



Research Article

Examining Ways of Social Science Curricula on Students' Life Skill Acquisition in Secondary Schools of Mbeya Region

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Received: 11 December 2023; **Revised:** 18 March 2024; **Accepted:** 19 March 2024

Abstract: This study examined ways through which social science curricula implementation can be employed in enhancing students' acquisition of life skills in community secondary schools of Mbeya region in Tanzania. The study was guided by an objective that aimed to examine ways in which the implementation of social science curricula can enhance students' acquisition of life skills. The study employed an interpretivism research philosophy, interpretivist qualitative research approach and a case study research design. This study had 50 participants in total, including 10 heads of community secondary schools, 20 social science subject teachers and 20 head prefects from selected community secondary schools. Data were gathered using observation and focus group discussion. The study findings were analysed through transcribing field results as acquired by equipment, sorting and synthesizing data into categories and developing themes. The study results found theoretical implementation of social science curricula which does not match with the students' acquisition of life skills. The study concludes that the social science implementation is done through stakeholders like Ministry of education, Science and Technology, teachers, students, parents, education officers and school quality assurance officers to mention a few. The implementation is lacking students' acquisition of life skills. The curricula implementation was found to have no relationship between social science curricula and students acquisition of life skills.

Keywords: life skills, social science curricula, implementation and stakeholders

1. Introduction

The purpose of this study was to examine how social science curriculum implementation can be employed to improve students' acquisition of life skills in Tanzanian community secondary schools. The study applied an interpretivism research philosophy, an interpretivist qualitative research approach, and a case study research design.

Ladiwal and Kanwar (2021) and DeJaeghere and Murphy-Graham (2022) have suggested that life skills should be taught in the curriculum of many developed and developing nations worldwide at different levels of their educational systems, and the relevant authorities are working to put those ideas into practice broadly. The improvement of a person's capacity to meet the needs and expectations of today's society, as well as assistance in resolving issues like unemployment and job insecurity in a practical way, are all benefits of teaching life skills to learners (Prajapati et al.,

2017). United Nations International Children's Emergency Fund (UNICEF) (2012) demonstrates the importance of life skills education in preparing young people to negotiate and moderate problems and hazards in their lives and to enable productive engagement in society. Prasertcharoensuk et al. (2015) in their study entitled "Influence of teacher competency factors and students' life skills on learning achievement" noted that the core curriculum of basic education in Thailand recognizes the importance of life skills. Prasertcharoensuk et al. (2015) expect life skills to be integrated into the learning process of pupils by including the transfer of knowledge, skill, attitude, value system on themselves and others, self-defence, and self-management. Because various learners have varied learning contexts, a well-designed life skills education is required to match the learners' situation. In the United States, the United Kingdom, Germany, Greece, and Mexico, for example, specialized life skills education programs are being developed to promote positive refusal skills and prudent decision-making regarding condom use, alcohol consumption, drug abuse, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), smoking, and contraception (Nasheeda et al., 2019). Unlike, developing countries including India, Sri Lanka, the Maldives, Bangladesh, Thailand, Myanmar and Nepal incorporate life skills concepts into their curriculum at various grade levels (Nasheeda et al., 2019). As a result, improving students' life skill acquisition is vital to their academic achievement in order for them to handle day-to-day problems and meet daily demand. As a result, life skills become the most important inputs learned throughout curriculum implementation for overall human development.

In the twenty-first century, it is anticipated that education will equip students with life skills. According to Nasheeda et al. (2019), developed countries have better-organized life skills education initiatives that promote positive behavior, with studies outlining the outcomes for particular youth. They further indicated that the majority of life skills programs in developing countries lack systematic implementation, evaluation, and monitoring. According to Kurtdede-Fidan and Aydogdu (2018), Uganda offers life skills in three categories: knowing oneself and living with oneself (assertiveness, coping with stress, self-awareness, emotion and self-esteem), knowing and coexisting with others (effective communication, negotiation, interpersonal relationships, empathy, friendship formation and nonviolent-conflict resolutions), and making wise decisions (creative thinking, critical thinking, decision making and problem solving).

