



Provision of Contextualized Secondary Education in Tanzania for Sustainable Development: Teachers' and Students' Perceptions in Dodoma Region

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Abstract: *Contextualized education seeks to make education more relevant and meaningful by bridging a gap between classroom learning and the world outside. It fosters a more holistic and engaging learning environment, preparing students for success in both academic and real-world setting. This study explored provision of contextualized secondary education in Dodoma; Tanzania for sustainable development by assessing teachers' and students' perception. This study employed quantitative approach, applying the descriptive approach. Sample of the study were teachers and students from six secondary schools in Dodoma Region who were obtained through simple random sampling and convenience sampling techniques. Data were collected through questionnaires. The data collected were coded and analysed using SPSS. The findings of the study indicated that there is little contextualised content and pedagogy in teaching and learning in Tanzanian secondary schools. The study concludes, curriculum should include cultural, contextual and non-contextual aspect to enforce meaningful learning. Basing on the findings and conclusion, the study recommends curriculum developers and implementers to reconsider including cultural elements in order to improve contextualized education in teaching and learning for sustainable development.*

Key words: *Learning, pedagogy, integration, globalisation. contextualised education, sustainable development*

Introduction

Any education system is established in the community to address challenges facing a community in a meaningful way (Mollel, 2015). With regard to this study such kind of education that addresses community's needs is referred to as quality

education. One among the objectives of education is to equip learners with knowledge and skills that are essential in enhancing their capability in managing and controlling their environment. Being acquainted with required knowledge and skills is significant as they tend to enable learners to live a fulfilled life and to be responsible citizens in the community (Mollel, 2015).

In Tanzania graduates in different levels in schools seem to lack competence and skills that are vital in addressing the challenges that are facing their respective community. Factors for such incompetency are associated with the content and pedagogy wherein most people think that education provided does not prepare a well-equipped citizen to face real life situations (Ezeanya-Esiobu, 2019). As noted by Mwakalinga, (2021), practicals are not enough and the theories that are taught are irrelevant to the context and situation of learners. The question remains on whether the education provided fit with the context of learners. In order to facilitate positive societal development that allows people to live fulfilled lives, it is important to re-look and re-think the education provided and assessment strategies (UNESCO, 2015).

According to O’Flaherty and Liddy (2018), the concept of quality education advocates that all learners need to have the knowledge, competence and skills required to promote sustainable development. This statement puts more emphasis on school curriculum to be reviewed to incorporate knowledge, competence and skills that address skills essential for sustainable development. Based on O’Flaherty and Liddy (*op. cit.*), educational stakeholders need to make initiatives to improve education for sustainable development. O’Flaherty and Hogan (2017) argued that quality education must include culturally inclusive practices that incorporate local and Indigenous knowledge and processes. These practices can be included in teaching and learning activities in schools.

School curriculum needs to play a crucial role in equipping students with skills and knowledge for their sustainable development as well as of the country (Semali & Mehta, 2012,). However, there are many challenges facing school curriculum, which become hindrance for such initiatives of equipping young people with skills, competence, and knowledge for sustainable development. One of them is lack of a culturally responsive curriculum.

Historically, in Tanzania, before the invasion of colonialism, communities were engaged in transmitting to the young generation Indigenous culture, knowledge, and skills for the development of society. Hamilton-Ekeke and Theresa (2015) defined Indigenous knowledge as a form of local creativity, innovations, and

knowledge. He further added that Indigenous knowledge is the basis for decision-making, the content of education in local societies; and a strategic resource for sustainable development.

Wandela (2014) perceived Indigenous education as the significance and that was essential in preparing the communities to live and utilise their resources in a meaningful way. However, it is important to note that skills and knowledge provided depended on the immediate environment and practice of a particular community.

