Original Article

Strategies for Promoting the Practice of Constructivist Teaching and Learning Process in Tanzanian Schools

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ABSTRACT

This research aimed to investigate the strategies employed by schools to promote the constructivist teaching and learning approach. The study was conducted at Monduli Secondary School and utilized a qualitative research approach, incorporating ethnographic and phenomenological designs. The selection of participants followed a purposeful sampling strategy, including the district education officer, two ward education officers, four school heads, and twelve departmental heads. The data collection methods comprised participatory observation, in-depth interviews, and focused group discussions. To interpret and underscore the significance of teaching and learning activities, the study applied the perspectives of human capital and critical pedagogy theories. The findings revealed that extracurricular programs in schools effectively imparted self-sustainability knowledge and skills to students. These competencies are crucial in preparing students to innovate and create sustainable projects, thereby contributing actively to socioeconomic development. The study recommends that educators integrate extracurricular activities into regular classroom sessions to foster students' abilities for active participation in knowledge creation.

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INTRODUCTION

The role of education and training in a nation is pivotal to its socioeconomic development through fostering innovation and creativity among its citizens. Tanzania is actively working towards achieving high-quality education that can empower students to innovate and contribute to sustainable livelihoods, thereby advancing social and economic development. However, achieving this quality education is not automatic; it depends on adopting constructivist teaching and learning methods. These teaching techniques do not just passively impart knowledge and skills to students but actively involve them in creating and shaping their knowledge and skills.

In this research, we define constructivist pedagogy as an instructional and assessment model that equips learners to generate knowledge and skills from their existing experiences and social interactions. Extracurricular activities like social clubs, gardening, sports, and games have been identified as effective means of promoting constructivist learning, thereby stimulating innovation and creativity among students. As argued by Ekpenyog and Edokpolor (2016), constructivist teaching should nurture students' prior experiences, talents, and inherent intelligence, igniting the spark of what lies within their minds. Additionally, Lekule (2022) supports this viewpoint by emphasizing that education is at the core of our efforts to adapt to socioeconomic changes and transform the world we inhabit. Both arguments serve as a compelling reminder that the education students receive, and the educational process that they undergo can either build or hinder their future social and economic prospects.

In light of this perspective, educators must thoughtfully consider how they approach the educational process, as it wields a profound and enduring influence on the lives of their students. The Tanzanian Ministry of Education policy emphasizes this point,

> *Education should be treated as a strategic agent for mindset transformation and the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges that face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem-solving* (URT, 1999).

In alignment with the statement made by Olusegun (2015), it is recommended that pedagogical approaches employed in the classroom should focus on cultivating knowledge that fundamentally transforms students' minds while fostering creativity and problem-solving skills within them. Taking this perspective into account, the implementation of constructivist pedagogy in contemporary educational settings is of paramount importance in nurturing students' self-reliance.

In a similar vein, Grundmeyer (2012) expressed parallel sentiments by emphasizing that education serves as the primary tool capable of unveiling and nurturing critical thinking abilities, which are essential for students to make meaningful contributions to socio-economic development and attain self-reliance. In light of this context, it becomes clear why the perspectives of the nation's founding father and the inaugural president of Tanzania, Mwalimu Julius K. Nyerere, regarding the purpose of education carry such profound significance. For Mwalimu, J. K. Nyerere,

> *Education provided must encourage development in each citizen of three things; an enquiring mind; an ability to learn from what others do and reject or adapt to their own needs; and basic confidence in their positions as free and equal members of society who value others and are valued by them for what he does and not for what he obtains* (Nyerere, 1968).

From this perspective, Tebabal and Kahssay (2011) asserted that the primary objective of education in any nation is to instigate essential transformations in the learners' lives. In other words, constructivist pedagogies are seen as the means to impart practical knowledge and skills to learners, thereby enhancing their productivity, fostering innovation, and nurturing creativity.

These qualities, in turn, contribute to the development of students who possess self-reliant knowledge and skills.

