



TEACHER-STUDENT INTERACTION IN ENHANCING HISTORY LEARNING IN PUBLIC SECONDARY SCHOOLS: A CASE STUDY OF ILALA MUNICIPALITY, TANZANIA

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Abstract

Teacher-student interaction is a fundamental aspect of the learning process, shaping the quality of instruction and influencing student achievement. This study examines how teacher-student interaction enhances the learning of History in public secondary schools in Ilala Municipality, Tanzania. The research is guided by two key objectives: (i) identifying the contribution of teaching materials in enhancing History learning, and (ii) exploring teachers' competence in using effective teaching methods. A mixed-method approach was used, collecting both qualitative and quantitative data from 502 students, 22 teachers, and four school heads through surveys and interviews. The findings indicate that while teacher-student interaction supports learning, challenges such as inadequate teaching materials, outdated teaching methods, and overcrowded classrooms limit its effectiveness. The study recommends ensuring the availability of teaching resources, improving instructional methods, and addressing classroom conditions to create a more conducive learning environment for History students.

Keywords: Teacher-Student Interaction, History Learning, Teaching Methods, Classroom Environment, Public Secondary Schools, Tanzania.

1. INTRODUCTION

Education is fundamental to development and growth, as it enables individuals to acquire knowledge and skills necessary for personal and societal advancement. It plays a crucial role in fostering innovation, improving public administration, and driving economic growth (King, 2011). The effectiveness of education largely depends on the interaction between teachers and students, which shapes the learning experience and influences academic achievement. Teacher-student interaction is considered the central aspect of teaching in the classroom, contributing significantly to instructional quality and student engagement (Ayuwanti, 2021). The nature and quality of these interactions determine student motivation, comprehension, and overall academic performance.

Globally, teachers are expected to facilitate learning rather than merely transmit knowledge. In many regions, including Northwest Europe, Scandinavia, Australia, and Korea,

student-centered teaching approaches have been widely adopted. However, in Southern Europe, Brazil, and Malaysia, the balance between teacher-directed and student-centered learning varies significantly (OECD, 2009). Studies in Nigeria suggest that teacher-student interaction significantly influences student performance, particularly in secondary education. Research by Aboho, Dodo, and Isa (2014) links declining academic outcomes to inadequate teacher-student engagement, emphasizing the need for interactive learning environments.

In Tanzania, educational reforms have underscored the importance of active student participation in the learning process. The Tanzania Institute of Education (TIE, 2013) advocates for teachers to function as facilitators rather than sole knowledge providers, fostering student engagement through meaningful interactions. Empirical research highlights that positive teacher-student relationships enhance

academic motivation and school commitment, whereas strained interactions contribute to disengagement and lower academic performance (Pervin, 2021). Furthermore, effective teacher-student interaction creates a conducive learning atmosphere, stimulating critical thinking and encouraging creativity in students (Ayuwanti, 2021).

History, as a social science subject, is integral to the Tanzanian secondary school curriculum. It aims to equip learners with knowledge of historical events and societal transformations, fostering critical analysis of past occurrences (MoEVT, 2012). The subject is allocated two periods per week in Form One and Two and three periods per week in Form Three and Four, with each period lasting 80 minutes (TIE, 2013). The teaching of History in Tanzania relies on various instructional methods, including question-and-answer sessions, group discussions, class debates, and engagement with historical sources. These approaches necessitate teacher-student interaction to ensure meaningful learning experiences.

Despite the importance of History education, student performance in the subject has remained below expectations. Data from the Certificate of Secondary Education Examination (CSEE) indicates that between 2019 and 2021, less than 60% of candidates achieved passing grades in History (NECTA, 2022). The low performance suggests challenges in instructional delivery, including limited teacher-student interaction, inadequate teaching materials, and ineffective teaching methods. Research indicates that a well-structured learning environment, supported by positive teacher-student engagement, enhances comprehension and academic achievement in History (Newman & Holzman, 2013).

This study assesses the role of teacher-student interaction in enhancing History learning in public secondary schools in Ilala Municipality, Tanzania. It aims to (i) identify the contribution of teaching materials in supporting History education, and (ii) evaluate teachers' competence in using effective instructional methods. By analyzing these aspects, the study provides insights into strategies for improving teacher-student interaction and fostering better learning outcomes in History education.

