

**EVALUATION ON THE EFFECTIVENESS OF TEACHERS TRAINING
PROGRAMMES IN PREPARING TEACHERS TOWARDS IMPLEMENTING
COMPETENCY BASED CURRICULUM: THE CASE OF SUMBAWANGA
MUNICIPALITY, TANZANIA**

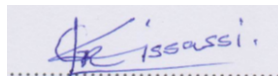
UPENDO WILLY NOMBO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
CURRICULUM DESIGN AND DEVELOPMENT OF THE OPEN
UNIVERSITY OF TANZANIA**

2018

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania this dissertation titled: **“Evaluation on the Effectiveness of Teachers Training Programmes in Preparing Teachers Towards Implementing Competency Based Curriculum: The Case of Sumbawanga Municipality, Tanzania”** in the partial fulfillment of the requirement for the degree of Masters of Education in Curriculum Design and Development.



.....

Dr. Grace Kissassi

(Supervisor)

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Upendo Willy Nombo**, do hereby declare that this dissertation is my own original work and that it has not been submitted to any other institution or University for a similar or any academic or professional award.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my beloved parents, Mr. and Mrs. Willy Simon Nombo, my husband, Mr. Stanley, Stanley Mbilinyi, and to my children Daniely, David and Tecla for the love, lessons and passion they accorded me. They made me work hard and become more ambitious.

ACKNOWLEDGEMENT

Firstly, I am sincerely grateful to the Almighty God who has always blessed me with good health and hope, without Him my effort could be fruitless. Secondly, my sincere gratitude goes to my supervisor Dr. Grace Kissassi for her valuable guidance, instructions and numerous supports, which enabled the successful completion of this work.

I would like to express my sincere appreciation to the Open University of Tanzania for sponsoring me to pursue this study in this institution. Without them I would not have been able to afford the expenses. The financial support has made me complete my studies on time. I wish also to express my heartfelt gratitude to the respondents from Sumbawanga and St. Maurus Teachers Colleges who offered their resting and working time to fill the questionnaires for my study. My special appreciation goes to the Colleges' management for their openness to share views for my study during the data collection.

My last appreciation is further directed to friends who materially and morally contributed to the success of my study. I wish to mention my best friend and sister-in-law Mrs. Mdoe (Neema Chilumika) and all MED-CDD students for their views, opinions and sharing knowledge. I am also thankful to the following: Dr. Julius Frank, Dr. Adam Namamba, Mr. Dennis Konga, and Mr. Mwakagamba who tirelessly spent their time for fruitful contributions to this work.

Lastly, I remain indebted to my lovely husband and my children Daniely and David who encountered difficulties of missing me when I was busy conducting this research. They have been a catalyst to my pursuit of the studies so as to finish on time.

ABSTRACT

The purpose of this research was to evaluate the effectiveness of teachers training programmes provided to teachers towards competence based curriculum implementation in schools. The study used both quantitative and qualitative approaches. The data were collected using questionnaires, interviews and observation checklist so as to address specific objectives of the study which focused on: the tutors' knowledge and skills on CBC, the teaching approaches used and the practices the teachers' colleges use in preparing the student teachers towards competence based curriculum implementation. The major findings showed a significant existence of governmental, institutional, and individual initiatives towards competence based curriculum implementation. However, there are various challenges facing tutors in integrating knowledge and skills acquired from the training into competence based curriculum implementation. Therefore, from the findings, it was concluded that teachers are honestly not well prepared in colleges for effective CBC implementation in schools due to the aforesaid challenges. The study recommends that the CB training programmes provided to tutors need to be ongoing, of long duration, and they should involve all tutors. Furthermore, tutors are encouraged to improvise and use various competence based curriculum, teaching strategies in their instructions to student teachers so as to produce competent teachers. The study also recommends that future studies should be done on examining the reason for having few female tutors in the colleges compared to male tutors; as well as extending the current study to a wider sample of colleges and employ methodology that will make the findings generalizable.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	5
1.4 Objectives of the Study	7
1.4.1 The General Objective	7
1.4.2 The Specific Objectives	7
1.5 Research Questions	7
1.6 The Significance of Study	8
1.7 Limitations of the Study	8
1.8 Delimitation of the Study	9

1.9	Definition of Key Terms	9
1.10	Organization of the Study	10
	CHAPTER TWO	12
	LITERATURE REVIEW	12
2.1	Introduction	12
2.2	Basic Concepts	12
2.2.1	The Teachers Training Programmes	12
2.2.1.1	The Aims and Objectives of Teachers' Training Programmes.....	12
2.2.1.2	The Model and Structure of Teachers' Training Programmes in Tanzania	14
2.2.1.3	The Curriculum Content, Learning Areas and Subjects for Teachers' Education in Tanzania.....	16
2.2.2	The Meaning of Curriculum, Competence Based Curriculum and the Characteristics of Competence Based Curriculum	18
2.2.2.1	The Meaning of Curriculum and Competence Based Curriculum	18
2.2.2.2	The Characteristics of Competence Based Curriculum	19
2.3	Teacher Trainers Knowledge and Skills on Competence Based Curriculum	21
2.4	Teaching Approaches Used in Teachers' Training Programmes with Respect to Competence Based Curriculum.....	23
2.5	Techniques Used to Make Student Teachers Practice Competence Based Curriculum in Teachers Colleges.....	25
2.6	Challenges Facing Teachers Training Programmes.....	26
2.7	A Systematic Approach to Effective Teachers' Training	29

2.8	The Practice of Competence Based Curriculum	30
2.8.1	The Historical Perspectives of Competence Based Curriculum	30
2.8.2	Theoretical Literature on Competence Based Curriculum.....	32
2.8.3	Empirical Literature on Competence Based Curriculum	34
2.9	The Research Gap	36
2.10	Conceptual Framework of the Study.....	37
CHAPTER THREE		40
RESEARCH METHODOLOGY		40
3.1	Introduction	40
3.2	Research Paradigm.....	40
3.3	Research Design.....	41
3.4	Study Area.....	41
3.5	Study Population	42
3.6	Sample Size and Sampling Techniques	43
3.6.2	Sample Size.....	43
3.6.1	Sampling Techniques	43
3.6.1.1	Non-probability Sampling.....	44
3.7	Data Collection Methods and Instruments	45
3.7.1	Questionnaire Instruments	45
3.7.2	Interview Method	46
3.7.3	Observation Method.....	48
3.8	Data Analysis Procedure	48
3.9	Validity and Reliability of Instrument of Data Collection.....	50
3.10	Ethical Considerations	51

CHAPTER FOUR.....	52
FINDINGS AND ANALYSIS	52
4.1 Introduction	52
4.2 Demographic Information of College Tutors: A Descriptive Summary.....	52
4.2.1 Respondents' Gender Presentation	53
4.2.2 Respondents' Age Distribution	53
4.2.3 Respondents' Level of Education	54
4.2.4 Respondents' Teaching Subjects.....	55
4.2.5 Respondents' Years of Teaching Experience	57
4.3 The Findings.....	58
4.3.1 Tutors' Knowledge on Competence Based Curriculum	58
4.3.2 The Teaching Approaches used in Teachers Training Programmes in Preparing Student Teachers' to Implement the Competence Based Curriculum	71
4.3.3 The Teaching Practices used in Teachers Training Programmes in Preparing Student Teachers to Implement CBC	82
CHAPTER FIVE	94
DISCUSSION OF THE RESULTS	94
5.1 Introduction	94
5.2 The Tutors Knowledge and Skills on Competence Based Curriculum.....	94
5.3 Teaching Approaches used in Teachers Training Programmes in Preparing Student Teachers' to Implement the Competence Based Curriculum	99

5.4	Teaching Practices used in Teachers Training Programmes in Preparing Student Teachers to Implement CBC.....	101
CHAPTER SIX		107
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		107
6.1	Introduction	107
6.2	Summary of the Study.....	107
6.3	Summary of the Findings	108
6.4	Conclusions	109
6.5	Recommendations for Action and for the Further Research.....	111
6.5.1	Recommendation for Action	111
6.5.2	Recommendation for Further Research	113
REFERENCES		114
APPENDICES		123

LIST OF TABLES

Table 2.1: The Structure of Curriculum Contents, Learning areas, and Subjects for Teacher Education in Diploma Programmes.....	16
Table 2.2: The Structure of Curriculum Content, Learning Areas and Subjects for Certificate Programmes	17
Table 4.1: The Duration of CBC Training Attended	60
Table 4.2: The Type of Training Initiative for Understanding Competence Based Teaching	62
Table 4.3: The Availability of CB Training to College Tutors.....	64
Table 4.4: Tutors Participation in CBC Training.....	66
Table 4.5: The Impact of CB Training to Tutors in Teaching	66
Table 4.6: The Tutors Teaching Practice after Participating in CB Training	69
Table 4.7: The Frequency of use of the Following Teaching Approaches in the Classes.....	72
Table 4.8: Challenges of Teaching and Learning with CBA in Teachers Colleges.....	73
Table 4.9: Difficulties of Integrating CB Knowledge in the Implementation of CBC Approaches in Teachers Colleges.....	77
Table 4.10: The Extent of use of the following Teaching Practice in Teachers Training in Preparing Trainees to Implement CBC	83
Table 4.11: The Time Used by the Trainees to Practice in the Training Colleges for Implementing CBC.....	85
Table 4.12: The Importance of Teaching Practice in the Training Colleges in Preparing Trainees to Implement CBC	88

Table 4.13: The Assessment Criteria (Numerals) Used in Teaching Practice During the Training in the Colleges	89
---	----

LIST OF FIGURES

Figure 2.1: Systematic Training Practices	30
Figure 2.3: Evaluation on the Effectiveness of Teachers Training Programs in Preparing Teachers towards Implementing Competency Based Curriculum	37
Figure 4.1: Respondents Gender Distribution	52
Figure 4.2: Respondents' Age Distribution	53
Figure 4.3: Respondents' Education Level	55
Figure 4.4: Respondents' Teaching Subjects	56
Figure 4.5: Tutors' Teaching Experience	57
Figure 4.6: Time Participated in the Training.....	59
Figure 4.7: Methods used during the CBC Training for College Tutors	61

LIST OF APPENDICES

Appendix I: Covering Letter	123
Appendix II: Questionnaire for College Tutors	124
Appendix III: Interview Guide for College Principles and Tutors	132
Appendix IV: Observation Checklist.....	134

LIST OF ABBREVIATIONS

BTP	Block Teaching Practice
CB	Competence Based
CBA	Competence Based Approaches
CBC	Competence Based Curriculum
ICT	Information and Communication Technology
MoEVT	Ministry of Education and Vocational Training
NACTE	National Council for Technical Education
PSMEP	Public Service Management and Employment Policy
TIE	Tanzania Institute of Education
TTI	Teacher's Training Institution
TTP	Teacher's Training Programme
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the study. It comprises of the background of the problem, statement of the problem, objectives, and research questions. It further presents purpose, significance, limitations and delimitations of the study as well as the definition of the key terms.

1.2 Background to the Problem

Teachers are the most actors in education and training. Teachers play very important roles in achieving the learning objectives. The teachers' competence in one way or another influences the academic achievement of the learners. The teachers training and education is a global issue. Despite various reforms and initiatives made on curriculum and education at large, there is an increase of teachers who lack competencies and capabilities in implementing competence based outcomes in schools.

In Turkey, teachers training programmes have been exposed to changes through time. However, it is argued that teachers' qualifications are not at the desired level as it was aimed; still teachers have poor skills and competences in implementing Competence Based teaching approaches (Solak, 2016).

Moreover, Kazu and Demiralp (2016) claim that teachers training programmes are insufficient to upgrade skills for life-long learning competence, which is adequate to develop pre-service teachers' self- improvement. The research done by World Bank

(2011) also shows that there is lack of measures taken to avail the training required to deploy these new approaches successfully or consistently.

Different studies show that poor preparation of teachers leads to failure in implementing the curriculum because most of them lack knowledge on what competence based curriculum (CBC) is all about. Competence-based education in the United States has evolved over time. Rooted in philosophy of education and the need for practical education, competence-based education expanded throughout the last 100 years, appearing in various forms until the term and concept became a reality in the 1960s.

As the education system in the United States evolved in the late nineteenth century, high schools took on the challenge of preparing students for the world of work as well as society through helping them achieve *competence* through developing prescribed *competencies*. The Industrial Revolution created the need for vocational training in areas beyond the standard agriculture and home economics programs. Labor force requirements to meet military needs during war time and to provide training for job seekers returning from war placed immense pressure on schools at all levels. Modern-day career and technical education expanded to meet the demands, (Barrick, 2017).

In Africa CBC was adopted meet the demands of competence teachers. For example the study done by Lewin and Stuart (2015) shows that most African education systems are unable to offer enough training courses to meet the demand for qualified school teachers. Kenya made a curriculum reform following a challenge of the current

curriculum that it is too rigid and has limited opportunities to align basic education with children's career interests, aptitudes, and abilities. The system seems to serve best those who score high grades in the traditional subjects (English, Maths, Sciences, and Humanities) at the end of secondary education, and then proceed for higher education and take up white-collar jobs. This seems to be the predominant preoccupation of the Kenyan education. Whereas the country certainly requires learners who perform well in the traditional subjects and proceed to train for careers in medicine, engineering, law, and other traditional careers, the reality is that there is no country in the world that designs its education system with the aim of having all children join universities for the few traditional careers.

In Tanzania the study done by Kafyulilo, Rugambuka, and Moses, (2013) indicate that competence based teaching approaches are not well implemented in schools and more efforts need to be devoted in the development of tutors' and Principals' understanding of competence based teaching approaches. Since teachers are the cornerstones in the implementation of any education innovation, the implementation of CBC in Tanzanian schools is still low may be it is due to teachers' poor knowledge and skills on CBC which is a result of training given to them. Education and training in Tanzania are the responsibilities of several ministries.

However, the ministry of education, science and technology is the overall seer of all matters pertaining to education. Since 1995 when the education and training policy was issued, the education sector has undergone several reforms. The reforms have geared towards improving access, equity and quality of education through capacity building. The capacity building includes pre-service and in-service training of

teachers. The teacher training in Tanzania is set to respond to the current demands of the country, which is to produce competent and skilled workforce. The government also intends to improve the quality of education through the use of different initiatives. The improvement of education has been stated in the 2015 education and training policy (Ministry of Education and Vocational Training (MoEVT, 2014))

Many stakeholders in the education sector in Tanzania, including universities, teacher education colleges, government ministries, development partners and Non-Government Organizations have tried to address the problem of lack of in-service training and professional development through different projects. Examples of such projects are Science Education in Secondary Schools (SESS) and Education II which was jointly funded by Tanzanian and Germany government in 27 pilot schools to improve the condition of textbooks and laboratory schools. The INSERT projects offered to sciences and Mathematics teachers, which was established by the Ministry of Education and Culture and funded by African Development Bank. Another project was the Teacher Education Assistance in Mathematics and Science (TEAMS), which was established at the University of Dar es salaam with the aim of improving in-service curriculum, UDSM staff development and capacity building in science education and in-service education. Also, a five years project for non-science education subjects known as Education Quality Improvement through Pedagogy (EQUIP) was established in 2003 and implemented in two councils in Shinyanga region with the aim of improving learning and capabilities of primary school pupils through the provision of a variety of initiatives that focused in changing teacher, her pedagogy and classroom management (Tilya & Mafumiko; 2010).

Basing on the prevailing situation, it is therefore assumed that MoEVT should bear the responsibility to improve the teachers training programmes in order to provide pre-service teachers with necessary skills for implementation of competence based curriculum in schools (Komba, and Mwandaji, 2015). To investigate whether there is efficiency or failure in implementing competence based curriculum (CBC) in schools; teacher training programme is among the areas that need to be evaluated to examine how trainees who are the key practitioners of CBC are prepared towards the effective implementation of the curriculum. The current study therefore, focuses on such an investigation.

1.3 Statement of the Problem

Tanzania Teachers' colleges started to implement (CBC) in 2008 as an outcome of curriculum review of 2005. The change of curriculum came as a result of the changes in the labour market, since the employer's need is to have employees who are competent and capable of competing in the labour market upon completion of studies. These graduates are expected to be competent on skills, knowledge and attributes to help them being flexible in work places. Since 1995 when the Education and Training Policy was issued, Tanzania's education has gone through several reforms. Most of the reforms have focused on improving access, equity, quality and capacity building.

The review of 2005 was basically intended to make shift from traditional content based curriculum to CBC. In the same light, it was also an attempt to improve education by enabling learners to develop the required competences in different spheres (Komba, and Mwandaji, 2015). When competency-based curriculum became operational in both primary and secondary schools, there have been serious financial

and human commitments to retrain and support teachers, head teachers and other education professionals to develop the necessary competence and confidence to effectively handle competency based education (Woods, 2008). Competency based education involves some pedagogical changes in the curriculum and instructional approaches to incorporate outcome based learning rather than theoretical understanding of concepts (content based curriculum).

The implementation of the approach and use of a range of assessment methods and techniques require learners to be assessed against outcomes by using appropriate assessment methods (Rutayuga and Kondo, 2006). While competency based, participatory approaches out-perform “teach to the test” methods which are the main methods used in Tanzania, they may also require greater investments on time, resources, and teacher training to ensure practitioners gain fluency in both content and pedagogy (World Bank, 2011).

The reviewed literature shows that the implementation of CBC in schools is ineffective since the teachers continue to use more content based approaches than those proposed for competence based curriculum. Teachers lesson plans do not reflect the qualities of competence based lesson plan, students’ participation in classroom activities is very low and teachers mostly use summative assessment rather than formative assessment in assessing students’ academic progress (Komba and Mwandangi, 2015). This calls for the researcher to assess the effectiveness of teachers training programmes in preparing teachers towards the implementation of competency based curriculum in Tanzanian schools with special focus on Sumbawanga Municipality Teachers’ Colleges.

1.4 Objectives of the Study

The study was guided by general and specific objectives. These objectives are described as follows:

1.4.1 The General Objective

The general objective of the study was to evaluate the effectiveness of teachers training programmes in preparing teachers towards the implementation of competency based curriculum in schools.

1.4.2 The Specific Objectives

The study specifically aimed to:

- (i) Examine the tutors' knowledge and skills on competence based curriculum
- (ii) Identify the teaching approaches used in teachers' training programmes in preparing teachers to implement competence based curriculum.
- (iii) Examine the techniques employed by colleges to make student-teachers practice what they have learnt in the programme as preparation of implementing competence based curriculum in schools.

1.5 Research Questions

The study was conducted to answer the following research questions;

- (i) What do tutors know about competence based curriculum and the skills needed to effectively implement it?
- (ii) What are the teaching approaches used in teachers training programmes in preparing student teachers to implement the competence based curriculum?

- (iii) What are the techniques employed by colleges in the training programmes to make teacher trainees' practice what they have learnt in preparing them to implement competence based curriculum

1.6 The Significance of Study

The knowledge generated from this study aims to create awareness to the government and teacher trainers on the importance of improving teachers training programmes in implementing competence based curriculum in schools. This study further provides knowledge to the government, specifically the Ministry of Education Science and Technology, teachers training institution both private and public, Tanzania Institute of Education (TIE), National Council for Technical Education (NACTE), curriculum planners, Quality Assurer's, Tutors, trainees and other education stakeholders on how to establish effective training programmes to both tutors and trainers for better implementation of CBC in Tanzania Finally, the study will further serve as a reference guide for other researchers on provision of knowledge about teachers training programmes and competence based curriculum.

1.7 Limitations of the Study

The study was affected by the following constraints: the first constraint was the duration of the study in the colleges. While some tutors and students were in the classroom session others were in the single lesson teaching practice and others were in the preparation of Teaching Practice. To maintain the quality of the study the researcher extended the duration of collecting the filled questionnaires from two weeks to one month.

Another constraint was financial support for conducting the research. The research fund came late from the sponsors. However, the researcher tried to seek for fund from other sources to make sure that this problem does not affect the conduct of the research.

1.8 Delimitation of the Study

The study was confined itself to the Teachers Training Colleges found in Sumbawanga Municipality. This helped the researcher to trace the effectiveness of the training programmes provided to teachers in preparing them towards implementing CBC in schools. Furthermore, the study explored more from the data gathered from teacher trainers and teacher students.

1.9 Definition of Key Terms

The important key terms in this study are Teacher, training programme and Competence Based Curriculum as defined below:

A teacher is a person who helps others to acquire knowledge, competences or values. Informally the role of a teacher was taken by anyone in a society in an informal setting. Formal teaching is usually carried out by paid professional teachers who are employed; their main role is to teach others in a formal education context, such as at a school or other places of initial formal education or training.

Training programme is an organized activity aimed at imparting knowledge or instructions to improve a recipient's performance or to help him or her to acquire certain knowledge or skills. The main goal of training is to improve one's capability, productivity and performance. In case of Teacher's, Training is the process of

preparing one to become a professional teacher in a whole range of skills and techniques needed in order to function as a trained teacher as opposed to untrained one (Mohamed, 2016).

Competence Based Curriculum refers to a curriculum instruction, which shifts focus from traditional approach of what teachers believed students need to know (teacher centered) to what students need to know and be able to do in different spheres for their entire life.

The model of teaching and learning from traditional syllabus or content oriented to outcome based (Hatmanto & Tasriyah, 2011). Besides, competence based curriculum has been defined as an instructional system in which performance –based learning takes place (Tilya and Mafumiko, 2010). For the purpose of this study the above definitions as stated by different scholars will be adopted and used.

1.10 Organization of the Study

This study is organised into six chapters. Within the chapters there are headings and sub-headings. Chapter one is the introduction of the study. It contains background of the study, statement of the problem, research objectives, research questions, purpose of the study, significance of the study, limitations of the study, the scope of the study and definition of key terms.

Chapter two is organised into the following headings and sub-headings: basic concepts in Teachers Training Programmes and Competence Based Curriculum, the tutors' Knowledge on CBC, Teaching approaches used in Teachers' college, the techniques used in training programmes to make teacher trainees practice CBC and

the challenges facing teachers' training institutions in implementing CBC. Furthermore, the general discussion of systematic approach to effective training, the practice of CBC; the historical perspectives of CBC in schools and Empirical studies on CBC in Tanzania are discussed. Finally, the research gap as well as the conceptual framework of the study will be identified and described as the base of this study.

Chapter three of the study presents the methodology and procedures, which were used in conducting the research. The chapter focuses on the research paradigm, research design, location of the study, population of the study, sampling procedures and sample size, tools used for data collection, data analysis procedures, procedures for checking reliability and validity and finally ethical considerations.

Chapter four presents the findings and analysis of the data. This chapter thoroughly analyses the data gathered from the sampled respondents and presents the major findings. The information in this chapter is presented statistically using tables and figures to summarise data obtained from respondents and major findings are thematically presented in relation to the research objectives.

