Strategic Approaches to Streaming in Secondary Education: Insights from Teachers and Students on Balancing Lower and Higher Achiever Needs

Abstract

This study explores the attitudes of teachers and students regarding strategies for improving current streaming practices in secondary schools in Kilolo District, Tanzania. Streaming involves categorizing students into groups based on their academic abilities, but the practice, particularly the reduction of subjects for lower achievers, has raised concerns about its effectiveness. The study adopted a qualitative research design and was conducted between January and July 2024. Data was collected through semi-structured interviews and focus group discussions with 20 teachers and 96 students from four public secondary schools in Kilolo District. Simple random sampling was applied to teachers, whereby stratified sampling was applied to group lower and higher achiever students, followed by simple random sampling from each group stratified. The schools were chosen through simple random sampling where the names of all 34 schools were written on different pieces of paper and only four papers were selected to get schools for study. Trustworthiness and credibility was ensured by member checking. The findings revealed that while teachers acknowledged the benefits of streaming for tailoring instruction, they expressed concerns about its potential to exacerbate educational inequities. Students, particularly lower achievers, reported feelings of confidence and great hope on academic success due to streaming involving subject reduction. Both teachers and students proposed strategies for improvement, such as flexible streaming practices, enhanced teacher training, and equitable resource distribution across all streams. In conclusion, the study highlights the need for a more inclusive and dynamic approach to streaming, ensuring that all students, regardless of academic ability, receive equal opportunities for success. These insights can guide educational policy reforms to improve the effectiveness of streaming in Tanzanian secondary schools.

Keywords: *Streaming, academic ability, subject reduction, inclusive education.*

1. INTRODUCTION

Separating students based on cognitive ability named as streaming has been a topic of research and dialogue since the 19th century. Spina (2018) explained streaming Sas grouping of students into different academic tracks based on their performance levels, often creating distinctions between lower and higher achievers. Rhonda (2018), discovered that the concept of student streaming began in 1892 by the National Education Association headed by Charles Eliot, as the president of Harvard University. In the United States, some schools practice tracking or ability streaming practices, where students placed into different class rooms or tracks based on examination results, (Oakes, 2018). In European countries grouping student based on cognitive ability was still dominating. Country like Britain, secondary schools implement streaming practice where students were separated into different classes based on academic performance. Higher achieving students were selected in advanced sets while lower achieving students were selected in lower set within the same school, (Ofsted, 2019). Asian countries such as Japan, South Korea, Singapore, and China, classes streaming practiced in secondary education. Students were placed into variety academic tracks or classes based on entrance assessment as well as teacher recommendations (Cheng and Fung, 2021).

Streaming practiced in several African countries, for example, in Ghana students grouped into different classes or tracks based on their performance in standardized tests or teacher evaluation. The practice focused at providing tailored support to students at different ability levels, (Addo et al., 2019). Similarly, East African countries like Kenya, streaming practiced in different secondary schools. Students joined into different streams or classes based on their results in the Kenya Certificate of Secondary Education (KCSE) examinations. Higher-achieving students placed in academic or advanced streams, whereas lower-achieving students are placed in vocational or remedial streams, (Wambua and Nzioka, 2020). Also, in Uganda, streaming applied in secondary schools, where students separated into different classes or tracks based on their performance in the Uganda Certificate of Education (UCE) examinations. The practice needed to ensure that students received instruction and support that matched their academic abilities, (Kyeyune, 2022).

The practice of streaming in Tanzania secondary schools has sparked a range of attitudes among both teachers and students. While this practice has been implemented to cater to varying academic needs, concerns have emerged regarding its effectiveness and the possible negative consequences on student morale, self-esteem, and overall academic outcomes (Bosco and Wandela, 2024). In the Kilolo District, the process is characterized by reducing the number of subjects for lower achievers, which has led to growing

debates about the best approaches to enhance streaming for improved educational outcomes (Magableh and Abdullah, 2020).

In Tanzania, the education system has long embraced the practice of streaming, particularly at the secondary school level, where students are grouped according to their academic performance. Streaming is designed to provide targeted instruction and support to students based on their abilities, thereby allowing teachers to focus on the specific needs of each group (Chiu, Chow, and Joh, 2017). However, despite its widespread use, streaming remains a contentious issue, with critics arguing that it exacerbates inequalities in education and may hinder the potential of lower achievers by restricting their academic exposure (Ziernwald, Hillmayr, and Holzberger, 2022). The Kilolo District, like many regions in Tanzania, has faced challenges in balancing the goals of streaming with the need to provide equitable education for all students.

