu

KATIBU TAWALA WILAYA
MBARALI



Nakala: Mkuu wa Wilaya
 MBARALI (Aione kwenye jalada)

“ Mr. Itiha Oswald Mwachande

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REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

TELEGRAM "ADMIN"
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FAX NO 0252552421.



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P o Box 34,
TUKUYU.

07/10/2021

In reply please quote: -

Ref No.AB.353/574/01/B/1/89

District Executive Director,
Rungwe District Council,
TUKUYU RUNGWE.

REF: RESEARCH PERMIT.

Please refer to the above captioned subject.

May I introduce to you Mr. Itiha Oswald Mwachande who is a bonafide student from the Open University of Tanzania

At the moment He/she is conducting research on "The contribution of social science curricula on promoting students' life skills competencies". A case of community secondary schools in Mbeya" starting from 26th September 2021 to 26th December, 2021.

Please assist him accordingly.

Amimu J. Mwandeliie

**NDY KATIBU TAWALAWILAYE
RUNGWE**

**For: DISTRICT ADMINISTRATIVE SECRETARY
RUNGWE.**

COPY: District Commissioner
RUNGWE - To be Seen in file.

" Itiha Oswald Mwachande - Report to Rungwe District Executive Director.

" Vice Chancellor
Open University of Tanzania
P. O. Box 2101,
DAR ES SALAAM.

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Anwani ya Simu "ADMIN"
 Simu ya Mdomo: 2540484/2540054
 Fax.No.025-2540332.
 Unapojibu tafadhali taja:



OFISI YA MKUU WA WILAYA,
 S.L.P. 44,
 KYELA.

Kumb. Na. AB.124/375/02A/24 .

08,10, 2021.

Mkurugenzi Mtendaji (W),
 S.L.P. 320,
 KYELA.

YAH: KIBALI CHA UTAFITI

Husika na kichwa cha habari hapo juu.

Namtambulisha kwako **Mr. Itiha Oswald Mwachande** kutoka Chuo kikuu huria cha Tanzania tawi la Dar es Salaam.

Kwa sasa anafanya utafiti kuhusu " **The Contribution of social Science Curricula on Promoting Students' Life Skills Competencies: A Case of Community Secondary Schools in Mbeya** ". Utafiti huo utafanyika katika shule za sekondari za kata kuanzia tarehe 26/09/2021 hadi 26/12/2021.

Tafadhali naomba apewe ushirikiano.

Lemi K. Majola
Kny. KATIBU TAWALA WILAYA
KYELA

Nakala: **Mr. Itiha Oswald Mwachande**

“ **Vice Chancellor**
Open University of Tanzania
 S.L.P. 2101
DAR ES SALAAM.



**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA JIJI MBEYA**



Unapojibu tafadhali taja:

Kumb.Na MCC/R.50/1/Vol. XXV/13

04/10/2021

Afisa Elimu Sekondari Jiji,
Halmashauri ya Jiji la Mbeya,
S. L. P. 149,
MBEYA.

YAH: UTAFITI MDOGO

Kichwa cha barua chahusika.

Nakujulisha kwamba **ndugu Itiha Oswald Mwachande** katika **Chuo Kikuu Huria Tanzania** kwa sasa anahitaji kufanya utafiti mdogo katika Halmashauri ya Jiji la Mbeya amekubaliwa. Ruhusa hii ni kuanzia tarehe 26/09/2021 hadi tarehe 26/12/2021.

Nakutakia ushirikiano mwema.


Nassoro A. Mganza

Kny: MKURUGENZI WA JIJI

MBEYA

**M. N. Y. MKURUGENZI WA JIJI
HALMASHAURI YA JIJI
MBEYA**

Nakala: Mkuu wa Chuo,
Chuo Kikuu Huria Tanzania,
S. L. P. 2101,
DAR ES SALAAM.

Ndugu Itiha Oswald Mwachande



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS TAWALA ZAMIKOA NA
SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA
CHUNYA



Unapojibutafadhaitaja:

Kumb.Na. CDC/T.30/05/VOLL. II/44

Tarehe.05/10/2021

Ward Executive officer,
 Itewe, Chokaa and Mbugani Ward,
 P. O. Box 73,
CHUNYA.

RE: RESEARCH PERMIT

Please refer to the caption above.

May I introduce to you Mr. Itiha Oswald Mwachande a student at Open University of Tanzania.

At the moment he is conducting a project titled "Assesment on the Contribution of the Social Science Curricula on Promoting Students". A case study of Public of Secondary School at Itewe Secondary School, Chokaa Scondary School and Kiwanja Secondary School.

I look forward for your cooperation.

Ridhiwani A. Mshighati

For. DISTRICT EXECUTIVE DIRECTOR
CHUNYA

C.O.O. MKURUGENZI MTENDAJI WILAYA
CHUNYA

Copy: District Executive Director,
CHUNYA.

Mr. Itiha Oswald Mwachande,
 P.O. Box 2101 ,
DAR ES SALAAM.



UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL AND LOCAL GOVERNMENTS
RUNGWE DISTRICT COUNCIL



Please Reply:-

Ref. No. RDC/S.5/VOL.XI/203

Date: 07/10/2021

District Education Officer,
 Secondary Education Department,
 Rungwe District Council,
 P. O. Box 148,
TUKUYU.

Re: RESEARCH PERMIT

Please refer the above heading.

2. With this letter I introduce to you **Mr. Itiha Oswald Mwachande**; a student from Open University of Tanzania who would like to persue education research in our Council. In this case you are advised to assist him a short list of Secondary Schools as a Pilot area to his research.

3. I remain hearing from you with regard.

Polycarp B. Ntapanya

FOR: DISTRICT EXECUTIVE DIRECTOR

RUNGWE.
 DISTRICT EXECUTIVE DIRECTOR
 RUNGWE/TUKUYU



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA KYELA



Unapojibu tafadhali jibu;

Kumb.Na. KDC/B2.66/38

Tarehe 26.07.2021

Afisa Elimu Sekondari (W),
 S.L.P. 72,
KYELA.

**YAH: UTAMBULISHO WA MR. ITIHA OSWALD MWACHANDE KUTOKA CHUO
 KIKUU HURIA CHA TANZANIA TAWI LA DAR ES SALAAM.**

Husika na mada tajwa hapo juu.

2. Nimepokea barua kutoka kwa Katibu Tawala (W) yenye Kumb. Na. AB.124/375/02A/24 ya tarehe 08.10.2021. ikihusu kibali cha utafiti
3. Kwa barua hii namtambulisha kwako mtajwa hapo juu kuwa anafanya utafiti kuhusu **"The Contribution of Social Science Curricula on Promoting Students' Lite Skills Competencies: A case of Community Secondary Schools in Mbeya."** Utafiti huo utafanyika katika shule za Sekondari za Kata kuanzia tarehe 26.09.2021 hadi tarehe 26.12.2021
4. Pamoja na barua hii naambatanisha na barua kutoka kwa Katibu Tawala.
5. Tafadhali naomba apewe ushirikiano.


 MKURUGENZI MTENDAJI
 HALMASHAURI YA WILAYA YA KYELA

Bahati E. Mbwile

**KNY: MKURUGENZI MTENDAJI
 HALMASHAURI YA WILAYA YA KYELA**

Nakala: Mkurugenzi Mtendaji (W)

- Aione katika jalada