2. LITERATURE REVIEW

Teacher-student interaction is widely recognized as a key factor in enhancing the learning process. Effective interaction fosters a conducive classroom environment, improves student engagement, and enhances academic performance. This section reviews existing literature on teacher-student interaction in History learning, focusing on its role in instructional delivery, the use of teaching materials, teacher competence, and challenges in the classroom environment.

Teacher-Student Interaction in Enhancing History Learning

Teacher-student interaction is central to classroom engagement and academic success. Research indicates that when teachers and students interact effectively, students become more inquisitive, motivated, and participatory in the learning process (Ayuwanti & Siswoyo, 2021). A well-structured learning environment that encourages open discussions, inquiry-based learning, and student participation significantly enhances knowledge retention. Maleki, Zoghi, and Aidinlou (2019) argue that interactive classrooms inspire students to ask more questions, express their opinions, and engage in meaningful discussions, ultimately improving learning outcomes.

The importance of teacher-student interaction in History learning cannot be overstated. History as a subject requires analytical thinking, comprehension of past events, and an ability to draw connections between historical occurrences and contemporary issues. Studies suggest that interactive teaching strategies, such as debates, role-playing, and inquiry-based learning, make History lessons more engaging and effective (Ayuwanti & Siswoyo, 2021). Without sufficient teacher-student interaction, students may struggle to grasp abstract historical concepts, reducing their overall academic performance.

The Role of Teaching Materials in Enhancing History Learning

Teaching materials play a crucial role in facilitating History instruction. Well-designed instructional resources provide students with relevant content, enhance their understanding, and support independent learning. Djono (2013) emphasizes that the development and use of effective teaching materials improve instructional efficiency and help students engage with historical concepts more meaningfully. In the Tanzanian context, Komba and Mwandaji (2015) highlight a strong correlation between instructional material usage and student learning outcomes, indicating that effective resource utilization leads to improved comprehension.

Didace and Andala (2021) further argue that teaching materials—such as textbooks, visual aids, and digital resources—enhance student participation and knowledge retention. However, many public secondary schools in Tanzania face challenges related to inadequate teaching resources. Burhanuddin, Hasibuan, and Sartika et al. (2022) observe that in some schools, the materials provided fail to inspire students, as they often lack engaging historical narratives. To address these challenges, educators must adopt instructional materials that align with students' interests, making historical content more relatable and stimulating.

Teachers' Competence and Use of Teaching Methods in History Learning

Teacher competence is a critical determinant of student performance. Effective teaching requires not only subject-matter expertise but also pedagogical skills that facilitate active learning. Educational competence relates to a teacher's ability to achieve learning objectives, implement instructional strategies, and assess student progress effectively (Ko, 2013). According to URT (2013), secondary school History teachers in Tanzania must possess valid teaching qualifications and demonstrate proficiency in student-centered teaching approaches, including group discussions, inquiry-based learning, and debates.

Ali, Ahmad, and Seman (2017) emphasize the importance of teacher creativity in fostering an engaging learning climate. Teachers who use varied instructional strategies—such as storytelling, simulations, and interactive discussions—encourage student participation and enhance History learning. Similarly, Edin, Awang, and Ahmad (2019) argue that a competent History teacher must possess pedagogical knowledge, empathy, and the ability to cultivate historical thinking skills among students. These competencies enable teachers to create dynamic learning environments where students can analyze, interpret, and critically evaluate historical events.

However, studies reveal that many teachers in Tanzania rely on traditional lecture-based teaching methods, limiting student engagement. Mary, Jackson, and Nabwire (2017) observe that theoretical instruction, often characterized by chalk-and-board techniques, does not effectively stimulate student curiosity or critical thinking. In contrast, participatory teaching methods—such as problem-solving exercises and inquiry-based learning—enhance students' analytical skills and improve their historical knowledge retention.

Challenges Hindering Classroom Environments in History Learning

The classroom environment significantly influences student learning. A well-managed and interactive classroom fosters cooperation, openness, and intellectual curiosity (Ayuwanti & Siswoyo, 2021). However, several factors hinder the effectiveness of classroom environments in Tanzanian public secondary schools, including overcrowding, inadequate teaching resources, and language barriers.

Apriliyanto, Saputro, and Saputro (2017) argue that a supportive classroom atmosphere encourages students to explore alternative perspectives, engage in discussions, and develop higher-order thinking skills. Conversely, an overcrowded and poorly managed classroom environment restricts student participation and limits teacher effectiveness. Studies by Ahmad, Shaharim, and Abdullah (2017) further highlight that physical classroom conditions—including lighting, ventilation, noise levels, and seating arrangements—affect students' concentration and overall learning experience.

