

REALIZATION OF TANZANIA EDUCATIONAL POLICIES IN THE CLASSROOM LEARNING: TOWARD ACHIEVING 21ST-CENTURY SKILLS AMONG GRADUATES

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Abstract

All nations around the globe face a growing set of shared problems that require innovative thinking, resourcefulness, and resilience among the worlds' populations. (Chu Samuel et al, 2017) universities have faced pointed bipartisan critiques of their graduates since the late 20th century. Faculty and employers alike bemoan graduating seniors who can't think, figure out problems, and communicate with people who are different from them or respond compassionately to others' needs. (Carbone & Ware, 2017) Millions of graduates are leaving universities and colleges without learning basic skills often referred to as a global learning crisis (Kim et al 2019). In the course of finding out the root cause of this problem, the researcher decided to carry out research and assessing the realization of Tanzania's educational policies in the classroom toward achieving 21st-century learning skills among graduates. The researcher adopted a mixed-method design where both quantitative and qualitative approaches were used to collect, analyze and present the findings. The target population was university graduates and instructors, from three selected universities in Dodoma –Tanzania; survey feedback questionnaires were distributed to 250 two hundred and fifty graduates and only 200 questionnaires were returned. The graduates were asked to respond to each statement about the skills acquired, using a 5-point Likert scale (Strongly Agree, Agree, undecided, disagree, and strongly disagree) the findings show that the graduates rated their overall 21st century skills at the strongly disagree level based on their level of agreement. Also, the study revealed that educational policy is not realized in classroom learning since graduates are not well prepared enough with 21st-century skills. The study discovered that some obstacles impede the graduate to meet the competencies expected by society to fulfill the demand of today's world. Therefore, the study strongly recommends that the challenges discovered should be taken as the policy agenda to give more emphasizes on 21st learning skills, also the educational policy implementers such as instructors/ teachers and university students should be made aware of the kind of skills graduates are expected to possess so that the learning progress can be measured based on that expected outcome.

Keyterms: Educational policy, Realization, and 21st-century learning skills

1.0. INTRODUCTION

All nations around the globe face a growing set of shared problems that require innovative thinking, resourcefulness, and resilience among the worlds' populations. (Chu Samuel et al, 2017) universities have faced pointed bipartisan critiques of their graduates since the late 20th century. Faculty and employers alike bemoan graduating seniors who can't think, figure out problems, and communicate with people who are different from them or respond compassionately to others' needs. (Carbone & Ware, 2017) in most nations, there is a ton of interest in tertiary education yet the graduates stay jobless as well as unemployable. (Butum, 2019) Tanzania specifically is facing a similar situation. (Mbise, 2016) evidence from Studies revealed that graduates are accused of lacking job readiness qualities. (Kamuhabwa, 2019) Such graduates are claimed questionable both for employability and for self-employment. This dissatisfaction provokes the problem as to how education should be conceived and approached to make the educated ones responsive to the contemporary needs and appeals of society. (Kamuhabwa, 2019) society demands that education systems equip graduating students with the ability to use and apply core knowledge and concepts. (Care et al., 2018a) to respond to the economical, technological, and societal shifts that are happening at an ever-increasing pace. (Hallerman et al, 2019) This competence includes a range of skills and abilities such as problem-solving, teamwork, integrity, and communication that make graduates more adaptable to the demands of the 21st-century world market (WEF, 2018). Moreover, 21st-century skills include digital technology, digital communication, notions of flexible approaches to knowledge; new ways of thinking that involve creativity, critical analysis, and decision making.

(Adamson & Darling-Hammond, 2015; Boholano, 2017; Care et al., 2018c; Chu Samuel et al., 2017; Hilt et al., 2019; Hirschman & Wood, 2018a, 2018b; Kim et al., 2019a; Li, 2017; Lourie, 2020; Stehle & Peters-Burton, 2019) since education system is guided by educational policy, therefore, Education policy outcome has to be measured by graduate's competencies (Dittrich, 2019; Malik, 2018; Patrick Griffin and Esther Care, 2015)) In a highly competitive labor market, emphasis is often placed on skills that university students acquire during their studies, beyond cognitive knowledge and academic proficiency (Ngalomba, 2018)

The biggest challenge in education today is to generate graduates who have academic skills, the ability in mastering technical skills, and balanced 21st-century skills (Fajaryati et al., 2020) universities are under intense pressure to produce employable graduates with a broader set of 21st-century skills. (Ngalomba, 2018) many studies concurred that school systems are not outstandingly successful in preparing students for the kinds of abilities and skills that match with 21st-century skills (Boholano, 2017; Care et al., 2018b; Hirschman & Wood, 2018a; Kim et al., 2019a; OECD, 2008; Stehle & Peters-Burton, 2019) In this regard, meeting the demand for competencies is challenging especially for the graduates of the 21st century who are confronted with the rapid changes (Butum, 2019)

