

**EXAMINING THE PRACTICE OF COMPETENCE-BASED CURRICULUM  
ON PROVISION OF QUALITY EDUCATION IN TANZANIA: A CASE OF  
SELECTED SECONDARY SCHOOLS IN TABORA AND NZEGA  
DISTRICTS**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN  
UNIVERSITY OF TANZANIA**

**2018**

**CERTIFICATION**

The undersigned certifies that has read and hereby recommends for examination by the Open University of Tanzania a dissertation entitled *“Examining the Practice of Competence-based Curriculum (CBC). on the Provision of Quality Education in Tanzania: A Case of Selected Secondary Schools in Tabora and Nzega Districts”* in partial fulfillment of the requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS). of the Open University of Tanzania.

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I, Nambua [Godfrey](#) do hereby declare that this dissertation is my own work and that it has not been presented to any other University for similar or any other degree award.

í í í í í í í í í í í í í í í .

**Signature**

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**Date**

## DEDICATION

This thesis is dedicated to my sister Hilda Gabagambi and my daughter Ruth Akinyi and to my mother Haika Godfrey who encouraged me to pursue this master's degree programme and provided me with invaluable moral, material and financial support.

*I Pray that God never forgets all Supporting Hands in the Accomplishment of this Work*

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**ABSTRACT**

This study aimed at examining the practice of competency -based curriculum (CBC). in the provision of quality education in Tanzania. The study employed a case study design using both qualitative and quantitative research approaches. A sample size of 462 respondents, from 12 public secondary schools, was involved in the study. The sample included subject teachers and students. Data were collected through three types of research tools questionnaires, documentary reviews and classroom observations. Quantitative data were analyzed through descriptive statistics using SPSS, while content analysis was carried out for qualitative data. The findings have revealed that, teachers have an idea about competence-based curriculum but in actual situation the teachers do not implement CBC techniques for classroom teaching and learning activities. They informed that this condition was due to large class sizes; lack of teaching and learning materials such as text books, low motivation to teachers, students' poor or low level of language proficiency and lack of in-service training. According to the teachers lecturing method and notes copying were the dominant teaching techniques used in secondary schools. On the basis of the findings, the researcher recommends that the government should provide sufficient teaching and learning materials, improve the teaching and learning environment and emphasize close monitoring and evaluation of classroom teaching processes in secondary schools by the quality assurance units which have recently been instituted in each municipal council in the country. If such monitoring is conducted in a professional and friendly manner it will constitute one of the motivating factors for the teachers to actually practice competence-based curriculum as per the current direction of teaching and learning across the globe.

## TABLE OF CONTENTS

CERTIFICATION .....	ii
DECLARATION .....	iii
COPYRIGHT .....	iii
ACKNOWLEDGEMENT .....	vi
DEDICATION.....	v
ABSTRACT .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES.....	xii
ABBREVIATIONS .....	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Background to the Problem.....	1
Competence óBased Curriculum in Tanzania.....	5
Statement of the Problem .....	8
General Objective of the Study .....	<b>Error! Bookmark not defined.</b>
1.1. Specific Objectives .....	10
1.2. Research Questions.....	10
1.3. Rationale for the Study .....	11
1.4. Significance of the Study .....	<b>Error! Bookmark not defined.</b>
1.5. Definitions of Key Terms .....	12
1.6. Conceptual Framework.....	14
CHAPTER TWO .....	17
LITERATURE REVIEW.....	17
2.0 Introduction.....	17



2.1 Theoretical Underpinning .....	17
2.1.1 Constructivism .....	18
2.1.2 Total Quality Management Theory (T Q M). .....	19
2.1.3 Invitational Theory .....	20
2.1.4 Competence- Based Education an overview.....	21
2.2 Empirical Studies on the implementation of a Competence- Based -Curriculum at Classroom Level: A Global Perspective.....	23
Finland.....	24
Scotland.....	25
United States.....	26
United Kingdom .....	27
Australia .....	27
Africa .....	28
2.3 The Implementation of Competence based Curriculum in Tanzania Secondary Schools .....	29
2.4 Assessment Practices conducted by Teachers in relation to the Intended Learning Outcomes.....	35
2.4.1 The Meaning of Competence- based Classroom Assessment.....	35
2.4.2 Empirical Studies on Competence- based Classroom Assessment .....	36
2.4.3 Competence óBased Classroom Assessments in Tanzania.....	39
CHAPTER THREE.....	41
RESEARCH METHODOLOGY.....	41
3.1 Introduction.....	41
3.2 Research Approach .....	42
3.2.1 Research Design.....	45
3.2.2 Selection of Study Area .....	46
3.3 Target Population .....	46
3.4 Sample and Sampling Techniques .....	46

3.4.1 Sampling Techniques .....	47
3.4.2 Purposive Sampling .....	<b>Error! Bookmark not defined.</b>
Sampling of Study Units .....	<b>Error! Bookmark not defined.</b>
3.4.3 Simple Random Sampling .....	<b>Error! Bookmark not defined.</b>
3.4.4 Convenience Sampling .....	<b>Error! Bookmark not defined.</b>
3.5 Data Collection .....	48
3.6 Data Collection Methods .....	49
3.7 Research Instruments.....	49
3.7.1 Observation Checklists .....	49
3.7.2 Questionnaires.....	50
3.7.3 Documentary Review .....	51
3.8 Validity and Reliability .....	51
3.8.1 Validity .....	51
3.8.2 Reliability .....	51
3.9 Data Processing and Analysis Procedures .....	52
3.9.1 Qualitative Data Analysis .....	52
3.9.2 Quantitative Data Analysis .....	53
3.10 Considerations of Ethical Issues .....	53
CHAPTER FOUR.....	55
DATA PRESENTATION AND ANALYSIS .....	55
4.1 Introduction.....	55
4.2 Response rate from research participants .....	56
4.2 Demography of Respondents .....	56
4.2. RespondentsøLevel of Education.....	<b>Error! Bookmark not defined.</b>
Figure 4.2 Distribution of respondents by their level of education.....	<b>Error! Bookmark not defined.</b>
4.3. Respondentsøwork experience .....	58

4.4 Presentation of research findings .....	59
4.4.1 The way competence-based curriculum is being implemented at classroom level .....	59
4.2.2 The extent to which Ccompetence- Based Curriculum Facilitates Studentø attainment of Intended Learning outcomes, Through Competence-Based Teaching and Learning .....	66
4.2.3 Various assessment practices used by teachers to determine achievement of intended learning outcomes .....	73
4.2.4 Suggestion of appropriate pedagogical approaches on how Competence-based-curriculum could be implemented to enhance studentsø learning outcomes .....	75
CHAPTER FIVE .....	79
SUMMARY , CONCLUSIONS AND RECOMMENDATIONS .....	79
5.1 Summary of the Study .....	79
5.4 Recommendation.....	85
5.4.2 Recommendation for action .....	86
5.4.3 Suggestions for further research.....	86
REFERENCES. ....	87
APPENDIX 1 .....	94
APPENDIX 2 .....	99
Observation checklist .....	99
APPENDIX 3 .....	100
Observation checklist .....	100
The instrument used in the study to examine assessment practices in the classroom. ....	100
APPENDIX 4 .....	101
Studentø Opinion Questionnaire: .....	<b>Error! Bookmark not defined.</b>
APPENDEX 5 .....	102
APPENDEX 6 .....	103
APPENDEX 7 .....	104
APPENDEX 8 .....	105

## LIST OF TABLES

Table 4: 1 Distribution of respondents in terms of their of Gender .....	57
Table 4.3 Frequency and Percentage Distribution of respondentø by education qualification.....	58
Table 4.4 Frequency and Percentage Distribution of Teacherø trained competence-based- education .....	65
Table 4.5 Responses on Teacherø attended pre-service training on competence-based- education .....	<b>Error! Bookmark not defined.</b>
Table 4.6 Summary of Pass Rates for school candidates in form 4 Examinations from 2012- 2016.....	<b>Error! Bookmark not defined.</b>
Table 4.7 Performance of school K in Division (2013-2015).....	<b>Error! Bookmark not defined.</b>
Table.4.8 Teacherø Response on the way formative assessment implemented in competence -based classes .....	74
Table 4.10 Response on approach that can be used to support the development of studentsø competencies in teaching subject.....	76

**LIST OF ABBREVIATIONS**

CBC	Competency- Based Curriculum
QE	Quality Education
TQM	Total Quality Management
TIE	Tanzania Institute of Education
ILO	International Labour Organization
UAN	The National Government Examination
UAS	School-based Examination
CBE	Competency -Based Education
MoEC	Ministry of Education and Culture
RAS	Regional Administrative Secretary Office
DAS	District Administrative secretary office
OECD	Organization for Economic Cooperation and Development
URT	United Republic of Tanzania
UNICEF	United National Childrens Fund
UNESCO	United Nations Educational Scientific and cultural Organization

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background to the Problem

Provision of quality education has been a major ambition of many educators in both developed and developing countries. Consequently, in the 20<sup>th</sup> century more education emphasis was placed on course content (Azemikhah, 2006).. In the 21<sup>st</sup> century, education has been progressively stretching its emphasis in expanding competence based education beyond subject content. This is due to the fact that the citizens of the 21st century are confronted with complex social, cultural, economic, technological and global challenges, hence quality education is required to develop essential skills and abilities (Lewin, 2000).. According to UNICEF (2000).; quality education is defined by five elements which include learners' healthy and support by their families and communities, a conducive learning environment, relevant content of the curriculum, dynamic learning processes and attainment of intended education outcomes.

To measure the quality of education outcomes two key factors are considered, one of the factors is the achievement of and the extent to which the achievement matches learners' age and grade level. The second factor is the extent to which the academic quality meets national standards according to manpower requirements. Azemikhah (2006). points out that; complex problems need to be addressed by individuals who possess sophisticated, diversified and complementary competences. According to Bristow and Patrick, (2014). competence refers to the outputs, or result of educational training. While Hoffman (1999). argues that competence refers to the

inputs or underlying attributes required of a person to achieve practical competent performance. According to the Greenwood Dictionary of Education, Competence based education is the education in which the curriculum is derived from analysis of desirable practical skills, roles, or competencies, and that certifies student progress on the basis of demonstrated performance of those skills, roles, or competencies. Collins and O'Brien (2011). noted that desirable capabilities (knowledge, skill, values, (attitudes and ethics included). eventually form the basis for the development of curriculum which is termed competence- based curriculum. Having analyzed and synthesized the scholarly propositions and my own experience in education, in this research CBC is considered as a basis for lifelong learning.

Proponents of competence-based curriculum suggest that teachers should use varieties of teaching strategies such as small group, discussions and practical activities to deliver competence-based classroom instruction (Mulder, 2004; Boyle, 2010; Savage, 1993).. Komba and Mwandangi (2015). noted that teaching learning strategies are to be featured by an inquiry that focuses on real life phenomena in classroom, outdoors and laboratory activities through which students are given opportunities to investigate, and construct their own truths. From these scholarly suggestions we can conclude that competence based curriculum can be valuable for all of the stakeholders in our learning communities if learners have more opportunities to take ownership of their learning and expand their lifelong learning pathways. This can be achieved if faculty grow professionally as they articulate the learning outcomes in their areas of expertise and embed them in rich learning experiences. Furthermore, academic leaders should provide engaging curricula that

advance knowledge and produce graduates who can demonstrate what they've learned. Also institutional leaders should focus on new ways of identifying barriers to success and achieving improved outcomes. The growing need for education systems to produce graduates with capabilities to perform well in life has received significant attention in many countries' education reforms. For Example, in Finland; the Finish education system is a shining light in Europe. International research on competence-based education by Bristow and Patrick (2014). revealed that Finland education system is widely acknowledged as one of the best in its quality compared to other systems in the world with a competence based system. Teachers assess their students extensively through on- going performance based, formative assessment and performance tasks are used which require the students to demonstrate what they know and can do.

A report by The Republic of Rwanda (2015). reveals that in their new curriculum, Rwanda has shifted from teacher- centered learning which was heavily reliant on student coping notes from the black board. The new curriculum is centered on developing students' competences and providing them with critical skills to enhance their competitiveness in the labor market. Competence-based education programs are now popular in both developed countries (United Kingdom, United States of America, France, Germany and Netherland). and developing countries (South Africa, Tanzania, Mozambique, Ethiopia). (Tilya and Mafumiko, 2010).. Moreover; planning, designing and implementing competence-based curriculum, in a way can help students engage actively in today's global knowledge based society. However, this is easily said than done in a classroom situation because a truly competence-



based classroom performance require availability of up-to-date training for teachers, enthusiastic and proactive students as well as sufficiently working technology and teaching learning facilities including equipment and attractive classroom environment. Evidence indicates that implementation of competence-based curriculum in sub-Saharan region has faced myriads of challenges (Jansen, 1999; Spreen & Vally, 2010).. For example, in Tanzania where previous studies by Timothy (2011; Banda, 2011, and TIE, 2011). have reported that secondary school teachers have continued to teach following traditional approaches, despite the change in curriculum which demand change in teaching approaches from teacher centered methods such as traditional lectures, and writing notes on the chalkboard for students to copy.

Teachers are currently required to implement learner centered approaches which requires teachers to actively engage students in their own learning through discussion, demonstration, experimentation, observation, and learning by doing (MoEC, 2005).. These mini research's findings contradict current perspectives for such professionals as politicians, teachers, curriculum developers and other education stakeholders in the country who claim that Tanzania education system is competence-based. There was a need to undertake this research in order to examine the way competence-based curriculum has been implemented at classroom level, to explore the extent to which competence-based curriculum helps students to attain desired learning outcomes. Through this research issues of teaching, learning and assessment will be explored so as to establish appropriate means through which

competence based curriculum could be effectively implemented to enhance successful gain of intended learning outcomes in broad terms.

### **1.1.1 Competence –Based Curriculum in Tanzania**

Competence- based curriculum in Tanzania secondary schools was introduced in 2005 following curriculum review processes. The revised curriculum was characterized by the following; First it emphasized competence development than acquisition of content knowledge (MoEC, 2005).. This means teaching and learning activities in classrooms should have a focus on the development of intended competences by students. Second, the curriculum emphasized the use of learner-centered activities óbased pedagogy during teaching and learning processes. The pedagogy should direct the use of participatory teaching and learning strategies as much as possible so as to help learners demonstrate self-esteem, confidence and assertiveness (MoEC, 2005)..

Third it emphasized the use of formative assessment focused on target competencies. According to Kitta & Tillya (2010). the revised curriculum emphasized teachers to assess studentsø achievement frequently using authentic assessment methods focusing on sets of knowledge, skills and attitudes. More importantly, teachers under competence based teaching, are required to change from norm-referenced to criterion- referenced judgment of learnerø capabilities or competencies. Despite the fact that competence- based curriculum is eleven years since its conception in secondary schools in Tanzania, there is no clear evidence whether or not teachers in the country are appropriately implementing competence- based teaching approaches. Lack of such evidence has led to the quality of secondary education in Tanzania

being subjected to severe criticism from the public. A recent study conducted by Haki Elimu (2014). on mass student failure in National Examinations, found that the curriculum has always been poorly implemented. Poor implementation of competence- based curriculum can be attributed to a number of factors related to secondary school leavers who lack useful knowledge and skills for satisfactory livelihood in the community. Thus, as a result is the rising number of urban jobless, criminals, drug addicts and prostitutes. This implies that greatest consequence to secondary education outcomes in Tanzania is that students complete their secondary years equipped primarily with the ability to imitate rather than to think critically and creatively.

Although Tanzania Policy makers , politicians, teachers and education stakeholders claim that Tanzania education system reflects "competence- based" curriculum as opposed to "content -based" there is no evidence from research which indicates the extent to which implementation of this new teaching, learning and assessment approach warrant the quality of secondary education provision as envisioned in a competence-based approach. Study motivation stems from the fact that several studies have been conducted in Tanzania to examine the disjunction between policy and practice in competence-based curriculum implementation (Timothy, 2011; Kahwa, 2009; Shemwelekwa, 2008).. However, there are limited studies which focus on whether the implementation of competence based curriculum have influenced the quality of education outcomes in secondary schools. According to Sumra (2006)., there is disconnection between the promises of competence based curriculum or expectation of it and its conceptualization. This is supported by Haki Elimu, (2008).

in that, quality education is expected to produce graduates who are able to successfully thrive in a fast changing world as they meet challenges and solve problems. Such graduates, who are committed to be entrepreneurial and create jobs, be critical and active citizens. There is an information gap on why teachers have continued teaching using traditional instructional approaches and assessments and students have also continued learning through rote memorization strategies rather than creating and inventing ideas through inquiry. Under these circumstances one is most likely to inquire the extent to which teachers have philosophical, psychological, sociological and even curriculum base from which to engage with the underlying tenets of outcomes-based education.

