

Implementation Challenges of the New Geography Diploma Syllabus in Tanzania: A Case Study of Korogwe and Dakawa Teachers' Training Colleges

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Abstract: *The study focused on implementation challenges of the new Geography Diploma Syllabus in Tanzania. The study used Korogwe and Dakawa Teachers' Training Colleges as a case. Dakawa teachers' training college is located in Morogoro region while Korogwe teachers' training college is based in Korogwe district, Tanga region. The study was guided by two research objectives, namely: to investigate on implementation challenges of the New Geography Diploma Syllabus in Tanzania teacher colleges and recommend on ways to improve the implementation of the New Geography Diploma Syllabus in Tanzania teacher colleges. The study employed documentary analysis, interviews and observation as methods for data collection. The results of the study revealed that although Ministry of Education and Vocation Training (MoEVT) deemed adopting the new Geography Academic Syllabus to be the best in teacher training colleges; it has shown various implementation problems in teacher training colleges. The key problems included: poor selection of the diploma students to join the teacher training colleges, short time allocated to teach Geography academic topics, inefficient Geography teaching methods, lack of essential text books both for teachers and students, poor organization of the teaching practice and weak administration of continuous assessments. To address these gaps, MoEVT is advised to shift to the practice of training teachers using open and distance learning approaches as recommended by this study and other stakeholders.*

Keywords: Geography, Curriculum, Teacher Professional development, Teacher training, Distance methods, dialogue, Teaching method, Tanzania.

INTRODUCTION

The Ministry of Education and Vocation Training (MoEVT) is primarily responsible for education activities in Tanzania for many levels, including primary, secondary, teacher education and higher education. Although from 2009, Tanzania decentralized its education activities, still teacher education activities are under the Ministry of Education and Vocation Training. In 2009, the Ministry of Education and Vocational Training (MoEVT) adopted a new curriculum for preparing and training teachers to teach at secondary school level (TIE, 2009). Among the curricula introduced was the Geography academic syllabus for preparing secondary school teachers. This is seen as MoEVT's innovation of introducing the new curriculum in Geography to ensure teachers are well prepared academically, pedagogically and andragogically towards fulfilling the Teacher Development and Management Strategy (TDMS) (MoVET, 2007). There are evidences that, selection of candidates to join teachers training colleges is doubtful in the sense that some candidates use forged certificates to gain admissions (Kitta et al 2013). Furthermore, there are evidences that, colleges are not resourced with textbooks and manuals both academic and pedagogical to allow both tutors and college students to read and refer concepts and principles. Chediell (2013) and Lukanga (ud) challenged that time planned for curriculum topics to be covered is not realistic. The topics are many compared to time allocated. Generally, observations made by the current researcher in the teacher colleges over 4 years (2009-2013) show that college administration in teachers colleges rarely responded to funding needs for Geography field tours/ field trips which is pivotal to effective teaching of Geography in colleges and schools. Lukanga again asserts that the teaching practice organization is not well prepared and it does not exceed one month, with emphasis on second year student assessments which are by and large limited to four weeks only. Chediell (2013) further asserts that tutors use more the lecture method than the participatory method of teaching which denies students gaining creative skills related to effective pedagogy. These challenges motivated the researcher to carry out a documentary analysis on the teaching of the newly introduced Geography academic syllabus in Teachers' Training College for Diploma in secondary schools with a view of suggesting suitable ways to implement the curriculum. This study was guided by two research objectives: to investigate on implementation challenges of the New Geography Diploma Syllabus in Tanzania teacher colleges, and to recommend on ways (measures) to improve the implementation of the New Geography Diploma Syllabus in Tanzania teacher colleges.