A global effort has been taken to deal with this problem including the order that all the countries reference 21st Century learning skills (or equivalent) must include the skills in the Education Sector Plan policy priorities, (Review, 2020). Despite global, regional, and national aspirations toward a 21CS learning agenda, many countries are not yet translating into full-scale implementation at the school and classroom levels. (Care et al., 2018c) this situation is similar to Tanzania context, where education policy included the 21st-century skills in the policy mission and curriculum content includes the skills and knowledge that students need to attain, teaching and learning processes and university methods do not empower them to obtain these skills (Ngalomba, 2018) the national effort that the Tanzania education system has taken to deal with this problem includes the reformation of educational policies since 1995 to date (Chunga, 2020) also the Ministry of Education, Science, and Technology, (2019) formulates National Curriculum Framework for Basic and Teacher Education (NCFBTE) which was derived from the National Development Vision, National Education Vision, and Education and Training Policy of 2014 emphasis was on competence development, entrepreneurship, reflective learning, and self-assessment. Competence is understood as the ability to think and act in terms of attitude, skills, and knowledge (ASK) to develop confident, critical, creative, and innovative thinkers. The competencies are in line with skills for the 21st century (URT, 2019) yet in the competitive world job market, employers complain about the insufficiency of skills among the graduates. (Fajaryati et al., 2020) graduates do not appear to be matched by formal employment opportunities. Highly skilled workforce continues to be low at 3.3% compared to the required proportion of at least 12%(THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, 2020) since the education system is guided by educational policy, and the Education policy outcome has a great relationship with graduate's competencies, therefore, this study has been carried out purposely to investigate the realization of educational policy in the classroom context and the way school stakeholders perceive the relationship between the graduates' competencies and educational policy mission and objectives.

2. 0. RESEARCH QUESTIONS

1. How does educational policy realized in the learning process to foster creativity, critical thing king and problem-solving?
2. What are the challenges that impede the realization of educational policy in the classroom learning

3.0. DEFINITION OF KEY TERMS

a) **The educational policy** is referring to government decision rules regarding education, schools, colleges, or related matters. (Guthrie, 2021) another author regards Educational policies as initiatives mostly by governments that determine the direction of an educational system (Okoroma 2000 p.190). In this study, the educational policy will be regarded as the overall guide that gives the general limit and direction in which school, college, and related administrative action will take place.

b) **Realization** refers to the process of making real or giving the appearance of reality (Webster's New World College Dictionary, 2010) in this study the term realization is regarded as the practical application of the mission, goal, and strategy set in the educational policy to the classroom learning practices, of which learning process and assessment reflect the policy target and objective.

c) The term **21st-century skills** are generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world. (Rich, 2010). The term "21st-century skills" has been interpreted in many ways, but is generally considered to denote a combination of skills that are important in modern society and the workforce (Ercikan & Oliveri, 2016). In this study, 21st-century learning means Students demonstrate the three Rs; reading, writing, and arithmetic, but also the 7Cs: creativity and innovation, critical

thinking, complex problem solving, communication, and collaboration, carrier and life skills, digital literacy as well as a civic responsibility. These skills are needed by graduates from Universities to seek a job and also to face today's world challenge.

4.0. THE PROVISION OF EDUCATION IN TANZANIA

The provision of education in Tanzania is guided by national macro policies, plans, and strategies, and by education sector policies, programs, and strategic plans. The macro-policies include the Tanzania Development Vision (2025), the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA), and the Tanzania Five Year Development Plan of 2016/17 to 2020/21. (THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, 2020) the vision of education in Tanzania is: "To have in place a Tanzanian who is educated and possesses knowledge, skills, competencies, ability, and positive attitudes to contribute to national development." (MoEC, 2014:19). The mission of education in Tanzania is: "To improve the quality of education and training and to put in place systems and procedures that will enable Tanzanians who are educated and like to advance themselves to be able to contribute towards the achievement of national development goals." (MOEC.2014:19) The fundamental aim of the education system in Tanzania is to develop learners who are capable of successfully developing their full potential as lifelong learners and at the same time, capable of sustaining their chances in the world of work (URT, 2019) from primary to tertiary level emphasize promoting the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional, and other forms of knowledge, skills, and understanding for the development and improvement of man and society. (MINISTRY OF EDUCATION AND VOCATIONAL TRAINING (MoEVT) Dar Es Salaam, 2007) The 1995 Education and Training Policy was adopted to take the country into the 21st century of science and technology. (MINISTRY OF EDUCATION AND VOCATIONAL TRAINING (MoEVT) Dar Es Salaam, 2007; THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, 2020; Weaver, 2011) Moreover, The general policy goal as stipulated in the 2014 Education and Training Policy is to have educated citizens who are knowledgeable and who possess skills for accelerating the country's development in a competitive global economy (THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, 2020) To enable Tanzanians to compete in the national and international labor market, the curriculum framework of 2019 identified three categories of skills, namely learning skills, literacy skills and life skills, which emphasized to all students at different levels of education. These skills imply two important things: First, the learning outcomes shall be oriented towards having the 21st-century skills acquired by all students in schools and colleges. Secondly, teaching and learning processes should be undertaken in such a way that students will develop such skills to prepare them for more complex life and work environment in the 21st century. (URT, 2019)