Education in secondary schools in South Africa and other African countries is more important for development (Ojo & Adu, 2017), as it enables economic growth in different countries. This underscores the need for secondary school education that enhances students' life skills. It means life skills are concerned with the abilities to adapt and act in ways that assist people in dealing with the demands and difficulties of daily life. As a result, life skills education should be included in educational programs because it is important for economic, political, social, and cultural development. Prajapati et al. (2017) explain that life skills are a behaviour or behaviour development strategy intended to balance knowledge, attitude and skill development. Mwachande et al. (2023) indicate ten core life skills, which are decision-making, problem-solving, empathy, self-awareness, communication, interpersonal connections, coping with emotions, coping with stress, creativity, and critical thinking, as the ten basic life skills abilities. Life skills are learned abilities that allow young people to develop behavioral and social competencies that promote their development and positive interpersonal relationships (Okey-Orji et al., 2019). Jaya et al. (2018) have explained 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) explain life skills as the skills that allow people to deal effectively and positively with carrying out daily tasks and ensure individuals' full participation. On that account, life skills refer to skills which enable individuals to deal with challenges and meet day to day demands accordingly. Prajapati et al. (2017) show life skills classification into three broad categories which are thinking skills, social skills and emotional skills. Jaya et al. (2018) explain 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. Rout and Shee (2018), Okey-Orji et al. (2019) and Bisht and Joshi (2022) have also indicated 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.

Self-awareness is a thinking ability that focuses on a person's capacity to appropriately respond to various social situations as well as judge their own performance and behavior with accuracy (Rout & Shee, 2018). Self-awareness is critical because when we understand ourselves better, we can experience ourselves as distinct and unique individuals. We are then empowered to make changes, to build on our areas of strength, and to identify areas that need improvement.

It requires an individual to recognize himself or herself. Under this aspect, an individual should ask questions that require them to develop self-awareness. The examples of questions are: What am I looking for? What are my thoughts? What am I thinking? And what am I feeling (physically and emotionally)? Empathy is the ability to see the world through the eyes of other people. Empathy means being able to understand what other feel in a given moment and why other people's actions make sense to them. Empathy is much more than sympathy, which is defined as 'feeling sorry for' someone or 'feeling with' that person by using one's imagination. Empathy is an emotional link between two people. It is concerned with understanding others by sensing their feelings and emotions. Effective communication is concerned with receiving feedback during communication. It necessitates a variety of abilities, including staying focused and paying close attention, understanding others' points of view, showing empathy when criticizing, taking responsibility if necessary, making a compromise, and taking a break during communication. Interpersonal life skills are the abilities we employ every day when communicating and interacting with others, both individually and in groups. Individuals with strong interpersonal skills are frequently more successful in both their professional and personal lives. Rout and Shee (2018) have discussed that looking at something in a new light is an example of creative thinking. People who are creative can come up with new ways to complete tasks, solve problems and meet challenges. They bring a unique and sometimes unconventional perspective to their work. A good example of creative thinking is brainstorming. It 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 map.

Critical thinking is the ability to evaluate and analyse a situation in everyday life by using critical reasoning. Critical thinking skills are essential for making decisions, solving problems, and refining one's judgment. It includes asking basic questions and challenging assumptions. Fiction is an example of critical thinking. Fiction is prose literature describing fictitious events and people. Problem solving is a process of identifying a problem, developing potential solutions, and deciding on the best course of action. Good problem-solving abilities help one not only in personal life but also in professional life. It requires one to identify issues by asking who, when, where, how, why, whom, what, and which. This skill assists people in dealing with and resolving issues without experiencing emotional or mental breakdowns, as well as preventing the escalation of violence. (Okey-Orji et al., 2019). Weaknesses, Strengths, Threats and Opportunities are four basic factors that one should consider in problem solving (Rout & Shee, 2018). It is added that they enable to examine the problem from every possible angle before making a decision.