To understand the context of this study, Paulo Freire's philosophy of the pedagogy of the oppressed was applied. Freire (1970) in his thesis holds that to enable individuals participate in learning or an activity they have to be conscioutised first. Once they understand their situation they will act and through dialogue they will altogether transform their situation or solve the problem. Freire further holds that the individuals are not objects who do not know anything. But when they are given chance to dialogue and challenge the present knowledge they become better to understand the knowledge that is useful in their lives and social aspects. Here, Freire rejects the elite system which emphasizes on banking knowledge (Nyirenda, 1996; Mtitu, 2013) as if the learners do not know anything and they don't have any experiences on the various forms of knowledge. Looking at the present Geography academic syllabus in teacher colleges one can see that the structure of the Geography academic syllabus was well framed as it intended to empower learners by empowering them to know Geography problems through study visits, field trips and give learners the chance to dialogue on the knowledge and hence form real knowledge that is useful in life. Further,

the syllabus has outlined methods such as presentation of seminars to be used in teaching Geography academic syllabus in teachers training colleges. This is a good method because it gives learners chance to dialogue, challenge the Geographical knowledge and in this way the learners become part of the knowledge than side where the knowledge is just banked. This is what also confirmed by Mtitu (2013) that the learners become part of knowledge creator. However, what is observed in teachers training colleges are scant practices of these methods which limit learners to be conscious of their learning environments and limited chances of students to dialogue through presentations and challenge the Geography knowledge. This practice is not other than silencing learners as Freire called it.

Observation made by the researcher in teachers colleges (Korogwe and Dakawa) since inception of the Geography Academic syllabus in 2009 revealed that there are challenges in the implementation of such syllabus because, first, the syllabus has outlined various requirements (teaching and learning resources) that the teacher trainees must be exposed to, in order to be prepared well in Geography research as organizing of the field trips. When the researcher asked the record of the field trips for the past few years-2009-2013, none of field trip logistics documents existed in Korogwe and at Dakawa TC. This suggests, that teacher trainees were not exposed to the field trips, which is against the establishment objective of the teacher training which aims at imparting skills and techniques of research assessment and evaluation in education; and also the practices is against the guideline of the Geography academic syllabus of 2009, which directs that field trips should be used to facilitate Geography teaching in teacher colleges. Second, for some times the current researcher (at OUT) has been receiving calls from the tutors of Korogwe Teachers' college asking to be assisted Geography Teaching Materials for Diploma academic course. This suggests that those suggested teaching materials in the Geography academic syllabus are not available. Yet, teacher educators who some are under qualified in colleges (Kitta et al, 2013) claim that they are implementing the Geography academic syllabus.

Kitta et al (2013) hold that diploma teachers are those teachers who are trained for two years in teacher training colleges. These involve candidates who went through primary school, secondary school and advance secondary school and have attained division three-III before they are allowed to join the teacher education programme. There are also those who join the Diploma teacher programme through teacher professional development known as in-service training. These must have the qualification of Grade 'A' before they are allowed to join the Diploma teacher programme, Chediell (2013). ETP (1995).

Wepukhulu (2002) explains that the overall objective of the teacher education in Tanzania is to improve teaching and learning approaches in schools and teacher training colleges through the development and implementation of appropriate intervention strategies. Some of the specific objectives of the teacher training programmes have been further documented by, Chediell (2013). Anangisye (2011) and Kitta et al (2013) to be: to impart skills and techniques of research assessment and evaluation in education; to impart to teachers creativity, innovation and principle and skills of pedagogy; to impart to the teacher trainees on the knowledge and mastery of the selected subjects, skills, and technologies.

Professional development of teachers is a long process that includes regular opportunities and experiences planned systematically to promote growth and development in the

profession. Teacher Professional Development is described as a process embracing all activities that enhance professional career growth. Komba and Nkumbi, (2006) provide a definition that fits less advantaged contexts such as that of Tanzania and say that, Teacher Professional Development is defined as a process of improving both the teachers academic standards as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. While the Ministry of Education and Vocational Training recognizes the teacher professional development as an important component that empowers the teachers to do their duties more efficiently as outline in the TDMS 2007, however, the actual practice in the colleges is poor and there rare chances for the teachers professional growth (Chadiel, 2013, Bhalalusesa, et al 2007, Anangisye, 2011). This makes teachers remain with the skills they obtained at the time of their teacher training (Jidanva, 2012). How the Ministry of Education and Vocational Training expects teachers who do not undergo regular professional development in their area of specialization to deriver effectively and efficiently as stated in the Teacher Development Management Strategy? Kitta et al (2013) hold that a teacher cannot perform beyond his ability, this means, a teacher cannot deliver beyond what he /she is competent of.