Chapter five of this study is zeroed the discussion of the findings of the study while chapter six presents the summary of the study and the major findings. Finally, the chapter draws conclusions from the major findings and gives recommendations for action and for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents basic concepts in teachers training programmes and competence based curriculum; the tutors' knowledge on CBC, teaching approaches used in teachers' colleges, the techniques used in training programmes to make teacher trainees practice CBC and the challenges facing teachers' training institutions in implementing CBC. Furthermore, the general discussion of systematic approach to effective training, the practice of CBC; the historical perspectives of CBC in schools and empirical literature on CBC in Tanzania are acknowledged. Finally, the research gap and the conceptual framework, which guides the current study are addressed.

2.2 Basic Concepts

2.2.1 The Teachers Training Programmes

The teachers training programmes in this study are viewed in terms of their aims and objectives, the model and structure of training programmes, the curriculum content, learning areas and subjects for teachers' education in Tanzania and the challenges facing teacher's training programmes. In this part the meaning of curriculum, competence based curriculum and the characteristics of competence based curriculum are discussed. These are systematically addressed as presented in the following subsections:

2.2.1.1 The Aims and Objectives of Teachers' Training Programmes

A teacher has a wider range of tasks and responsibilities to do with students. The major teacher's role is to guide, organize and promote student's learning experiences,

initiatives and interaction with the curriculum content. According to MoEVT; (2014) teacher's education and training aims to:

- (i) Impart to teacher trainees theories of education, psychology guidance and counseling.
- (ii) Impart to teacher trainees the principles and skills of pedagogy, creativity and innovation
- (iii) Promote an understanding of the foundation of school curriculum
- (iv) Sharpen the teacher trainees and tutors' knowledge and mastery of the selected subjects, skills and technologies.

Teachers training programmes are expected to provide teachers with life-long competence and enable them to practice the competences gained after graduation in all areas of their lives (Kazu and Demiralp, 2016). The study done by Devi (2016) shows that teacher's education system plays a crucial role in shaping the school education. This shows how teacher education and training is important in implementing curriculum in schools. The learners' performance in school depends on the teacher's skills and their competence on what they are teaching.

The skills and competences which a teacher is expected to demonstrate in classes is a result of the training acquired from the college. This is supported by the National Curriculum Framework for School Education (2005) which highlights that the quality and extent of learners' achievement are determined primarily by the teacher's competence, attitude, sensitivity and motivation.

The level and quality of subject knowledge, pedagogical skills teachers possess to meet the needs of diverse learning situations and learners, the degree of commitment

to the profession, sensitivity to contemporary issues and problems and the level of motivation critically influence the quality of curriculum delivery in classrooms (NCFSE, 2005). All these have to be done by teachers' education and training programmes to make a correlation between what teachers are imparted to what they are going to impart to learners in their classrooms.

2.2.1.2 The Model and Structure of Teachers' Training Programmes in Tanzania

Training programmes for teachers at all levels of the education systems are offered by specialized institutions called colleges or universities. The teacher training is offered by both government and private owned colleges. In Tanzania teacher training is divided into two categories namely, pre- service and in-service training (Bhalalusesa; 2017). Pre-service training prepares a person for a teaching career. This training enables future teachers to grasp educational theories, education philosophy, teaching methodologies and educational ethics whereas gaining social skills, knowledge and skills in different subjects with which to start a successful teaching career. A teacher is expected to master his or her area of specialization to be in the best position to help learners.

Currently, teachers training is offered in three clusters namely; Grade "A" teachers, Diploma teachers and Degree teachers. Grade "A" teachers and Diploma teachers are trained in colleges and Degree teachers are trained in universities. The great emphasis is given to college based training programmes as it is in the focus of this study. College-based programmes offer either a two year grade "A" teacher certificate education or diploma teacher in secondary education.

A person qualifies to be given a certificate for grade “A” teacher after completing ordinary secondary education (O-level) and attending a two years training at teachers college. This is the only initial course for primary school offered in teachers colleges where the training at this level emphasizes on teaching methodologies.

As for the diploma in secondary education, a student teacher qualifies to be awarded the diploma after a successful completion of a two years teachers training in the recognised teachers’ college in addition to their advanced certificate of secondary education (MoEVT; 2014). Teacher trainees’ curriculum at this level emphasizes on teaching methodologies and ethics. The curriculum for grade “A” certificate and diploma in secondary education is designed and developed by the Ministry of Education and Vocational Training through the Tanzania Institute of Education (Meena; (2009).

In-service training; is a training is given to teachers who are already working. It is supposed to be provided constantly and consistently but different in approaches. The aim of in-service teacher training is to improve the quality of teaching among teachers, as well as familiarizing teachers to new things so that they can carry out effective teaching and learning.

Without this training, teachers will be outdated, unlikely to cope well with changes and lose their ability to work effectively and efficiently. Most of the time, in-service training is offered through short courses, seminars, workshops, meetings and other special training. The training is offered by the government and other education stakeholders within or outside the country.

2.2.1.3 The Curriculum Content, Learning Areas and Subjects for Teachers'

Education in Tanzania

Mosha (2012) defines the curriculum as the embodiment of the programme of learning, which includes the philosophy, approach, content and assessment. The teacher education curricula for all diploma and certificate level to be covered by teacher trainees in Tanzania is designed, developed and monitored by the Tanzania Institute of Education (TIE). The contents are designed in a way that the aims and goals of education and training policy are covered. Dasu (2001) found that since 1970s teacher education curriculum was divided into two aspects. The first aspect is academic subjects and the second aspect is professional development skills including teaching practice. For the aim of this study the content and curriculum includes those designed and developed for diploma and certificate teacher training.

(i) The Structure of Curriculum Content for Diploma Teacher Programme

Whenever the diploma course is offered in Tanzania it should include three (3) broad learning areas: professional studies, academic courses and teaching methods and general courses as illustrated in the Table 2.1.

Table 2.1: The Structure of Curriculum Contents, Learning areas, and Subjects for Teacher Education in Diploma Programmes

Learning Areas	Content, Learning Areas and Subjects
1. Professional Studies	Curriculum and Teaching for Secondary Education (CT)
	Foundation of Secondary Education (FOE)
	Psychology, Guidance and Counseling (PGC)
	Research, Evaluation and Measurement (REM)
2. Academic Courses and Teaching Methods	Academic Content Knowledge (ACK)
	Pedagogical Content Knowledge (PCK)
3. General Courses	Development Studies (DS)
	Information and Communication Technologies (ICT)
	Education Media and Technology
	Communication Skills
	Project Work
	Religion

Source: MoEVT, (2002)

(ii) The Structure of Curriculum Content, Learning Areas and Subjects for Certificate Teacher Programme

The curriculum for certificate level teacher education is designed and developed within the shift of paradigm whereby teaching shall be taken as a facilitation of learning rather than transfer of knowledge where learner centered in teaching and learning, knowledge construction, skills, attitudes and competence building for teacher trainees are emphasized.

Table 2.2: The Structure of Curriculum Content, Learning Areas and Subjects for Certificate Programmes

Learning Areas	Subjects
1. Profession Studies	<u>U</u> alimu
2. Academic and Pedagogical Subjects Areas	Kiswahili, Kiingereza, Hisabati, Historia, Jiografia, Stadi za Kazi, TEHAMA, Sayansi, Uraia na Haiba na Michezo
3. General courses	Vielelezo na Teknolojia
	Stadi za Mawasiliano
	Dini
4. Methodologies	Methodologies for Teaching Primary Subject

Source: MoEVT, (2009)

The reviewed literature shows that the contents taught in Grade “A” teachers’ training colleges as indicated in the curriculum designed by the Tanzania Institute of Education (TIE, 2010) are helpful in acquiring the knowledge and skills necessary in the process of teaching and learning in primary level (Mohamed, 2016). Despite good knowledge and skills given to teacher trainees from contents designed the problem is on side of the methods used by teacher trainers in preparing them to implement CBC in schools. For instance: Kafyulilo, Rugambuka and Moses (2013) point that the training given to student teachers is theoretically taught rather than practical.

This result into failure to adopt the teaching methods they have acquired from the training in implementation of CBC in schools. Also, the implementation of curriculum contents in some of the Teachers Training Institutions (TTI) are facing problems like the lack of competent tutors, lack of teaching-learning resources compared to number of trainees in the college and the content supposed to be covered; library facilities, computer and internet facilities, reference books and other supplementary materials. As a result of these issues, Paul (2014) in his study suggested that there is a need of reviewing the curriculum in teachers' education in order to provide pre-service teachers' education with necessary competencies needed to implement CBC in schools in Tanzania.

2.2.2 The Meaning of Curriculum, Competence Based Curriculum and the Characteristics of Competence Based Curriculum

2.2.2.1 The Meaning of Curriculum and Competence Based Curriculum

The word curriculum and competence based curriculum has different meaning from different scholars. For instance, curriculum has been defined as the total efforts of the school to bring about desired outcomes in school and out of school situations (Taba, 1962). In addition, curriculum has been defined as the entire experience throughout the training programme, as taught by teacher educators, as organised both on and off campus, and as learnt by student teachers (Lewin and Stuart, 2015).

A competence based curriculum capitalizes on competence based learning which focuses on understanding the concepts, skills and competencies which in turn calls for change in teaching and learning and assessment approaches (Posner; 1995).

Competence based curriculum is an instructional objective which has shifted from teacher-centered focusing on students' needs and application of learned knowledge in their day to day life. It is the integration of competency and life skills in the curriculum.

The curriculum focuses on the outcomes (graduates competencies) rather than knowledge gained. The implementation of competence based curriculum leads to a paradigm shift (from content based to competence based) on the knowledge and goals of the curriculum, teaching materials and approaches, learning process and how to assess learners during and after the course of study (Hatmanto; 2011).

The competence based curriculum aims at developing learners' competences so as to fit in the global changing world and be useful to their real life. It focuses on the end product of instructional objectives (Kimaryo, 2011). It is different from the traditional content based curriculum which is highly discipline based and aimed at the acquisition of knowledge (content) in the mind of learners. Furthermore, the content (material) based curriculum is fixed and knowledge is seen as inert while the competence based curriculum is subject to change depending on the nature of the environment.

2.2.2.2 The Characteristics of Competence Based Curriculum

The learning process in CB classes should be in an interactive and democratic way where the teacher does not consider students as mere empty vessels but understand that students can also construct knowledge (Mundry, 2005). The Teacher's role is to expose learners to contradictions and encourage them to ask critical questions so as to construct and reconstruct knowledge.

Also the learning process involves a mixture of learning activities such as case study, experimentation, portfolios, project work, individual performance and different hands-on activities which enhance students' thinking (Hatmanto, 2011). On the side of material based curriculum, learning process is individual based. Mostly students work alone and teachers are not assumed to know everything and teaching is perceived as the acquisition of content from teachers to the learner. There is less use of participatory methods in teaching and learning.

In competence based curriculum teaching and learning materials are not and should not only be limited to syllabi. Teachers can use other learning materials such as reference books, learning kits, models and internet in addition to basic ones suggested in the curricular. However, the content based curriculum materials are primarily based on textbooks and workbooks as suggested in the syllabi (Wangeleja, 2010).

Assessment is part of learning process in determining the development of competencies in the competence based curriculum. Hence, formative evaluation is highly encouraged than summative evaluation. Assessments in CBC focus on the performed competence rather than assessing the acquisition and reproduction of facts, information and knowledge gained by a student as it is used in content. The CBC assessment helps learners to develop the capacity of being able to act now and in the future and be responsible for their actions (Branford *et.al.* 2005).

This kind of assessed competence according to Kimaryo (2011) is called applied competence. It measures how much knowledge, skills and attitudes students have acquired in learning and how well they can use the skills and knowledge for better

improvement of their lives. On the other hand, in content based curriculum, teachers use more summative assessment which do not add much value to both teachers' and students' performance.

The content based curriculum assessment is based on memorization of learned facts. Multiple choice types of questions are mostly used in content based curriculum assessment. The revealed literature shows that there is varied understanding of the features of CBC. For instance in the study done by Paul (2014) explains that the pre service teachers responses on features of CBC in terms of expected outcomes and prescribed teaching and assessment methods showed that there are varied understanding on features of CBC. Most of the pre-service teachers were not aware of the assessment methods required for the implementation of competence based curriculum. The Teachers Training Programmes for CBC needs to reflect teachers daily activities; needs to involve interactive and collaborative activities, should be research oriented, should be conducted for long duration and involve on going activities.

2.3 Teacher Trainers Knowledge and Skills on Competence Based Curriculum

The term trainers refer to instructors in teachers training institutions. In teachers' training colleges such as diploma and certificate level the trainers are known as tutors and in college of education in universities trainers are known as lecturers (Mohamed, 2016). The minimum qualification of tutors at diploma and certificate training institutions by MoEVT, (2014) as indicated in Tanzania Education and Training Policy (ETP, 1995) is a valid university degree with the necessary professional qualification and specialization.

For further professional development of these tutors, Tanzania Institute of Education (TIE) is the responsible organ for establishing facilities and programmes for tutors training. There are different efforts done to improve the quality of teaching in teachers colleges through professional development of tutors. In teacher education these efforts have included re-interpretation of the concept of quality, changing the college curriculum in 2000 and provision of in-service education to tutors introduced in 1988 (Mtama and Emsheimer, 2003).

In these programmes tutors are taught the new concepts and new pedagogy that encourage the use of participatory methods rather than spending more time on studying content knowledge. Moreover, in order to enhance change in both the conception and practice in teaching the tutors have introduced mentoring system in colleges which provides an opportunity for tutors to reflect on their roles as teacher educators, discuss what quality of education involves and plan ways to practically promote quality teaching and learning in colleges.

The situation seems to be different from what was expected to the tutors after the provision of capacity building. The low qualification of trainers in teacher colleges seems to be a problem in preparing teacher trainees in acquiring the knowledge and skills to become potential teachers. Despite of different programmes for facilitating the tutors yet there is low ability of transforming the learnt concepts into practice. Emsheimer and Mtana (2003) urge that tutors encounter problems not only on just changing the concept of education but also in different ways of implementing change in this new conception. When in their colleges, they demand help on how to put the new ideas into practice. Mosha (2012) stated that effective teaching arises from tutors

competence in engaging students in academically and methodologically focused activities.

In the study done by Mikidadi (2013) it is also shown that teachers' trainers have low ability, which resulted into insufficient and inappropriate delivery of skills needed in job performance. This shows that even the knowledge and skills of CBC is not well known to all tutors in TTI who are supposed to impart the skills and knowledge to teacher trainees. This means that the knowledge of CBC is low to most of the college tutors, hence resulting to failure for them to impart to teacher trainees the qualities of CBC needed for effective implementation of it in schools.

2.4 Teaching Approaches Used in Teachers' Training Programmes with Respect to Competence Based Curriculum

According to TIE (2009) the process of teaching and learning in diploma, certificate and teacher education in general should emphasize on student centered approaches. In these approaches student teachers are encouraged to be the centre of the learning by taking more responsibilities while tutors should remain as facilitators and not as the unique source of knowledge. As far as CBC is concerned, trainees should fully participate in learning to help them gain experiences on student centered approaches.

According to TIE (2010) the teacher trainees can be engaged in teaching and learning process in the following ways:

- (i) Engaging students in active learning experiences
- (ii) Providing regular and timely feedback
- (iii) Presenting real life applications

- (iv) Creating opportunities for student-tutors interactions
- (v) Creating opportunities for student-student interactions
- (vi) Creating opportunities for student-materials interactions
- (vii) Understanding and applying different techniques for assessing students
- (viii) Striving for continuous professional development
- (ix) Consideration to students-teachers with special needs

The situation is contrary in TTI because these methods are only written in syllabi and known to tutors but the mostly used are non-participatory method like lecturing ignoring the active ways like discussions and class presentations. Mohamed (2016) points out that the basic methods used in TTI were lectures and questions and answers which are not participatory methods. Other methods like group discussion, individual assignment, project and brainstorming were not often used. The teaching approaches which trainers mostly used affect the trainees' assessment. The assessment methods for grade "A" and diploma in TTI are class presentation, essay writing based on individual and group assignment, tests and final exams. As a result the teaching approaches used led to partial teaching of content in colleges which led to differences in relationship between Continuous Assessment and Final Exams (Mohamed, 2016).

It was also noted that the training programmes are only known for delivering of training but the methods for administering training are not known and applied. Training materials and tools are also not given proper weight and importance for training effectiveness. For measuring training effectiveness and its implementation for CBC in schools, administering tests, group feedbacks and practices are needed.

Apart from that training materials like notebooks, teaching instruments and alike should be available Mikidadi, (2013).

2.5 Techniques Used to Make Student Teachers Practice Competence Based Curriculum in Teachers Colleges

There are various techniques, which can help trainees to practise what they have learnt as a way of preparing them for effective implementation of CBC. For instance, MoEVT, (2009a, 2009b, 2009 c and 2009d) pointed varieties of teaching methods that if properly applied in TTI will give positive results to teacher trainees in the process of implementing CBC in schools. The methods are: group discussion, individual projects, group projects, study visits, lecture methods, storytelling, brainstorming, questions and answers, guest speakers, class presentations, seminar presentations, library search, role play, demonstration and experiments.

Another important component in teachers training is Teaching Practice. This is the accepted way of introducing student teachers to their teaching profession (Mohamed, 2012a). Generally, there are four types of Teaching Practices practiced in TTI: Micro Teaching Practice (MTP), Peer Group Teaching Practice (PGTP), Single Lesson Teaching Practice (SLTP), and Block Teaching Practice as explained below:-

First, Micro Teaching Practice (MTP) is the type of teaching practice where the teacher trainees' observes the tutors when teaching so that they can be in a position to do the same (Mohamed, 2016). Second, Peer Group Teaching Practice (PGTP) is a teaching practice done in the classroom when trainees practice teaching among themselves. This type of teaching practice does not need tutors' presence in the classroom (Mohamed, 2012b).

Third, Single Lesson Teaching Practice (SLTP) is a type of Teaching Practice where a teacher trainee goes to school and teaches only a single lesson where he/she is assessed by the tutor and goes back to the college (Mohamed, 2016). Fourth, Block Teaching Practice (BTP) is the type of teaching practice whereby teacher trainees are allocated to different schools and practice teaching and tutors normally go to assess student's performance and it takes a long time for about two months for each academic year (Mohamed 2012c, WEMU, 2012b).

The reviewed literature show that Block Teaching Practice is the most common practice used in Teachers Training Institutions to make the trainees practise what they have learnt in the classroom as a preparation for them to implement competence based curriculum in schools. Teacher trainees are not given much time for practicing what they have acquired in the programme. The training is done more theoretical than practically thus making teachers' failure in transforming what they have learnt in the colleges to real life situation when implementing the curriculum in the classroom (Mohamed, 2016).

Block Teaching Practice should not be the only way for assessing teacher trainees' competences in the programme, other methods like single lesson teaching practice, peer group teaching practice, micro teaching practice, class presentation, seminar presentation should regularly be used to make trainees practice what they have been taught for better implementation of CBC in schools.

2.6 Challenges Facing Teachers Training Programmes

Teachers training and education need to impart knowledge that enables teacher trainees to acquire essential skills and competences. Different researchers point out

the ineffectiveness of teachers training programmes. Devi (2016) shows that the evaluation system followed in teacher education programmes is too information oriented, excessively quantitative and lacks comprehensiveness. Apart from conceptual and pedagogical aspects, the programme needs to develop certain attitudes, dispositions, habits and interests in a teacher. This observation provides distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

Furthermore, Kazu and Demiralp (2016) state that the extent to which these teachers training programmes are efficient in up-skilling life-long learning competence is unclear. Teacher training programmes are insufficient to up-skill life-long learning competence to improve pre-service teacher's self-improvement. The reviewed literature shows that despite changes in teachers training programme teachers' qualification is still poor. For instance, Solak (2016) claims that in Turkey teacher training programmes have been exposed to changes through time; however, it is still argued that teachers' qualifications are not at the desired level. The situation is similarly prevailing in Tanzania where the study done by Komba and Mwandanji (2015) observed that the link is missing between the way the teachers were being prepared in teachers training institutions and the actual pedagogical implementation in schools.

The addition is made in the study done by Makanju (2016) who suggested that more systematic ways to evaluate and judge the effectiveness of teacher training must also be found. The use of recall tests, grading of lecture notes written up on the chalk board, and the numerical grading of teaching practice are not fit for purpose in

assessing the pedagogical competence of trainee teacher. In the study done by Serbati** (2015) participants lightened that the implementation of competence based approaches (CBA) are complex, due to high number of variables to be considered both at the course and individual level.

The ineffective training to teacher trainees as stated by different scholars mentioned above is a result of many factors like low ability of tutors', low readiness of trainees, inconvenient learning environment and failure of training programmes or courses to meet the training needs (Mikidadi, 2013). In the research conducted by Moshi, (2011) on challenges facing public organization in providing training to their employees; it was found out that there was availability of training but there was no good policy and implementation, financial constraints, inappropriate training programmes, shortage of professional trainers, lack of support from superiors and inadequate needs assessment. In addition, teachers training institutions are facing low ability of trainers, low trainees readiness and inconvenient training environment. Mohamed (2016) also mentioned other challenges facing TTP as ineffective supervision of institution programme like monitoring of tutors' attendance, lack of enough teaching and learning resources compared to number of trainees in the college and the contents to be covered, library facilities, computer and internet facilities, reference books and other supplementary materials.

To address this issue many countries have adopted a competency-based framework against which to judge the effectiveness of those who have completed their initial training and which can be used to induct teachers into the profession and ensure on-going practices. For instance Serbati** (2015), suggests that in order to create

programmes oriented for development of competences, national standards of education, university framework and regulations as well as national professional standards have to be considered as a product of institutional, social, cultural and economic stakeholders.

2.7 A Systematic Approach to Effective Teachers' Training

The aim of the training is to impart the knowledge, skills, attitudes and behavior that enable the trainees to improve their job performance. According to Armstrong (2016) training should be systematic that is specifically designed, planned and implemented to meet the defined need. It is provided by professionals and systematically evaluated. McNamara (1997, cited in Kennedy, (2005)) highlights that a systematic approach to training includes taking the time to analyze the organization needs from its employees for better implementation of intended curriculum, accomplishing the results, and making assessment on the training and development approaches needed by employees to better accomplish those results.

A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. According to Agarwala (2007) the systematic approach to training involves the following four phases: firstly, needs assessment (diagnostic phase), secondly, programme design and development, thirdly, programme implementation and fourthly, evaluation.

Besides, Armstrong (2009) has identified four steps of a simple systematic training model which includes: identify training needs, deciding what sort of training is

required to satisfy these needs, using experienced and trained trainers to implement training and following up and evaluating training to ensure that it is effective.