Language barriers also pose a significant challenge in History learning. In Tanzania, secondary education is conducted in English, which is not the first language for most students. As a result, many learners struggle to understand historical concepts delivered in English, leading to lower comprehension and academic performance (Likoko, Mutsotso, & Nassongo, 2013). Teachers often resort to code-switching—translating content into Swahili—to aid comprehension. While this approach helps bridge language gaps, it may also limit students' ability to engage with academic English, which is essential for examinations and higher education (Maunah, Umamah, Riza, et al., 2018).

Furthermore, the shortage of qualified History teachers exacerbates classroom challenges. Studies show that rapid school expansion in Tanzania has not been matched with adequate teacher recruitment and training. Maisiba and Azaliwa (2021) note that many secondary schools lack experienced History teachers, leading to inconsistent instructional quality. This shortage often results in large class sizes, where teachers struggle to provide individualized attention, further weakening teacher-student interaction.

The literature reviewed highlights the significance of teacher-student interaction in enhancing History learning. Effective interaction fosters student engagement, promotes critical thinking, and improves academic performance. The availability of teaching materials, teacher competence, and classroom conditions all contribute to the effectiveness of History instruction. However, challenges such as inadequate instructional resources, reliance on traditional teaching methods, and overcrowded classrooms hinder the learning process. Addressing these issues requires strategic interventions, including teacher training, resource allocation, and improved classroom management. This study builds on existing research by further exploring how teacher-student interaction influences History learning in Tanzanian public secondary schools, with a specific focus on Ilala Municipality.

3. METHODOLOGY

This study employed a mixed-method research approach, integrating both qualitative and quantitative methods to comprehensively examine teacher-student interaction in enhancing History learning in public secondary schools in Ilala Municipality, Tanzania. A convergent parallel research design was used, allowing for the simultaneous collection and separate analysis of qualitative and quantitative data before merging the results for interpretation. The study targeted students, History teachers, and school heads, with a total sample of 528 respondents, including 502 students selected through stratified random sampling, 22 teachers, and 4 school heads chosen through purposive sampling to ensure that only those with relevant expertise were included. Data were collected through structured questionnaires, semi-structured interviews, and document analysis, including

student performance records and teaching materials. While student questionnaires focused on their classroom experiences and engagement with teachers, teacher and school head interviews provided insights into instructional practices, institutional challenges, and school policies affecting History learning.

Data analysis employed both quantitative and qualitative techniques. Quantitative data from questionnaires were analyzed using descriptive statistics with the aid of SPSS, and results were presented in tables, graphs, and charts. Qualitative data from interviews and open-ended questionnaire responses were examined using thematic analysis, identifying key patterns related to teacher-student interaction, teaching methodologies, and classroom challenges. To ensure validity and reliability, a pilot study was conducted, and expert reviews were sought to refine research instruments. Ethical considerations were strictly followed, with informed consent obtained from participants, confidentiality maintained, and official permissions secured from relevant educational authorities.

4. RESULTS AND DISCUSSION

Teaching materials and learning of History

The results indicated that effective teaching of History to secondary school students in Ilala requires motivating students to engage with the subject. This was highlighted by 89% of students (372 out of 418), who emphasized the importance of encouragement in fostering interest in History. Additionally, the findings show that a positive learning environment, created by teachers, significantly enhances History learning in Ilala Municipality, as reported by 97% of students (389 out of 418). Furthermore, 89% of respondents strongly agreed that teacher-student interaction plays a critical role in improving History learning, with only 4% strongly disagreeing. An overwhelming 100% of students agreed that the use of effective teaching methods is essential for enhancing History instruction in the region.

In response to the question, "Do you have a good interaction with your students in a way that makes them feel engaged in learning History?", one History teacher at School A explained the significance of teacher-student interaction for effective learning:

"The interaction between teachers and students, which is at the core of classroom learning, is essential for instructional effectiveness and student success. The type and quality of teacher-student interactions influence student engagement. At our school, we encourage a positive learning environment supported by effective teacher-student interactions. The cooperation and openness between teachers and students are essential in creating a supportive learning atmosphere. Students must be allowed to engage with us, their peers, and their surroundings during their studies. These interactions stimulate the senses and inspire creative and original

approaches to learning, which I promote with my Form Four students." (Interview, June 2023)

Another History teacher added:

"For a relationship to be maximally beneficial, both students and teachers must demonstrate mutual respect and commitment. Students must acknowledge the teacher's guidance and respect them. In Ilala, some students perceive teachers as adversaries. It is vital for students to understand that teachers are always acting in their best interests. If students sense any self-interest or indifference in the teacher's guidance, the relationship becomes ineffective. Therefore, students must be committed to following the teacher's instructions carefully." (Interview, June 2023)

Teacher-student interaction is identified as a critical factor in enhancing learning. These interactions not only foster a closer relationship between teachers and students but also enable teachers to better understand students' learning abilities. This allows teachers to tailor their teaching strategies to support slower learners, ensuring that all students receive the necessary attention.

This finding aligns with Social Learning Theory, which stresses the importance of student interaction. Interaction with peers is considered an effective method for developing skills and strategies. Teachers are encouraged to use cooperative learning strategies, grouping students of varying abilities to improve numeracy and literacy skills. This approach allows less competent learners to benefit from the support of more skilled peers within their zone of proximal development. According to Newman and Holzman (2013), guided learning within the Zone of Proximal Development (ZPD) can lead to better understanding and performance than working alone. Moreover, guided learning can be facilitated by "the more knowledgeable other."

Newman and Holzman (2013) also emphasize the importance of social interaction in cognitive development, advocating for the design of social environments—both at home and in schools—that encourage learning from the "more knowledgeable other." By grouping students of different abilities, teachers can help less proficient students learn more quickly, as the more advanced students assist them.

During an interview, a History teacher at School C emphasized the importance of interactive teaching methods for developing students' individual and group abilities:

"To improve students' abilities, both as individuals and in groups, teachers must use interactive teaching methods. Students need to actively engage in activities that go beyond traditional didactic methods, such as analyzing educational needs, designing learning objectives, constructing courses,

facilitating the teaching and learning process, and assessing learning outcomes." (Interview, June 2023)

The study revealed that many History teachers in Ilala Municipality still rely on traditional methods, such as writing extensive notes on the blackboard for students to copy, or distributing pamphlets (selling notes). This contrasts with teaching practices in countries like Finland and China, where effective teacher-student interactions have been shown to improve learning outcomes, as evidenced by Figures 4 and 5.

One school head in School A shared the following perspective:

"It is important to recognize that the world teachers lived in is distinct from that of their students. The world has become smaller in many ways, and today's students will experience significant transformations. A learner should not be constrained by historical limitations; they should be free to choose between the present and history. We must adopt necessary adjustments, as the world is changing rapidly." (Interview, June 2023)

Similarly, the head of School B commented:

"The world today's students will encounter is more complex and fundamentally different from the world experienced by teachers in their fifties and sixties. For example, a teacher who has been in the profession for fifty years may not have known about 'ATMs' and 'cell phones' when they were younger, but today's students are very familiar with these terms. The changes we are witnessing reflect the current teacher-student dynamic. The curriculum must be designed to address the challenges and demands of the digital age. The teacher-student relationship is evolving, and the curriculum must reflect these changes." (Interview, June 2023).

This quotation highlights how the rapid pace of technological and societal change impacts the teacher-student dynamic. The school leaders' reflections underscore the need for educational systems to adapt to this evolving reality. As technology continues to advance, it is essential for educators to be aware of the different contexts in which their students live and to adjust their teaching methods accordingly. Teachers must move beyond traditional approaches and embrace new tools, including interactive learning methods, to better engage students in the learning process. These adjustments are necessary to keep pace with a world that is constantly changing, ensuring that students are prepared for the future and able to thrive in an increasingly complex world.

Teachers' competence on using teaching methods

The study's findings strongly indicate that teacher

competence is crucial in enhancing the effectiveness of teaching History. With 87% of students agreeing that teaching methods directly impact the quality of History instruction in Ilala Municipality, it is clear that the methods teachers use play an essential role in shaping students' understanding of the subject. This finding underscores the importance of teacher expertise not just in content knowledge but also in selecting and applying appropriate instructional methods to engage students.

The Ministry of Education, Science, and Technology (MoEVT, 2012) emphasizes that the teaching of History involves dynamic techniques, such as group discussions, reading assignments, and guided class debates. These methods encourage active participation and require teachers to be at the center of the learning process. The study findings further validate this idea by showing that the teacher-student interaction fosters a more enriching learning environment, helping students connect with historical concepts in a deeper and more interactive way.

