

**EMERGING PRACTICES IN THE IMPLEMENTATION OF
COMPETENCE-BASED CURRICULUM IN SECONDARY
SCHOOLS**

A CASE OF MOROGORO MUNICIPALITY, TANZANIA.

By

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**A Dissertation Submitted in Partial Fulfillment of the requirement for Award of
the Degree of Master of Arts in Education (MAED) in Mzumbe University**

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CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled; ***Emerging Practices in the Implementation of Competence Based Curriculum: A Case of Morogoro Municipality, Tanzania***, in the partial fulfillment of the requirements for award of Degree of Master of Arts in Education of Mzumbe University.

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I, **Jofrey Tegemea Mgaya**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any degree award.

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DEDICATION

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	-	Competence-Based Curriculum
CBE	-	Competence-Based Education
CBA	-	Competence Based Approach
CBET	-	Competence-Based Education and Training
CBT	-	Competency-Based Training
DIT	-	Dar es salaam Institute of Technology
ICT	-	Information Computer Technology
KBET	-	Knowledge-based Education and Training
LCA	-	leaner Centered Approach
MKO	-	More Knowledgeable Other
MEST	-	Ministry of Education Science and Technology
NECTA	-	National Examination Council of Tanzania
PBTE	-	Performance Board Teacher Education
SMS	-	School Management System
SDEO	-	Secondary District Education Officer
SPSS	-	Statistical Package for Social Science
TIA	-	Tanzania Institute of Accountancy
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
URT	-	United Republic of Tanzania
WB	-	World Bank
ZPD	-	Zone of Proximal Development

ABSTRACT

This study aimed to explore emerging practices in the implementation of Competence Based Curriculum (CBC) in selected secondary schools in Morogoro Municipal Council. Specifically, the study aimed to: analyse strategies that teachers are currently using to effectively implement CBC; assess emerging capacities needs to effective implement CBC from the teachers' perspective and identify newly emerged challenges which hinder effective implementation of CBC. The study was mainly qualitative supported by some quantitative data. The study employed holistic case study design and purposeful sampling technique to get a sample size of 80 respondents. Data were collected through questionnaires, interviews, participatory observation and documentary review methods. With regard to strategies employed, the study found that teachers use different strategies like pair discussion; questions-answers among students under teacher's supervision, case study, simple practical for form one and form two classes as well as regular practical to form three and form four. With regard to emerging capacities needs, the study revealed the needs for administrative support and more capacity building programs. The findings show that the implementation of CBC is still faced with various challenges including large class size, unsupportive learning environment and English language barrier to mention a few.

These observed emerged strategies, capacities needs and emerging challenges in the implementation of CBC, entail that effective CBC implementation is still complex in Morogoro municipality in Tanzania. The huge difference between schools in terms of resources, environments and infrastructures lead to the variation of secondary schools outcomes in the application of CBC. It is recommended that deliberate efforts be taken, these efforts should include in-service training for teachers, review of curriculum for the teachers training, improvement of schools infrastructures and enhance collaboration between teachers and schools community members.

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CHAPTER ONE

PROBLEM SETTING

1.1 Background of the Problem

Education is the process of assisting learner to acquire knowledge, skills, values, beliefs and habits. Education methods include storytelling; teaching and direct research (Sumra & Rajani, 2006). The provision of quality education is a vital aspect in enhancing socio-economic development in the world today. Education, like other forms of investment in human capital, can contribute to economic development and raise the income of the people just as much as investment in physical capital such as transport or agriculture. The World Bank (WB) tends to help in terms of financial and technical support to poor countries to know the importance of investment through education (woodhall & Psacharopoulos, 1993). Competence has taken lead in the globalization of various sectors such as manufacturing, industries, agriculture, as well as education science. The necessary strategy of education was to establish Competence-Based Curriculum to respond the needs of world, CBC produce competent professional to balance the needs of society and labour market. Since 2005, the Tanzania education system adopted a Competence-Based Curriculum (Batova, 2015 & URT 2009).

The concept of Competence-Based Training (CBT) began early in 1950 in America, it then spread to other parts of the world. Hodge (2007) states that CBC originated in the United States of America in early 1950s, but in 1970s the Government initiated public debate concerning the problem of quality education in United States. Performance-based teachers education movement is one of the responses to problem, the movement synthesized the theories of education that became Competence-Based Training. The theoretical origins at CBT derive principally from Behaviorism and System theory-two broad theoretical orientation that influence education debate in the United States during the formative period of CBT (Hodge, 2007). In actual sense, CBC is formed by more than one theoretical principle. However, political and social forces at work assist theoretical element that characterizes the CBC system in use

today (Hodge, 2007; Butova, 2015). By the early 21st C, economic issues as well as emergence of new technologies accelerated the pace of globalizing competitiveness in education area and mastering of skills became the foundation of modern education. From the mid-1970s to the early 1990s, the notion of Competence-Based Education was the leading aspect in the United States of America and in others part of the world. This period is what we would call the second phase of the development of competence to education.

The Competence-Based Education is currently focuses on learning outcomes and addresses its basic ideas to what the learner shall learn to do rather than the more traditional goal of defining of what they must learn. Keeping some basic features, the Competence-Based Approach is currently(just like in the period of its established) an educational trend for setting goal in the form of knowledge skills and behaviour features a student shall master by the end of his or her studies (Butova,2015).

In such context, implementing a Competence-Based Education is a key issue of modern education science in general. In this sense, education passes through different periods and changes to overcome the needs of particular period on an actual situation; competence education is education that makes an individual to respond to current situation which needs the student to be more knowledgeable and possess enough skills rather than subject knowledge oriented. Hence, competence-based has given priority aligning various sectors such as manufacture and industries. As a strategy of the education or teaching system organization, the Competence-Based Approach (CBA) is the solution of preserve professional education by reflecting needs of society and labour market (Butova, 2015& Kafumu, 2010).

The concept of competence was practiced by Africans even before the colonial education. The traditional education was based on practical approach whereby the environment and needs of the society controlled what to be taught and learn. The learning process was based on doing rather than knowledge acquisition (Mushi, 2009).According to Komba and Mwandaji (2015), African Competence-Based Curriculum was adopted for the first time in South Africa 1998, following the serious shortage of professional like engineers, technician and artisan. South Africa adopted

the Competence-Based Curriculum in a bid to engage attitude of all South Africans and equip them with employable skills to cope with changing issue in the 21stC.

From independence, Tanzania has been working hard toward quality education as response to societal need and consciousness new ways of thinking practices and method of inquiring in education .In 2005, Tanzania Competence-Based Education (CBE) was introduced in secondary education. In 2006, Competence-Based Education was also introduced in primary education. Thus, Competence-Based Education became in operational in both primary and secondary school in 2006. The force behind implementation of Competence-Based Approach in education of Tanzania is to promote the quality of education which corresponds with changes of the world context in various aspects like economic, politics and social (Mkonongwa, 2014).

Historically, in Tanzania education has made major changes of curriculum since 1961; the changes of curriculum aimed to respond to the needs of society in all aspects in particular period. The changes have been done in 1967, 1979, 1997 and 2005. The 1967 changes were the first and aimed to amend colonial education system. This change was under the philosophy of education for self-reliance that aimed to prepare primary school students to directly join production in various sectors like agriculture and manufacturing industries. The second changes of curriculum were in 1979. They aimed to implement socialism and self-reliance. The 1997 changes were followed with the education training policy of 1995 and the 2005changes that were concerned with Competence-Based Curriculum. All this changes aimed to prepare individuals to upgrade academically and to be competitive in labour market and face their environment challenges. Though it may be hard to pinpoint what exactly competencies are needed to be known by learner, curriculum developers have less doubt that CBC is the best option since it favours more the needs of the learner than the learning theory (Mosha, 2012, &TIE, 2013).The Tanzania development vision 2025 aims at building the nation with high quality education. That is, a level of education that mitigate changes and demand of the fast growing global world (URT, 2005). Moving toward this vision, it is imperative to

reform curriculum so as to produce enough skill personnel. These personnel would be able to solve individual and social problems and remain competitive in changing global world to achieve socio-economic development and the survival of the society, every human being requires theories and practices (Woodhall, 2008, & URT, 1995). To meet the socio-economic demand of the 21st C, the government of Tanzania has committed itself to create conducive teaching and learning environment which render access to quality education (URT, 2000).

Different scholars have worked to conceptualize the term Competence-Based Curriculum. For instance, Mbarushimana and Kuboja (2014) looks at competence as a process that shift student from unrevealed talent, skill and knowledge to enable him or her to apply their talents, skills and knowledge in different situations and environments. CBE is the learning process expected to move from a transmission paradigm on the rote memorization and repetition of content to more practical education based on meaningful and applicable in everyday life. Savage (1993) insists that CBC is a functional approach to education as it emphasizes life skill and evaluates mastery on skill, necessary for an individual to function proficiently in a given society. According to Nikolov (2014), Competence-Based Curriculum is any form of knowledge, skill, attitude, ability or education objective that can be described in a context of learning, education or training.

Further, studies address CBC development in different perspectives. Tambwe (2016), for instance, observes that the implementation of CBC in secondary school has been difficult since inception as teachers could not seize its modality of teaching.

Also, scholars reveal that the implementation of CBC as interventions to improve is poor specifically in secondary school (Komba & Mwandaji, 2015; Kafyulilo *et al.*, 2012). Therefore, though there are studies that have been done on practices of CBC in different institutions, more research is still needed to explore how CBC is practiced to establish the role that CBC can play to improve youths' potential in terms of skill and competencies to reflect the demand of labour market.

This study demonstrates the new generation to employ themselves through their skills gained in schools for the development of nation. CBC is geared by learner – centred teaching philosophy which is thought to increase practical skills, independent thinking, entrepreneurial spirit and freedom in the practice of democracy (Vevrus *et al.*, 2011; URT 2014).

1.2 Statement of the Problem

Currently, the world is in need of competent people in various disciplines so as to cope with economic, political and social change. Following the global demand, Tanzania aspires to be the nation of high quality education to produce enough skilled work forces to solve societal problems and remain competitive in the fast changing world (URT, 1995).

The Government of Tanzania introduced Competence-Based Curriculum in 2005. The aim was to respond to the Government needs to improve education quality and thereby produce competent people needed for the human capital industry. Despite the Government aspiration and effort to improve quality education through the establishment of CBC, its implementation was found to be significantly poor especially in secondary schools (Komba & Mwandaji, 2015; Kafyulilo *et al.*, 2012; Makunja, 2015). Literature has noted a number of practices of CBC and challenges that hindered the implementation of the CBC in Tanzania particularly. Komba and Mwandaji (2015) and Kafyulilo *et al.* (2012) assert that the implementation of CBC in school has been complex since its inception, in that teachers could not grasp its modality of teaching in overcrowded classroom. According to Makunja (2015), CBC implementation is bottlenecked by lack of in-service training to teachers and students' readiness to accept learner-centred. Finding from all these previous studies and the increasing demand of competence and innovative skills calls for more research on the implementation of CBC in secondary school in Tanzania.

However, the Government of Tanzania in collaboration with some international stakeholders has responded to the challenges identified in the previous studies by introducing several interventions like improving the provision of teaching and learning material, increase budget for funding school activities and facilities, and building classes (Mosha, 2018). These interventions also call for more research to uncover emerging practices. This study therefore intends to explore some emerging practices in the implementation of CBC following various government interventions. This is due to the fact that, the role played by CBC can enhance youth's potentials in terms of skills and competences necessary for them to participate in the industrial society.

1.3 Main Objective

The main objective of this study was to explore the emerging practices in the effective implementation of Competence Based Curriculum in ordinary secondary schools.

1.4 Specific Objectives

- i. To analyse strategies that teachers are currently using to effectively implement CBC.
- ii. To assess emerging capacities needs to effective implement CBC from the teachers' perspective.
- iii. To identify newly emerged challenges which hinder an effective implementation of CBC.

1.5 Research Questions

- i. What strategies are teachers currently using to effective implement CBC?
- ii. What are emerging capacities needs to effective implement CBC from the teachers' perspective?
- iii. What are emerged challenges which hinder an effective implementation of CBC?