The central issue in the current study revolves around the attitudes of teachers and students toward existing streaming practices and the strategies needed to improve them. In Kilolo District, streaming has led to disparities in resource allocation, where higher achievers often receive more focused instruction and resources, while lower achievers face reduced subject choices and academic opportunities (Johnston, Wildy, and Shand, 2023). This raises concerns about the long-term impact of streaming on academic performance and social cohesion among students (Follwell and Andrew 2021).

The literature on streaming suggests that while the practice may improve academic outcomes for high achievers, it can have detrimental effects on low achievers, leading to feelings of academic inferiority and reduced self-esteem (Mogaka, Wawire, and Mugambi, 2021). In particular, studies have highlighted that streaming, when not carefully managed, can limit the academic growth of lower achievers by providing them with fewer academic challenges and opportunities (Hermes, Huschens, Rothlauf, and Schunk, 2021). This has raised questions about the fairness and equity of streaming practices in schools (Hattie, 2023). Furthermore, there is a growing body of research that questions whether streaming truly addresses the diverse learning needs of students or simply reinforces existing inequalities in the education system (Odongo, Otyola, and Loyce, 2021). Differentiated instruction, which aims to cater to individual student needs within mixed-ability classrooms, has been proposed as a more inclusive alternative to traditional streaming (Gaitas et al., 2022). This approach allows teachers to tailor instruction to the specific learning styles and abilities of each student, without the need to separate students into different academic tracks.

While proponents of streaming argue that it allows for more efficient teaching by grouping students with similar abilities together, critics assert that it undermines the potential of lower achievers by lowering academic expectations and reducing opportunities for intellectual growth (Mahende, 2021). As a result, there is an ongoing debate about the most effective ways to implement streaming in a way that benefits all students, regardless of their academic performance levels (Teo, 2018). This study seeks to explore the attitudes of teachers and students towards the current streaming practices in secondary schools in Kilolo District and to identify strategies for improving these practices to ensure that they meet the needs of all

students (Rappaport and Weisdorf 2024). By examining the perceptions of key stakeholders, this research aims to contribute to the broader debate on the effectiveness of streaming and its impact on educational equity in Tanzania (Braun, 2022).

Literature studied indeed provided wide views, though there is a gap that need to be addressed by this study. Other studies highlighted general attitudes and perceptions, none actually explored the actual practice of reduction of subject offerings for lower achievers as was determined in Kilolo. The implications of this practice, where students in Kilolo focused on a few subjects contrary to the policy of Tanzania education of 2014 mandate a minimum of seven subjects, are not explored. The study, therefore, needed to be comprehensive in establishing how this particular form of streaming affects academic outcomes in equity and also its congruence or conflict with national educational policies. This addressed the literature gap and provided a better understanding of the effectiveness and equity of form four streaming practices in Kilolo District. It would also inform policymakers and educators on how to develop strategies for inclusive, equitable, and productive educational settings that reinforce holistic advancement to students.

1.1. Research Questions

The study aims to explore the attitudes of teachers and students on strategies for improving current streaming practices in secondary schools in Kilolo District, Tanzania. The following research questions guide this investigation:

1. What are teachers' perceptions regarding the effectiveness and fairness of current streaming practices in Kilolo District?"
2. What strategies do teachers and students propose for improving streaming practices in secondary schools in Kilolo District?

2. RESEARCH METHODOLOGY

The study employed a qualitative research methodology to thoroughly examine the attitudes, beliefs, and experiences of teachers and students concerning streaming practices in secondary schools within Kilolo District Council. This methodology involved the use of interviews and focus group discussions, which allowed for the collection of rich, contextual data regarding the socio-cultural and educational factors influencing streaming. A case study design, as suggested by Yin (2018), was adopted to provide an in-depth analysis of the process of segregating lower and higher achievers into separate classrooms and its impact on both teachers and students.

The research focused on secondary school teachers and Form Four students from 34 public secondary schools that implemented streaming. A total of four schools were randomly selected randomly, with 20

teachers and 96 students participating in the study. Teachers were chosen through both purposive and random sampling, particularly focusing on those directly involved with Form Four classes. For students, a stratified sampling technique based on academic ability was employed, followed by random selection within each stratum.

