

**THE CHALLENGES AND PROSPECTS OF IMPLEMENTING
COMPETENCE-BASED CURRICULUM: A CASE OF SELECTED
SECONDARY SCHOOL IN MUFINDI DISTRICT**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*Competence-Based Curriculum: A Case of Selected Secondary School in Mufindi District*” in partial fulfillment of the requirements for the degree of master of Education in Administrating Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, **Grace Kinyunyu**, do hereby declare that ‘To assess challenges facing teachers in implementing competence- based curriculum in Tanzania; a case study of secondary schools in Mufindi district’ is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Signature

.....

Date

DEDICATION

I dedicate this study to my lovely parents Vitalis Kinyunyu and Gaudensia Kinyunyu who laid my educational foundation. Without them I would not be the person I am today.

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My profound gratitude goes to my Almighty God for providing me with knowledge, wisdom and strength to complete this study. I would like to thank my supervisor, **Professor Elinami V. Swai** for her guidance, encouragement, support and much appreciated contributions towards my work as well as towards my character as a student.

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ABSTRACT

The study investigated the challenges and prospects of implementing competence-based curriculum (CBC) using selected secondary schools in Mufindi District as a case study. Specifically, the study examined the conceptions of 126 teachers from 30 randomly selected secondary schools; assessed the classroom implementation of CBC, and determined the challenges that teachers face as they implement competence-based curriculum in secondary schools in Tanzania. The study was exploratory using a case study design. Data were collected using questionnaire, interview and classroom observation. The quantitative data were analysed using Cronbach Alpha 93 and content analysis was used to analyse the qualitative data. Findings indicated that teachers had a wide understanding of the philosophy behind competence-based teaching, which included respecting learner background, allowing learner to challenge existing belief and allowing opportunities for learner reflection. The study also shows that teachers had inadequate skills to implement CBC. The major challenges include inability to improve students' confidence, creativity and encourage innovation. The study recommends improvement of teacher training curriculum to nurture student teachers' competencies in CBC, including how to plan lessons with learning activities leading to the development of competency. For further studies it is recommended that other studies be carried out to examine ways to manage competency-based curriculum in secondary schools.

Keywords: Academic performance, competency, competency-based curriculum

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LIST OF ABBREVIATIONS

CBC	Competency-based Curriculum
CBET	Competency-based Education and Training
CBE	Competence Based Education
CSEE	Certificate of Secondary Education Examination
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
TIE	Tanzania Institute of Education
URT	United Republic of Tanzania
VET	Vocational Education and Training
LCA	Learners -Cantered Approach
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter comprises of background to the study, the statement of the problem, purpose of the study, specific objectives of study and research questions. It also comprises the significance, delimitations, and limitations of the study, and definition of the key concept.

1.2 Background to the Study

Since 2005 the Institute of Education (TIE) revised the secondary school curricula into what came to be termed as competence-based curricula (CBC). This aimed at equipping school graduates with academic knowledge and life skills to enable them to survive academically and socially in the modern world (Kitta & Tilya, 2010).

The revision process involved a paradigm shift from content-based to competence-based teaching. Content-based curriculum has been criticized for its reliance on abstract knowledge without necessary skills to solve real problems that the job market demands. The critics of content-based teaching suggest that it lacks integration between theory and practice and leaves students with vague ideas of issues they learn in school (Cremers & Eggink, 2006). Unlike content-based teaching, competency based teaching is more functional approach to education as it emphasises life skills and evaluates mastery on skills, necessary for an individual to function proficiently in a given society.

Although an urge to implement competence-based curriculum seem to be a new way of teaching in Tanzania, its implementation has been there since the adoption of philosophy of education for self-reliance (ESR) in 1967. The philosophy of ESR was adopted as a challenge to the limitations of colonial education system that was characterized by elitist mentality (Nyerere 1967) and dependent syndrom and the students' interests and needs were not considered as important.

After political independence in 1961, the government realized that the education inherited from the colonial system could no longer afford to produce graduates with no employable skills which were deemed crucial for the academic, social and economic survival in the modern and decolonized Tanzania (Albert & Tilya 2014). Thus, since that time, the government embarked on educational reform so that schools could produce graduates who could generate knowledge, think creatively and solve the kinds of complex social and economic problems they were facing in society (Hamilton, Mahera, Mateng'e & Machumu, 2010). ESR philosophy, which followed competence-based curriculum appeared to be the answer to the concerns raised about the capability and employability of the school graduates for the development of Tanzania (Maodzwa-Taruvinga & Cross, 2012).

Despite these efforts and good intention to inculcate competency in the lives of graduates in Tanzania, many teachers continued to teach, just like their former masters, the colonial teachers. Especially because the ESR was founded within the Nyerere's idea that the colonial education was based on transmitting colonial ideas to the Tanzanians, (Nyerere 1967), ESR was to delink this kind of teaching to equipping

the Tanzanians with the knowledge and skills to solve the real problems, including ignorance, illnesses and poverty.

Failure to go through with the idea of education for self-reliance as teaching for competency in Tanzania, this idea came to be hijacked by the USA, who came to introduce and propounded the concept of competency-based Education and Training (CBET) in her education system in the 1970s. The National Centre for Research in Vocational Education at Ohio State University came to be known as the pioneer of competence-based education. This idea, which in fact originated from Tanzania, has been adopted worldwide.

In 1977, the competency based teaching spread to other countries such as UK, Australia and New Zealand. Several other countries are currently copying the concept of CBET by re-inventing or reforming their VET systems. Many hopes lie on CBET respectively because it is an “outcome-based approach” and is seen as a “major driver, incentive and motivator of learning” where the role of individuals is rated higher than that of teachers, government or other stakeholders (Reuling, 2002, p. 15).

In this juncture, it is important to highlight the competency based definitions which have been put forward in the literature. There are those who define CBC from behaviouristic views, as the development of knowledge, skills and attitudes specifically for fitting in the modern world (Bowden and Masters, 1993). Instructors are asked to develop clear teaching and learning objectives, which are termed as intended learning outcomes (ILOs) (Briggs, 2016) following Bloom’s taxonomies

(Bloom et al 1971) that are observable as a changed behaviour. Teachers describe their objectives using the verbs such as 'explain', 'describe', 'create.' Kouwenhoven, (2009) has critiqued this behavioural conception suggesting that competency must include personal attributes such as cognitive, social, and valued-based character.

Therefore, CBET has both a didactical dimension (competences and qualifications) and a political and social dimension (pathways and opportunities for learning). Competency-based curriculum consists of workplace-oriented and performance-based modules or units of competence that can be accumulated to a vocational qualification.

The delivery of CBET can be designed individually by learners, teachers and trainers, which allow a self-paced mode independent from courses. However, a modular and self-paced approach to curricula and delivery is not necessary, although it is very compatible with CBET (Thomas, 2011). In spite of all studies conducted by different researchers on implementation of competence-based curriculum still the CBC is not seen well implemented to achieve the goals it was intended to be attained.

In Africa, competence-based curriculum was re-introduced in South Africa in 1998 (Nkonongwa, 2018). This, as it was in Tanzania a decade earlier had a goal to change South Africans' attitudes from elitist to equipping them with employable skills in professions such as engineers, technicians and artisans to cope with challenges of global market.

In Tanzania, competency-based teaching was re-introduced in 2005 (Kafyulilo et al., 2012). This time around, the move was prompted by ineffective of content based

teaching that was inherited from colonial times, which could not produce competent graduates to participate effectively in economic, political, and cultural changes of 21st Century. As Komba and Kira (2013) suggested, content based curriculum was ineffective for the nation to attain its development goals.

However, many scholars have found challenges at implementation level of competence-based curriculum in Tanzania. A study by Twaweza (2013), for example, found that in spite of government effort ensuring that CDC is implemented in secondary schools in Tanzania yet the performance of students in most of government secondary schools are still poor due to the challenges appearing in teaching and learning process.

Muneja (2015) shows that some of the teachers did not understand the meaning of competence-based curriculum regardless of their experiences in teaching. Specifically, the learners/students seemed not to understand their obligation in the construction of knowledge. The same was observed by Kamau (2013) that some of students develop negative attitude towards involvement in the learning and teaching process thus affecting their performances. Teachers as key implementer of curriculum in Tanzania are applying competent based curriculum but most of them do not understand the proper way of implementing it (Competence based curriculum) as required (Muneja 2015). Despite the effort to adapt competence based teaching, different studies such as Muneja (2015), Makunja (2015) and Kamau (2013) have found challenges, such as shortage of class rooms, shortage of desks, shortage of funds for practical tools and the like, which are important in the implementation of competence based teaching and learning.

The problem with competence-based curriculum does not only exist in Tanzania but has been found in different countries in the world. In China for example, a survey of the curriculum reform in compulsory education between 2001 and 2003 showed that lack of curriculum resources, shortage of time and lack of guidance' were the first three impediments from the teachers' point of view (Ma & Tang, 2003). With respect to the quality of training and guidance provided by educational authorities most complaints were issues like too abstract to understand, lack of practical guidance from the curriculum experts and lack of attention to individual's need.