1.6 Rationale for the Study

Following the drastic changes in science and technology, the society requires skilled labour and independent thinkers for socio-economic development (URT, 2007). For this reason, secondary schools need to devise means of inculcating social, political and economic environment so that student can learn and acquire competences to be competitive and fit in local and global socio-economic society. In order to equip learners with skills, knowledge and competences, teachers need to use a variety of teaching and learning approaches in which a learner is the central focus. In CBC, a learner is a focus of learning process in order to achieve quality education in the era of globalisation. Experience shows that to some extent recruited employees have very low hand on skills to meet work demand which reflect that theories take more part in learning than practical (Rosch, Bader-labarre & Roser, 2015). The ultimate purpose of this study was to explore the emerging practices in the implementation of CBC. It aimed to establish the role that CBC can play to enhance youth's potentials in terms of skills and competences necessary for them participate in the industrial society.

1.7 Scope of the Study

The study was conducted in four selected ordinary secondary schools in Morogoro Municipality. The study involved Secondary district education officer, heads of Secondary Schools and teachers as the key implementers of CBC in schools. The study did not involved school board members and parents since SDEO, heads of schools, teachers and students are the key players of the curriculum on day to day basis in education sector. The study was conducted in Morogoro to make follow-up on the emerged practices in the implementing CBC. It employed constructivist theories of learning, also used interviews, questionnaires, documentaries and observation as techniques for data collection.

1.8 Significance of the Study

This study is significant in various ways as follows:

1.8.1 Knowledge Significance

Providing an insight into curriculum development process in Secondary Education in Tanzania; while curriculum development is continuous process, innovation and changes are part of the process in order to make the curriculum up to date and ensure relevancy. It is the fact that an effective curriculum development process can enhance the learning of the learner, the findings may be used to effect changes in the curriculum in order to improve planning and implementation of current and future activities toward curriculum development process. However, the study intended to give the most recent reflection of the implementation of CBC approach in secondary schools. The focus was to harness the current teacher's experience on practices of CBC in secondary school.

1.8.2 Policy Significance

The study has pointed out some key aspects which are academically useful. It has also suggested areas for further research so as to contribute to the body of knowledge and improvement of education quality. The study findings might help school management with proper implementation of Competence-Based Curriculum. Help policy technocrat and educational decision makers to understand the problem facing teachers and students with regard to teaching and learning under Competence-Based Curriculum as well as to help quality assurance department in identifying better ways of improving implementation of CBC.

1.8.3 Theoretical Significance

The knowledge of competence based curriculum builds student's confidence, creativity and independent thinking which help to fit in current labour market. The study was guided with constructivism theory which emphasize on independent thinking as well as creativity to student.

1.9 Limitations of the Study

The study encountered the following limitations when executing the study: hostility and non-cooperation from some respondents in the field. Some respondents were reluctant to provide required information. In regard to this, the researcher strived to develop an effective rapport with the respondents prior to starting data collection.

Further, the researcher used appropriate methods of data collection such as interviews, questionnaires, observations and documentary review in order to compare the responses for the purpose of minimizing errors in the study. However, the researcher was flexible in changing data collection method according to nature of the respondents in order to combat any arising issues in the course of executing the study.

1.10 Organization of the Dissertation

This dissertation is comprised of the six chapters: Chapter one that introduces the study includes introduction, background to the study, statement of the problem, objectives of the study, research questions, rationale for the study, significance of the study, limitations of the study. Chapter Two presents literature review; the chapter covers both theoretical and empirical review. The definition of important terminology, philosophical and psychological perspective on the study and the theory underpinning the study are also detailed. The third chapter encompasses research methodology. It includes the research approach, research design, study area, study population and sampling techniques and sample size, unit analysis, tools for data collection and procedures, means of data analysis and presentation and ethical considerations.

Chapter four includes the presentation of the study findings with respect to the study objectives while Chapter Five discusses and interprets the finding and Chapter six summarizes the study, gives conclusion, policy implication and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the review of related theoretical, empirical literature reviews, research gap as well as the conceptual framework.

2.2 Theoretical Literature Review

This section includes operational definition of key term, theoretical framework, philosophical perspectives on CBC and psychological perspectives on CBC.

2.2.1 Operational definition of Key Terms

Different terms as applied in this study are defined below;

Curriculum: Richard (2010) defines curriculum as the overall plan or design for a course and how the content for the course is transformed into a blueprint for teaching and learning which enables the desired learning outcome to be achieved. Wiggins and McTigh (2006) state that curriculum takes content (from external standard and local goals) and shapes it into a plan for how to conduct effective teaching and learning. This is a very broad concept, but in the context of Tanzania, curriculum refers to guidelines of educational provision based on the following aspects: building of competences that encompass knowledge, skills and attitudes, pedagogical orientations, teaching aids, assessment, monitoring and evaluation, teacher professional competences, enabling infrastructures and programme duration (Tanzanian Institute of Education, 2013: 6). The programme duration for secondary school learners is four years after that learner may join the working world or continue with either high school or post-secondary education. It is thus more than a list of topics and list of key fact and skill; it is maps of how to achieve the output of desired student performance in which appropriate learning activities and assessment are suggested to make it more likely that student achieve the desired result.

Practice: According to Macmillan English dictionary for advanced learner (2007), practice is the actual application or use of an idea, belief, or method, as opposed to theories relating to it.

Competence versus Competency: According to MOEVT (2005), competences are statements that specify the abilities that are expected to be attained by the pupils through the topic for any given class. Findley and Nathan (1980) define competency as the specification of capacity in designated areas of knowledge assessed through student's performance. The competencies to be acquired by an individual are those needed to function in the society. Due to some philosophical and procedural reasons, the term competency has been difficult to define with discrete conceptual boundaries. The term depends on the intended use-meaning since it is sometimes confused with or used interchangeably with other terms particularly competence and competency based training. The term competence is used more on the functional areas while competency is more on behavioral side of work performance but the usage is inconsistent and sometimes used interchangeably (Makauki, 2017&Vazirani, 2010).

Competence Based Approach: Nkwetisama (2012) looks at competence-based approaches as pedagogy of integration or to an outcomes approach. Mrowick (1986) views that competence based approach allow students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning abilities and lead to more efficient student outcomes. CBA is similar to Competency Based Learning or Competency Education and Training.

Competence-Based Curriculum (CBC): Mzima (2016) defines Competence-Based Curriculum as the process of enabling a learners to develop integrate and make use of intended attribute which facilitate the learners to cope with the community need rather than output oriented. It is an approach whereby students learn through a realistic situation under which they have to show if they can respond to the impending problem or perform a particular activity and be able to point out the link in knowledge and skills (Tilya, 2010).

The CBC seeks to develop in learners the ability to know, learn and ‘learn how to learn’ to do things. It attempts to provide them with the ability to be, to live and to work with other people; the learners are expected to remain in the four years of study until there is a demonstration of mastery. Though its competencies are needed to be known by learner, curriculum developers have less doubt that the CBC is the best option since it favours more the needs of the learners than the learning theory (Mosha, 2012:16).

2.2.2. Theoretical Framework

The study was underpinned with constructivism theory. As observed by Husen and Postlethwaite (1989), constructivism theory is rooted in philosophy and psychology. It asserts two main principles whose application has far reaching consequences for the study of cognitive development and learning as well for practices of teaching, psychotherapy and interpersonal management. The theory stands on how the individual can be able to interact with the environment and through cognitive ability create his or her knowledge or understanding toward certain phenomena. Teachers have the role of promoting effective learning when well-equipped with competence-based teaching techniques so that learners develop their own fullest potential.

The theory also maintains that individuals create or construct their own ideas and assign them meaning and knowledge through interaction with what they already have or observed through events and activities. In this way, the teacher guides, facilitates and encourages learners to question, challenge and formulate their own ideas, opinions and conclusions (Burrell & Morgan, 1979).

The constructivism theory emphasize on interacting with environment, an individual through assistance from instructor or teacher to create some ideas. Constructivism assumes that learning is continuous process which improves meaning based on personal activities. In other words, learning is a developing process by the learner understanding of the real world. It also assumes that knowledge is constructed out of sensual perspective experiences of the learner’s constructive process in nature. And that learning creates knowledge in the context of a situational reality (Ullianir, 2012; Bruner, 1966).

The theory proposes an individual to have knowledge from his or her environment or in a certain situation. The constructivism theory emphasizes an individual to create own idea, hence in this context, CBC is conversant with theory in terms of helping the student to have the skills which they can utilize in their environment. For stance, in geography incident the learner can be able to utilise his or her environment by using geographical skill for example agriculture, tourism topics etc. (Mosha, 2012).

2.2.3 Philosophical Perspectives on CBC

Philosophy helps educators to have direction on how to implement and organise to achieve a certain goal. Briefly, our philosophy of education influences and helps in making decision on our education. CBC is important in Tanzania today because it may give the solution of various problems like unemployment that face the youth in Tanzania. What's more, CBC to large extent reflects the industrialization policy whereby through CBC, we can produce skilled and competent students enough to be self-employed or have skills to be employed in industries and other related fields (Komba, 2015; Brand, 1983).

Nyerere (1967) emphasizes more on knowledge and skills rather than bookish knowledge which causes student to memorize more than to have skill to challenges their environment. Through the education philosophy for self-reliance, Nyerere portrays the real meaning of competence; basically CBC in Tanzania has been practiced for a long time. John Locke (1632-1704) believes that the child is born with an empty mind and becomes filled up by knowledge and skills in the course of interaction with environment and society. Locke conforms to behaviorists view that an individual or learner has no prior experience, hence should expect get the knowledge through interaction with the environment.

However, Swiss philosopher, Jean Rousseau (1712-1778) believes on the natural education, child-centred and experience-based. Rousseau states that a child has to grow in natural way by being conversant in their cultural norm. He emphasizes that adult people are the product of their environment. In this sense, curriculum developer should design the curriculum which reflects the environment as well as the demand of the current society. In actual sense, CBC tends to reflect the current needs in

Tanzania context whereby people should have competence which may help them to employ themselves or easily employed by institutional and company ,however to interact with their environment.

2.2.4 Psychological Perspectives on CBC

The study reviews Vygotskian theory o cognitive development. Theory holds that social interaction precedes development, and that the end product of socialization and social behaviour is awareness and cognition. There are three major themes in Vygotsky theory; they include:

Social Interaction, this theme is important in the process of cognitive development. In contrast to Jean Piaget's child, Vygotsky (1978) believes that every faction in the child cultural development appear twice; first on the social and later on the individual level. That is between people (inter –psychological) and then inside the child (intra-psychological).

'More Knowledgeable Other' (MKO); this stands as the second theme after social interaction. MKO entails an individual who has best understanding than other learners in a certain task. Usually, it is concerned with the peer group, and sometimes could include older adult or teacher.

'Zone of Proximal Development', (ZPD) stands as the third theme whereby there is little guidance between leaner and adult or peer collaboration. Vygotsky believe learning occurs in this zone. He pays attention on the connection between people and the social cultural context in which they act and interact in shared experiences. According to Vygotsky, human use tools that develop from culture such as speed and writing to mediate their social environment. Initially, children develop the tool to solve solely as social functional ways to communicate need. Vygotsky believes that the interaction of these tools lead to higher thinking skills. The theory contributes to genesis of competence-based to the student. John Dewey (1859-1952) emphasizes on the learning by doing; he believes that education by doing is important to learners because it helps the learner to be competent, however most of psychologists believe

that teachers should get used to interacting more in directing; this helps the student to be creative and competent toward addressing certain phenomena.

2.3 Empirical Literature Review

A number of studies have been done on the area of CBC in varied perspectives. For example, Lee (2014) shows that in Korea, Competence-Based Curriculum was influenced by curriculum autonomy policies that have control over the quality in terms of teachers and curriculum activities. The kind of approach looks like a forced one, in a sense that the decisions were made and the schools were supposed to adhere to and implement the particular policies. Hence, curriculum autonomy appeared to be imposed and compulsory and rather stimulating innovation and creativity; this force has not produced the expected changes because teachers resort to the previous curriculum rather than focusing to the CBC.

Wei (2006) examined the relationship between teachers' ICT competency and teacher acceptance and the use of school management system in Negria secondary school in Malaysia. The findings showed that teachers in Negria secondary school demonstrate high level of ICT competence and use of SMS. It was also found there is a statistically strong significant correlation between teacher ICT competence and teacher acceptance and use of SMS.