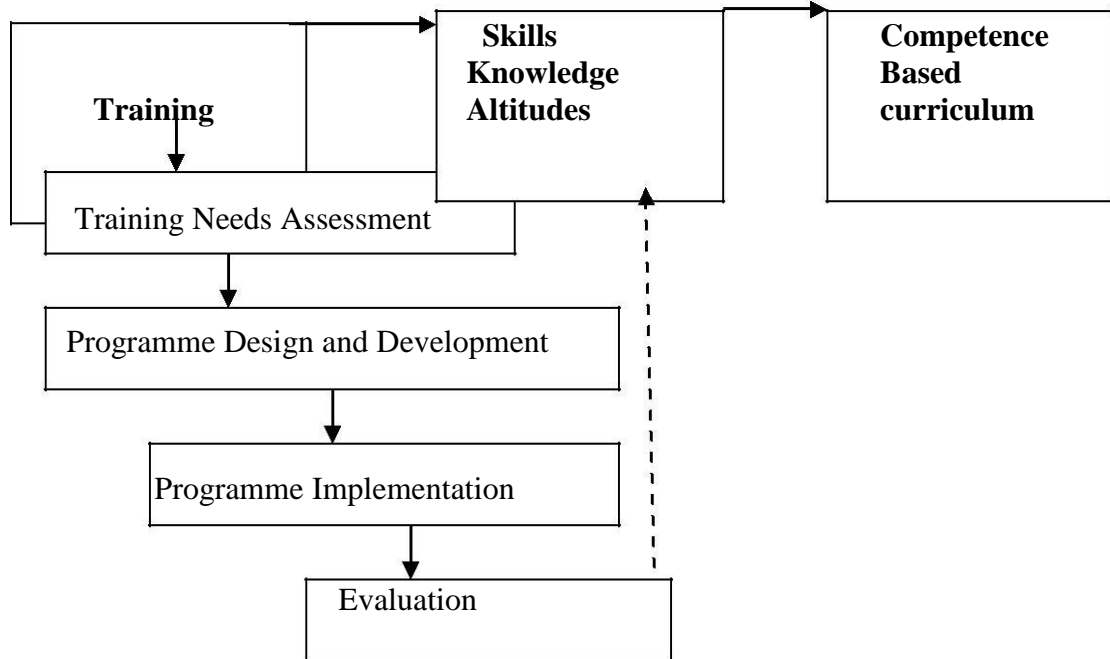


Figure 2.1: Systematic Training Practices

Source: Armstrong and Agarwala (2009)

2.8 The Practice of Competence Based Curriculum

In this session the history of competence based curriculum and the empirical review of competence based curriculum in Tanzania is discussed.

2.8.1 The Historical Perspectives of Competence Based Curriculum

The history of CBC can be traced back to the early 1970s when competence based education emerged for the first time in United States of America (Richards and Rodgers, 2001). It was a kind of an educational movement that defined educational goals in terms of precise measurable descriptions of knowledge, skills and behavior that students had to possess at the end of the course of study.

In Africa, CBC was adopted in South Africa in 1998; following the acute problem of professionals like engineers, technicians and artisans. South Africa adopted CBC in a bid to change attitudes of all South Africans and to equip them with employable skills to cope with challenges issues in the 21st century (Komba and Mwandaji, 2015).

In Tanzania, CBC was introduced in 2005. The introduction of CBC was the second major pedagogical change in the country after the first change that took place in 1967 when education for self-reliance was introduced. The competency based curricular have led to the development of competency based learning and competency based assessment in secondary education (World Bank, 2011). A competence based curriculum insists on the use of theory and practical to enable the learners to apply what they have learnt in schools in social life. Through this new approach as pointed by a Principal officer, trainers have to teach both theory and practical together for students to translate both theory into practice (World Bank, 2011).

National Council for Technical Education (NACTE) emphasizes that curricula of learning institutions should be transformed to competence-based in order to allow assessment procedures to be based on smaller units of work that can be credited towards a qualification at any given level. The curriculum at all levels is not aligned to the needs of industry, therefore should be updated to more practical and applicable to real life than the theoretical focus that currently exists (programme Officer, Kenya private sector alliance, World Bank, 2011). The CBC in Tanzania intend to develop communication competences, numeracy skills, creative and critical thinking, technological literacy, personal and social life skills and independent learning competences to each student (UNESCO; 2010). Basing on these competences, it is

believed that if the curriculum is well implemented in the classroom, the graduates will be effective members of the community that will not only contribute positively but also be able to cope with various life situations.

From this paradigm TTP needs to impart to student teachers the pedagogical skills and knowledge of subject matter in order for them to create interactive classrooms activities that will result into competent graduates.

2.8.2 Theoretical Literature on Competence Based Curriculum

Competence Based Curriculum is an eclectic learning model adopting its concepts from different learning theories: behaviorist, functionalist and humanistic learning theories. For instance Tyler (1976), on his study placed an emphasis on practical preparation of profession and the importance of students to learn the theoretical foundations and to best understand how to apply their learning into practice. He also insists that, curriculum should be dynamic and always under evaluation and revision rather than a static set program. This dynamic approach to learning shifts development from being a content driven model to student centered approach to learning. Mastery of learning recognizes that not everyone learns at the same time or pace.

Furthermore, Carroll (1963) on his work believed that “most students (perhaps more than 90%) can master what we have to teach them, and it is the task of instruction to find the means which will enable our students to master the subject under consideration” (Hall & Jones, 1976). This “mastery of learning” approach allows for assessment of a student’s learning pre and post a lesson to determine the length, extent, depth required and what educational interventions would be helpful to assist

the student in learning (Le et al., 2014). Learning objectives are developed based on the outcome of a pre-assessment of student knowledge. Instruction, based on the learning objectives, focuses on specific behaviors a student needs to demonstrate in order to achieve competence.

Fred Keller a theorist and behavioral psychologist focused on instruction delivery that allowed for mastery and self-paced learning. Keller developed a method of instructional design called learning modules. Keller's learning modules break down learning objectives into specific activities that a student performs in order to gain knowledge of the material and demonstrate their learning (Smaldino, Lowther, & Russell, 2008). Demonstration of mastery is through the achievement of these learning objectives. Once a lesson is complete, a post-assessment determines where learning gaps still exist and where additional support is needed. Individualized learning is offered to assist student's still struggling with achieving competence. Hall and Jones (1976) advocate that, mastery of learning requires steering instruction away from group-based learning and focusing on each student's ability, learning style, and learning pace. Hall and Jones (1976) state that, most students can master learning if an instructor can recognize the learning needs of a student and provide continued learning opportunities until they master the instructional content.

Also, Skager (1979) insisted on self-directed learning. According to Skager, self-directed learning is "a willingness to initiate and maintain systematic learning on [a student's] own initiative" Students in a self-directed learning environment learn material based on their interests and in a pace comfortable for them. Although the teacher provides the outline of what is to be learned, students construct their own

knowledge and understanding through exploring, creating, testing, and observing others. In a traditional education model, a guided schedule and pace is dictated by the teacher. In a self-directed model “students find learning relevant to their needs when they are allowed to study under conditions of high interest and reinforcement”

2.8.3 Empirical Literature on Competence Based Curriculum

Kafyulilo, Rugambuka and Moses (2013) conducted research on implementation of competency based teaching in Morogoro Teacher’s College, Tanzania. They found that competency based teaching approaches are not well implemented in schools in Tanzania because the concept of competency based is not well known to most pre-service teachers despite of their high perception on understanding and ability to implement competency based teaching approaches.

On his study he recommended that more efforts need to be dedicated to tutors’ and college Principals on understanding of competency based teaching approaches. Paul (2014) conducted a research on pre-service teachers’ preparedness to implement competence based curriculum in secondary schools in Tanzania. In his findings he revealed that although pre-service teachers were aware of the teaching methods and assessment insisted on the implementation of CBC in teaching and learning they were not using the suggested methods in their classroom practices.

The pre-service teachers have continued using traditional method of teaching together with pencil and paper forms of assessment despite of the demands of the newly adopted curriculum. The recommendation was given to the teacher education

institutions to review their curriculum so as to provide teachers with teaching skills needed in the implementation of CBC in secondary schools.

Furthermore, Mohamed (2016) conducted a research on the quality of contents, staffing, and teaching approaches of degree and non-degree teachers training institutions in Tanzania. The research revealed that firstly, the content, structure and coverage of the programmes were well organized and covered the important issues in teaching profession. Secondly, the time allocated for professional subjects was said to be not enough, especially for diploma and grade A teachers' courses. Thirdly, there were no modern teaching aids and well-equipped libraries in all teachers training institutions and in some of the new universities. Fourthly, the passive transmittal teaching and learning approaches were the most used and active learning activities were rarely used. Lastly but not least, some tutors' and lectures experiences were below standards, some possessed bachelor degrees only, some were diploma holders with very few holder of Master's degree.

Finally, the researcher recommended on the following issues for Management and for further research: attracting and retaining quality tutors', attracting and admission of qualified students, innovations and reforms of teacher education programmes, the provision of better infrastructures, curriculum, teaching and learning resources and for further research he recommended on the assessment of actual teaching after graduation for degree and non-degree candidates as well as consumers assessment of the quality of outputs for degree and non-degree candidates in Tanzania. From this observation it is possible that teachers training programmes are not preparing teacher trainees towards the implementation of competence based curriculum in schools.

2.9 The Research Gap

Literature has revealed that competence based curriculum requires teachers' who are competent, skilled and knowledgeable on the effective use of participatory teaching methods, create interactive classroom activities and who can apply various assessment techniques than the use of pencil and paper form of assessment as used in content based curriculum. In order for teachers to effectively implement competence based curriculum there is a need for training programmes to impart them with competence, skills and knowledge of competence based teaching styles.

From the reviewed literature there are no specific studies done in Tanzania about teacher training programmes toward teacher's implementation of CBC in schools as a focus of this study. The studied literature revealed that tutors and teachers are not implementing competence based teaching approaches in schools and teacher training institutions. There is a continuous use of content based approaches that was based on teacher centered approach as opposed to CBA that encourages student centered approach.

This shows that teachers are not well prepared in colleges either it is because curriculum contents offered do not satisfy the training needs, lack of enough teaching and learning resources or inability of trainers to impart the defined knowledge and skills to trainees as far as CBA is concerned. Therefore, from the identified research gap there is a need to conduct a study to investigate the effectiveness of teacher training programmes in preparing teachers towards the implementation of CBC in schools. Teacher's training programme is an independent variable and competence based curriculum stands as dependent variable. Effective teachers training programme

need systematic approach, which involves training needs assessment, programme design and development, training implementation and evaluation as well as continuous follow up of the programme. The systematic process may lead to better implementation of CBC in schools.

2.10 Conceptual Framework of the Study

The conceptual framework of this study was based on the reviewed literature. Literature shows that there is great connection between curriculum change and training programmes of curriculum implementers (teachers). Teacher training programmes need to reflect the needs of CBC in classrooms as shown in the Figure 2.2.

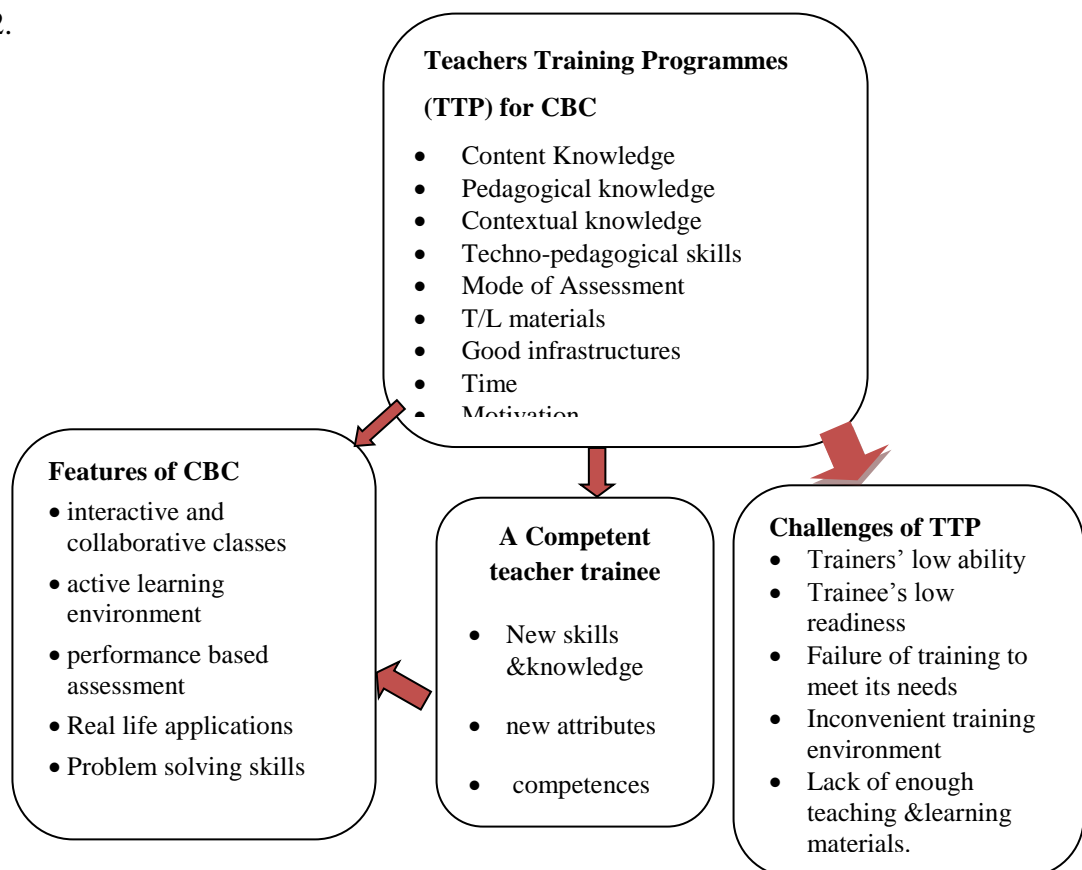


Figure 2.2: Evaluation on the Effectiveness of Teachers Training Programs in Preparing Teachers towards Implementing Competency Based Curriculum

Source: Chilumika, (2013)

The conceptual framework explains that teacher education and training as a programme of professional preparation of teachers needs to focus on specialized knowledge, skills and personal attributes essential for exercising the competence based classroom. The teacher Training programmes for competence based curriculum implementation should have the following characteristics: firstly, it should provide knowledge and skills of subject-matter. This includes content, syntax and structure of the discipline. This makes teachers have ownership of the contents which will motivate them to participate in the programmes.

Secondly, the TP should impart teachers with pedagogical knowledge content. This can be done by providing to teachers a conceptual map of how to teach a subject, instructional and presentation strategies, knowledge of student's understanding, knowledge of curriculum and curriculum materials.

Thirdly, competence based teacher training needs to be familiar with a contextual knowledge. Teachers need to be given the knowledge of things which directly or indirectly affect the school and teaching-learning process. Things like culture, society and ethos should be familiar to teachers during the training.

Fourthly, techno-pedagogical skills is very important to teachers training programmes, this will not only make the teaching and learning interesting and joyful but also interactive and participatory. Moreover teaching and learning materials, good infrastructures, times, mode of assessment and Motivation to tutors are important elements to be considered for effective implementation of CBC.

The competence based classroom requires teacher educators to create friendly learning environments where learners collaboratively learn and attain competences. Teachers need to guide the learning process through provision of effective learning activities such as group discussion, project work, and study visits. Besides, the assessment procedures need to be continuous and not primarily summative evaluation. Teachers need to have knowledge on how to assess students on competence basis which will stimulate students' thinking and develop their competence.

Once these features are implemented in training programmes, it is anticipated that the TTP will be effective since teachers will be well equipped with the skills and knowledge on CBC hence, being able to practice the skills, knowledge, attributes and competences in preparing good teaching aids, schemes and lesson plans and proper use of curricular. In addition to that the new attributes and competences acquired will help them in imparting appropriate knowledge in producing students with better performance. If the TTP features were clearly implemented would result into the creation of interactive and collaborative classes, active learning classes would be promoted, performance based classes would be practised and teachers would be able to provide continuous assessment, hence the realistic implementation of competence based curriculum in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology and procedures, which were used in conducting the research. The chapter focuses on the choice of research paradigm, research design, location of the study, population of the study, sampling procedures and sample size, tools used for data collection, data analysis procedures, procedure for checking reliability and validity and finally ethical considerations.

3.2 Research Paradigm

The study employed mixed methods, which involves the combination of quantitative and qualitative data in the research study. The researcher mainly used qualitative paradigm as demanded by the nature of the research. A classroom observation, interviews and open ended questions from questionnaires were under qualitative paradigm. Additionally, the study employed quantitative paradigm for statistical information whereby tables were used to present statistical data obtained from closed ended questionnaires.

The mixed approach used derives its assumptions from the pragmatic world views which believe that individual researchers have a freedom of choice. In this way the researcher was free to choose methods, techniques and procedures that meet the purpose and needs of the study. In addition, the pragmatist researchers look on what and how to conduct research basing on the intended consequences (Creswell, 2013). Furthermore, Borg and Gall (1983) argued that no any research being purely

quantitative or qualitative is completely independent unless it is supplemented by some elements of the other. To make this study sound, evaluation practices were based on qualitative and quantitative methods in gathering and analyzing data. Data were collected from multiple methods and forms to ensure that the result obtained were well informing, accurate and as useful as possible.

3.3 Research Design

A research design is a plan that guides an investigator in the process of collecting, analyzing and interpreting observations (Yin; 2011). By considering the importance of research designs, this study employed survey research design. Survey research design was used in examining the teachers' training programmes in the colleges. Cohen, *et al* (2007) found that survey research design is reliable because it allows deep exploration of respondents studied to obtain information that is purposefully and comprehensive.

In the same vein Creswell (2013) stressed that survey research design gives room to the researcher to gain deeper and clear understanding of the knowledge, experiences and feelings from the respondents. Therefore, in order to examine experiences and knowledge on CBC from college Principals, school inspectors, tutors and students teachers; survey research design was used in this study to collect data due to its ability to provide detailed views from the participants and easy generalization of results from the population.

3.4 Study Area

The study was conducted in Rukwa region in Tanzania with special focus on Sumbawanga municipality. The reason for choosing the study area was richness of

data contributed by the availability of different teachers training colleges required for collection of diverse data for the current study. It is the only area in Rukwa region where teachers' colleges are allocated as well as offices of other stakeholders in curriculum supervision and implementation. Moreover, school inspectors' report of 2015/2016 shows that since its establishment, the implementation of competence based curriculum in Sumbawanga municipality schools is poor. These reasons made the researcher to have interest in studying how teachers' training colleges found in this area prepared teachers to implement CBC in schools.

3.5 Study Population

According to Kombo and Tromp (2006) population refers to a group of individuals, objects or items from which samples are taken for measurements. Mugenda and Mugenda (1999) define population as a complete set of individuals, cases or objects with some common observable characteristics. The target populations in this study included college Principals, school inspectors, tutors, student teachers from teachers training colleges.

The reason for including tutors and student teachers was to get their opinions on teachers training towards trainees' preparation in implementing CBC. The reason of including college Principals in this study was to get detailed information on how they address the strategies on implementing the paradigm shift, policy issues and the capacity building for tutors on implementing CBC in their institutions. The inspection department was included to get the information on how CBC is being implemented in schools.

3.6 Sample Size and Sampling Techniques

3.6.2 Sample Size

Cohen, *et. al.* (2007) define sample as a section or a part of the target population whose information can be generalized to the large population. It is a process of selecting a number of individuals for a study in a way that the sample will represent the large group from where it was selected.

The sample size of this study was 64 respondents from two teachers' training colleges found in Rukwa region. Among the two colleges, one was government owned and the second was private owned. The rationale of including private institution in this sample was to see if private teachers' colleges implemented the curriculum which insisted on the competence based approaches in the training process as it was emphasized in government colleges. Furthermore, these are institutions with the same objectives, mission and they were always required to follow the same procedures in the training process.

In the sample size distribution, all tutors were included because the colleges had such a few tutors that excluding some of them would lead to missing of some important information. The sample size of 10 student teachers was taken from each college with respect to their availability and readiness to participate in the study. Additionally, the decision to have this sample size was determined by among other things, convenience to conduct group discussion.

3.6.1 Sampling Techniques

According to Kothari (2004) sampling is the process of obtaining information about an entire population by examining only a part of it. There are two types of sampling

techniques: probability sampling and non-probability sampling. In this study, non-probability sampling technique was used to draw its sample.

3.6.1.1 Non-probability Sampling

According to Saunders, *et.al* (2009), non-probability sampling means the probability of each case being selected from the total population is not known and it is impossible to answer the research questions or to address the objectives. Additionally, Twumasi (2001) states that in non-probability sampling the researcher decides to take what he thinks is the representative unit of the group.

Since the study had three areas for collecting data and respondents who shared similar characteristics were few, the use of purposively and convenient sampling technique were suitable. According to Kumar, R (2005) primary consideration in purposive sampling is the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. Purposive sampling was employed to the college principles and inspectors from the education inspectorate department, basically those who monitor teachers training and those responsible for education quality respectively. Therefore all these were involved to get key information about teachers' training and how curriculum is being implemented in Sumbawanga municipality schools.

In order to get a sample from tutors and students, convenience sampling technique was used. This involved choosing tutors and students who were available and accessible at the time to serve as respondents until the required sample size was obtained. Cohen, et al (2007) defined Convenience or opportunity sampling as

sampling technique, which involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size is obtained or those who happen to be available or accessible at the time. In this study, opportunity or convenience sampling was used because it was the representative of itself rather than the other group.

3.7 Data Collection Methods and Instruments

Research methods are all those methods, which are used by the researcher during the course of studying his research problem (Kothari, 2004). By keeping on view of time factor, precision required and the availability of fund the study employed closed and open-ended questionnaires, semi-structured interview and observation as the main instruments for data collection. This helped in data triangulation, since collecting data from one source can be bias (Basit, 2010). Mixed methodologies that involve self-reporting and interviews often yield complementary findings (Knezek and Christensen, 2008). This study used multiple data collection methods that enabled the researcher to collect reliable data.

3.7.1 Questionnaire Instruments

Kumar, (2005) defines a questionnaire as a written list of questions, the answers to which are recorded by respondents. Questionnaire helps to gather data that can be easily converted into numerical values, which is easy during data analysis procedure (Basit, 2010). The method was used to collect statistical data necessary to the study. This method facilitated coding and capturing data that lead to overall reduction of cost and time.

Questionnaires were formatted in both closed form and open form questions at all levels of research questions with relevant language to respondents. The rationale of using both open and restricted items was to get more reliable and detailed data necessary for analysis and interpretation.

The questionnaires had a total of twenty one (21) items which were administered to tutors which aimed to provide data about personal information and answers to research questions one, two and three which asked about tutors knowledge and skills on CBC, the teaching approaches used in the training colleges in preparing students towards implementing CBC and the teaching practices used in making student teachers practice what they have learnt in the colleges as the preparation of implementing the CBC in schools.