Quality education in the researchers' view is an education system that has at its core the development of key education outcomes which are learners developed problem solving skills, ability to learn complex concepts, creativity and innovativeness, creating critical active citizens with the capacity to participate and successfully compete in the global market economy and thrive in the fast changing world. UNESCO (2003). reports that the development of students' cognitive, personal and ethical skills need to become an integral part of quality teaching and learning processes. It is the intent of this study to investigate the extent to which competence-based curriculum is being implemented in Tanzania secondary schools. The researcher in the present study grapples with difficult questions; on the nature of teaching and learning processes, the kind of pedagogical approaches needed to support the development of students' capabilities, the kinds of assessment practices which have been developed to allow teachers to reliably and validly assess the extent

to which students are developing these capabilities and the extent to which human and material resources have been deployed to support the quality education Endeavour. The issues of CBC implementation and the claims of the failure of secondary education system to produce graduates who are able to thrive in the fast changing world, Hakielimu (2014). raise concerns about the extent to which curricular reforms in Tanzania have influenced the quality of secondary education provision in the country. This is the focus to which this study is directed to explore.

## **1.2 Statement of the Problem**

In the 21<sup>st</sup> century, throughout the World, many countries have moved to make development of "competences" central to their educational reform efforts. This is considered as a way to help students engage actively in today's global knowledge-based society (Bristow and Patrick, 2014).. These reform efforts confirm the growing need for the education system to produce graduates with capabilities to thrive in the fast changing World (Mulder, 2004).. However, in Tanzania, despite the fact that competence-based curriculum is old since its conception in secondary schools, what's more, students who do complete secondary education often have not learned the essential competencies they will need to find or create jobs, thrive in their communities and contribute to national development (Rweyemamu, 2012).. While the development of infrastructure such as libraries and laboratories continues to be necessary, inputs alone will not ensure that students gain knowledge and competencies they will need for future. The central goal of secondary education should be to develop among students a wide range of competencies that will be of value to them during and after they graduate (Hakielimu, 2008; Shemwelekwa,

2008).. This study grapples with difficult questions on the extent to which competence based curriculum is implemented in secondary schools, and whether competence based classroom instructions help the students to attain the intended outcomes. Also there is no clear evidence of whether assessment practices are done in relation to set intended learning outcomes. Although politicians, policy makers, teachers and education stakeholders in the country claim that Tanzania education system is competence based, there is no evidence from research which indicates the extent of the implementation of this new teaching -learning and assessment approach which warrant the quality of education provision.

Therefore, this study intends to bridge this information gap by, exploring, the nature of teaching, learning and assessment in competence based curriculum implementation. The extent to which the intended learning outcomes are attained is also one of the intent of the study. If the issue of quality teaching, learning and assessment in secondary schools are not treated with seriousness they deserve, secondary school graduates will not be able to demonstrate the skills and competences that fully address local, national and global market demands (Kagia, 2005).. This in the long run will make it difficult for Tanzania education system to achieve quality education; which aim at building human capacity not only for employability, but for a broader lifelong learning, adaptive system with livelihood strategies in the current fast complex and shifting world.

### 1.3 Purpose of the Study

The study intended to examine the implementation of competence-based curriculum as a way of attaining quality secondary education provision in Tanzania.

### 1.4 Objectives of the Study

The study sought to achieve the following specific objectives:

- i. To examine the extent to which classroom environment facilitate competence based teaching and learning. the compet teaching learning
- ii. To explore the extent to which competence based classroom instruction facilitate students' attainment of skills, values, creativity and ability to perform tasks to the set standards skills, values, and ability to perform tasks to the set standards.
- iii. Examine various assessment practices used by teachers to determine students' achievement of subject competences of creative thinking, evaluative skills, knowledge and self-learning.
- iv. Suggest appropriate pedagogical approaches on how competence- based- curriculum could best be implemented so as to attain creativity, critical thinking skills, evaluation and application of knowledge skills, knowledge, critical thinking, creativity and values.

### 1.5 Research Questions

This study will be guided by the following research questions:

- i. To what extent classroom environment facilitate the competence based teaching learning?

- ii. To what extent competence based classroom instruction facilitated students' attainment of evaluative skills, creative thinking, values, and ability to perform tasks to the set standards?
- iii. What kind of assessment practices used by teachers to determine the achievement of subject competences?
- iv. What are the appropriate pedagogical approaches on how competence- based- curriculum could best be implemented so as to attain skills, knowledge, critical thinking, creativity and ability to apply knowledge?

### **1.6 Rationale and Significance for the Study**

The study seeks to examine the practice of competence -based curriculum (CBC). implementation on provision of quality education in Tanzania secondary schools. The nature of teaching and learning processes in the context of curriculum implementation, and the extent of the availability of material and human resources, as well as the nature of assessment practices influence the level of production of quality education. In addition, appropriate pedagogical approaches to quality education are paramount. Many studies have been conducted on teachers' perceptions on competence- based- curriculum (CBC)., but such studies have not been directly related to the implementation of competence-based -curriculum in relation to the provision of quality learning outcomes. The findings of this study has the potential to contribute as a basis for further study in the field of education through informing and influencing education stakeholders that competence -based curriculum (CBC). are programs that are designed to improve the quality of higher education by putting the focus squarely on demonstrated learning outcomes. The



significance of this study on the practice of competence- based- curriculum on provision of quality education in secondary schools has been considered to be the illustration ways through which curriculum implementers can understand, monitor, and improve the quality of teaching, learning and assessment practices. The consideration has hinged on the need to develop students' capabilities that are required for the students to be proactive in actual life situations. This position considered the transformations taking place across the world according to global scientific and technological changes which are speedily impacting how people produce and distribute knowledge, skills and values in all circles of life.

Another significance is to enlighten policy makers, Ministerial officials, local government officials and education administrators on ways to manage human and material resources efficiently, in order to develop students' knowledge, skills and attitudes that have tangible positive impacts on the students' lives especially at the point of and after graduation from secondary schools. The information from the research is also expected to act as a basis for further research on related aspects that have not been explored through this study or other available studies.

### **1.7 Definitions of Key Terms**

In this study the following key terms have been used as:

*Practice*: the actual application or use of an idea, belief, or method as opposed to theories about such application or use. Practice can also be defined as repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in such performance.

*Competence:* According to Rychen and Tiana (2004:21), "Competence is the ability to meet demands successfully or to carry out an activity or task. In this study competence is an ability to do something according to set standards, in terms of applying knowledge, skills and values (attitudes and ethics inclusive)."

*Competency-based education:* The form of education that exposes a learner to real life experiences which help her/him to solve positively addressed problems that the learner encounters as an individual as well as a member of a given community.

*Curriculum:* All the learning which is planned and gained through the school, whether it is carried on in groups or individually, inside or outside the school.

*Competence Based Curriculum:* a curriculum that organizes its activities in such a way that allows the development of both the generic and specific competences declared in the graduate profile of each major education programme.

*Competency based teaching and learning:* Refers to a system of instruction, assessment, grading and academic reporting that are based on students demonstrating that they are expected to learn as they progress throughout their education.

*Quality Education (QE):* In this study the UNICEF (2000) definition is adapted, QE constitutes by five elements which include learner's health and support by their families and communities, the learning environment, the content of the curriculum, learning processes and attainment of education outcomes.

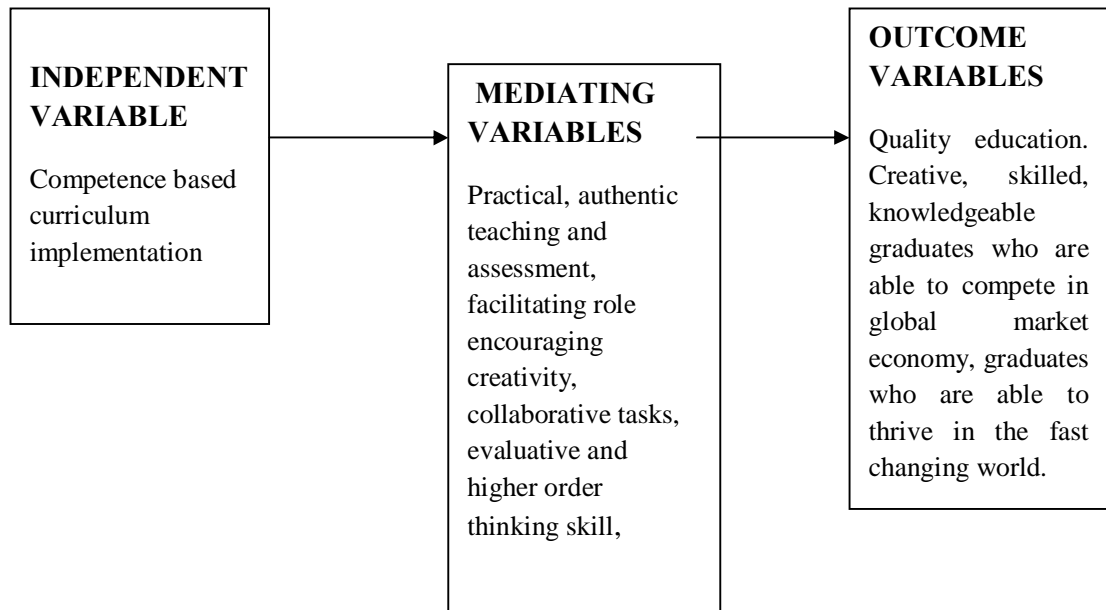
## 1.8 Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure subsequent presentations (Kombo, Tromp, 2006).. Kothari, (2004). asserts that a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this to the intended users of research. In the present study which examine the practice of competence- based- curriculum implementation on provision of quality education is based on the reality that the central goal of quality secondary education in Tanzania is to develop among students a wide range of capabilities that will be of value to them regardless of the particular work and life paths they follow; literacy, numeracy skills, cognitive, personal and ethical skills are all critical (UNESCO, 2004; Haki Elimu, 2008). to secondary school leavers.

Hence poor quality secondary education may most likely result into graduates who are not able to thrive in the fast changing world of the contemporary knowledge economy (Komba & Mwandanji, 2015).. Many studies have revealed that, an outcome based perspective is more appropriate when assessing the quality of education than a focus on inputs only (Mosha, 2000, Rutayuga, 2010; Heneveld, 1994; Tillya, 2010).. A conceptual framework that considers three variables; independent independent variable, mediating, and outcome variables was considered most appropriate to guide this proposed study. The model presented in figure 1.1 has been conceptualized on ceptualized by the researcher. It comprises three three types of variables that will guide this study on examining the practice of Competence-

based -curriculum (CBC). implementation on provision of quality secondary education in Tanzania. [The three](#) variables involves independent, [independent](#), [mediating](#), and outcome based variables. Mediating variables consist a list of [competence- based classroom instruction](#), in the sense that these variables are very important in supporting learners creativity, critical thinking, evaluative skills and [critical thinking, evaluative skills and ability to apply knowledge](#). [Hence](#) enhances attainment of [higher order thinking skills](#) and innovativeness.

While many people believe that a shared vision of quality education among citizens is critical in allowing improvement and shaping the future of our education system (Haki Elimu, 2008)., researchers are in deadlock on the practice of competence - based -curriculum implementation on provision of quality education in Tanzania. Hence in exploring the nature of teaching learning process and assessment in a classroom situations, the extent to which teaching learning environment facilitate and support students development of [skills, creativity, critical thinking, values, ability to know and to demonstrate what they know](#). [The study also sought](#) competencies , [hence](#) the researcher expects to end up with valuable data indicating the extent of competence- based- curriculum implementation in Tanzania and the possibility of its positive influence on provision of quality education in the country.



**Figure 2.2: Conceptual Framework**

Source: Conceptualized by the Researcher

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a review of literature related to the study. It presents the theoretical underpinnings which indicate thoughts on knowledge generation in relation the objectives addressed in the previous chapter. The chapter presents insights on what has already been done on the implementation of Competence-Based Curriculum (CBC). in a global perspective, and pinpointing the strength and weaknesses of competence based curriculum. Empirical studies conducted in Tanzania on competence- based teaching approaches in schools are also explored. The chapter is organized under two major sub headings: Theoretical underpinnings and empirical studies associated with the way competence- based curriculum is being implemented in a global perspective particularly in Tanzania. Under the second sub heading coverage include the extent to which competence-based learning helps students attain intended learning outcomes, various assessment practices in relation assists attainment of intended learning outcomes (ILO). and the diverse approaches used to implement competence-based curriculum that is highly potential to enhance meaningful and relevant students learning.

#### **2.2 Theoretical Underpinning**

A competence based curriculum derives from Bloom's taxonomy of educational objectives and his mastery learning approaches. According to Cohen (2005)., competence- based instruction is designed around the inductive and experiential

instruction and outcomes. This demands different types of theoretical approaches to teaching, learning and assessment. Therefore schools and teachers should rethink the way instruction should be delivered to students. The present study borrows much of its ground ideas from these theories that is the Constructivist Theory, Total Quality Management Theory and Invitational Theory.

### **2.2.1 Constructivism**

This theory purports that knowledge cannot simply be poured into the minds of learners in the same way water is poured into empty vessel. Rather for learning to take place a learner must reconstruct that knowledge for herself or himself. In much the same way, those who are required to implement changes that have been decided upon by others need to construct their own meaning of what those particular changes mean to them at a particular point of time and within their current context (Schreences, 2000).. In the classroom, constructivism views learning at different teaching practices. It usually means encouraging students to active techniques (experiments, observation, real world problem solving etc). to create knowledge and then to reflect and talk about what they are doing and how they understand the changes. The constructivism approaches requires teachers to make sure they understand the student's pre-existing conceptions and guide the activities of learning and for learning (Piggozi, 2003).. Constructivist teachers encourage students to constantly assess how activities help students to gain understanding by questioning themselves about what they have learnt. Students in constructivist classrooms, ideally become expert learners. This gives them new broadening tools to keep them learning with well-planned classroom environments where by students learn to learn.

Constructivist models stress that; knowledge cannot be simply transmitted from teacher to student. On contrary, meaningful learning occurs; the students must construct their own understanding by modifying their pre-existing ideas in the light of the new gained performance and outcome of their explorations.

### **2.2.2 Total Quality Management Theory (TQM).**

Tribus (1987). a colleague of Deming (1986). in total quality management as a leadership approach, provided a compelling argument for applying T Q M principles in school setting. According to Tribus (1987). "quality education" is what makes learning a pleasure and joy (Lock wood, 1999).. Tribus (1987). points out that while some measures of student performance may increase as a result of threats and competition these negative approaches will not produce a healthy attachment to learning. Furthermore, Tribus (1987). noted that it takes a quality experience to create an independent learner. Lockwood, (1992). argues that independent learners in turn become motivated steadily and they seek quality for themselves. This process also creates increased self-esteem and confidence among those involved in the educative transaction.

Lock wood, (1992). modified areas of effective application of T Q M in schools.

1. Aim at creating the best quality students who will take up meaningful position in society.
2. Have school managers who become leaders for change.
3. Provide learning experience to create quality performance.



4. Minimize the total cost of education by improving the total cost of education through improved the relationships with students, education resources and monitoring the quality of students who come into your system.
5. Consistently strive to improve the service provided to students.
6. Institute leadership rather than boss management.
7. Create an environment that is free from coercion and fear.
8. Encourage team teaching and by so doing eliminate the barriers between teachers or departments.
9. Change the focus of education from quantity to quality. Involve everyone in transforming the school into quality environment.

The above presented points for quality education can only be achieved through implementation of competence- based curriculum in schools.