In another study, Wong (2007) investigated the competency based English teaching and learning to pre-service teachers of Chinese learning experience. The study showed that students had problems on the assessment. The assessment descriptors were not useful in helping them to achieve the assessment targets or get a high grade because the descriptors were in relative form. The study suggested that the programme must be locally developed so that curriculum, institutional and assessment can be correlated with each other in order to enhance effectiveness of competency based language teaching. Wangeleje (2007) and Kalugula (2000) show that teaching based curriculum required the teachers understanding of both the content and pedagogy.

Kufyulilo *et al.* (2012) conducted a study on the implementation of competence-based teaching approaches in Tanzania to pre –service teacher (in the factory of teacher) in Morogoro. The study revealed that the pre-service teachers were not well-equipped with the knowledge of Competence-Based Curriculum nor did they have a clear and correct understanding of CBC. They noted that pre- service teachers need a kind of practices with competence-based teaching approach in order to be able to effectively implement the approaches in their teaching.

Makunja (2015) traced on the challenges teachers face in implementing Competence-Based Curriculum in Tanzania. The findings established that teachers faced variety of challenges which impeded the effective implementation of Competence-Based Curriculum in teaching and learning. In the light of these findings, it was recommended that teachers should be given opportunity for their participation in formative evaluation and review of curriculum. Also, the Ministry of education, science and technology was urged to devise ways of providing quality and relevant teaching and learning resource that are consistent with the Competence-Based Curriculum.

Rwezaura (2016) studied the implementation of Competence-Based English Curriculum in Kinondoni municipal primary schools. The study revealed that both school heads and ordinary teachers were not familiar with the concept of competence-based teaching and learning in primary schools. This problem led students see that the English subject is difficult and thus, they disliked the subject. Also, the study noted that some students (15.75%) did not learn English language outside their classroom .They only learned English subject in their schools. The method of teaching is another reason that affects the implementation of CBE in the English subject; the study found the lecture was the most used method.

Lukindo (2016) study aimed at getting an insight into the implementation of Competence-Based Education. The study assessed the knowledge that rural secondary school teacher of English have on CBE. The study employed a quantitative research design, and semi structured interview guide as tools for data

collection. The study revealed that there were no changes in terms of assessment and thus recommended a top down approach for effective implementation of the CBE.

Another study done by Tambwe (2017) traced implementation of curriculum Competence-Based and Training system in Tanzania technical institution. The study revealed various implementation challenges that included; low understanding of CBET concept, lack of supportive facilities and resources, large number of student in classroom, lack of motivation to some teachers due to unfavourable working condition and low students' cooperation attitude. The study argued that those problems hampered effective implementation of CBT approach in Tanzania technical institution and thus urged for more effort to be devoted to the development of teachers and principals in understanding of CBET approaches.

2.4 Research Gap

The reviewed trend of literature has attempted to immensely look into implementation of CBC in different contexts and situations since it was established. The fact that CBC has increasingly gained impetus in the dynamic labour market; it was pertinent to conduct a study on the CBC in Tanzanian secondary schools to ascertain whether there are the emerging practices in the implementation of CBC. Some of studies conducted in Teachers' colleges have revealed that some of pre-service teachers were not well-equipped with CBC skills. Also, studies done to in-service teacher proved that many teachers did not implement well Competence-Based Curriculum in teaching and learning process. Some studies investigated the implementation of CBC in general and others subjects specific. Most of these previous studies were qualitative in nature. The current study opted to use mixed approach, qualitative and quantitative method for collecting wide and in-depth information. Therefore, though there are studies that have been done on practices of CBC in different institutions, more research is still needed to explore how CBC is practiced to establish the role that CBC can play to improve youth's potentials in terms of skill and competencies to reflect labour market demand. Thus, this study aimed at bridging the gap by exploring emerged practices in the implementation of CBC in secondary schools in Tanzania.

2.5 Conceptual Framework

In practice, CBC is an interactive process among schools, community, teachers and curricular. In this context, a learner is focused in the whole process of teaching and learning while school, community, teacher and curricular are crucial in the process in order to attain the intended objectives such as skills, knowledge, awareness and confidence. These objectives stand as dependent variable mediated by implementation of CBC. Effective implementation of CBC influences good skills, knowledge, confidence, creativity and self-awareness but when there is ineffective implementation of CBC the outcomes are poor skills, knowledge and lack of confidence to learner. The relation of each component is illustrated in Figure 2.1.

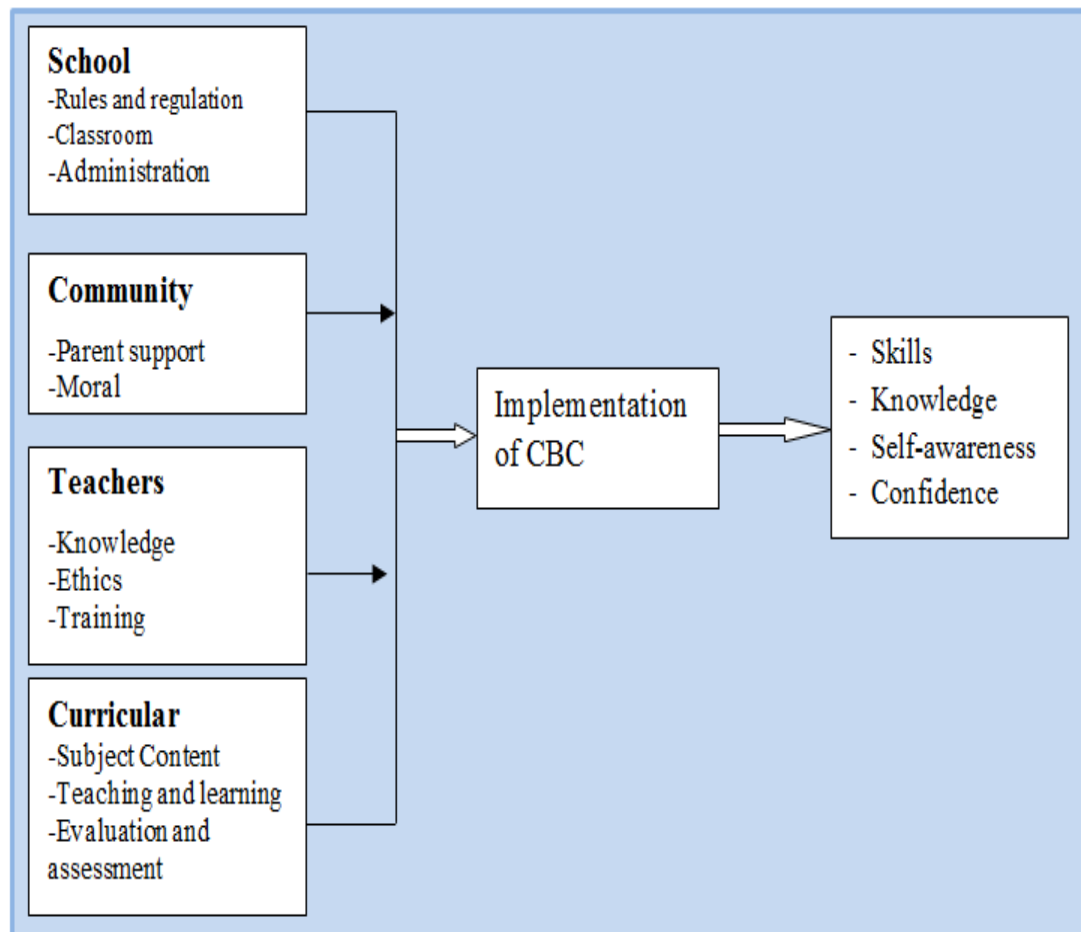


Figure 2.1: Conceptual framework

Source: Researcher's construct, (2019)

School

School is an agent for socialization where learners interact with peers, materials and teachers through which accommodation and adaptation of new experience is evident. School has been made with rules and regulations, infrastructures such as classrooms and laboratory, human resource which include administrators and teachers; all those work together with other independent variables to the implementation of CBC which influences the occurrence of dependent variable (Dewey, 1929).

Community

Community play a great role in terms of advice, moral support, provision of necessary material for learning; when there is the effective cooperation between school and community and other agents there is also effective implementation of CBC which leads to effective acquisition of skills, knowledge, self-awareness, confidence and others related to learner (Dewey, 1929).

Teacher

A teacher is a facilitator, motivator and mentor of learners in the learning process. For better results, a teacher should have teaching ethic, enough knowledge and pedagogical training, psychological knowledge and education foundation which influence the effective implementation of CBC to produce satisfactory outputs. For a learner to acquire skills, knowledge and experience, teachers must be well-equipped with pedagogical skills and subject matter, must be good role model, friendly to learner and creative in variety of environment (Slavin, 2003).

Curricular

Curricular comprises the teaching and learning material, subject content, teaching and learning experience, evaluation and assessment. Curriculum should reflect the needs of the society in order to produce output with good skills, knowledge awareness and confidence to acquaint with the demand of labour market. However, curricular should be implemented in cooperation with other variables such as teacher, school and community for good outcomes (URT, 1995).

In sum, teacher, school, community and curricular are important components for successful implementation of CBC and work together to bring about the desired learning outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology used in the study which encompasses the research approach, research design, area of the study, population, sampling procedures and sample size, data collection tools and data analysis.

3.2 Research Approach

The study adopted a mixed approach that facilitated the collection of both qualitative and quantitative data simultaneously. Qualitative approach was to realize the study's objectives. Quantitative approach was used to supplement data collection. The second method normally is for complementing the first or the dominant method. The study employed qualitative approach and quantitative approach in complementing data collection and analysis (Cresswell, 2012).

3.3 Research Design

In this study, the researcher employed holistic case study design to explore the emerged practices in the implementation of CBC in secondary school. Case study is detail examination of event or phenomenon as a whole so as to come up with the reality of the situation existing in a given area such as school or many organisations (Jurs & Wiersma, 2005).

3.4 The Study Area

The study was done Morogoro Urban District (Fig 3.1). The district is one of the six districts of the Morogoro Region of Tanzania. Morogoro Urban District covers 260 square kilometres. It is bordered to the east and south by Morogoro Rural District and to the north and west by Mvomero. Morogoro's population is estimated to be 315866 people (URT, 2016:02). The district was selected because of easy accessibility and convenience to study. Secondly, as one of the district in the region where CBC is implemented, it was significant to follow-up on the emerging practices in the implementation of CBC in Morogoro.

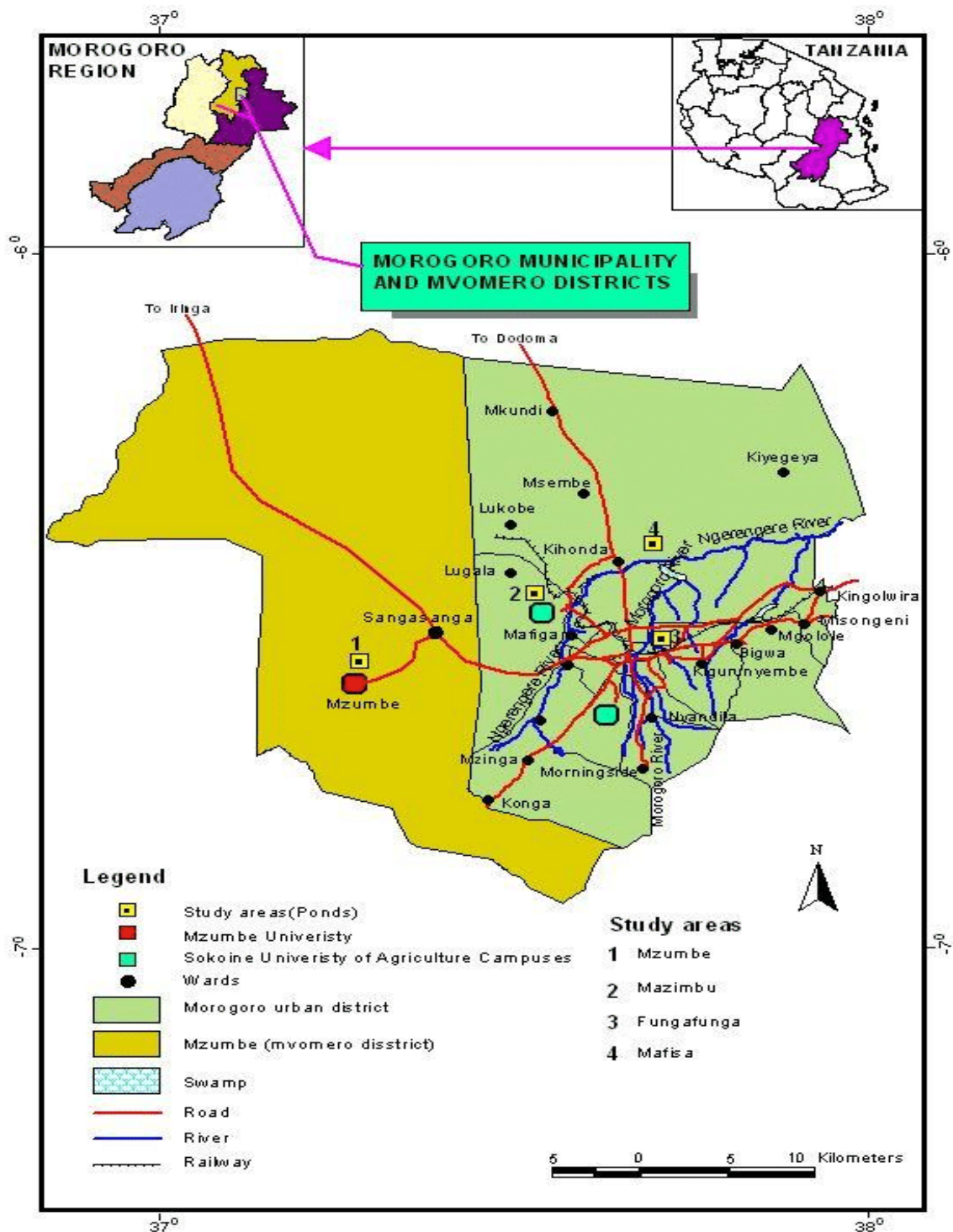


Figure 3.1: Map of Morogoro Municipality

Source: Google map, (2019).