Curriculum implementation in teacher training colleges in Tanzania faces several challenges. First, the teacher trainees are required to undergo Block Teaching Practice (BTP). This training is intended to expose teacher trainees to the field of teaching in the classroom and practice school administration at schools. However, the time set for this training is limited to four weeks and is associated with poorly organized teaching drills in the schools. It is also common to observe the assessors doing assessments in the subjects they do not qualify to assess. Bhalalusesa et al (2007) confirm that the short training duration is caused by the shortage of funds allocated in teacher colleges by the Ministry of Education and Vocational Training. Second, the quality of enrolled diploma students in teacher colleges is not conforming to the standards that have been set by the Education and Training Policy (ETP, 1995) which requires the applicants for diploma teacher programme to have passed advance secondary education and obtained two principal passes.

Entrance qualification for in-service teachers ought to be certificate holder (grade 'A'). Kitta et al (2013) assert that there are many under qualified students who have joined the teacher training colleges with forged certificates and as a result they study subjects for which they have no expertise. This causes the goal of training qualified teachers unachievable and as such they take too long to be good and qualified teachers. Further, Luwavi (2012) asserted that many of the teacher trainees observed teaching during teaching practice were poorly prepared and they showed very low confidence in their teaching which mostly was characterized with constant referring to the hand written notes. The observation revealed further that after reading their notes in verbatim, they could not elaborate anything to the students. Chediel (2013) and Kitta et al (2013) hold that the question of the qualification of the teacher educators in colleges is at critical point and there are one hundred and eighty three teacher educators in teacher colleges who do not qualify to teach in teacher colleges (URT 2013). This is further elaborated by Kitta et al (2013) that for the teacher educators to teach in teacher colleges one must hold a Bachelor degree in education and master degree in education (URT, 1995). However, those with master in education qualification have tended to run to private universities leaving the teacher colleges understaffed.

METHODOLOGY

The study employed the documentary analysis to reflect on the implementation of Geography curriculum in colleges. Documents critically reviewed were Teacher Development and Management Strategy (2007). Geography Academic syllabus (2009) and online sources that covered the teacher professional development. Face to face interviews were held with four Geography tutors at Korogwe and Dakawa Teachers' Colleges. Observation of the teacher trainees teaching in their block teaching practice were also used to enrich the methodology for this study. The time for observation covered the period from 2009-2013. Administrative documents at Korogwe TC were reviewed to get the picture of the organization of teaching in Geography subject. The record of teachers' documents also showed type of assessments students were undergoing during the period of implementation of Geography academic syllabus.

Data presentation

Data Extract from document: the Diploma Academic Syllabus for secondary School (2009)

Sn	Topics/Sub topics	Teaching and learning strategies	Hours to cover the topic/subtopics	Teaching and learning resources	Assessment
1	PHYSICAL RESOURCES: Water	field study on surface and underground water areas., Discussion, Resource person	Estimated Time: 4 hrs	Actual environment, rain harvesting project, atlases, relevant books, water test kit, photographs, electronic media, VIPP cards and resource person on water resources.	Quizzes, tests and exams, contract (individual assignments), essays, collection of student work samples
2	POPULATION AND DEVELOPMENT: Population: Dynamics in Tanzania	Library reading, group discussion, study visit, resource person, watching film, seminar presentations and preparation of summaries on the concept of population, population dynamics and the effect of population dynamics	Estimated Time: 3 hrs	Textbooks, library, settlement sites, pictures/photographs, print/electronic media.	Essays, oral exercises, rating scale on participation level, reflections, individual Assignment
3	SURVEYING: Demonstrating Surveying: Chain, Prismatic, Plane Table and Levelling Operations	Observation, surveying, discussion, drawing field practical and process recording	Estimated Time: 8 hrs	Library, resource person, spirit level, levelling stick, tripod stands, ranging poles, chain/tapes, plane table, arrows, optical square, note book.	Essays, observing participation, quality of drawn illustrations, portfolios.
4	GEOMORPHIC PROCESSES: Types of Geomorphic Process	Brainstorming, group discussion and presentations, individual assignment, study	Estimated Time: 6 hrs	Actual environment, textual materials, diagrams, photographs and pictures.	Essays, written report, projects, tests and assignment.