Provision of different education relied on the fact that Tanzania has many ethnic groups dwelling in different places. Therefore, each ethnic group in Tanzania had its own system of Indigenous education, which was a result of daily livelihood activities of each community. Some ethnic groups were pastoral communities; others are involved in agricultural activities and some in fishing and so on. All these communities had Indigenous knowledge, skills, values, culture, techniques, and social protection procedures against plagues such as hunger, diseases and hostile social security. Lessons were delivered through oral traditions, demonstrations, peer-based and delivered by adults at home, at work and in other available spheres. Some of these practices are still practised in some communities for their daily lives (Wandela, 2014).

The coming of colonialism marked huge changes in the knowledge that was provided. The shift from Indigenous knowledge to the new western education system changed the objectives of the education. Education prepared youth for employment purposes so that they could be employed and work for colonial administration (Hamilton-Ekeke & Theresa, 2015). The school enrolment system segregated learners according to their races where Europeans were trained to be senior managers, civil servants, and professionals. Asians were educated to occupy middle managerial positions, while Africans were downgraded to serve as assistants, teachers, nurses, and medical auxiliaries (Hamilton-Ekeke & Theresa, 2015). In this respect, the colonial education system was designed to further the interests of the colonisers socially, politically, and economically.

In schools, young people were taught to reject Indigenous education of the localised populations as useless, anecdotal, non-quantitative, and unscientific (Wandela, 2014). Instead, they were taught to embrace Western education system. In this regard, Indigenous education was not taken into consideration at all.

During post-colonial period, schools in Tanzania adopted the western education system (Wandela, 2014). However, Indigenous knowledge was still practical and useful as a result, in most cases, students and teachers continued to interact with Indigenous knowledge but mostly out of the school context and very rarely are integrated in school context. The above argument implies that there is a need to examine education in non-Western countries, where Indigenous societies' influence on development of technology frequently remains muted.

Tanzania needs educational reform particularly in education which emphasises the needs of Indigenous knowledge for sustainable development. In this regard, schools can play a vital role in preparing and producing graduates who can generate knowledge, think creatively, and solve kinds of complex social and economic problems they will face in society. Therefore, Tanzania should engage in the kinds of reforms that will develop students' lifelong learning, critical thinking, problem solving, and collaborative working skills and be able to exploit their environment for sustainable development.

It can be noted that contextualised content and pedagogy are important for development of skills, competence, and knowledge useful for sustainable development (Te Ava & Page, 2020). In this regard, contextualising education through content and pedagogy should not be underestimated as it plays a vital role for sustainable development (Osaat & Asomeji, 2017). This claim further suggests that Tanzanian education system need to provide the contextualized education to enhance sustainable development. With this in mind, this study intends to fill the gap in knowledge on how contextualised education is and can be implemented in teaching and learning of subjects in Tanzanian secondary schools. In particular, the study sought to answer the following questions: what are the teaching methods that are employed in the curriculum? How can they be contextualised? What are the assessment techniques used and how can they be contextualised?

Literature Review

The study is guided by different theories including functionalism theory, preparedness and preparationism. Functionalism theory states that Indigenous education should teach the learners attitude and skills that are relevant to the respective social and economic activities of the community and of a learner. Further the theory suggests such education should be provided for immediate induction into real life in the community. Teaching strategies in this theory include observation, imitation, and initiation. The key objective of education provided under this theory is to make learners to be self-reliant in their life through skills they acquire through

different practices and observations (Osaat & Asomeji, 2017). The theory link to study as culturally responsive pedagogy emphasis on immediate application of the knowledge in the community of the learner.

On the other hand, preparedness and preparationism theories assert that the role of teaching and learning should base on equipping learners with appropriate skills as the way to prepare learners who are social being for their appropriate roles in the society. The theories link to the study as the culturally responsive pedagogy (CRP) also encourage on equipping learners with the skills that will make them to manage their environment. According to preparedness and preparationism theories, the content taught need to reflect the society where learners belong and should prepare the learners to live successful and productive life for individual and society well-being (Osaat & Asomeji, 2017).