Decision making is concerned with the act of selecting one of two or more causes of action. It is a step in the problem-solving process that involves selecting between possible solutions to a problem. Decisions can be made intuitively or rationally or through a combination of the two. Okey-Orji et al. (2019) elaborate on emotion skills as abilities such as emotional understanding (EU) and emotional intelligence (EI), which involve using emotions to speed up thinking, understanding, and managing one's emotions. It focuses on facing and dealing with responsibilities, problems or difficulties successfully, calmly or adequately. It is better to analyze emotions in areas such as anxiety, sadness, anger and happiness. 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 in one's life (Rout & Shee, 2018). It is important that every individual is aware of the effects of stress. Stress describes an individual's feeling of mental, physical, or emotional strain or tension, whereas coping is the ability to face challenges or problems positively and calmly (Okey-Orji et al., 2019). Therefore, to face challenges and meet everyday demands, one needs to possess all the ten core life skills explained above. In order to enhance social science curricula in students' acquisition of life skills, it is imperative that school curriculum is well prepared and flexible enough to promote learners' mental cognition. The mind is a set of cognitive faculties including consciousness, imagination, perception, thinking, judgement, language and memory (University of Guelph, 2021). It is usually defined as the faculty of an entity's thoughts and consciousness. Archana and Nair (2017) add that the mind holds the power of imagination, recognition, and appreciation, and is responsible for processing feelings and emotions, resulting in attitudes and actions. This suggests that school curricula need to provide opportunities for teachers and learners to cultivate these learning attributes by developing life skills among learners. Tanzania, like other countries, has a tremendous approach to enhance life skills education that has been tested and developed at all levels of its delivery, but it is still failing to acquire the desired outcomes (Regional Education Learning Initiative (RELI), 2020). This focus on learners and their learning is justified by the aims and objectives of secondary education (Ministry of Education and Vocational Training (MOEVT), 2016). The

aim and objectives of secondary education are well analysed in policies. However, the provision of secondary education still faces some challenges such as infrastructures, in service training, lack of teaching and learning facilities, poverty and language difficulties. Kapur (2019) has outline examples of infrastructure which are playgrounds, computer centres, technology, machinery, tools, equipment, laboratories and library facilities. Mubofu and Malekani (2019) show that any customer, regardless of their socioeconomic status, can receive information services from a school librarian at a school library. School libraries are essential components of any long-term strategy to enhance students' acquisition of life skills in terms of literacy education, information provision, economic, social and cultural advancement (Mubofu & Malekani, 2019).

Bogusevschi et al. (2020) explain that due to school budget constraints, many secondary schools face common issues such as a lack of equipment and materials in their science laboratories. In social science curricula, there is a lack of laboratories and facilities for conducting experiments and practical teaching and learning activities. Mokoro (2020) explains that due to lack of laboratory facilities, learning becomes more theoretical than practical, resulting in congestion in practical sessions and poor performance in examinations. Mokoro (2020) adds that all of the schools lacked a Geography laboratory. The authority of educational institutions must invest resources in order to enhance student's acquisition of life skills through social science curricula implementation. Kapur (2019) explains that it has been widely acknowledged that school infrastructure development has a significant influence on their ability to achieve the expected educational objectives. The blame towards this situation has been frequently directed to education systems that were inherited from colonial masters.

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 school curriculum from teacher centred to learner centred whereas enhancing students' acquisition of life skills among learners has become the priority and emphasis of the curriculum and thus the teachers' pedagogical practice. The major aim has been to facilitate teaching and learning to link or connect theories learnt in the class and learners' real-life situation. This means that the government is cognisant of the importance of enhancing students' acquisition of life skills among learners. On the other hand, Tanzania like other countries has tremendous approach to implement life skills education that has been tested and developed at all levels of its delivery, but it is still failing to acquire the desired outcomes (RELI, 2020). This focus on learners and their learning is justified by aims and objectives of secondary education (MOEVT, 2016). The aim and objectives of secondary education are well analysed in policies. However, the provision of secondary education still faces some challenges such as infrastructures, in service training, lack of teaching and learning facilities, poverty and language difficulties. Kapur (2019) has outline examples of infrastructure which are playgrounds, computer centres, technology, machinery, tools, equipment, laboratories and library facilities. Mubofu and Malekani (2019) show that any customer, regardless of their socioeconomic status, can receive information services from a school librarian at a school library. School libraries are essential components of any long-term strategy to enhance students' acquisition of life skills in terms of literacy education, information provision, economic, social and cultural advancement (Mubofu & Malekani, 2019).