To gather data, semi-structured interviews were conducted with teachers, while focus group discussions were used with students. These instruments were carefully crafted and validated by drawing from relevant literature, consulting experts, and conducting pilot tests to ensure the questions were clear and pertinent to the research objectives. Data analysis was conducted using thematic analysis, following the interpretative phenomenological approach, (Smith and Osborn, 2008), which helped to identify key patterns and themes in the participants' responses. This approach enabled a deeper understanding of the attitudes toward streaming practices in Tanzanian secondary schools.

The methodological rigor of the study, including the use of validated instruments and systematic data analysis, strengthened the reliability and validity of the findings. These insights aim to contribute to the improvement of educational practices and inform policy reforms regarding streaming in Tanzania's secondary education system.

3. RESULTS AND DISCUSSION

3.1. What are teachers' perceptions regarding the effectiveness and fairness of current streaming practices in Kilolo District?"

3.1.1. Focus on Streaming Duration

One of the critical aspects of effective streaming is determining the appropriate time to start the process. Teachers and students have varied opinions on when streaming should begin, each with valid reasons and anticipated benefits. The consensus among educators is that starting the streaming process early enough is crucial to provide ample time for tailored instruction and thorough preparation. Many teachers advocate for beginning the streaming process at the start of the academic year in January. They argue that starting in January allows for a full year of focused preparation, which is essential for addressing the needs of lower achievers. One teacher stated, *"Starting streaming in January will give us enough time to work with the students, addressing their weaknesses and building their strengths without the pressure of time."* Implementing streaming from January would ensure that both teachers and students have adequate time to cover the curriculum comprehensively, leading to better academic performance and reduced pressure.

This aligns with findings from Spina (2018), who emphasized the importance of early intervention and structured streaming practices in enhancing student learning outcomes. In her study, she highlighted that providing sufficient time for both teachers and students to adjust to streaming helps improve student achievements, especially in lower-achieving groups. Moreover, Mahende (2021), in a Tanzanian context,

stressed the importance of initiating streaming early to allow students ample time for academic growth. Similarly, the Ministry of Education and Vocational Training (2023) highlights that proper planning and early implementation of streaming are crucial for aligning the educational system with student needs and preparing learners for national assessments.

Another group of teachers suggested initiating streaming in the middle of Form Three. This approach would allow students to concentrate on a few subjects initially and add more subjects as they master the content. One teacher explained, *"Starting streaming in Form Three allows students to gradually adjust to the focused study approach, making it less overwhelming."* This approach recognizes that students might benefit from a gradual transition to streaming, giving them time to adapt to the demands of a focused academic track. This perspective is supported by Ziernwald et al. (2022), who argue that differentiated instruction in mixed-ability classrooms requires gradual implementation for maximum effectiveness. They found that high-achieving students, in particular, respond well when streaming allows for a slower introduction of specialized subjects. Moreover, Johnston, Wildy, and Shand (2023) noted that gradual transitions can help students adjust better to the demands of streamed classes, ultimately improving their performance.

However, not all educators agree on the ideal starting point for streaming. Some teachers suggested starting streaming after national exams in Form Two, believing that the results from these exams can better guide the selection of streams. According to one teacher, "By the time students complete their Form Two exams, we can see clearer indications of their strengths and weaknesses. Streaming at this point would help us better align students with the subjects in which they are most likely to excel." This approach emphasizes data-driven decision-making, ensuring that streaming is based on solid academic evidence. Chiu, Chow, and Joh (2017) found similar results, indicating that streaming based on prior academic achievement, such as exam results, can lead to more precise placement of students into ability groups. Their study across 40 countries highlighted the significance of using prior data to inform streaming decisions, which aligns with the feedback from teachers advocating for post-exam streaming. This approach also ties into the Ministry of Education and Vocational Training (2023) policy, which encourages data-informed practices in secondary schools to ensure that students are placed in learning environments that maximize their potential.

Therefore, the timing of when to start streaming is a topic of considerable debate among teachers and students. Whether streaming begins at the start of the academic year, midway through Form Three, or after Form Two exams, the key takeaway is that the timing should support students' academic growth without overwhelming them. Research and policy both emphasize the importance of structured, evidence-based approaches to streaming that provide sufficient time for preparation and adjustment. Careful consideration of the starting point for streaming ensures that students' learning needs are adequately met, leading to better academic outcomes.

3.1.2. Professional Development for Teachers

Teachers emphasized the critical need for training and seminars tailored specifically to the challenges of teaching lower achievers. They highlighted the complexity of addressing the diverse needs of these students and the lack of adequate training opportunities to support effective instruction. One teacher shared, *"Teaching lower achievers is more than difficult. They need more engaging and simplified approaches, something I don't have training in."* Investing in specialized training can enhance teachers' ability to meet the diverse needs of lower achievers, leading to improved student engagement and academic performance.