Due to time restraints caused by college activities the filled questionnaires were collected after six weeks to allow tutors to effectively fill in the questionnaires without interrupting the college activities, which were taking place at that time.

3.7.2 Interview Method

Interview is the method of field investigation whereby the researcher meets his respondents and through the interaction he asks specific questions to find answers to his research problem (Twumasi, 2001). Moreover, interviews enabled the researcher to obtain data required to meet specific objectives of the study and to provide in-depth data, which were not possible to get by using a questionnaires (Mugenda and Mugenda, 1999; Wiersma and Jurs, 2004).

In this study interview was done in two ways: firstly, it was in a form of face-to-face where the researcher controlled responses over the line of questioning. This type of interview was conducted to two college Principals and two officers from education inspectorate department. English language was used during the interview with the college Principals and education department officers in order to capture information about strategies used in the colleges for tutors' capacity building and policy issues regarding the implementation of the paradigm shift. The interview was conducted in three sessions, which took about 20 to 30 minutes per each session.

The researcher also conducted focus group discussion with third year diploma students. Morgan, (1988:9) as cited by Cohen, *et al* (2007) defines focus groups as a form of group discussion, which rely on the interaction within the group to discuss a topic supplied by the researcher yielding a collective rather than individual view. In addition to that, Twumasi (2001) explains that the participants in a focus group discussion are not chosen on the basis of probability selection; rather it is based on non-probability sampling. A population of 10 respondents from each college was gathered in two groups, which took thirty (30) minutes per each group. The interaction with the group led to the collection of information or data from the themes related to objective or research question one and two.

The interview was used because of flexibility in clarifying questions including rephrasing and modifying questions on the spot. The researcher recorded the information from interview by making handwritten notes, which was typically developed into a log book to keep a record of information collected for analysis.

3.7.3 Observation Method

Observation is a research method that offers an investigator the opportunity to gather 'live' data from naturally occurring situations. In this way a researcher can look directly at what is taking place in situation rather than relying on second hand accounts (Cohen et al; 2007). In this study observation schedule was specifically for observing lesson presentation activities which aimed in obtaining data for research objective or question two which intended to get information about the teaching approaches used by tutors in the training colleges; how tutors used the skills and knowledge obtained from the CBC training.

Participant observation was employed in this study whereby tutors lesson presentation in the class was observed. Lesson presentation from two tutors from each training colleges were observed. The rationale of using observation method was to get information of what is currently happening in the training colleges without relying on past and future attitudes. The field notes were developed from semi structured guidelines which characterized by definition of units to be observed like tutors lesson plan, statement of learning outcomes, the relationship between the teaching method and lesson contents, students learning activities, teaching aids and the assessment method used during the lesson presentation. The field notes was gathered by observing a classroom setting as an inside participant.

3.8 Data Analysis Procedure

The analysis was guided by the research objectives and questions to help the researcher draw conclusion on the effectiveness of the available teachers training programmes.

The data collected from questionnaires were descriptively analyzed by Statistical Package for Social Science (SPSS) software version 22.0 whereby frequency distribution, percentages, mean and standard deviation were computed and analyzed to make statistical justification. Wiersma and Jurs (2004) acknowledge that using computer packages to analyze data is simple because it uses less time.

Additionally correlation was computed to investigate the relationship between teachers training given in the programmes and the implementation CBC in schools. The qualitative data were analyzed through content analysis and interpretive research approaches. According to Omari (2011) content analysis is used for providing meaning of the message in the text of the study and interpretive research approach is used in providing meaning of words used in the study.

This implies that the collected data gathered from interviews and observation checklist was interpreted into meaningful themes and the interrelated themes were coded by hand in relation to research objectives. This involved the process of transcribing, sorting and arranging the data collected from interviews and observation into different types depending on the source of information.

In analyzing the data tabulation was done to keep the data into logical and concise order. Kothari (2004) defined tabulation as an arrangement of data in columns and rows for further analysis. In tabulation process the raw data was summarized in a form of statistical tables for further analysis. The useful responses from open-end questions and themes obtained during interviews and observation were tabulated and presented to justify the quantitative data collected. The rationale of tabulating data was to

facilitate the summation of items and to provide the basis for various statistical computations.

3.9 Validity and Reliability of Instrument of Data Collection

Validity intends to look at whether the research measures what is intended to be measured. This means, the extent to which results can be interpreted accurately and can be generalized to the population, situations and conditions (Wiersma and Jurs 2004). To ensure validity, the study used appropriate instruments for data collection; questionnaires had enough items focusing on the objectives of the study. The sample size used was appropriate; one which is representative, not too small or too large. Moreover, the research instruments were constructed using simple and clear language, which led towards obtaining of the desirable data.

To ensure degree of consistency of method and repeatability of results, questionnaires were piloted to individuals having research knowledge and few teachers pursuing their Bachelor Degree at the Open University of Tanzania. Moreover, research supervisor was involved fully during questionnaires construction. Interview reliability was made by giving interview guides to respondents for preparation on providing relevant and proper answers as well as appropriate location and proper time. Documentary source reliability was considered by ensuring the proper authority or reputation of the data source. Institution and other government documents were reviewed with regard to the relevance answers on research questions.

Data triangulation was another method used to ensure the validity and reliability in this study. According to Cohen, et al (2007) triangulation means the use of two or

more methods of data collection in a study. Triangulation was done by combining data from questionnaires, interviews and observation as methods of data collection.

3.10 Ethical Considerations

The researcher observed all moral behavior for conducting research. Ethical issues were observed prior the conduct of the study; in the beginning of the study; during data collection and data analysis; and in reporting, sharing and storing the data. Prior to data collection the researcher sought the letter of approval from the Open University of Tanzania so as to assure respondents that the research is for study purpose and not otherwise. In the beginning of the study the researcher contacted participants and informed them on the general purpose of the study.

During the data collection process, respondents were given detailed information on the objective of the study, how the data would be used and why they were selected in the study sample. The questionnaires, interview and focus group discussion questions as well as observation checklist were carefully formulated so as to avoid offending or humiliating the respondents.

In the process of analyzing data the privacy and anonymity of participants were respected: names of respondents and college names were not asked in respondents' biographical information. This was done purposely to provide freedom to respondents to express their views anonymously. Lastly, in reporting, sharing and storing data the researcher kept the raw data and other materials, credits were also given to the ownership of researcher, participants and advisers.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.1 Introduction

This chapter presents the findings and analyses of the data. The study intended to survey on how training programmes professionally prepare student teachers to become good implementers of CBC. Additionally, the study has identified the challenges facing the teachers' colleges in preparing the teachers in implementing CBC in schools. The following are the data and the major findings of the study. The statistics presented in the findings represents all respondents studied in all colleges.

4.2 Demographic Information of College Tutors: A Descriptive Summary

The discussed characteristics of respondents includes; gender, age, level of education, teaching subjects and their years of teaching experience.

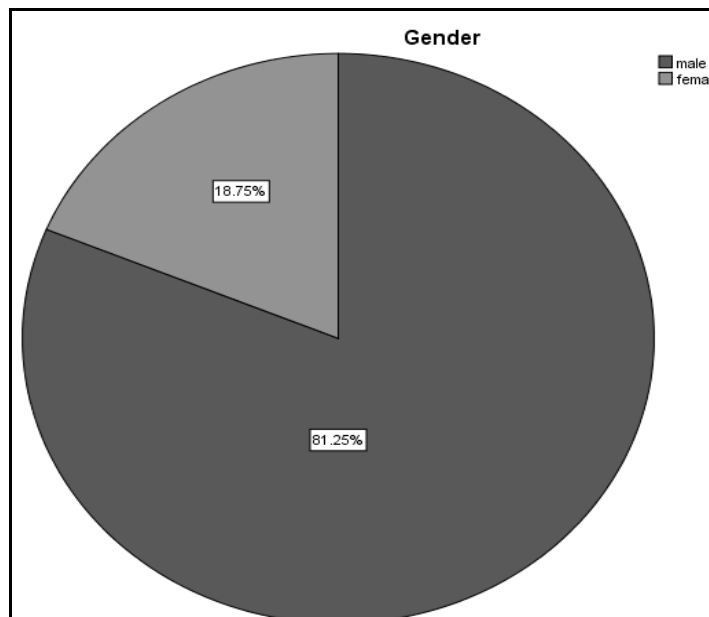


Figure 4.1: Respondents Gender Distribution

Source: Field Data, 2018

4.2.1 Respondents' Gender Presentation

Tutors who were involved in this study were (81.25%; n=26) males and (18.75%; n=6) females. This entails that the issue of gender balance in staffing teachers colleges in this particular area was not evenly distributed. However, this might be originated from the assumption that males were more attracted to teach in the colleges than females.

4.2.2 Respondents' Age Distribution

The researcher needed to know the age distribution of respondents because teachers' colleges employ tutors of different age. Figure 4.2 summarizes the data obtained from the age of the respondents.

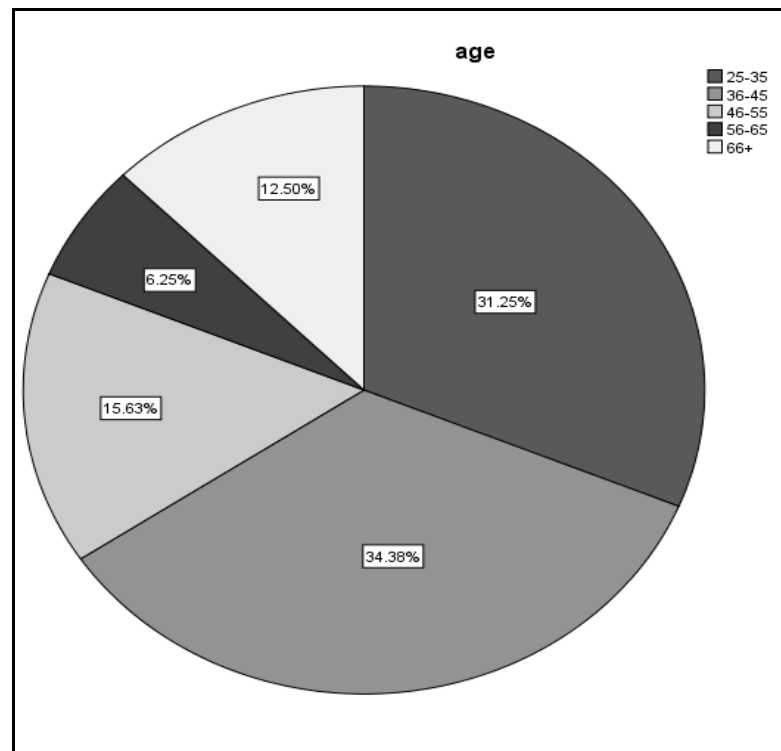


Figure 4.2: Respondents' Age Distribution

Source: Field Data, 2018

The findings on age distribution of the respondents as shown in Figure 4.2 reveal that the age group from 36 to 45 years had more participants than other groups. There were 11 participants, which is the same as 34.4% of all respondents. The next group was of those aged from 25 to 35, which made 31.3% of all respondents (n= 10 respondents).

The age group with the least number of participants was that of those ranged from 56 to 65, which had only 2 respondents equal to 6.3% of all the respondents. The reason for this is known as some might have opted for voluntary retirement at the age of 55 and other might not be interested to work on contract after the age of 60. The result reveals that the big number of tutors in teachers' college were young people whose age ranges from 25 to 45 years.

This implies that there is an increase of the government efforts in recruiting young tutors to avoid the risk of tutors' shortage in teachers' colleges after the retirement of the old tutors whose age was above 45 to 60. This is because tutors are recruited in a required age of joining public service, which according to Public Service Management and Employment Policy (PSMEP) of 1999, starts from a minimum of eighteen (18) years.

4.2.3 Respondents' Level of Education

Tutors were asked to declare their highest level of education. The results showed that most of the tutors attained Bachelor Degree (78.1%; n=25), only 1 tutor (3.13%) had Master Degree while (18.8%; n=6) had Diploma in teacher education as their highest educational qualification.

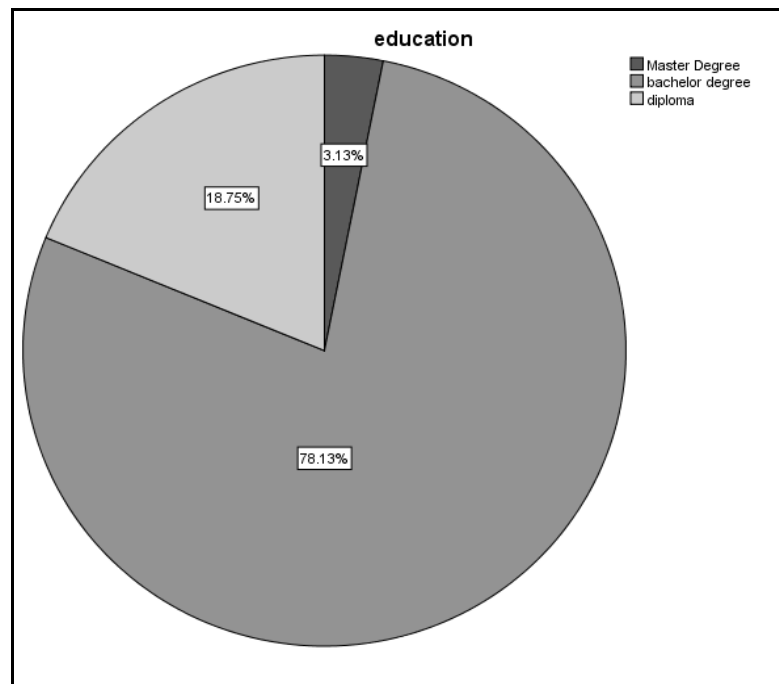


Figure 4.3: Respondents' Education Level

Source: Field Data, 2018

The result implies that there was less motivation for profession development amongst some tutors because it was not expected to find a diploma holder being a tutor in teachers' college. This also goes contrary to the Tanzania Education and Training Policy (1999) as indicated in MoEVT (2014) that a minimum qualification of tutors at diploma and certificate in training institutions is a valid university degree with the necessary professional qualification and specialization. It was also interesting to have only 1 respondent (3.13%) having a Master Degree, this shows the degree of commitment self-effort other respondents had in their professional development.

4.2.4 Respondents' Teaching Subjects

The researcher wanted to know the tutors teaching subjects in the training college.

The results were as shown in the Figure 4.4.

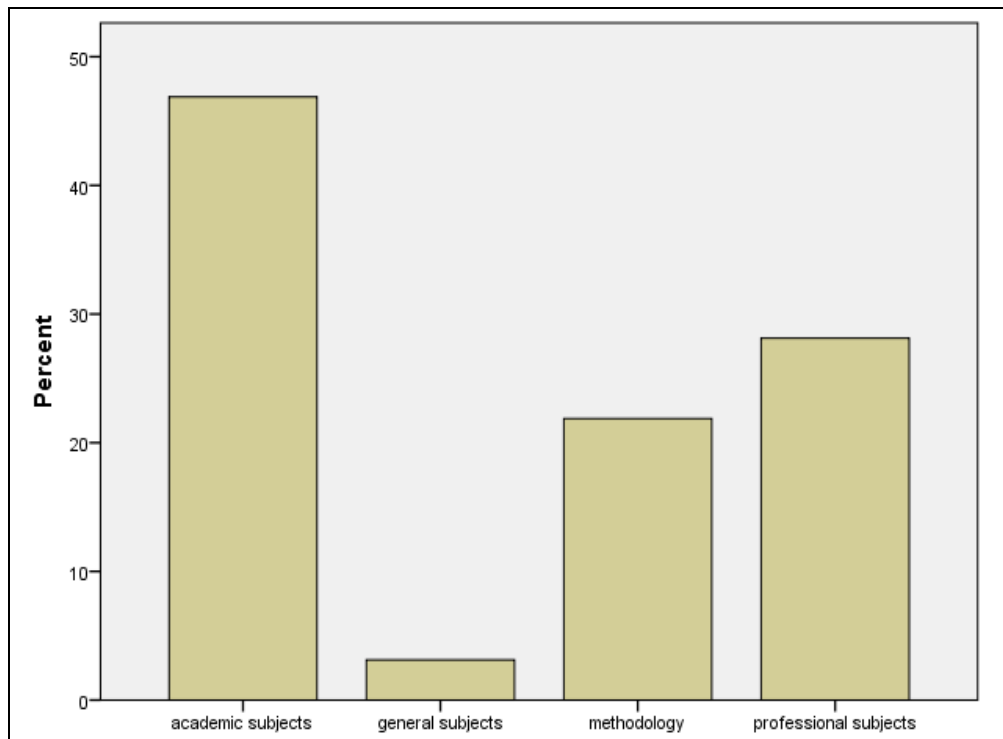


Figure 4.4: Respondents' Teaching Subjects

Source: Field Data, 2018

The findings from the figure above shows that in terms of teaching subjects 46.9%, (n= 15) were academic subjects tutors which included both academic content knowledge and pedagogical content knowledge, 28.1%, (n=9) were teaching professional subjects which included Curriculum and Teaching, Foundation of Education, Psychology, Guidance and Counseling and Research, Measurement and Evaluation. Furthermore, there were 21.9%, (n=7) tutors teaching methodology subjects for teaching primary subjects, while 3.1%, (n=1) was teaching general subjects which included Development Studies, Information and Communication Technology, Communication Skills, Education Media and Technology and Religion. The findings showed that the teaching load to tutors teaching general subjects was huge because of being fewer (n=1) than tutors teaching academic subjects whose number was (n=15).

4.2.5 Respondents' Years of Teaching Experience

The researcher wanted to know the tutors teaching experience in terms of years. The Figure 4.5 shows the results.

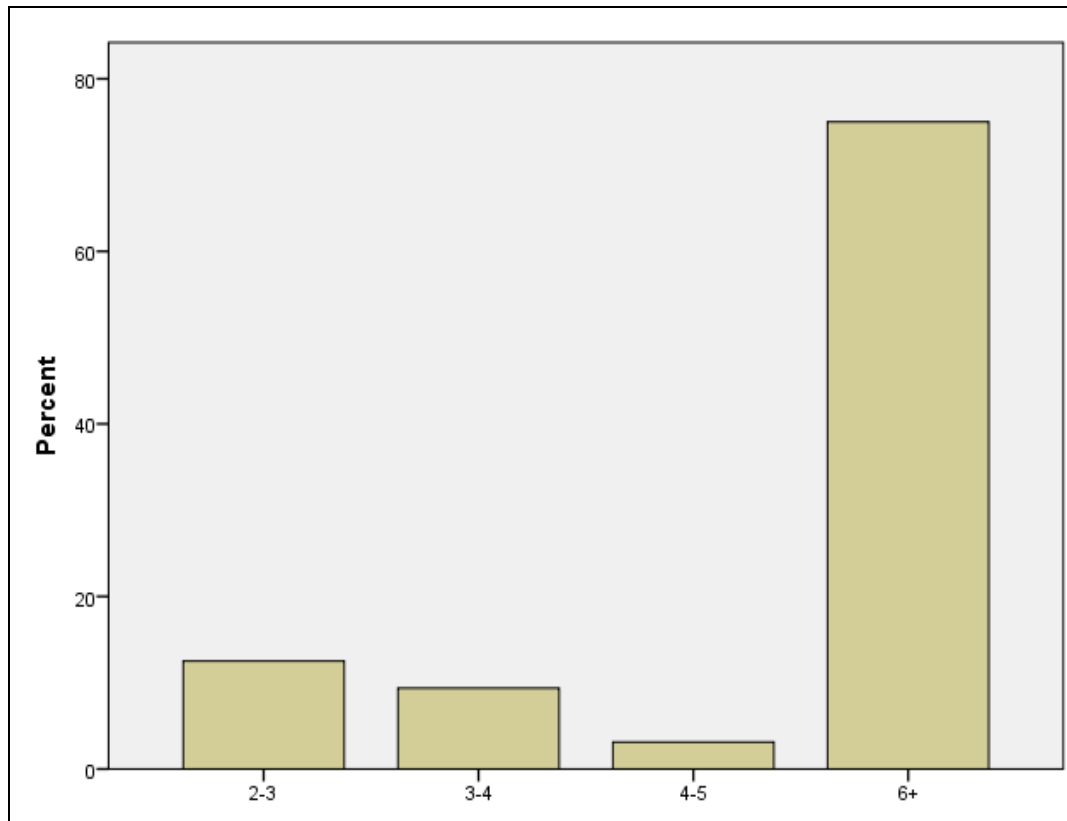


Figure 4.5: Tutors' Teaching Experience

Source: Field Data, 2018

The response towards teaching experience showed that 75% (n=24) had above 6 years of work experience, 12.5% (n=4) had 2-3 years of experience, 9.4% (n=3) had 3-4 years of work experience while 3.1% (n=1) had between 4-5 years of work experience. There was no tutor who had 1-2 years work experience as indicated in the questionnaires.

The results showed that the majority, 75% (n=24) of teacher trainers were above 6 years of teaching experience. Although the findings showed that there was no

significant relationship between teaching experience and duration of participation in CBC training for career development ($r=-.180$, $P=.324$). This justifies the need for continuous training on CBC since the majority of tutors have exhibited poor participation and implementation of CBC in their teaching carrier.

4.3 The Findings

These findings are from the research objectives which intended to get information about the tutors' knowledge and skills about CBC needed to effectively implement it, the teaching approaches used in teachers training programmes in preparing student teachers to implement CBC and the techniques employed in the training programmes to make teacher trainees' practice what they have learnt in preparing them to implement CBC.

The quantitative findings of the study are presented in figures and tables. The quantitative data are also supplemented by qualitative data from semi structured interviews, open ended responses from questionnaires and observation which were presented thematically. The following were the findings obtained:

4.3.1 Tutors' Knowledge on Competence Based Curriculum

This question was divided into different aspects such as the availability of CBC trainings, the nature which included methods and duration of the trainings as well as CB knowledge and skills tutors had acquired after the trainings.

The majority of tutors response on the participation in training on CBC were between 1 to 3 times which included 46.9%; ($n=15$) while 18.8%; ($n=6$) respondents showed

their participation on CBC to be more than 10 times. Other respondents 15.6%; (n=6) indicated that their participation on the training was 4-6 times and 12.5%; (n=4) respondents indicated not at all, that means they had never participated in the CBC training. Only few respondents 6.3%; (n=2) opted that their participation on CBC training were 7-10 times. These findings indicate that training on CBC to tutors was not offered frequently and other tutors did not attend the training at all. This means that their knowledge on CBC was not only inadequate but also poor.