Acknowledging the pivotal role of education in socioeconomic transformation, the Tanzanian government embarked on an educational overhaul in 2005, shifting from a content-based to a competency-based curriculum. Despite these efforts to instigate change in the Tanzanian education system, various empirical studies continue to suggest that teaching methods employed in contemporary schools stifle learner autonomy and treat students as passive recipients of information, leading to rote learning and memorization. It is against this backdrop that Lekule (2022) argued that Tanzanian education has experienced limited evolution since the colonial era, particularly in terms of its structures and pedagogical approaches. Consequently, there is a pressing need to decolonize the education system and embrace an emancipatory framework that equips learners to adapt to the ever-changing socioeconomic landscape, including the imperatives of innovation and industrialization.

Statement of the Problem

Without a shadow of a doubt, it is an undeniable truth that "Education is the most potent tool at our disposal to reshape the world," as eloquently stated by Nelson Mandela in 2003 and cited in Lekule's work of 2022. In light of this powerful sentiment, the Tanzanian education system has undertaken significant policy and curriculum adjustments to align with the ever-evolving socioeconomic landscape. These changes have a clear purpose: to mould graduates with a profound capacity for innovation and creativity, attributes deemed vital for navigating their immediate surroundings and beyond.

While the Tanzanian government deserves recognition for its commendable efforts in reshaping educational policies and curricula, traditional teaching methods persistently dominate the classroom environment. According to Roys (2019), these traditional pedagogies prioritize rote learning and fail to foster critical

thinking or interactive engagement among students. Regrettably, the Tanzanian educational system has yet to break free from its colonial-era structures and the grip of traditional teaching methods, as pointed out by Lekule (2022). Consequently, students' autonomy in learning and their freedom to create knowledge and cultivate innovative skills remain severely constrained, primarily relying on memorization as their primary mode of learning.

In essence, these traditional pedagogies perpetuate the challenge of ineffective teaching and learning processes, inadequately equipping students for self-reliance. This shortcoming may very well be responsible for the sluggish progress in Tanzania's pursuit of innovation and industrialization, hampering the nation's economic agenda. In response to this dilemma, Lekule (2022) advocates for the adoption of decolonial emancipatory frameworks within educational policies and curricula, tailored to meet the evolving needs of society, including the imperative goals of innovation and industrialization.

Understanding that knowledge is not passively acquired but actively constructed by the learner, as posited by VonGlaserfeld (1989) and cited by Fernando and Marikar (2017), reinforces the urgency of adopting such progressive measures. Building upon this foundational understanding, Mwang'onda *et al*., (2018) assert that a constructivist pedagogy represents the optimal approach to achieving economic growth for any nation, especially for economies yet to reach their full potential - a category to which Tanzania belongs. Hence, the imperative arises to explore and implement strategies that promote the adoption of constructivist pedagogies within the Tanzanian education system.

Significance of the Study

The philosophy underlying our constructivist teaching pedagogy elucidates how learning occurs. Learning, for most individuals, is not a fixed, innate process; rather, it is shaped by past experiences and social interactions among

learners. Consequently, the primary objective of teaching within this philosophy is to stimulate critical thinking and foster independent learning environments among students. In this context, this paper aims to shed light on the constructivist philosophy, which calls for teachers to guide, monitor, coach, and facilitate learners in the learning process, rather than simply transmitting knowledge and skills. Additionally, it seeks to promote teachers' capacity to encourage self-assessment, expression of understanding, and reflection among learners engaged in activity-based learning.

Furthermore, the findings of this paper have the potential to offer insights to policymakers and curriculum developers regarding how learners acquire knowledge. Moreover, they can serve as guidance for teachers in structuring classroom information around overarching concepts that captivate students' interest and link them with their previous learning experiences. Additionally, the knowledge acquired from this paper can be used to assess how daily learning activities contribute to students' comprehension. In conclusion, the results of this study will contribute valuable information to the existing body of knowledge concerning constructive or emancipatory teaching and learning pedagogies, which aim to move away from colonial-era educational structures.

THE CONCEPT OF CONSTRUCTIVIST TEACHING PEDAGOGY

The concept of constructivist teaching pedagogy originated in the United States of America and Europe in the 19th century as a response to rigid and unresponsive teaching and learning methods (Bhattacharjee, 2015; Olusegun, 2015). The core idea behind this concept was to advocate for an education that equips learners to become innovative and active contributors to socioeconomic development, both in their local communities and on a broader scale. Drawing from the teachings of influential figures in constructivist pedagogy such as Dewey, Piaget, and Vygotsky, it is emphasized that knowledge is not simply transferred from educators to learners;

rather, it is collaboratively constructed by learners through their social interactions and pre-existing experiences.