In 2013, Tanzania revised her curriculum from content-based paradigm to competence-based paradigm (Taasisi ya, 2013; URT, 2014; Tilya & Mafumiko, 2018). Secondary education curriculum review seeks to develop an effective society expected to be creative and innovative in addressing surrounding challenges (Tandari, 2004). It is competence-based curriculum that will help students acquire knowledge, skills, values and attitude which are likely to equip them with life skills that they can effectively use to serve society (Mulenga & Kabombwe, 2019). Eller (2016) defines social science as the systematic utilization of scientific methods to study and explain human beings and human behavior. As disciplines, social sciences include but are not limited to geography, sociology, anthropology, economics, and social psychology. In this study, social science curricula include Geography, History, and Civics subjects, which are taught in ordinary secondary schools in Tanzania. However, enhancing students' acquisition of life skills through the implementation of social science curricula is not widely known, and therefore, it attracts research to establish knowledge that bridges the existing knowledge gap. Despite government and other stakeholders' efforts to enhance the secondary school education curriculum aimed at students' acquisition of life skills, there are still graduates who are not able to apply their education to master their environment. (Okolie et al., 2020; Mgaiwa, 2021). In other words, they do not fit in the society despite being educated under competence-based curriculum. The production of graduates is contrary to what industries want. The growing numbers of graduates who cannot create jobs and those who are job seekers leave us

with different questions about the life skills of education provided to our learners. While scholars like Alli (2021) and Mkimbili and Kitta (2020) feel that limited instructional resources might be the major cause of the problem. Owolabi and Adedayo (2012) and Magoma (2017) believe that teachers' availability and qualification account the existing challenges. Scholars like Prajapati et al. (2017) investigated the importance of life skills education and the benefits of imparting life skills education in the curricula i.e., developing social, emotional and thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with the future challenges, and survive well. Therefore, this study was conducted to examine how the implementation of social science curricula can enhance students' acquisition of life skills in community secondary schools in the Mbeya region. The findings of this study enlighten educational stakeholders and the general community about the link between the implementation of social science curricula and students' acquisition of life skills, which can assist them in dealing with challenges and meeting day-to-day demands.

1.1 Problem statement

Despite numerous efforts by the government and other education stakeholders to enhance the quality of basic education, particularly by improving learners' acquisition of life skills, teachers remain trapped in a teacher-centered, chalk-and-talk system of teaching, despite the curriculum requiring them to use a variety of pedagogies (Lham et al., 2020). Using these approaches means that teachers struggle to complete the syllabus. They do not struggle to transform learners in enhancing students' acquisition of life skills such as acquiring of decision-making, communication and argumentation as well as problem solving, creative thinking and critical thinking. Teachers' classroom domination means suppressing children intellectual growth. Selemani et al. (2021) elaborate that teachers' teaching practices in Tanzania are distinguished by the infrequent use of teaching and learning resources, limited engagement of learners in the learning process, and limited use of Information and Communication Technologies (ICTs) due to inadequate ICT infrastructure in secondary schools. In spite of the fact that life skills programs are widely available, little is known about how well there is an implementation of social science curricula in enhancing student's acquisition of life skills. Nasheeda et al. (2019) indicate that life skills programs depend on setting while in developing countries life skills concepts are incorporated into the curriculum at various grade levels. Selemani et al. (2021) show that teachers are lacking in-service training on new pedagogical concerns in curricula and teacher preparation in enhancing students' acquisition of life skills. Chen (2022) clarifies class size as the unmanageable number of students in the classroom. Okolie et al. (2020) indicate the existence of disparities between what higher education provides and what industries demand from graduates. To assist teachers in enhancing students' acquisition of life skills, authorities must provide in-service training to teachers on emerging pedagogical issues in school curricula and teacher education, based on industry demands. However, the way in which the implementation of social science curricula enhances students' acquisition of life skills is unclear. This gap was addressed by this study.

1.2 Domain of inquiry

The main objective of this study examined the way social science curricula implementation was employed to enhance students' acquisition of life skills in community secondary schools of Mbeya Region. Specifically, the study examined the following:

- i. Implementers of social science curricula.
- ii. The modality of social science curricula implementation.
- iii. Teaching of life skills in secondary schools.
- iv. Relationship between social science curricula implementation and students' acquisition of life skills.