The study applied two theories as they widen up the knowledge on phenomenon under the study. The theories applied relate to each other as they focus on emphasizing the significance of teaching culturally responsive content. Worldwide, countries are in quest for quality education, which can bring sustainable development. In Tanzania researchers, curriculum developers and other educational stakeholders are innovating different ways to improve the quality of education for sustainable development. Further, the sustainable development goals set out by the United Nations advocate that all learners will have the knowledge and skills needed to promote sustainable development (UNESCO, 2015). The goals set out by the United Nations will be attained if the skills and competence provided in school curriculum are in line with the context of the learners. Contextualised learning is essential in addressing the challenges of individuals and the community at large. School curriculum needs to be prepared in the way that will prepare the learners to face the real-life situation in a practical way whereby the content and the pedagogy need to emanate from the society itself where the curriculum is implemented.

In improving the quality of education in schools, one of the aspects which is crucial is to contextualise the curriculum both in the content and pedagogy (Mollel, 2015). This statement implies that the curriculum, which is culturally responsive should provide learners with an opportunity to acquire knowledge, competence and skills that will be directly applied in their daily lives. Te Ava and Page (2020) agreed with O'Flaherty and Hogan (2017) that, in order to deliver quality education for sustainability, it is important to employ contextualised content and pedagogy. A

quality education is considered to encourage cultural inclusivity, policy, and curriculum practices in schools (Te Ava & Page, 2020).

In addition, a culturally responsive pedagogy plays a crucial role in students' learning for their sustainable development in their lives and their countries. One of the aspects in which Tanzanian secondary school students need to be well informed for sustainable development is a socio-scientific issue.

Meaning of contextualised content and pedagogy

The terms contextualised content and pedagogy have undergone different changes over a period of time (O'Flaherty & Hogan, 2017). It is important to note that the term contextualised is complex and needs guidance to define it in the proper way. Researchers have raised concerns that, without the proper guidance, educational leaders and individual educators can adopt simplistic views of what it means to teach in culturally responsive ways (Banks, 2018).

The term culturally responsive was firstly referred to as equity pedagogy, which was clearly referring to the teaching that balances between the content and the tradition and values of the society where the learners' dwell (Bank, 2018). This implies that the curriculum content needs to ensure that tradition and values of the society are considered in teaching and should be assessed in the traditional way that will enhance the learners' ability to cope with their lives. Bank (2014) uses the terms culturally responsive teaching and culturally relevant pedagogy referring to contextualised content and pedagogy.

Krasnoff (2016) argued that a culturally responsive pedagogy prepares students to change their society, not just merely fit into society. This implies that, teachers need to teach using culturally responsive instruction and incorporate the students' culture in their teaching (Tanase, 2020).

Contextual content and pedagogical classroom practices

In contextual content and pedagogical classroom, teachers need to create a caring, respectful classroom climate, which values students' culture (Hamilton-Ekeke & Theresa, 2015). Cultural values that need to be promoted in a culturally responsive classroom include critical thinking; social justice; and make instruction meaningful and relevant to their students' lives (culture, language, and learning styles). The teacher needs to hold high academic expectations for all students; create a more collaborative and challenging learning environment away from traditional teaching practices (memorization and lecturing) and build trust and partnerships with families, especially the marginalised ones.

In addition, Arvanitis (2018) argued that, in a culturally responsive classroom, a teacher needs to consider the component of cultural diversity and inclusivity. This means that teachers who consistently recognize student cultural patterns are more likely to encourage students to display their cultural uniqueness in the forms of academic skills, sociocultural attitudes and knowledge while teachers who do not recognize students' cultural pattern will not encourage their students to display their cultural uniqueness (Arvanitis, 2018).

Muniz (2019) elucidated that culturally responsive teachers are advocates of student-centred classrooms. They break down barriers to learning and hence, provide keys that open doors to students' success. This implies that teachers need to be responsive, obligated, and have a sense of urgency to address needs of students for success. Further, teachers' roles are to cultivate the mind of the students and take responsibility for learning about their students' culture and community and they examine their own identity, culture, biases, and privilege to critically assess and strengthen their instructional practices. Culturally responsive teachers work proactively and assertively to understand, respect, and meet the needs of students from cultural backgrounds that are different from their own (Muniz, 2019). Cultural responsiveness is the recognition that students are similar to, but also different from each other.