3.5 Study Population

In social sciences, the target population is often people who have some particular characteristic in common such as all citizens of the United Republic of Tanzania, all eligible voters, all school age children and so on (Sullivan, 2001). The target population for this study included teachers, head teachers in secondary schools and Secondary district education officer (SDEO) in Morogoro Municipality.

3.6 Unit of Analysis

The data was gathered from 80 respondents comprising SDEO, 3 heads of schools and 76 teachers from the Bigwa sister's seminary, Mafiga secondary, Kayenzi secondary and Mwembesongo secondary. The heads of schools and SDEO provided data on school administration on the emerging practices of CBC while teachers provided data related to emerging practice in the implementation of CBC.

3.7 Sampling Technique

Sampling is defined as the process of selecting the sample units from the population to estimate population parameters in such a way that the sample truly represents the population (Singh, 2007). Purposive and self-selection sampling techniques were employed to obtain representative portion for the study. From these schools, 80 respondents were obtained comprising heads of schools, teachers and SDEO. Purposive sampling was done to select teachers in private and government ordinary level secondary school from different subjects.

3.8 Sample Size

The major assumption in qualitative case study is that small portion of the population can be studied in detail and give appropriate data for the case study and give the reflection on the corresponding population (Kumar, 2011). Based on this perspective, the researcher used four (4) secondary schools from which a total of eighty (80) respondents, comprising three head of schools, seventy six teachers and one SDEO. In qualitative case, the researcher selects and uses sample size which satisfies and backs up with important data for the entire study; in this regard, the researcher used

the sample size of 80 respondents which was adequate to provide data sufficient for the study.

Table 3.1 Distribution of sample size with respect to research tool (N=80)

Research instrumental	Respondent category			
	SDEO	Heads of schools	Teachers	Total
Questionnaires	-	-	66	66
Interview	1	3	5	9
observation Documentary review	-	-	5	5
Total	1	3	76	80

Source: Researcher' Constuct, (2019)

3.9 Data Collection Methods and Procedures

The researcher used questionnaires, interviews and observations to collect primary data. Documentary reviews were used to collect secondary data. The four instruments ascertained the validity of the study data.

3.9.1 Questionnaires

The researcher used questionnaire method in collecting data from teachers on exploring the emerged practices in the implementation of CBC. The questionnaires were administered to 66 teachers whereby all questionnaires were filled and returned.

3.9.2 Documentary Reviews

The researcher reviewed schemes of work, lesson plans and learner's portfolio (from five teachers) from Mafiga, Mwembesongo, Bigwa sister's seminary and Kayenzi Secondary to see if they had the required characteristics of CBC such as various students' activities and practical learning.

3.9.3 Interview

An interview is a conversation where questions are asked and answers are given. In common parlance, the word interview refers to a one on one conversation between interviewer and an interviewee (Green, 2015). Semi-structure interview was conducted to one SDEO, three heads of the school and five teachers. In this, the data pertaining to how they are involved in the CBC were collected.

3.9.4 Observation

Kombo and Tromp (2006) define observation as a tool that provides information about actual behaviour and will offer a researcher to draw first hand information. The researcher observed in and outside the classroom in each school to investigate on how teachers and student interact in the school premises for the purpose of assessing CBC and other related issues. The observation that aimed to see step by step lesson presentation, involvement for learner in the lesson was done for five teachers in the selected four secondary schools. The researcher employed participant observation which focused at specific predetermined behavioural pattern to back up the demand of the study. Observation in this study was useful since it gave the real situation of the implementation of CBC by teachers in the classroom .The researcher used classroom and school observation checklist as shown in Table 3.2 below;

Table 3.2: Classroom and School Observation Checklist

No	Item	Remark
I	Classroom Environment	
	Teaching aids	
	Sitting arrangements.....	
	Punctuality.....	
	Furniture.....	
	Teaching resource.....	
	Nature of interaction between student.....	
II	Classroom process	
	How does the teacher introduce the lesson.....	
III	Lesson development	
	How does the teacher develop the lesson.....	
	What kind of learning activities take place.....	
	What kind of question are being asked.....	
IV	Closing of the session	
	How does the teacher end the lesson.....	
	What activities are used to assess learning.....	
V	School environment	
	School infrastructure.....	
	Student behavior.....	

Source: Researcher' Constuct, (2019)

Table 3.3 is a matrix summarizing details of the data collection methods. The matrix includes research questions used, methods used, targeted respondents and related instruments that were used in collecting data.

Table 3.3: Matrix of research questions, method, respondents and instrument(s)

	Research Question	Method	Targeted Respondent	Instrument(s)
1	What are strategies teachers currently using to effectively implement CBC?	Questionnaire Interview Documentary review & Observation	Teachers SDEO & H/school Some teachers Teachers & Student	Questionnaires Interview guide Document Observation
2	What are emerging capacities/needs to effectively implement CBC from the teachers' perspective?	Questionnaire Interview Documentary review Observation	Teachers SDEO & Teachers Some Teachers Teachers & Student	Questionnaires Interview guide Document Observation
3	What are emerged challenges which hinder an effective implementation of CBC?	Questionnaire Interview Documentary review Observation	Teachers SDEO & Teachers Teachers Teachers & Students	Questionnaire Interview guide Documents Observation

Source: Researcher's Construct, (2019)

3.10 Data Analysis Techniques

The researcher used SPSS version 20 to analyse quantitative data gathered by questionnaire mainly respondents' demographic characteristics. These include age, sex, education level and working experience of the respondents. Data from interviews were analysed by content analysis where the data recorded, transcribed, coded and translated. Both interview and observation themes were developed for interpretation, likewise data from documentary review were analysed manually in which the data were coded, classified and assigned meaning. The analysed data were presented in statement, table and chart.

3.11 Ethical Considerations

Ethical procedures for conducting research were observed during the process of preparing and conducting a field study. The researcher secured research permits from the Director of Postgraduate Studies at Mzumbe University and Morogoro Municipal Executive Director. The researcher asked for informed consent to carry out the study from all the participants. The researcher maintained confidentiality which involves restriction to disclose respondent's information, to protect the respondents in which the researcher ought to protect the respondent from anxiety by avoiding the use of harsh language or dehumanising actions, avoiding providing incentives in the study

such as giving money or any other material so as to convince respondents to participate in the study and respondent accordingly, explaining the purpose of the study to the respondents before involving them in the study, establishing rapport and maintaining neutrality and respecting cultural diversities, respondent's time and valuing their resources and their responses.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents field data with regard to emerging practices in the implementation of CBC in Tanzania. The data are presented according to research objectives which were: to analyse strategies that teachers are currently using to effectively implement Competence-Based Curriculum, to assess emerging capacities and needs to effectively implement Competence-Based Curriculum from the teachers' perspective and to identify newly emerged challenges which hinder an effective implementation of Competence-Based Curriculum. This chapter is divided into two sections; the first section provides demographic information of respondents. The second section provides a detailed presentation of data in respect to research objectives with major and sub-themes.

4.2 Respondents' Demographic Information

According to Salkind (2010), demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are representative sample of the target population for generalization purpose. This section presents a description of respondent profile according to gender, age, and level of education as well as teachers' working experience. .

4.2.1 Gender of the Respondents

The study involved both gender, male and female. The female were the majority as they composed of 59.1% of the respondents as opposed to 40.9% of male respondents (see Fig 4.1). The response rate was excellent for statistical inference as it conformed to Mugenda and Mugenda (2003) who stipulated that a response rate of 50 per cent is adequate for analysis and reporting a rate of 60 per cent is good and response rate of 70 per cent and over is excellent.

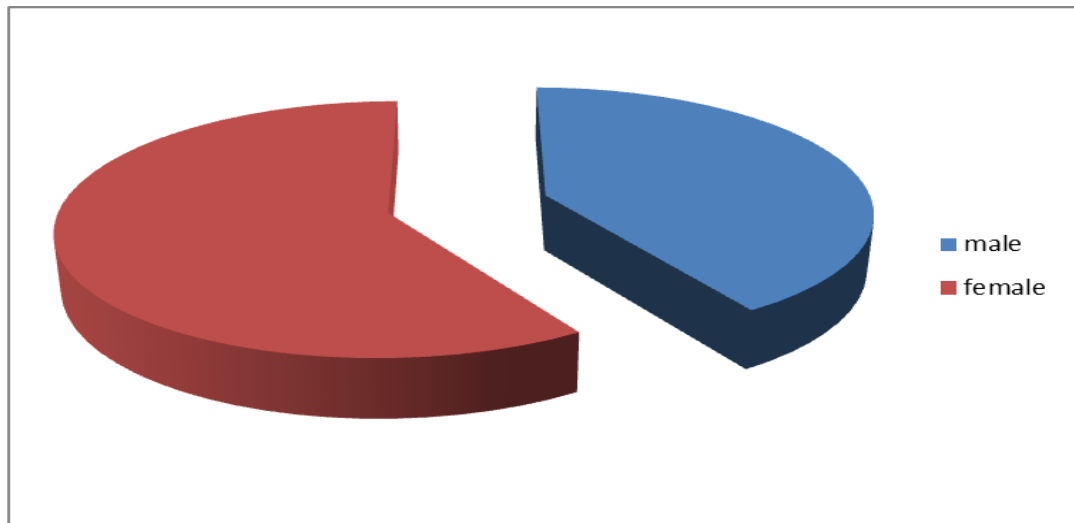


Figure 4.1: Gender of the Respondents

Source: Field data (2019)

Figure 4.1 depicts that female teachers participated more in the study than male teachers. The study involved both gender categories in almost the same proportions to avoid bias and to provide information from both gender categories to get perspectives of male and female teachers but female teachers were more than male teachers because most of schools in the field had bigger number of female teachers than that of male teachers.

4.2.2 Age of the Respondents

As illustrated in Table 4.1, the study was composed of more energetic and working force as only 13% of the respondents were aged above 51year. The rest of the respondents (87) ranged between 20 to 50 years.

Table 4.1: Age of the respondents

Age	Frequency	per cent	valid per cent	cumulative per cent
20-30	10	15.2	15.2	15.2
31-40	31	47.0	47.0	62.1
41-50	12	18.2	18.2	80.3
51+	13	19.7	19.7	100.0
Total	66	100.0	100.0	

Source: Field data (2019)

The study therefore revealed that most of respondents were of moderate age and energetic for resuming teaching work as indicated in Table 4.1 above.

4.2.3 Respondents' Education Level

The study involved 50(75.7%) respondents with bachelor's degree followed by 1(1.5%) respondents with master's degree and 15(22.7%) respondents with diploma in education. The results on the respondents' level of education are illustrated in Table 4.2.