		visits, observation and recording			
5	ENERGY RESOURCES: Major Sources of Fuel and Power	Brainstorming, library research, drawing, discussions and field visits, projects.	Estimated Time: 2 hrs	Library, fuel/power plants, internet, actual environment.	Presentation, tests, quizzes, individual assignments, project work

Table 2: List of reading textbooks

LIST OF REFERENCES RECOMMENDED FOR TEACHING DIPLOMA ACADEMIC SYLLABUS
Acaadi, GTF; Acaadi J and Bulata, R.A (1990). <i>Population Growth and Reproduction in Sub-Saharan Africa</i> World bank Washington DC, USA.
ASSESP (1993). <i>Environmental Education for Sustainable Development for Primary School Teachers and Teacher Educators</i> , Nairobi, Kenya.
Barry, R. and Chorley, R (1972) <i>Atmosphere, weather and climate</i> , Methuen. Publishing Ltd. London. Bunnnett,
R.B (1997). <i>General Geography in diagrams, Hong Kong</i>
Faniran and Ojo (1985). <i>Man's Physical Environment</i> (OUT). UK.
Pritchard, J.M (1993) <i>Africa: Advanced Geography</i> . Cambridge, UK.
Buckle, C. (1978). <i>Landforms in Africa</i> , Longman Group, Essex, UK.
Bureau Statistics (1995). <i>Statistical Abstract: 1993</i> : President's Office, Planning Commission, Dar es Salaam, Tanzania.
Bureau of statistics (1988). <i>The 1988 Population Census, Preliminary report</i> : Ministry of Finance, Economic Affairs and Planning, Dar es Salaam, Tanzania.
Broeck, Jand J Webb, J. (1968). <i>A Geography of Mankind</i> Mc Graw-Hill Co, London, UK.
Brian K (1986). <i>Systematic Geography</i> Allen and Unwin (publishers) Ltd, London, UK.
Byers, B.A. (1996) <i>Understanding and Influencing Behaviours in conservation and Natural Resources Management</i> . African Biodiversity series No. 4 BSP Washington DC, USA.
Clark, J.T. (1992). <i>An advanced Geography of Afric</i> . Hulton Educational Publishers London, Britain.
Gabler, R.E. Sager, R.E, Sager, R.J and Wise, D.L. (1994). <i>Essentials of Physical Geography</i> , Saunders College Publishing, London, UK.
Go cheng Leong (1991). <i>Certificate physical and Human Geography –</i> Oxford University Press, London, UK.
Hammond, R et al (1975). <i>Quantitative Techniques in Geography</i> . An introduction. Oxford University Press, London, UK.
Hinnichsen L.G and Markham (1990). <i>An Atlas of the Environment</i> Arrow Books, London, UK.

Holmes, A. (1965). *Principles of Physical Geology*, Nelson, London, UK.20

Source: *Geography diploma academic syllabus 2009*

Table 3: The student teachers final performance will be assessed basing on the Academic component as follows:

No	Types of Assessment	Frequency	Weight (%)
1.	. Test	4	5
2.	Project	4	5
3.	*Portfolio	2	5
4.	Terminal examinations	3	10
	TOTAL		25

Source: *Geography diploma academic syllabus 2009*

DISCUSSION

The Implementation Challenges of the New Geography Diploma Academic Syllabus Selection of Applicants to Join the Diploma Course in Teaching