Culturally responsive educators consider themselves as agents of social and pedagogical change who intend to nurture the same attitude to their students and help them to access and value their cultural capital as well as to confront inequalities (Probast, 2022). Culturally responsive educators are expected to be aware of and counteract inequalities through their social-justice oriented work even at the micro level of their classroom (Arvanitis, 2017). Teachers undertake the responsibility of making schools more equitable and inclusive places for fostering students' high achievements and well-being paying particular attention to underachievers (Krasnof, 2016).

Methodology

In this study, the research approach which guided the study is quantitative while research design used is descriptive design. This study was conducted in six secondary schools in three districts (Dodoma urban, Kongwa and Mpwapwa) of Dodoma region Tanzania. The move of government administration from Dar es Salaam City to Dodoma Municipality influenced the researcher to explore how teachers embrace different cultures students bring into schools, and how they help students learn subjects based on contextualised content and pedagogical activities.

The researcher assumed the move of the students from one place to another could influence and create multiculturalism in their classroom and thus teachers should embrace all cultures brought into the classes by their students. Furthermore, the assumption made with regard to the localities is that students and teachers from urban schools have different cultures and experiences they bring to classes from those in rural schools. In addition, teachers in rural schools appreciate the culture of the Indigenous people compared to those in urban areas, and therefore perceptions of both rural and urban schools were important in the study.

A total number of 300 hundred students from Form Four were involved in the study. Form Four students were sampled with the notion that they had been in schools for long and they could answer the questions with tentative experience. Simple random sampling was used to get students to participate in the study whereby pieces of paper with two numbers 1 (YES) and 2 (NO) were mixed in the box. Students who picked 1 and agreed to participate were sampled for the study. In every school, 50 students were sampled. One hundred and two (102) teachers were sampled out from the study population. The criteria used to get the teachers was convenience and readiness of teachers to participate in the study. However, only 99 teachers were able to fill and submit the questionnaires.

In this study, data collection method used was questionnaire. The questionnaires had both open-ended and closed-ended questions to ensure capturing views of participants. Open-ended questions aimed to elicit more in-depth data about participants' perceptions, while closed-ended questions aimed at eliciting factual data.

Data collected were analysed using descriptive statistics using the Statistical Package for Social Science (SPSS) version 20.0 and results were presented in tables of frequencies and percentages.

Results

This section presents the findings of the study. The major aspects presented are teaching and assessment methods used by teachers in their daily practices and explore the elements of culturally responsive in every aspect.

Teaching methods employed by teachers

Under this aspect, two categories of teaching methods were examined, exploration of prior knowledge of the students and collaborative learning. The results are presented hereunder.

Exploration of prior knowledge

The researcher examined different strategies used by teachers to explore prior knowledge including lessons that include students' needs, students' experiences, custom and tradition of learners, valuing of students' cultural background and an emphasis on respecting the community. Findings from the respondents are presented in Table 1.

Table 1: Teachers' Exploration of Prior Knowledge of their Students during the Session

Variables	SA (Fr)	%	A (Fr)	%	D (Fr)	%	SD (Fr)	%
Lesson includes students' needs	2	2.8	20	20.2	35	35.35	42	42.42
Lesson includes students' experiences	9	9.90	11	10.10	36	36.57	43	43.43
Lesson includes customs and traditions	18	18.1	15	15.2	30	30.3	36	36.36
Lesson values students' culture and background	19	19.2	15	15.3	23	23.23	42	42.42

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; Fr=Frequency

The findings show 77 teachers = $\bar{x}38.5$ disagree that students' needs are included in the lesson while 22 teachers = $\bar{x}11.5$ agree. 79 teachers = $\bar{x}39.2$ disagree that lessons included students' experiences while only 20 teachers = $\bar{x}10.8$ agreed. Furthermore, 66 teachers = $\bar{x}33.5$ of the respondents disagreed that lessons included customs and traditions of the students. 33 teachers = $\bar{x}16.5$ of the respondents agreed that lessons included students' customs and traditions. With regard to whether teachers valued students' culture and background, the findings indicated that majority of respondents 65 = $\bar{x}32.5$ disagreed while 34 teachers = $\bar{x}17.5$ agreed