Table 4.2: Teacher respondents' academic level

	Frequency	per cent	valid per cent	cumulative per cent
Diploma	15	22.7	22.7	22.7
Bachelor's degree	50	75.8	75.8	98.5
Master's degree	1	1.5	1.5	100.0
Total	66	100.0	100.0	

Source: Field data (2019)

Teachers with bachelor's degree were the leading group followed by those with diploma and master's degrees. This implies that the respondent who were involved in this study were well qualified to yield the desired outcomes of this study.

4.2.4 Respondents' Working Experience

The results as presented in Table 4.3 indicate that majority (65.2%) of the teachers had working experience of 10 years and above.

Table 4.3: Respondent working experience

	Frequency	per cent	valid per cent	cumulative per cent
5-9	23	34.8	34.8	34.8
10-14	18	27.3	27.3	62.1
15-19	17	25.8	25.8	87.9
20-24	4	6.1	6.1	93.9
25+	4	6.1	6.1	100.0
Total	66	100.0	100.0	

Source: Field data (2019)

Working experience is an important variable in teaching and learning process. The more experienced teachers are expected to be the more efficient and effective than those with less experience. In this study, the data shows that majority of teachers had more than 10 years' experience in field.

4.3 Strategies Used by Teachers to Effectively Implement Competence-Based Curriculum

The first objective of the study was to identify the strategies used by teachers to effectively implement CBC. The study employed interviews, questionnaires, documentary review and observations to collect data for this objective. In the questionnaires, some questions demanding respondents to answer whether they were able to identify various strategies to effective implement Competence-Based Curriculum. The findings obtained from questionnaires indicate that majority, 40(61%) of respondents use most of teacher-centred approach such as lecturing and preparation of notes for the students. The study further found that the 26(39.3%) applied CBC strategies such as; pair discussions which involve discussion of two students on particular topic; teachers observe randomly students' understanding, questions and answers among students under teacher's supervision, timed test which provides a chance to student to demonstrate deep understanding a topic after a lesson. and internet application in search new material related CBC.

Other strategies include; the use of case study method which helps the students to get more details concerning topic then learn in theoretically and practically, use of school environment to teach CBC for instance school ground, dams or farm, to give a students' choice of the strategies prepared by teacher; in this teachers prepared several strategies then compromise with the student on which strategy is best for upcoming lesson then student prepared themselves for lesson, singing songs related to topics; usually used in lower classes especially form one in language subject, the use of projector which simplifies a learning process , to emphasize projects in some topics conducted within a school or outside the school compound, role play, simulation, demonstration and remedial classes.

Most of these strategies aim to enhance participatory method in the process of teaching and learning. The theory that guided this study emphasises on participatory method to build the students creativity and confidence and making them gain requisite competencies. For example, it was found that form one teacher at Mafiga secondary use singing strategies to brainstorm students before starting the lesson. Similarly, a geography teacher asked students to prepare special project on different topics while a biology teacher from Bigwa sister's seminary guided students to observe things already learnt which are found in school premises. Physics and chemistry teachers conducted regular simple practical for form one and form two classes as well somewhat advanced practical experiments to form three and form four classes.

The interviews were conducted to some teachers including three heads of schools from each of the four surveyed secondary schools and SDEO to find out how one can apply and manage CBC strategies effectively. One of the interviewed teachers revealed that CBC is fruitful as it insists on what a learner can do rather than what a learner can remember, formative assessment is considered than summative assessment and makes a learner competent and independent. The following were recorded as correct strategies as provided by history and Kiswahili teachers:

...after the lesson, I provide a question constructed on competencies based to group, the question related to particular topic students have learnt; then before another lesson, I choose some groups to present before the class, this helps to develop student's confidence and to understand well the lesson.

I design two or three competencies strategies, and then I provide flexible learning opportunities that allow students to make choice about how they will learn. I let students choose the delivery formant that works best for them, given their individual needs and learning preferences, the strategies enable the students to enjoy and understand the various competencies.

The findings also revealed common strategies for implementing CBC that involving the learners to apply skills in addressing various issues in their local environment. CBC values the position of the learner in learning such that the curriculum needs the students to use more skills in order to practice in best way. Students and teachers

have an equal power in the learning process but teacher remain as facilitator of learning process. Observations and documentary review regarding the CBC established the same findings. Some classroom practices and documents used in the process of teaching and learning reflected the current strategies for effective implementation of CBC.

Conversely, the observation and documentary review revealed that some teachers conducted discussions, question and answers in teaching and learning with less consideration of individual cognitive ability where the teacher ought to give assistance to each learner because the learners are different in cognitive abilities. Furthermore, it was observed that most of teachers used lecture method in the session and very few students tried to interact and discuss. The study findings revealed that the way most of teachers teach reflect that they have insufficient strategies for effective implementation of Competence-Based Curriculum. This signifies that the teachers were not trained well on Competence-Based Curriculum from grassroots. This was verified from one of the teachers who claimed to have not been well trained in the university. So, she was teaching without knowing if she is teaching in conformity with the principles of CBC or not.

To sum up, most of teachers were not using strategies for effective implementation of Competence-Based Curriculum. However, it was found there were limitations to using CBC strategies. These were poor students' background from primary school, lack of facilities and lack of proper training on CBC to pre-service teachers.

4.4. Emerging Capacities Needs for Competence-Based Curriculum

The second objective of the study was to assess emerging capacities needs for CBC. The data were collected through questionnaires, interviews, observation and documentary review. This objective was achieved by assessing two main components that are sought to affect both positively and negatively in the implementation of the CBC. The two aspects assessed were Capacity building program and administrative support.

4.4.1 Capacity Building Program in CBC Implementation

It is underscored that capacity building programme lays platform for effective practice of CBC in the classrooms. Thus, there is a need of more training to many teachers. The study propped further to establish the extent to which the teachers were trained. The study findings show that, teachers have not been well training on CBC. However, in few cases, it was observed that there were in- service training where some teachers attended. The interviews with heads of schools revealed that few teachers received in-service training on CBC but most of those who received the training were from science subjects. Teachers seem to have varied conceptions on the lesson plans and scheme of work, which is very important document to teachers for effectively implementing CBC.

Regarding opinions of teachers on Capacity Building Programme; they claimed that they had not received in-service training on CBC as one teacher said *“I do not have any information on Capacity Building Programme, therefore I teach according to my experience and from my fellow teachers’ experience.”* Another teacher supported by saying that;

I have heard about capacity building programme but I did not see any teacher from this school attending the programme; so I have been executing CBC without any training, the government should insure proper arrangement of in-service training concerning CBC.

Despite the capacity building programme to a few teachers, teachers who attended the programme do not current traits on teaching CBC. However, it was revealed from heads of schools that teachers who attended capacity building programme had some skills on implementing CBC effectively compared to those who did not attend. For instance, one head teacher from school B said *“CBC training is important because it builds teachers’ capacity to improve performance on the CBC, but I suggest extending the length of training and improvement of training content”*.

Another head teacher stated added:

I think any teacher needs to be a lifelong learner. But all in all, I think more Seminars would make teachers to even more competent in their work. We need more of these seminars because everything is changing in these days, the curriculum is changing, the students are changing and even teachers are changing. When we get these seminars, we are updated. So in short the seminar has benefitted my teaching so much.

Through documentary review and observations of lesson plans and scheme of work, the study revealed that majority of teacher have little knowledge on writing proper lesson plans and schemes of work basing on CBC. Most of schemes of work and lesson plans did not reflect teachers' creativity and outcomes based on learning characteristic as it was noted particularly in the part of teacher activities in lesson. Teachers showed the activities which did not reflect the CBC. In reinforcement, the teacher asked questions on the taught subject and student answered accordingly; after reinforcement the teacher consolidated the lesson by giving questions concerning the topic taught, evaluation of lesson was very general.

Similar findings were revealed from the questionnaires where teachers seemed scantily trained on CBC. CBC training was not among teachers, in-service training was conducted to a very small number of teachers. The findings (see Fig 4.2) indicate that science teachers have been participating more in the capacity building programme. Ten, 10(38.4%) science teachers have attended capacity building programme as opposed to 6 (10%) non-science teachers who attended capacity building programme. This means almost 90% of the non-science teachers have not been trained in CBC.

Generally, the findings showed that for others subject the number of teachers who attended the programme was very small compared to science teachers as shown in Figure 4.2.

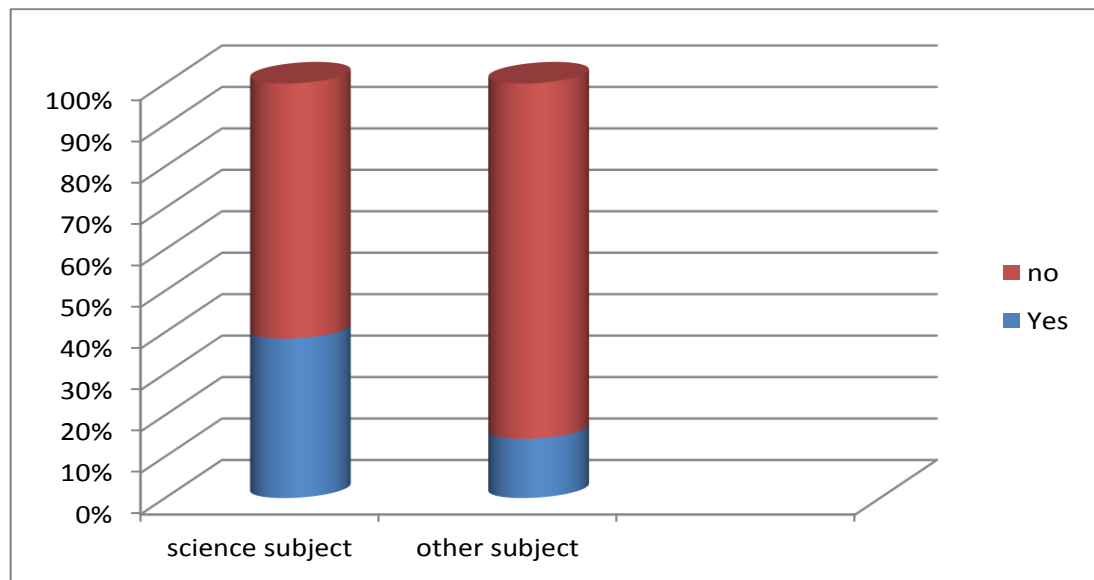


Figure 4.2: Trend of Capacity Building Training of Science Teachers versus other Subjects Teachers

Source: Field data (2019)

The above explanation revealed that capacity building is crucial thing for effectively implementing CBC but it seems that very few teachers have attended the programme hence the demand for training to teachers was high.

4.4.2 Administrative Support in the Implementation of CBC

Administrative support stands as the important factor for successful implementation of Competence-Based Curriculum in the school. School administration is decisive need for teachers to effectively implement CBC; hence the administrators like heads of the schools, deputy heads, are important person for effective implement CBC.

The findings revealed the existence of little administrative support particularly from the central government. The problem was enormous in public schools. For example, Headmaster of one public secondary school said;

Frankly speaking, there is no any support out of capitation grants from the central Government for implementation of CBC; the capitation grants does not fulfil all needs of the school but to some extent we received assistance from individual people, and different companies around our area. They support in terms of facilities and improvement of school infrastructures which help in the implementation of CBC.

Another teacher explained lack of administrative support on educational institutions aspects as he said;

...I think a cordial relationship does not exist. It must be known that teachers are key implementers of the curriculum, but to our surprise, TIE compose the curriculum while they do not have a daily classroom experience. The NECTA also compose examination while they do not have daily classroom experience. I think the time has come that NECTA and TIE may plan a joint meeting with teachers to look into these issues. The educational institutional play a great role to assist teachers to effectively implement CBC.

The study found that private schools are mainly supported by the owner, the school fees, project and donors. In private schools, teachers have supportive working condition such as facilities and school infrastructures to support the implementation of Competence-Based Curriculum as the headmistress of seminary secondary school pointed out;

Our school has large areas which enable teachers to practice practical learning or learning by doing outside the classroom like farming and how to keep the environment; hence the activities outside the classroom influence students to be competent in various skills. So as a headmistress, I encourage teachers to use our environment for effective implementation of CBC.