### **2.2.3 Invitational Theory**

Another theory to quality educational process that has emerged in the current literature is ÷invitational theoryö. The invitational theory advocates for personal and professional practices that transform and energizes people, places, programs processes and policies involved in education. Its goal is to establish an environment that intentionally invites people to realize their full potentials. Invitation education is the specific application of this theory of practice in school settings. Many authors contend that invitational theory encourages empowerment, growth and development by invitations, which are defined as processes of extending positive messages about concept based curriculum to oneself and others (Combs, Arila and Purkey, 1978)..

This theory rejects the psychoanalytic belief that behavior is caused by stimulus response, reinforcement and reward. Invitational approaches operate according to four fundamental assumptions that are common to build relationships as well as the belief of perceptual psychology and self-concept theory, trust, respect, optimism, and intentionality (Purker and Schmidt, 1987).. These four characteristics provide a consistent "stance" by which people create and maintain environments that encourage the optimal development and empowered individuals. The three theories; namely Constructivism, Total Quality Management and Invitational Theory aim at promoting the quality of learning in schools for quality education. All the three theories focus on the similar goal which is to help students acquire knowledge, skills and values to a level where they are deemed proficient in competence hence quality education. Indeed the goal of any education system should be to foster and develop proficiency in key competencies within each student.

The conceptual framework presented in Figure 1.1 and the three theories underpinning this study, cover the main variables of the study. Constructivism, Total Quality Management and Invitational theories elaborate various ways in which education can provide learning experiences to provide quality performance among students. This view is derived from the constructs of each of the three theories. Constructivism theory views learning as a means of encouraging students to active learning (observation, experiments, hands on activities and learning by doing as well as real world problem solving, creating knowledge, and ability to reflect and talk about what they are doing(dependent variables)..On the other hand TQM(Total Quality Management). presents the constructs for effective management of teaching

learning in schools. These include; creating the best quality students who will take up meaningful position in society, provide learning experience to create quality performance, create an environment that is free from coercion and fear. Hence to change the focus of education from quantity to quality (outcome variable).. The three theories and the conceptual framework presents the points for quality classroom instruction which can be achieved through implementation of competence based curriculum in schools.

#### **2.2.4 Competence- Based Education: An Overview**

According to the Greenwood Dictionary of education competence based education is the education in which the curriculum is derived from analysis of desirable practiced skill, rules, or competencies and that certifies student practical skill, rules, or compliances and that certifies student progress on the basis of demonstrated performance of those skill, roles or competencies (Collins & Oø Brien, 2011).. Central to this approach to education is the concept of "competence" which is multidimensional and its use depends on the context of the user (Collins, 2006).. For example Mulder (2001). defined competence as the ability to perform tasks and roles required to the expected standards yet another author drawing from human resource development and management perspective defined it as the capability of a person to reach specific achievement (Tuxworth, 2011).. The origin of competence based curriculum has been traced differently by several authors (Nijihof, 2003: Tuxworth, 2011; Mulder et al, 2006).. The literature shows that most of them concur with the point that competence-based curriculum has most directly descended from behavioral objective movement of late 1950s and early 1960s (McAshan, 1979;

Bowden, 1997; Tuxworth, 2011).. Early interest in competence based curriculum by greatest educational Community was centered up on the use of behavioral outcome statements to ensure the validity of the content selection for curriculum and to improve teacher evaluation practices (McAshan, 1979).. More specifically, Teacher placed stronger emphasis on instruction that is tailored to meet specific goals with success being determined. Mosha (2012)., argues that a competence based curriculum seeks to develop in learners, the ability to know, to learn and learn how to learn. Also to do things, learn and work with other people.

Such a shift has pedagogical implication as Rutayuga (2010). points out that competence based curriculum requires a shift from assessing a set of learning contents to assessing each learning outcome. In support wood (2001)., insists that the move towards competence base rather than content based curriculum necessitates student centered teaching and learning .To some scholars such as (Harris, 2006; Guthrie, 2008; Hobart and Lundberg, 1995). assert that, competence based curriculum is perceived as a solution to the implementation of education and training for the complex contemporary world. In support Savage, (1993). argues that competence based curriculum is a functional approach to education as it emphasize life skills and evaluates mastery on skills, necessary for an individual to function proficiently in a given society.

### **2.3 Empirical Studies on the implementation of Competence- Based - Curriculum at Classroom Level: A Global Perspective**

Education policy makers, internationally, are now moving to ensure that people have the knowledge, skills, attitudes and values necessary to participate fully and

meaningfully in society (UNESCO, 2004).. The Quebec Ministry of Education (2007). suggests that teachers who teach from a competence-based education perspective must become more attuned to planning and managing learning environment and must be committed to the ideal of valid and reliable assessment. This is supported by Malan (2000)., who points out that teachers must be familiar with the goal setting and equipping students with the tools and support them to reach those goals.

In the same light Kouwenhoven, (2003 [and](#)). Boyle (2010). noted that in a competency-based classroom, the student and the teacher are equal partners in a students' learning process. An international research in competency-education conducted by Bristow & Patrick (2014). revealed different approaches in implementing competence- based- curriculum in various nations. The subsequent sections present an empirical review of literature on competence education from a global perspective.

### **2.3.1 Finland**

According to Bristow and Patrick (2014)., Finland education system is widely acknowledged as one of the best in the World. The authors noted that the Finish national curriculum has shifted from highly centralized system which emphasized external testing to a more localized one. Furthermore, the teaching learning process in schools is armed with research background in psychology and curricular theory. Teachers now design their own curricular based on national standards; this means local teachers and administrators define their overall educational goals for their

school assuming responsibility for their own student assessment. The authors observed that implementation of competence-based classroom instruction involves frequent assessment, whereby teachers assess their students extensively through ongoing performance-based formative assessment. In addition to that performance task require the students to demonstrate what they know and can do. For evaluation, teachers use rubrics based on National core curriculum guidelines for assessment in all common subjects. Each course is assessed on completion, based on diverse evidence of progress in different areas; including work skills and behavior. Teachers provide feedback in numerous ways not just through tests. However, sample-based student assessments are the primary means to inform policy makers and the public about school performance. The authors concluded that, the primary ingredient in Finland's success in implementing competence-based curriculum is its investment in teacher preparedness and professionalism. They further noted that teacher education in Finland is heavily research-based with strong emphasis on pedagogical-content knowledge.

### **2.3.2 Scotland**

On the other hand, Scotland is part of the United Kingdom but its education system is distinct and always has been highly devolved. Scotland relatively new curriculum embraces many competence education concepts (Bristow & Patrick, 2014).. Findings from several studies revealed that, competence-based curriculum in Scotland has attempted to get away from summative assessment by focusing on formative assessment in the classroom, wherein learners are encouraged to show what they know using crosscutting pedagogical strategies. The learning objectives are clearly

articulated by students, and the needs for the holistic well-being of the child/learner. According to OECD (2014)., the learning intention in Scottish curriculum is what learners should know, understand, or be able to do by the end of a learning experience. The focus of learning in this case is on what is to be learned as opposed to the task, activity or learning context. Bristow & Patrick (2014). concludes that the Scottish curriculum includes not only principles of academic achievement, but also clearly spelled out vision by educators for contextualizing educational experiences in the broader scheme of a person's life trajectory.

### **2.3.3 United States**

According to the report by OECD (2013)., US competency education reflects a global trend. The report identified the key competencies to be development among students. These include thinking critically and making judgments about the barrage of information that comes one's way every day, solving complex multidisciplinary, open-ended problems that all workers in very kind of work place encounter routinely. In addition to that creativity, entrepreneurial thinking, communicating and collaborating with teams of people across culture, geography and language should be developed among student. Generally, US curriculum put emphasis on the use of language, information and opportunities to create new services, processes and products and also taking charge of financial, health, civil responsibilities and making wise choice.

### **2.3.4 United Kingdom**

In the United Kingdom, the research conducted by the Royal Society, for the Encouragement of Arts, Manufactures, and Commerce (2010), resulted in the creation of opening-minds-õa competence based curriculumö focusing on managing information, situation and citizenship to meet education needs for the new century. According to Boyle, (2010), implementation of competence-based curriculum among UK students has shown increased motivation and enjoyment of students. It has also increased transition from primary to secondary grade levels, increased literacy skills and increased standards of teaching and learning (Boyle, 2010)..

### **2.3.5 Australia**

The development of new competence based curriculum in Australia began in 2008, when various states felt that this type of curriculum would be a key in delivering quality education (Peter, 2010).. According to Peter(2010), the implementation of competence based curriculum in Australia education system is focused on the development of necessary set of skills, behaviors disposition and general capabilities (competencies). that could be applied across discipline context. The author further reports that, Australian education leaders believe that these competencies would equip Australian students to be lifelong learners who are able to function confidently in a complex information rich globalized world. Australian curriculum focuses on seven general capabilities namely: literacy numeracy, information and communication technology competency, critical and creative thinking, and ethical behaviors, personal and social competences including intercultural understanding (Australia Curriculum Assessment and Reporting Authority, 2013)



### 2.3.6 Africa

In Africa competence based curriculum was adopted for the first time in South Africa in 1998, following the acute shortage of professionals like engineers, technicians and Artisans (Komba & Mwandangi, 2015).. The author further reports that South Africa adopted the competence based curriculum in a bid to change attitudes of all South African employable skill to cope with challenging issues. In the 21<sup>st</sup> century competence based education programs are now popular in African countries such as Mozambique, Ethiopia and Tanzania (Mulder et al, 2006; Tilya & Mafumiko, 2010).. However, a study by Jansen (2006), revealed that teachers in South Africa schools did not have the philosophical, sociological and even curriculum base from which to engage with the underlying tenets of outcome based education. Under such circumstances South Africa education system has been facing the challenges of translating an ill-understood curriculum policy into practice.

It has been reported by several authors that South African curriculum of 2005 was very much similar to Tanzanian's competence based curriculum since they both embrace Paulo Freire's ideas of learner centered pedagogy, problem- based curriculum, aligned with learner's experience of life and collaborative learning (Moadzwa- Taruvinga & Cross, 2012).. This curriculum was also featured by pre-specification of outcomes (competences). which displaced the emphasis on content, which if used on its own places emphasis on formative assessment and focused on pre- specified outcomes. On this grounds, the fundamental question which needs to be asked seven years after competence based curriculum in secondary school was Introduced in Tanzania is whether this curriculum innovation has been implemented

according to the intentions of policy makers whose major objective of the CBC was to improve the quality of education. The question above is a great concern in this study because the implementation of competence - based curricula elsewhere in sub-Saharan region has faced myriads of challenges (Jansen, 1999; Spreen and Vally, 2010).. It is an undisputable fact the potential of this curriculum to deliver its promises of being panacea to incapable and unemployable school graduates have been uncertain. In the subsequent section, empirical studies on the teachers' instructional practices in implementing competence based curriculum in secondary school in Tanzania is reviewed.

#### **2.4 The Implementation of Competence based Curriculum in Tanzania Secondary Schools**

Soon after independence in 1961 Tanzania like many other countries adopted a content based curriculum. According to Komba and Kira (2013). the old curriculum was ineffective as the graduates failed to demonstrate the skills and competences that fully addressed local, national and global market demands. For that reason, in 2005 Tanzania introduced a competence based education which led to the development of competence based curriculum for learning and assessments in secondary education (Kimaryo, 2011).. The review of the curricula was prompted to economic, political and cultural changes. According to MoEC (2005). the revised curriculum is characterized by the following features; First, it emphasizes competence development rather than acquisition of content knowledge. For example, the introductory parts of the secondary school syllabi clearly states that the revision process has been focused on the change in paradigm from content based to

competence-based- curriculum (MoEC, 2005).. That means the teaching and learning activities in classrooms should have to focus on the development of prescribed competences by students. Thus for each subject, competences to be achieved by students have been stated and they include general subject competences and class or grade level in addition to general curriculum competences. For example in Biology subject one of the general competences states that ~~to~~students should have ability to make appropriate use of biological knowledge, concepts, skills and principles in solving various problems in daily life~~øø~~. Additionally, class level competences for each subject have been stated. For example one of the competences to be developed by Form one students is the ability to demonstrate the use of biological knowledge, concepts, principles and skills in everyday life ~~øø~~(MoEC, 2005)..

Second: The curriculum emphasizes on the use of learner centered activity based pedagogy during teaching and learning process. The revised syllabus clearly states that teachers were advised to use participatory teaching and learning strategies as much as possible to help learners demonstrate self-esteem, confidence, and assertiveness. (MoEC, 2005).. This implies that teachers are emphasized on the use of learner centered pedagogy as opposed to teacher centered pedagogy which dominated secondary school classroom teaching, prior to the competence-based innovation (Tilya & Mafumiko, 2010).. On the other hand, teachers are supposed to switch from the role of an expert who transfers knowledge by [knowledge to](#) a coaching role , to the facilitating role and guiding the learning process (Osaki, 2014).. This means Students are supposed to take responsibility for their own learning though direct exploration, experimentation, contextualization and

experience. In addition to that, leaders are supposed to design effective learning activities geared towards the development of specified competences. According to Kahwa (2009)., students are expected to spend most of the instructional time engaging themselves in the learning activities than listening or watching what teacherø lectures or demonstrate.

Third, the revised curriculum emphasizes teachers to assess students frequently using authentic assessment method focusing on the prescribed set of knowledge, skills and attitudes. Teachers are emphasized to use authentic assessment methods such as portfolios, classroom or field observations, projects, oral presentation, self-assessment interviews and peer assessment (Kitta & Tillya, 2010).. More importantly teachers are required to change from norm- referenced to criterion referenced judgment of learnersø capability or competences as supported by Kouwenhoven (2003). who argued that in competence- based education performance assessment is carried out by giving the learner a clearly defined task and a list of explicit criteria for assessing the performance or product. Criteria are often given in the form of rubrics that can be either analytic (specification of parts or holistic looking at overall performance)..

Finally teachers are supposed to provide continuous timely and constructive feedback to studentsø performance. Fourth, it emphasizes on the application of knowledge to integrate theory and practice in real analogous life situation. According to Kahwa (2009)., phased out secondary school curriculum that was criticized for being content driven, compelling teachers to adopt transmission

approaches such as lecturing to cover overloaded curriculum content by emphasizing student to memorize the facts, knowledge and principles in solving various problems in daily life (MoEC, 2005).. The need for change from content based curriculum to competence based curriculum calls for change in the instructional approaches. According to woods (2000)., these changes also necessitate a serious financial and human commitment to the retraining to ensure that teachers have necessary competence to implement the new pedagogical approaches. However, despite the fact that competence based curriculum is seven years young since its inception in secondary schools, there is no clear evidence of whether teachers are appropriately implementing competency based teaching approaches (Rweyemamu, 2012)..The present study intends to bridge this knowledge gap by exploring the extent to which classroom instruction in secondary schools have been effective in developing the students' competencies

Generally, findings from the recent studies on teachers' classroom practices in implementing the revised competence based curriculum in secondary schools (Kahwa, 2009; Shemwelekwa, 2008; Banda, 2011; TIE, 2011). shows that majority of secondary school teachers are not implementing the revised competence based curriculum. Banda (2011). also reports that teachers explain or demonstrates concepts and write notes on the chalkboard for students to copy. The author further noted that sometimes teachers integrate lecturing with recall based close ended oral questions which elicit minimal thinking among students. On teaching methods, Timothy (2011). reported that most physics teachers in the studied schools were still applying teacher- centered instruction methods such as lecture and demonstrations

instead of learner centered instructional methods. These confirmed earlier findings by Shemwelekwa (2008). who found that majority of teachers use lecture methods followed by questions and answers as teaching methods or techniques which they have most frequently used even in the past. Again, monitoring reports by TIE (2011). state that "Majority of teachers are still using teacher- centered methods as opposed to competence based [methods]. Findings by Tillya, (2010). revealed that in teacher education colleges, student teachers are lectured on how to use innovative approaches to teaching and learning in secondary schools: For example, they were lectured on how to use practical work in science and how to use group work in language teaching.