Moreover, the gap in curriculum and instruction skills between teachers from urban and rural areas was significant. The ratio of teacher's response to fully adapt to the new curriculum declined from 38% in capital cities to only 11% in townships and villages. As a result, the parents were been concerned about the new curriculum and the failure of their children (Wang, 2012).

In Norway, the same challenges are reported. A study by Germeten (2011) shows that although the government of Norway had injected a lot of money in the curriculum reform, principle implementers of the curriculum were not involved in the process of curriculum development and thus, a lot of challenges occurred at the implementation level. In Kenya the same phenomenon is found. Branyon (2013) reports that although the schools had changed the curriculum from content to competence, teachers continued to teach content and the results achieved showed marked differences in the students' learning experiences. Branyon suggested to teachers to change their approach in order to advance student's performance.

Due to the drastically fall of student's performances in Tanzania in 2010 to 2013 different researchers conducted studies to investigate why most of students got poor performances in national examinations. Also, in 2014 and 2015 the performances of form four students were not good enough though they increased a little bit compared to 2010 to 2013. Researchers conducted different studies examples Grace Makunja (2016) researched on challenges facing teachers during the implementation of competence-based curriculum in Tanzania. Nihuka (2012) conducted a research on Learner- Centred Approaches for Curriculum Implementation in secondary schools: Teachers participations and challenges, Komba and Mwandaji (2015) conducted a research on the reflection on implementation of competence based curriculum in Tanzanian secondary schools, Dilmore et al (2011), Paulo and Tilya (2005) conducted a study review on the 2005 secondary school curriculum reforms in Tanzania: De found a between policy and practice in implementation also they analyse different strategies supposed to be used by teachers as the effort of ensuring the competence based curriculum to improve learning and teaching process and as the way of improving the performances.

1.3 The Statement of the Problem

Despite the introduction of curriculum reform from content based to competence based in secondary schools more than ten years ago, yet little is known about the challenges that teachers face as they implement it (Muneja 2015; Kamau 2013). According to Cremers and Eggink (2006) competence-based curriculum focuses on integration of theory and practice of what one is learning in schools. Competency based teaching is more functional approach to education as it emphasises life skills

and evaluates mastery on skills, necessary for an individual to function proficiently in a given society. It was expected that as long as the curriculum is introduced, teachers will find a way to implement it, so learners are functional in the school, during teaching and learning and later in the society when leave schooling. Most literature is concerned with the implementation of competence based but none has dealt with it. It is taken for granted that teachers will have appropriate conception of the curriculum and change the way they teach and assess students.

A study by Twaweza, (2013) for example, focused on the relationship between the implementation of competence based and students' performance, but was less interested on how the teachers perceived this curriculum. Moreover, very little is known about the quality of teaching and learning methods that teachers use in relation to CBC philosophy and thus failure to determine the challenges that teachers face in implementing CBC in secondary schools. This study aims to fill this gap in the literature.

1.4 The Purpose of the Study

The purpose of this study was to investigate challenges and prospects of implementation of competence-based curriculum in secondary schools in Mufindi District.

1.4 The Specific Objectives of Study

- (i) To examine the secondary school teachers' conceptions of competence-based instruction.

- (ii) To assess the practice of Competence Based Curriculum (CBC) implementation in secondary schools in Mufindi.
- (iii) To determine the challenges and prospects on the implementation of CBC in secondary schools in Mufindi.

1.5 Research Questions

- (i) What are the conceptions that teachers have on competence-based curriculum in classroom teaching activities?
- (ii) How do secondary school teachers implement CBC in the teaching and learning in Mufindi?
- (iii) What are the challenges and prospects on the implementation of CBC in secondary schools in Mufindi?

1.6 Significance of the study

The study provides information on how secondary school teachers perceive and implement competence-based curriculum in Tanzania. The findings will contribute the knowledge to the teachers and students of secondary school on improving teaching and learning activities so as to improve performances. The study provides the knowledge of conditions necessary for promoting effective teaching and learning using CBC, thus improving the quality of teaching and learning in secondary schools. Similarly, the study provides a base of information to policy makers and curriculum developers, helping them enforce effective implementation of CBC in teachers' colleges.

1.7 Delimitation of the Study

The study focused on the implementation of competence-based curriculum in secondary schools' classroom in Tanzania. The study was delimited in 5 secondary schools in Mufindi district in Iringa Region, which located at southern highland part of Tanzania. Mufindi is one among of the three districts in Iringa region. Mufindi has got 43 (13 private) secondary schools.

1.8 Limitation of the Study

We recognize that this study is limited and that further investigation is needed to enhance our understanding of the role that teachers' conception of competence-based curriculum plays in implementing this curriculum in secondary schools in Tanzania and how that relates to students 'academic performance. Some of the issues influencing implementation of CBC in secondary schools may vary due to exposure that may not be the same to all respondents; this might compromise the research findings. Similarly, the researcher was not able to control the attitude of the respondents as they responded to the set of questions. Some respondents could not give honest answers due to fear and or less exposure to the phenomenon under investigation. Also due to the limited time and shortage of funds, the study explored implementation of CBC in five secondary schools in Mufindi.

On the other hand, teaching takes place within a complex social context, a context that is not addressed in this study. As an example, this study focuses on challenges and prospects of implementation of competency based in secondary schools in Mufindi but do not consider the strategies that the teachers may adopt to achieve the competency intended, nor the factors surrounding the teachers to bring about quality

teaching. Further research is needed not only to substantiate the findings of this study but to consider the school context of which the competence base curriculum is implemented.

1.9 Definition of the Key Concept

Curriculum: Curriculum in the context of Tanzania, it refers to guidelines of educational provision based on the following aspects: building of competences that encompass knowledge, skills and attitudes; pedagogical orientations; teaching aids; assessment; monitoring and evaluation; teacher professional competences; enabling infrastructures; and programme duration (Tanzanian Institute of Education, 2013).

Competence: Competence is the clear ability to successfully carry out some occupational activity. It is described in terms of skills, knowledge and aptitude or understanding, as well as by the typical context and level at which a person possessing such competence can work. Competency is the capability to choose and apply an integrated combination of knowledge, skills and attitudes with intention to realize to task in a certain context, while personal characteristics such as motivation, self-confidence and will power be part of that context (Kouwenhaven, 2009). Competence in Longman Dictionary of Contemporary English (1995; p 270) is defined as “the ability and skill to do what is needed”. Competences are usually job or role-specific while competencies can cover a wide range of different jobs and often cover different levels of jobs as well (Whiddett & Hollyforde, 2003).

Teacher Competencies: are the ability of an individual to meet the conditions deemed necessary for achieving specific goals or meeting important demands presented to the teaching professional. It concerns the knowledge, skills and attitudes

necessary to enable teachers to perform teaching activities effectively or function in a way that meets or exceeds the standards expected of the teaching professional.

Challenge: Is about questioning whether the phenomenon under study is true or right in this case, researcher questions on what influences CBC implementation in schools.

A prospect: It is the possibility or likelihood of some future or expected event, in this case CBC being achieved as it is expected for implementation.

Competence based curriculum: Competence based curriculum approach is involved in serving students to enhance the mastery of skills, knowledge and self-assurance in problem solving.

Secondary Education: Secondary education is defined as a school that is intermediate in level between elementary school and college and that usually offers general technical, vocational or college preparatory curricular. (Houghton: 2000) secondary education takes place in secondary school and is the stage of education following primary education in some countries, only primary or basic education in some countries.

Implementation; is defined as the realization of an application or execution of a plan, idea, model, design, specification, standard, algorithm or policy

Prospects; is defined as an expected outcome, something expected or possibility.

1.10 Organization of the Dissertation

This research report organized into five chapters. Chapter one is concerning with introduction of the study, Chapter two deals with literature review on the theoretical

framework and empirical data, Chapter three covers the research methodology, chapter four deal with Data presentation, analysis and discussion of findings and chapter five deal with Summary, Conclusion and Recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature related to this study. The first part presents the theoretical literature that is framed within theories: Instructional supervision and Differentiated Supervision theories. The second part presents a critical review of empirical literature that revolves around the three objectives developed in chapter 1. The last part presents the conceptual framework of this study. This is followed by the summary of the chapter.

2.2 Theoretical Framework

The study was guided by two theories: instructional theory and learning theory. Beyond the general relationship between the teaching and learning, I specifically seek to understand the reciprocal relationship between instructional theory and learning theory. What type of mode of teaching or instruction raises the quality learning? Is there any gap between the mode of instruction and quality learning?

Instructional theory was developed by Merrill (2013), to explain the alignment of the teaching goals and the learning activities of the instruction. According to instructional theory, the outlines of the strategies that an educator may adopt to achieve the learning objectives must be aligned with the learning activities and the the strategies to deliver the content should be in line with the learning style of the students. Thus, quality instruction encompasses different instructional methods, models and strategies such as

Task/Problem-centred, Activation, Demonstration, Application and Integration (Merrill 2013).

Instructional theory has been used widely as teaching guidelines/tools by teachers/trainers to facilitate learning. The fundamental nature of these principles can be used to assist teachers, trainers and instructional designers in developing research-based instructional materials in a manner that is likely to produce positive student learning gains. However, not much has been done to understand the relationship between the instruction and the learning outcomes. Despite this lacuna in literature, this theory was helpful in this study since it was used to analyse if teachers in secondary schools were able to use proper ways/ instructions during teaching and learning in classes as well as if they were able to develop appropriate learning activities for the intended learning outcomes.