2. Methodology

This study applied a case study design, which involves an in-depth analysis of a particular case, such as a process, animal, person, household, organization, group, industry, culture, or nationality (Asenahabi, 2019). It is a rigorous study of a phenomenon that focuses on subjective particulars rather than objective ones. Research methods included focus

group discussions and observation. The researcher prepared a focus group guide for data collection and a checklist for observation. The study employed a case study research design, with the study area covering five districts of the Mbeya region in Tanzania. The sample size was determined purposively. The sample size of this study had a total of 50 participants who were obtained through purposive sampling. The participants included 10 heads of school, 10 head girls' prefects, 10 head boys' prefects and twenty social science subjects' teachers from community secondary schools. Each focus group had 5 participants from each selected community secondary schools. Members of the group discussion included 2 students who were head girl and head boy prefects from each selected community secondary school. Additionally the sample size included a head of secondary school and two social science subjects' teachers from each community secondary school. Therefore, there were ten focus group discussions whereby each group had five participants from each selected community secondary school. The study involved three main processes: transcribing the results of the focus group and observations and sorting and synthesizing data into themes. Data analysis of this kind is commonly known as thematic data analysis, whereby themes are the outputs of grouping or merging nodes based on related ideas. Qualitative data analysis was characterized by using thick descriptions, quotes, and presentations of participants' feelings and attitudes about the linkage between social science curricula implementation and students' acquisition of life skills. The analysis was done in NVivo, which uses nodes to represent codes.

3. Findings and discussions: Ways of implementing social science curricula in enhancing students' acquisition of life skills

3.1 Implementers of social science curricula

The focus group discussion involved five participants, including two students who were the head girl and head boy, two social science subject teachers, and one head of a community secondary school from each selected school. The members were requested to engage in the discussion to identify the implementers of the social science curriculum in ordinary level secondary schools. It was noted from the discussion that the implementers of the social science curriculum include the Ministry of Education, Science and Technology, teachers, students, parents, education officers, quality education assurance officers from national to district levels, local government, mass media, politicians such as members of parliament, and the community. Participants were involved in discussing why they considered these stakeholders as implementers of the social science curriculum. It was realized that every stakeholder has its role. Some of the reasons offered by participants included that teachers teach and take care of students in school surroundings. One social science subject teacher from Kyela district commented saying:

“To my side what I do as a teacher, is to teach students in the classroom and make follow-up of their academic development. I also make follow-up on students' behaviour when they are at school. The authorities need to see that students have scored high marks in their examinations. Teachers will be recognized only if students have passed paper examinations but not acquired life skills. To me I see this as the tragedy to our students”.

Parents make follow up to their children in order to understand if their children learn when they are at school. Parents have expectations for their children and children (students) have their own expectations or dreams for their future. In the discussion, it was commented that what teachers actually teach are just directives received from the authority. The discussion shows that teachers have a lot to contribute to improving the curriculum, but the problem is that they are not involved in its development. Teachers are the implementers of social science curricula and education policy in community secondary schools. They teach students and face difficulties that could be eradicated through curriculum improvement and development. This study indicates that involving the mentioned stakeholders might lead to the relevance of the curriculum required in the learning process. One social science subject teacher from a community secondary school in Mbarali district commented saying:

“To my side, I think wrong people are involved in the curricula improvement. I as a teacher, I have never received a call for participating in curricula improvement. I tried to ask even my fellow here they replied to me that they have never been called 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”.

Heads of schools conduct parents meeting which help him or her to share different matters basing on student's academic and behavioural progress where necessary.

“A headmaster from one community secondary school commented that I as a headmaster what I do is to teach and make follow up of the students' academic progress. I also do follow up of making sure the teachers implement their role accordingly. Another issue is to conduct staff meeting, school council and parents meeting focusing on students' academic progress”.

Parents have expectations for their children, and students have their own expectations or dreams for the future. They commented that what actually teachers teach are just directives received from the authority. Their findings show that teachers have a lot to contribute to improving the curriculum, but the problem is that they are not involved. Teachers are the implementers of social science curricula and education policy in secondary schools. They teach students and face difficulties that might be eradicated during curriculum improvement and development. Additionally, this study indicates that involving the mentioned stakeholders might lead to the relevance of the curriculum required in the learning process. One social science subject teacher from a community secondary school in Mbarali district commented saying:

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It was also discussed that the Ministry of Education, Science, and Technology provides all directives on how to run these secondary schools. On the other hand, non-governmental organizations were involved in conducting research to identify various areas that need improvement during the implementation of the social science curricula.