The interview was conducted to more heads of schools on how administrators support in the implementation of CBC. The heads of schools revealed that the school administrations support teachers to implement CBC by guiding them on how to teach by adopting some experience from successful schools. The administration also insist

teachers to apply CBC criteria, make follow-up by reviewing their document such as scheme of work and lesson plans, conduct academic meetings after a certain period of time or at the end of the term. Also, they recognize and give prizes to teachers with outstanding performance. However, most of these administrative supports were observed in private schools.

In questionnaire, the findings were almost the same with interview whereby, 32 (48.5%) stated that they have got support from administration for implementation of Competence-Based Curriculum, 34(51.5%) they do not have support. The findings revealed that most of teachers do not getting support as illustrated in Table 4.4:

Table 4.4 Rate of Support from Administration in the Implementation of CBC

	Frequency	per cent	valid per cent	cumulative per cent
Support in implement CBC	32	48.5	48.5	48.5
Unsupported in implement CBC	34	51.5	51.5	100.0
Total	66	100.0	100.0	

Source: Field data (2019)

4.5 Emerging Challenges which hinder Effective Implementation of CBC

The third objective of the study was to identify newly emerged challenges which hinder an effective implementation of Competence-Based Curriculum. The study probed on the possible difficulties that are encountered in the course of implementing the CBC. The question was generally directed to teachers who shared their experience through questionnaire and interviews. Teachers were asked to answer in the questionnaire as to whether the mentioned factors form part of the challenges that limit the application of CBC in the school.

study revealed that teachers encounter some challenges as they implement Competence-Based Curriculum; in the context of this study, the revealed challenges are perceived to be emerging challenges because there are various studies which have been done to address CBC and various intervention are made but institutions are not static. Being aware of the challenges mentioned in the previous studies, this study revealed a list of some other challenges which hinder effective implementation of Competence-Based Curriculum as stipulated below:

4.5.1 Inconvenient Schools Environment

Findings revealed that, two public secondary schools lack enough area to implement Competence-Based Curriculum effectively. Teachers claimed that CBC is practical oriented curriculum; in that case school environment is one of crucial aspects for implementation of CBC and imparting competencies and skills to students. Most of the school environments especially community ward secondary schools did not have convenient environment that support the implementation of CBC. For example, one of the geography teachers said;

Our school lacks enough area for students to practices some of the topics outside the classroom, therefore almost all topics are learnt in the classroom in theory form rather than practices, hence student experience some problems as they are more inclined to rote learning rather than understanding and acquiring various skills.

This claim was evidence by observation findings, whereby most of public schools have no open space that support implementation of CBC. Some public schools are surrounded by habitable buildings, however only one school was observed to have at least football ground for games and sports.

The study also found that schools had no modern technological laboratory equipment. Most of laboratories have not enough equipment to accommodate all students. Seminary school however has supportive environment. Besides classrooms to implement CBC effectively, the school has as good laboratories, and supportive environment for teaching and learning outside the classrooms. Descriptive findings (see Table 4.5) indicate that more than 75.8% of the teachers did not have supportive school environment to implement CBC.

Table 4.5 The Use School Environment to Implement CBC

	Frequency	per cent	valid per cent	cumulative per cent
Teachers do not use environment	50	75.8	75.8	75.8
Teachers use environment	16	24.2	24.2	100.0
	66	100.0	100.0	

Source: Field data (2019)

4.5.2 Facilities and Infrastructures for Implementation CBC

Under normal conditions, the facilities and good infrastructures like classrooms, modern equipped laboratories, teacher offices, library, houses, teaching and learning materials create smooth environment for teaching and learning. The study envisioned that to implement CBC effectively needs modern facilities such as computers, and technological teaching and learning aids like power point projectors.

The study findings revealed that public schools had inadequate facilities to influence learning. However, private owned secondary school was found to have adequate and quality facilities. The study found varied situations in the four secondary schools understudy in terms of availability of classroom and laboratories as well as library. It was found that three secondary schools had no library for teachers and students. It observed that two of the public owned secondary schools used classrooms store some books as opposed private seminary owned secondary school that has a big library with enough reference and text books. In the private school however, teachers claimed to lack modern books which influence the effective implementation of CBC.

Similarly, there were limited laboratories with few lab implements in public schools. The private schools however was found to have well-equipped laboratories for science subjects namely; physics, chemistry and biology as well geography room. In one public school, classrooms were converted to be used as laboratories, teachers in this public school still claimed on lacking enough facilities in the laboratory.

The observed situation limits the effective implementation of CBC especially in science subjects. The findings also revealed that in public secondary schools classrooms were not enough to meet the demand with regard to the number of students enrolled. It was observed that in one of the public secondary school, the classroom was congested. During the interview, the researcher probed more on this and one of the teachers responded; “ *...for my opinion the government should prepare first teaching and learning environment before introducing new things like competence based curriculum, because the classroom was congested hindering the effective implementation of Competence-Based Curriculum*”.

In seminary school, there were enough classrooms which accommodate all students. The class size was limited to the recommend size by ministry of education science and technology.

The findings further show that infrastructure especially teachers' houses and office in public secondary schools are not enough to influence smooth implementation of CBC. For example, the study observed limited office spaces for teachers in the public schools. school modify some rooms from classroom to be used as office, library or laboratory; one public secondary school changes one classroom by making partition by using ceiling board to get different offices such as academic office, second master and head of the school office, teachers claimed that the situation makes them feel uncomfortable with the office. The observed findings were similar interviews as one teacher said;

Most of teachers live far from the school environment and implementation of CBC needs enough time. But such a distance is a big hindrance because teachers get late to school due to coming from far distance and also the problem is confounded by transport problems.

Only one schools had a single house for the headmaster. The rest of the teachers lived off school campus. The situation is quite different with seminary school that had almost 31 houses for their teachers. This situation makes teachers work comfortably. The school it was found to have big teachers' office and department offices.

The modern teaching and learning material are essential for proper implementation of CBC in schools. The study findings revealed that few books limit teachers to actively involve learners in teaching and learning. Most of the schools were found with shortage of books. One of the teachers said; *"...we have a problem with books in our school and those few books we have do not relate to Competence-Based Curriculum"*.

Another teacher complained on existence of many books for one subject as he says;

Government through ministry responsible with education should provide direction on textbooks used for the whole country and when changes occur should inform education stakeholder immediately to ensure uniformity.

Another teacher from one public secondary school added that “*We do not have enough books, therefore every teacher kept their reference books and text books instead of using library*”.

4.5.3 Lack of electricity infrastructures

In the school is the challenge claimed by respondents especially from public secondary schools. Lack of electricity infrastructures caused the school to miss assistance from private partners who wanted to assist with technological devices like computers. It was found that teachers cannot use projectors in the process of teaching and learning even if they wanted to because school infrastructures do not support.

4.5.4 Extremely overcrowded classrooms

Extremely overcrowded classrooms increase difficult in the effective implementation of CBC. The problem of congestion has persisted for a long time especially in the urban area. The problem was said to have increased further in the current days due to fee free education policy since 2016. Schools have increased enrolment and, controlled the school drop-outs but with limited improvement on infrastructures. The pathetic situation is displayed in Figure 4.4.



Figure 4.3: Congested form one class in one of public secondary school in Morogoro Municipality

Source: The field picture by courtesy of head of school (2019)

4.5.5 Implementation of CBC versus Syllabus

Findings from teachers revealed that when teaching reflecting the CBC criteria, it is difficult to complete the syllabus at the required time because syllabuses from different subjects do not reflect CBC implementation, as civics teacher said;

When I follow the syllabus effectively by regarding CBC, it is difficult to complete the syllabus in required time because of arrangement of topics in the syllabus which did not consider the activities required by CBC.

Teachers from different subjects claimed almost the same point concerning syllabus. Geography subject teacher said that;

I think the government should review the syllabus in order to know if it fits in CBC by cross checking the arrangement of duration of time and other aspects. This is because; CBC activities are not reflected in the arrangement of topics in the syllabus.

Also, teachers reported that the syllabus includes topics that are not contemporary and they think those topics should be removed from the syllabus and add topics on the issue of science and technology ,entrepreneurship and others issue relate with current situation for secondary level. Descriptive statistics reveal similar findings, as demonstrated in Fig 4.3 and Table 4.6. Only 18(27.7%) were able to complete syllabus when teaching through CBC as opposed to 48(72.7%) who do not complete syllabus when teaching by using CBC.

Table 4.6: Whether one is Able to Complete the CBC Syllabus

	Frequency	per cent	valid per cent	cumulative per cent
Complete syllabus	18	27.3	27.3	27.3
Not able to complete syllabus	48	72.7	72.7	100.0
Total	66	100.0	100.0	

Source: Field data (2019)

Teachers also report time limitation due the fact that CBC involves activities that requires time.

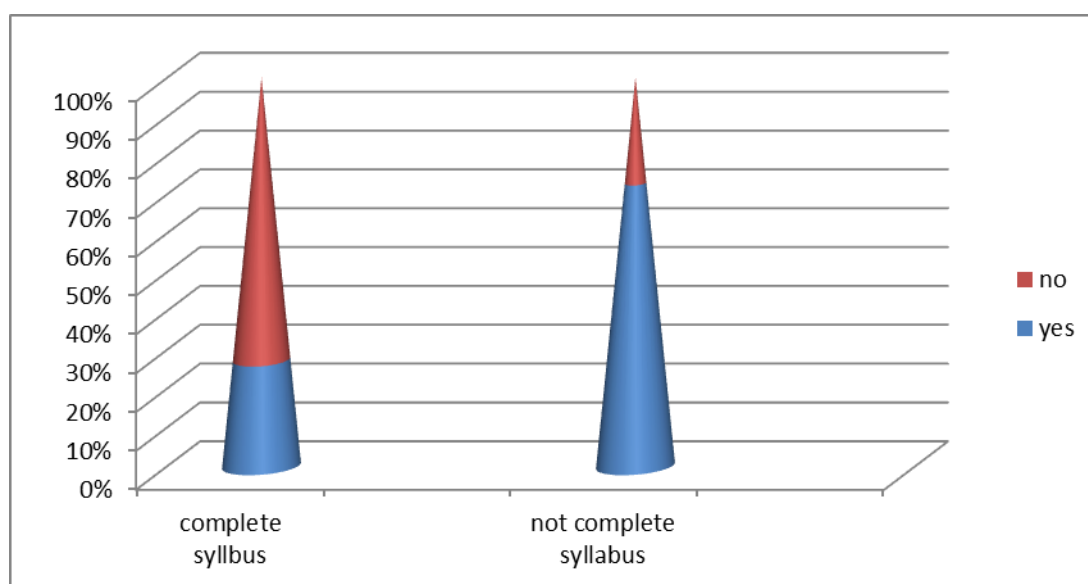


Figure 4.4: Teachers ability to complete the syllabus through CBC.

Source; Field data (2019)

4.5.6 Language Barrier

The medium of instruction in ordinary level secondary education shall be English; Kiswahili will be taught as subject (URT, 2005). It was found that English language is a barrier to most students as their teachers deliver lessons in classrooms which compel teachers to code switch Kiswahili with English to convey the intended meaning concerning the lesson across four schools. The heads of the schools and teachers complained about culture and learners' background that have negative contribution to communication and learning outcome as students have been used to native language. The teacher from Mwembesongo secondary school claimed that: *"English language is a problem not only that to students but also to teachers as I always use code switching between English and Kiswahili for clarification of concept"*

Furthermore, teachers claimed that most students do not like teachers who use fluently English language when teaching this is evident that language is barrier in imparting knowledge. The teacher from Bigwa sister's seminary said:

In this school we have strictly emphasise for students to use English all the time at school compound but the problem is that when they return from school holiday, most of student forget school culture of speaking English. So, they start again to learn school culture of English speaking. This is the challenge in process of learning.

It observed that most students mix Kiswahili and English and found that it was important to use Kiswahili in clarifying some concept. It was observed in one of public secondary school in form two English classes lesson, teachers and students interacted many times Kiswahili. However, classroom observation converges with interview findings in which the school revealed that students seem to have a problem in grasping the concept clearly when teacher speak fluently in English language. On the contrary at the seminary school, it was observed that all the time in the school the language of communication was English language.

Questionnaires findings correspond with observation and interview, as 60(90.9%) agreed there is problem in English language while only 9.09% thought there was no English language problem.