Research findings from previous studies indicate that competence-based curriculum is not implemented as directed by the formal policy document such as the syllabus and curriculum frameworks, instead teachers have continued to teach and assess using traditional teaching and assessment methods (Rweyemamu, 2012; Banda, 2011; Shemwelekwa, 2008; Mosha, 2012, TIE, 2012).. The findings cited above contradict with policy makers' expectations as they still claim that Tanzania education system is competence-based. Also there is no clear evidence on the extent to which assessment and examination regime have been able to reinforce the new approaches and reward students for their ability to demonstrate what they know, understand and can do. This requires a comprehensive research to end up with empirical data on the current situation in secondary schools regarding the implementation of competence based- curriculum. Recent studies by (Timothy, 2011). shows that teachers in Tanzania have continued to teach in habitual way

despite the change in curriculum which demand changes in teaching approaches. This entailed the use of traditional teacher ó centered methods such as lectures, demonstrations, and brainstorming (Timothy, 2011).. While politicians, teachers and other education stake holders in the country claim that Tanzania education system is competence ó based, there is no evidence from research which indicates the extent of the implementation of this new teaching learning and assessment approach to warrant these rhetoric statements (Komba& Nkumbi, 2008; Alphonse, 2008)..

Apart from that the recent research findings appears to contradict with the current perspective in Teaching and learning where the emphasis is on the active involvement of learners in teaching and learning process. One wonders on how competence-based curriculum is being implemented to help the students attain the intended learning outcomes, the intent of this study is to bridge this information gap. Although previous studies put forward various reasons as barriers for not implementing competence ó based curriculum in secondary schools, such as lack of adequate knowledge, large class size, shortage of relevant text books and lack of cooperation from students(Banda, 2011).. These studies did not provide workable alternative approaches that can help teachers to translate the ill-understood curriculum policy into practice. The intent of this study is to recommend appropriate means on how CBC could be implemented to solicit studentsølearning outcomes.

## 2.4 Assessment Practices conducted by Teachers in Relation to the Intended Learning Outcomes

### 2.4.1 The Meaning of Competence- based Classroom Assessments

Assessment is the way educators measure student learning. According to Cohen (2005), assessment encompasses testing, but also includes a number of other techniques that align with more authentic or real world techniques such as reading a computer Manual, organizing, and presenting findings of a research project and many others. Kouwenhoven (2003), argues that in competence based education, authentic assessment methods are more useful for competence based curriculum than other forms of assessment because they provide opportunity for students to demonstrate the competencies they have mastered in real life or analogous situation.

This is supported by Tillya and Mafumiko (2010), who argued that in competence based education performance assessment, is carried out by giving the learner a clearly defined task and a list of explicit criteria for assessing the performance or product. Criteria are often given in the form of rubrics that can be either analytic (specification of parts), or holistic (looking at overall performance). Finally teachers are supposed to provide continuous, timely and constructive feedback to inform students about strength and weakness of their performance. Cohen (2013), argues that competence based assessment encompass formative and summative assessment. Formative assessment often stands alone in reference to an in situ learner ó teacher feedback loop in which the teacher acquires evidence in order to make changes in teaching as well to provide feedback to students about how they can improve their learning. In support Kouwenhoven (2003), points out that formative assessment



indicates an educational environment that is welcoming of performance based, show what you know approaches. For students to progress academically formative assessments are administered periodically to ensure a certain standards of knowledge, skills and values are met. Summative assessment is used in examination sense, and is usually differentiated from formative assessment as having direct consequences for students' promotion or demotion. In nearly all major global economies, summative assessments are used to certify graduates as well as determine access to tertiary education (OECD, 2013).

#### **2.4.2 Empirical Studies on competence- based Classroom Assessments**

A number of studies have reported assessment practices in competence based classrooms. For example Cohen (2013). reports assessment in Indonesia that is implemented at two levels of the system for formal education; classroom level and national level: the UAN is the national government examination and incorporates three subjects area i.e., Indonesian and English languages and Mathematics. The UAS school-based examination covers all subject areas of their curriculum. The criteria for passing the national examination are targeted to: Intelligence, knowledge, personality, noble character, skills to live independently and skills to continue studies. Cohen (2013). further reports that during continuous class based assessment and school tests, teachers are only assessing students against one dimension of competence based-curriculum. Cohen (2013). noted that teachers are unfamiliar with assessing higher order skills, attitudes and contextual understanding. As noted by Cohen (2013). teachers are not yet able to perceive that all students can achieve to some degree that means continuous assessment in Indonesia is being used only as a

technique for summative evaluation and not as part of the learning process. Bristow and Patrick (2014). conducted an international study in competence based education, the finding revealed that; in Scotland assessment focuses on relentless formative assessment in the classroom, òa show of what you knowö crosscutting pedagogical strategy, learning goals that are clearly articulated by students and the needs of holistic well- being of the student. The authors noted that the learning intention is what learners should know, understand or be able to do by the end of a learning experience. In this sense the focus is on what is to be learned as opposed to the task or activity or context. By teasing out the learning from the chosen experience and outcomes, teachers have been able to actively engage students in their own learning, sharing the learning intention makes it easier for teachers to give feedback specifically on what has been learned.

In a similar study by Bristow and Patrick (2014). in New Zealand revealed that assessment is an integral part of the cycle of learning rather than simply a mechanism to determine the degree of learning, as students build skills in reflecting upon their own knowledge and abilities from an early age, they become active partners in their own performance reviews. In this sense assessment is seen as a critical educational development. The authors further noted that, teachers in Finland and New Zealand have become skilled in assessing studentsø performance. In this sense formative assessment is widely accepted as collaborative classroom processes, in which both teachers and students are active participants. Students recognize assessment as the primary meansö show what they knowö. The authors concluded that assessment is part of the student ó centered classroom practices that can provide guidance to both

students and teachers, and to help students advance in learning progressions. Furthermore in competence based assessment efforts, summative assessment have been typically quality control checks and form part of a broader mastery based process (Bristow & Patrick, 2014). A report by OECD (2014), reveals that In Finland teachers assess their students extensively through ongoing performance based formative assessments. It was also noted that performance task require students to demonstrate what they know and can do. For evaluation, teachers use rubrics based on national core curriculum guidelines for assessments in all common subjects. Each course is assessed on completion based on diverse evidence of progress in different areas, including work skills and behavior.

It is further reported that teacher may provide feedback in numerous ways, not just through tests. For example, sample based student assessment are the primary means to inform policy makers and the public about school performance, these have no stakes for students teachers or schools (OECD, 2014). The literature review has discussed numerous countries competence based curriculum and the extent to which emphasis on student agency and autonomy has implications on how systems of assessment are designed. The researcher in this study grapples with a difficult question on what kind of assessment practices have been developed to allow teachers in Tanzania secondary schools to reliably and validly assess the extent to which students advance in learning progression?

### **2.4.3 Competence –based Classroom Assessments in Tanzania**

The revised curriculum (MOEC; 2005). in Tanzania requires teachers to assess students frequently using authentic assessment methods focusing on the prescribed set of knowledge, skills and attitudes. The syllabus shows what and how to assess students with regard to the knowledge, skills and attitudes to be developed for each specific objective (MOEC, 2005).. Teachers are encouraged to use authentic assessment methods such as portfolios, classroom, field observations, projects, oral presentations, self-assessment, interviews and peer ó assessment (Kitta, Tillya, 2010).. According to Kouwen (2003).. authentic assessment methods are more useful for competence- based curriculum than other forms of assessment.

However, recent studies shows that assessment practices by majority of secondary school teachers in Tanzania have generally remained traditional involving the use of recall ó based paper and pencil assessment methods such as test, quizzes, examination and oral questions contrary to the directives stipulated in the revised syllabus (Shemwelekwa, 2008; Kahwa, 2009; Timothy, 2011; Banda , 2011).. For instance, recent observation by Shemwelekwa (2008). revealed that assessment practices by mathematics teachers in some sampled secondary schools was limited to exercises, quizzes and homework that encourage high studentø performance. The researcher noted that teachers mainly asked factual questions which encouraged superficial learning of mathematics concepts. These findings are contrary to the innovative approaches which require teachers to move from routine limited factual questions to more open ó ended and problem solving tasks which evoke a broad range of discussion and critical thinking in classroom (Black, Harrison, Lee,

Marshall, William 2005).. The Quebec Ministry of Education, (2007). suggests that teachers who teach from a competence ó based education perspective must become more attuned to planning and learning environment must be committed to the ideal of valid and reliable assessment (Malan, 2000).. The reason behind is that such assessment provide opportunity for students to demonstrate the competencies they have mastered in real life or analogous situations. More importantly, teachers are required to change from norm ó referenced to criterion ó referenced judgments of learners capabilities or competencies.

This is supported by Kouwenhoven (2003). who argued that in competence ó based-education performance, assessment is carried out by giving the learner clearly defined tasks and a list of explicit criteria for assessing the performance or product criteria. Criteria are often given in the form of rubrics that can be either analytic (specification of parts). or holistic (looking at overall performance).. Finally Teachers are supposed to provide continuous, timely and constructive feedback to inform students about the strength and weakness of their performance.

That means in order to refocus the educational system on learners competences, it will be necessary to develop a valid assessment system aligned to those intended competencies. This research intends to examine the practice of competence-based-curriculum (CBC). for quality education provision and recommend effective instructional approaches that equip teachers both in-service and pre- service). with necessary competences for handling the new teaching, learning and assessment paradigm.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction

A research methodology is the general approach that a researcher undertakes in conducting a research project. To some extent the approach dictates particular tools the researcher selects for the purpose of data collection and analysis (Orodho, 2003).. This chapter constitutes a description of the way research was conducted. It consists of research design, the research approach, the study area, target population, sampling techniques methods for data collection, ethical considerations that guide the conduct of the study and data analysis procedures.

#### 3.2 The Philosophy of the Research

Saunders et al (2009). defines a philosophy as a set of shared assumptions or ways of thinking about some aspect of the world, especially on how the research should be conducted. This means that as researchers undertake particular inquiries, their beliefs and experiences influence how they view the environments and the world surrounding them, which in turn influence how knowledge is created and the process by which it is developed. Within this context, the main objective of this study is to examine the implementation of 'competence-based curriculum' as a way of attaining quality secondary education provision in Tanzania. With this objective, the researcher adopts Positivism as a research philosophy. The strength of Positivism it combines both the epistemological and ontological perspective (Crowther & Lancaster, 2008). As a philosophy, positivism adheres to the view that only factual

knowledge gained through senses, including measurement is trustworthy. The key principle of positivism is that the role of the researcher is limited to data collection and interpretation through objective approach and the research findings are usually observable and quantifiable. This means positivism depends on quantifiable observations that lead themselves to statistical analysis. According to Crowther & Lancaster (2008), as a philosophy positivism is in accordance with the empiricist view that knowledge stems from human experience. It has an atomist ontological view that of the World as comprising discrete, observable elements and events that interact in observable, determined and regular manner (Creswell, 2012). The meaning is that teaching learning process depend on learners' environment, interaction between teacher, student and subject content in the classroom situation, this approach is suitable for this study because it will allow the researcher to explore observable elements and events regarding the implementation of competence based curriculum.

### **3.3 Research Approach**

The study will employ mixed research approach, which its undertaking covers more wide spread of the findings on research problem rather than either method alone. Creswell and Clark (2011), assert that the indispensable premise of mixed methods design is that the use of qualitative and quantitative in rapport would provide a better understanding of the research problem than the use of either one method alone in a study. The researcher will use qualitative approach for searching information on various themes which include how, what and why. The study will employ mixed research approach. Mixed method is a research approach which is popular in the

social, behavioral, and health sciences in which researchers collect, analyze, and integrate both quantitative and qualitative data in a single study or in a sustained long term program of inquiry to address their research questions (Creswell and Clark, 2011).. The research problem is how competence based curriculum is being implemented in secondary schools to develop among students a wide range of competencies that will be of value to them during and after graduates? The research problem merit a mixed method due to the fact that quantitative data will be collected to explain the relationships, the factors and influences competence based classroom instruction on the development of studentsø creativity, critical thinking and higher order thinking skills.

While the qualitative data will be collected to understand the personal experiences of teachers and students associated with their teaching learning process and the extent to which the studentsø creativity and other required competencies are being developed. Closed-ended items will be used to collect quantitative data, while qualitative data collection will be achieved through, observation, and documentary review. The rationale for using mixed method in this research is the need for different multiple perspectives and complete understanding of competence based curriculum implementation in a classroom situation and its influences on studentsø creativity, critical thinking and ability to apply knowledge in their daily life. Furthermore, the study intends to confirm quantitative measures with qualitative experiences. In this light explanatory sequential design will be used whereby qualitative data will help the researcher to explain the quantitative results. According to Cresswell & Clark (2007)., the explanatory research design is a two phase design



in which the qualitative data helps to explain or build on the initial quantitative results. The design is suited in this study since the researcher wants qualitative results to explain significant, non-significant or surprising quantitative results. Not only that but also the researcher wishes to form groups based on quantitative results and follow-up those groups with qualitative research. The design will be used in this study by collecting and analyzing quantitative data, this will be followed by qualitative phase that was develop and connected to the results of the quantitative phase. In the quantitative data analysis the researcher used numerical data for description, comparing groups and relating variables. Whereas the qualitative phase of data analysis involved the use of text and images for coding, theme development and relating. In order get the kind of data the study is intended to, there was a need to create a favorable climate for the respondents and the researcher.

Observation as a method was used to get firsthand experience on the teaching learning activities in classrooms, to see how competence based classroom instruction is conducted in each subject, and the extent to which the required competencies were being developed among students. Quantitative data was collected by using close-ended items, whereas qualitative data was collected by using observation and documentary review. The strengths of this approach has been explained by Kombo & Tromp (2006).. These scholars pointed out that quantitative method is appropriate to gather necessary data through the use of instruments such as questionnaires which have the advantages of providing opportunity for using less time, while collecting more data, they are also less expensive and efficient in collecting data from a large sample. On the other hand, qualitative approach was used to collect data through

direct observations of the educational environment in secondary schools: implementation of competence based lessons which include study visits, group work, competence-based assessments including portfolio. The approach also engaged competence texts, friendly infrastructure that encompasses e-library and internet services. All these were open up opportunities for learners to meet intended learning outcomes for the programmes they pursue. Additionally, the qualitative approach allowed the use of a case study, in the sense that in-depth observations of individuals, situations and institutions were to be done. Efforts were made to study each and every aspect of the concerning study units and then form case data generalizations and inferences drawn (Kothari, 2004)..

### **3.4 Research Design**

The study adopted a case study in its investigation as a research design. According to Yin, (1984). the distinguishing character of a case study is that it enables an examination of contemporary phenomenon on its real life context. Kothari, (2004). further argues that the components of a case study include interrogating *what*, *why*, *who*, *where* and *how*. Despite the fact that a good number of years have elapsed since the introduction of competence- based- curriculum in Tanzania secondary schools, there was no clear evidence on the way CBC was being implemented at classroom level, and there was no empirical data on the extent to which CBC helped students to attain their intended learning outcomes. Little had been done to explore various assessment practices by teachers and students in secondary schools That shows the importance of a case study designed undertaken through this research, which deliberately aimed to investigate and reported on

implementation of CBC in one of teaching, learning and assessment and how such implementation may potentially contribute in improving the quality of education in Tanzania.

### **3.5 Selection of Study Area**

Two Districts in Tabora Region was purposively selected for the investigation of this study. The Districts selected were Tabora Rural District and Nzega District. The choice of the two Districts was based on researcher's accessibility of information about the districts.

### **3.6 Target Population**

A population is a group of individuals, objects or items, from which samples are taken for measurement (Kothari, 2004).. The target population for this study included all public secondary schools in Tabora district (24). and Nzega district (32). including subject teachers, students, heads of schools, education administrators and a selected group of other educational stakeholders (school boards, parents, communities surrounding schools, etc.)..

### **3.7 Sample and Sampling Techniques**

It was not possible to deal with the whole population due to a number of reasons, including limited time given by the institution for completion of the course according to registration regulations as embedded in the researcher's registration number 2014 /15 to 2017. Other impinging aspects include limited resources such as transportation for the researcher to move from one targeted research schools to another as well as from one district to another. It was however possible to select a group of

representatives through a variety of research techniques in the study. A portion of the target population referred to as a sample (Orodho, 2003).. This means a finite part of a statistical population whose properties are studied to gain information about the whole population is a representative sample. From each district six secondary schools were randomly selected, therefore a total number of 12 secondary schools participated in this study. The number of respondents were 20 teachers and 60 students from each school. In this study the sample included 120 teachers, 360 students and 5 educational officers because they were in a position to understand teaching learning process in a classroom situation. The respondents of the study in schools 1-12 are clearly shown in Table3.1.