In alignment with Olusegun (2015), learners are not seen as passive vessels waiting to be filled with knowledge by teachers. Instead, they are viewed as active seekers of knowledge who possess their own set of skills, which they can use in conjunction with their teachers to build knowledge through social interactions and prior experiences. Recognizing this perspective, it becomes clear that the effective application of constructivist teaching pedagogy necessitates a well-structured body of knowledge and the creation of specific psychological and physical environments to facilitate its implementation (Kahu, 2013; Montessori, 2013).

Therefore, it is incumbent upon educational institutions to adopt a variety of strategies that foster conducive teaching and learning environments, offering opportunities for learners to construct knowledge and skills based on their existing experiences. In so doing, learners can evolve into innovative producers of relevant knowledge and skills, ultimately enriching the teaching process for educators.

Theoretical Assumptions

Tanzanians firmly believe that education is the linchpin for achieving the 2030 sustainable development goals, as it aligns education with socioeconomic advancement. Given this understanding and the aspiration to provide Tanzanians with the education they seek, this paper advocates for a pedagogical approach that cultivates critical thinking, creativity, and innovation throughout the educational journey. Acknowledging the importance of these values, this study draws on insights from both human capital theory and critical pedagogy to emphasize the pivotal role of education in nurturing self-sustainability and self-reliance among learners.

According to human capital theory, education should mould learners in a way that equips them with the knowledge and skills to boost their productivity as valuable human resources and

enhance their overall quality of life (Bloom *et al.*, 2014; Fungur *et al.*, 2013; Kor, 2015; Ogunleye, 2017). Similarly, critical pedagogy theory underscores the significance of education in providing learners with critical thinking capabilities and negotiation skills crucial for navigating situations of discrimination and oppression within the educational system (Ahmmed, 2018; Alberto & Rexhepi, 2011; Giroux, 2010; Nouri & Sajjadi, 2014; Ooiwa-Yoshizawa, 2018). Both theories highlight education's pivotal role in driving socioeconomic transformation, including the promotion of innovation and industrialization. Hence, it is undeniably imperative to adopt a constructivist approach in the teaching and learning process to adequately prepare learners for the forthcoming societal and economic changes.

LITERATURE REVIEW

The concept of constructivist teaching pedagogy first emerged in the United States and Europe during the 19th century as a reaction against oppressive teaching and learning methods (Bhattacharjee, 2015). Visionaries in constructivist teaching and learning pedagogy, such as Dewey, Piaget, and Vygotsky, viewed education as a means to socially reconstruct experiences. They advocated for an educational environment that encourages and supports learners' interests and engagement, such as hands-on learning experiences. Montessori (2013) further defines a favourable teaching and learning environment as one that includes both internal and external factors that inspire and facilitate a free academic atmosphere, aiding learners in generating knowledge and skills. The reviewed literature identifies several themes that promote constructivist teaching pedagogy in schools, including guidance and counselling, social clubs, English language proficiency, writing skills, and effective supervision of educational programs.

Establishment of Guidance and Counselling Programs

The importance of maintaining a peaceful, psychologically sound, and socially nurturing atmosphere cannot be overstated in promoting a conducive learning environment and fostering social interaction among students. Therefore, the integration of guidance and counselling services at all education levels is imperative to address a wide range of issues that students may encounter both at home and in the school environment, issues that could potentially hinder their learning and social interactions (Suleiman *et al.*, 2019). These issues, as identified by UNESCO (2010), encompass academic, social, and personal challenges that adolescents are vulnerable to, necessitating appropriate counselling to help them navigate these challenges wisely. Counselling, as defined by Oviogbodu (2015), encompasses all procedures employed by teachers or counsellors to assist students in managing their emotions, feelings, values, and problematic attitudes. Therefore, every school should have trained counsellors to provide therapeutic guidance to students, given that students at this stage require counselling to address questions related to their career development and behavioural changes.