Collaborative learning

Under this aspect, the researcher sought to find out teachers integrating the use of collaborative learning in their session as an element that represents culturally responsive as well as reflecting the context of Tanzanian collaboration culture. The findings are presented in Figure 1

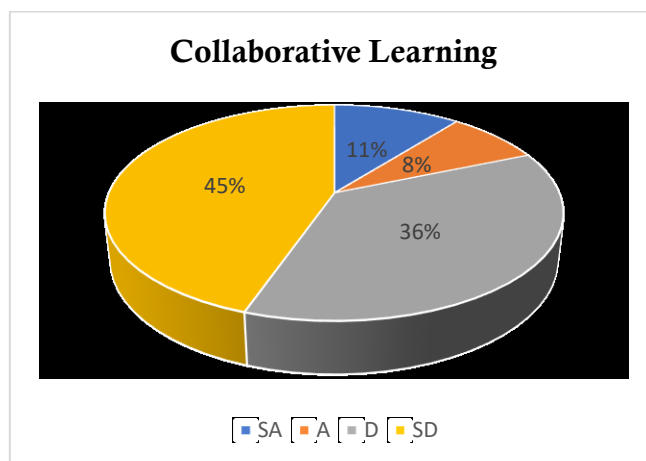


Figure 1: Practice of Collaborative Learning in Teaching and Learning Process

As indicated in Figure 1, 82 teachers = $\bar{x}46.5$ indicated that they did not use collaborative learning activities during their teaching. Only 7 teachers = $\bar{x}3.5$ agreed that they used collaborative indicating that discussion method was the most dominant.

Assessment techniques

The study set out to find teachers' use of cultural aspects to assess development of their learners. Table 2 presents students' views about teachers' inclusion of cultural and contextual issues during assessment in the classroom.

Table 2: Students' Views about Teachers' Inclusion of Cultural Aspects in the Assessment

S/N	Item	Agree	Disagree
1.	Teachers give students feedback on the classroom activities.	185(61.7%)	115 (38.3%)
2.	Teachers use multiple ways to allow students to show their competencies.	140(46.7%)	160(53.3%)
3.	Teachers give specific feedback to students who achieve their goals	112(37.3%)	188(62.7%)
4.	Teachers use information from formative assessment to help students to improve their learning	241(80.3%)	59(19.7%)
5.	Teachers use observation method to assess their students master the lessons	220(73.3%)	80(26.7%)
6.	Teachers use outdoor activities to practice what they teach theoretically in the classroom.	149(49.7%)	151(50.3%)

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

On the first aspect (teachers give students feedback on the classroom activities), 115 students (38.3%) disagreed while 185 students (61.7%) agreed that they receive feedback on activities they did in the classroom. Further, the results showed that 160 students (53.3%) disagreed that teachers allowed them to use multiple ways to show their competence and their learning in the lesson while 140 students (46.7%) agreed. Results showed that 188 students (62.7%) disagreed while 112 students (37.3%) agreed that were given specific feedback and were supported by their teachers to achieve their goals. Furthermore, only 80 (26.7%) students disagreed that teachers used observation methods to assess their mastery of the lesson while 220 students (73.3%) agreed. The findings further indicated that 59 students (19.7%) disagreed that teachers used the information from formative assessment to help learners to learn while 241 who (80.3%) students agreed. The results showed that 151 (50.3%) were not taken by their teachers outdoors to practise what they learnt in the classroom while 149 students (49.7%) were taken.

Discussion

Teaching Methods

This study explored the extent to which Tanzanian secondary schools teaching and learning activities are contextualised. The contextual aspects that were assessed included exploration of prior knowledge and collaborative teaching. The discussion of the findings is presented hereunder.