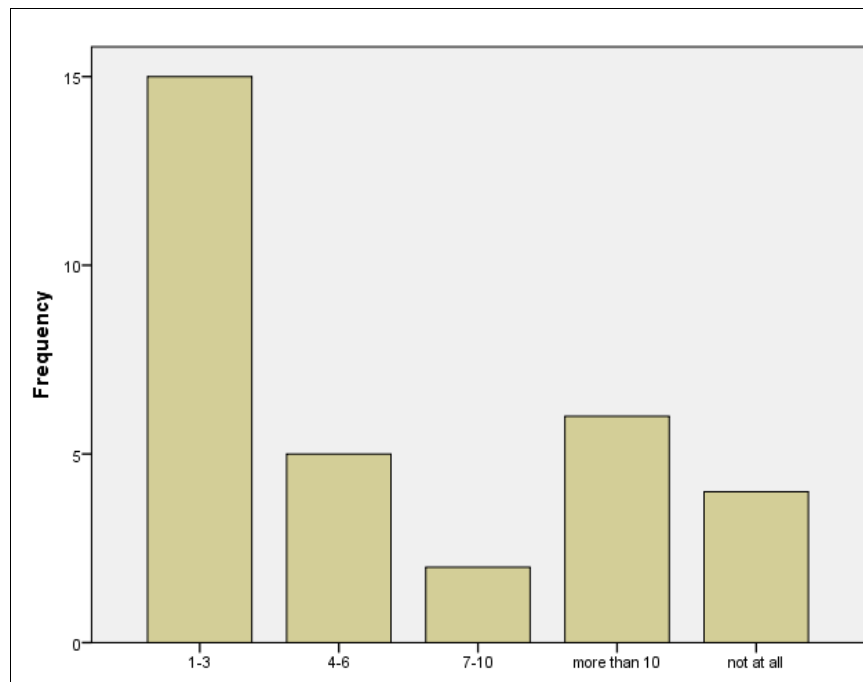


Figure 4.6: Time Participated in the Training

Source: Field Data, 2018

The correlation findings showed that there was no significant relationship between tutors' participation in competence based training and their teaching experience ($r = -.465$, $p = .007$) or their teaching subjects ($r = -.021$, $p = .911$). This shows that any tutor regardless of their teaching experience and teaching subjects could participate in CB training for understanding the basics of implementing CBC.

On the nature of the training offered, aspects like time and methods used in the provision were of interest to the researcher. The findings showed that the time devoted for the training was not enough for the tutors to be well equipped with important knowledge and skills on CBC. The response showed that 53.1%; (n=17) answered “NO” when the researcher wanted to know if the time was enough for them to be well equipped with CBC knowledge and skills while 46.9%; (n=15) answered “YES”. This is because 50%; (n=16) of respondents’ answers showed that their participation in CBC training was only for one week while 15.6%; (n=5) participated for more than one month. Therefore this indicated that the duration for CBC did not satisfy the tutors’ need for learning CBC skills for better implementation of it in the colleges.

Table 4.1: The Duration of CBC Training Attended

S/N	The Duration of CB Training	Frequency	Percent
1.	Less Than Six Hours	3	9.4
2.	One Day	4	12.5
3.	One Week	16	50.0
4.	More Than One Week	2	6.3
5.	One Month Only	2	6.3
6.	More than one month	5	15.6

Source Field Data 2018

The findings showed that most of the training programmes were of short duration. More than half of respondents attended CB training for six hours to one week only. This is shown by the 9.4% (n=3) of respondents who attended the training for less than six hours; 12.5% (n=4) who attended training for one day; 50% (n=16) who attended the training for one week and 6.3% (n=2) who attended for more than one week. Further 6.3% (n=2) of respondents attended the training for only one month

while 15.6% (n=5) of the respondents attended the training for more than one month. A closed-end question was asked to respondents to examine the kind of teaching method, which was dominant in the CB training they attended. College Principals were also interviewed in order to gather their views on the method and approach used during the training. The findings for the closed-end question were as follows:

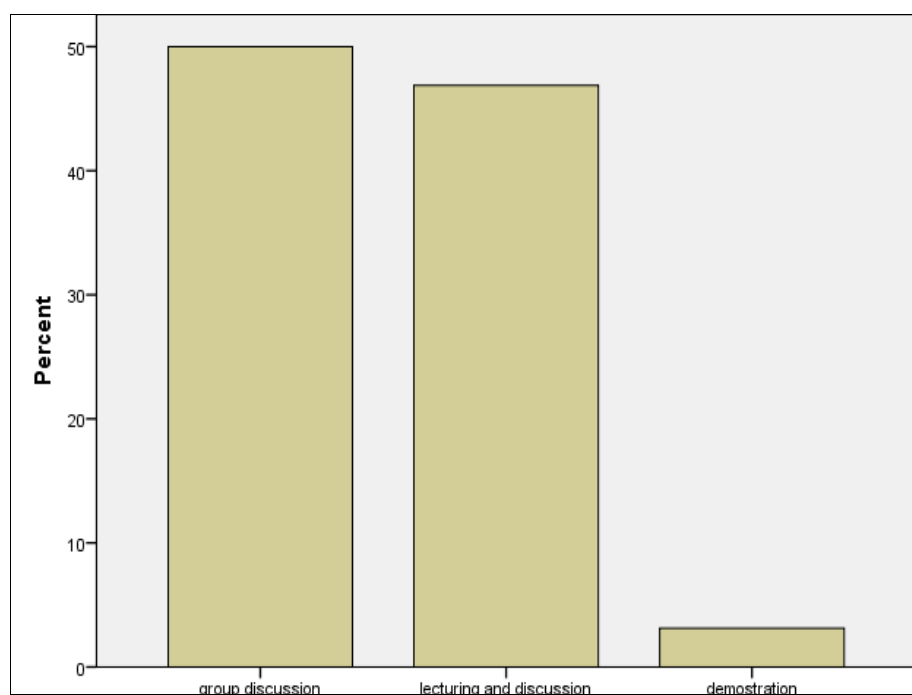


Figure 4.7: Methods used during the CBC Training for College Tutors

Source: Field Data, 2018

The outcomes indicated that most of training programmes employed group discussion as the main method of sharing knowledge to teacher trainers. This is proved by the high percentage of the respondents 50.0% (n=16) views. In case of lecturing and discussion method, 46.9% (n=15) of the respondents admitted the method was used in the training attended. Furthermore, 3.1% (n= 1) of the respondents reported that demonstration was used as method in the CB training they attended and none opted for lecturing only. This means that CB training employed participatory method to

enable the interaction between the tutors and the materials as well as the tutors and their facilitators.

With regards to availability of institutional initiatives, the majority of tutors i.e. 68.8% (n=22) indicated that institutions initiated efforts such as study group, mentoring and coaching which helped them to understand the basics of CBC implementation. This indicated the availability of institutional initiatives in enabling tutors to facilitate the implementation of CBC as a significant part of their teaching carrier.

Apart from institutional initiatives being helpful to tutors in increasing their understanding on CBC, respondents also acknowledged that the government and individual efforts had some percentages on facilitating tutors understanding of CBC. This was revealed by equally 15.6% (n=5) of respondents who admitted that their knowledge and skills on CBC resulted from the government and individual initiatives respectively.

Table 4.2: The Type of Training Initiative for Understanding Competence Based Teaching

S/N	The Type of Training Initiative for Understanding of Competence Based Teaching	Frequency	Percentage
1.	Government initiated workshop, seminars	5	15.6
2.	Institutional initiated efforts such as study group, mentoring and coaching	22	68.8
3.	Individual initiated efforts such as reading and research activities	5	15.6

Source Field Data 2018

These findings are supported by the interview findings where the Principals acknowledged that in their colleges there were indoor training for tutors to understand CBC implementation especially for the newly employed who mostly had little understanding of the concept of CBC. The Principals admitted the usefulness of institutionally initiated efforts as follows:

....CBC knowledge in our college is obviously gained through institutional efforts such as coaching and mentoring than the government effort which is rarely conducted especially to Private College which need to facilitate their staff to attend the training organised by the government. We afford to send only one or two tutors who share the knowledge and skills with others when they come back. (Principal 1)

Apart from institutional organized seminars, the college Principals mentioned the presence of the government initiatives as a way of supporting tutors to have an understanding of CBC. The government organizes seminars for college tutors once or twice per year where representatives from all teachers' colleges attend the training as one of the Principals said:

“....government is trying to initiate different programmes which are organized into seminars to orient the tutors to the requirements of CBC, though they are not regularly conducted and does not include all tutors at once but as administrators we try to make a record of each attendee to make sure that all tutors attend these seminars. (Principal2)

In order to find more justifications on the availability of CB training, Likert scale type of questions with five scales were also administered to investigate the presence of CB programmes in the colleges. Tutors were asked to select one alternative from five point likert scale arranged from 1(Extremely Agree), 2(Agree), 3(Strongly Disagree), 4(Disagree) and 5(Neutral). Higher score represents the availability of CB programmes at the college while lower score showed the absence of such activities in the college or within tutors teaching experience.

Table 4.3: The Availability of CB Training to College Tutors

S/N	The availability of CB Training to College Tutors	Frequency %				
		EA	A	SD	D	N
1.	I learn CBC from journals, books and internet	15.6	46.9	25.0	3.1	9.4
2.	I have attended the Ministry of education organised seminars/workshops/conference on	9.4	37.5	18.8	6.3	28.1
3.	I have participated in short courses studies on CBC	3.1	31.3	21.9	9.4	34.4
4.	I have worked with experienced mentor/coach in the college to learn about CBC	12.5	53.1	15.6	6.3	12.5
5.	I cooperate with colleagues from the college and other colleges to learn about CBC	37.5	46.9	9.4	3.1	3.1
6.	The Ministry of education has offered materials on CBC	12.5	25.0	28.1	15.6	18.8
7.	Competence Based Training are being offered at college level	12.5	37.5	18.8	12.5	18.8
8.	Competence Based Training are being offered at zonal level.	3.1	15.6	28.1	15.5	37.5

Extremely Agree (EA) =1, Agree(A) =2, Strongly Disagree(SD) =3, Disagree(D) =4, Neutral (N) =5

Source: Field Data, 2018

The findings showed that there was availability of CB initiatives and activities within the college and tutors were willing to seek for more material which led them to understand CBC. This was reflected by 62.5% (n=20) of tutors who extremely agreed or agreed that they used their individual effort to read competence based materials from internet, journals and books. Moreover, a half of respondents 50% (n=16) indicated that they attended CB training organised at college level, while 65.6% (n=21) agreed that they worked with experienced mentors and coaches in the college to understand CBC. This means that the government did not frequently offer adequate CB training for tutors to understand CBC. This was proved by 84.4% (n=27) of tutors who affirmed that they collaborated with colleagues within and outside the college to discuss and share materials on CBC.

Furthermore, 46.9% (n=15) of tutors indicated that there was availability of CB training organised into seminars, workshops or conferences by the ministry of education which helped tutors to understand CBC. This is also shown by 34.4% (n=11) of tutors who indicated that they have participated on short course studies about CBC. On the other hand, the findings showed that 43.7% (n= 14) of teacher educators disagreed that the ministry of education offered learning materials for them to understand CBC implementation while 37.5% (n=12) agreed and 18.8% (n=6) were not sure if it offered or not. Forty three point seven 43.7%; (n=14) disagreed on the availability of CB training offered at zonal level while 18.8% (n=6) agreed and 37.5% (n=12) opted for neutral position. This item was removed from the discussion because it was proved to be insignificant in teachers' colleges since colleges in Tanzania depend on central government and not local government.

Through observation data, it was revealed that the college calendar did not show different training sessions for tutors to develop their competence based skills and the colleges had no documents from the ministry of education which scheduled how tutors would develop their skills on CBC. This showed that tutors training on CBC was not well organised from the upper government machinery or institutions, but they were organised depending on the availability of funds to facilitate the training.

On the side of tutors participation in CBC training, the findings from likert scale instrument showed that the majority of tutors 53.2%; (n=17) participated in CBC training programmes. From Table 6, the strongly agree and agree were combined together to obtain a strong justification of tutors participation in the available CBC training.

Table 4.4: Tutors Participation in CBC Training

S/N	I have attended training on Competence Based Curriculum	Frequency	Percentage (%)
1.	Strongly Agree	6	18.8
2.	Agree	11	34.4
3.	Strongly Disagree	9	28.1
4.	Disagree	2	6.3
5.	Neutral	4	12.5

Source: Field Data, 2018

In order to see the extent to which the available CB training helps tutors to implement CBC to student teachers as the preparation of implementing it in schools, likert scale type question were given to tutors to reflect their teaching practice by rating from strongly agree to strongly disagree. Strongly agreed and agree indicate that the CB training acquired helped them to teach according to CBC while strongly disagree and disagree indicate minimum contribution of the CB training towards student teachers preparation of implementing CBC.

Table 4.5: The Impact of CB Training to Tutors in Teaching

S/N	The impact of CB training to tutors in teaching	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	I have learned the concept of CBC	40.6	53.1	0	0	6.3	1.7812	.97499
2.	I have learned CBC teaching strategies	31.3	56.3	6.3	0	6.3	1.9375	.98169
3.	I have learned to construct performance based examination	34.4	40.6	12.5	6.3	6.3	2.0938	1.14608
4.	I have learned how to teach and meet the diverse learning needs of student teachers	37.5	53.1	3.1	3.1	3.1	1.8125	.89578
5.	I have learned various ways of searching materials to improve learning	46.9	37.5	3.1	6.3	6.3	1.8750	1.15703
6.	I have learned how to guide students to learn in groups	46.9	43.8	3.1	0	6.3	1.6875	.82060
7.	I have learned various assessment techniques to evaluate student learning based on CBC	46.9	40.6	0	12.5	0	1.7812	.97499
8.	I have acquired skills on how to conduct action research	18.8	43.8	21.9	6.3	9.4	2.4063	1.10306
9.	I have learned how to construct and use specific objectives from the general one	31.3	46.9	6.3	6.3	9.4	2.1250	1.15703

SA(Strongly Agree)=1, A(Agree)=2, N(Neutral)=3, SD(Strongly Disagree)=4, D(Disagree)=5

Source: Field Data

The findings from Table 4.5 show that college tutors benefited from the available CB training. Through the available training, tutors acquired different skills and knowledge towards CBC implementation in the colleges and student teacher's preparation to implement it in classes. This is shown by 93.7%; (n=30) who strongly agreed or agreed that through attending training they had an understanding of CBC towards trainees preparation of implementing it in schools. This indicate that tutors were aware of the concept of CBC and its requirements since only 6.3%; (n=2) of the respondents indicated not to had learnt the concept of CBC and none opted for neutral position.

The majority of tutors i.e.87.6% (n=28) indicated that CB training helped them to learn different teaching strategies to CBC. For instance 75% (n=24) indicated that they acquired skills on how to construct performance based examinations in the CB training attended; 90.7% (n=29) learned ways of guiding students to learn in groups; and 87.5% (n=28) have acquired assessment techniques to evaluate students' performance on the basis of CBC. This shows that more than half of tutors were skilled and adequately competent on how to use participatory teaching strategies in the CBC instruction.

Moreover, 90.6%; (n=27) of tutors strongly agreed or agreed that through attending CB training, it helped them to teach well and meet the diverse learning needs of students. This is a high requirement for CBC implementation. Besides, 84.4% (n=27) of tutors strongly agreed or agreed that participation on CB programmes helped them to be accountable for the teaching process since it taught them to search for various learning materials to improve the teaching process. This shows that in the CB programmes tutors did not only learn teaching strategies but also mastered the content

of a specific subject. The available CB programmes also offered skills of conducting action research to tutors.

This was indicated by 62.6% (n=20) of respondents who strongly agreed or agreed to have acquired different skills on how to conduct action research. Furthermore, 78.2% (n=25) of tutors indicated that the current programme helped them to construct and use specific competences from the general ones given in the syllabus. In order to gather different opinions on the influence of CB training on tutors' implementation of CBC, an open ended question was asked to tutors to give the most useful skill acquired from CBC programmes attended.

The findings showed that the available CB programme had been helpful to tutors who attended the programmes since they mentioned different skills in the open-end questions such as application of various CBC teaching strategies including portfolios, contextualizing subjects matter to students' daily life, reflection and its usefulness, ways of preparing lesson plans according to CBC requirements, designing assessment tools according to CBC, integrating cross cutting issues in the teaching process and handling the class. This meant that tutors knew various CBC teaching strategies and how to use them to create interactive classes in the teaching and learning process.

Additionally the college Principals supported that indoor seminars and national programmes such as Teacher Educators Programme (TEP) contributed a lot to tutors' understanding of the concept of CBC and how to teach accordingly. Teaching approaches learnt like think/ pair/share, know/want to know/learn, galaxy walk, T-diagram, concept cartoon and vein diagrams improved tutors way of teaching from

non-participatory approach to participatory approach. One of the Principals had the following to say:

“After CB training through indoors seminars and national programmes tutors became professional tutors because the way of teaching has changed and they are confident in their classroom” (Principal 1)

In order to see the extent to which the available CB training helped tutors to practice CBC skills in the class, likert scale type questions were given to tutors to reflect their teaching practice by rating from strongly approve to strongly disapprove. Strongly approve and approve indicated that the available CB training helped them to teach according to CBC while strongly disapproved and disapproved indicates minimum contribution of the CB training toward implementation of CBC in the colleges to trainees preparation of implementing it in schools.

Table 4.6: The Tutors Teaching Practice after Participating in CB Training

S/N	The tutors' teaching practice after participating in CB training	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	I teach focusing on CBC teaching approaches	50	31.3	9.4	9.4	0	1.7812	.97499
2.	I use both competence based and content based teaching approaches	56.3	31.3	0	6.3	6.3	1.7500	1.26398
3.	I highly involve students in the learning process in my teaching than before	56.3	31.3	6.3	6.3	0	1.6250	.87067
4.	I continuously assess my students on skills and performance tests	40.6	46.9	6.3	6.3	0	1.7813	.83219
5.	I encourage my student teachers to apply the learned skills and concepts in their classrooms	43.8	43.8	6.3	6.3	0	1.7500	.84242

SA(Strongly Approve)=1, A(Approve)=2, N(Neutral)=3, D(Disapprove)=4, SD(Strongly Disapprove)=5

Source: Field Data

The findings showed that the CB training given to tutors helped them to teach according to CBC requirements. This was shown by the majority of tutors i.e. 81.3% (n=26) who strongly approved or approved that CB trainings attended so far helped them to teach focusing on CBC. Apart from understanding CBC teaching approaches, they also indicated the use of both approaches in their daily teaching. Since CBC required the use of CBA in teaching and learning process, the findings showed that the majority of tutors i.e. 87.6% (n=28) taught focusing on both content based and competence based teaching approaches in their classrooms.

This was further evidenced by the average mean of 1.75 and standard deviation of 1.263. Since CBC insisted on the creation of interactive and participatory teaching and learning, 87.6% (n=28) of tutors indicated that they involved more students in their teaching than before they participated in CB seminars and workshops. Tutors indicated to assess students teachers more on skill and performance test by 87.5% (n=28) of the responses of those who strongly approved or approved, where its average mean score for the item was 1.78 and standard deviation of 0.832.

They also encouraged their students to apply the learned concepts in their daily life as professional teachers. This was shown by the high frequency i.e. 87.6% (n=28) of respondents who approved to encourage their students to apply the learned concepts in their daily life. The average means score of the item was 1.75 and average standard deviation of 0.842. Generally, the findings showed that tutors had extremely changed after their participation in CB programmes, which made them teach in accordance with the CBC in the whole process of preparing their trainees to implement it in schools.

The observation done by the researcher during the tutor's actual teaching in the classroom identified the following issues; tutors had no lesson plan prepared for the lesson, thus the researcher failed to see how tutors stated learning outcomes using verbs which specified the skills to be attained by student teachers, how tutors lesson plan described the teaching and learning activities that reinforced students' understanding of the topic, the learning tasks which aimed at developing student teachers' competence and the assessment tools to be used during the lesson in assessing trainees performance.

4.3.2 The Teaching Approaches used in Teachers Training Programmes in Preparing Student Teachers' to Implement the Competence Based Curriculum

In addressing this question tutors were required to indicate the frequency of use of the teaching approaches leading to implementing CBC in their classes. The likert scale instrument was administered, where always and often represented the maximum frequency of use in their daily practices in class while rarely and not at all showed less frequency of use in their practices in teaching and learning process in teachers training classes. The results were as shown in the Table 4.7.

The findings from the data in Table 4.7 showed that lecturing teaching approach had the highest mean 2.96, field work had the mean of 2.9, project work had the mean of 2.8, experiment had mean of 2.5 and portfolio had the mean of 2.4. This showed that the majority of tutors sometimes or rarely used lecturing i.e. 62.4% (n=20), project work 71.9% (n=23), field work 56.3% (n=18), experiment 53.2% (n=17) and portfolio 50% (n=16) approaches in teaching and learning process.

On the other hand group discussion teaching approach is shown to have a low mean of 2.96 though it seemed to be used mostly by the majority of tutors in their teaching process 93.1%; (n=30).

Table 4.7: The Frequency of use of the Following Teaching Approaches in the Classes

S/N	The frequency use of the following teaching approaches by tutors in the classes	Frequency%					Mean Std Deviation	
		Always	Often	Sometimes	Rarely	Not at all		
1.	Group work/discussion	65	28.1	6.3	0	0	1.40	.6148
2.	Project Work	6.3	21.9	53.1	18.8	0	2.84	.8076
3.	Study Visit/field work	6.3	31.3	34.4	21.9	6.3	2.90	1.0273
4.	Experiment and Demonstration	9.4	37.5	46.9	6.3	0	2.50	.7620
5.	Portfolio	28.1	18.8	40.6	9.4	3.1	2.40	1.1030
6.	Lecturing	21.9	9.4	25.0	37.5	6.3	2.96	1.2822

Source: Field Data

These findings were more supported by one of the college Principals who said that:

“.....the teacher trainers are supposed to teach using various approaches which they have acquired during the training on CBC. The approaches are like brainstorming, think/pair/share, Drama, Galary walk, Role play, Know/want to know/learn, project vein diagram, concept cartoon, concept map, tree diagram, group discussion, case study and lecturing.” (Principal 2)

The correlation findings showed that there was negative relationship between tutors' use of group discussion and their participation on CBC training ($r = -.157$, $p = .390$). This implied that despite of different approaches tutors had acquired in the training most of the tutors employed group discussion approach than the other CBA like case study, project, brainstorming, drama and others, which seemed to had no room in actual classroom teaching.

These findings are also supported by the classroom observation data where it was witnessed that tutors were teaching to observe the real situation happening in the class. The tutors used lecturing method mostly and group discussions, which were done for maximum of five minutes only from the beginning to the end of the lesson. This implied that tutors were not teaching using the teaching approaches acquired in the training.