In alignment with this perspective, Olusegun (2015) emphasizes that the purpose of education is to empower learners to discern their life's purpose and put it into practice. Nyerere's statement reinforces this idea by highlighting that education should broaden individuals' abilities in various aspects of life, including social, spiritual, economic, and political dimensions. Education must facilitate clear thinking, enable individuals to consider alternative courses of action, align their choices with their goals, and equip them with the capability to translate decisions into reality (Nyerere, 1978).

Building upon these principles, Olusegun and Egbo (2013) argue that teaching and learning should promote a holistic development among students. Guidance and counselling services in schools help students become aware of their life's purpose, preparing them with the knowledge and skills necessary for self-reliance. Furthermore, counselling assists students in developing awareness of their environment and making appropriate choices that support their educational

and vocational growth. Consequently, counselling is a transformative process that aids students in learning and realizing the purpose of life (Egbo, 2013).

In agreement with this perspective, Nkechi *et al.*, (2016) emphasize the importance of guidance and counselling in preparing students for the 21st-century challenges through academic, career, personal, and social development. It connects educational programs to future success, facilitates career exploration and development, fosters decision-making and critical thinking skills, helps learners acquire self-knowledge and understanding of others, enhances personal development, and nurtures effective interpersonal relationship skills.

To clarify, guidance and counselling programs in schools raise students' awareness about issues such as drug use and abuse, violence, theft, risky sexual behaviour, and dropout rates (Oderinde & Muraina, 2014). Consequently, these programs empower students with self-awareness, self-direction, and self-confidence, equipping them with the knowledge and skills needed to make informed choices in the face of oppressive forces, including peer pressure and technological changes. In essence, guidance and counselling programs in schools instil knowledge and skills that promote consciousness and self-awareness among students, helping them distinguish between right and wrong principles.

Establishment of Social Club Programs

Existing literature highlights the significance of social interaction in enhancing learning. Social constructivists assert that meaningful learning is facilitated when individuals engage in activities such as sharing, comparing, and debating (Ekponyog & Edokpolor, 2016). Figures like John Dewey, Jean Piaget, and Lev Vygotsky further emphasize that learners are not passive receptacles for teachers to fill with knowledge; rather, they should actively construct knowledge through social interactions and their pre-existing knowledge (Bhattecharjee, 2015; Olusegun, 2015).

In line with these views, social club programs within schools foster cooperative learning, stimulating innovative thinking and creativity among students, which is crucial in preparing them for innovation and invention (Telebi, 2015). Consequently, these programs cultivate cooperative learning, providing students with knowledge and skills that boost self-esteem, enhance inter-ethnic relations, and promote complex thinking (Johnson *et al.*, 2000). Social clubs, therefore, serve as platforms for students to harness their talents and innate intelligence.

Moreover, Giroux (2010) argues that school-based learning programs should be designed to align with students' abilities and talents. Social club programs fulfill this objective by nurturing students' innate talents, intelligence, and career development. In conclusion, social club programs in schools play a pivotal role in fostering innovative thinking and creativity, which are essential for equipping learners with the knowledge and skills required for innovation and inventions, contributing to their self-sustainability and bright future.

Establishment of English Language Speaking and Writing Skills Programs

It is an undeniable fact that since the colonial era, English has been the primary medium of instruction in secondary and tertiary education in Tanzania. Despite its prolonged use, it has been less effective, especially in lower-level education. In secondary schools, English becomes the sole language of instruction, yet many students lack proficiency in English speaking and writing due to inadequate exposure at lower levels (Lekule, 2014).

Addressing this challenge, Lekule (2014) argues that Tanzania should prioritize equipping its citizens with English language skills as it is essential for individuals to compete in the global job market. Consequently, enhancing English language speaking and writing skills is critical alongside Kiswahili, the other prominent language of instruction in Tanzania's education system. As proficiency in both languages

improves, students can effectively communicate innovative skills and knowledge, contributing to self-sustainability.

Karaca (2016) underscores the role of language in facilitating the sharing of thoughts, knowledge, news, and skills among individuals, which is crucial for exchanging technologies and innovation globally. Effective writing and speaking skills enable learners to share knowledge and skills, unlocking their innate talents and intelligence.

In conclusion, the development of effective English language speaking and writing skills among learners empowers them to share knowledge and skills that are vital for nurturing their innate talents and intelligence, ultimately contributing to their self-sustainability.