Spina (2018) argues that professional development programs designed specifically for teaching lower achievers are essential. These programs should focus on equipping teachers with strategies that simplify content, use engaging methods, and connect lessons to students' lived experiences. Teachers identified several challenges in teaching lower achievers, including the need for simplified language and instructional materials, increased practice opportunities, and a focus on students' lived experiences. They noted that effective instruction requires advanced knowledge and techniques, often drawing from international best practices. One teacher remarked, *"Teaching lower achievers effectively requires techniques and methods that we are not typically trained in."* This statement underscores the necessity for professional development to address these gaps. Ziernwald, Hillmayr, and Holzberger (2022) found that teachers often lack the specialized skills required to effectively teach lower achievers. Addressing these challenges through targeted professional development can help create more effective and inclusive learning environments, enhancing academic outcomes for lower achievers.

Teachers highlighted the importance of adopting international best practices in their instruction. They expressed frustration with the absence of specialized training, which has led to a reliance on individual experience and outdated teaching approaches. One teacher stated, *"… We need to learn from international best practices to better support our students ….."* Johnston and Lee (2023) emphasized the value of incorporating international best practices into teacher training programs. These practices include differentiated instruction, formative assessment techniques, and the use of technology to engage students. The data highlights the importance of ongoing professional learning informed by international research and expertise.

Teachers called for a commitment to continuous professional development to stay updated with the latest teaching strategies and methodologies. Harris and Miller (2024) found that ongoing professional learning is crucial for teachers to remain effective in their roles. Their research suggests that continuous professional development helps teachers stay current with new educational trends and strategies. The Ministry of Education and Vocational Training (2023) emphasizes the importance of teacher training to enhance educational equity and effectiveness. By committing to ongoing professional development, schools can

ensure that teachers are well-equipped to meet the evolving needs of their students, particularly lower achievers.

Investing in specialized training for teachers can enhance teaching effectiveness and improve student outcomes across all achievement levels. By equipping teachers with the knowledge and skills needed to effectively teach lower achievers, schools can create inclusive learning environments where every student has the opportunity to thrive. One teacher noted, *"Specialized training can help us create more equitable educational outcomes for all students."* Mahende (2021) underscores the impact of professional development focused on equity, which can significantly improve educational outcomes for marginalized groups. The study highlights the importance of training teachers to address the diverse needs of all students, contributing to a more inclusive and supportive educational environment.

3.2. What strategies do teachers and students propose for improving streaming practices in secondary schools in Kilolo District?

3.2.1. Establishing Special Schools for Lower Achievers

Teachers argued that the current education system failed to adequately address the needs of lower achievers, who required specialized care, programs, and teachers. They suggested that establishing special schools for lower achievers would provide an environment tailored to their unique needs, fostering better academic performance and personal growth. One teacher remarked, *"Having special schools for lower achievers, as the government does for higher achievers, could provide the tailored support they need to thrive academically and personally."* Research has shown that separating lower achievers into specialized educational environments can lead to enhanced academic outcomes. For example, Chiu et al. (2017) found that streaming students according to ability resulted in improved reading achievement in several countries. Similarly, Ziernwald et al. (2022) emphasize the value of differentiated instruction in promoting both high and lower achievers, suggesting that streaming could be effective if done with proper instructional support.

Establishing special schools for lower achievers can lead to a more focused and supportive learning environment, tailored specifically to the needs of these students. Anderson and Thomas (2021) highlighted that tailored environments allow for individualized learning plans and support systems that address specific challenges faced by these students. This is particularly relevant for lower achievers who benefit from personalized attention and instructional strategies that simplify complex material. Johnston and Wildy (2023) also support the idea, showing that students in streamed classes, when provided with the right support, tend to experience better academic progress than their peers in mixed-ability classrooms.

Teachers proposed that colleges should develop special courses to train educators specifically for lower achievers, who will teach in special schools for this group. These courses would emphasize methods that incorporate humor and engagement, which have proven more effective for this group. One teacher noted,

"Developing specialized courses for teachers to train them in methods that engage lower achievers can make a significant difference in their learning experience." Studies found the similar view, with Wilson and Jackson (2022) finding that teaching methods incorporating humor and engagement significantly improve the learning outcomes of lower achievers. Such specialized training can provide teachers with the skills needed to foster a positive and effective learning environment for these students.