With regard to challenges of teaching and learning with CBA in teachers colleges, tutors were asked to present the challenges of teaching and learning with CBA in teachers' colleges. Likert scale instrument was administered to college tutors. The colleges' Principals were also asked to name challenges facing their colleges and teachers colleges in general. The likert scale point ranged from 1(strongly agree) which meant tutors perceived great challenges in teaching CBC in the college and 5(strongly disagree) which meant less or minimal challenges. The results were as shown in the Table 4.8.

Table 4.8: Challenges of Teaching and Learning with CBA in Teachers Colleges

S/N	Challenges of teaching and learning with CBA in teachers colleges	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	Shortage of competence based textbooks and other teaching and learning materials	37.5	18.8	40.6	0	3.1	2.125	1.0395
2.	Poor student participation in the learning process	6.3	15.6	59.4	9.4	9.4	3.000	.9503
3.	Poor classroom management	21.9	21.9	21.9	18.8	15.6	2.843	1.3937
4.	Inadequate knowledge on how to use interactive approaches	6.3	31.3	28.1	12.5	21.9	3.125	1.2636
5.	National examinations content is different from CBC requirements	15.6	21.9	21.9	12.5	28.1	3.156	1.4615
6.	In adequate time to conduct continuous assessment for my students	9.4	18.8	31.3	28.1	12.5	3.156	1.1670

SA(Strongly Agree)=1, A(Agree)=2, N(Neutral)=3, D(Disagree)=4, SD(Strongly Disagree)=5

Source: Field Data, 2018

The findings from the above data showed that tutors perceived the shortage of competence based textbooks and other teaching and learning materials as the main challenges facing teaching and learning process in teachers colleges. In terms of percentage there was 56.3% (n=18) of respondents who strongly agreed or agreed that shortage of competence based textbooks and other teaching and learning materials in the college were the main challenges towards teaching and learning with CBA. Then 40.6% (n=13) of the respondents opted for neutral while 3.1% (n=1) strongly agreed. The observation data supported these findings, because the colleges visited had small library rooms with few books to support the tutors and students learning.

In addition, when tutors were asked to comment on the poor student participation in the learning process, 59.4% (n=19) of the respondents opted for neutral, while 21.9% (n=7) strongly agreed or agreed and 18.8% (n=6) strongly disagreed or disagreed that poor student participation in the learning process was not a challenge in teaching and learning with CBA in the colleges. Tutors were not sure whether poor classroom management, inadequate knowledge on how to use interactive teaching approaches, the difference between National examination content and CBC requirements and inadequate time to use CBA in classroom in teachers training programmes were challenges to teaching through CBA. This was indicated by the distribution of results from strongly agreed to strongly disagree.

For example 43.8% (n=14) respondents strongly agreed or agreed that poor classroom management within and outside the college was a barrier to tutors use of CBA in the classroom while 34.4% (n=11) strongly disagreed or disagreed and 21.9% (n= 7) selected the neutral position. Also, 37.6% (n=12) strongly agreed or agreed that

inadequate knowledge on how to use interactive teaching approaches was the challenge in teachers programmes, 34.4% (n=11) strongly disagreed or disagreed and 28.1% (n=9) opted for the neutral position.

On the other side 37.5% (n=12) of respondents strongly agreed or agreed that the difference between National examination content and CBC requirements were among the challenges, 40.6% (n=13) strongly disagreed or disagreed while 21.9% (n=7) were neutral. Lastly, 28.2% (n=9) of the respondents strongly agreed or agreed that inadequate time to use CBA in the classroom was a challenge in teaching with CBA in the colleges, while 40.6% (n=13) strongly disagreed or disagreed and 31.3% (n=10) were neutral. The findings pointed out that there was no consensus on the perception of these particular challenges in the colleges among tutors.

This descriptive analysis of the quantitative data was supported by the qualitative data obtained from interview conducted to the college Principals as follows: firstly, the college Principals identified the shortage of fund for buying teaching and learning materials as one of challenges teachers colleges faced in teaching and learning with CBA in the classroom. The use of CBA in teaching and learning required the availability of different resources, the shortage of fund in teachers colleges was a challenge because tutors failed to employ CBA in teaching and learning due to lack of appropriate resources like textbooks for both tutors and student teachers. One of the Principals outlined as follows;

“The government does not regularly provide financial support to colleges, this leads to failure for the colleges to provide all necessary teaching and learning materials to tutors and students” (Principal 2)

The Principal from college “B” also pointed out that, poor infrastructures to teachers colleges was another challenge towards the use of CBA. The infrastructures in teachers colleges did not support teaching and learning with CBA in the classroom. There were few classes with congested students, libraries’ were small to support student self-learning and shortage of computer facilities like internet connectivity hindered the use of CBA approaches in teaching and learning. This was cemented by another Principal who said as follows:

“The use of CBA goes hand in hand with teaching and learning with ICT, having 25 computers for a college with more than 500 student teachers is a challenge towards the process of teaching and learning with CBA. (Principal 1)

This problem was also identified by student teachers during the focus group discussion conducted with them. The student teachers said that the available infrastructure in the college did not support them to acquire and practise CBA. For instance, the numbers of computers in the colleges was very few and were not connected to internet, this discouraged student self-learning. For example college “A” had only 25 computers with no internet connection and college “B” had only 24 while 7 computers had internet connection. The library room was small with inadequate books for both subjects. The buildings in the college were few, thus resulted to overcrowded classes where the application of CBA was a challenge.

Poor knowledge and skills on the use of CBA among tutors also was another challenge pointed out by college Principals and student teachers during interview and focus group discussion respectively. The use of CBA was not well known to both tutors in the college, most of the tutors continued using content based approaches. This might be due to lack of capacity building to tutors, lack of motivation or the attitudes that teachers had towards CBC

“There are tutors who possess the knowledge and skills of CBA but due to certain altitude they deny using it during the teaching process.” (Principal 2)

Apart from the challenge they faced in teaching and learning with CBA, tutors were asked to indicate challenges, which they faced on the integration of CB knowledge in the implementation of the CBC approach. A likert scale type question was given, where tutors were supposed to select from strongly agree to strongly disagree on the challenges of CBC implementation in their colleges especially in the classrooms. The results were as indicated in the Table 4.9.

Table 4.9: Difficulties of Integrating CB Knowledge in the Implementation of CBC Approaches in Teachers Colleges

S/N	Difficulties of integrating CB knowledge in the implementation of CBC approaches in teachers colleges	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	The Principal in my college does not support or encourage tutors to use the knowledge of CBA	0	9.3	3.1	31.3	56.3	4.343	.937
2.	Lack of time to participate in the Competence Based Training in order to acquire the knowledge of CBA	3.1	18.8	28.1	34.4	15.6	3.406	1.073
3.	Lack of follow up support after Competence Based Training programme in my college to see how tutors employ CBA in classroom	9.4	28.1	15.6	34.4	12.5	3.125	1.237
4.	Poor collaboration between tutors in my college and other colleagues on how to integrate the knowledge of CBA in classroom	0	31.3	15.6	21.9	31.3	3.531	1.243
5.	The duration of the training is insufficient for tutors to acquire the knowledge of all CBA	3.1	46.9	9.4	21.9	18.8	3.062	1.268
6.	Inapplicability of the knowledge gained about CBA in the training and the teaching needs.	3.1	9.4	12.5	46.9	28.1	3.874	1.039
7.	Non-involvement of tutors in designing of the teaching approaches for CBC in teachers colleges	18.8	25.0	9.4	25.0	21.9	3.062	1.479
8.	Inadequate training offered to tutors for Competence Based curriculum	21.9	34.4	21.9	6.3	15.6	2.593	1.340

SA(Strongly Agree)=1, A(Agree)=2, N(Neutral)=3, D(Disagree)=4, SD(Strongly Disagree)=5

Source: Field Data

From the data above tutors perceived the insufficiency of the training duration and inadequate training offered to tutors as among the difficulties tutors faced in integrating CBC knowledge in the implementation of CBC in teachers training. In terms of percentage there were 50% (n =16) respondents who strongly agreed or agreed that the duration of the training was insufficient for tutors to acquire the knowledge and skills of CBA while 40.7% (n=13) of the respondents strongly disagreed or disagreed and few 9.4% (n=3) were neutral.

In addition when tutors were asked on inadequacy of the training offered to tutors for CBC implementation, 56.3% (n=18) respondents strongly agreed or agreed the training offered was inadequate while 21.9% (n=7) respondents opted for neutral and 21.9% (n=7) respondents strongly disagreed or agreed that inadequate training offered to tutors was another difficulty tutors faced in implementing CBC in their teaching.

Tutors did not perceive administrative support to be an obstacle in implementing CBC in the colleges. The majority of respondents, 87.6% (n=28) strongly disagreed or disagreed with the statement that Principals were not supporting tutors to use the knowledge of CBC. While 9.3% (n=3) strongly agreed or agreed with the statement and 3.1% (n= 1) opted for the neutral position.

Moreover, tutors didn't agree that the inapplicability of knowledge gained in the training as a difficulty tutors faced in integrating the knowledge of CBA for implementing CBC curriculum. In terms of percentages 75% (n=24) of respondents strongly disagreed or disagreed on the statement while 12.5% (n=4) of respondents strongly agreed or agreed and 12.5% (n=4) opted for neutral.

Moreover, poor collaboration among tutors at the college and other colleges on how to integrate the knowledge of CBA in the classroom was not seen as a difficult to CBC implementation as 53.2% (n=17) strongly disagreed or disagreed with the statement while 31.3% (n=10) strongly agreed or agreed and 15.6% (n=5) selected neutral position. This showed that tutors collaboration within the college and other colleges was high as far as sharing of CB knowledge and skills for CBC implementation were concerned.

Furthermore, lack of time to participate on CB training in order to acquire the knowledge of CBA was not seen as a difficult tutors faced in implementing CBC as 50% (n=16) strongly disagreed or disagreed with the statement while 21.9% (n=7) opted for strongly agree or agree and 28.1% (n=9) selected neutral position. This meant that tutors were ready to attend training programmes for the professional development when given a chance. This showed that tutors understood that CB training which was institutional or government organized had some impact as far as CBC implementation was concerned.

Tutors were not sure whether lack of follow up support after CB training and non-involvement of tutors in designing of the teaching approaches were difficulties to CBC implementation in teachers training. This was indicated by the distribution of results from strongly agreed to strongly disagree. For example 46.9% (n=15) respondents strongly disagreed or disagreed that lack of follow up support after the training to see how tutors employ CB knowledge in teaching was a barrier to CBC implementation while 37.5% (n=12) strongly disagreed or disagreed and 15.6% (n= 5) selected the neutral position.

In addition, when tutors were asked to indicate number of times CBC experts visited them in their colleges to check on the implementation of CBC, results showed that 62.5%; (n=20) selected *not at all* while 18.8% (n=6) selected once a year and only 9.4% (n=3) respondents selected twice a year, 6.3%; (n=2) and 3.1%; (n=1) selected after one year and four times a year respectively. This strongly suggested that follow up activities after CB training had been rarely conducted in teachers colleges thus minimal evaluation of the practicability of CBC teaching strategies. The few follow-up activities were indicated to be mainly assessing the application of CBC through inspecting lesson preparation materials such as scheme of work and lesson plans, observing teaching processes in the classroom and providing professional support and advice about the implementation of CBC.

In addition, 43.8% (n=14) of respondents strongly agreed or agreed that there was no involvement of tutors in designing the teaching methods for CBC; while 46.9% (n=15) strongly disagreed or disagreed; and 9.4% (n=3) were neutral. The findings revealed that there was no consensus among the tutors on the perception of these challenges in the colleges.

This descriptive analysis of the quantitative findings was supported by the open end questions and interview which required tutors to provide suggestions on what they thought should be done to make the use of teaching approaches suggested more effective in teachers training programmes to help the trainees in acquiring the necessary skills for better implementation of CBC in schools. Their general observations were as follows: The duration of the training should be increased as one of the suggestion given out by tutors. They suggested that when there is training

prepared for tutors, duration of the training should be sufficient for them to be well equipped with all necessary skills and knowledge of CBA. This would help them to use the approaches effectively in preparing student teachers to implement CBC after the programme.

Another suggestion was that the training should be on-going. Tutors suggested that for better implementation of CBC and better preparation of student teachers regular training was needed. This because was because by then the training was offered one per year or after two years. If the training would be frequently offered tutors would be more updated about CBC and its approaches for better preparation of trainees to effectively implement it in schools.

“If there will be frequent seminars or workshops tutors will be able to cover issues critically and extensively for better preparation of student teachers.”(Interviewee xx)

Also, tutors pointed out that good infrastructure were very important for the implementation of CBC in teachers training colleges for preparation of student teachers towards its implementation. The absence of inadequate infrastructures like library services, enough classroom buildings, enough computers connected to internet hindered the use of various CBA in teaching and learning which were important elements towards CBC implementation in teachers' college and preparation of student teachers' to implement it.

“The presence of adequate infrastructures is the hub in teaching and learning with CBA but this is the problem to many teachers colleges”. (Interviewee xz)

Furthermore, they suggested that the government should provide the required teaching and learning materials in the colleges for tutors to prepare student teachers to

effectively implement CBC. The shortage of important teaching and learning resources made teaching more theoretical because there was no ministry document that guided a tutor on how to teach using CBA. Also, there were other materials like syllabuses student teachers needed to be seen before going to the field area but these important materials were not available in the colleges.

“Colleges lack important materials to guide a tutor and student teachers on the use CBA and the implementation of CBC after acquiring the training”
(Interviewee xy)

Lastly, tutors suggestion was the reformation of the programme for student teacher training. The use of CBA needed enough time for tutors to effectively implement them, the teacher training programme was organised in a way that made tutors unable to meet the demands of the programme due to many contents that needed to be covered per programme with limited time. Therefore, government should think on making reform of the programme in order to cater for the CBC needs.

4.3.3 The Teaching Practices used in Teachers Training Programmes in

Preparing Student Teachers to Implement CBC

This part aimed to address the influence of the available practices in teachers training programmes in preparing student teachers to implement CBC after the training. The available training indicated were Block Teaching Practice (BTP), Single lesson teaching practice, Micro teaching practice, peer lesson teaching practice and class presentation. Different aspects like the uses of the teaching practices, the duration of the teaching practices, the importance of the teaching practices and the assessment criteria used in these teaching practices are discussed under this part as follows:

On the use of the teaching practices in teachers' training, tutors were asked to indicate the extent to which the identified teaching practice used teachers training in preparing trainees to implement CBC. Likert type of items were administered to tutors from strongly agree showing maximum use of the teaching practice to strongly disagree showing minimum or low extent of use of the teaching practice as indicated in Table 4.10.

Table 4.10: The Extent of use of the following Teaching Practice in Teachers Training in Preparing Trainees to Implement CBC

S/N	The extent of use of the following teaching practice in teachers training in preparing trainees to implement CBC	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	Peer Lesson Teaching Practice	46.9	43.8	6.3	3.1	0	1.6562	.74528
2.	Single Lesson Teaching Practice	62.5	28.1	9.4	0	0	1.4687	.67127
3.	Block Teaching Practice	65.6	28.1	0	6.3	0	1.4687	.80259
4.	Class Presentation	56.3	43.8	0	0	0	1.4375	.50402
5.	Micro Teaching	56.3	34.4	9.4	0	0	1.5312	.67127

SA(Strongly Agree)=1, A(Agree)=2, N(Neutral)=3, D(Disagree)=4, SD(Strongly Disagree)=5

Source: Field Data, 2018

The findings above revealed that the identified teaching practices were in a maximum use in teachers training in preparing trainees to implement CBC as a practice of what they had learnt during the training. In terms of percentage there were 90.7% (n=29) of respondents who strongly agreed or agreed that peer lesson teaching was highly used in teachers training in making trainees practice what they had learnt as a preparation of implementing CBC in schools while there was 3.1% (n=1) of the respondents who strongly disagreed or disagreed and 6.3% (n=2) were neutral.

When tutors were asked to indicate the extent of use of the single lesson teaching practice in teachers training colleges as one way of making trainees practice what they had towards CBC implementation, the results showed that 90.6% (n=29) of respondents strongly agreed or agreed on the maximum use of single lesson teaching practice while 9.4% (n=3) of the respondents opted for neutral position and none selected for strongly disagreed or disagreed.

Moreover, Block teaching practice was seen as other teaching practice used in the teachers training in making trainees practice as the preparation of implementing CBC. The results showed that 90.7% (n=30) of the respondents strongly agreed or agreed that Block teaching practice was highly used in teachers training in preparing students teachers to implement CBC in schools while 6.3% (n=2) of the respondents strongly disagreed or disagreed and none of them was neutral.

In addition, tutors were required to indicate the frequency of use of the class presentation as one way of making trainees practice what they have learnt as a preparation of implementing CBC. In terms of percentage, 100% (n=32) of the respondents strongly agreed or agreed that class presentation was in maximum use in teachers training colleges in preparing student teachers towards implementing CBC after acquiring the training while strongly disagree or disagree and none was neutral .

Apart from class presentation, tutors were asked to comment on the use of Micro-teaching practice in teachers training colleges, the results indicate that 90.7%; (n=29) respondents strongly agreed or agreed that Micro-teaching was highly used in the

colleges in making student teachers practice as a preparation of CBC implementation while 9.4%; (n=3) respondents opted for neutral position and none strongly disagreed or disagree on the use of Micro-teaching in the teachers training.

On the duration of the teaching practices, the focus was on the aspect of the time used in the training colleges to make student teachers practice as a preparation of CBC implementation; tutors were asked to choose one among the options given from strongly agree that meant the time was enough to strongly disagree that meant the time was not enough to make student teachers practice for CBC implementation.

Table 4.11: The Time Used by the Trainees to Practice in the Training Colleges for Implementing CBC

S/N	The time used by the trainees to practice in the training colleges to prepare to implement CBC	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	Single lesson teaching practice	37.5	34.5	12.5	9.4	6.3	2.1250	1.2115
2.	Block Teaching Practice	37.5	31.3	12.5	15.6	3.1	2.1563	1.1943
3.	Peer Lesson Teaching Practice	28.1	37.5	18.8	0	15.6	2.2188	1.0390
4.	Micro-teaching	21.9	37.5	21.9	0	18.8	2.3750	1.0395
5.	Class Presentation	40.6	37.5	15.6	0	6.3	1.8750	.9069

SA(Strongly Agree)=1, A(Agree)=2, N(Neutral)=3, D(Disagree)=4, SD(Strongly Disagree)=5

Source: Field Data, 2018

The above data from the tutors showed that the time used by trainees in peer lesson teaching practice, single lesson teaching practice, block teaching practice, class presentation and Micro-teaching in the teachers training colleges was enough to prepare trainees to implement CBC. For example, a large percentage of 78.1% (25) of the respondents strongly agreed or agreed that the time used for class presentation was

enough, while a very small percentage 6.3%; (n=2) indicated strongly disagreed or disagreed and 15.6%; (n=5) of the respondents were neutral. These findings were further supported by qualitative findings obtained during the focus group discussion final year students who said that Micro-teaching was frequently done by students during the training. This had helped them to practice teaching as the preparation to implement CBC.

In case of the single lesson teaching practice, tutors response were as follows; 72%; (n=23) respondents strongly agreed or agreed that the time devoted for single lesson plan in teachers training colleges was enough for trainees to practice for better implementation of CBC, 15.7%; (n=5) respondents strongly disagreed or agreed while 12.5%; (n=4) opted for neutral position. In order to support the quantitative findings, focus group discussion was conducted with final year students to obtain their opinion about the time used for single lesson practice in the colleges. They said that single lesson teaching practice was given small time, which was insufficient to practice, the time for single lesson teaching practice was only a single period of 40 minutes per year.

Also, Block Teaching Practice (BTP) had higher percentage of respondents i.e. 68.8% (n=22) who strongly agreed or agreed that the time used for block teaching practice in the teachers training colleges was enough for trainees to practice, while 18.7% (n=6) strongly disagreed or disagreed and few of them 12.5% (n=4) were neutral. In order to support this data, qualitative findings was collected from the interviews with principles and focus group discussion with final year students. They said that the time for BTP was enough for student teachers to practice because it was done for two (2)

months per year but the government did not take the issue of BTP seriously, this was because students failed to go for BTP on time because the government did not provide the funds to the colleges at a required time especially for government owned colleges. This made the time devoted for BTP to be ineffective for trainees to practice.

Furthermore, 65.6% (n=21) of tutors indicated that the time used for peer lesson teaching practice in the training colleges was enough for trainees to practice as the preparation for them to implement CBC, 18.8% (n=6) of tutors strongly disagreed or disagreed and 12.5% (n=4) were neutral. This showed that both tutors and trainees were satisfied with the time dedicated peer lesson teaching practice because during the focus group discussion with final year students results showed that students had no problem with the time used for peer lesson teaching practice.

On the aspect of micro-teaching, more than half of the tutors 59.4% (n=19) strongly agreed or agreed that the time used for micro-teaching in making student teacher practice what they acquired as the preparation for implementing CBC in schools was enough, while 18.8% (n=6) of the respondents strongly disagreed or disagreed and 21.9% (n=7) were neutral.

With regard to the importance of teaching practices, examples of teaching practices were given in a likert scale instrument where tutors were supposed to rate themselves on how important the teaching practices were in preparing trainees to implement CBC in schools. The choices ranged from Very important, Important to Not Important. Very important and important entailed that the teaching practice was very essential in making trainees practice while Not Important entailed that the teaching practice was

not essential to trainees in making them practice. The results were as shown in the Table 4.12.

Table 4.12: The Importance of Teaching Practice in the Training Colleges in Preparing Trainees to Implement CBC

S/N	The importance of teaching practice in the training colleges in preparing trainees to implement CBC	Frequency%				
		SA	A	N	Mean	Std Deviation
1.	Single Lesson Teaching Practice	81.3	18.8	0	1.1875	.3965
2.	Block Teaching Practice	90.6	9.4	0	1.0938	.2961
3.	Peer lesson teaching practice	78.1	21.9	0	1.2188	.4200
4.	Class Presentation	81.3	18.8	0	1.1875	.3965
5.	Micro-teaching	81.3	18.8	0	1.1875	.3965

VI (Very Important) =1, I (Important) =2, NI (Not Important) =3

Source: Field Data, 2018

The data above showed that 100% (n=32) of tutors indicated that both teaching practices identified; single lesson teaching practice, block teaching practice, peer lesson teaching practice, class presentation and micro teaching are either very important or important in making student teachers practice what they had learnt in classes as the preparation for the effective implementation of CBC in schools. These quantitative data were further supported by qualitative data obtained during the group discussion with student teachers who said that the use of single lesson teaching practice, peer lesson teaching practice, block teaching practice, class presentation and micro-teaching were very important as far as CBC implementation was concerned. This was because by practicing they were oriented to the actual teaching process to be done in schools as CBC requires learning by doing.