**Table 3.1 Sample Characteristics**

Type of respondents	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Head teachers	1	1	1	1	1	1	1	1	1	1	1	1
Teachers	20	20	20	20	20	20	20	20	20	20	20	20
Students	60	60	60	60	60	60	60	60	60	60	60	60
Education officers	2	2	2	2	2	2	2	2	2	2	2	2
Parents	5	5	5	5	5	5	5	5	5	5	5	5
<b>Total</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>

Table 3.1 presents the sample characteristics and study units in the selected secondary schools. Sampling is a procedure that a researcher uses to gather people, and places or gather things to study (Kombo and Tromp, 2006).. In this light this study used three sampling techniques to obtain a representative sample of the population. These techniques are purposive sampling which purposefully targeted education officials in each of the two districts to be involved in the study. According to Kothari, (2004). purposive sampling method allows the researcher to target a

group of people believed to have reliable inputs for the study. This is supported by Kombo and Tromp (2006). who assert that the power of purposive sampling lies in selecting information with rich cases for in-depth analysis related to the central issues being studied. Simple random sampling was used to obtain a sample of teachers who participated in the study in each of the selected schools. Also, a representative sample of students used in this study were selected randomly from form three and four. The power of simple random sampling lies on the fact that respondents are given equal chance to participate in the study. Convenience sampling was used to obtain a sample of parents and other education stakeholders. This group of participants captured a special interest for this study.

In this light, each member of the population was given an equal chance of being included in the study (Kothari, 2004).. This was done in collaboration with heads of schools and heads of departments to obtain a list of subject teachers from each school, and names of form four and form three students based on the subject instructed were also obtained. Their names were arranged into strata, composed of males and females, this was followed by simple random sampling to obtain a representative sample group of 20 teachers and 60 students (male and females). form each of the selected secondary schools who participated in this study.

### **3.8 Data Collection**

Data collection is the process of obtaining evidence in a systematic way to address the research problem (Orodho, 2003).. The present study relied on two sources of data, namely primary data and secondary data. Primary data involved gathering data

from the original sources, whereas secondary data involves gathering data that have already been collected by someone else (Kombo and Tromp, 2006).. In this study the primary data constituted first-hand information collected through various methods such as observation, interviewing, questionnaires (Kothari, 2004). and secondary data considered analysis of policy documents, syllabus, text books, journal reports, workshops, official records, announcements, magazine and newspapers reports.

### **3.8.1 Data Collection Methods**

These are instruments to be used in obtaining data. The instruments that the investigator used are questionnaires, observation checklist and documentary review. The choice for this instrument was due to the fact that the investigator desires to comprise a wide base of information from different angles and there are other questions that require specific instrument.

## **3.9 Research Instruments**

In this study, observation checklists, questionnaires and documentary reviews were used as major investigation tools. Each of the three tools has been discussed in the next part of this section.

### **3.9.1 Observation Checklists**

Under observation, the researcher used the checklist to collect information on the implementation of competence based classroom instruction. This involved investigator's own direct observation without asking respondents (Kombo and Tromp, 2006).. This is supported by Kothari, (2004). who asserts that the information

obtained under this method is related to what is currently happening. This method is independent of respondent's willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire methods. The main advantage of this method is that subjective bias is eliminated if observation is done accurately. Secondly according to Yin, (1984). the information obtained under this method relates to what is currently happening. The investigator in the present study employed this technique to observe the processes of teaching and learning in classroom environment in order to make sense out of the practice. Observational checklist composed of competence and assessment rubrics available at; [http://det.wa.ed.au/detcms/cms-service/download/asset/?asset\\_id=7818716](http://det.wa.ed.au/detcms/cms-service/download/asset/?asset_id=7818716). Through sketching of important events and note taking the investigator obtained an overview regarding the extent to which CBC was implemented to help students attain their intended learning outcomes.

### **3.7.2 Questionnaires**

Questionnaires are instruments that enable gathering of data over a large sample (Orodho, 2003).. Questionnaires in this study composed of open-ended items (to allow free responses).. Close ended items which generally take little time to answer and keep respondents in focus were used as well. One type of questionnaire was administered to the selected samples of teachers, parents and general citizens. Another different questionnaire was administered to students only. These types of instruments were used to collect data on their level of involvement in several areas to ensure that competence - based curriculum was being implemented so as to help the

students attain creativity, critical thinking, evaluative skills and ability to apply knowledge.

### **3.7.3 Documentary Review**

Documentary sources are means of widening the understanding of the context, scale and entry into contemporary experience of the subject under study. Orodho (2003). shows that this source of data allows for formalization of exploratory hypothesis and personal interrogation. In the present study, documentary sources treated as part of secondary data collection method. In this respect, different documents such as school reports, national examination results, magazine, journals and other publications on competence-based education as well as policy documents were reviewed.

## **3.8 Validity and Reliability**

### **3.8.1 Validity**

Validity refers to the quality of a procedure or instrument in research (Kombo and Tromp, 2006). in order to obtain accurate, correct and meaningful data, the instruments were presented to my study supervisor for intellectual comments and suggestions. After incorporating all the suggestions, the instruments were pilotó tested in secondary schools before administering them in the actual field work.

### **3.8.2 Reliability**

Reliability is a cornerstone of making a successful and meaningful study. Reliability refers to how consistent a research instrument or procedure is (Orodha, 2003).. In order to collect reliable data, the researcher designed the interviews and



questionnaire through an elaborate procedure which involved a series of revision under the guidance of the research supervisor, to ensure that the fieldwork was conducted by the use of high quality data collection techniques. Also quotes from interview and statement from questionnaire were used as references to ensure reliability. Triangulation of instruments was used to obtain reliable data through questionnaires, observation checklist and documentary review.

### **3.9 Data Processing and Analysis Procedures**

The data collected from the survey questionnaires, and observational checklist was coded and entered into Statistical Package for Social Sciences (SPSS 16.0). and validated. According to Cresswell (2012,). data collected should be cleaned, validated and transformed to ensure accuracy with which data have been entered. This process involved coding, editing, classification and tabulation of collected data (Orodha, 2003).. In the present study, procedures for data analysis involved qualitative data and quantitative data analysis because, some of the data (information). can be presented in numerical way and some cannot be stated qualitatively hence demanding detailed and critical descriptions.

#### **3.9.1 Qualitative Data Analysis**

Data from questionnaires were converted into written texts. This process was followed by selecting, coding, simplifying units into themes, making clusters of partitions and condensation of data in order to sharpen, sort, discard and organize in such a way that final conclusions was derived.

### 3.9.2 Quantitative Data Analysis

According to Kothari (2004)., quantitative data analysis is a process of presenting numerical data. Quantitative data in this study used descriptive statistics, hence the process was involved cleaning of data to make sure that the data was correctly identified in order to gain knowledge about the data, lists of data were made to produce descriptive statistics. For example, means and standard deviations were used. Furthermore, graphics such as histograms and pie charts showed the study's data distribution. In calculating coefficient measuring strengths and coefficient that describe percentages or variance the use of Statistical Package for Social Sciences (SPSS 16.0). was engaged.

### 3.10 Considerations of Ethical Issues

Ethics refers to norms and standards of conduct that distinguish right and wrong in a society. They help to determine the differences between acceptable and unacceptable behaviours (Creswell, 2012).. The researcher adhered to five basic principles of ethics in research as that include the following: *Beneficence (do good)*: the researcher minimized the risk of research participants' psychological, social, financial harm and discomfort through a comprehensive planning for professional mandates so as to conduct an effective and generally accepted research. There were no invasions of participants' privacy and anonymity. The researcher ensured obtaining permission for conducting the research from the Open University of Tanzania, the Tabora Regional Administrative Secretary (RAS). and Districts' Administrative Secretaries (DAS). for Nzega and Tabora districts. In order to achieve higher degree of benefits

the researcher kept the promises and agreements she made with the participants. She also acted with sincerity in striving for consistence of thoughts and actions.

*Truthfulness and confidentiality:* These two included ensuring that the information given by the respondents was handled with outmost confidentiality, respect for privacy and right to change their mind. They were assured on the information to be used for academic purpose only. The researcher also avoided data falsification, fabrication and plagiarism. Participants' willingness to volunteer for information was maintained, data was treated confidentially in storage and analysis. Identifiers (e.g. vernacular terms, names, and geographical cues). were removed.

*Autonomy and informed consent:* Potential participants were allowed to make their own decision about whether they want to participate or continue participating in this research. Respondents will be accurately informed on the purpose, methods, risks, benefits and how the research relates to their own teaching and learning process.

*Justice* was maintained by allowing all respondents to know what the researcher is doing. In addition, they had given the right to provide information on their own free will without being forced.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter provides a general presentation, analysis and discussion of the research findings of this study. The researcher provides an interpretation of the findings from respondents on examining the practice of competence-based - curriculum (CBC), on the provision of quality education in Tanzania with the specific objectives which were; to examine the way competence based curriculum is being implemented at classroom level. To explore the extent to which competence based curriculum facilitates students' attainment of intended learning outcomes through competence based teaching and learning.

Also to examine various assessment practices used by teachers to determine the achievement of intended learning outcomes and finally to suggest appropriate pedagogical approaches on how competence- based- curriculum could best be implemented to attain students' learning outcomes. The chapter consists of three sections; the first section delineates the description of the respondents' profile according to gender, age, level of education, and length of services, the second section discusses data presentation and analysis and the third section presents the discussion of the findings which have been coded into themes, whereby some of the themes have sub-themes based on the participants' responses, documentary analysis and observations, the research objectives, existing literature and researcher's interpretation of the data.

#### **4.2 Response Rate from Research Participants**

The investigator administered questionnaires to teachers in twelve secondary schools where a representative sample of respondents in each school were requested to fill the questionnaire. A total number of 102 (82.9%). questionnaires were filled by teachers in the selected schools and returned .On the other hand, a reasonable representative sample of form three and form four students (360 students). responded to the questionnaires which constituted 100% of the expected respondents, similarly, a total of 24 classroom observation were made to examine whether or not teachers involved students in learning activities and practiced formative student's assessment during the teaching learning process.

In addition a total number of 36 lesson plans randomly selected from each of the sampled secondary school, were reviewed in order to establish whether or not teachers lesson preparation reflected the qualities of competence- based classroom instruction. According to Mugenda and Mugenda (2003)., response rate of 50% is adequate while 60% and above are very good rate for generalizing the findings. In this light the results are presented and discussed in line with the objectives. To start with the researcher presents first the demography of respondents.

#### **4.3 Demography of Respondents**

Demography of respondents included gender (sex)., education level and working experience. The results indicate the following as given in Table 4.1

**Table 4.1: Distribution of Respondents in Terms of their of Gender**

School category	Demographic variables		Number of Respondent's
	Male	Female	
A	4	3	7
B	6	5	11
C	4	3	7
D	5	4	9
E	5	4	9
F	6	3	9
G	4	4	8
H	7	3	10
I	4	4	8
J	4	4	8
K	5	3	8
L	5	3	8
<b>TOTAL</b>	<b>59</b>	<b>43</b>	<b>102</b>

The result in Table 4.1 showed that out of 102 respondents 57.8% were male and 42.2% were females. This indicates that male teachers dominate secondary schools in Nzega and Tabora Districts. Moreover, involvement of both male and female teachers in the study was important because all subject teachers were required to demonstrate pedagogical skill and subject content required in the implementation of competence-based curriculum in secondary schools. While majority of male teachers were teaching mathematics and science subjects, female were clustered in social science subjects such as ; Kiswahili, History, Geography, English, and Civics. It can therefore be inferred that although government and the Ministry of education have made deliberate efforts to change the negative attitude of girls towards science subjects, critical success factors have not been achieved. Likewise both male and female head of schools highlighted the deficiency of science teachers. Many respondents saw that shortage of science teachers as a serious problem in efforts to provide quality education in secondary schools.

The findings imply that all teachers in secondary schools need in-service training to deepen their knowledge of subject content and pedagogical skills, in order to shift away from chalk talk to participatory teaching and learning process.

#### 4.4 Respondents' Work Experience

Data in Figure 4.2 shows the respondents' work experience from the surveyed schools. The results show that teacher respondents' working experience was spread over a range of 1 to 5 years. Seventy four (74), which is equivalent to 72.5% and 20 (19.6%), of the respondents had worked for between 6 and 10 years. Other 3 teachers (2.9%), had worked for between 11 and 15 years, 2 (2.0%), had worked between 16 and 20 years. Only 3 teachers (3%), of the respondents had experience of above 21 years. The findings imply that few teachers in the study sites were well experienced in the teaching profession.

**Table 4.2: Frequency and Percentage Distribution of Respondent's Working Experience**

	Years	Frequency	Percent
Working experience	1-5	74	72.5
	6-10	20	19.6
	11-15	3	2.9
	16-20	2	2.0
	21-25	1	1.0
	25+	2	2.0
	<b>Total</b>	<b>102</b>	<b>100.0</b>

The results in Figure 4.2 indicate that majority of respondents were well experienced in the teaching profession. Those who had been teaching for eleven (11), to twenty five (25), years and above pointed out the need for in-service training to facilitate their proper understanding of competence-based curriculum and its implementation

practices. This implies that the link was missing between the way teachers were being prepared in the teacher training institutions and the actual pedagogical implementation of competence based curriculum in schools. The findings concurs with those of Komba & Mwandaji (2015)., who suggested that regular training for in-service teachers should be conducted in order to enable teachers to acquire up to date teaching skills as required in the implementation of competence-based curriculum.

#### **4.5 Presentation of Research Findings**

The main topic of this study was the examining the practice of competence-based curriculum (CBC). on provision of quality education in Tanzania. The findings presented herein are therefore discussed in line with the objectives of the study.

##### **4.5.1 The extent to which Classroom Environment Facilitate Implementation of Competence based Classroom Instruction**

The first objective of the study was to examine the way competence-based curriculum is being implemented at classroom level. This objective was included in this study in view of the fact that translation of curriculum document into subject content is implemented at classroom level, and successful implementation of competence based curriculum is dependent upon teachers' readiness , understanding of the initiative and supportive teaching learning environment. To achieve this objective, teachers were asked to respond to the questionnaires. The investigator also employed observational technique to observe the processes of teaching and learning in classroom environment in order to make sense out of the practice. Observational



checklist composed of competence and assessment rubrics available at; <http://det.wa.ed.au/detcms/cms-service/download/asset/?assetid=7818716>. The researcher focused on viewing the teachers lesson preparation in order to ascertain on whether or not the competence based learning outcomes were thoroughly stated using verbs which specified the skills/ abilities that were expected to be attained by the students after the lessons. The researchers observations revealed that majority of the reviewed lesson plan did not have the qualities of competence based lesson plan. For example in one of the reviewed biology lesson plan for form three students, the learning outcomes were stated as follows;

- i. *Students should understand excretory organs.*
- ii. *Students should understand the urinary system.*
- iii. *Students should know the formation of urine.*

When the three learning outcomes were carefully analyzed, the researcher noted that the learning outcomes were not stated in action verbs with specified competencies/ abilities that were expected to be attained or exhibited by the students after the lesson. The verbs “*know*” and “*understand*” do not indicate what exactly the student should attain after the lesson as they are just too general. Further investigation revealed that many other lesson plans in other subjects had similar weaknesses. The above results certainly do not represent a strong endorsement of quality lesson preparation for quality classroom instruction. Second, only 23% of lesson plan indicated the teaching aids to be used in facilitating students’ participation in their learning process, the number of lesson plans which indicated the provision of formative assessment during lesson development constituted only 33%. That means

more than 60% of lesson plans did not indicate the list of teaching aids or provision of activities for formative assessment during the teaching learning process. This implies that implementation of competence based curriculum at classroom level was not effective. The findings agree with those of Komba & Mwandangi (2015). who found that although the pre-service teachers learned the competence based teaching approaches theoretically at the respective colleges, they had limited abilities to demonstrate the approaches in their lesson preparation. During data collection researcher's observation showed that implementation of competence based classroom instruction was not effective. Observations were focused on whether or not teachers involved students in classroom activities, by asking questions, respect student ideas, teachers provide collaborative tasks in groups, teachers encourage students to ask questions during the learning process, teachers provide opportunities for students to make demonstrations; and whether or not teachers provide constructive feedback to their students during the teaching learning process.