Additionally, specialized training programs for teachers would enable the development of instructional materials and strategies tailored to the cognitive and emotional needs of lower achievers. Spina (2018) argues that evidence-based decision-making in education, such as ability grouping, requires well-trained teachers who can effectively implement differentiated instruction. Without specialized teacher training, there is a risk that lower achievers will continue to fall behind, as they struggle with traditional teaching methods that do not address their specific needs. Gaitas et al. (2022) further emphasize the necessity of differentiated instruction and teacher adaptability to meet the diverse needs of students, particularly those who may not thrive in a general education setting.

Lower achiever students often struggle with subjects that do not align with their interests or future goals. However, they indicated that their dislike for certain subjects was due to a lack of understanding or connection with the material, rather than a lack of ability (Hayford and Avoke, 2011). Teachers noted that specialized schools could offer a curriculum that focuses on practical skills and areas of interest, helping students connect their education to real-world outcomes. For example, Magableh and Abdullah (2020) found that when students are placed in ability-specific groups and taught using methods tailored to their learning styles and interests, their academic engagement and performance improve. Providing lower achievers with the opportunity to learn in a more personalized and relevant environment could greatly enhance their academic and personal development.

The proposal for establishing special schools for lower achievers aligns with findings by Hermes et al. (2021), who suggest that providing relative performance feedback and individualized instruction in primary education can motivate lower-achieving students to perform better. Such schools could provide the structure and feedback mechanisms needed to boost the confidence and academic performance of lower achievers. Similarly, Baidoo-Anu (2022) found that streaming between schools, particularly when designed with attention to the specific needs of students, can create a learning environment where students feel supported and valued, ultimately leading to better academic outcomes.

In conclusion, establishing special schools for lower achievers, supported by specially trained educators, can create an environment that fosters academic growth and personal development. By tailoring instruction to the specific needs of these students and aligning the curriculum with their interests, special schools could provide lower achievers with the support they need to succeed academically. As Teo (2018) points out, the dialogue around low achievers needs to be broadened to include more inclusive and specialized approaches to education, which special schools can offer. The establishment of these schools would not

only improve academic outcomes but also contribute to the overall well-being and future success of lower achievers.

3.2.2. Number of Subjects

A significant majority of teachers opposed the current practice of teaching seven subjects, including Basic Mathematics, which is perceived as challenging even for higher achievers. They argue that this practice overwhelms lower achievers and hampers their academic progress. One teacher remarked, *"Teaching seven subjects including Mathematics can overwhelm lower achievers."* These teachers advocate for reducing the number of subjects to a range of three to five, allowing lower achievers to concentrate better, repeat content as needed, and achieve a deeper understanding. Johnston and Wildy (2017) indicated that reducing the number of subjects for lower achievers can enhance their focus and depth of understanding. Their study found that students who studied fewer subjects performed better academically due to the increased time and attention devoted to each subject. Implementing this recommendation would enable lower achievers to master core subjects more effectively, leading to improved academic performance and reduced stress.

Many teachers suggested that lower achievers should be allowed to choose subjects based on their interests and future aspirations. They argue that this approach would make learning more meaningful and engaging for students. One teacher noted, *"Allowing students to choose subjects based on their interests can make learning more relevant and motivating."* This statement implied that when students are interested in the subjects they study, their academic performance and overall satisfaction with school improve. According to Kim and Lee (2022) and Ndalichako (2014), found that student choice in subject selection significantly increases engagement and motivation. Allowing lower achievers to choose their subjects led to higher motivation levels, better academic outcomes, and a more positive attitude toward learning.

A minority of teachers believed that all students should receive a comprehensive education across all subjects to ensure broad knowledge and avoid knowledge gaps. They proposed that streaming should occur only after the completion of the syllabus, with students initially covering all subjects before narrowing their focus. As one teacher stated, *"Comprehensive education across all subjects is important, but the current system might not suit every student's learning need."* Chiu et al. (2017) found that students who receive a broad education were better prepared for higher education and professional opportunities. While a comprehensive education provides a well-rounded knowledge base, it may not be suitable for all students, particularly lower achievers who may benefit more from focused study on fewer subjects.

Students, particularly lower achievers, reported feelings of confidence and great hope for academic success due to streaming involving subject reduction. They interested on subjects such as Kiswahili, Biology, English, and Civics, with some also interested in Geography, History, and Literature in English. They felt more motivated and engaged when studying subjects of their choice, benefiting from the flexibility and focused timetable designed for them, the similar thing was discovered by the study of Palmer et al (2017).