Chediel (2013) holds following Government adoption of the Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP) attracted many applicants to join teacher profession but these teachers had no suitable qualifications meant for the teacher profession. This is further echoed by Kitta et al (2013) who hold that teacher training programmes in Tanzania has enrolled under qualified teachers who will take much time to be good teachers in Tanzania. These observations made by those scholars have further implications in the way Geography teachers are teaching in schools. We have seen in the literature that many of the teacher students are reading their notes, after reading they cannot interpret or explain what they have read. Geography is a subject that requires interpreting, for example, students are given a photograph showing banana plants and they are asked to interpret what other economic activities can be carried out in an area and what climate the area has. Obvious, when a teacher fails to elaborate the notes in the classroom cannot do it when is questioned on higher order thinking questions of interpreting the economic activities and deducing the climate of an area. The teachers of this nature cannot deliver beyond their abilities, and they obvious teach poorly in the classrooms.

Short Time to Cover Academic Topics

A University student at the University of Dar-es-Salaam takes a year to study two courses; Population and development and Survey. In the new Geography syllabus (Table 1 and entire document). it is indicated that a diploma student is given 39 hours for similar courses. This reflects that the Geography syllabus at Diploma level will be haphazardly covered. This will not allow necessary intended skills both analytical (Analysis of population concepts e.g. population policies in relation to development) and photographic interpretation skill development. The effects are in most case felt among teachers teaching in secondary schools against achievements in Geography discipline. This scenario leaves a great doubt in the way topics have been overloaded over a short period of time, not more than 2 years, and it confirms the Lukanga's (un dated, Bhalalusesa et al, 2007) assert that, the topics timeframe were set based on mathematical assumption and were not tried out before its full implementation. Chediel (2013). Kitta et al (2013) have shown that the teacher training

programme was established to enable teacher students acquire skills, knowledge and competences in their area of specialization. How does the Ministry of Education and Vocation Training expect to instill these abilities to teacher students when some of the objectives like this are not realized through curriculum practice and implementation?

Teaching Methods Suggested in the New Geography Syllabus

The Geography syllabus recommends a list of teaching and learning strategies that would impart understanding of geographical concepts to learners. For example, when a Geography tutor wants to connect classroom discussion with field information on fuel and power, the syllabus recommends a teacher to organize at least a study trip and give chance to students to see the field and how power is generated (HEP) see also how the syllabus recommends in (Table 1) on teaching Energy resources. Geography tutors reflected that in many cases the study visits /field study have remain as an illusion to both the teachers and students; as when they ask for budget to fund the geographical tours, they are informed that the Ministry of Education and Vocational Training has no money. Learning Geography to these students becomes theory based and they cannot form concrete concepts on Geography. When Geography teachers do not get chance to interact with environment, how can they manage it when they are at various schools teaching Geography?

The Availability of Textbooks for Teaching Geography Recommended

The syllabus for Geography in (Table 2) has provided a list of reading textbooks for Diploma teacher students to capture Geography concepts. Some of these included those written by Hammond, et al (1965) Quantitative methods in Geography and Pritchard, J. M. (1984) Map reading and photographic interpretation; and Holmes (1965) Principle of physical of Geology. Indeed, the list was good for its own sake as these resources are not available in colleges and even in local bookshops. This was reflected by the Geography tutors at Korogwe and Dakawa TC. These books are hardly found in bookshops. Their prices are expensive to afford and yet the Ministry is silent on how real these resource can be obtained. Then, how does the Ministry of Education and Vocational Training expects Geography tutors to use them in teaching academic Geography while resources are hardly found? This is a serious curriculum resource planning omission, it therefore, needs review.

Preparedness of Teachers to Master Geography Subject

Oluochi (2006) asserted the Government of Tanzania has been reluctant to plan for teaching professional development as a result teachers have stayed with same pedagogical skills they acquired at the time of training. Koda (2008) maintains the same view when said that teachers at primary school can go even over fifteen years without being given any chance to develop themselves professionally. The results make teachers fail to retrain and sharpen their skills. Similar observation was further mirrored by Jidamva (2012) and Meena (2009). Anangisy (2011) further holds that the teacher professional development is done is hurriedly and poorly scheduled and do not allow many teachers to participate and gain the intended skills rather simple orientations. This is worse to the female teachers who compromise their training opportunities due to their motherhood roles.