Establishment of Effective Supervision Programs

A thorough review of the literature underscores the importance of effective supervision in ensuring a constructive teaching and learning process in schools. Supervision serves as a means to direct, oversee, guide, and ensure the attainment of expected standards (Igwe, 2001). Through supervision, schools ensure the proper implementation of ethics, procedures, guidelines, and methods required to achieve educational objectives.

Effective supervision, as Nwafukwa (2018) asserts, enhances teachers' confidence, competence, and professional development, leading to the production of graduates with critical and innovative skills. This process involves classroom observation and feedback, contributing to the overall improvement of teaching quality. To achieve effective supervision, key elements must be considered when assessing teaching, as noted by Afolabi and Loto (2008), cited in Patrick (2009). These elements include a thorough examination of lesson plans to determine learner involvement and engagement in promoting innovation and critical thinking, observing the teaching methods and resource relevance, assessing student-teacher relationships, and

evaluating classroom management and the teacher's demeanour.

Additionally, Patrick (2009) suggests strategies to equip supervisors with the ability to evaluate, control, and assess teaching and learning documents effectively. These strategies include training and retraining of supervisors, motivating supervisors, employing supervisors with higher educational qualifications, international and inter-state exchanges, improved selection criteria, disciplinary actions against unprofessional conduct, and performance-based rewards.

In conclusion, effective instructional supervision in schools promotes quality teaching and learning, which is essential for producing students equipped with the knowledge and skills required for self-sustainability.

RESEARCH METHODOLOGY

This paper emerges from an empirical study conducted to fulfil the requirements for a master's degree at St. Augustine University of Tanzania. The research adopted a qualitative approach, employing both critical ethnographic and phenomenological designs. Critical ethnography, as a qualitative research design, involves eliciting participants' perspectives to understand their world as a foundation upon which they can collaborate with researchers for their liberation (Creswell, 2012). Moreover, it encourages critical thinking in participants' reflections and perceptions about their surroundings (Kincheloe *et al*., 2011).

The participants in this study were purposefully selected, comprising educators, including one district educational officer, two ward educational officers, four school heads, and 12 heads of subject departments. Data collection was conducted through participatory observations, in-depth individual interviews, and focus group discussions. To ensure the credibility of the findings, the researchers inspired by Lincoln and Guba (1985) conducted a credibility check, considered transferability, and confirmability, and employed methodological triangulation. Credibility here refers to the extent to which the

findings align with the accounts provided by participants in the study area and the relevant theories (Finlay, 2016). Furthermore, to establish trustworthiness, the researchers worked on building rapport and trust with the participants during the in-depth interviews. Additionally, they formulated clear and comprehensible questions to reduce ambiguity and confusion among the participants.

In terms of data recording, the study utilized research protocols, including an interview guide, observational checklist, and group discussion guide. Digital devices were used for audio recordings. For data analysis, a thematic analysis technique was employed. Initially, the collected data was transcribed and then organized into themes and subthemes. This process facilitated the interpretation and sense-making of the findings. To provide context and grounding for the study, the findings were discussed by comparing them with results from other scholars whose works were reviewed during the research.

RESULTS AND DISCUSSION

This study aimed to explore the strategies adopted by schools to promote the practice of constructivist teaching and learning approaches. Several strategies were identified, including guidance and counselling programs, social club programs, English language speaking and creative writing skills programs, and program supervision. Each of these strategies is discussed in the following sections.

Establishment of Guidance and Counselling Programs

Participants highlighted the importance of guidance and counselling programs as a strategy embraced by schools to enhance the practice of constructivist teaching and learning in secondary schools. These programs are designed to provide mental therapy to both teachers and learners to shape their overt and covert behaviours. This aligns with the findings of Nkechi *et al*.,, (2016), who emphasized the significance of guidance and counselling in educational institutions for guiding

students away from negative influences exerted by their peers.

Students at all levels benefit from guidance and counselling services, as they assist in managing various challenges that may impede the construction of knowledge and skills. When executed effectively, guidance and counselling can contribute to the development of students' talents and intelligence, which serve as the foundation for critical thinking and innovation. Moreover, guidance and counselling play a crucial role in providing mental and psychological support to learners, ensuring their overall well-being. Therefore, as a strategy for promoting the constructivist teaching and learning approach, guidance and counselling programs are indispensable, as learners' psychological, social, and moral well-being are essential for fostering critical and innovative thinking.