Magableh and Abdullah (2020) had the notion that a reduced subject load led to better academic performance. Their study found that students who focused on fewer subjects achieved higher grades and had a deeper understanding of the material. Reducing the subject load for lower achievers can enhance their academic performance, increase motivation, and provide a more tailored educational experience.

Higher achievers also support the reduction in subjects, noting that the current system's extensive subject load can be demotivating. They observe that a more manageable number of subjects would encourage harder study and deeper understanding. One student mentioned, *"Reducing the number of subjects allows us to delve deeper into each subject and achieve a better grasp of the material."* Implementing a reduced subject load for higher achievers can lead to improved academic outcomes and a more positive learning experience for all students. Johnston et al. (2023) found that a more focused curriculum leads to enhanced understanding and engagement. Students who studied fewer subjects reported higher levels of satisfaction and academic achievement.

4. CONCLUSION

The findings highlight the significance of determining an appropriate duration for streaming practices in secondary schools. Both teachers and students hold varied views on when streaming should begin, with some advocating for starting in January to provide adequate time for preparation, while others prefer initiating it in the middle of Form Three or after completing the syllabus. Regardless of the chosen timing, early streaming has been shown to benefit lower achievers by offering targeted support and specialized instruction. Empirical studies further reinforce that early and structured intervention significantly improves academic outcomes.

Teachers emphasized the importance of professional development to better address the needs of lower achievers. They recognized that teaching lower achievers demands specialized skills, which they currently lack due to inadequate training opportunities. Professional development focusing on simplified language, engaging materials, and differentiated teaching strategies is vital to ensuring equitable education for lower achievers (Hirt et al, 2021). Incorporating international best practices and committing to continuous professional learning will help teachers become more effective in supporting all students, particularly those struggling academically.

Another major concern is the establishment of special schools for lower achievers. Teachers believe that the current system does not sufficiently cater to their unique needs, advocating for specialized environments similar to those available for higher achievers. This approach would allow for individualized learning plans and support, improving both academic and personal development. Specialized teacher training programs would also enhance the quality of instruction provided to these students, making learning more engaging and relevant to their future aspirations.

Lastly, the reduction in the number of subjects for lower achievers received strong support from both teachers and students. Lower achievers, in particular, struggle with the current load of seven subjects, which hampers their academic progress. Teachers and students alike recommended reducing the number of subjects to three to five, enabling deeper understanding and better academic performance. Allowing students to select subjects based on their interests and future goals would further enhance engagement and motivation, fostering improved outcomes for both lower and higher achievers.

5. RECOMMENDATIONS

Early Streaming Implementation: Initiating the streaming process at the start of the academic year (January) is recommended to provide ample time for focused instruction. This would allow teachers to address the weaknesses of lower achievers without the pressure of time constraints. Early intervention, supported by Form Two National Assessment (FTNA) results, can offer tailored support to students who need it most. Gradual Adjustment for Streaming: For students who may find an early start overwhelming, streaming should be introduced in mid-Form Three. This gradual approach allows students to ease into a focused study mode, building confidence and competence before taking on more subjects. Providing a flexible timeline for streaming would accommodate the varying needs of students.

Professional Development: Teachers require ongoing professional development tailored specifically to the challenges of teaching lower achievers. Training programs should focus on using simplified language, developing engaging instructional materials, and incorporating students' lived experiences into lessons. Investing in continuous professional learning, including international best practices, will equip teachers with the necessary skills to support all students effectively.

Specialized Schools for Lower Achievers: Establishing special schools for lower achievers would create an environment better suited to their unique needs. These schools should provide individualized learning plans, allowing students to receive tailored instruction that fosters both academic and personal growth. Colleges should develop specialized courses to train educators in methods specifically designed for engaging and teaching lower achievers. But, early streaming implementation and professional development for teachers may be easier to implement in the short term compared to establishing specialized schools for lower achievers, which would require significant resources.

Subject Reduction: To alleviate the academic pressure on lower achievers, the number of subjects should be reduced to a manageable range of three to five. This would allow students to focus more on core subjects, ensuring deeper understanding and better performance. Teachers should also consider allowing lower achievers to choose subjects based on their interests, making learning more meaningful and motivating. This recommendation should consider the holistic view and societal need, do not rely on learners' interest only.

By implementing these recommendations, the Tanzanian education system can improve its streaming practices, resulting in better academic outcomes and a more inclusive, supportive learning environment for all students.

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