There are other skills in Geography that need constant retaining and orientation in order to maintain proper understanding of the required skills. Take issue of map reading, survey and photograph interpretation as topics to be covered by the teacher educators in Table 1; since tutors are not given further professional development in their area, in particular difficult

themes; their contribution in effective teaching of map reading, photographs and survey topics is seriously questionable. When tutors' skills are questionable, students (Diploma students) will be on difficulty side as they have little guidance from their tutors. Equally, no miracles can be expected from students who learn Geography in secondary schools taught by these ill prepared teachers from teachers' training colleges.

Block Teaching Practice

Discussions with respondents on organization of teaching practice in teachers colleges revealed the following challenges. First, for students taking Geography and Kiswahili, they prefer to teach Kiswahili assuming that they are able to express themselves in Kiswahili and get good score for Block Teaching Practice (BTP). This tendency limits skills development in teaching Geography. Secondly, the way their teaching practices are organized does not give an ample time for one to practice and effect teaching, when graduate and employed. Imagine a student takes a course for two years and in all such time, he/she is required to practice teaching for a month. In such shorter time the student-teacher is assessed only twice.

Breaking down a month teaching practice reflects this picture;-a first week one starts learning school environment and tries hard to adapt to the living condition of the school. Second week, before prepares well lessons, the student teacher starts teaching, then in the third week she/he is assessed. Fourth week, he/she is told to go back to the college. What assessment exposure teacher trainees are exposed to if this is a trend of teacher preparations in teacher colleges? The third aspect that needs serious review is the tendency of every Geography teacher when observed teaching, they are confined to the question and answer teaching method.

This method is not a key method to impact Geography skills to students. Geography subject mostly uses the field method to teach Geography concepts, i.e., observation, drawing and interpretations method, Pritchard, (1975). There is no doubt that the method (question and answer) is the one limiting understanding and conception of Geographical concepts to our learners in ordinary secondary schools, hence continued poor Geography performance. Poor selection of the teaching methods during block teaching practice may reflect what students are taught in the curriculum system; which emphasizes education to be just banking knowledge and this limits the learners to understand the environment and to participate in the dialogue and challenge the present geographical knowledge as asserted by Freire (1970).

Weaknesses in Continuous Assessment Practice

The Geography academic syllabus in (Table 3) recommends that four types of assessments should be taken by the student teachers during two years of teacher training for the academic part. These carry 25 marks of the final examination. It is observed that only one type of examination is commonly taken by students and that is the terminal examination. This implies that, tests, project and portfolio are neglected. Non administration of the continuous assessments to student teachers in Geography may suggest the following. One, it has been a tendency of the college administration to believe that administration of tests and quizzes is functional only to the lower classes.

This is contrary to the general understanding put forward by (Njabili, 1999) that the continuous assessment gives a feedback on the teaching and learning process and therefore it

can guide the teacher to know which skill have been well mastered by the students and which one have not been well mastered and allow him or her to plan for the remedial classes or modify teaching methods. Second, absence of the tasks related to portfolio and project in the teacher colleges suggests that the tutors who teach in colleges may have little or no at all, the required skills to coordinate and supervise the Geography projects and portfolio activities. So they skip assessments. The consequence of this practice is to poorly implement the Geography syllabus as there is no mechanism to check the teaching and learning activities and this will not go without preparing half cooked teachers who cannot manage well teaching at the lower level. Finally, the scenario about weak administration of continuous assessments suggests that continuous assessments marks sent to the National Examination Council (NECTA) by the teacher training colleges are not always a reflection of the true ability of student-teachers who pass for their national Diploma Geography examination. This dilutes the meaning of assessment objective in teacher training colleges.