The researcher noted that involvement of students in classroom activities was very low in all of the observed classroom sessions. Teachers were observed to dominate the teaching learning process (chalk-talk)., the communication was only unidirectional (teacher-student).. The interaction between teacher-student-subject content and vice versa was minimal, in such a way that students had no opportunities to interact with the teacher or among themselves. It was also revealed that there were no collaborative tasks provided by the teacher for students to do in the classroom. In a competence based curriculum, it is required that students be provided with learning experiences(competences). that give them opportunities to apply their skills and

knowledge to solve challenging problems. This is accomplished through students' participatory learning activities which enable them to gain hands on experiences that have far reaching impact as far as the quality education is concerned (Brislow&Patrick, 2014).. The observation that the involvement of students in the learning process was low implies that competence- based curriculum was not being implemented, in the sense that teachers were not aware of students' learning progress, not only that but also they were not able to use highly and potentially interactive teaching strategies such as problem solving and discovery. The researcher also noted lack of teaching learning resources and facilities like students text books, pictures, models and diagrams and real objects. In all schools visited nothing was displayed on the walls for students' further learning and retaining knowledge. In only few secondary schools laboratory buildings were observed, although these buildings lacked equipment and chemicals were not being used.

When asked about whether their schools were providing quality education and the reason for that many respondents attributed success or failure of their schools to provide quality education, on the availability of teaching learning resources. Conversely, other respondents argued that quality was deteriorating because the numbers of students were increasing while the level of resources were decreasing. Findings revealed that the students' performance in these schools were really worse since their results lie almost within division three, four and zero. Many students and teachers especially those in newly constructed community based secondary schools complained about the lack of laboratories and libraries. As one teacher was quoted;

*“Our school is not able to provide quality education for various reasons, these include poor teaching learning environment such as; overcrowded classrooms, lack of science teachers, lack of laboratories, libraries and inadequate number of textbooks and other teaching aids”.*

Such comments linking the physical resources and facilities that are available in secondary schools with the increased or decreased level of education quality were put forward by students, teachers, parents, head teachers and education administrators. This implies that quality education is an aggregate of quality teachers and quality teaching learning environment. Lockwood (1999). noted that application of TQM in schools must focus of education from quantity to quality. This should involve everyone in transforming the school into quality environment.

The responses from teachers' questionnaire on the extent to which competence based curriculum is being implemented at classroom level indicate that, Competence-Based Curriculum is far from being implemented, 56 (54.9%). of respondents are not able to use learner-centered activities for teaching and learning, 16 (15.7%). of the respondents indicated that they use formative assessment in some of the topics. Whereas, only 15 (14.7%). responded positively on the importance formative assessment and 9 (8.8%). of respondents were not aware of formative assessment during the teaching learning process and 6 (5.9%). did not respond to the investigation. The findings imply that competence-based curriculum is not implemented as directed by the formal policy document such as the syllabus and curriculum frameworks, instead teachers have continued to teach and assess using traditional teaching and assessment methods. These findings concur with those of Rweyemamu (2012).; Banda, (2011).; Shemwelekwa\_(2008).; Moshia (2012). and;

TIE (2012).. The consequence of low quality teaching learning in secondary schools is poor learning outcomes, whereby students complete their secondary years equipped primarily with the ability to imitate rather than to think critically and creatively. Tanzania Education Policy makers should learn from Finland Education system which is widely acknowledged as one of the best in the world (Bristow & Patrick, 2014).. Finland's success in implementing competence-based curriculum is its investment in teacher preparedness and professionalism. Not only that but also teacher education in Finland is heavily research-based with strong emphasis on pedagogical-content knowledge. Therefore, low quality teaching in Tanzania secondary schools can be attributed to teachers' lack of pedagogy-content knowledge.

Furthermore, the researcher investigated teachers' opinion on whether they have been trained to use CBC in their pre-service or in- service course. Data indicate that 77 teachers (75.5%). were trained on how to implement CBC theoretically with minimal practical activities. While only 25 (24.5%). of the respondents didn't study competence-based education during their teacher education programmes. Findings reconciles those of by Tillya, (2010). who reported that in teacher education colleges, student teachers generally are lectured about how to use innovative approaches to teaching and learning in secondary schools. Table 4.4 presents percentage distribution of teachers trained in CBC during their professional training.

**Table 4.3: Frequency and Percentage Distribution of Teacher's Trained in Competence-Based-Education**

<b>Teachers' trained in competence-based-education</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	77	75.5	75.5	<b>75.5</b>
No	25	24.5	24.5	<b>100.0</b>
<b>Total</b>	<b>102</b>	<b>100.0</b>	<b>100.0</b>	

Indeed many respondents indicated that the implementation of CBC in secondary schools is far from being achieved, Although many teachers had proper understanding of the concept CBC, they were not knowledgeable about the objectives of this newly introduced curriculum. Apart from that they have been lectured theoretically on the meaning of CBC, but they were not trained on how to implement it in schools. This implies that there is mismatch between the way teachers were being prepared in their teacher training institutions and the actual pedagogical implementation in secondary schools.

The observation that teachers were not able to state the objectives of CBC is a challenge, when considering that teachers are the cornerstone in the implementation of any educational initiative. The teaching of CBC requires teachers, understanding of both content and pedagogy, equally CBC seeks to develop in learners the ability to know, to learn, and learn how to learn, to do things and work with other people (Komba & Mwandanji, 2015).. Despite the importance of curriculum reform,

teachers in the selected secondary schools have demonstrated inability to implement CBC at classroom level, they have continued to use the traditional way of teaching which are based on content. This implies that the government efforts to review the education curriculum in secondary schools from 2004 to 2008 which was intended to make a shift from the traditional content based curriculum to competence based curriculum, and in this light it was also an attempt to improve the quality of education by enabling learners to develop the required competencies relevant in different spheres of life. The findings of the present study indicate the failure of these efforts. This can be attributed to the fact that curriculum reforms did not go parallel with continuing professional development and support programmes to enable teachers to demonstrate CBC approaches in classroom situation.

#### **4.5.2 The extent to which Classroom Environment Facilitates Student's Attainment of Creativity, Evaluative Skills, Critical Thinking, and ability to apply Knowledge**

The second objective of the study sought to examine The extent to which the teaching learning environment facilitates student's attainment of intended learning outcomes through competence-based instruction. The investigation revealed that majority of respondents 82 (80.3%). linked student's learning outcomes with higher examination scores and transition rates for further schooling. and only 12 (11.7%). of the respondents indicated higher order thinking skills, such as generating ideas, analyzing and solving problems, evaluating results, and applying knowledge to new context. Whereas 6(8.0%). of respondents indicated that both outcomes are vital for any education activity. Interestingly, these perspectives imply respondent's

recognition of learning outcomes. The researcher sought information on the way teachers practice competency based curriculum in their attempt to develop learner competences in their subjects. The teachers were questioned to think if competencies in their subject of interest were developed among their students, 73 (71.6%) of respondents agreed by picking the 'yes' option and 29 (28.4%) of the respondents disagreed by picking the 'no' option. However, when asked how do they develop the desired learning outcomes in their respective subject content, majority of respondents 82 (80.3%) were not sure and failed to explain on how do they develop competencies in their subject of interest, 12 (11.7%) of respondent explain that they develop by using revised curriculum and only 8 (7.8%) explained that they develop students' competencies through questioning, study visits, practical and projects. Generally all respondents agreed that secondary schools were far better at developing creativity, and higher order thinking skills. They argued that, using competency based curriculum was time consuming, as it takes a long time for lesson preparation and lesson development. As one teacher was informed,

*“Due to highly overloaded syllabus and overcrowded classrooms we have resorted to teacher centered approaches and students' notes writing in order to cover the content within the time frame”.*

The statement above implies that lack of supportive learning environment and teachers' negative perception of competence based lessons are the important factors that hinder the implementation of competence based curriculum in secondary schools. The above results certainly do not represent strong endorsement of the quality of education secondary school students are actually receiving. The findings reconciles those of HakiElimu (2012). who attributed the trend of students poor



performance in the Certificate of Secondary Education with teachers' ineffective implementation of competence based curriculum. Quality education provision requires common interest among education stakeholders in the academic achievement of students in the total development of social, physical, psychological, intellectual, moral and ethical of each student. However, according to Kellough (2006), professional teachers must assume responsibility for instructional decisions and the learning outcomes, because students need teachers who are well organized and who know how to establish and manage an active and supportive learning environment. In this light secondary school teachers in Tanzania are expected to know the curriculum and how best to teach it. The researcher is of the opinion that despite the challenges encountered, students' learning achievement can be improved even in overcrowded classrooms if the teachers are adequately prepared to cope with, and manage the teaching and learning situations in an efficient and effective way.

The researchers also examined the teaching strategies employed by teachers in developing essential skills in secondary schools. The findings from the surveyed schools indicate that among the teachers using CBC teaching and learning strategies 32 teachers (31.4%) practiced questions and answers, 27(26.5%) practiced small groups, 13(12.7%) practice practical activities, 12 (11.8%) practiced demonstrations, 11(10.8%) practiced experimentations, 3 (2.9%) practiced jig-saw fit techniques, dialogues, , role play and invited guest speakers. Moreover, four 4( 3.9%) of the teachers failed to explain the teaching strategies which they used; this confirmed earlier findings by Shemweleka (2008), who found that majority of teachers use lecture method followed by questions and answers as teaching method they most

frequently use. The findings in this study further informed that teachers needed the kind of practices with competency-based teaching approaches in order to be able to effectively implement the approaches in their teaching so as to meet students' intended learning outcomes. Teachers are supposed to switch from the role of dormant experts who only transfer knowledge to their students. They should engage in coaching roles which facilitate and guide the learning process instead of transmit learning content to students (Osaki, 2014). A survey of the students' opinion about the way learners gained competences through learning process revealed that 360 students needed improvement of their ability to use the competences gained through their course activities or tasks.

According to Kahwa (2009), students are expected to spend most of the instructional time engaging themselves in implementing learning activities instead of just listening passively to what the teachers told them. In planning and selecting learning activities, teachers should remember to select activities that are as direct as possible. When students are involved in direct experiences, they are using more of their sensory input channels, their learning modalities (i.e., auditory, visual, tactile, kinesthetic), and when all the senses are engaged, learning is most effective, most meaningful and longest lasting. Thus learning by doing is authentic learning, or as it is sometimes referred to hands-on/ minds-on learning (Mosha, 2012). Furthermore, teachers expressed their views on the challenges encountered during the teaching/learning processes, some of which were language barriers, long subject contents (such as geography and biology), lack of adequate knowledge among some teachers, lack of cooperation from students and heavy teaching workloads,

particularly for science subjects. These findings have been supported by Banda (2011). who pinpoints various barriers for not implementing competence-based-curriculum in secondary schools leading to learners' failure to grasp appropriate competencies and skills for solving the problems they encounter in actual life experiences. Although a good number of years have elapsed since the introduction of CBC, majority of teachers are still unable to implement it in the classroom and they have continued to use the traditional ways of teaching which are based on content. On the other hand students mentioned the challenges that they encountered during their learning processes. The challenges limit the students to apply their competencies in daily life. The challenges were; large class sizes which had more than 60 (sixty). students (see Fig 4.1)., inadequate teaching resources especially in science subjects, unrelated materials in English subjects, shortages of science teachers, failure of teachers using competency -based approaches during teaching and learning processes.

Possible explanation of this finding is that teaching learning resources satisfy to a large extent the needs of all students. They provide real opportunities for all learners to develop and improve their knowledge and skills by emphasizing the central role of learners in the whole learning process, by taking their various interest, levels and needs. However, as the findings confirm, it is not only teachers inability to implement CBC which makes the learning process challenging and appealing, but also it is rather overcrowded classrooms and lack of teaching learning resources which hampers the quality of learning in secondary schools. The findings revealed unsuitable buildings, inadequate teaching aids, poor equipment and overcrowded

classrooms. Therefore, teaching is carried out with large class which are not of normal standard size (see Fig 4.1).. From researchers' observation, much of the activities that were going on within this overcrowded classroom was almost not learning, students were only engaged in writing notes from the chalk board and the teacher indicated low level of classroom control. From a philosophical point of view, not all learning can be defined as education. Contemporary educationist has identified three characteristics that distinguish true education from such things as rote learning, purely mechanical training, indoctrination or brainwashing.

True education, Banda (2011). says; deals with knowledge that is recognizably worthwhile and capable of achieving a voluntary and committed response from the learner. Secondly, True education leads to a quality of understanding that give rise to new mental perspective in the learner. Furthermore it uses methods that encourage the exercise of judgment by the learner and the use of critical faculties (Wolf, 2001).. These perspectives reflect underlying recognition that quality education is closely related to the nature of teaching learning process. Therefore, the way this process unfolds in classroom environment, can determine whether or not students are actively engaged in learning and developing the required competence as indicated in Figure 4.1.



**Figure 4.1: Poor Learning Environment**

The picture represented in Fig 4.1 and the researcher's observation indicated a poor learning environment. Students were seen and projected copying notes from the chalk board instead of discussing issues among themselves. In order to develop and improve students' knowledge, skills and attitudes there should be emphasis on developing learners' skills and roles in complete participation of each student in the entire learning process. Contrary to this focus, students were projected as listening passively and only copying subject notes from the chalk board. The students are also overcrowded, a situation that limits teachers' and students' movements and implementation of active learning activities and classroom organizations. In brief, this study suggests that the quality of learning environment and the effectiveness of

teaching resources significantly affect the implementation of CBC in secondary schools in Tanzania. This finding mirrors prior research by Brislow & Patrick (2014). who suggested that the transition from the teaching age to the learning age and from teacher centered to learner centered should be accompanied with new learning environment that foster cooperation and encourage interaction by developing and consolidating the roles of both teachers and students during the teaching learning process, developing learning skills and broadening the scope of learning experiences.

#### **4.5.3 Various Assessment Practices used by Teachers to Determine Achievement of Subject Competences**

The third objective of the study was to examine various assessment practices used by teachers to determine the achievement of intended learning outcomes. In order to achieve this objective, a total of 36 classroom observations were made using six indicators as developed by the researcher. The indicators focused on whether or not teachers provided appropriate and regular performance tasks during the teaching/learning process; teachers guided the students through the process of teaching/learning to self-assess and understand both peer and teacher feedback; teacher provide opportunities for students to express their understanding and classroom dialogue that focused on exploring, understanding of concepts and ideas; teacher provide verbal or written feedback which was detailed and guided students to make further progress and improvements, students were given opportunities to interact among themselves in a bid to develop and demonstrate their understanding of concepts and whether or not students were given opportunities to organize

information, make connections and note relationship and note relationships among the learned ideas. The findings revealed that teachers did not seem to practice formative assessment in most of the observed classroom sessions. Majority of teachers relied on the use of tests 29 (28.4%), quizzes 26 (25.5%), direct questions 20 (19.6%), exercises 18 (17.6%), and none of the criteria provided by the researcher has been used in the assessment of students in their learning process. Table 4.2 presents teachers' responses on students' assessment during the teaching learning process.

**Table 4.4: Teacher's Responses on the Implementation of Formative Assessment in Competence -Based Classes**

Formative assessment	Frequency	Percent	Valid Percent	Cumulative Percent
Quiz	26	25.5	25.5	25.5
Asking direct questions	20	19.6	19.6	45.1
Exercise	18	17.6	17.6	62.7
Test	29	28.4	28.4	91.2
None of the above	9	8.8	8.8	100.0
<b>Total</b>	<b>102</b>	<b>100.0</b>	<b>100.0</b>	

The findings in Table 4.4 indicate teachers' misconception of the concept of formative assessment. Teachers were not aware of the six indicators developed by the researcher, instead of that they relied on paper testing and written exercises in assessing students' attainment of the desired learning outcomes. The findings imply that teachers when planning instructional objectives, failed to consider three domains of learning objectives namely; cognitive, affective and psychomotor. They seem to

focus on cognitive domain while only assuming that the psychomotor and affective domain will take care of themselves. This seemed to be a challenge, when considering that the information obtained from formative assessment of students in three domains of learning objectives, is essentially pertinent when there is a need to adapt teaching learning to meet students' needs. According to Kellough (2006), assessment is not difficult to accomplish when the desired performance is overt behaviour, that is when it can be observed. This can be attributed to the failure of teachers in the visited schools in assessing students' performance.