UNESCO (2010) highlights that adolescents are particularly vulnerable to behavioural challenges that necessitate immediate and comprehensive guidance and counselling services. In line with this reality, this study observed that common adolescent behavioural changes, such as drug use and abuse, violence, risky sexual activities, and school dropout, were addressed through guidance and counselling programs. These programs aimed to raise awareness about these troublesome behaviours and their consequences. Through guidance and counselling, teachers have the opportunity to nurture students' career awareness and talents, contributing to the development of specialized individuals capable of self-sustainability. Additionally, it fosters students' enthusiasm and positive engagement in the teaching and learning process, resulting in improved academic performance and the acquisition of innovative knowledge and skills. Overall, guidance and counselling programs serve as a critical strategy for promoting constructivist teaching and learning approaches, as they address students' holistic development and well-being.

Guidance and counselling services were among the crucial services in a school organization. It is assumed that guidance and

counselling services in school organizations shall improve, evaluate, and develop educational programs, enrich the teaching competence of the teachers, and reduce the cost of managing the students. Through guidance and counselling programs, we have succeeded in improving the capacity and talents of different students. However, the department at the proper time has the responsibility of noticing either covertly or overtly abnormal behaviour of the students and making the follow-up (Participant, 2020).

Regrettably, the findings reveal that in most schools, guidance and counselling programs primarily focused on addressing non-academic issues, particularly behavioural challenges such as drug use and abuse, violence, pregnancies, sexual relationships, and truancy cases. The primary responsibility of guidance and counselling programs in schools, however, should encompass creating a supportive and nurturing environment that enables students to gain a comprehensive awareness of the challenges of adolescence. Furthermore, these programs should serve as a platform for uncovering the latent potential within students, which is crucial in contributing to their self-sustainability.

Establishment of Social Club Programs

Another strategy employed by schools to enhance constructive teaching and learning practices in secondary schools is the implementation of social club programs. Essentially, social clubs are voluntary student associations focused on various social interests within schools. As per the perspectives of the participants, these social club programs were found to be instrumental in facilitating the development of students' inherent talents and intelligence.

In essence, the social club program integrates real-life situations into the learning process, which plays a pivotal role in nurturing innovative students capable of contributing to self-sustainability among learners. This aligns with the viewpoint of Giroux (2010), who emphasizes that social learning connects knowledge and skills with students' abilities, talents, and intelligence.

Remarkably, the current study identified several social clubs that were established in most schools, including Shoot and Root, Fema, Mali Hai, Scout, and Right (Tapala) clubs. One participant highlighted this by stating:

Through social clubs, students conduct a series of seminars and workshops to create awareness and self-understanding. For instance, Tapala Right Club pioneered by the Pastoral Women Council [PWC], a nongovernmental organization, educates girl learners about their basic rights including the right to education, right of choice, right to listen, and right to associate with other learners. The word "Tapala" is a Maasai word, which means, "stop it". The club was established to stop early marriage, forced marriage, and female genital mutilation (Participant, 2020).

About these social clubs, students have the valuable opportunity to bridge the knowledge and skills they acquire within the classroom with real-life situations. In alignment with this perspective, Mwalimu Julius K. Nyerere once argued,

Each school should have, as an integral part of it, a farm or workshop which provides the food eaten by the community and makes some contribution to the national income. This is not a suggestion that a school farm or workshop should be attached to every school for training purposes. It is a suggestion that every school should also be a farm (Nyerere, 1968.).

In line with the aforementioned quotation, the study findings revealed that extracurricular activities, particularly the social club programs, were not accorded the priority they deserved within the official school curriculum. Essentially, social clubs operated with limited effectiveness, often overseen by students themselves without significant guidance or direction from teachers or the school administration. Despite their relatively low recognition, the research findings indicated

that these social club sessions provided students with a platform to share life experiences, engage in inquiry, exchange knowledge, and explore what others had to offer. In this manner, learners seized opportunities to develop essential socialization and interpersonal skills among themselves. Echoing this sentiment, Telebi (2015) argued that social clubs foster cooperative learning, thereby promoting innovative thinking and creativity. These skills are crucial in enabling students to generate new ideas and innovations that contribute to their future livelihoods.