Exploration of prior knowledge

In the teaching and learning processes, teachers need to explore and apply learners' prior knowledge to bridge the knowledge gap that exists between what students know and what they do not know. The findings revealed that pedagogy that was implemented in schools was not contextual as it did not value the students' needs, or the needs of the community. Further, without addressing the students' needs it is challenging for the teacher to understand what Indigenous knowledge is essential for the learners in their classrooms. The result agrees with Fomunyan and Teferra (2017) who in their study asserted that, in school, teachers focus on teaching contents found in the curriculum, most of which originates from the Western countries. With this claim, it is a challenge to have graduates who are capable of facing the community challenges.

Another element of contextualised content is inclusion of students' experience in their learning. Including the experience of the learners in their education content helps students to reveal what they interact with in their living environment. It

enhances teachers' ability in understanding the issues, phenomena and areas that are essential and need their attention in the teaching and learning processes. The results indicated that our current curriculum does not focus on including learners' experiences. In addition, teachers do not tap in and build on what learners have as the role from their environment. Most of the learning practices in school start with reminding students what they learnt previously rather than tapping on what they could contribute to the lesson.

The above discussion further implies that the majority of teachers are not aware of the significance of including students' experiences in their lessons. The findings also showed that the reality of having a curriculum that does not consider learners' culture and customs which, in turn, deprives students the opportunity to develop problem-solving skills which help in creating sustainable solutions to future challenges as well as the growth of the economy (Fomunyam & Teferra, 2017).

According to Gergen (2019), curriculum needs to empower teacher to tap into the diverse social and cultural capital within the classroom to enhance the learning experience. This might be due to lack of skills and knowledge to tap social and cultural capital from students' lives and include them in their teaching and learning activities. Furthermore, the findings indicated that the curriculum implemented in schools does not have the contextualised content within the context of learners' needs to address issues related to students' customs and traditions. These findings imply that teachers do not use any means to tap in either social or cultural capital.

In real sense, curriculum must be aligned to culture, which is the basis of local experiences and thought to ensure issues of respect for human dignity (Fomunyam & Teferra, 2017). In this respect, Tanzanian secondary school curriculum respects teachers' culture by including pedagogy, which trains them to respect adults and other people in the society in order to foster harmony and respect in society. This eventually creates an opportunity for people in the society to work together in a peaceful manner for societal development.

Collaborative learning

Collaborative learning as one of the teaching methods is the key element of the contextual learning. Practising it in the teaching and learning processes enables the students to share their experiences and challenges in the context they live in (Fomunyam & Teferra, 2017). This makes it easier for them find collective ways of dealing with challenges they share in their learning. This method responds to Tanzanian traditional ways of dealing with matters whereby the community tends

to solve challenges and controversial issues together. Therefore, the use of this kind of teaching strategies perpetuates Tanzania's culture of doing things collaboratively among teachers.

However, the findings showed that collaborative learning did not help learners to solve their daily life challenges based on the curriculum content and their culture. This implies that students are not involved in learning activities which foster collaborative approaches hence there is little development of the skills and knowledge needed by society to solve their challenges collaboratively. The findings agree with what Fomunyam and Teferra (2017) asserted that the current African curricular are not intended to develop and help the Indigenous learners to solve their daily life challenges.

It is important to understand the local circumstances of the learners' community (Fenster & Kulka, 2016). This help curriculum planners to understand the kind of content that needs to be included in the curriculum. Collaborative learning can be achieved well by the learners if the curriculum is prepared in a way that will stimulate the participation of the learners. Fomunyam and Teferra (2017) support the claim by asserting that, involving the community in curriculum preparation helps the curriculum planners and developers to understand the kind of content that will tap in the challenges associated with the respective community of the learners.