4.5.7 Cultural Interference

The findings revealed that globalisation has positive and negative impact on the implementation of CBC but teachers from Mafiga Secondary said: “...*globalization is a good thing but to our students it has more negative impact because it affects most students morally.*”

Our culture interfered with others culture in higher rate due to minimal control of social media like YouTube and Facebook whereby most of students especially day scholars are distracted with social media through the smart phones, tablets, laptops, internet cafe and other means to interact with new cultures or people from different culture. Teachers revealed that students through technological device like Smartphone, and tablets are influenced to focus on none academic matters. Moreover, teacher claimed that it is difficult to control day scholars because most of the time students are not at schools, as they stay in schools for eight to nine hours a day. One of the discipline teachers in secondary school A said;

One day we surprised student by making inspection to every student and succeeded to found four normal mobile phones and one smart phone from their bags and when observed the uses of the device, we observed the misuse of the device.

In addition, a deputy head teacher from school C reported that both teachers and parents complain in various school meeting on the problem related to student's possess of phone.

Another teacher from school B was of the view that development of technology has its good things but most of students misuse the technological device. This is the problem. It was established that while the teachers are teaching, sometimes students are drawn away from the lesson by their phone. This lead to lack of cooperation in class and it can result into poor students' performance.

It was found however, students from boarding school were easily shaped as most of time they were under care in school premises. This enhances students' performance in academic due to well molded behaviour.

Interview findings concur with the observation that students from public secondary schools showed misbehavior while student from missionary secondary school which is boarding school showed good behaviour. 42(63.3%) agreed that poor discipline hinder effective implementation of CBC, 24(36.3) do not agree that discipline contributes greatly to poor implementation of CBC. Generally, it was revealed that above challenges are problem for teachers to meet the CBC standard.

4.6 Chapter Summary

The findings are presented basing on the research objectives; which include to analyse strategies that teachers are currently using to effectively implement CBC, to assess emerging capacities needs to effective implement CBC from the teachers' perspective and to identify newly emerged challenges hinder an effective implementation of CBC. It presented below in summary form. The study revealed there several current strategies teachers ought to apply in implementing effectively the Competence-Based Curriculum. These include paired discussion which include two students, questions and answers among students supervised by a teacher, the use of projector, establishment of simple projects, establishment of regular simple practical for lower classes like form one and form two, provision of timed test in groups, simulation and demonstration. Teachers use current strategies accompanied with some old strategies for best outcomes.

About emerging capacities needed for effective implementation of CBC, the study found limited capacity building program to teachers. Capacity building programme would help teachers respond well to the curriculum which unleash youth's potential skills and competencies necessary to them. Also the study noted high rate of administrative support to teachers which were in various forms such as motivation to teacher, technical advice as well as guiding and proper supervision particularly seminary school.

The study identified new challenges that hinder effective implementation of Competence Based Curriculum, The challenges inconvenient of school environment to practices CBC properly, extremely overcrowded classrooms, lack or unstable electric power, lack of awareness to new technological device for teaching and learning among students. Others were language barrier, nature of syllabus against implementation of CBC, cultural interference, and lack or shortage of modern facilities.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The chapter discusses the research findings that are presented in chapter four. The mode of discussion adhered to the sequence of specific objectives. The general objective of the study was to explore the emerging practices in the effective implementation of Competence-Based Curriculum in secondary school. Specifically, the study aimed to assess strategies that teachers use to effectively implement Competence-based Curriculum, to find out emerging capacities needs to effective implement Competence-Based Curriculum from teachers' perspective and to identify newly emerged challenges which hinder an effective implementation of Competence-Based Curriculum. In the course of discussion, different works of scholars who have researched on the similar issues are employed for the sake of affirming or clarifying the findings of the present study

5.2 Strategies that Teachers are Currently using to Effectively Implement CBC

The study findings revealed that there are some emerged strategies used by teachers in the implementation of CBC. However, most teachers (61%) still use Content Based Curriculum strategies such as lecturing. The CBC strategies that were commonly practiced in the study area include; pair discussion, questions and answers among student, the use of projector, and the use authentic materials such school environment to enhance the lesson. These findings correspond with Komba and Mwandaji (2015) revealed that majority of teachers were ineffective to apply CBC strategies which resulted to ineffective implementation of Competence-Based Curriculum. Kafyulilo *et al.* (2012) also found that pre-service teachers were not well-equipped with the strategies of Competence-Based Curriculum, thus they had no correct understanding of CBC.

The study findings showed existence of number of reasons that limits teachers to effectively implement CBC in strategies. These limitations include; lack of training on Competence-Based Curriculum, inadequate teaching and learning material, nature of the learners and their background, school facilities, teachers' willingness and motivation, community and school cooperation, extremely overcrowded classrooms and lack of electricity infrastructures. Other factors included little support from administrative, ineffective teaching aids and the environment that did not support the implementation of CBC.

These findings support Tambwe (2017)'s observation that teachers had little knowledge on strategies for implementing CBC. He maintains that even teachers who had attended seminar and workshop, although showed some abilities, they did not show distinguished abilities and skills to their colleagues due to limited time of training. Similarly, Botha and Reddy (2011) observe that for the Competence-Based Curriculum to be successful, teachers should have dynamic strategies to let their learners get and demonstrate the intended competencies in the learning process since teachers are the major players in curriculum implementation. The existence of few teachers with effective strategies may lead to poor implementation of the Competence-Based Curriculum due to fact that strategies play a big role to impart difference competencies to students.

The study revealed more effective strategies that include the use of projector, regular practical from form one to form four in science subjects, the use of case study, preparation of simple projects as well as the use of classrooms and outside classroom to learn practically and theoretically.

5.3 Emerging Capacities Needs for Competence- Based Curriculum

5.3.1 Capacity Building Programme Needs for CBC

Teachers provided their opinion on the content of capacity building programme. They admitted that capacity building helps teachers to effectively implement Competence-Based Curriculum. The study reveals that there were a few trainings on CBC mainly conducted to science subjects teachers. Majority of non-science teachers

received no in-service training on CBC. General findings show that very few teachers attended capacity building programme. These findings are supported by the study conducted by Remy (2017) who found that most of teachers were not trained on the implantation on new curriculum and thus they demonstrated inadequate skills. The study suggests the improvement not only of in-serves training but also the content of programme to reflect the current situation whereby the country needs potentials people in science and technology to fulfill the demand of industrial policy.

5.3.2 Role of Administrative Support in the Implementation of CBC

The findings revealed the existence of little administration support in the implementation of CBC in public secondary schools. It was also revealed that private schools provide enough support to teachers for effective implementation of CBC. In general, majority (51.5%) of the teachers demonstrated lack of administrative support in the due course of implementing CBC. The study put on view that responsible administrator may influence the effective implementation of CBC.

5.4 Emerging Challenges that Hinder Effective Implementation of CBC

The study revealed emerged challenges which hinder an effective implementation of CBC as presented in chapter four. The following were some challenges;

5.4.1 Inconvenient School Infrastructures

School environment is very essential for curriculum implementation. The nature of CBC requires environment that support learning by doing outside the classroom and in laboratories (Komba & Mwandaji, 2015; TIE, 2016). Findings showed that most of public secondary schools had no supportive environment for the implementation of the CBC. However, the case was different with private schools that had conducive environment for the CBC learning. In supporting this, Sylvester and William (2015) argue that in order to have effective implementation of the CBC, the learning environment should be supportive. The implementation of CBC in Tanzania can be argued for as it is based on theory rather than practices. This is against the theoretically and philosophical perspective from Nyerere (1967) who emphasized more on practical knowledge and skill rather than bookish knowledge. Also, the

findings reveal that the existing situation contradicts the philosophy of education for self-reliance that manifest the real meaning of competence where students should learn practically in order to challenges their environment.

5.4.2 Adequate Teaching and learning Facilities and Infrastructures for Proper CBC Implementation

Successful teaching and learning needs supportive environment equipped with modern facilities and infrastructures that include classroom, library, play grounds, houses and laboratories. The study findings from the four secondary schools under study showed that two schools had inadequate quality facilities while one private owned secondary school had adequate and quality facilities. It was observed in two public owned secondary, some classrooms were converted into either teachers' offices or laboratory and library. This caused scarcity of not only for classrooms but also necessary facilities for the schools. This is evidence that the school have not enough textbooks and reference books.

Also, the study found shortage of laboratory equipments mainly for the three science subjects in public schools. This caused the teaching and learning to be more theoretical than practical that would expose students to learning by doing. This is against Husen and Postlethwaite (1989) under the constructivism theory and John Dewey (1859-1952) who emphasize on the learning by doing. They believe education by doing is important to learners because it improves learners' competency. Burrell and Morgan (1979) maintain that teachers' guide facilitates and encourages learners to question, challenge and formulate their own ideas, opinion and conclusion. This means, if the CBC strategies and demands are adhered to schools will produce learners who competent and competitive learners in the society.

The study found that private schools had enough facilities that favoured the effective implementation of the CBC. The study findings concur with the study by Selema (2015) who revealed that private owned secondary school were resourceful in learning environment unlike public secondary school. The study found that good facilities such laboratory and school infrastructures accelerate practices of

Competence-Based Curriculum. The school facilities are important in the effective implementation of CBC.

5.4.3 Language Barrier

In communication, competence is assessed in the various areas such as improving learners' understanding of the language. Recognition and language proficiency are the central to learning in all subject areas (URT, 2004). The study findings showed that code switching and code mixing of English and Kiswahili languages was dominated in the class sessions in public secondary schools. The situation was different in the seminary school where both teachers and students were fluent in English language (the medium of instruction in secondary schools). These findings support the findings by Mtitu (2015) that English language was a problem among teachers and students such that it hindered proper delivery of lessons in classrooms.

The finding indicates diversity in English speaking between public and private owned secondary school and strategies for improvement of English language to student. This calls for national discussion from different educational stakeholders about the system of education particularly on the teaching and learning language. This study underscores that language is one of fundamental challenges in the implementation of CBC because language proficiency is central to learning in all subjects.

5.4.4 Cultural Interferences

The findings revealed globalization has more negative impact to students than positive impact. The findings showed that increase of day scholars who use technological device such as smart mobile phone and tablets influence them to lose focus on the academic issue as well as to learn new culture and practices that may affect their behavior. The study findings showed that, to some extent globalization causes secondary schools students to lose focus in education, as a result they fail to achieve the targeted education objective. The findings are in line with the previous studies by Kafyulilo and mosses (2012); Chipphiko and Shaw (2014); Daily news

(2019) that jointly found that the implementation of CBC faced a number of challenges including global social media that distract learners' focus.

Generally, the study found that CBC is partially implemented in secondary schools. The implementation of the programme requires resourceful environment for the learners and teachers for easy acquisition of skills, knowledge and competences.

This study had added to the list of challenges documented to limit the implantation of CBC. The identified challenges include: inconvenient school infrastructures, language barrier, cultural interferences, mismatch between the syllabuses and the Competence-Based Curriculum, absence of enough modern facilities, little cooperation from administration especially from the district education office and educational institution office, inadequate content of capacity building programme, absence of in-service training, lack of electricity infrastructure and extremely overcrowded classrooms.

CHAPTER SIX

SUMMARY, CONCLUSION, POLICY IMPLICATIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter covers the summary of the study, conclusion, policy implications and recommendations for further studies. Summary of the study comprises all key parts of the study with their brief explanations. The conclusion comprises the end argument on the study emanating from the study findings and discussion, recommendation refers to suggested alternatives for further improvement and policy implications reflect the implementation of CBC in real practices in schools.

6.2 Summary of the study

This study focused on the emerging practices in the implementation of Competence-Based Curriculum in secondary schools in Tanzania using a case of selected secondary schools in Morogoro municipality. The general objective of the study was to explore the emerging practices in the effective implementation of Competence-Based Curriculum. The study had three specific objectives, namely to analyse strategies that teachers are currently using to effectively implement CBC, to assess emerging capacities needs to effective implement CBC from the teachers and to identify newly emerged challenges that hinder effective implementation of CBC.

The researchers employed mainly qualitative approach and supported by quantitative approach particularly in data collection and presentation of findings. The holistic case study design was used to set strategy for study data collection and analysis. The holistic case study design allowed the use of triangulation of methods in collection of data for the study, thus the study used different data collection methods like interviews, questionnaires, observation and documentary review. The study was conducted in Morogoro municipality council in Morogoro Region, where four ordinary level secondary schools were purposefully sampled for the study. The study used purposive sampling technique to select of 80 respondents as the sample size of the study.