The second theory is learning theories. There are many theories, and most of them describe how learning takes place. Learning theories started from behaviourism (learning as response acquisition), which was developed by early theorists in education such as B. F. Skinner (1969), Keller (1968) and Watson (1924). Behaviourists assumed that learning has nothing to do with the mind, occurs with the acquisition of new behaviour. The key elements in Behaviourist theory of learning are the rewarded response (Parkay & Hass, 2000), including contracts, consequences, reinforcement, and extinction. This theory assumes that, when teachers make clear contract between them and the students, then the students are obligated to learn as they understand the consequences of not adhering to the contract. The part of the teacher, the theory continues to assume, is to reinforce the positive behaviour.

Behaviourism theory of learning was helpful in analysing weather teacher are using reinforcements (reward or punishment) as a means of motivating learners or avoid negative behaviour of learns during teaching and learning process as a way of implementing competence-based curriculum in secondary schools.

Cognitivism (learning as knowledge acquisition) is another learning theory, which was developed by Atkinson and Shiffrin (1968), which postulates that learning is the process of acquiring and storing information. The key elements in Cognitivism theory of learning are environmental factors, instructional components, code, transformation, rehearsal, store and retrieve of information. It assumes that where instructional components are well structured, classroom code of conduct is well followed, transformation do occur. The role of the teacher is helping the students to rehearse what was learnt in order to store he material in their brain to retrieve them later. This theory guided the study in analysing if the learning and teaching process is done properly through competence-based curriculum so as to allow learners to acquire new knowledge easily and store or memorizing those things which were taught in the class.

The third learning theory is constructivism (learning as knowledge construction). This was developed by Piaget (1952, 1969, 1971; Baldwin, 1902, 1902, 1906-1911, Bruner 1974) Constructivism theory postulates that learning is a process of constructing subjective reality based on previous knowledge and objective reality. That means humans construct knowledge and meaning from their experiences and idea. The key elements in constructivism theory of learning are assimilation and accommodation through interaction. It is assumed in this theory that, students were assimilated to certain experiences, which can be accommodated in the construction of knowledge

during classroom interaction (Brunner, 1974). This theory guided the study to find out if the involvement of learners in the class sessions improves student's understandings and performance since it helps them to construct their own knowledge and ideas they experiencing in real life as a means of implementing competence-based curriculum.

There are fundamental differences between instructional theory and learning theory. While instructional theory prescribes how to better help people learn, learning theories often inform instructional theory, and three general theoretical stances take part in this influence. Instructional theory helps us create a condition that increases the probability of competence-based instruction in raising quality of learning.

2.2 Empirical Literature

Beyond the general relationship between the teachers' conceptions of competence-based curriculum and the quality of teaching and learning, this study seeks to understand the reciprocal relationship between competences-based curriculum and the quality of teaching and learning. Should teachers' conceptions of competence-based curriculum raise the quality of teaching and learning? Are there any challenges in implementing CBC in secondary schools in Mufindi?

2.2.1 Conception of Competence Based Curriculum

Nihuka (2012) did a research on Learner- Centered Approaches for Curriculum Implementation in secondary schools: Teachers participations and challenges. He interviewed 40 teachers from four secondary schools in Dar es Salaam, which are Azania, Jangwani, Kisutu, and Zanaki, which means ten (10) participants in each school. The findings revealed only 2 teachers out of 8 provided individual assignment.

Others did not provide individual assignment due to large class size which made it difficult for teachers to mark the scripts and to handle individual assignment. Also, he found rather than implementing Learner-centred curriculum, teachers concentrated more on completing the syllabus rather than leading the learners to make sense of what they were learning. Furthermore, Nihuka found that most of teachers preferred chalk and talking without involving students or group discussion and they provided lesson notes, thus impeding the learners from constructing what they understood in their own words. Nihuka (2012) suggested that both pre service and in-service teachers should undergo training on competence-based curriculum to ensure that LCA is well implemented.

Komba and Mwandangi (2015) conducted a research on the reflection on the implementation of competence-based curriculum in Tanzanian secondary schools. These researchers interviewed 186 teachers from 13 secondary schools in Mbeya region. They randomly selected 24 lesson plans from some of interviewed teachers in order to reviewed whether or not teachers involved students in classroom activities and practice formative students' assessment during teaching/ learning process. The findings of the study showed that 86% of teachers did not have proper understanding on the concept of competence-based curriculum and some did not even know the objective of competence-based curriculum. Komba and Mwandangi found that the lesson plan reviewed did not have the quality of competence-based curriculum. Also, the involvement of student during learning/teaching in the classroom was very low. Not only that but also their findings showed that the involvement of students in classroom was very low thus within 80 minutes of class session the communication

remained one teacher to students such that student had no chance to interact among themselves or with a teacher. However, the researcher observed that the evaluation during classroom session on learning and teaching processes was very poor and the teachers were not able to assess student's progress whether positive or negative. The researchers suggested that the Ministry of Education and Vocation should provide necessary trainings to teachers to improve the knowledge and skills on the implementation of competence-based curriculum. Also have to updates teachers and students with all changes occurs regarding curriculum.

Albet and Tilya (2014) reviewed the 2005 secondary school curriculum reforms in Tanzania: Disjunction between policy and practice in implementation. The researchers examined congruence between the policy intention in the implementation of competence-based curriculum and the actual practices on classroom level in secondary school in Tanzania. Paul Albet and Tilya Frank reviewed five studies to ascertain actual practices at the classroom levels. The studies reviewed were Timothy (2011); Banda (2011); Shemwelekwa (2008); Kahwa (2009); and TIE (2011). The findings from the reviewed studies reveals that majority of secondary school teachers did not implement the revised competence-based curriculum as directed in formal policy documents such as syllabus and curriculum frameworks. Because teachers have narrow understandings of competence-based curriculum and its repercussion on classroom practices. The study proves that most of teachers in secondary schools have continued to teach and assess using the traditional teaching and assessment methods (teacher-centred teaching methods) such as lectures, demonstrations and brainstorming and writing notes on chalkboard for students to copy. According to the

study reviewed most of teacher did not apply competence-based curriculum because of large class size, shortage of relevant textbooks and poor cooperation from students in class sessions. However, the finding reveals that teachers admitted that they lack innovative teaching approaches in the actual classroom teaching and learning although they have been introduced during pre-service teachers' programs. Albert and Tillya suggest that Provision of comprehensive in-service training and mentoring programs for teachers may be the appropriate beginning to overcome the ill-conception of teachers on competence-based curriculum.

Knezevic and Albright (2013) researched on the everyday practices of English teachers at the outset of national curriculum implementation in Australia. The findings revealed that most of teachers concentrate on the process of teaching than discipline content. The researchers suggested that further investigation should be done in the period of curriculum change.

Mosha (2012) conducted a study on Triennale on Education and Training in Africa – A Case Study of Learning Materials Used to Deliver Knowledge and Skills– or Competency–Based Curricula (in Tanzania). He interviewed 120 Teachers, 21 Districts inspectors of schools and 15 District primary education Officers from Kisarawe District, Kinondoni District, Marangu Municipality and Moshi Rural District on the conception of implementation of Competence Based Curriculum in learning and teaching activities in classroom the study revealed that teaching and learning activities in the classrooms remained traditional which means teachers still using lecture method while student listen and write because teachers were not trained about competence based curriculum. Also, a large number of students in classes works

in favour of lecture method since teachers cannot afford to attend individual student in class due to the large number of the learners.

However, teachers need to cover the content of curriculum within time set by school timetable thus they prefer lecture methods thus allow teacher to cover the topic easily not only that but also the findings revealed that teachers have poor interaction with students in the class. They just plan the lesson and give lectures without the evidences or clear teaching aids. Thus, makes students unaware of different things taught in class especially in science subjects. The researcher suggest that teachers should use their individual materials where necessary though government should provide enough teaching and learning materials to easy the implementation of competence-based curriculum.

Kamau (2013) researched on challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu district in Kiambu country, Kenya. The study involved 200 respondents among of them are students of form four, Kiswahili Teachers, Head of Kiswahili department, principles and QUASOS. Findings reveal that teachers prefer the use of lecture method as an economical way to save time and cover the syllabus early. Also, the most of teachers did not use the teaching aids during class session that was declared by students. Students borrow books from the library and study by themselves to improve knowledge and skills acquired in class. However, most of teacher did not use reward system to motivate students who perform well. Sometimes students develop negative attitude toward subjects' good example is most students of Kiambu develop negative

attitude toward Kiswahili subject. He suggests that teachers should use participatory methods, using relevant teaching aids and use rewards in teaching and learning process to motivate learners.

2.2.2 Teaching and Learning Methods in Relation to CBC Philosophy

Luambano (2014) conducted a study on the implementation of constructivist approach in competency-based curriculum: a case of geography teaching in selected secondary schools in Songea municipality. She interviewed 20 participants among of them 12 were female teacher and 8 male teachers. In this study, the concept of teaching and learning methods in relation to CBC philosophy has been evaluated deeply. The findings show that most of teachers were aware of the concept of CBC although the awareness on the approach had no significant impact on the implementation of competency-based curriculum.