Furthermore, peer learning as one of the elements of collaborative learning can be enhanced through the nature of the content in the curriculum. Krasnoff (2016) claims that, for learners to engage in the learning process and be active, the content that is taught needs to reflect their life situations. The learners tend to be more active in issues that touch their lives or they are part of the community they belong. Therefore, as suggested by Krasnoff, 2016; Fenster & Kulka, 2016; Fomunyam & Teferra, (2017), curriculum planners need to ensure that a curriculum to be implemented has the content that is responsive to the needs of the learners' community. This will influence not only the participation of learners in the classroom but also it will affect their performance as well as the way they address their life challenges.

Ntebi (2022) argues that collaborative learning enhances meaningful learning in the classroom and makes every learner in the classroom to be active throughout the session. According to the author, students need to have peer learning as well as discussion that needs also to have timely feedback from teachers. Students need to be guided throughout the session to give out their opinions concerning the topic being taught. Discussion should also emphasise more on the learners' experiences

that they have from their homes. Classrooms should not be dormant; teachers need to discourage the culture of students not speaking in the classroom by ensuring that the environment is conducive and friendly. There is also a need to take note of the issue of language that is used in the classroom.

Assessment techniques

Assessing the learning process in education is one of the key aspects that helps teachers to understand the extent of learning of their students. The emphasis on the assessment techniques addressed in this study supported Ntebi (2022). In his study, Ntebi (*op. cit.*) addressed the issue of assessment to be of particular significance, and it enhances what he referred to as interactive learning. The study further argues that meaningful learning in any situation needs to be interactive. One of the education aspects that facilitates interaction in the classroom is curiosity and eagerness of learners' performance in the assessment process. However, it should be noted that the study emphasises cultural and context ways of assessing learning. Using methods and strategies that are culturally based are thought to have more positive results compared to the new (pen-pencil) method of assessment.

The findings from study indicated that nearly half of the respondents disagreed that teachers gave students' feedback in the lesson. Implication of the results leaves question on the teachers' awareness regarding necessity and significance of providing feedback in the classrooms. The cultural way for feedback provision is to give immediate feedback after the lesson has been delivered. The essence of feedback in teaching and learning process is to make the learning process more efficient, meaningful and effective (Ntebi, 2022). Therefore, teachers must be aware on the significance of feedback and must use strategies that provide effective feedback in their lessons.

Furthermore, the study showed that in assessing learners, teachers are more interested in using pen and pencil assessment methods; they do not give room for students to show their mastery of the lesson in any other alternative way. It was found that in most cases only a few teachers allow the learners to demonstrate multiple ways to show what they have learned from the lesson. Moreover, this finding shows that the assessment practice denies and deprives the opportunity for students to share how they have mastered the skills as the curriculum focuses much on assessing the knowledge rather than the skills. This is contrary to functionalism theory which emphasize on the use of observation, imitation, and initiation.

The findings from the study imply that current curriculum needs to be reviewed in a way that will allow every student to be able to show what they have mastered throughout their studies. The findings contradict with what Ntebi (2022) addressed in his study as effective feedback in the lesson. According to the author, students need to be allowed to use multiple ways in showing their competences. It can be written or oral, and it needs both the teacher and the student to be at the same point so that the teacher may give feedback and provide assistance in areas that need teachers' guide. Studies agree that specific feedback is an element of culturally responsive pedagogy and it increases the quality of students' learning (Brookhart, 2017).

Additionally, instant and specific feedback can lead to learning if students have the opportunity to use it. The results presented show that there is a considerable difference between learners who are given specific feedback with those who do not receive feedback. Brookhart, (2017) asserts that giving feedback to students will help them to achieve their goals by bridging the gap that exists between what the teacher taught in the classroom and what students learned from the lesson. From this argument, it is clear that specific feedback takes forward the learning process and is likely to improve performance. However, students should understand themselves to understand their goals and objectives of learning.

Arguably, the study has established that teachers use information from formative assessments to help learners to learn. The findings presented show that there is a notable element of contextualised content and pedagogy in this aspect. The results showed that teachers prefer to use formative assessment rather than summative assessment in improving the performance of the students. This is a clear indication of the presence of contextualised content and pedagogy in the curriculum.