As said earlier, the stated objectives in the teachers' lesson plan were 'overt' behaviour that is they are not directly observed ('to know', 'to understand'). It is for this reason the assessment devices they were using were not consistent with competence based learning outcomes. Currently the learners' competences suggested in CBC curriculum for secondary school are not being systematically developed, the reason behind is that teachers are not able to plan for competence based classroom instruction. The following section presents suggestion on appropriate pedagogical approaches on how Competence-based-curriculum could be implemented to enhance students' learning outcomes

#### **4.5.4 Pedagogical approaches and Competence-based-curriculum for enhancing Students' Creative thinking, Evaluative Skills, Values and ability to apply Knowledge**

Based on the findings from the three objectives the following suggestions are presented: Teaching and learning are reciprocal processes that depend on and affect



one another, thus true learning should depend on how well the student is learning and how well the teacher is teaching. Since the teachers are the cornerstone in the implementation of any education innovation, the implementation of competence based curriculum in secondary schools is essentially dependent upon teachers' knowledge and skills on how to implement competence curriculum. In this regard, broad and sustained investment in both pre- and in-service professional development for teachers is needed. Teacher training process should be competence- based rather than theoretical orientation on what competence based curriculum entails. Quality education is not easily achieved. It will require the efforts and contribution of every one, -students, parents, teachers, regional and national education leadership, academic experts, community members, educational researchers, government and civil society.

All are responsible and all must be held accountable for creating and supporting the implementation of competence based curriculum. The competence based curriculum should represent the distilled thinking of society on what it wants to achieve through education. It reflects its aims, values and priorities. It spells out clearly the knowledge Tanzania society considers important and useful. It identifies those mental and physical skills that society prizes. For these reasons development of educational infrastructure continues to be necessary. A concentrated and thoughtful efforts should be made to systematically re-align the teaching learning environment in secondary schools so that all children complete schooling with the required competences. To learn effectively, students need to know how they are doing. Similarly to be an effective teacher, you must be informed about what the student

knows, feels, and can do, so that you can help them develop competencies, knowledge and attitudes. The development of students should encompass growth in cognitive, affective, and psychomotor domain. Educators should design the learning experiences to meet five areas of developmental needs intellectual, physical, psychological, social, moral and ethical. Teachers must include objectives within each of these categories. When planning instructional objectives it is useful to consider three domains of learning objectives; cognitive domain, which involves mental operations for lowest level of simple recall of information to complex high level evaluative process. While affective domain involves feeling, attitudes, and values these ranges from the lower level of acquisition to higher level of internalization and action. Psychomotor domain originally deals with gross fine motor control, from the simple manipulation of materials to the communication of ideas and finally to the highest level of creative performance.

The lesson plan should include overt behaviour that is what can be observed directly behaviour like know, understand, comprehend are not directly observable because they occur within a person. When writing instructional objectives as a teacher you must ask yourself, "How the student is going to demonstrate that desired learning competencies have been achieved? The best strategies for teaching learning in secondary schools should be those that model the teaching of adolescent, which means learning should be active, pleasant, fun, meaningful and productive. Assessment of achievement of students learning should be designed to serve the following purposes; to assist in student learning (formative assessment), to identify students' strength and weakness, to assess the effectiveness of particular

instructional strategy, to assess and improve effectiveness of the curriculum programs, to assess and improve teaching effectiveness, to provide data that assist in decision making about students' future and to communicate with parents and guardians in their children learning. Tanzania government had good philosophical reasons for curriculum innovation. In this light, currently the curriculum for Ordinary Level Secondary Education in Tanzania has taken into consideration aspects of social, political, and economic environment in order to prepare students who can fit in the society and compete in the global economy. One of these is that all our efforts are largely wasted unless what we teach is relevant to the aims and objectives of competence based curriculum.

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary of the Study

The study is about the implementation of competence based curriculum as a way of attaining quality secondary education provision in Tanzania.. The study aimed at examining the way competence based curriculum is being implemented at classroom level, so as to explore the extent to which competence based curriculum facilitates students' attainment of intended learning outcomes through competence based teaching and learning, to examine various assessment practices used by teachers to determine the achievement of intended learning outcomes in order to suggest appropriate pedagogical approaches on how competence- based- curriculum could best be implemented to attain students' positive learning outcomes.

The study was derived from the assumption that quality education in secondary schools can be attained through the implementation of competence based curriculum. Chapter one of this study contains the background of the problem that explains the source of the problem as noted by various scholars and the state organs. It also comprises the statement of the problem and how it was constructed. It contains the objectives of the study, research questions, scope of the study and significance of this study. The chapter also discusses the definition of operational terms and ends by describing the organization of this dissertation. Chapter two of this study discusses

the review of the related literature This chapter provides a review of literature related to the study. It presents the theoretical underpinnings which indicate thoughts on knowledge generation in relation the objectives addressed in the previous chapter. The chapter presents insights on what has already been done on the implementation of Competence- Based Curriculum (CBC). in a global perspective, by pinpointing the strengths and weaknesses of previous scholars. The chapter further presents theoretical underpinnings and empirical studies associated with the way competence-based curriculum is being implemented in a global perspective and Tanzania in particular. Furthermore the chapter discusses the extent to which competence-based learning helps students attain intended learning outcomes, various assessment practices in relation to the attainment of intended learning outcomes and also diverse approaches used to implement competence-based curriculum that are highly potential to enhance meaningful and relevant students' learning have been discussed extensively.

Chapter three of this study discussed the research methodology. It consists of research design, the research approach, the study area, target population, sampling techniques, methods for data collection, data analysis procedures and ethical considerations that guide the conduct of the study. Chapter four provides a general presentation, analysis and discussion of the research findings. The researcher provides an interpretation of the findings from respondents on examining the practice of competence-based - curriculum (CBC). on the provision of quality education in Tanzania focusing on specific objectives. In this chapter, the researchers considers the way competence based curriculum is being implemented at classroom level and

the extent to which competence based curriculum facilitates students' attainment of intended learning outcomes through competence based teaching and learning. Various assessment practices that determine the achievement of intended learning outcomes and appropriate competence- based- curriculum pedagogical approaches to best be implemented so as to attain students' learning outcomes are suggested.

## **5.2 Summary of the Findings**

Findings regarding the way competence-based curriculum is being implemented at classroom level have been found to reveal that, Competence-Based Curriculum is far from being implemented, This finding is supported by teachers' responses which showed that 56 (54.9%). of the teachers were not able to use learner-centered activities for teaching and learning and 16 (15.7%). of them indicated that they used formative assessment only in some of the topics. Further, only 15 (14.7%). teachers responded positively on the importance on formative assessment and 9 (8.8%). were not aware of formative assessment as a necessary process during teaching and learning processes. Six (5.9%). teachers did not respond to the investigation.

Majority of the reviewed lesson plans did not have the qualities of competence based teaching and learning processes. This resulted into teachers dominated teaching learning processes. Communication was one directional, i.e., the teacher dominated classroom activities while students were hardly engaged; there was minimal questioning from the students. In addition involvement of students in hands-on activities was very low, teachers were not able to use highly potentially interactive teaching learning strategies. In all schools that the researcher visited there were low

quality classroom environment. Most of the classes had inadequate resources, large class sizes, and incompetent or unskilled teachers in the implementation of CBC. This led to limited possibility of attaining high quality learning outcomes. The consequence of low quality teaching and learning in secondary schools is most probably poor learning outcomes with the likelihood of students completing their secondary school years equipped primarily with the ability to imitate their teachers rather than to think critically and creatively. Findings on the extent to which competence-based-curriculum facilitates student's attainment of creativity, critical thinking, evaluative skills and ability to apply knowledge, through competence-based teaching and learning, revealed that majority of respondents 82 (80.3%). failed to explain how they develop competencies in their subject of interest.

Twelve (11.7%). of the respondents explained that they were not sure on whether they developed students competences using the revised curriculum but only 8 (7.8%). explained that they developed student's competencies through critical questioning, study visits, practical and student's projects. Generally, all respondents agreed that secondary schools were not very good at developing creativity, and higher order thinking skills. Furthermore, teachers expressed their views on the challenges they encountered during teaching and learning processes. Some of the challenges were language barriers, long subject contents such as the contents for geography and biology subjects, lack of adequate knowledge among some teachers, lack of cooperation from students and heavy teaching workloads particularly for the science subjects. Findings of various assessment practices used by teachers to determine achievement of intended learning outcomes showed that in most of the observed

classroom sessions, teachers did not provide practical formative assessment activities. All the teachers (29/ 28.4%). relied on the use of tests, but there were also other means used for formative assessment. These included prompt written quizzes 26 (25.5%)., direct oral questions (20/ 19.6%). and other exercises 18 (17.6%). The findings also indicated that none of the criteria provided by the researcher were used for students' assessment in their learning processes. Teachers were not aware of the indicators developed by the researcher to measure this variable. Most of the teachers depended on written tests, oral and written exercises in for formative assessment which contribute significantly for the attainment of desired learning outcomes.

### **5.3 Conclusions**

Low quality classroom environment, with inadequate resources, large class size, and inadequately trained teachers in competence-based teaching approaches hampered the provision of quality education in secondary schools. In this regard, broad and sustained investments in pre- and in-service professional development for teachers are urgently needed. Teacher training processes should be competence - based instead of reliance on theoretical orientations on what competence based curriculum entails. The theories on such orientation MUST be accompanied with adequate practices for teacher trainees both at pre- and in-service training levels. Students' attainment of intended learning outcomes depends on quality teachers and quality learning environments. According to the findings, classroom instruction delivered on the reliance on teachers input only did not result into competence based outcomes. This condition was seen to be a consequence teachers inadequate knowledge in the implementation of competence based curriculum, poor learning environment and



lack of in-service training to improve the teaching learning processes in secondary schools. These elements have been established as constituting the main factors that hindered quality education provision in secondary schools. The findings of this study further revealed that teachers were not knowledgeable on competence based assessment practices, they relied on paper pencil testing and assignments. In addition, majority of the reviewed lesson plans did not have the qualities of competence based teaching- learning and continuous assessment. Currently, students' higher order thinking skills are not being systematically developed by subject teachers. The development of students' cognitive, personal, ethical conduct, creativity, and critical thinking skills are not being systematically developed. Without these major capabilities, students are highly likely to find it difficult to lead productive lives at and after graduation.

On the basis of the researcher's view, teachers will need to plan and develop more active and interactive instructional approaches that engage students in their learning processes. Teachers currently in the field ought to be re-trained with the purpose of building their capacity in competence-based teaching approaches. During the training, focus should also be on developing trainees' capacity in competence based assessment systems and processes. The current Tanzanian curriculum for pre-service teacher trainees should be revised to include among other things all major competence-based themes in curriculum development and implementation. Furthermore, schools should be furnished with adequate and competent human resources; teachers in particular, material, and financial resources.

#### **5.4 Recommendations**

Considering the results of this study and the above conclusions, the researcher recommends the following:

The government of Tanzania through the Ministry of Education, Science and Technology should provide in-service training to teachers on the practice of Competence-based Curriculum. Secondly, the Tanzania Institute of Education in collaboration with colleges, universities with teacher education programmes and other stakeholders should prepare materials that are pertinent to the circle of educational plans so as to facilitate development of competent-based curriculum that has high chances of efficient implementation quality and efficient education in classroom situations.

As indicated in this research, the development and modernizing of educational infrastructure has continued to be necessary, however infrastructural inputs alone will not ensure that students gain of the competencies, skills and attitudes they need for the future development of the nation. The government has to provide adequate and relevant teaching and learning resources teacher education institution as well as in secondary schools. Taking such steps will ensure adequately empowered and motivated teachers during teaching and learning processes. The central goal of secondary education should focus on the development of teachers and students' academic capacities through improved social, political, and economic environments in order to prepare students who can fit in the social capital needs that competently and successfully compete in the global economy.

#### **5.4.2 Recommendation for Further Action**

#### **5.4.3 Suggestions for Further Research**

This study focused on secondary schools in Tabora and Nzega Districts only; for this reason, there is a need to conduct similar studies in secondary schools in other districts in Tanzania so as to broadly examine the practice of competence-based curriculum in the country. In addition other studies should be conducted to investigate teachers' perceptions in implementing Competence-based Curriculum in Tanzania. The latter would determine the nature of curriculum items to be included in the suggested revised curriculum.

Policy makers should be supplied with this report so as to inform them of what is happening in secondary schools and trigger their action in the education sector. There is a likely chance that information from this study will assist the policy makers to make appropriate decisions on adopting a comprehensive engagement in CBC or to consider other curriculum options that would work better for Tanzanian secondary schools.

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**APPENDIX 1**

Dear respondent,

This questionnaire was administered to collect data on the area of practicing competence -based -curriculum (CBC). on the provision of quality education in Tanzania, specifically, in Nzega and Tabora Districts. The researcher kindly requests secondary school teachers to participate in this study and provide honest information on the questions asked. Teachers' responses are critically important and the information provided will be confidential. The following are questions for subject Teachers in Nzega and Tabora Districts' Secondary schools.

Gender í í í í í í í í í í í .

Education Qualifications í í í í í í í í í í í í . í ..

Working experience (in Years). í í í í í í í í í í í í í

(1). Please mention at least 3 characteristic features of a competence- based - curriculum

- a). í ....
- b). í
- c). í .
- d). í ..

(2). Did you study Competence-based-education when you were training to be a teacher?

Yes  No

(3). Have you attended any pre-service training on competence- based -education since your employment?

Yes  No

(4). If your answer to 2 or 3 above is yes explain at least four teaching and learning processes that are expected in a competence based- lesson in a classroom situation.

- i. -----
- ii. -----
- iii. -----

(5). Mention at least three specific subject competences demanded in your teaching subject or any subject of your interest at any level of secondary education.

- i. í í í í í í í í í í í í í í í í í í í
- ii. í í í í í í í í í í í í í í í í í í í .
- iii. í í í í í í í í í í í í í í í í í í í ..

(6). Mention the varieties of teaching strategies you have been using to implement a competence- based -lesson plan.

- i. í ..
- ii. í ..
- iii. í ..
- iv. í ..

(7). Mention a variety of learning strategies you have exposed your students to use in competence-based class.

- i. -----
- ii. -----
- iii. -----
- iv. -----

(8). Explain briefly the ways you implement formative assessment in your Competence-based classes

í í í í í í í í í í í í í í í í í .....í í í  
í  
í í

(9). Mention at least two teaching strategies that can be implemented in order to allow students to take responsibility of their own learning

- i. í ..
- ii. í ..
- iii. í ..

(10). A). Briefly explain what you understand by the term competences in your subject area

í  
í  
í í

B). Provide a list of competences that are expected to be developed in your subject area

- i) í
- ii) í
- iii) í

C) Do you think student's competencies in your subject of interest are being developed in your classes?

If Yes how are such competences developed  
í í í .í í

If No why  
í  
í í

(11). Please give your comments on the kind of pedagogical approaches that can be used to support the development of students' competencies in your teaching subject

í  
í í í í .

..í  
í í

(12). List at least five assessment practices being used to encourage high students performance in your subject area at your school?

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

(13). Explain how can you assess students practical competencies such aspects as:

- i. Inquiry/research  
í í
- ii. Creativity and innovativeness-----
- iii. Problem solving í
- iv. Communication í
- v. Portfolio and book review-----

(14). Do you think there is a national consensus or clear vision of what specific learning outcomes in secondary schools should be attained among students who finally graduate from such schools?

Yes  No

If yes, list at least five such learning outcomes in the subject of your interest?

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. -----

(15). Do you think your school is providing quality education by implementing competence based curriculum?    Yes                No   

If no whyí .

If yes how í ...  
í .

(16). Please indicate by ticking appropriate column; to express your views on whether each of the statements do (or do not). apply to your school. The result of this questionnaire will Provide an indication of areas which should receive priority treatment for action currently and in the future.