On the contrary students were not aware on the application of CBC approach in teaching and learning process since they were not involved by their teachers. Also, the finding shows that teachers do not use competency-based approach in their daily teaching/learning process instead they use traditional teaching methods. The researchers suggest that whenever there is a change in curriculum, teachers should be involved in order to increase the general awareness in educational changes in the country.

Nzima (2016) did a research on competence-based curriculum in Tanzania: tutors understanding and their instructional practices. The study involves 12 tutors from four (4) colleges. Regarding teaching and learning in relation to CBC the findings revealed

that most of teachers understood well the concept of CBC but some they still misunderstood it since they thought CBC is all about reducing teachers work and increasing student's working by letting students find their own materials. Teaching and learning methods in relation to CBC was not well implemented since tutors prefer lecture methods due to the large class size, Practical teaching skills or 'experiential learning' in authentic environments were largely missing/lacking. He suggested that teacher should make an effective use of time during teaching and learning activities in classroom and making the interaction between them and learners is well conducted with high consideration of CBC.

Makunja (2015) did a research on the adopting the competence-based curriculum to improve quality of secondary education in Tanzania: "is it a dream or reality?" The study involved 162 participants from six public secondary schools in Morogoro region, among of participants involved in the study were six Head of schools, six academic masters/mistress, 102 teachers and 48 students. The study's findings reveal that teachers in most of schools were unable to implement CBC because they did not understand clearly the concept of competence-based curriculum they simply rely on their experience in teaching and learning process.

During learning and teaching process the use of teaching aids was very minimal as well as the poor interaction between teachers and students. The way teachers prepared their lesson plan was ineffectively and inefficiency since does not meet the quality of competence-based curriculum. However, the way teacher's select learning activities does not promote critical thinking to learners. In service teachers should be provide

with the knowledge of competence-based curriculum to allow them to play well their role and implementing CBC with confidence.

Muzenda (2014) conducted a study on the lecture's competences and student's academic performance. The 115 students participated in the study in order to analyse the effect of lectures competence. The findings of the study reveal that subject knowledge, teaching skills, lecture attendance and lecture attitude have significant positive influence on student's academic performance.

Rutayuga (2014) did a research on the emerging Tanzanian concept of competence: conditions for successful implementation and future development. He interviewed 16 respondents from four key stakeholders, which are pioneers, policy makers, employers and professional association and provider institutions. The findings of the study revealed that Tanzanian who went to study abroad influence the use of CBET in Tanzania through seminar and meetings without involving Universities, other higher learning institutions, researchers and professionals CBET were implemented by officials.

Lack of involvement of CBET concept to the key stakeholders lead to the knowledge gap of what CBET could achieve since the one who influence the implementation CBET were unable to train all teachers and those who were trained, most of them already retired thus they give seminar and short brief to only few teachers as the finding revealed that most of implementers does not understand well the concept competence based education philosophy. He suggested that if the CBET would

involve all key stakeholders will be more successful otherwise the condition will remain unchanged.

2.2.3 Challenges in Implementing CBC

Muneja (2015) did a research on Secondary's School Teachers' Implementation of the Competency-Based Curriculum in the Arusha Region, Tanzania. A total of eight teachers were selected from two schools (one government school and another private school) four participants from each school were involved. The researcher's findings on the challenges facing the teachers in implementing Competence based curriculum were poor academic backgrounds of the learners thus some students are slow learners thus it takes very long time to understand a lesson and another finding was a large class numbers thus it makes difficult for teachers to monitor and evaluate each student. Also, researcher finds that there is a tendency of some teachers to apply corporal punishment during class session thus destructs student's attention in class. He suggested that larger qualitative study which encompasses different schools in the entire country should be done to ensure the better implementation of CBC.

Kafyulilo, Rugambuka and Moses (2012) did a research on the implementation of competency-based teaching approaches in Tanzania. The purpose of the study was to investigate the implementation of competency-based teaching approaches in education in Tanzania. 78 pre-service teachers from Morogoro Teachers' training College were interviewed in the study. The findings of the study revealed that pre-service teachers perceived their understanding and ability to implement competency based teaching approaches is very high since they have been trained and well prepared in collage on how to implement it, but during interviews it was revealed that they had difficulties in

explaining some competency based concepts. Thus, it is the researchers suggested that, competency-based teaching approaches are not well implemented in schools in Tanzania and more efforts need to be devoted in the development of tutors' and principals' understanding of competency-based teaching approaches.

Makunja (2016) did a research on the challenges facing teachers on the implementation of Competence Based Curriculum in Tanzania: The case study of Morogoro municipality. She interviewed 102 class teachers who were selected randomly from 6 community schools in Morogoro municipality on challenges facing teachers in implementing competence-based curriculum. The findings of the study revealed that in-service teachers are eager to implement competence-based curriculum but they do not have enough knowledge and skills about it since they were not trained or receive any seminar to keep them up dates with new curriculum. Also, insufficient learning and teaching resources such as text are enough to satisfy the increasing number of learners. However the findings shows that the textbooks available in schools are irrelevant to the syllabus and lot of them are of low quality since they provide questions and answers thus is not helpful to learners since they can learn by memorizing and cramming the answers and the laboratory apparatus for practical are insufficient thus make 6-7 students to share one apparatus she suggest that teachers should be involved during formulation and review of curriculum that will allow them to play their role effectively in implementing competence based curriculum.

Lukindo (2016) did a research on exploring competence-based education (CBE) in Rural Secondary Schools in Tanzania: English Language teachers' conceptions and

experiences. The study was conducted in Changchun, Jilin in China by interviewed three respondents from Njombe rural, Kisarawe rural and Kigoma rural who were the holders of Masters and were the secondary school's English subject teachers in those mentioned regions.

The findings revealed that teachers understand the well the concept of competence based education but they not apply it instead they prefer to use lecture methods together with question and answers due to the challenges they faced such as very large class sizes that hinder the application of Competence based education also using competence based education does not favour time in case of finishing the syllabus on time since there are much to teach and learn but the time is not enough. She suggests that teachers should be given frequent professional development programmes that will be conventional to the new curriculum.

A report by Hakielimu (2012) on a relationship between Examination practice and curriculum objectives in Tanzania, which was based in two old school and (two) in six (six) regions of Mwanza, Tabora, Kilimanjaro, Singida, Morogoro and Iringa reveals that teachers have not been involved in curriculum development instead they have been told to implement it also teachers were not taught on the implementation of competence based curriculum and when they are teaching they are supposed to use competent based curriculum. Materials which are used in teaching and learning materials were prepared by the ministry later teachers are given textbooks without given instructions or seminars. Researcher suggests that government should provide enough teaching and learning materials for secondary schools in achieving competence-based curriculum.

2.3 Research Gap

The facts from literature reviews showed that most of Studies carried out concentrated more on how the competence-based curriculum has been implemented in different subjects in both collage and secondary schools for examples; Komba & Mwandanji (2015), Albeto and Tilya (2014). For that reason, it was very essential to conduct a study on the challenges facing teachers in implementing the competence-based curriculum in government secondary schools in Tanzania. However, Makunja (2016), conducted a similar study on challenges facing Teachers in implementing competence-based curriculum in Tanzania, The case of community secondary schools in Morogoro Municipality.

The findings underscore the fact that Challenges facing Teachers in implementing Competence based Curriculum in Tanzania are such as Lack of In-service Training to Teachers on Competence based Curriculum, Insufficient Teaching and Learning Resources, Overcrowded Classrooms, Low Ability of Students joining Secondary Education and Student's Readiness to Accept Learner-centred Approach. This study tried to find out if similar issues exists in different geographical area and makes use of a different methods of data correction to ensured that enough and accuracy information about the study are collected. Makunja (2016) conducted a study in Morogoro Municipality whereas the current study conducted in Iringa at Mufindi district which is on southern highland part of Tanzania.

2.4 Conceptual Framework

In this study two categories of variables were analysed to guide the framework. The independent variables and intervening variables as shown in the diagram below.