The National Curriculum Framework for Basic Education and Teacher Education gives a summary of the skills that graduates need to possess in classroom learning (URT, 2019)

Learning Skills	Literacy Skills	Life Skills	Soft Skills
Enable students to developmental processes required to adapt and improve upon a modern work environment	Focus on how students can discern facts, publishing outlets, and technology behind the	Take a look at intangible elements of a student's everyday life, personal and professional qualities	Enable students to acquire interpersonal relationships
Critical thinking	Information	Flexibility	Emotional intelligence
Complex problem solving	Media	Decision making	Customer focus/service orientation
Creativity	Technology	Negotiation	Personal skills
Collaboration		leadership	
Communication		Initiative	
		Productivity	

5.0. REALIZATION OF 21ST-CENTURY SKILLS IN THE CLASSROOM CONTEXT

The education delivery system has a substantial impact on how 21st-century skills develop in learners. Pedagogy, curriculum, school rules, and climate, assessments, and benchmarking skill acquisition are all key factors in the way 21st-century skills develop and are monitored. (Kim et al., 2019b) Nevertheless, the classroom is the primary environment where the aforementioned factors culminate to bring knowledge acquisition and skills development. Furthermore, the classroom is the space where learners observe the modeling of these skills by their teachers and can practice themselves. Therefore, it is equally important to prepare and train teachers in not only the acquisition of 21st-century skills but also the dissemination of these

skills. Measuring the classroom processes and teacher practices that are enabling and supporting the development of 21st-century skills in the classroom can serve as an important first step. (Kim et al., 2019b)

6.0. RESEARCH METHODS

The researcher adopted a mixed-method design where both quantitative and qualitative approaches were used to collect, analyze and present the findings. The target population was university graduates, and university instructors the sample study was masters' holders from three selected universities in Dodoma –Tanzania; the total sample used was 200 graduates. Survey feedback questionnaires were distributed to 250 two hundred and fifty graduates and only 200 questionnaires were returned. The graduates were asked to respond to each statement about the way educational policies were realized in the classroom learning helped learners to acquire 21st-century skills, Using a 5-point Likert scale (Strongly Agree, Agree, undecided, disagree, and strongly disagree) also 9 instructors were interviewed, three from each selected university.

7.0. RESEARCH SITES

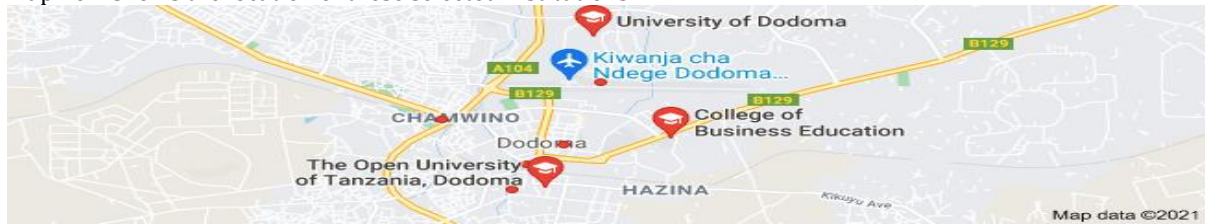
This research study was conducted in Tanzania, the Dodoma region in particular. Dodoma Region is one of 32 regions in Tanzania. The Dodoma region lies in the heart of Tanzania in the eastern-central part of the country, the main city being about 300 miles (480 km) from the coast. (The New Encyclopaedia Britannica, 2003) The region covers an area of 41,311 square kilometers (15,950 sq. mi) (Tanzania National Bureau of Statistics, 2011)The region is bordered by the Manyara Region to the north, the Tanga region to the northeast, the Singida region to the west, the Iringa region to the south, and the Morogoro region to the east and southeast. The map below gives the summary of this information.

Map no 1 shows the Location of the Dodoma region



The region was chosen as it has several institutions of higher education, which provide Diploma, certificates, undergraduate degrees, and postgraduate courses in all the major arts, humanities, health, and allied sciences, science, engineering, law, agriculture, and veterinary science, Information and communications technology (ICT), education and teachers training and business courses. Therefore, selected universities such as Dodoma University, the open university of Tanzania-Dodoma branch, and the College of Business Education (CBE) were included in this study. Again it is among the areas in which many graduates find it difficult in meeting the challenges of the world's 21st-century skills in particular, and therefore the findings obtained from this region would be generalized to the other region having similar characters. Again, the way the universities are allocated within the region helped the researcher to access all universities and able to get needed information

easily from the research participants. Another reason is that no research on a similar topic has been carried out in the Dodoma region. For this reason, this study filled the left gap. Map no 2 shows the location of these selected institutions



8.0. RESEARCH FINDINGS

This section comprises data analysis, presentation, and discussion of the findings. The data were grouped into two groups, data from graduates and data from instructors. The analysis was divided into two parts; the analysis of the responses from graduates, where according to this study was treated as respondents and the second part, the instructors were treated as informants. The data were presented both quantitative and qualitative respectively. The interview responses were also grouped into categories according to the similarities and characteristics of the informants. The quantitative data descriptive statistics, in particular, were used to analyze and present the findings, pie charts, and graphs were highly used to give the summary of the findings while the qualitative data were analyzed through narrations.