This study implies that implementers of social science curricula are Ministry of education, Science and Technology, non-government organizations, teachers, students, parents, education officers and quality education assurance from national level to district levels, local government, mass media and politicians. Shayo and Lawala (2019) show implementers of social science curricula that are teachers, parents, students, mental health professionals and policymakers. Furthermore, Roundy (2022) cites school board members, administrators, teachers, parents, students, community and state representatives, and government officials such as city councillors as examples of implementers of social science curricula. Shayo and Lawala (2019) and Roundy (2022) identified implementers who were obtained from the discussion during focus group sessions. These implementers can be involved in enhancing students' acquisition of life skills education through the implementation of social science curricula. This study shows that teachers teach and take care of the students in the school surrounding. Parents make follow up to their children in order to understand if their children learn when they are at school. Furthermore, heads of schools conduct parents meeting which help them to share different matters basing on student's academic and behavioural progress where necessary. In addition, the study implies that the Ministry of Science and Technology offers teaching and learning materials and provides all directives on how to run these ordinary level secondary schools. The ministry works with its institutions such as Tanzania Education Authority (TEA), Tanzania Institute of Education (TIE), School Quality Assurers (SQA), National Examinations Council of Tanzania (NECTA) and National Council for Technical Education (NACTE). On the other hand, non-governmental organizations were realized in conducting research in order to identify various areas that need improvements during the implementation of the social science curricula.

From the discussion above, the researcher has realized that there are pivotal implementers of the social science curricula who are Teachers, Parents, Students, education officers and quality assurer. Teachers include social science subject teachers, class masters' teachers i.e., those who take attendance of the students in classes and roll calls, academic masters, heads of department and heads of secondary schools. Social science subject teachers prepare the lesson for teaching students. They are the first to evaluate learners in the classroom. Heads of school are there to make sure students learn. They may check-up the teacher's lesson plan, student's assignments and control everything going on in

a school compound. Parents play a role of doing follow up to their children to make sure that they realize if the children go to school to learn or not. Education officers include regional, districts and wards education officers. They have a role to make follow up that the social science curricula are implemented as directed by the Tanzania Education Authority (TEA). Quality assurers have a great role to assure that quality education is happening in schools focusing on ways of teaching, availability of book and presence of apparatus for laboratory experiment. Their tasks should be to advice teachers and authorities to take serious measures for improving students' acquisition of life skills competencies through social science curricula focusing on the weakness and strength investigated. For example imparting knowledge and skills to learners theoretically.

3.2 The modality of social science curricula implementation

Also, the participants were directed to discuss how implementers implement the social science curriculum. They commented as follows: teachers are responsible for teaching the students, and students respond to the teachings from the teachers. Parents are responsible for following up with their children by checking students' exercise books and attendance at school through communication with teachers. Quality assurers follow up with teachers to ensure that they teach what they are supposed to teach as directed by the ministry. They also follow up on all academic matters in a school. One subject teacher from Mbeya district, particularly Mbeya city, commented saying:

“For what I know, school quality assurance what they do is to make documentary review of schemes of work, lesson plans, subjects log books, attendance register and students exercise books in order to recognize the coverage and areas that need advice to implementers”.

Ministry of education is the overall of education implementation in Tanzania. The ministry offers teaching and learning materials required for the school. It also looks for quality teachers to implement the curricular. Local government works close with the teachers. In the local area, there are district secondary school education officers who locate and relocate teachers and students in community secondary schools within the district for the implementation of social science curricula. Mass media release results and requirements. It acts as a tool to deliver results to the community.

3.3 Teaching of life skills in secondary schools

Moreover, participants of focus group were engaged in the discussion about teaching of life skills in community secondary school. The study indicates that there are no life skills taught in ordinary level community secondary schools in Tanzania. They shared reasons that the curricula are too theoretical. The main focus is on ensuring that a student passes the national examination, whereby a Form Two student joins a Form Three class with two 'D' passes or a Division Four (4) of thirty-two (32) points to pass. It was added that when a student joins form three, the main effort stresses on form four national examination where teachers prepare students to pass a form four (4) national examination. A student from Rungwe district commented stating:

“To my side what I see is that; we are not taught life skills. A student joins secondary school for doing examinations only. What I see too much emphasis is on examination high performance”.

Additionally, it was argued that much follow-up is done with heads of secondary schools and subject teachers to ensure that students pass the national examinations. The effort is not focused on building students' acquisition of life skills. Different directives from the authority are directed to secondary schools' heads through official letters and meetings which require them with their team to make sure that students score high marks in the form four (4) national examination. Finally, this study indicates that there is no students' acquisition of life skills taught to learners.