“....teaching practice is done through different procedures where we get time of practicing and we are exposed to the teaching environment, learning by doing is better than learning theoretically” (Interviewee xw)

During the interview with the College Principals they further supported on the importance of the identified teaching practices as far as trainees practice was concerned.

On the aspect of assessment criteria used in the teaching practice likert scale type instrument was used. Tutors were supposed to select the scale from strongly agree meaning that the assessment was helpfully in preparing trainees implementation of CBC to strongly disagree meaning that the assessment criteria did not fit the purpose of preparing trainees to implement CBC in schools. The options were; strongly agree, Agree, Sometimes but not always, strongly disagree and disagree, the results were shown in the Table 4.13.

Table 4.13: The Assessment Criteria (Numerals) Used in Teaching Practice During the Training in the Colleges

S/N	The assessment criteria (numerals) used in teaching practice during the training in the colleges	Frequency%					Mean	Std Deviation
		SA	A	N	D	SD		
1.	a. Single lesson teaching practice	43.8	43.8	9.4	0	3.1	1.7188	.7718
2.	b. Block Teaching Practice	31.3	46.9	18.8	0	3.1	1.9375	.8007
3.	c. Peer Lesson Teaching Practice	50.0	40.6	3.1	3.1	3.1	1.6875	.9310
4.	d. Micro-teaching	53.1	40.6	6.3	0	0	1.5313	.6213
5.	e. Class Presentation	53.1	37.5	3.1	0	6.3	1.6250	.8328

SA(Strongly Agree)=1, A(Agree)=2, N(Neutral)=3, D(Disagree)=4, SD(Strongly Disagree)=5

Source: Field Data, 2018

From the findings above tutors perceived that the assessment method (numerals) used in single lesson teaching practice, peer lesson teaching practice, Block teaching practice, class presentation and Micro-teaching were helpfully in preparing trainees practice as the preparation of CBC in schools. In terms of percentage, the majority of respondents 93.7% (n=30) strongly agreed or agreed that the use of numerals in assessing student teachers during the micro-teaching helped trainees preparation of CBC while only 6.3% (n=2) opted for sometimes but not always that the use of numerals helped trainees preparation of CBC and none strongly disagreed or disagreed.

Furthermore, 90.6% (n=29) of the respondents strongly agreed or agreed that the assessment method (numerals) used in peer lesson teaching practice and class presentation were helpfully in trainees preparation of CBC implementation while only 6.3% (n=2) of the respondents strongly disagreed or disagreed and 3.1% (n=1) of the responded that sometimes were helpfully but not always. In addition, when tutors were asked to indicate how helpfully was the use of numerals in a single lesson teaching practice to trainees towards the implementation of CBC, the majority of tutors 87.6% (n=28) strongly agreed or agreed that the numerals had no problem as far as trainees implementation of CBC was concerned. Only few tutors 3.1% (n=1) strongly disagreed or disagreed and 9.4% (n=3) of the respondents opted for sometimes but not always that the use of numerals as assessment method was helpfully in student teachers preparation towards the implementation of CBC.

Lastly, 78.2% (n=25) of the respondents strongly agreed or agreed that the use of numerals as assessment method in Block Teaching Practice (BTP) in preparing

student teachers to implement CBC was helpfully while 3.1% (n=1) of the respondents strongly disagreed or disagreed and 18.8% (n=6) of the respondents opted for sometimes and not always that the use of numerals in BTP is helpfully in preparing trainees to implement CBC in schools. Based on the frequency of the respondents, it was shown that the assessment criteria used in the teaching practice had no negative impacts to trainees' preparation of implementing CBC in schools.

In order to gather different views on the influence of teaching practice on student teachers' preparation in the implementation of CBC, an open ended question was asked to teacher trainers to give the challenges facing the training colleges in making the trainee's practice what they had learnt as the preparation of implementing competence based curriculum in schools. Findings showed that the available practices had been helpful to trainees but there were different challenges tutors and student teachers' faced in making the practice effective. These were mentioned in the open-ended questions and focus group discussion administered to tutors and student teachers respectively as follows:

An overcrowded class was one of the challenges pointed by tutors and student teachers that made the practices to be ineffective. They said that classes were overcrowded in the colleges when students had to do class presentation, micro teaching and peer lesson teaching practice. Not only that but also when they went for block teaching practice and single lesson teaching practice in schools they found the classes overcrowded too, this made the practice to be ineffective because they failed to employ different teaching approaches they had learnt and classroom interaction between teacher and student became poor.

Inadequate teaching and learning materials was also identified as a challenge facing trainees to practice in the preparation of implementing CBC. There was inadequate teaching and learning materials in the colleges and at schools where trainees went for practice. Examples of such materials were like syllabi, CBC textbooks and ICT materials. Absence of these teaching and learning resources made the practice to be ineffective as trainees failed to impart to pupils CBC skills and knowledge. According to student teachers, these materials should be available in the colleges so that trainees should be familiar with them before going for practice where such materials were also unavailable.

Besides, tutors and student teachers mentioned poor government support to be a challenge in making trainees practice as the preparation of CBC implementation. Government owned training colleges depended on financial and material support from the government, for example Block Teaching Practice was facilitated by the government to both tutors and student teachers. When the government failed to facilitate the colleges on time they affect the process of trainees practice because if BTP was to be done for two months then it would be done for one and half a month. For instance, when the researcher visited the training colleges, it was the time when students were supposed to be in BTP stations but they were still waiting for the fund from the government. This affected the trainees' effectiveness in practising CBC implementation.

In addition, student teachers and tutors perceived poor skills and knowledge on CBC to be another challenge facing trainees' practices. This was due to the reason that there were some tutors who had no skills and knowledge of CBC in the colleges, therefore

they taught using content knowledge approaches. According to student teachers, poor knowledge and skills to tutors on CBC affected practices because they received different views from tutors on the preparation of lesson plans which were the very important guide in the teaching process; moreover, tutors teaching approaches were mostly content based. Therefore this was a challenge to trainees in practicing implementing CBC in schools.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.1 Introduction

This chapter presents the discussion of the findings of the study. The study generally focused in evaluating the effectiveness of teachers training programmes in preparing teachers towards the implementation of competence based curriculum in schools. The discussion is based on the objectives of the study as follows:

5.2 The Tutors Knowledge and Skills on Competence Based Curriculum

(a) Availability of CB training programmes for tutors

The research findings showed that competence based programmes for tutors in the colleges were available. The programmes were organized by both government and institutions. There were government organized seminars such as Teacher Educators Programme and seminars in order to equip CBC knowledge to tutors. From these findings it was observed that a good teacher is built by a good tutor. These findings concur with Scribner (1999) who affirmed that when teachers are engaged in professional development programmes they gain a deeper understanding of the subject matter and learn multiple learning strategies, which help them to manage teaching. This means that if tutors are participating in the CB training programmes they are in a position to teach according to CBC requirements, thus prepare good teachers who can implement CBC more effectively in schools.

Additionally, the available CB training programmes allow teacher educators to collaborate with one another within and outside their colleges. According to Garet, at

el (2001), the training programmes which involve interactive and collaborative activities are proven to have influence on teachers' understanding of the learned concepts. Scribner (1999) further clarifies that when teachers collaborate it helps them to solve various classroom problems, discuss ideas and get opportunity of discussing the curriculum. This entails that tutor's share knowledge on CBC implementation by other tutors within the college and from other colleagues.

The findings further showed that the government and the colleges initiated CB training programmes; however, tutors were intrinsically motivated to learn about CBC from sources such as journals, books, internet and others have also used individual initiative methods to understand CBC. These findings support Scribner (1999) who elaborates that individual inquiry learning helps both trainers and trainees to study in detail both content and pedagogical knowledge. As seen from this point, individual efforts of tutors and students teachers are important in the implementation of the new CBC approach.

On contrary, inadequacy of CBC learning materials has been observed as a challenge to tutor's individual effort to learn CBC approach. This is due to the fact that the government does not provide enough CBC teaching and learning materials to tutors in the colleges. This leads to misunderstanding of the concept of CBC by tutors. For example, it was argued that there is minimal awareness about the concept, tutors confuse between interactive teaching and Competence Based Curriculum. These findings emphasize on maintaining observations by Farley *et al.*, (2011) and Hatmanto, (2011) who reiterated that there is a need for curriculum implementers to be aware on how to implement the curriculum, in order for it to be successful. This

entails that tutors sometimes assumed the new role of implementing CBC with little understanding; as a result, they lacked efficiency on reaching the goals of the curriculum as far as trainees' preparation of implementing CBC is concerned.

(b) Tutors Participation on CB Training Programmes

The study has shown that most tutors (53.2%, n=17) participated in the available CB training programmes in the colleges. However, the frequency of participation differed. Supovitz and Tunner, (2000) comment that there is great change in the teaching and classroom culture when teachers experience several professional development activities. Furthermore, Sparks and Hirsh as cited in Canady and Rettig (1995) agree that teachers need to spend at least 25% of their time in professional learning. This implies that tutors who undergo several training are in great chance of having knowledge and skills of CBC than those who do not participate in the training leading to minimal understanding of CBC and ineffective preparation of student teachers.

Evidently, for tutors who participate in the competence based training for less than five times will have less confident in implementing the curriculum in the classroom compared to those who participate for a long duration. In their study Supovitz and Tunner, (2000) showed that teachers who had professional development for more than two weeks had better classroom practice in comparison to teachers who had less experience in CB training programmes. Furthermore, Darling-Hammon as cited in Canady and Retting (1995) suggest that for teachers to incorporate complicated practices in their instructional design, the duration of participation in training matters. This means that when tutors spend more time in training they become experts and thus improving student teachers performance.

However, the study has found that lack of participation of tutors' in CB training programmes is not associated with the bias in the process of selecting tutors for the programmes; instead it is limited opportunities which are caused by insufficient funds. This is because most of the training programmes especially which are organized by the government needs funding. Wilson and Berne (1999) suggest that training programmes can involve a large number of tutors in the college if they are less expensive. This would provide chance for every tutor to participate in the learning activities.

As observed in the current study tutors were equally selected to attend training programmes despite their age, gender, teaching subjects and or years of teaching experience. However, funding was the major limit for chances. The college Principals declared no bias in the selection of tutors to attend CB trainings. Such a situation encouraged more tutors to attend CB training, hence resulting in the improvement of teaching process, which would lead to effective preparation of student teachers in the implementation of CBC in schools.

c) The Nature of the Available CB Training Programmes

The most used method in the available CB training programmes is group discussion. Researchers such as Desimone *et al* (2002), Kubitskey and Fishman (2005) perceived that there is a direct link between what teachers learn in their training and their actual teaching process. This means that tutors use the methods (group discussion) learnt in the training in their teaching process. The group discussion method itself is not enough to nurture student teachers with all competencies necessary for better implementation of CBC in schools. Farley *et al* (2011) noted that in order to have a

competent student, the use of other inquiry activities such as project works, portfolio, demonstration and other interactive learning activities are highly encouraged. The results in the current study show that these types of competence based teaching strategies were less available in the current CB training programmes attended by tutors.

Hence, tutors were less aware of how to apply various teaching methods in their classrooms and as a result there was insufficient application of CBC in teachers colleges where teachers were prepared to implement it in schools. Hence, the methodologies used during CB training programmes must reflect the needs of the CBC teaching process.

Furthermore, the available CB training programmes are conducted in short duration. Darling-Hammond (1990 cited in Canady and Retting (1995)) argues that the duration of the training teachers attend has a great impact on attainment of concepts learned in such training programme. This means that if training is of short duration, there is less time for interactive and acquiring all teaching strategies. Therefore, such short duration programmes have less impact on tutors teaching practice as far as teachers' preparation for CBC implementation is concerned.

Moreover, tutors who attended CB training for short duration will not effectively acquire enough knowledge and skills for instructional practices. These findings are supported by Supovitz and Turner (2000) who found that teachers who have less time participating in professional development activities were more likely to employ traditional teaching techniques in their teaching practices compared with those who

had attended longer duration professional development. However, there is no agreement on what exactly is the sufficient time needed for a professional development.

5.3 Teaching Approaches used in Teachers Training Programmes in Preparing Student Teachers' to Implement the Competence Based Curriculum

The findings of this study show that most tutors were positively influenced by the available CB training programmes. The tutors are employing various CBC teaching and learning approaches in their teaching process. Degraffenreidt, *et al* (2008) contends that teachers need to demonstrate changes in their practices after participating in a successful professional development. From the training also tutors acquired the knowledge of assessing students according to CBC requirements.

However, not all methods learned in by tutors in the training programmes are applied in classrooms due to several challenges including financial limitations and poor infrastructures in the teachers' colleges. According to Desimone, *et al* (2002) the instructional approaches used during training will positively influence teachers to use similar methods in their actual teaching practices. Likewise, tutors insisted on the use of group discussion, lecturing and portfolios methods since they acquired such skills in the training programmes attended.

Moreover, tutors gained knowledge in conducting action research through attending CB training programmes. Kennedy (2005) affirmed that, action research helps teachers to think critically and reflect on their own practices thereby improving students' performance. In addition, tutors have been collaborating with each other

within their colleges on matters of preparing and conducting lessons as well as assessing students' performance based on CBC approaches.

Furthermore, the college Principals confirmed that tutors demonstrated great change after participating in CB training. In the training programmes tutors shared experiences with one another, and acquired skills of implementing CBC, such as the use of participatory teaching strategies like gallery walk, the use of songs, talking cartoon, T-diagram and jig saw. These findings are in line with the study by Asgedom *et al* (2006) which found that teachers benefited from training programmes through better understanding of both subject matter and pedagogical skills which led to improvement in students learning and performance.

Besides, Farley *et al* (2011), Hatmanto (2011), Wedgwood (2005), and Woods (2008) suggested that CBC classroom should involve a couple of interactive teaching methods, formative assessments and other inquiry based techniques which will make learners to reason critically. Similarly, the tutors are using interactive techniques in their instructional practices. The majority of them (87.6%) indicated involvement of students in the teaching and learning process more than before attending the training. By so doing they encourage students to apply the learned concepts in their daily life.

From the findings, group discussion teaching method was used by 93.1% of the tutors in their instructional practices. Possibly, the main reason for this is because it is the dominant teaching method used during CB training activities, as explained earlier. Also, tutors found group discussion technique easy to use compared to other teaching and learning techniques. For example Desimone *et al* (2002) as well as Kubitskey

and Fishman (2005) contend that there is a possibility of teachers adopting similar teaching techniques as those used in training programmes. However, certain factors like inappropriate infrastructures (classroom size, immovable classroom equipment and insufficient learning materials) and lack of knowledge about the use of other teaching techniques influence tutors' high use of the group discussion method.

Additionally, tutors use of other CBC teaching approaches like project work, study visit, experimentation and demonstration is very rare in their teaching and learning processes. Hatmanto (2011) explains that the use of field study and project work in CBC classroom stimulate students' thinking and help build competences. However, tutors gave reasons for not using these techniques in their lessons. Specifically, lack of funds was mentioned by both tutors and college Principals as a great challenge, for example, in facilitating learning by field study.

Besides, the available laboratories lack necessary chemicals and facilities for conducting experimental studies especially for students taking science subjects. This leads to tutors frequent use of group discussion, lecturing and portfolio teaching methods. These findings are supportive to the study by Asgedom et al (2006), which found that school financial instability was among the factors which caused teachers not to use interactive teaching approaches during teaching and learning.

5.4 Teaching Practices used in Teachers Training Programmes in Preparing Student Teachers to Implement CBC

There are several teaching practices identified by tutors used in teachers training programmes in preparing student teachers into competence based curriculum

implementation in schools. Both tutors and the college Principals mentioned the following teaching practices:

- (i) Single lesson teaching practice
- (ii) Peer lesson teaching practice
- (iii) Block teaching practice
- (iv) Micro-teaching practice.

Tutors and Principals mentioned these practices to be the hub of student teachers training because they introduce student teachers to real teaching environment. Mohamed (2001a) says teaching practice is an accepted way of introducing student teachers to their profession. The findings of this study show that the introduction of trainees to teaching through teaching practices in the colleges is very important because it helps student teachers to gain experiences. It is through these practices student teachers practise the use of different teaching approaches like teaching methods, teaching aids and different mode of assessment.

According to Mohamed (2016) teaching is a complex process, which requires teachers to use variety of teaching aids, teaching methods, strategies and techniques as well as equipment used in teaching and learning process. This implies that teaching practices in teachers training colleges are very essential in making student teachers apply what they learnt in the training programme as the preparation for them to use the knowledge and skills gained for CBC implementation in schools.

The study has further found that tutors and students had no problem with the assessment method, which allowed using numerals in teaching practices. The majority

of tutors agreed that the use of numerals as assessment method in teaching practice was helpfully in making student teachers practise what they have learnt in the training. This is because the assessment is done in a special form which comprises all important elements a student teacher is supposed to prepare before, during and after the lesson. Examples of these elements are lesson preparation, teaching aids, teaching methods, skills and knowledge of the subject matter and teacher's personality.

Moreover, student teachers showed no doubt about the assessment method used during the teaching practices because the forms used by tutors were clear. However, for them the problem was on tutor's knowledge and skills on the elements outlined in the assessment forms. This led to variation in assessment from one tutor to another depending on the tutors understanding of CBC. One of the elements identified by student teachers was lesson plan (preparation). To them lesson preparation is a very crucial element in teaching process because it guides a teacher what, where, when and how to teach. Lack of consistence among the tutors on CB lesson planning led to ineffective teaching practice because the trainees received different directives from tutors on how to prepare a CB lesson plans. This led to confusion to trainees because they failed to know who to trust and which approach is the correct.

Furthermore, the findings show that the available teaching practices are ongoing in the training colleges and the duration for these practices is enough. Tutors identified factors like financial problems, shortage of teaching and learning resources, and poor infrastructures to be the hindrances affecting teaching practices in the colleges. These findings concur with Mohamed (2016) in his study who said that the problem of teaching practice in Tanzania is in monitoring and supervision which may be due to

lack of resources, poor planning and lack of seriousness. These weaknesses often yield less impact on student teachers' practices since they are not given enough time to practice as part of the training.

Factors like overcrowded classes, time factor and negative attitudes towards CBC among tutors were identified by tutors to be the challenges facing student teachers in practicing what they have learned in the preparation of implementing CBC in schools. Overcrowded classes hinder the application of some CB teaching approaches because the classroom environment does not support the use of different teaching approaches. On the issue of time student teachers said that the period of 40 minutes allocated for a teacher to teach in a class is not enough to meet the CBC requirements. As per their opinion, the use of participatory method for example requires enough time for a teacher to be able to interact and use various teaching techniques. It was also noted that the negative attitudes tutors had on CBC affected student teachers during the teaching practice because some tutors did not encourage student teachers to practise the skills of CBC instead they imparted negative attitudes leading to ineffective practice.

The following were the general comments given by college Principals, tutors and students as the ways which could lead to preparation of teachers towards the implementation of CBC in schools: firstly, the reformation of teachers training programme. Teachers training programmes need to be reformed in order to cater for the CBC requirements. The curriculum, contents and learning areas, which are currently used do not allow student teachers to be well prepared for effective implementation of CBC. The coherence is missing between the duration of the

programme and the contents to be covered. This results into teaching which aim of covering the content rather than facilitating acquisition of the required teaching methodologies to student teachers.

Another suggestion given was based on the admission criteria. According to the responses given by tutors and college Principals the entry requirements for someone to be admitted in teachers training has great impact towards preparation of that person in implementing CBC in schools. A clear standard set of entry qualifications is required because being good depends much on some ones past performance.

Changes which frequently made by the ministry responsible for teachers training and education lead to admission of students in colleges with low qualifications and poor educational background. This trend of poor performance continues up to the colleges where that person is being trained to become a teacher who is expected to prepare students to become professionals in different careers.

Mohamed (2016) in his study suggested that teacher education needs special care treatment like other programmes in order to attract many students with better qualifications to join teaching profession programmes. The study also suggested that teaching and learning materials should reflect CBC requirements. On contrary, the current study found that teaching and learning resources used in training teachers in the colleges do not help tutors and trainees towards implementing CBC. Supplementary materials provided in the colleges mislead tutors and students. Massive writers of these books differ in the way materials are written thus lead to

confusion to users. These findings call for attention to teachers education stakeholders look for ways and means to implement what Mohamed (2016) suggested in his study.

Moreover they suggested that there should be a balance of tutors in all learning areas in order to prepare student teachers to implement CBC in schools. This is because some teaching subjects are having large number of tutors than the other subjects. For example, the results show that the majority of tutors 46.9% (n=15) are teaching academic subjects while only 3.1% (n=1) tutor is teaching general subjects. This results into unequal transition of knowledge and skills from the tutors to trainees leading to poor CBC implementation in schools especially at this time when teachers are insisted to teach with ICT.

Lastly, college Principals suggested that tutors should apply the knowledge and skills acquired in the training to trainees. The study found that tutors had no internal motivation of applying the knowledge of CBC when teaching the trainees. They continued using content based approaches in the classroom. Therefore, student teachers failed to adopt the knowledge and skills from their tutors; hence, implementing CBC poorly in schools.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the study, summary of the findings, conclusion and recommendations for action and for further research.

6.2 Summary of the Study

This study aimed at evaluating the effectiveness of teachers training programmes in preparing teachers towards the implementation of CBC in schools. The study was divided into three chapters; Chapter one of the study described the background of the problem, statement of the problem, objectives and research questions. In this part the researcher also explained about the purpose, significance, limitations and delimitations of the study as well as the definition of the key terms.

Chapter two of this study presented the basic concepts in Teachers Training Programmes and Competence Based Curriculum, the tutors' Knowledge on CBC, Teaching approaches used in Teachers' college, the techniques used in training programmes to make teacher trainees practice CBC and the challenges facing teachers' training institutions in implementing CBC.

Furthermore, the general discussion of systematic approach to effective training, the practice of CBC; the historical perspectives of CBC in schools and Empirical studies on CBC in Tanzania were acknowledged. Finally, the research gap as well as the conceptual framework of the study were identified and described.

Also, chapter three presented the methodology and procedures, which were used in conducting the research. The chapter deals with choice of research paradigm, research design, location of the study, population of the study, sampling procedures and sample size, tools used for data collection, data analysis procedures, procedure for checking reliability and validity and finally ethical considerations for doing the study was outlined.

6.3 Summary of the Findings

The aim of the study was to evaluate the effectiveness of teachers training programmes in preparing teachers towards the implementation of CBC in schools. However, gender, age, level of education, teaching subjects and years of the teaching experience were well thought-out. The findings show the number of females employed in teachers colleges is fewer than the number of males which implies that the issue of gender inequality still exists. The majority 65.7%; (n=21) of tutors in the teaching colleges are young people whose age ranges from 25 to 45 years. This implies that there is high employment opportunities offered by the government in recruiting tutors to avoid the risk of tutors' shortage in teachers' colleges after the retirement of adult tutors.