The respondents comprised of 3 heads of schools, 76 ordinary teachers and 1 SDEO. The qualitative data gathered were analysed by content analysis, quantitative data were analyzed by SPSS version 20 and documentary review were analyzed manually.

The study findings revealed that in public secondary school students' enrolment was highly considered, where other parameter as ingredients for successful implementation of CBC were given little attention. These parameters among others include improvement of school infrastructures, in-service training of teachers, improvement of teaching and learning environment, motivation to teachers and involvement teachers in curricular development and changes. In respect to this, CBC should be considered as the whole rather than just the sum of these parameters

Although teachers provide current strategies for effectively implement CBC such as pair discussion, question and answer among students, the use projector in teaching and learning, the study discloses that teachers still need various supports to effectively implement CBC like administration, in-service training, school environment, infrastructures like laboratories and library.

Furthermore, the study has shown the newly emerged challenges that hinder effective practices of CBC. Though the development of science and technology is argued to be a good thing, the study revealed that it has negative impact to secondary schools students if not properly supervised. Finding showed that the misuse of technological devices like mobile phones is one of the means for decline of moral behaviour. Through mobile phone, Smartphone even laptop caused many students to interact with uncultured stuff that may destroy their behavior and lose focus on academic.

Lack of cooperation especially in public secondary schools as opposed to private and seminary owned schools among educational stakeholder was also noted as a challenge. It was reported that there is little support from the district level in the implementation of CBC. However, at level of school, the heads of schools tried to support their subordinates in the practices of CBC. The study findings also found

other challenges like nature of mismatch of the syllabus with CBC, extremely overcrowded classrooms and language barrier.

It was also found that in the private and seminary secondary schools CBC is effectively implemented because of the existence of supportive teaching and learning environment. Thus, there is a need for the ministry education, science and technology to improve more public schools teaching and learning environment for a better CBC implementation. The CBC once well implemented plays an instrumental role in improving youth's potentials in terms acquisition of skills and competencies that reflect the policy of industrialization.

6.3 Conclusion

The study findings revealed that CBC is not well implemented in secondary schools due to number of factors such ineffective use of CBC strategies. This study reveals current strategies to effectively implement CBC. The strategies are the use of pair discussion in teaching and learning, use of school physical environment like school ground, dams and farm to teach CBC, introduction of capacity building programe to update teachers' knowledge on CBC and increase of an administrative support as a potential aspect in the effective implementation of CBC. The emerging challenges that hinder effective implementation of CBC identified were inconvenient school environment, language barrier and lack of facilities.

The effective CBC implementation is complex in Tanzanian context because different schools have different resources and infrastructures. This implies that some schools implement the curriculum CBC others do not. Also, the practice of CBC is multidimensional such that its effective implementation depends on the collaboration of several stakeholders like community, experts and private sector to suggest the curricular and nature of graduates. These groups have direct or indirect role to play for successful implementation of CBC in schools.

Involvement of Government in the implementation of CBC was found to be low. It seems that the curriculum was established with little preparation and evaluation to observe if the objectives of CBC have been attained and if not why. In-service

training has been suggested to be conducted to all the teachers in all subjects as opposed to the current practice where science based teachers are give priority. However, there is need for the government to introduce CBC in primary schools so pupils are exposed early to curriculum. Also, the government should make preparation on teaching and learning environment for effective implementation of the CBC.

6.4 Policy Implications

The findings revealed that CBC is not well practiced such that teachers have superficial knowledge of its implementation. Teachers employed different methods and strategies for implementing effectively the CBC, though the methods used were deficiency in assuring full participation of students due to poor classroom condition and overcrowding. This calls for a deliberate policy decision to overcome the alleged institutional and technical weakness in the implementation of Competence-Based Curriculum.

The CBC programme is not fully conceptualized among teachers, thus there is the need to train teachers and prepare the environment for practicing CBC. This will enhance the achievement of quality education in Tanzania and produce competent graduates. Impliedly, the CBC should be reflected in the content of the syllabus and the text books as to facilitate classroom interaction.

The CBC is a strategy toward quality education in Tanzania. It entails recruiting and employing enough teachers. The study found that teacher were overloaded with lessons especially those teaching science, language and mathematics subjects. Such observation infers that the curriculum developers should communicate with decision makers in create conducive environment for teachers by increasing the number of teachers as to promote CBC application.

6.5 Recommendations

The study puts forwards several recommendations in reference to the discovered findings, the conclusion and policy implications. The recommendation are addressed to government in particular, the curriculum developers and policy makers including

the ministry responsible for education, to teachers and school board members and finally to the community of parents.

6.5.1 Recommendation to the Government leaders

The government through the ministry of education science, technology and vocational training, policy makers and curriculum developers are supposed to empower school to implement CBC. There should be deliberate efforts to provide in-service training and to review curriculum for pre-service teachers, supply of teaching and learning resources that match to the content of the Competence Based Curriculum and increase number of teachers.

Further, efforts should be directed towards building enough classrooms, library and laboratories. Motivation, recognition for outstanding teachers and good working environment should be highly considered. Syllabi should be reviewed in order to reflect Competence-based Curriculum. The finding illustrated a mismatch between the curriculum and the syllabi.

The Tanzania institute of education (TIE) should prepare and distribute a proper textbook which will act as guideline for Competence-Based Curriculum implementation as well as to ensure common reference books all over the country.

The education quality assurance departments should have competent assurers on Competence-Based Curriculum and make sure that they have regular inspections so as to check if the implementation is done properly.

The Government should improve school infrastructure including classrooms and hostels accommodation for students. The CBC includes high investment; the government should ensure high investment for effective implementation of CBC.

Government through ministry responsible with education should construct good system in schools with limited resource and infrastructure that ensures the CBC implementation. Also, schools should look like production industry whereby CBC improve by retaining back or introduces of vocational training subject like carpenter and cooking.

6.5.2 Recommendation to Teachers

Teachers are supposed to practice their professionalism in teaching of CBC. Teachers are urged to adhere to the medium of instruction in secondary schools, thus are required to have a good command of English Language. The mix of languages distorts learners' ability to concentrate and gain targeted competencies in the subject content. Teachers sought to inform students on the competences they are supposed to demonstrate.

6.5.3 Recommendation to Community and Parents

The effective practices of CBC involve different stakeholders such as school, community, curriculum, teachers and students which work together to bring up the expected outcomes. It follows that, community members are supposed to be supportive to the school in as far as the implementation of CBC is concerned. Their support could be both material and moral as to make students and teachers interested in applying different methods, like use of guest speaker where a parent could be invited to give a talk on a certain topic either related to social life skills or other technical issues from various aspects.

6.6 Limitation of the Study and Suggestion for Further Research

This study focused on exploring the emerging practices on the implementation of CBC in the ordinary secondary school, a case of Morogoro municipality. It was mainly limited its quest to Morogoro municipality which is an urban setting hence little knowledge on the rural situation about the practices allied to CBC implementation. There is a need to have a study which will assess the implementation of CBC in rural settings education institutions both public and private. Another area worth for the study on CBC is the evaluation of community's participation. The study that asses the role of community members in the implementation of CBC in both primary and secondary schools is worth doing. The current studies found that parents are major stakeholders in the facilitating teachers and students' interaction. However, little is known about their role play and the mechanism of participation in the implementation of CBC in schools.

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APPENDICES

APPENDIX 1

INTERVIEW QUESTIONS FOR HEADS OF SCHOOLS

Introduction

Name of school.....

Interviewee.....

Gender.....Male/Female

Work experience

Date.....

QUESTIONS

- (i) What do you know about CBC?
- (ii) How do you manage the implementation of CBC in your school?
- (iii) Which strategies are more likely used by teachers to implement CBC ?
- (iv) What is difference between what has always been done in the implementation of CBC and what you are doing now?
- (v) By considering teacher's qualification and schools environment, what else assist teachers to implement CBC effectively?
- (vi) Which is needed in capacity building programme to help teachers to implement CBC effectively?
- (vii) Which emerging capacities need to assist teachers in effectively implemented CBC?
- (viii) What are emerged challenges in implementing CBC?

APPENDIX II

INTERVIEW QUESTIONS FOR DISTRICT SECONDARY EDUCATION OFFICER (DSEO)

Introduction

Working station.....

Interviewee.....

Gender.....Male/Female

Work experience

Date.....

QUESTIONS

- (i) What do you understand about CBC?
- (ii) How do you see competence based curriculum? Is it important?
- (iii) As DSEO, do you make an assessment on implementation of CBC?
- (iv) What strategies do teachers use to effectively implement CBC?
- (v) How does your office support teachers to use various strategies to implement CBC effectively?
- (vi) By considering teacher qualification and schools environment, what else assist teacher to implement CBC effectively?
- (vii) Which capacities need is important in the school for current situation to Implement CBC effectively?
- (viii) What are the emerging challenges in implementing CBC?
- (ix) What is your suggestion on the emerged practices in implementation of CBC?

Thank you for your collaboration

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Introduction

My name is JOFREY T. MGAYA, a student from Mzumbe University pursuing master Degree of Arts in Education. I conduct the study to fulfill the requirement of my studies. The title of my study is “**Emerging Practices in the Implementation of CBC in Secondary Schools: A case of Morogoro municipality , Tanzania**”. I beg you to respond to the question provided below at the best of your knowledge and experience so as to acquire necessary and related information for my study .I assure you that the information given in regard to question asked will be solely used by the researcher for the purpose of this study and will be kept confidential, put tick in required area.

Part one: **demographic information**

1: Working station

2: Gender Male (), Female ()

3: Education level (put tick in your appropriate response)

(i) Diploma ()

(ii) Degree ()

(iii) Postgraduate ()

4: Age group

(i) 20-30 ()

(ii) 31- 40 ()

(iii) 41- 50 ()

(iv) 51 and above ()

5: Working experience.....

6: Subject.....

7: Date.....

Part two: Questions

1.(a) Do you know competence based curriculum YES (), NO ()

(b)What you know about the concept of competence based curriculum?

.....
.....

2. What are emerged challenges in implementation of CBC?

.....
.....
.....

3. How do you manage the syllabus in the implementation of CBC effectively?

.....
.....

4(a) Do you use external classroom environment in the implementation of CBC

YES ()

NO ()

Justify

.....

(b) Apart from classroom, how does the school environment support in implementation of CBC?

.....

5. How do you manage to teach CBC effectively?

.....

.....

.....

6. What are strategies are used to implement CBC effectively?

.....

.....

7. What is the difference between what has always been in done in implementation of CBC and what you are doing now?

.....

.....

8. By considering teacher's qualification and schools environment, what else assist teachers to implement CBC effectively?

.....

.....

9. Apart from capacity building programme what is needed to teachers to implement CBC effectively?

.....

.....

10.Do you think capacity building programe is important for teacher to implement CBC. Justfy

.....

11(a) There any assistance in the implementation of CBC YES (), NO ()

(b).Explain briefly on any assistance provided by management for you to teach in accordance to competency based curriculum

.....

.....

Thank you for cooperation

APPENDIX IV

DOCUMENTARY REVIEW

In reviewing document, researcher looked on the following document to find out how teacher on a given school apply competence based approach in the teaching and learning process

1. Current syllabi
2. Scheme of work
 - Objectives
 - Teaching and learning activities
 - Teaching and learning materials
 - Reference books
3. Lesson plan
 - Objectives
 - Teaching and learning activities
 - Teaching and learning materials
 - Reference books
4. Seminar/workshop papers
5. Student records

APPENDIX V

THE CLASSROOM AND SCHOOL OBSERVATION CHECKLIST (FOR THE RESEARCHER)

School name.....

Date Form..... Stream.....

Topic Number of students

The researcher is supposed to put a tick (√) where applicable, or take note.

no	Item	Remark
I	Classroom Environment	
	Teaching aids.....	
	Sitting arrangements.....	
	Punctuality.....	
	Furniture.....	
	Teaching resource.....	
	Nature of interaction between student.....	
II	Classroom process	
	How does the teacher introduce the lesson.....	
III	Lesson development	
	How does the teacher develop the lesson.....	
	What kind of learning activities take place.....	
	What kind of question are being asked.....	
IV	Closing of the session	
	How does the teacher end the lesson.....	
	What activities are used to assess learning.....	
V	School environment	
	School infrastructure.....	
	Student behavior.....	