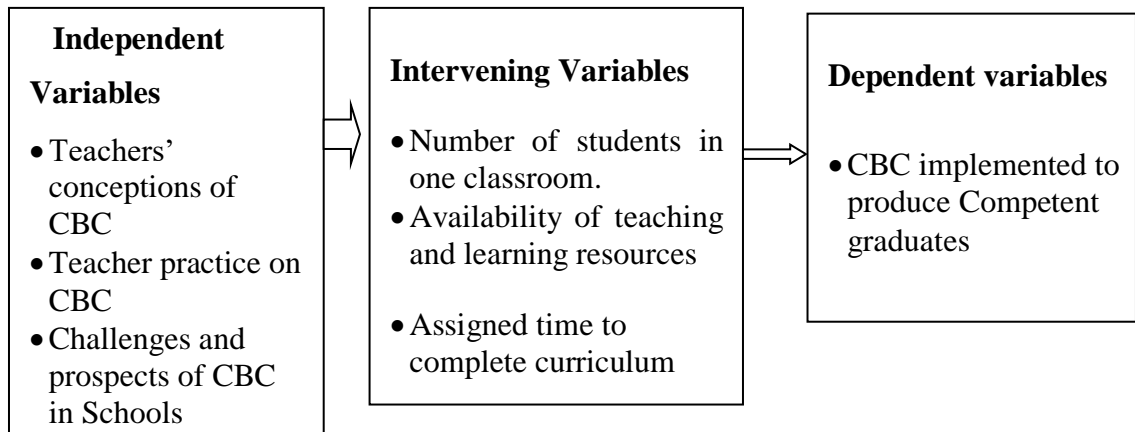


Table 2.1: Conceptual Framework

As seen in the diagram, the independent variables comprise the teachers' conception of competence-based curriculum on their teaching. And the intervening variable are the number of students in one classroom; the availability of teaching and learning resources; and the time assigned to complete curriculum. The dependent variables comprise of academic performance on secondary school. If the notion of teachers is positive in classroom sessions, teaching and learning methods are competent and examination settings is good in acceptable number of students in the classroom and adequate teaching and learning resources to the students in the classroom in a given adequate time to complete curriculum can lead to Competent graduates and vice-versa.

2.5 Summary

The review has been done on the several studies conducted by different researchers concerning the teachers' implementation of competence-based curriculum in Tanzania. The review progressed by analyzing theories that guided the study such as instructional theory and learning theories. The theoretical framework of the study examined the concepts such as independent variables, intervening variables and

dependent variables. Lastly, the review focused on the implementation of Competence Based Curriculum (CBC). It was established that a lot has to be studied for success in implementing fully the competence-based curriculum that's why this study conducted to find out the unknown gap, which hinders the effective implementation of competence-based curriculum in Tanzania in secondary schools. In the next chapter, the research design and methodology for the study were discussed.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter presents the research methods and procedures that were employed to accomplish this study. This chapter consists of research design, area of the study, sampling techniques and sample size, data collection techniques, data analysis, ethical issues, validity and reliability of the study.

3.2 Research Approach

The study used mixed method approach where qualitative approach predominated the study. Although quantitative data were qualified by qualitative approach, both the quantitative and qualitative approaches were considered important to examine the implementation of competence based curriculum in secondary schools. Both qualitative and quantitative approaches have been applied in researches to facilitate triangulation of the data (David, 2007). Indeed, no single research approach was thought to be completely independent; for good research results the combining of both approaches normally yield good results in most of the social science researches. Therefore, both the quantitative and qualitative research approaches were used for both data collection and analysis.

3.3 Research Design

Selltiz, Wrightsman, and Cook (1976) defined research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in procedure. The objective of

research design is to plan, structure and execute the selected research project in such a way that the validity of the findings is maximized (Mouton & Marais, 1996). This study employed a case study design. A case study design according to Gerring (2007) entails the intensive study of a single case where the purpose of that study is - at least in part to shed light on a larger class of cases (a population). A case study research design further means an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence (Yin, 2004). Thus, case study design was found to be the most appropriate for this study because it was able to examine the teachers' conceptions and implementation of competence-based curriculum and to capture the uniqueness of teachers in their conceptions and practice of CBC.

3.4 Study Area

The study was carried out at Mufindi district in Iringa Region, which is located at southern highland part of Tanzania. Mufindi is one among the three districts in Iringa region. Mufindi has 43 (13 privates owned) secondary schools. But the study was focused only to 5 government schools in Mufindi district. The chosen schools in this district participated in the field study included: School A; School B; School C; School D; School E. These schools were selected as they are ample distance from each other to avoid duplicate participants, they represent all the teachers in Tanzania, as CBC is implemented in all schools and that these teachers like other teachers were implementing CBC as they used Tanzanian Secondary school curriculum. These schools were easily accessible. Also, time and financial constraints could not allow the researcher to visit other districts, Mufindi district is also easily accessible and the

distance from one school to another was minimal to allow researcher collect data as per specified period also it was first time for the study to be carried out on this topic.

3.5 Target Population

The target population for this study was all teachers in the 43 (10 private) secondary schools in Mufindi (BEST, 2016), in which data indicates there were 819 teachers in 103 private schools. These teachers indicated a teacher-student ratio of 1:20 in private schools and 1:16 in government secondary schools. Teachers were expected to provide adequate information on the implementation of CBC and the challenges they face on implementing competence-based curriculum in Mufindi district. In this study only teachers were involved as the issue was how teachers implement CBC in schools and what challenges they face.

3.6 Sampling and Sampling Techniques Population

3.6.1 Sampling

The quality of a piece of research not only stands or falls by the appropriateness of methodology and instruments, but also the suitability of the sampling strategy that has been adopted (Cohen et al, 2000). Kombo et al, (2006) define sampling as a procedure of selecting a number of individuals or objects from a population such that the selected group contains representatives of the characteristics found in the entire group. This study used both probability and non-probability sampling techniques to select sample and ensure validity and reliability of the findings. The probability sampling was used to select questionnaire sample while non-probability sampling was used to select the interview sample.

Sampling techniques refers to procedures or methods used for selecting the participants or sample to be included in the study from the population (Kothari, 2004). Purposive, Snowballing and Stratified sampling techniques were used to get the sample (participants) for this study.

3.6.2 Purposive Sampling Technique

This is a non-probability sampling method whereas research informants are deliberately selected based on the fact that they are uniquely considered to possess the required information (Creswell, 2014; Maxwell, 2012). For the purpose of this study, the head teachers and school academic masters were purposively selected due to the virtue of their positions. These were expected to possess information regarding the implementation of CBC in their schools because they are normally the main curriculum supervisors at school level.

3.6.3 Simple Random Sampling

Simple random sampling is a sampling method whereby each member of the population can expect to be selected to participate in the study (Kothari, 2004). This technique was used to sample secondary school teachers in the participating secondary schools. The use of simple random sampling enabled the study to include school teachers of diverse backgrounds and eliminate the possibility of researcher's bias.

3.6.4 Sample Size

A sample is a small proportion, which was chosen from population that participated to the study (Omari, 2011). Sampling techniques refers to the process of selecting the participants of the study from the population. The sample of this study comprised of

teachers who were carefully drawn randomly from each school depending on their number in each school. Choice was that head of school, academic master and the teachers as indicated in the Table 3.1.

Table 3.1 Sampling Size (N=30)

Type of Respondent	Number	Percentage
Head of Schools	5	17%
Academic Masters	5	17%
Ordinary Teachers	20	67%
Total	30	100%

3.7 Data Collection Methods

The study used a total of two techniques of data collection. These are questionnaire and observation. The researcher was influenced to use more than one technique because of the view that “no single research technique is adequate in gathering the requisite information” (Patton, 1990). The notion is also supported by Oppenheim (1992) who suggests that a combination of two to three methods makes data highly reliable, that is, consistency of obtaining the same results if the same information is collected through different methods.

3.7.1 Questionnaire

This study used questionnaire survey to collect information from heads of secondary schools, teachers on how CBC is implemented in secondary schools in Mufindi. The questionnaire had both open and closed ended questions items. The decision to use both closed and open-ended questions is on the fact that the researcher had an intention to collect both quantitative and qualitative data. Closed ended questions were

included in the questionnaire to collect quantitative data while open ended questions were included in the questionnaire to collect the qualitative data.

3.7.2 Observation

Classroom observation was used in this study to collect data as a supplement to questionnaires and a way to indicate how CBC was implemented in secondary schools. The technique was used to get an insight on the actual classroom practices of both secondary school teachers. This technique enabled the researcher to be aware of the way secondary school teachers implemented CBC in the classroom. Also using observation, the researcher was able to observe not only actual classroom teacher – learners’ interaction but also difficulties that face teachers in implementation of CBC to secondary school students.

The researcher used to enter the classrooms for observation together with the teachers. In some of the classrooms the researcher was introduced before the beginning of the session while in some after the session. The researcher used to take a sit at the back of the class so as to observe the participation of each learner in a class. Having taken chair, the researcher kept on observing what was going on in these classrooms while writing everything relevant to the note book.

3.7.3 Observation Checklist

Important variables in the observation checklist that were of interest to the researcher during observation sessions included: teacher – learners’ interaction, teaching methods used by teachers, oral exercises given to learners, and teaching resources that were used by teachers. The observational guide is attached as Appendix V.

3.8 Data Analysis Procedures

As the initial step in analyzing the collected data for this study, the information gathered from the completed questionnaires was organized according to their common features. The data were analyzed both quantitatively and qualitatively. Quantitative data from questionnaires were analyzed with the help of the SPSS (Statistical Package for the Social Sciences - version 22) and descriptively presented through computed percentages to give an overall picture of the aspects on implementation of CBC, the challenges facing CBC and attempts made by the government to improve the school environment in order for CBC to be implemented.

The qualitative data that were collected through open-ended items of the questionnaire and observation were analysed thematically through three stages namely assembling of the data in which a researcher put together all the data obtained in the field. Coding of the data in which the obtained data were refined and categorized into more logical themes that best explained the studied issue. Lastly, building of meanings marked the third stage in which meanings and interpretation were assigned to each category ready for a discussion and reporting the outcome of the study. Generally, the collected data were coded, sorted, grouped and identified so as to see the related parts that correspond to the research objectives and questions.