It is from this perspective that one of the participants emphasized,

> *"Social clubs promote knowledge and skills in which learners would experience and exchange knowledge and skills about life"* (Participant, 2020).

Promotion of English Language Speaking and Writing Skills Program

Schools adopted the promotion of English language speaking and writing skills as another strategy to enhance constructive teaching and learning in secondary schools. This approach recognizes English language as a valuable medium for conveying teaching and learning materials. In alignment with this perspective, Karaca (2016) argued that the language of instruction facilitates the sharing of emotions, thoughts, knowledge, news, and skills between learners and educators during the teaching and learning process. Consequently, the development of English language speaking and writing skills is crucial in educational institutions. To support the advancement of these skills, schools implemented various strategies, such as essay writing competitions, short poem compositions, debates, morning speeches, and the incorporation of dictionary usage in classrooms. These efforts were observed as commendable initiatives aimed at promoting English language speaking and writing programs across numerous schools. Fortuitously, through these programs, schools witnessed positive changes in academic performance, with individuals demonstrating proficiency in English speaking and writing skills.

Furthermore, the promotion of English language speaking and writing skills within schools fosters innovative thinking and creativity among students. These skills are instrumental in equipping students with the capacity to generate knowledge and skills essential for socioeconomic advancement. This perspective finds resonance in the views of Rexhepi and Torress (2011), who argued that proficiency in language skills extends beyond the surface of meaning, guiding the learning process. Consequently, it is reasonable to conclude that proficiency in English speaking and writing skills among learners and educators can stimulate critical and innovative thinking.

However, despite commendable efforts to promote English speaking and writing skills, the success of these programs has not reached its full potential due to inadequate supervision by the school administration. In affirmation of this observation, one of the participants conveyed the following sentiment:

> *Through the implementation of constructivist teaching and learning pedagogies, students achieved remarkable progress in their ability to write outstanding speeches. This achievement led to one student receiving a reward in the form of a trip to Nairobi. During this trip, the selected student demonstrated exceptional proficiency in both spoken and written English language skills, enabling them to eloquently present various academic works* (Participant, 2020).

Effective Supervision of Teaching and Learning Program

Effective supervision of teaching and learning programs unquestionably plays a pivotal role in fostering constructive teaching and learning in secondary schools. Conversely, inadequate supervision and insufficient oversight of teaching and learning documents, such as lesson plans, lesson presentations, reference materials, teacher-student relationships, teacher personality, and

classroom management, can lead to significant challenges (Afolabi & Loto, 2008).

By closely monitoring teaching and learning documents, supervisors can assess, control, and manage the practice of constructive teaching and learning within schools. Typically, many school supervisors utilize documents like lesson plans, schemes of work, subject logbooks, and lesson notes to evaluate and regulate the processes of constructive teaching and learning. The findings of this study suggest that ongoing supervisory processes enable school supervisors to evaluate teacher competency in terms of skills, knowledge, and behavioural adjustments. In alignment with this perspective, Abebe (2014) argued that effective supervision of teaching and learning documents has long been regarded as the best method for assessing the efficacy of teaching and learning processes in schools. Consistent supervision of teaching and learning documents holds significant importance in enhancing teachers' efficiency, boosting their confidence, and equipping them to address challenges that may arise during the teaching and learning process.

According to Igwe (2001), the supervisory tasks in schools empower school supervisors to gain insights into the professional behaviours of both students and teachers. Consequently, ongoing supervision of teaching and learning documents has proven to foster a collaborative spirit among teachers, encourage effective utilization of teaching materials, improve teaching methods, and facilitate teachers' self-assessment of their performance standards. Therefore, it is imperative for supervisors to consistently carry out their supervisory duties to enhance teachers' competence in the classroom (Darishah et al., 2017). This is because the supervisory process assesses teachers' competence in terms of their skills, knowledge, and classroom behaviour, all of which are essential for effective teaching and learning. In conclusion, effective supervision of teaching and learning materials promotes educational quality, ultimately contributing to the development of human resources capable of

realizing national agendas related to innovation and industrialization.