The findings agree with Brookhart (2017) who suggests that assessment needs to be formative, formative assessment improves the quality of learning and teachers who tend to use formative information are likely to change learners' performance and mastery of skills after the feedback from assessment. Therefore, in order to increase the quality of learning, the formative assessment should not be used to grade learners rather it should look at how to improve their learning.

The other aspect of contextualised content and pedagogy explored teachers' use of observation method to assess in the classroom. The findings indicated that observation is the most preferable way that teachers use as a technique to assess the learners and the learning process. Both formative and summative assessments tend to be taken through observation. Teacher observes how students answer the

question, how they interact with each other, and from the observation held by the teacher conclusions are drawn regarding the observed item (s). The findings are supported by Brookhart (2017) and Panadero (2016) who assert that any meaningful learning needs the learners to have feedback. Further, both authors agree that effective feedback is an ongoing process of assessment, communication, and adjustment and therefore they suggest that it should also engage observation to expand the opportunity of teachers to give productive feedback and to enhance learning.

Lastly, the researcher explored teachers' practice of taking learners outdoors to practise what they teach theoretically in the classroom. From the schools visited, the findings showed that half of the students were not taken out to do practical activities. The extracurricular are not emphasised, as a result, most of the teachers do not encourage practical learning for their learners. The results imply the aspect of learning by practising what is taught theoretically is still a challenge in many schools. As a result, the contextualised content and pedagogy curriculum seem not to be effectively implemented. Therefore, it can be concluded that implementation of contextualised content and pedagogy in schools is not effective.

Panadero, (2016) emphasise the importance of teachers to provide the opportunity for students to practise what they learn in the classroom so that they can give anonymous feedback to their teachers about what they grasped during the classroom sessions. Panadero, (2016) further suggest that practicals are positive learning activities that make the learners enjoy and be attracted by the subjects. Their performance in practical subjects is higher compared to subjects taught by theory only. Thus, teachers must be aware of the essence of extracurricular activities so that they can give practical activities what they learnt theoretically in the classroom.

The findings revealed the various issues that need to be addressed in the attainment of sustainable development through teaching and learning different subjects. The government and other educational agencies need to redress the issue of curriculum to meet the current and future needs of the society as well as learners as individuals. Since education is crucial in solving societal challenges then there is a need to ensure that its provision is efficient and effective. This means it need to address solution to the immediate community.

The study further reveals that, teaching methods that are used in teaching subjects in our schools are based on Western models and not localized to fit the needs and interest of the learners and the society at large. The methods are not paying attention

to the cultural aspect of teaching. Thus, they are not responsive to the culture of the learners. Additionally, issues regarding the content that is presented does not fit in the culture of the learners. The findings presented showed that learners are neither given the chance to explore and present their prior knowledge on the content that is presented nor being asked their prior knowledge.

Sometimes teachers are not familiar with the culture of the school and the culture of the society they work within. Teachers in urban schools come from different places with different cultural backgrounds. Thus, teachers are not interested in exploring and learning the learners' culture so that they could apply the cultural knowledge of the place in helping learners to learn subjects (McKoy et al., 2016).

In addition, assessment techniques that are used by teachers are based on the Western models. Teachers mostly assess by using pen and pencil. The study reveals that assessment applied in assessing, tricks teachers into the same trap of learning for passing examinations while competences for the contents taught are not given proper attention. As a result, most of learners do not learn for sustainable development rather for passing examinations. This method for assessment not only makes the teachers incompetent but also lack creativity.

There is a need to re-visit and re-think the curriculum in the other perspectives of localising the content and assessment strategies to give the opportunity to include cultural methods that are used in assessment and teaching a curriculum. Teachers should use Indigenous knowledge in ensuring that they help their learners to have meaningful learning rather than rote learning that only encourages them to prepare for their examination rather than creativity that will promote and enhance sustainable development through learning the subjects. The important thing is that there is a need to find a good and positive way to accommodate teachers' culture in assessment activities. If the learners' culture is valued, it will also lead to changes in the society towards the importance of the education to individuals, families and the state at large.

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