By incorporating these teaching methods, teachers do more than simply deliver content—they actively create an environment where students are encouraged to explore, collaborate, and critically analyze historical content. This aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), where teachers act as facilitators who scaffold students' learning and help them reach higher levels of understanding with appropriate guidance (Vygotsky, 1978). Thus, teacher competence is not limited to knowing the subject matter but extends to being able to apply effective pedagogical strategies that foster critical thinking and active engagement.

Classroom Management and Teaching Strategies

The study also highlights the importance of efficient classroom management in promoting effective learning. The ability to uphold discipline, encourage teamwork, and monitor student progress were all factors identified as contributing to the success of History instruction. This finding aligns with research by Emmer and Sabornie (2015), which shows that well-managed classrooms are more conducive to student learning. By maintaining a well-ordered classroom, teachers can create an environment where students are not only focused on the lesson but are also motivated to collaborate, engage in discussions, and challenge each other's ideas.

Classroom management is crucial because it sets the tone for all interactions within the classroom, including student-teacher and student-student interactions. When teachers effectively manage classroom dynamics, they ensure that time is used efficiently, learning activities are focused, and students are not distracted. This allows teachers to engage students in deeper ways, beyond just covering the curriculum. It also provides opportunities for students to collaborate with peers, discuss different viewpoints, and apply the historical content in more meaningful contexts.

The Role of Effective Teaching Methods

The study further reveals that students should be actively involved in various learning opportunities that develop critical thinking, problem-solving, and performance skills. These skills are key to students' overall growth and their ability to independently engage with historical content. Teachers who incorporate diverse teaching strategies—such as inquiry-based learning, case studies, and project-based learning—empower students to explore historical concepts from multiple perspectives, engage in meaningful research, and present their findings in various formats. By doing so, teachers prepare students to become not just passive recipients of information but active participants in their own learning process.

The emphasis on a variety of assessment techniques, such as formal examinations, quizzes, and projects, is also significant. As Black & Wiliam (1998) highlight, formative assessment plays a crucial role in supporting student learning by providing ongoing feedback that helps students identify their strengths and areas for improvement. In the context of History teaching, assessments should not only evaluate students' recall of facts but also assess their ability to think critically about historical events, evaluate sources, and communicate their findings effectively. This approach encourages a deeper understanding of the subject matter and aligns with the principles of active learning and formative assessment.

Continuous Professional Development

Another key finding from the study is the recognition by History teachers of the importance of continuous professional development in enhancing their teaching competencies. Teachers acknowledged that their success in implementing effective teaching practices is largely influenced by their own professional growth. This perspective is supported by Darling-Hammond (2000), who argues that ongoing professional development is essential for teachers to stay current with educational trends and improve their teaching practices. In the context of the study, this would involve both enhancing pedagogical skills and staying updated on new educational technologies, such as ICT tools.

The integration of 21st-century skills into teaching practices, as discussed in the interviews with teachers, further supports the idea that teachers must continuously evolve to meet the changing needs of their students. By adopting a more inclusive and practical approach, teachers can acquire new competencies and improve their ability to engage students with modern educational tools and techniques. This aligns with the work of TIE (2013), which stresses that competent teachers are not only adept at teaching content but also at adapting to the ever-changing educational landscape.

ICT Integration in Teaching

The study also highlighted the importance of integrating Information and Communication Technology

(ICT) into teaching practices. While the teachers in Ilala Municipality showed proficiency in using ICT tools, there was a noted gap in fostering an e-learning culture. This finding resonates with research by Tondeur et al. (2017), which indicates that while teachers may be capable of using technology, there is still much work to be done in integrating it into their everyday teaching practices effectively. The ability to use ICT in teaching History could enhance student engagement, providing access to online resources, virtual museums, interactive timelines, and historical documentaries that make learning more engaging and dynamic. Developing teachers' ICT competence is essential because modern students are more accustomed to digital learning environments. By leveraging ICT, History teachers can provide students with opportunities to engage with content in innovative ways, making the subject matter more relatable and accessible. However, as the study suggests, there is a need for further training and support to help teachers create an e-learning culture that supports collaborative learning, independent research, and multimedia-based instruction.