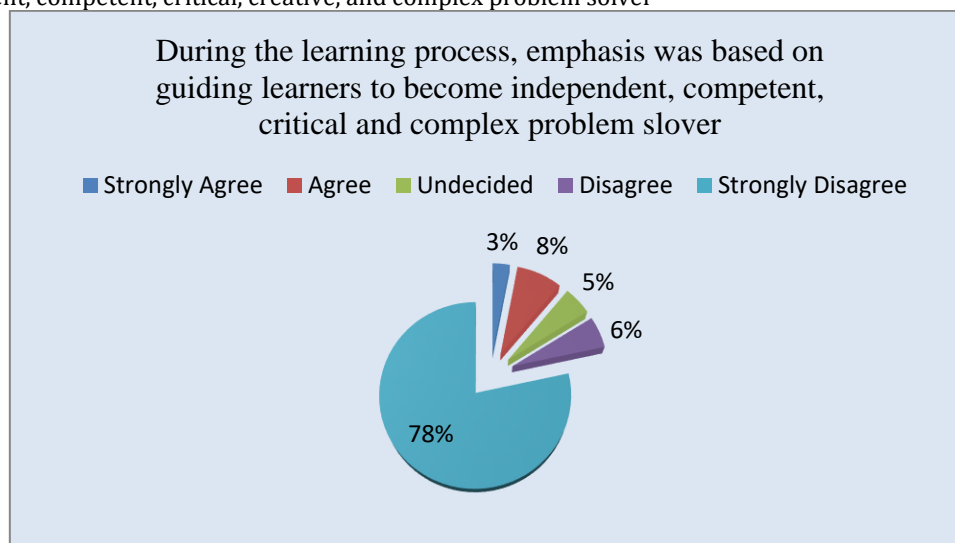
8.1. Research Question 1

How does educational policy realized in the learning process to foster creativity, critical thinking and problem-solving?

The first research question of this study was to assess how educational policy is realized in classroom learning. The researcher wanted to investigate the experiences and understandings of the graduates in their time of the study especially the way the learning process was carried out to foster the skills identified in the 21st-century era. Graduates were asked to mark the option that concerned their level of agreement; whether the learning process emphasis on creativity, complex problem solving, critical thinking, independent inquiry mind, learning atmosphere, instructors-students ratio, teaching and learning methods, mode of assessment, and competition. These educational policies and guideline practices were reviewed by the researcher from different literature. The results of graduates' responses are presented below.

On whether the learning process emphasized guiding learners to become independent, competent, critical, creative, and problem solvers the findings from the graduates indicated that 156 out of 200 (78 %) strongly disagree with the statement this means that learning practices do not emphasize guiding learners to become independent, competent, critical, creative, and complex problem-solvers, 11 (6%) also disagree with the statement, while 16 (8 %) agreed with the statement, 6 (3 %) strongly agree with the statement and 10 (5 %) undecided whether the learning practices emphasized on learners to become critical, creative, independent, complex problem solvers. Table 1 gives a summary of this information.

Figure 1 show graduates response on whether learning process, emphasized on guiding learners to become an independent, competent, critical, creative, and complex problem solver

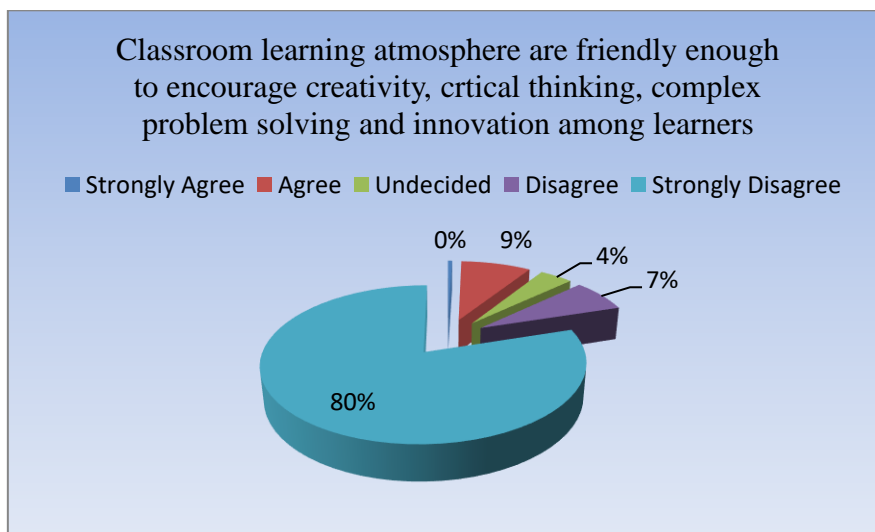


The same question was asked during the interview, whether during the learning process the emphasis was based on guiding the learner to become independent, critical, creative, and possess the skills of solving complex problems. The result showed that all instructors differ from the statement. One instructor emphasized that *“...from the real perspective, It is very hard to emphasize the skills like creativity, critical thinking, complex problem-solving skills and other relevant skills due to big classes and time shortages...”*