CONCLUSION AND RECOMMENDATIONS

Despite the pivotal role played by established extracurricular activities in schools, there exists a significant gap in the dedication and enforcement of their practice by educators. In reality, schools often lack a comprehensive understanding of the constructivist approach, and they are ill-prepared to implement it effectively. Without the necessary preparation and access to relevant teaching resources that facilitate the integration of activities promoting a learner-centered approach, critical thinking, and innovation, these essential aspects of education will remain elusive. As Montessori (2013) argues, the effective implementation of constructive teaching pedagogy in classrooms necessitates the availability of suitable physical facilities that can captivate the interest of both educators and learners in the teaching and learning process.

In essence, constructive teaching and learning thrive in environments that provide the necessary support to foster independent thinking among learners. Therefore, school administrators must be attuned to the importance of establishing extracurricular programs that can nurture talents and innate intelligence, thereby encouraging independent learning among students. Furthermore, as revealed by this study, established extracurricular programs hold significant potential in promoting critical thinking, innovation, and the essential skills required to advance innovation and industrialization in Tanzania. These extracurricular activities currently implemented in schools serve as valuable means of nurturing vital skills such as creativity, problem-solving, communication, environmental conservation, and management skills. All of these skills are fundamental to the well-being of individual learners, the nation, and the global community.

Knowledge and skills acquired by learners through participation in extracurricular activities

are imperative for producing students who can generate knowledge and skills from their pre-existing experiences. What makes extracurricular activities even more crucial is their ability to promote individualized learning, encouraging learners to take ownership of their educational journey and find meaning in their schooling experience. When learners have a sense of ownership in their learning process, they derive more enjoyment from their education, stimulate their talents, and enhance their capacity for innovation. Educators are now challenged to reflect more critically on the strategies they must employ to effectively adopt constructivism as a teaching pedagogy that makes learning enjoyable and meaningful for students. Unless the learning process is both enjoyable and meaningful, the goal of nurturing critical thinkers and innovators will remain elusive. The consequences of a learning environment where individuals feel like captives within a system, merely passing time without purpose, extend beyond the individuals themselves and impact the progress of the nation, which relies on learners as the future human capital essential for its development.

The discussion thus far underscores the need for increased efforts and commitment from various educational stakeholders to promote the practice of constructivist teaching and learning processes in Tanzanian schools. Government agencies, policymakers, curriculum developers, school administrators, teachers, parents, and students themselves must collaborate to ensure the effective implementation of mechanisms that foster constructivism as a teaching and learning approach. To this end, the following recommendations are proposed as a way forward:

- Development of pre-existing experience: Educators should strategically and purposefully focus on nurturing students' pre-existing experiences while emphasizing practical learning and assessment methods in schools.

- Investment in extra-curricular programs: Both government authorities and educational leaders should allocate more resources to

establish and promote the implementation of extracurricular programs in schools. These programs should be designed to encourage critical thinking and innovation among learners.

- Innovative extra-curricular programs: Schools should be innovative in the types of extracurricular programs they introduce. These programs should aim to promote self-awareness, self-direction, and self-confidence in students, empowering them to explore their full potential.

- Teacher training: Educational leaders and teacher training institutions should prioritize the preparation of teachers with the necessary skills to practice constructive teaching pedagogy effectively.

- Foster critical self-consciousness and Social Awareness: Educators should deliberately work towards helping students develop critical self-consciousness and social awareness.

- Discourage the banking system of education: Teaching and learning approaches that resemble the banking system of education, characterized by memorization, rote learning, and passive reception of knowledge, should be recognized as oppressive and phased out. They should be replaced with more participatory and creative learning methods that treat students as co-producers of knowledge rather than passive recipients.

- Organize creative learning activities: Teachers should consider organizing various learning activities such as creative writing competitions, debates, projects that allow students to demonstrate their creativity, and platforms for students to share and discuss their future goals and how their education prepares them to achieve these goals.

- Frequent motivational speakers: Introducing regular motivational speakers in schools can serve as an additional means to promote

critical thinking and innovation among students.

In conclusion, the successful adoption of constructivism as a teaching and learning approach in Tanzanian schools necessitates a concerted effort from all stakeholders. By implementing these recommendations, educational institutions can create an environment that fosters independent thinking, creativity, and the development of critical thinkers and innovators who will contribute to the nation's progress and development.

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