Measures to Address Challenges of Geography Curriculum Implementation in Teacher Colleges

Given the above scenario, it can be said that although the Ministry of Education and Vocational Training reviewed Geography Academic syllabus for Diploma (2009); it is not easy to believe there is proper implementation of the curriculum in Geography for Diploma course. This is because gaps in implementation are so alarming to the extent that the situation requires redress.

Teachers In-service Training Programmes Through Open and Distance Learning

The finding of the study has shown that tutors are experiencing difficulties in teaching Geography topics such as Map reading, Photography interpretation, and Survey. The in-service teacher development programme is recommended to equip teachers understand difficult geographical skills. The Open University has the capacity to offer on job training to the Geography tutors using the visiting lecturers who will be visiting tutors in zones. This method is supported by the written study materials on those topics which will be used in colleges.

Another form of in-service training is attachments. This method will allow tutors to be attached to the lecturers where the lecturers can mentor tutors and assist them to plan effective Geography lessons. The teacher Trainees will be given chance to be mentored on the various Geography **field** work such as observation, recording and interpretation of the Geographical phenomenon such as soil erosion, vegetation nature, mining activities and coastal degradation.

Another strategy to address gaps in Geography curriculum implementation is to review teaching practice in schools. A current system of exposing teacher trainees to a very short teaching practice (Meena, 2009; Jidamva, 2012, Bhalalusesa et al, 2007) limits students to practice effective Geography teaching. This effect is further felt at the secondary school level where the Geography subject is poorly performed by most of secondary school learners. The Open University of Tanzania has the capacity to offer training in form of assisting the student teachers easements at a longer time e.g., six months than the tradition assessment system which is ineffective; an approach which was also recommended by Anangisy (2011) when responding to quality teacher professional development strategies in Tanzania.

CONCLUSION

Teachers preparation in Teacher training Colleges in Tanzania seems to be taking some initiatives to ensure that there are quality teachers in schools (Teacher Development and Management Strategy (TDMS) (2007). This is further observed in the reviewed curriculum, example, the Geography review curriculum of 2009 (TIE) where Geography curriculum of 2007 was replaced. However, these initiatives have not been well checked as they are not producing the quality teachers as the discussion above revealed. The poor academic performances in Geography subject at form four examinations level in the current years is an indicator of the product of the failure of well implementation of Geography curriculum in teachers' colleges in Tanzania. The paper advises strongly on a paradigm shift from the traditional teacher training approach by adopting the distance mode teacher training programmes as also recommended by Anangisye (2011); Ng'umbi (2010) & (Mbwette and Mnyanyi 2009). as this has worked like in the teacher license programme of 2007-2012 which was coordinated by The Open University of Tanzania and it was successful.

RECOMMENDATIONS

Despite the use of open and distance education strategies in addressing challenges of implementing Geography academic syllabus in Teacher training colleges in Tanzania; it is difficult to solve the problem of enrolling under qualified teacher trainees in teacher training colleges, in Tanzania. This calls for a comprehensive mechanism at the National Examination Council of Tanzania (NECTA) to bar these under qualified teachers from writing their final diploma examinations at national level.

While primary schools and secondary schools have been supported by the Government to improve teaching and learning facilities through Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP). teacher-training colleges have remained on the disadvantaged side with deteriorating teaching and learning resources. The teacher training colleges are not well resourced with textbooks for teaching Geography academic syllabus. This suggests that the Government has to provide more money for buying essential Geography textbooks in teacher training colleges. In addition, more money is needed to coordinate an effective Block Teaching Practices in teacher training colleges. It was revealed in the discussion that topics to be taught to diploma students are many and they have been squeezed within two years time frame. This has led to shoddy content coverage. The study would not suggest an extension of the training time for diploma students in teacher training colleges, but it appeals to an effective time management in teacher training colleges as the college businesses start very late, usually at 8.00 am to 2.00 pm. Adjusting time for teaching and learning from 7.30 am to 3.00 pm, would allow many topics coverage as there is an ample time for teaching and coordinating Geography field visits.

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