From the finding obtained in figure 1 above, the study concluded that during the learning process emphasis was not on guiding learners to become creative, critical, independent, and complex problem-solver thus the instructor keeps on lecturing and dictating. This finding is similar to the result obtained by Kim, (2019) who contended that the practice of delivering knowledge to students via a transmission process (e.g. lecture, dictation) remains dominant in large portions of the world (Kim et al., 2019b)

On whether the Classroom learning atmospheres are friendly enough to encourage creativity, critical thinking, complex problem solving, and innovation among learners the result indicated that 159 out of 200 (80 %) strongly disagreed with the statement, 14 out of 200 (7%) disagree and 17 out of 200 (9%) agreed with the statement, 1 out of 200 (0%) concurred with the statement strongly while 8 out of 200 (4%) undecided. Figure 2 below gives the summary of this information.

Figure 2 shows responses on whether classroom atmospheres are friendly enough to encourage creativity, critical thinking, complex problem solving, and innovation among learners



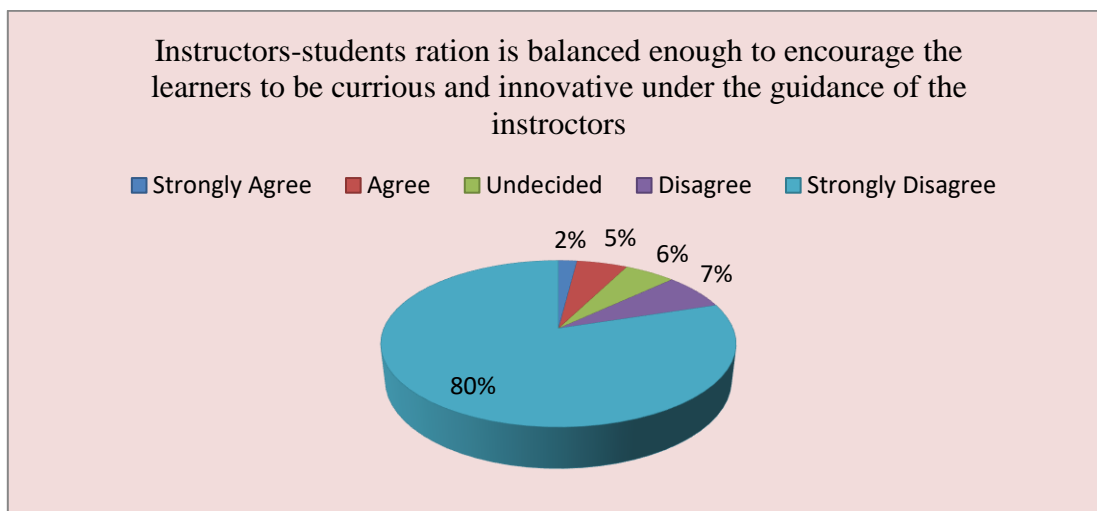
The same question was asked during an interview, and the informants were asked to react based on their experience, the result showed that all nine instructors dissent from the statement, several reactions occurred that diverge from the statement. One instructor quoted

Managing the classroom at the university level is not something easy, engaging them in the learning process requires enough time with learning resources, to finish up the module I prefer lecture methods to other methods, this kind of style does not encourage any skills other than listening skills...

From the finding obtained in figure 2, the majority dissent from the statement and imply that the classroom learning atmosphere does is not friendly enough to encourage creativity, critical thinking, complex problem solving, and innovation. This finding concurred with the study done by Daudi and Lucian (2018) toward optimizing the use of limited lecture space in Ardhi University Tanzania where the study revealed that All over the world, the number of students enrolled at higher learning institutions has been on the increase which causes the shortage of space (et al., 2018)

On whether the Instructors-student ratio is balanced enough to encourage the learner to be curious and innovative under the guidance of the instructor, the result revealed that 159 out of 200 graduates (80%) strongly disagreed with the statement, 14 out of 200 graduate (7%) disagree with the statement while 11 out of 200 (5%) agreed with the statement, 2 out of 200 (2%) were strongly agreed with the statement and 11 out of 200 (6%) were undecided. Figure 3 below shows the summary of this information.

Figure 3 shows the response of whether the Instructors-student ratio is balanced enough to encourage the learner to be curious and innovative under the guidance of the instructor