3.9 Validity and Reliability of Data

The concepts of validity and reliability have been considered fundamental in primary research when it comes to the quality control of the research findings and the instruments that were used in data collection.

3.9.1 Validity

To ensure content validity, the researcher used multiple data collection methods. The use of more than a single method assisted the researcher to compare the data collected from two different methods before getting to a conclusion. When conducting a research, the issue of quality control is also a matter worth considering. According to Yin (2011), a valid study is one that has properly collected and interpreted its data, so that the conclusion accurately reflects and represent the real world that was studied. To ensure the validity of this study, all research instruments including questionnaires, interview guides and observation kits were tested in hand before the real data collection process; this is to ensure the findings of the data become valid.

3.9.2 Reliability

This has to do with the accuracy and precision of the measurement procedures (Krishnaswamy, 2009). It refers to the extent to which the same answer can be obtained using the same instruments more than one time (Babbies, 2010). The researcher maintained research reliability by conducted pilot survey several times and tested research variables and developed a friendly environment with the respondents in the study. Using SPSS the questionnaire had Cronbach Alpha of 93% tha indicated it wa reliable. The tessts and repetaed pilots enabled the researcher to get reliable and valid data that suited the studied topic.

3.10 Ethical Consideration

A researcher adhered to ethical consideration as Saunder et al... (2003) recommended that ethical key issues are about the nature of research, requirement of taking part, implications of taking part, participants' rights, the use of data collected and the way

in which it is reported with strong emphasis on confidentiality requirements. Wells (1997) defines ethics in terms of code of behaviour appropriate for academics and the conduct of research.

All research ethics were observed, the researcher bought a letter from the Open University of Tanzania (OUT) (See Appendix VI) that introduced to the informants and their employers in order to undertake the study at hand without causing any inconvenience from the respondents. Also, a researcher was given a research permit at the district of Mufindi in order to conduct a study in the selected secondary schools (See Appendix VII). Moreover, the researcher observed the consent from respondents and assured them that the data collected from them would be used for the sole purpose of the study. Therefore, respondents participated voluntarily in the study. Lastly, all unethical attempts were avoided during the study because they could lead to loss of validity and reliability of the study.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings for this study. The first section presents the demographic information of the research participants. This is followed by the presentation of the findings collected through questionnaire and classroom observations. That data are based on the three objectives developed in chapter 1, which focused on the notions competence based curriculum in classroom teaching activities, the qualities of teaching and learning techniques used in the classroom in relation to competence based philosophy and the challenges that teachers face in implementing CBC in secondary schools in Mufindi District.

4.2 Respondents characteristics

This part consists of socio-economic and demographic characteristic of the respondents. Social characteristics such as gender, marital status, education level, and administrative position level have the effect on the accessibility of data.

4.2.1 Teacher Characteristics

In this study a total of 30 teachers participated, of whom 6 were females (Table 4.1). Most of the teachers had a degree in education. As the study looked at competence-based it was important that among respondents to be ones who manage implementation of the curriculum in the school. In this study 14 (46.6%) respondents had administrative position that focus on school management as head of school and or head of department.

Table 4.1: Teachers Characteristics (N=30)

Characteristic	Description	Number	Percent
Gender	Male	24	80
	Female	6	20
Marital Status	Married	19	63.3
	Single	11	36.7
Education Level	Diploma	4	13.30
	Degree	26	86.7
Administrative Positions	Head of School	4	13.30
	Head of Department	10	33.30
	Ordinary Teachers	16	53.40
Working Experience	0-5 years	15	50
	6-10 years	12	40
	11 and above	3	10

Table 4.1 shows some of the respondents were the heads of the departments from different subjects and head of schools who play a role of administrator in schools and also involved in teaching activities in line with the study that needs to see how teachers play their role in classroom while implement competence-based curriculum. Ordinary teachers were represented by over 50% of the respondents, which may be due to administrative level.

Of all the 30 teachers 50% of the teachers had a working experience of over 5 years. Indicating had enough experience in the implementation of school curriculum. In the case of education level most of teachers had degree in teacher education, indicating had a higher qualification and thus having more knowledge on curriculum implementation.

4.3 Conceptions of Competence-based Instruction

The first objective was to explore the conceptions of teachers about competency-based instruction. This objective was attained through the responses from the questionnaire,

which required the teachers to respond to the following research question: *What are your conceptions of competency-based instruction?* Close ended and open-ended questions were employed to collect the information. The data from close-ended are first presented and followed by the actual narratives from the teachers.

Table 4.2: Teachers Conceptions of Competency Based Instruction

Teachers Conceptions	N	%
Paying attention to the individual	12	40.0
Respect for students' background	23	76.7
Facilitation of group dialogue	25	83.3
Planned and often unplanned instruction	10	33.3
Allow for students to determine, challenge, change or add to existing beliefs and understandings	28	93.3
Development of students' reflection of their own understandings	30	100

In this study all the teachers (100%) conceived the development of students' reflection of their learning as important in competence-based instruction. This was followed by the notion of allowing the students to determine, challenge, change or add to existing beliefs and understandings, which was indicated by 93.3% of the teachers. It was interesting to see that group dialogue, which was most preferred held the third in ranking by 83.3%. The least ranked in the conception was planned or unplanned instruction, which was conceived as important by 33.3% of the teachers.

Ended question also produced the following response:

Teacher 1: The teaching of competency develop creativity among the students in their subjects and gives them the ability to solve problems. Because students are actively involved in their subjects during classroom interaction, their talents are nourished.

Teacher 2: Teaching for the development of competency allows for the students to reflect on the materials presented and make sense of them through reflection. When students reflect, they share them with their colleagues and together they construct new knowledge.

Teacher 3: My conception of competence base teaching is that which provides the freedom to students to think outside the box. A freedom to challenge the materials presented to them in relation to what they know. In short, it is to help the students explore their knowledge and develop skills to solve real life problems.

As the foregoing, teachers in this study seem to conceive competence-based teaching from constructivist theory, where learning is considered as a process of knowledge construction (Piaget (1952, 1969, 1971; Baldwin, 1902, 1902, 1906-1911, Bruner 1974). According to Piaget, humans construct knowledge and meaning from their experiences and idea. This implies that the teachers had a wide understanding of what competence-based teaching was. Thus, it can be concluded that teachers in this study had wide knowledge about what competence-based teaching is.

4.4 The Implementation of CBC in the Teaching and Learning

The second objective was to assess the implementation of CBC in the teaching and learning in Mufindi. This objective was attained through a questionnaire and an observation checklist in the classroom. On the whole teachers assessed implementation of CBC on average to have improved students' performance in the schools (Table 4.4).

Table 4.3: Implementation of Competence Based Curriculum

Competence based improves performance of students in schools	N	%
Very high	10	33.3
Average	23	76.7
Very low	12	40.0

On the other hand, teachers were asked at what time they do involve students in the teaching and learning process, in which findings indicated do involve learners mostly at the end of lesson and sometime during teaching and learning activities and during the time of examination (Table 4.5). Teachers who responded that CBC was implemented during examinations was that most chemicals especially for science students are bought during examinations for practical examinations. During teaching and learning most teachers attributed issues of large class sizes that hindered use of learner-centred approaches.

Table 4.4: Involvement of Secondary Schools' Students in Teaching and Learning Process

When do you involve your students in teaching and learning activities in the class?	N	%
At the end of the lesson	15	50%
During teaching and learning activities	12	40%
During the time of examination	16	53%
At the end of the year	7	23%

Teachers were also asked on the contribution of CBC on the performance of secondary school students (Table 4.6) in which teachers indicated contributions of CBC in areas of talent, creativity, encouraging learning and reducing drop out rate in schools.

Table 4.5: Contribution of CBC on Students' Performance (N=30)

What are the contributions of curriculum-based measurement on performance of secondary students in their subjects?	N	%
Talent	15	50%
Creativity	18	60%
Encourages learning	21	70%
Reduce dropout rate	18	60%

This objective was also attained through classroom observation, where the researcher was able to see the whole process to teaching and learning and from the follow up questions on the reasons behind why the teachers were doing what they were practising during the classroom interaction and instruction. Furthermore, data were attained from teachers' response to the researchers' questions on the reasons behind what they were doing.

In the observation, the researcher checked the lesson plans (noting the main topic, sub topics, specific objectives, and classroom activities and mode of assessment). She also observed the actual teaching, how the lesson was introduced, the materials were presented, the students were involved and the whole classroom atmosphere. After each observation, the researcher had a short conversation with the observed teacher to understand the philosophy behind each activity.

A researcher started with School A where the teacher was teaching geography Form two, the main topic was Forest and the subtopic was importance of forest, the general objective was: "At the end of the topic a student should be able to understand the general importance of forest."

The specific objectives were: “Within 80 minutes each student should be able to define, and mention the importance of forest”. It was clear from the outset that the objective of the lesson was not set well. ‘Definition’ and ‘mention’ cannot be considered as competencies. During the presentation of the lesson the teacher introduced the lesson by asking students the meaning of forest, and they responded by raising up their hands and the teacher selected a few students among them to answer verbally the asked question. After that they continue with another step, which was more descriptive with consideration to the subtopic. Thereafter the teacher guided students into groups and instructed them to discuss and generate more importance of forest. Then each group was instructed to present their work in front of the entire class. After the presentation the teacher gave summary of the lesson and left students with an exercise. After closing the class session, a researcher raised some questions to a teacher concerning the lesson.