S/N	IN TANZANIA SECONDARY SCHOOL	DO APPLY	DO NOT APPLY	I DON'T KNOW
i	Teachers are implementing competence-based lessons			
ii	Majority of teachers in secondary schools are still using teacher- centered -methods as opposed to competence based- curriculum methods for teaching			
iii	Teachers have no adequate knowledge and skills on how to use competence based approaches in teaching			
iv	During pre- service training teachers are taught to use competence-based approaches while teaching traditional approaches			
v	Teachers are unfamiliar with assessing a) higher order skills such as analysis, demonstration, critique, comparison b) attitudes such as commitment to hard work, equality			
vi	Teachers have only been accustomed to asses one dimension of "Knowledge" that is mention.			
vii	Teachers are been able to actively engage their secondary school students in their own			

	learning?			
viii	Teacher use authentic assessment methods such as a) Portfolios b) field observation project/reports c) interviews reports d) peer assessment tasks or assignments			

## APPENDIX II

### Observation checklist

The instrument used by investigator to assess teachers on their ability (by performance in classrooms) to implement competence -based instruction approaches

Instructional practices	Good	Average	Poor
• Teachers have the ability to select suitable teaching approaches such as group discussions, asking of questions for a given subject topic			
• Teachers have the ability to adapt competence based teaching based upon their students currently understand			
• Teachers have the ability to use teaching approaches such as group discussions, asking of questions that support learners creativity			
• Teachers use teaching approaches that facilitate higher order thinking			
• Teacher can use teaching approaches that enable learners to solve their practical problems			
• Teachers practice formative assessment in reference to an individual learners teacher feedback loop			
• The extent to which teaching approaches can support students in learning complex concept such as concepts with more than one meaning			
• Teachers have the ability to assess students understanding of their lesson			
• Teachers general understanding of subject content and mastery of implementing competence based lessons			



**APPENDIX III****Observation checklist**

**The instrument used in the study to examine assessment practices in the classroom.**

<b>Knowledge on assessing and managing</b>	<b>YES</b>	<b>NO</b>
• Teachers assess students in relation to the intended learning outcomes		
• Teachers provide a moderate and balanced Judgment on evidences collected over time		
• Teachers assess students in multiple ways		
• Teachers are able to use a wide range of approaches for assessing students progress in each stop of the instruction		

**APPENDIX IV Questionnaire for Students.**

Please indicate your views on the teaching learning processes in your school by ticking the appropriate cell.

<b>Learning Process</b>	<b>Yes</b>	<b>No</b>	<b>Requires Action</b>
I am satisfied with teaching methods used at my class now			
I enjoy learning by doing			
I am always given teachers notes to copy from the chalkboard			
I am always given opportunity to participate in the learning process though discussions			
Sensible use of time is made to provide a range of various learning activities			
We are given ample opportunities to work in groups in our classes			
Different approaches are used by teachers in solving our learning problems			
We are helped to make self-reflection on the lessons we learn through participating in answering question, quizzes			
Formative assessment is conducted frequently during the learning processes			
Assessment is done at the end of the topic			
The new teaching approaches have helped us to attain the necessary competencies			
We are always being prepared to sit for National exams rather than building skills, creativity and critical thinking			
There is critical deficiency of teaching learning resources			

## APPENDIX V

THE OPEN UNIVERSITY OF TANZANIA  
 DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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 Ext.2101  
 Fax: 255-22-2668759,  
 E-mail: [drps@out.ac.tz](mailto:drps@out.ac.tz)

Date: July 5<sup>th</sup>, 2017.

District Executive Director  
 Nzega District  
 P.O.Box 4  
 Tabora

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Nambua Godfrey S Reg.PG: PG201505510** pursuing **Master of Education in Administration, Planning and Policy Studies**. We hereby grant this clearance to conduct a research titled *"Examining The practice of Competence Based-Curriculum (CBC) on Provision of Quality Education in Tanzania: A Case of Selected Seconadry Schools in Tabora Rural and Nzega Districts"*. She will collect her data at Nzega Districts in Tabora Region from July 10<sup>th</sup>, 2017 to 10<sup>th</sup>, September 2017.

Incase you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora  
 For: **VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

## APPENDIX VI

THE OPEN UNIVERSITY OF TANZANIA  
 DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,  
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 Dar es Salaam, Tanzania  
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Date: July 5<sup>th</sup>, 2017.

District Executive Director  
 Tabora Rural District  
 P.O.Box  
 Tabora

### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

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Yours sincerely,

Prof Hossea Rwegoshora  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

## APPENDIX VII

## HALMASHAURI YA WILAYA YA TABORA

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S.L.P. 610,  
 TABORA.

Unapojibu tafadhali nuku:

17/07/2017

Kumb. Na. HWT/EL/S.20/VOL VII/28

Wakuu wa Shule  
 Shule za Sekondari Idete, Imalampaka, Lolangulu, Mabama na Ndono,  
 Halmashauri ya Wilaya ya Tabora  
 S.L.P 610  
 TABORA

*Umapitia*  
*Mwamba*  
 HEADMASTER  
 NDONO SECONDARY SCHOOL  
 TABORA  
 19/07/2017

YAH: NDUGU NAMBUA GODFREY S. KUFANYA UTAFITI

Kichwa cha barua chahusika

Mtajwa hapo juu ni mwanafunzi wa chuo kikuu Huria kwa masomo ya shahada ya umahili (uzamili).

Kwa sasa yuko katika hatua ya kufanya utafiti katika mada ya 'Examining The Practice of Competence Based-Curriculum (CBC) on Provision of Quality Education in Tanzania'.

Naomba apokelewe katika kufanikisha kazi yake ya kukusanya Taarifa/Takwimu muhimu za kielimu.zinazohusiana na masomo yake.

Nawatakieni Ushirikiano mwema.

*Amos B. Wigayi*  
 Amos B. Wigayi  
 Kny Mkurugenzi Mtendaji (W)  
 TABORA

MKURUGENZI MTENDAJI (W)  
 TABORA

## APPENDIX VIII

## HAIMASHAURI YA WILAYA YA TABORA

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S.L.P. 610,  
 TABORA.

*Unapojibu tafadhali ndani:*

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 Shule za Sekondari Idete, Irasalampaka, Lolangulu, Mabumba na Ndoto, *Village*  
 Haimashauri ya Wilaya ya Tabora  
 S.L.P 610  
 TABORA

**YAM: NDUGU NAMBUA GODFREY S. KUFANYA UTAFITI**

Kichwa cha barua chahusika

Mtajwa hapo juu ni mwanafunzi wa chuo kikuu Hucia kwa masomo ya shahada ya umahili (uzamili).

Kwa sasa yuko katika hatua ya kufanya utafiti katika mada ya 'Examining The Practice of Competence Based-Curriculum (CBC) on Provision of Quality Education in Tanzania'.

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Nawatakieni Ushirikiano mwema.

*ABgayi*

Amos B. Wigayi  
 Kny Mkurugenzi Mtendaji (W)  
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MKURUGENZI MTENDAJI CWD  
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## APPENDIX IX

## HALMASHAURI YA WILAYA YA TABORA

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 Halmashauri ya Wilaya ya Tabora  
 S.L.P 610  
 TABORA

Amefika kwa ajili  
 ya utafiti  
 MKUU WA SHULE  
 SHULE YA SEKONDARI IDETE  
 S.L.P 610, TABORA  
 18/07/2017

YAH: NDUGU NAMBUA GODFREY S. KUFANYA UTAFITI

Kichwa cha barua chahusika

Mtajwa hapo juu ni mwanafunzi wa chuo kikuu Huria kwa masomo ya shahada ya umahili (uzamili).

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Nawatakieni Ushirikiano mwema.

*ABigayi*

Amos B. Wigayi  
 Kny Mkurugenzi Mtendaji (W)  
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MKURUGENZI MTENDAJI CHD  
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## APPENDIX X

## HALMASHAURI YA WILAYA YA TABORA

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 Halmashauri ya Wilaya ya Tabora  
 S.L.P 610  
 TABORA

*M. M. M. M.*  
 K.N.Y. MKUU WA SHULE  
 SHULE YA SEKONDARI MABAMA  
 UYU - TABORA

**YAH: NDUGU NAMBUA GODFREY S. KUFANYA UTAFITI**

Kichwa cha barua chahusika

Mtajwa hapo juu ni mwanafunzi wa chuo kikuu Huria kwa masomo ya shahada ya umahili (uzamili).

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Nawatakieni Ushirikiano mwema.

*Amos B. Wigayi*

Amos B. Wigayi  
 Kny Mkurugenzi Mtendaji (W)  
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## APPENDIX XI

## HALMASHAURI YA WILAYA YA TABORA

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Wakuu wa Shule

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Halmashauri ya Wilaya ya Tabora

S.L.P 610

TABORA

HEADMASTER  
 IMALAMPKA SECONDARY SCHOOL  
 TABORA

YAH: NDUGU NAMBUA GODFREY S. KUFANYA UTAFITI

Kichwa cha barua chahusika

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Nawatakieni Ushirikiano mwema.

*Amos B. Wigayi*

Amos B. Wigayi

Kny Mkurugenzi Mtendaji (W)

TABORA

MKURUGENZI MTENDAJI (W)  
 TABORA

## APPENDIX XII

HALMASHAURI YA WILAYA YA NZEGA  
(Barua ziandikwe kwa Mkurugenzi Mtendaji)

Telegram: Halmashauri  
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Ofisi ya Mkurugenzi Mtendaji (W),  
Idara Ya Elimu Sekondari,  
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**Unapojibu nukuu:**

Kumb Na:NDC/UT/VOL.I/267/35

11.07.2017

Wakuu wa Shule,  
Shule za Sekondari,  
Nata, Puge na Nkiniziwa,  
S.L.P 370,  
NZEGA.

*Amepokelewa na kufanya uhabari*  
*Wab*  
*Hlm 7/07/2017*  
HEADMASTER  
NATA SECONDARY SCHOOL  
P. O. BOX 503  
NZEGA

**YAH:KIBALI CHA KUFANYA UTAFITI NDUGU NAMBUA ,GODFREY S.**

Rejea mada tajwa hapo juu.

Namtambulisha kwenu Ndg.Nambua, Godfrey S. ambaye ni Mwanafunzi wa Chuo kikuu huria(Open University of Tanzania)anayesomea shahada ya uzamili ,anafanya utafiti juu ya "Examining the Practice of Competance-Based - curricullum"

Naomba mpatie ushirikiano wa kutosha kadri ya mahitaji yake.

Mwl.Ernest J.Muhinga

**KNY:AFISA ELIMU SEKONDARI(W)  
NZEGA.**

AFISA ELIMU  
IDARA YA ELIMU SEKONDARI (W)  
NZEGA

## APPENDIX XIII

**HALMASHAURI YA WILAYA YA NZEGA**  
(Barua ziandikwe kwa Mkurugenzi Mtendaji)

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**Unapojibu nukuu:**

Kumb Na:NDC/UT/VOL.I/267/35

11.07.2017

Wakuu wa Shule, *Tjarifa Imepokelewa;*  
Shule za Sekondari, *Atapelewa Ushirikiano.*  
Nata,Puge na Nkiniziwa, *11.07.2017*  
S.L.P 370,  
NZEGA.

**MKUU WA SHULE**  
**SHULE YA SEKONDARI NKINIZIWA**  
**S.L.P 370 - NZEGA**

**YAH:KIBALI CHA KUFANYA UTAFITI NDUGU NAMBUA ,GODFREY S.**

Rejea mada tajwa hapo juu.

Namtambulisha kwenu Ndg.Nambua, Godfrey S. ambaye ni Mwanafunzi wa Chuo kikuu huria(Open University of Tanzania)anayesomea shahada ya uzamili ,anafanya utafiti juu ya "Examining the Practice of Competance-Based - curricullum"

Naomba mpatie ushirikiano wa kutosha kadri ya mahitaji yake.

Mwl.Ernest J.Muhinga

**KNY:AFISA ELIMU SEKONDARI(W)**

**NZEGA.**

**AFISA ELIMU**

**IDARA YA ELIMU SEKONDARI (W)**  
**NZEGA**

## APPENDIX XIV

**HALMASHAURI YA WILAYA YA NZEGA**  
(Barua ziandikwe kwa Mkurugenzi Mtendaji)

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Ofisi ya Mkurugenzi Mtendaji (W),  
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**Unapojibu nukuu:**

Kumb Na:NDC/UT/VOL.I/267/35

11.07.2017

Wakuu wa Shule,  
Shule za Sekondari,  
Nata,Puge na Nkiniziwa  
S.L.P 370,  
NZEGA.

*Nikweli amebite na  
kufanya utafiti*  
*Joseph Mulyani*  
12/7/2017

**YAH:KIBALI CHA KUFANYA UTAFITI NDUGU NAMBUA ,GODFREY S.**

Rejea mada tajwa hapo juu.

Namtambulisha kwenu Ndg.Nambua, Godfrey S. ambaye ni Mwanafunzi wa Chuo kikuu huria(Open University of Tanzania)anayesomea shahada ya uzamili ,anafanya utafiti juu ya "Examining the Practice of Competance-Based - curricullum"

Naomba mpatie ushirikiano wa kutosha kadri ya mahitaji yake.

Mwl.Ernest J.Muhinga  
KNY:AFISA ELIMU SEKONDARI(W)  
NZEGA.

AFISA ELIMU  
IDARA YA ELIMU SEKONDARI (W)  
NZEGA

## APPENDEX XV

*Gwemela J.S*  
 HEADMASTER  
 UPUGE SECONDARY SCHOOL  
 TABORA  
 20/07/2017

HALMASHAURI YA WILAYA YA TABORA

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Unapojibu tafadhali mkuu:

17/07/2017

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 Shule za Sekondari Idete, Imalampaka, Lolangulu, Mabama na Ndono, Upuge  
 Halmashauri ya Wilaya ya Tabora  
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 TABORA

**YAH: NDUGU NAMBUA GODFREY S. KUFANYA UTAFITI**

Kichwa cha barua chahusika

Mtajwa hapo juu ni mwanafunzi wa chuo kikuu Huria kwa masomo ya shahada ya umahili (uzamili).

Kwa sasa yuko katika hatua ya kufanya utafiti katika mada ya 'Examining The Practice of Competence Based-Curriculum (CBC) on Provision of Quality Education in Tanzania'.

Naomba apokelewe katika kufanikisha kazi yake ya kukusanya Taarifa/Takwimu muhimu za kielimu zinazohusiana na masomo yake.

Nawatakieni Ushirikiano mwema.

*Amos B. Wigayi*

Amos B. Wigayi  
 Kny Mkurugenzi Mtendaji (W)  
 TABORA

MKURUGENZI MTENDAJI (W)  
 TABORA

## APPENDIX XVI

**HALMASHAURI YA MJI NZEGA**

(Barua ziandikwa kwa Mkurugenzi wa Mji)

Simu: 0677003373  
 Email : [td@anzegate.go.tz](mailto:td@anzegate.go.tz)



Ofisi ya Mkurugenzi,  
 S.L.P. 256,  
 NZEGA – TABORA.

Kumb. Na. NTC/E.2/2/211

13 Julai, 2017

Mkuu wa Chuo,  
 Chuo Kikuu Huria,  
 S. L. P 23409,  
 DAR ES SALAAM.

**YAH: KUFANYA UTAFITI MS NAMBUA GODFREY SEMUGU.**

Ihusika na mada tajwa hapo juu pia rejea barua yako isiyo na Kumb. Na. ya tarehe 05 Julai, 2017 iliyohusu somo tajwa hapo juu.

Kwa barua hii nakutaarifu kuwa mtajwa hapo juu ameruhusiwa kufanya utafiti wa *“Examining The Practice of Competence Based – Curriculum (CBC) on Provision of Quality Education in Tanzania: A Case of selected Secondary School in Tabora Rural and Nzega Districts”* kuanzia tarehe 17.07.2017 hadi 10.09.2017 katika shule zifuatazo:- Sekondari Bulunde, Shule ya Sekondari Nzega na Shule ya Sekondari Chief Ntinginya.

Nashukuru kwa ushirikiano.

L. Kaulule  
**K.N.Y. MKURUGENZI WA MJI  
 NZEGA**  
 Halmashauri ya Mji  
 Nzega

**Nakala:-**

- Mkurugenzi wa Mji – Aione kwenye jalada.