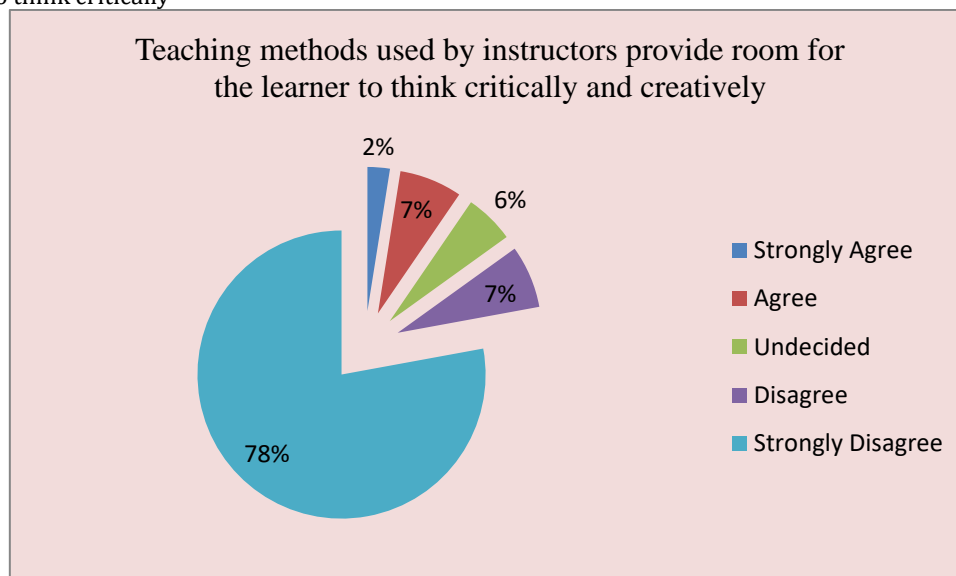
The same question was posed during the interview session, the informants were required to give their experience on whether the Instructors-student ratio is balanced enough to encourage the learner to be curious and innovative under the guidance of the instructor, responses vary from one instructor to another, though majority concurred that the ratio is not well balanced. One instructor explained that

"...Consultation hours are well stipulated and displayed on the instructors' office doors for the students to contact their instructors, so it depends on the learners' curiosity and sensitivity on the matter that needs help and guidance from the instructors..."

From the finding obtained in figure 3 above, the study summarized that the instructor-student ratio is not balanced enough to encourage the learner to be curious and innovative during the learning process. This finding concurred with the study done by Koc and Celic (2015) on the Impact of Number of Students per Teacher on Student Achievement, where the study revealed that negative correlation between the student-teacher ratio and achievement revealed that the cities with the greater number of students per teacher tend to have low achievement. (Koc & Celik, 2015)

On teaching methods, the graduates were asked to place their level of agreement in the options provided on whether teaching methods used by instructors provide room for the learners to think critically and creatively, the findings indicated that 155 out of 200 graduates (78%) strongly disagreed with the statement, 14 out of 200 (7%) also disagreed and 4 out of 200 graduates (2%) strongly agreed while 11 out of 200 graduates (6%) were undecided. Figure 4 below shows the summary of this information

Figure 4 shows the response on whether teaching methods used by the instructors provide the room for the learners to think critically



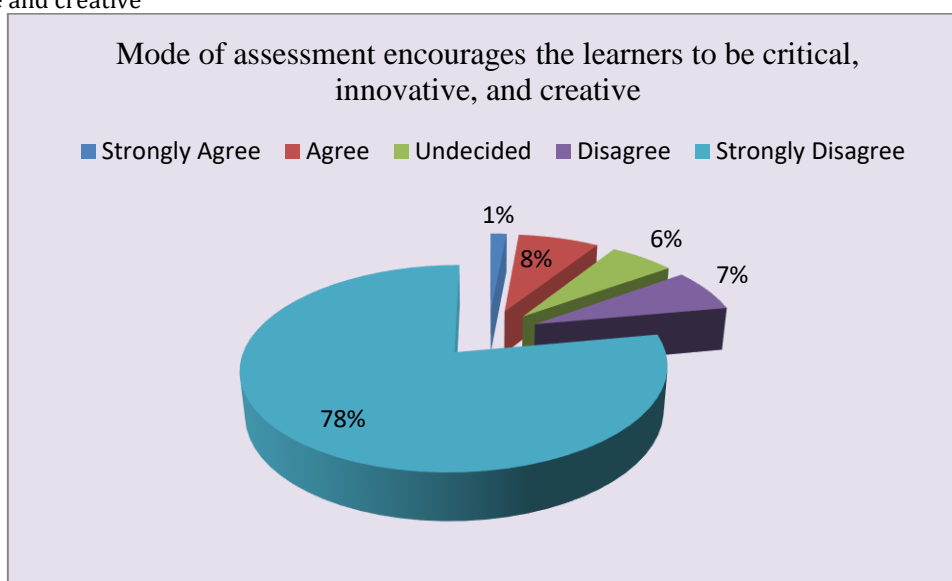
When asked the instructors, the majority reported that methods used at the university level are lecture methods of which it does not encourage the learners to think critically and present their findings creatively especially for the big classes. One instructor emphasized

“...How possible to teach a class of more than five hundred students yet you are keeping on encouraging the learner to think critically and creatively, obvious it is impossible....”