The findings of this study highlight that the effectiveness of History teaching is closely tied to teacher competence, particularly in applying appropriate and dynamic pedagogical methods. It is not merely content knowledge but the ability to engage students actively through strategies such as group discussions, debates, and inquiry-based learning that foster a deeper understanding of historical content. This is in line with Vygotsky's (1978) Zone of Proximal Development (ZPD), which emphasizes the importance of guided learning in facilitating higher cognitive development. According to Vygotsky, teachers, as the "more knowledgeable others," scaffold student learning by providing the necessary support that enables students to reach higher levels of understanding. In this context, effective History teaching requires more than just the transmission of factual information; it involves creating a learning environment where students critically engage with the material, collaborate with peers, and make connections between past and present events. The study's emphasis on teacher-student interaction as a key factor aligns with Social Learning Theory, which posits that interaction is essential in promoting cognitive development and learning (Newman & Holzman, 2013).

Furthermore, effective classroom management and the integration of modern educational technologies, including ICT, are vital components of a productive learning environment. The importance of classroom management in creating an effective teaching and learning environment is supported by research from Emmer and Sabornie (2015), which suggests that a well-ordered classroom enhances focus, promotes active engagement, and facilitates deeper learning. Although teachers in Ilala Municipality demonstrate competence in using ICT tools, the study reveals a gap in fully integrating these tools into the curriculum, which is essential for the learning experiences of today's digitally-savvy students. As Tondeur et al. (2017) suggest, while teachers may possess basic ICT skills, the true integration of

these tools into pedagogy remains underdeveloped. Therefore, ongoing professional development, as suggested by Darling-Hammond (2000), is necessary to enhance teachers' competencies in both teaching strategies and ICT integration. Incorporating these tools would not only make History more engaging but also align with the demands of 21st-century education, fostering critical thinking, problem-solving, and collaborative learning skills in students.

5. CONCLUSION AND RECOMMENDATIONS

This study highlights the significant role of teacher competence and teaching methodologies in enhancing History education in secondary schools within Ilala Municipality. The findings indicate that while traditional teaching methods still prevail in many schools, the overall effectiveness of History teaching is deeply influenced by teachers' ability to engage students actively, foster a positive learning environment, and integrate modern teaching strategies. The clear importance of teacher-student interaction was underscored, showing that the relationships formed between educators and their students are critical for academic success. This interaction not only facilitates better understanding but also motivates students to engage more deeply with the subject matter.

It also revealed that many teachers in the region are proficient in their content knowledge, but their pedagogical approaches require modernization to align with the dynamic educational environment of the 21st century. The integration of Information and Communication Technology (ICT) is one such area that requires further development. Although some teachers showed competence in using ICT tools, there is a gap in fostering an e-learning culture that could transform the teaching and learning of History, making it more interactive, engaging, and relevant to students' lives. Additionally, classroom management emerged as another crucial factor in the study. Effective management not only ensures discipline but also promotes an atmosphere conducive to collaborative learning, which is vital for student success.

The study recommends several strategic actions to address these gaps and improve History education in the region. First, a continuous professional development program must be implemented to focus on refining teachers' pedagogical skills, particularly in modern teaching methodologies and the integration of ICT in History instruction. Teachers should be provided with training on using interactive learning methods that foster student engagement and critical thinking, such as inquiry-based learning, case studies, and project-based learning. These methods encourage students to be active participants in their learning and develop essential skills that will serve them well in the future.

Additionally, schools and educational authorities should prioritize the creation of a supportive infrastructure for ICT integration. This includes not only providing access to

digital tools and resources but also ensuring that teachers are adequately trained to incorporate these technologies into their teaching practices. Developing an e-learning culture in schools will provide students with new avenues for learning and improve their engagement with the subject matter. Furthermore, school leaders must actively foster an environment where teacher-student interactions are encouraged, emphasizing mutual respect and collaboration. This can be achieved by promoting cooperative learning strategies, where students of varying abilities can interact and support one another, thus creating a dynamic learning environment that aligns with Vygotsky's Zone of Proximal Development.

Lastly, it is crucial for schools to adopt effective classroom management practices that promote discipline while encouraging active participation. Teachers should be trained in techniques that allow them to manage their classrooms effectively, thus creating a learning environment that is focused, organized, and conducive to student engagement. This includes establishing clear expectations, providing constructive feedback, and using various strategies to keep students motivated and focused. By prioritizing these recommendations, the educational system in Ilala Municipality can foster a more effective, dynamic, and student-centered approach to teaching History. Teachers will be better equipped to meet the evolving needs of their students, preparing them not only with historical knowledge but also with the skills necessary to thrive in an increasingly complex and interconnected world.

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