It could be said from the outset that the lesson planned was not for developing competency. There were no activities that could lead to the development of competency. Furthermore, the students were not given a chance to reflect on their own understanding or experience with the forest so that they make more sense of the materials introduced to them.

The interview with this teacher after the lesson required him to provide a general view of his lesson. The following was the question: How can you explain your lesson?

The lesson was not simple for students to understand easily because of unavailability of teaching aids, which could have made the lesson more understandable, and moreover time was limited for students to create their own knowledge. (Teacher A).

In School B the teacher was teaching Kiswahili Form Two, the main topic was Comprehension and the subtopic was listening skills, the general objective was: “At the end of the period of 40 minutes each student should be able to listen well and understand the different stories narrated by the teacher.”

The specific objectives were: “Within 40 minutes each student should be able to define, and mention the importance of forest”. It was clear from the outset that the describe listening skills and mention types of listening skills. ‘Definition’ and ‘mention’ cannot be considered as competencies.

During presentation the teacher asked students to sit in groups of seven and take note to what they are going to be told, after that the teacher tells narrating different stories in Swahili and they were guided to answer the questions from the text read and then the teacher gave those questions concerning the texts. After the lesson the researcher met with Kiswahili teacher asking the challenge experienced in class activities.

The following were the responses:

The main problem is lack of concentration on what has been taught in class and lack of creativity due to readiness to studies and up bringing from their societies. Children are not well taught the importance of education so they just attend to school because it is an order. (Teacher B)

In School C the teacher was teaching Chemistry Form Two, the main topic was Chemical formula, bonding and nomenclature and the subtopic was valance and chemical formula, the general objective was: “At the end lesson each student should understand the concept of valence and write simple formula of binary compound.”

The specific objectives were: “Within 40 minutes each student should be able to explain the concept of valence and write simple formula of binary compound”. It was clear from the outset that explain and write were related to developing competence.

During lesson presentation the teacher guided students to brainstorm the meaning of valence and keep on asking questions about valence. Students tried to give explanation on the meaning of valence till the end of five minutes when teacher correct them by giving the clear meaning of the term valence, continued with giving knowledge of chemical formula by using sample of periodic table. Then he divides students into groups and assigned them to write simple formula for binary compound given in each group. After that each group presented their findings while others were listened and asked questions to the presenter at the end the teacher corrected the appeared errors and he gave the lesson notes. After classroom observation the researcher got a min interview section with the teacher. The following were the responses:

Many students failed because they don't understand English language due to poor English language background they have from primary schools. That end up taking a lot of time explaining the same thing. Also, students lack confidence to speak up loud in front of their fellows since they know that they don't speak well English. He advised that English language should be well taught in primary schools and students should be well guide in order for them to improve their English language and that will be easy to understand all lesson taught in English language while they reach in secondary schools. (Teacher D)

In school D the teacher was teaching Physics Form One, the main topic was density, and the subtopic was relative density, the general objective was: “At the end of the lesson student should understand how to calculate and give out the relationship between mass and volume.”

The specific objectives were: “Within 40 minutes each student should be able to calculate and give out the relationship between mass and volume”. It was clear from the outset that explain and write were related to developing competence.

The teacher introduced the lesson by guiding students to brainstorm about the meaning of density and students answered well the questions, then the teacher led students into group discussion on how to calculate density, afterward the students presented their views and he gave them lesson notes. After that he gave students group work to discuss in details the deference between mass and volume. Then the teacher ended the lesson by marking the exercise and summarizes the lesson while clearing all appeared errors. After the classroom observation the researcher asked the teacher questions about the lesson. The following were the response:

Teacher said that the lesson was good but the problem was the ratio of books to the number of students in the class and also the problem of physics teaching instruments and apparatus were not enough. (TD)

In the literature, scholars keep lamenting on lack of resources as a key challenge impeding teacher from effectively implement competence-based teaching. For example, as explained by Makunja (2016) in her study she indicated that there was insufficient and unavailability of learning and teaching resources in many schools that hinder the facilitation of learning process thorough competence-based curriculum. Likewise, Munueja (2015) in his findings he discussed that a big number of students in the class reduces teacher-learners interaction and hinder the implementation of competence-based performance. Mosha’s (2012) study brought to views similar issue of class size and shortage of desks and insufficient classrooms. Conclusively it can be said that lack of resources was not the impediment to the teaching of competence in the observed classrooms, teacher skill in competence base was a hinderance.

4.5 The Challenges Facing the Implementation of CBC

The third objective was to determine the challenges that teachers faced as they implemented CBC in secondary schools in Mufindi. This objective was attained through the reflections from classroom observation and the responses from the questionnaire. When asked if there were challenges in implementing CBC in secondary schools, respondents had a varied view (Table 4.6) some said yes some said no and some said they do not know. For those who said yes, viewed challenges were attributed to lack of teaching resources that hindered practical aspects of CBC in the classroom.

Table 4.6: Involvement of Secondary Schools' Students in Teaching and Learning Process

Does your school know the importance of using competence-based curriculum in teaching and learning process?	N	%
Yes	12	40%
No	10	33%
I do not know	6	20%

The key question was:

What are the key challenges that you face as you implement competence-based instruction?

Teacher 4: *The main challenge in the implementation of competence-based curriculum is insufficient time for each subject. If teachers involve students in every stage of learning and teaching activities, it is very hard to cover the syllabus within time scheduled. (Teacher A1)*

Teacher 5: *The most challenge in secondary schools is lack of competence in speaking English language properly. Most students don't*

understand the language of instruction, which is English. This is because most of the students have Kiswahili background from primary schools. (Teacher B3).

Teacher 6: *The insufficient or lack teaching aids such as laboratories apparatus and reagents for science subjects, maps, books and sometimes study tours and real things like minerals have to be seen for learners to understand it fully. (Teacher C3).*

The above responses correspond with many literatures on the challenges that teachers face in teaching competence-based curriculum. As observed by Muneja (2015), competence-based curriculum needs a lot of time and the period that supposed to be used in covering the syllabus, which in many classes this is not enough. On the language of instruction and teaching and learning, Kamete (2014) explained it on her research that teachers were faced difficulties in communicating by using English language since many students have poor background of English language thus in primary schools they have been taught by using Swahili language and when they shift to secondary school it became more difficult to learn and understood English language easily (Table 4.8).

Table 4.7: Teachers views on the Teaching and Learning Challenges in CBC

What are teaching and learning challenges are you facing during teaching activities?	N	%
Language	30	100%
Teaching and learning materials	19	63%
Large number of students in a class	18	60%

On the inadequacy of teaching and learning resources Makunja, (2016) explained in her study that the teaching and learning resources such as books to satisfy the increase number of students and most of the books are of low quality and they did not reflect the CBC philosophy.

The chapter analyses the findings that were collected in the field through interview and observing class sessions. It was found that the majority of teachers had the right conception of competence base curriculum and most of them tried to teaching according to the competence-based philosophy. However, many teachers faced different challenges. Most of these challenges were related to insufficient learning and teaching resources, insufficient time for helping the students to make sense of what they were learning and thus, construct the knowledge. Another challenge, which was not related to competence-based curriculum, was the language of instruction. It is well acknowledged that construction of knowledge goes with interaction, and interaction goes with communication, using the language. The language of instruction that is used in secondary could not allow vibrant discussion of the issues in the classroom and thus, the smooth interaction between the students and the teachers were minimal.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents important issues as discussed in the study. It focuses on summary and conclusion of the study. Furthermore, it gives recommendations of what have been discussed as well as areas of further study.

5.2 Summary of the Study

This study was set to explore and document secondary school teachers' conception of and practising competence-based curriculum as well as the challenges and prospects of implementing competence-based curriculum in Mufindi secondary schools. Chapter 1 presents the background to the study that describes the features of competence-based curriculum and its adoption in secondary schools in Tanzania. Chapter 2 presents the theoretical and empirical literature. In this chapter, theories of instruction and learning are discussed, as well as the empirical literature on the CBC conceptions, practices and challenges were assessed. Chapter 3 is confined to methodological part of this study, while chapter 4 presents the findings for this study.

Teachers' Conceptions of Competence Based Curriculum

If the goals of secondary education are to be accomplished, teachers need to have appropriate conceptualization of the competent based instruction and use that knowledge to practice in the classroom. This is based on the understanding that; knowledge leads to practice. Based on the teachers' conceptions of competence-based curriculum, the study found they were in line with what is discussed in the literature.

The conceptions identified were based on teachers' personal knowledge of competence-based curriculum or the most appropriate environment for teaching competence-based curriculum. The majority of teachers considered creativity and encouraging the students in learning and constructing knowledge as important in teaching competence-based curriculum. They also indicated that, competence-based curriculum reduce dropout rate as students are motivated to learn by sharing their experiences. Teachers further conceived friendly teaching environment as important in competence-based curriculum implementation. This is because students learn best when they are comfortable. The majority of teachers illustrated this conception practically by simplifying the teaching process by starting with simple content to complex content.