From the study findings obtained in figure 4 above, the study implies that the teaching methods used by instructors do not provide the room for the learners to think critically and creatively. This finding has concurred with the study carried out by Kim, (2019) who contended that the practice of delivering knowledge to students via a transmission process (e.g. lecture, dictation) remains dominant in large portions of the world. Therefore, if what students are to learn needs to go beyond rote, then there needs to be a concomitant shift in teacher pedagogy to match. Twenty-first-century teachers need to know not only how to use a practice but also when to use practice to accomplish their goals with students in varying contexts (Kim et al., 2019b)

On the mode of assessment, the graduates were asked to place their level of agreement in the options provided on whether modes of assessment used by instructors encourage learners to be critical, innovative, and creative. The study findings revealed that 155 out of 200 (78%) strongly disagreed with the statement, followed by 14 out of 200 graduates (7%) disagreed with the statement while 18 out of 200 (8%) agreed with the statement followed by 3 graduates out of 200 (1%) were strongly agreed with the statement and 12 out of 200 graduates (6%) were undecided. Figure 5 below gives a summary of these findings.

Figure 5 shows graduates response on whether the mode of assessment encourage learners to be critical, innovative and creative



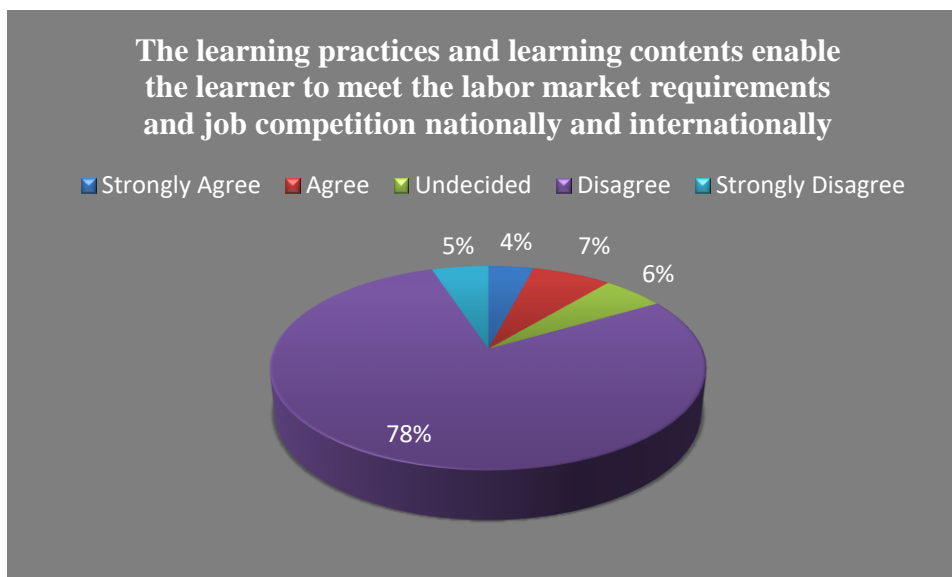
When asked the instructors, the majority diverged from the statement and showed that the mode of assessment does not encourage learners to be critical, innovative, and creative. These findings were cemented by one instructor who reported that

... yes we have several assessment modalities such as test, assignment, quiz, oral test, and examination, yet this kind of assessment does not apply to the big classes, when composed such kind of test that require creativity and innovation, first, it's hard to be objective marking, second, it's time-consuming and tedious, therefore the kind of assessment that I normally use is how learner able to memorize facts of which they are not encouraged learners to be critical, innovative and creative...

From finding obtained in figure 5 above; the study revealed that the mode of assessment does not encourage learners to be critical, innovative, and creative. This finding is similar to the study of McLean (2018) this is the way to teach: insights from academics and students about assessment that supports learning. From the finding, he reported that Despite questions about the suitability of conventional summative assessment for preparing students for a complex and globalized society, practices and policies for formative assessment that supports learning are not widely applied in higher education (McLean, 2018)

On statement whether the learning contents and learning practices enable learners to meet the labor market requirement and job competition nationally and internationally, the study finding revealed that 156 out of 200 graduates (78%) disagreed with the statement, also 10 out of 200 graduates (5%) strongly disagreed with the statement while 14 out of 200 (7%) agreed with the statement, the same to 8 out of 200 graduates (4%) strongly agreed with the statement and 11 out 200 (5%) were undecided. Figure 6 below gives the summary of these findings.

Figure 6 shows the responses on whether the learning contents and learning practices enable learners to meet the labor market requirement and job competition nationally and internationally



A similar question was asked during the interview, the majority reported that the contents enable the learners to meet the job requirement however learning practices do not encourage the learners to have a competitive spirit whether within the nation or outside the nation. One instructor commented that;

...our learning contents are relevant to the labor market requirement though we need to review curriculum severally to continue being up to date however competition is somehow problematic and challenging especially when it comes to the issue of competing with neighboring countries. Our learning practices do not encourage such kind of competition...