The participants were engaged to discuss life skills that are taught in secondary schools in Tanzania. The findings from focus group discussion show that there are no life skills which are taught. They shared reasons that the curricula are too theoretical. They main focus is put to make sure that the student passes the national examination whereby a form two student join a form three class with two 'D' passes or a division four of thirty-two points of pass. It was added

that when a student join form three, the effort becomes on the form four examination where teachers prepare students to pass a form four examination. Also, it was argued that much follow-up is done with heads of secondary schools and subject teachers to ensure that students pass the examinations. The effort is not focused on building students' life skills competencies. Different directives from the authority are directed to secondary school heads through letters and meetings, requiring them and their teams to ensure that students score high marks in the Form Four national examination. Finally, nowhere was it seen the kind of life skills competencies taught to learners.

Furthermore, the participants were involved in the discussion to identify the life skills which are taught in social science curricula in secondary schools in Tanzania. The study shows an implication that there are no life skills which are taught in social science curricula. The Tanzania government has put focus in passing the national examinations. It is insisted that a student from form two class join form three class with two 'Ds' passes from the National Examinations coordinated by National Examinations Council of Tanzania (NECTA). They further explained that they consider students with two 'Ds' passes as weak students who should not be allowed to join the Form Three class. Therefore, the situation of Form Two weak students joining a Form Three class was seen as a tragedy and devalues students' educational development. This might lead to the student's reluctance to work hard because they might assume that getting two 'Ds' is an easy task. It seems that the education system has disvalued the form two examination because form two students join Form Three Class with two 'Ds' passes while from the discussion two 'Ds' passes are considered as weak passes which should not be considered as a criterion for joining the Form Three Class. All what was explained in the chapter does not show the practical justifiable life skills which are taught in secondary schools through social science curricula.

3.4 Relationship between social science curricula implementation and students' acquisition of life skills

Findings from the focus group show that the curricula have no relationship between social science curricula and students' acquisition of life skills. They provided reasons that teachers prepare students to pass national examinations and not students' acquisition of life skills. They teach theoretically and direct students to copy notes in their exercise books. One social science subject teacher commented saying that:

“I occasionally go to academic meetings headed by the head of the school to discuss strategies for enabling our students to pass national examinations. In order to prepare students to pass national examinations, various strategies, including weakly tests, monthly exams, midterm exams, terminal exams, and annual exams, are discussed in academic meetings. In addition, I take part in pressuring students to put in a lot of effort in order to pass the national exam. Each of these is carried out in theory”.

Furthermore, students are told by their teachers that they should make sure that they read books in order to pass their form four national examinations. The aim is to make sure that students pass national examinations but not to develop students' life skills. It is a kind of bookish education which does not prepare students for life skills.

The findings of this study indicate that the main focus is put only to pass national examinations. They provided reasons that teachers prepare students to pass national examinations but not to develop students' life skills. They teach theoretically and direct students to copy notes in their exercise books from teachers notes and books provided instructed. Also, students are told by their teachers that they should make sure that they read books in order to pass their national examinations. The aim is to make sure that students pass national examinations but not to develop students' life skills. Kurtdede-Fidan and Aydogdu (2018) show that the educational system is focusing in examinations performance. The education program aims to teach students life skills, but in reality there are significant problems. Teachers prepare bookish secondary school students focusing on examination performance but not for acquiring life skills. Additionally, doing national form four examinations is not explained as an icon for developing students' life skills. Also, the pass of form two national examinations does not provide verify that social science curricula contribute to students' life skills development. All these prove that there is no relationship between social science curricula and students' acquisition of life skills.

4. Conclusion

This study concludes that social science curricula are implemented by the Ministry of Education, Science, and Technology, teachers, students, parents, education officers, school quality education assurance officers from national level to district levels, local government, mass media, politicians like members of parliament, and the community. It also concludes that no life skills are implemented in the community secondary schools to enable students to acquire life skills for their future. Students are pressured to ensure they pass the national examination. Furthermore, the study found a theoretical implementation of social science curricula that does not align with students' acquisition of life skills. Students learn mainly theoretically, with no practical implementation to develop their life skills. The implementation lacks students' acquisition of life skills. The curricula implementation was found to have no relationship between social science curricula and students' acquisition of life skills.

Conflict of interest

There is no conflict of interest.

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