However, in the actual practice, where the teachers were observed teaching, there was not much going on to show that the competency-based theory was in practice as the majority of the teachers that were observed had their lesson plans to teach the content and not to develop competency. Given the current status of teaching in secondary schools in Mufindi there is a need to transform teacher training curriculum to equip teachers with both the knowledge and the necessary competencies to implement the new teaching paradigm. This was pointed out some time back by Woods, (2008) who opined that there is a need for modification of teacher training curriculum to equip teachers with competency base pedagogy. Unless this is taken up seriously, we will continue singing competency based, while the students eat content in the classrooms. On the challenges facing the teachers, the study found teachers lamenting on insufficient learning and teaching resources, insufficient time for helping the students

to make sense of what they were learning and thus, fail to construct the knowledge. Reflecting on what was transpiring in the classrooms that were observed, teachers did not require readymade teaching and learning materials. Instead, they were required to get out of the classrooms and lead their students to look around and make sense of what they learnt with what they were seeing. While lamenting about mass student failure in the National Examination (Hakielimu 2016) and blaming the teachers and students for being unmotivated, this study found the opposite. Both the teachers and students were motivated, but the reason for the mass failure may be disconnection between what the students are learning (content) in the classroom, while the National Examination Board assesses competency. These two need to reconcile.

5.3 Conclusion

The study concludes the following: Secondary school teachers in Mufindi had an understanding of what competency-based teaching is, as they could correctly articulate its basic elements. However, in practice, majority of the teachers were teaching content. Furthermore, the challenges that the teachers pointed they were facing as they teach competency were incongruent with what they really needed, the skill in facilitating the development of competency.

5.4 Recommendations

According to the discussion and findings of the study, government and all education stakeholders should ensure that teachers have the knowledge, skills and competencies to facilitate the development of competency. This is possible if the teacher training curriculum is transformed from training teachers as keepers of information to training

them to be the facilitators, the nurturers of students' competencies, including how to plan lessons with learning activities leading to the development of competency.

5.5 Recommendations for Further Studies

It is recommended that other studies be carried out to examine ways to manage competency-based curriculum in secondary schools.

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APPENDICES

Appendix 1: Questionnaires for Teachers

I am a student from Open Universities at Iringa in Mufindi district, conducting research on assessing challenges facing teachers on implementing competence-based curriculum in Tanzania a case study of Mufindi government secondary schools.

Kindly I'm asking you to spend few minutes of your time to answer the questionnaire below.

Section A: Demographic characteristics

Please write a letter of the correct answer in the provided brackets.

1. Gender of the respondents

A) Male ()

B) Female

2. Marital status

A) Married

B) Single ()

C) Divorced

3. Respondents level of education

A) Diploma

B) Degree ()

C) Masters

D) Others specify

4. Administrative position level

- A) Head of department
- B) Head of school ()
- C) Education officer
- D) Ordinary teacher

5. Working experience

- A) 0- 5
- B) 6- 10 ()
- C) 11- Above.

Section B:

Choose the appropriate answer in questions that follow and write the letter beside.

1. What are teaching and learning challenges are you facing during teaching activities? Tick all that apply

- a) Language.
- b) Teaching and learning materials
- c) Large number of students in a class.

2. How far competence based curriculum improve the performance of students?

- a) Very high
- b) Average ()
- c) Very low

3. When do you involve your students in teaching and learning activities in the class?

(Tick all that applies to your practices if you involve in more than one situation or all tick as you feel)

- a) At the end of the lesson.
- b) During teaching and learning activities.
- c) During the time of examination.
- d) At the end of the year.

4. Does your school know the importance of using competence based curriculum in teaching and learning process?

- a) Yes
- b) No ()
- c) I don't know

5. Is there any challenge in your teaching activities?

- a) Yes
- b) No
- c) I do not know

6. What are the contributions of curriculum-based measurement on performance of secondary students in their subjects? (Tick all that apply)

- A) Talent
- B) Creativity
- C) Encourages learning
- D) Reduces dropout rate.

Fill the blanks in the following questions

7. What limitations are you facing during implanting competence based curriculum in teaching and learning process?

.....

.....

.....

8. How does allocation of teaching time on the timetable affect competence-based curriculum?

.....

.....

10. How does students' linguistic ability influence their academic performance?

.....

.....

.....

11. How does student's cultural background influence performance in their subject specializations?

.....

.....

.....

12 How does school environment raise academic achievement of students?

.....

.....

Thank you

Appendix 2: Questionnaires for Students

1. Which class are you studying?

- A) Form one.
- B) Form two
- C) Form three.
- D) Form four

2. What problems are you facing in the classroom during learning process when participatory method is used?

- A) Language as a medium of instruction
- B) Teaching and learning materials
- C) Lack of teachers.
- D) All of the above

3. How far did you performed in your subject as far as using this new curriculum of competence based?

- A) Very good
- B) Good
- C) Average.

4. What do you think are reasons that contribute to poor academic performance in your subjects?

- A) Teaching method
- B) Examination format
- C) Lack of teachers.

5. Are you involved in teaching and learning process in the classroom?

- A) Yes
- B) No
- C) Somehow.

6. What methods do you think will be more useful in learning process?

- A) Participatory method
- B) Non participatory
- C) Guest speaker ()
- D) Lecture method.

7. Does the environment increase student creativity and constructivism?

- A) Yes
- B) No ()
- C) Somehow
- D) I don't know

8. Does National examination results in your school encourage you to continue working hard academically?

- A) Yes
- B) No ()
- C) Somehow
- D) I don't know

9. Do you think there is need of changing the current curriculum?

- A) Yes
- B) No ()
- C) Somehow

D) I don't know

10. Suggest what should be done to improve teaching and learning process.

Thank you for your cooperation.

Appendix III: Observations Sheets of Lesson Plans

STAGES	TIME	TEACHERS ACTIVITIES	LEARNERS ACTIVITIES	ASSESSMENT	
Introduction					
New knowledge					
Reinforcement					
Reflection					
Consolidation					

Learners evaluation

Teachers evaluation

After class observation a min interview notes ;

- i. How will a teacher make introduction of the lesson ?
- ii. How will a teacher impart new knowledge to the learners?
- iii. How will a teacher conduct learners group work ?
- iv. How will a teacher correct group work discussed by students ?
- v. How will a teacher evaluate the class room activities?
- vi. Researchers will assess even the time used by a teacher in each teaching stage?

Thank you

Appendix IV: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

3/9/2017

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms. Grace Kinyunyu**, PG 201400685 who is a Master student at the Open University of Tanzania. By this letter, **Ms. Kinyunyu** has been granted clearance to conduct research in the country. The title of his research is **“TO ASSESS CHALLENGES FACING TEACHERS IN IMPLEMENTING COMPETENCE BASED CURRICULUM IN SECONDARY SCHOOLS IN MUFINDI DISTRICT”**. The research will be conducted in Mufindi District. The period which this permission has been granted is from **4/9/2017 to 3/10/2017**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

MUFINDI DISTRICT COUNCIL

(All Letter should be Addressed to District Executive Director)



P. O. Box 223,
Phone 026 2772614
Fax 026 2772070
Mafinga.

Ref. No. HW/MUF/E.10/S.50/17/VOL.II/18

12/10/2017

To The Head of Secondary Schools,
Government Secondary Schools,
Mufindi District Council.

REF: PERMIT TO CONDUCT A RESEARCH

Reference is made to the above subject.

I would like to take this opportunity to introduce to you Ms. **Grace Kinyunyu** from **Open University** of Tanzania who has been granted a permit to conduct a research in Mufindi District.

The title of his research is *"To Assess Challenges Facing Teachers in Implementing Competence Based Curriculum in Secondary Schools," A case Study of Mufindi District Council.*

I therefore ask you to kindly give him any pertinent/needful support to this task in to order to make this event a great success.

I beg to remain your sincerely and wish you all the best for this season.

Thanks.

John Lupenza,
For: District Executive Director,
Mufindi.

Kny MKURUGENZI MUFINDI

Copy : Ms. Grace Kinyunyu,
Researcher.

Turtin Report

<input type="checkbox"/>	Lawrensia Nghome	ASSESSMENT OF THE IMPACT OF ACADEMIC RES...	18%	<div><div></div></div>		•		740773165	21-Nov-2016
<input type="checkbox"/>	Ernest Lema	AN INVESTIGATION OF FACTORS INFLUENCING ...	20%	<div><div></div></div>		•		709174087	22-Sep-2016
<input type="checkbox"/>	Leonidas Lubala	NUTRITION KNOWLEDGE AND EATING HABITS OF...	22%	<div><div></div></div>		•		708637025	21-Sep-2016
<input type="checkbox"/>	Grace Kinyunyu	SECONDARY SCHOOL TEACHERS' CONCEPTION OF...	23%	<div><div></div></div>		•		1372625726	22-Aug-2020
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<input type="checkbox"/>	Mark Issamaki	STAKEHOLDERS VIEWS ON FACTORS INFLUENCIN...	25%	<div><div></div></div>		•		712346279	28-Sep-2016