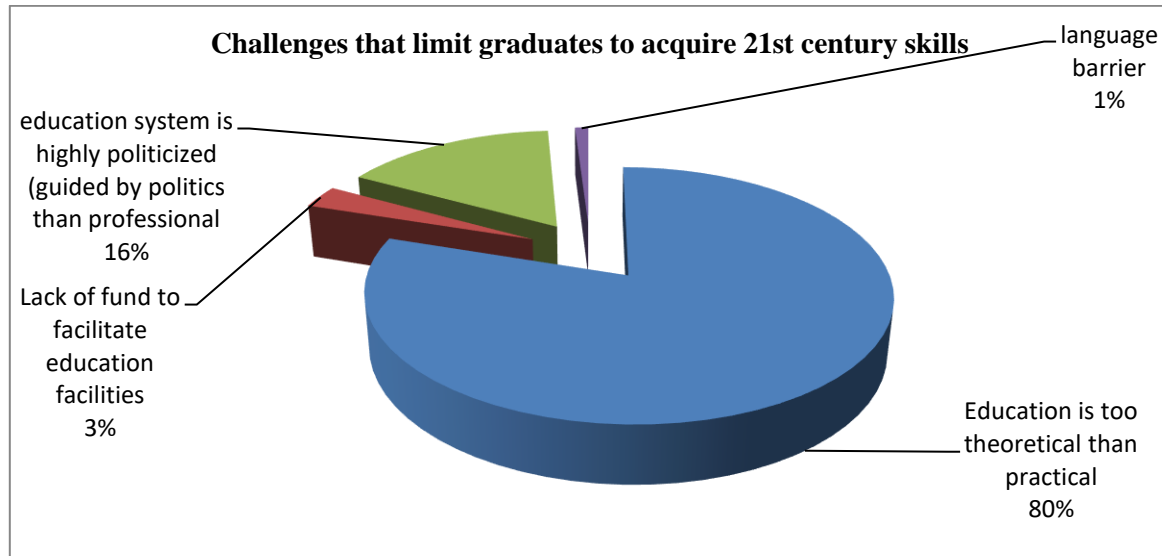
From the key finding obtained in figure 6 above, the study highlight that learning practices and learning content do not enable the learner to meet the labor market requirement and job competition whether nationally or internationally. This study finding agreed with the finding from the study carried by Lauder & Mayhew (2020) Higher education and the labor market: an introduction from the finding revealed that Tertiary education has seen unprecedented growth in the past decade, but there is a significant share of graduates who struggle to find good jobs, while employers say they cannot find the people with the skills they need. The tertiary education sector needs to reinvent itself to give people greater ownership over what they learn, how they learn when they learn, and where they learn to meet tomorrow's demand for knowledge and skills (Lauder & Mayhew, 2020) also the findings is related with the work of Kim et al (2019) who revealed that education system is not preparing these graduates for the 21st-century world job market. In today's globally interconnected world that is constantly and rapidly changing 21st-century skills such as critical thinking, problem-solving, and collaboration are more important for graduates now than ever before. Content knowledge is no longer sufficient; graduates need to be able to think creatively and critically, work collaboratively, analyze information, and solve complex problems (Kim et al 2019).

8.2. Research question 2

What are the challenges that impede the realization of educational policy in classroom learning?

The second research question of this study was to investigate the challenges that impede or limit the acquisition of 21st-century skills among graduates. The researcher wanted the graduates to give out the challenges that seem to be a serious obstacle for the learners to acquire the skills related to the 21st century during the time of their study. Graduates were asked to tick the option that concerned their level of agreement in the list of challenges provided. The study findings indicated that 160 out of 200 graduates (80%) indicated that the education system of delivery is too theoretical than practical, 32 out of 200 graduates indicated that the education system is highly politicized (guided by politics than professional), 3 out of 200 graduates revealed that there is lack of fund to facilitate education facilities and 2 out of 200 graduates (1%) indicated that language is a barrier for the learners to acquire 21st-century skills. Figure 7 below gives the summary of this information.

Figure 7 below shows graduates responses to challenges that impede the acquisition of 21st-century learning skills



9.0. CONCLUSION

The 21st century skills such as creativity, innovation, collaboration, complex problem-solving, and critical thinking continue to be emphasized as key competencies for sustainable development (Kim et al., 2019). The realization of these skills in classroom learning is very important for today world job market because, the skills prepare the learners to face world challenges and enhance the learner to become self-reliant, therefore policymakers' government agencies, and other educational stakeholders should be aware of the real classroom learning challenges to consider them when making or reforming policies. Moreover, to create 21st century learners, educational stakeholders should focus on teachers 21st century skills and re-conceptualize how teachers can be evaluated and trained. To achieve this, policymakers have to understand what goes on in classrooms and in particular, teaching and learning practices. Furthermore, the government has to make a serious intervention, not only formulating or reforming policies but also the law to enforce the policies and ensure that everyone involved in the learning process should be aware of the policy mission so that the learning outcome can be measured by the policy objective and mission. Furthermore, resources should be effective and efficiently located to minimize if not eradicate the challenge of learning facilities and the curriculum should be reviewed to cater the labor market requirements

Due to the lack of twenty-first century competencies practices amongst the students, universities should encourage lecturers to put into effect know the activities that purpose to enhance students to acquire the 21st century skills. A group of the college should behave to foster the college student's 21st century capabilities to know how it's developed through the students learning. Such as coverage would possibly be taken after deep and details need analysis and it is anticipated that the universities strengthen a blueprint of such a preparation of the students 21st century abilities developments at the universities and faculty. In terms of instructing and gaining knowledge of practices, hence skills can be nurtured in a syllabus and teaching scenario.

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