Similarly, tutors' work experience was analyzed. The findings showed many tutors (i.e.75%) had enough experience which was 6 years and above; hence, they were expected to have good knowledge and skills on CBC. On contrary, it was revealed that there was no positive relationship between the teaching experience and knowledge on CBC. Apart from that, it was discovered that the majority of tutors were Bachelor degree holders, a few Master degree holders and astonishingly there

were Diploma holders. This implies existence of a lax or less career development plan among tutors which lead to questionable professionalism.

Additionally, tutors teaching subjects were also analyzed. The result showed that academic subjects had more number of tutors than general subjects like ICT and religious studies. This reveals that the number of people who opted to study these subjects at higher education level was very small.

Furthermore, the findings proved availability of training as 53.2% of respondents had already received the training. However, the results on the availability of the training were dissatisfying due to duration and frequency of the training offered. There were also many challenges facing training colleges in implementing the CBC to student teachers including trainers' low knowledge and skills on CBC, low trainees readiness, inconvenient training environment, shortage of teaching and learning materials, less funds and time allocated for the training. These challenges were the major constraints towards preparation of teachers to implement CBC in schools. This was proved by school inspectors who said that CBC was not effectively implemented due to teachers' poor knowledge and skills on this subject matter. Therefore, this indicates that the training given to these teachers in their colleges did not equip them with the required competences for better CBC implementation in schools.

6.4 Conclusions

The present study investigated the effectiveness of teachers training programmes in the preparation of teachers towards the implementation of competence based curriculum. The features of effective CBC were adapted as described in the

conceptual framework of the study in order to guide data gathering and analysis on the effectiveness of available teachers training programmes. Specifically, the research investigated the tutors knowledge and skills about CBC, the teaching approaches used in teachers training programmes in preparing teachers towards CBC implementation and the teaching practices used in teachers training programmes in making trainees practice what they learnt as the preparation of implementing CBC in schools.

Based on both quantitative and qualitative findings, the study concludes that the teachers' poor implementation of CBC in schools is mostly connected with the trainers (tutors) low knowledge, competence and skills in CBC revealed during training in the colleges. In addition, some tutors in the teachers colleges were not competent enough on CBC requirements. Not only that but there were also other factors like poor infrastructures in the colleges, shortage of CBC teaching and learning materials, learners low ability due to poor education background, little time allocated in relation to the contents to be covered, shortage of tutors in some subjects especially the general teaching subjects and tutors negative attitude towards CBC.

With regard to tutors low knowledge and skills, the findings concluded that the government has not made enough efforts to help tutors improve their profession to full potentials. The available training programmes were mostly of short duration and not frequently offered to update tutors on CBC requirements. In addition, the CBC instructional materials were missing in the training colleges to assist tutors to provide the required knowledge and skills to trainees. Largely, the quality of the training was questionable and teachers training colleges lacked the capacity to train best teachers who would effectively implement CBC in schools. As a result, the colleges have

continuously been producing graduates who are incompetent to the extent that they fail to implement the intended curriculum.

The major challenge that the teachers training programmes were reported to face is in producing teachers who are competent, committed and skilled to meet the demands of CBC. The CBC pose a great challenge to teachers because of calling for creativity, learners involvement in teaching and learning process, the ability of problem solving, contextualization and discovery.

6.5 Recommendations for Action and for the Further Research

6.5.1 Recommendation for Action

Based on the major findings of the study recommends the following to the government, NACTE, TIE, policy makers, tutors and teachers who are the main implementers of CBC and for further action;

- (i) Firstly, since the available training programmes seem to be insufficient to develop the required knowledge to tutors understanding of the new curriculum for preparing teachers towards implementing it in schools, the government and the colleges should initiate more efficient training programmes for tutors, with focus on CBC implementation so that they acquire knowledge and skills to cope up with the new approach and facilitate effective preparation of trainees to implement CBC in schools.
- (ii) Secondly, an effective monitoring and evaluation system must be put in place in order to make follow up on the implementation of CB knowledge and skills gained to the tutors' in their teaching and learning process.

- (iii) On top of that, the government should support institutional and individual efforts morally and materially. This will motivate individual tutors and institution in further professional development.
- (iv) Moreover, policy makers should ensure that before any new approaches are put into practice; the implementers are made aware of the strategies of implementation. The CBC approach seems to start its implementation with little awareness to tutors and teachers who are the main implementers of the curriculum. Meanwhile, CBC is not understood to most tutors who prepare teachers to implement it in schools. The awareness will be built only by providing enough competence based training programmes on the fundamentals of CBC to all tutors and at the small interval than it is now.
- (v) Lastly, tutors should be resourceful and creative on other competence based teaching strategies apart from using discussions, lecturing and portfolios in order to nurture learning and creativeness to the student teachers. Likewise student teachers will use learned strategies in their classrooms after graduation in implementing CBC. This will make CBC be practically implemented in the whole country since tutors in colleges prepare teachers whom later teach students in primary and secondary schools based on needs of CBC. Competence based curriculum implementation requires teachers' dedication and devotion to provide participatory and active teaching and learning environments. This will only work if tutors are motivated in terms of better working condition including provision of regular training.

6.5.2 Recommendation for Further Research

For further research the following suggestion should be considered:

- (i) A research to be done to examine the reason for few female tutors employed in the teachers training colleges in relation to the number of male tutors.
- (ii) A research needs to be done in Tanzania to investigate how teachers in primary and secondary schools are implementing CBC after attending the training programme, since they all went through teachers colleges. This will provide a clear picture on the practicability of CBC in the Tanzanian education system.
- (iii) Extending this research to a wider sample of colleges to enable the findings to be generalized. This may help the effort of serious implementation of CBC in schools

REFERENCES

- Agarwala, T. (2007). *Strategic Human Resource Management*. New Delth: Oxford University Press.
- Armstrong, M. (2016). *A Handbook of Human Resource Management Practice*. Philadelphia: Kogan Page.
- Armstrong, M. (2009). *Armstrong's of Human Handbook Resource Management Practice*. London: Kogan Page.
- Asgedom, A., Desta, D., Dufera, D., Leka, W., Barrow, K., Leu, E., & Price-Rom, A. (2006). Ethiopia Pilot Study of Teacher Professional Development Quality in Education, Teaching, and Learning: Perceptions and Practice: Washington, DC: AIR, EQUIP.
- Barrick, R. K. (2017) Competence-based Education in the United States. In: Mulder M. (eds) Competence-based Vocational and Professional Education. Technical and Vocational Education and Training: Issues, Concerns and Prospects, vol 23. Springer, Cham.
- Basit, T. N. (2010), *Conducting Research in Education Contexts*, New York, USA: Continuum International Group.
- Borg, W. R & Gall, M.D., (1983), *Education Research: An Introduction*, Lomgman
- Bhalalusesa, E. (2017). *Teacher Preparation and Continuing Profession Development*. UK: University of Sussex. (List, 2011/2012)
- Branford, J., Derry, S., Berliner, D., Hammerness, K., & Bekett, K. L. (2005). *Theories' of Learning and their Role's in Teaching*.
- Canady, R. L., & Rettig, M. D. (1995). *Block scheduling: A catalyst for change in high schools* (Vol. 5): Eye on Education, Inc.

- Chilumika, N. (2013). Teacher Educators' Professional Development for Implementing Competence Based Curriculum: A Case study of Teachers College in Tanzania. A Thesis Submitted in Conformity in Requirements for a Degree of Master of Art in Education
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education, 6th Ed.* London & New York: Routledge Taylor & Francis Group.
- Clark, F. W. (1976). *Characteristics of the Competency-Based Curriculum.* In M. L. Arkava & E. C. Brennen (Eds.), *Competency-based education for social work: Evaluation and curriculum issues.* New York, NY: Council on Social Work Education.
- Cresswel, J. (2013). *Research Designs: Qualitative, Quantitative & Mixed Methods Approaches.* London: Sage Publications Ltd.
- Dasu, M.M. (2001), *Effective Teacher Education for Effective Classroom Teaching: Paper on Education and Development.* Dar es Salaam: DUP.
- Degraffenreidt, Jr., Blair, E., Lelia T. A., Dunbar, B., Mary, K. F., & Rosa, M. G. (2008). *Mary Land Teacher Professional Development Planning Guide.* Baltimore, USA.
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.
- Devi, M. (2016). Significance for Quality in Teaching Education in 21st Century. *Voice of Research*, 2277-7733.

- Education Department, (2015). Report on the Implementation of Competence Based Curriculum in Sumbawanga Primary schools, Sumbawanga, Tanzania.
- Farley, S. E., Amanda L, R., Frederico, C., Andrew, G., Christina, G., Andrew, R., & Serena, W. (2011). A Regional Exploration of Pathways towards Harmonization of Math & Science Curriculum in the East African Community: Discussion Paper The World Bank, Number 65507.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from National Sample of Teachers. *American Educational Research Journal*, 38(4), 915-945.
- Hall, G. F., & Jones, H. L. (1976). *Competency-based education: A process for the improvement of education*. Englewood Cliffs, NJ: Prentice-Hall Inc.
- Hancock, B. (2002). *An Introduction to Qualitative Research*, Nottingham, UK: Trent Focus Group.
- Hatmanto, N. (2011). *Challenges in the Implementation of Competency Based Curriculum in the English Language Teaching: A Case Study at English Education Department*. Yogyakarta, Indonesia: Universitas Muhammadiyah.
- Hatmanto, N. D., & Tasriyah, N. M. (2011). *Developing a Learning Organization to Enhance Teacher Professional Development: A Case Study at Language Training Center*. Yogyakarta, Indonesia: Universitas Muhammadiyah.
- Israel, G. D. (2012). *Determining Sample Size*. Gainesville: University of Florida.
- Kabita. N. G., & Ji. Li, (2017). The What, Why and How Competency- Based Curriculum Reforms: The Kenyan Experience. UNESCO, IBE/2017/WP/CD/11
- Kafyulilo, A. C., Rugambuka, I.B., & Moses, I. (2013). Implementation of Competency Based Curriculum. *Makerere Journal of Higher Education*, 311-326.

- Kazu, H., & Demiralp, D. (2016). Faculty Members' Views on the Effectiveness of Teacher Training Programme to Up-Skill Life-long Learning Competence. *Eurasian Journal of Education and Research*, 205-224. doi: 10.14689/ejer.63.12.
- Kennedy, A. (2005). *Models of Continuing Professional Development: a framework for analysis*. *Journal of In-Service Education*, 31(2), 235-250. doi: 10.1080/13674580500200277.
- Kimario, L. A. (2011). *Strategies for improving competence based evaluation in Tanzania: Experiences, Insights and Possibilities*. New York: Sage Publications.
- Komba, S. C., & Mwandangi, M. (2015). Reflections on the Implementation of Competency Based Curriculum in Tanzania Secondary Schools. *Journal of Education and Learning*, 1927-5260.doi.org/10.5539/jel.v4n2p73.
- Kombo, D. K., & Tromp, D. L. A. (2006), *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Kothari, C. R. (2004). *Research Methodology; Methods and Techniques*, 2nd revised edition. New Delhi: New Age International Limited Publishers.
- Kubitskey, B., & Fishman, B. (2005). *Untangling the Relationships between Professional Development: Enactment Student Learning and Teacher Learning through Multiple Case Studies*. AERA. Montreal, Canada.
- Kumar, R. (2005). *Research Methodology: A step-by-step Guide for Beginners*, 2nd Ed. London: Sage Publications.
- Knezek, G., & Christensen, R. (2008), The Importance of Information Technology attitudes and Competencies in Primary and Secondary Education; *International*

Handbook of Information Technology in Primary and Secondary Education

New York: Springer

- Le, C., Wolfe, R., & Steinberg, A. (2014). The past and the promise: Today's competency education movement. Students at the Center: Competency Education Research Series. Boston, MA: Jobs for the Future.
- Lewin, T., & Stuart, A. (2015). *Teachers and the Quality of Basic Education in Sub-Saharan Africa*. Paris: UNESCO.
- Makanju, G. (2016). Challenges Facing Teachers in Implementing Competence Based Curriculum in Tanzania: The Case of Community Secondary Schools in Morogoro Municipality. *International Journal of Education and Social Sciences*, Vol.2, 30-36.
- Meena, W. (2009). *Curriculum Innovation in Teachers Education: Exploring Conceptions among Tanzanian Teacher Educators*. PARGAS, Finland: Abo Academy University Press.
- Mikidadi, M. M. (2013). *The Effectiveness of Training of Government Primary School Teachers on Job Performance; The Case Study of Bukoba District Council*. Dar es Salaam. Open University of Tanzania.
- MoEVT. (2014). *Education and Training Policy*, Dar es Salaam. TPH.
- Mohamed, N. (2012a). An Assessment of the Contribution of Voluntary Agencies to Teacher Education and Training Provision in Mainland Tanzania Since the Introduction of Western Education to 2004. A Thesis for Award Med Degree. Dar es Salaam. Open University of Tanzania, Dar es Salaam, Tanzania.

- Mohamed, N. (2012b). *Foundation for the Effective Teaching and Learning Process: Implications to Teachers of Pre-primary, Primary, Secondary and Tutors for Teachers Training colleges*, Dar es Salaam: AICE.
- Mohamed, N. (2012c). *Trend of Teacher Education and Training Provision in Tanzania: Implication to Voluntary Agencies Teacher Training colleges*. Dar es Salaam, Karljamer Print Technology.
- Mohamed, N. (2016), *The Quality of Contents, Staffing and Teaching Approaches in Degree and Non-Degree Teachers Training Institutions in Tanzania*. A Thesis Submitted in Fulfillment of the Requirements for the Degree of Doctor of Philosophy of the Open University of Tanzania. Dar es Salaam. OUT
- Mosha, J. H. (2012). *The State of the Quality of Education in Tanzania Reflection: Paper on Education and Development*. Dar es Salaam. DUP.
- Moshi, B. D. (2011). *Challenges Facing Public Organization in Providing Training to their employees: Case of Ministry of Natural Resources and Tourism*, University of Dodoma.
- Mugenda, M., and Mugenda, O. (1999). *Research methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mundry, S. (2005). *What Experience has Taught us about Professional Development, Facilitating Mathematics and Science Reform: Lessons Learned*. National Network of Eisenhower Regional Consortia and Clearinghouse.
- NCERT, (2005). *National Curriculum Framework for School Curriculum*. New Delhi: NCERT.
- Omari, I.M. (2011). *Concepts and Methods in Education Research*. Dar es Salaam: Oxford University Press (T) Ltd.

- Paul, A. (2014). Pre Service Teacher's Preparedness to Implement Competence Based Curriculum in Secondary Schools in Tanzania. *International Journal of Education and Research*, Vol 2, NO 7, 219-230.
- Posner, G. (1995). *Theoretical Perspectives on Curriculum*. MA: Pearson Custom Publishing.
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* . New York: Cambridge University Press.
- Rutayuga, A. B. & Kondo, A. (2006). *A Shift from Assessing a Set of Learning Contents to Assessing each Learning Outcome: NACTE'S Perspectives*. Dar es Salaam: NACTE.
- Saunders, M. (2009). *Research Methods of Business Students, 5th Ed*. Edniburgh, England: Pearson Education Limited.
- Serbati, A. (2015). *Implementation of Competence Based Approaches: Stories of Practices and the Tuning Contribution to Academic Innovation*. *Tuning Journal of Higher Education*, University of Deusto, 19-56, doi:10.18543/tjhe-3(i).
- Solak*, E. (2016). English Teacher Training Programmes in Denmark, Sweden and Turkey. *International Conference on Teaching and Learning as Additional Language, GLOBELT* (pp. 439-443). Antalya, Turkey: Elsevier ltd.
- Supovitz, J. A., & Turner, H. M. (2000). The Effects of Professional Development on Science Teaching Practices and Classroom Culture. *Journal of Research in Science Teaching*, 37(9), 963-980.
- Scribner, J. P. (1999). Professional Development: Untangling the Influence of Work Context on Teacher Learning. *Educational Administration Quarterly*, 35(2), 238-266.

- Skager, R. (1979). Self-directed learning and schooling: Identifying pertinent theories and illustrative research. *International Review of Education*, 25(4), 517–543.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2008). *Instructional media and technologies for learning (9th ed.)*. Upper Saddle River, NJ: Pearson.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. Chicago: Harcourt, Brace and World.
- TIE (2009). *Frame work for Diploma in Education Programmes*. Dar es Salaam: Tanzania Institute of Education
- TIE (2010). *Frame work for Certificate in Teacher Education Programmes*. Dar es Salaam. Tanzania Institute of Education
- The United Republic of Tanzania, (1999). *Public Service Management and Employment Policy*, Government Printers, Dar es Salaam
- Twumasi, P. (2001). *Social Research in Rural Communities, 2nd Ed*. Accra: Ghana University Press.
- Tyler, R. W. (1976). Perspectives on American education: Reflections on the past challenges for the future. Chicago, IL: Science Research Associates INC.
- UNESCO, (2010/2011). *World Data on Education, 7th Ed*. UNESCO.
- URT, (2004C). *Secondary Education Development Plan (SEDP 2004-2009)*. Dar es salaam: MoEVT.
- Wangeleja, M. (2010). *The Teaching and Learning of Competence Based Mathematics Curriculum: Methods and Techniques: A paper presented at the annual Seminar of the Mathematics Association of Tanzania*. Morogoro: Sokoine University of Agriculture.

- Wedgwood, R. (2005). Post-basic Education and Poverty in Tanzania. Country paper for the DFID funded research on Post Basic Education and Training and Poverty Reduction. Post-Basic Education and Training Working Paper Series(1),
- WEMU, (2012b). Waraka wa Mafunzo ya Ualimu. Dar es Salaam. Wizara ya Elimu na Mafunzo ya Ufundi, Dar es Salaam, Tanzania.
- Wiersma, W.. & Jurs, S.G. (2004). *Research Methods in Education: An Introduction*, 8th edition. London: Sage Publications.
- Woods, E. (2008). Tanzania Country Case Study. Country profile prepared for the Education for All Global Monitoring Report 2008. Education for All by 2015: will we make it.
- World Bank. (2011). *A Regional Exploration Pathways Toward Harmonization of Mathematics and Science Curriculum in East Africa Community, Discussion Paper*. Washington, D.C: World Bank.
- Yin, R. (2011). *Qualitative Research from Start to Finish*. London: The Guilford Press.

APPENDICES

Appendix I: Covering Letter

Dear Madam / Sir,

I am Upendo W. Nombo, a student pursuing a Masters of Education in Curriculum Design and Development (MED-CDD) at the Open University of Tanzania. This questionnaire intends to gather data for my dissertation. The questionnaire aims at exploring the effectiveness of teachers training programmes towards Competence Based Curriculum implementation in Tanzania schools.

Therefore, you are kindly requested to spare your time and provide accurate information for the success of my study. This study will benefit teacher educators, government officials and curriculum developers on the effectiveness of training programmes towards the implementation Competence Based Curriculum (CBC) approach. I assure you that, the information you provide is anonymous and will only be used for academic purpose and will be treated as confidential.

For any clarification or concerns please feel comfortable to contact me by email nomboupendo@gmail.com or email my supervisor Dr. Grace Kissassi grace.kissassi@out.ac.tz. Your contributions and help are highly appreciated.

Upendo W. Nombo, M.A candidate, the Open University of Tanzania (OUT), Rukwa Regional Centre.

Appendix II: Questionnaire for College Tutors

Personal information

Please provide your personal information; **circle the correct answer**

1. Gender a: Male b: Female
2. Age a: 25-35 b: 36-45 c: 46-55 d: 56-65 e: 66+
3. Level of education a: PhD, b: Master Degree, c: Bachelor Degree, d: Diploma
4. Teaching subjects a: academic subjects b: general courses c: religion subjects d: methodologies e: professional subjects
5. Years of teaching experience a: 1-2 b: 2-3 c: 3-4 d: 4-5 e: 6+

PART ONE: Knowledge on Competence Based Curriculum

Please **circle the correct answer on the items below**

1. How many times have you participated in training programmes on Competence Based Curriculum since the implementation of the competence based teaching approach in Tanzania?
A) 1-3 B) 4-6 C) 7-10 D) more than 10 E) not at all
2. For how long were the competence based professional development workshops /seminars that you have attended took place;
A) Less than 6 hours
B) For one day
C) For one week
D) For more than one week
E) For one month only
F) For more than one month
3. Was the time enough for you to be equipped with all necessary elements for better implementation of competence based curriculum as far as teachers training is concerned?
A) YES
B) NO

4. Which type of training initiative has helped you to understand competence based teaching? (**Circle the one most useful according to your choice**)
- Government initiated workshop, seminar
 - Institutional initiated efforts such as study group, mentor, coaching
 - Individual initiated efforts such as individual reading, research activities
5. Which method was **mostly used** in the competence based training that you have attended? (**Circle only one**)
- Group discussion method
 - Lecturing and discussion
 - Lecturing only
 - Demonstration method
6. Please read each statement carefully and indicate the availability of competence based curriculum training for professional development by marking where it applies. Where: EA=Extremely Agree; A=Agree; SD=Strongly disagree; D=Disagree and N=Neutral

Items	Responses				
	EA	A	N	D	SD
a) I learn competence based materials from journals, books and internet					
b) I have attended the Ministry of Education organized seminar / workshop/ conference on Competence based curriculum					
c) I participated in short course studies on competence based curriculum					
d) I have worked with experienced mentor/ coach in the college to understand CBC					
e) I cooperate with colleagues in the college and other colleges to learn competence based curriculum					
f) The Ministry of Education has offered materials on competence based curriculum					
g) Competence based training are being offered at college level					
i) Competence based training programmes e.g. workshops are being offered at zonal level					

7. Please read the statement carefully and indicate where it applies regarding your participation on Competence Based Curriculum; where SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Agree

Items	Responses				
	SA	A	N	D	SD
a) I have attended training on Competence Based Curriculum					

8. Please read each statement carefully and indicate to which extent the statement is true on the impact of competence curriculum training you have attended; Where SA=Strongly Agree; A=Agree; N=I have learned but I forget; D=Disagree and SD=Strong Disagree

Items	SA	A	N	D	SD
a) I have learned the concept of competence based curriculum					
b) I have learned competence based curriculum teaching strategies					
c) I have learned to construct performance based examination					
d) I have learned how to teach and meet the diverse Learning needs of the students teachers.					
e) I have learned ways of searching for various learning materials to improve teaching					
f) I have learned how to guide students to learn in groups					
g) I have learned a variety of assessment techniques to evaluate the students' performance on the bases of competence based curriculum					
h) I have acquired skills on how to conduct action research					
j) I have learned how to construct and use specific objectives from the general ones given in the syllabus					

9. What are the other most useful skills you have acquired from competence based training that you have attended so far?

- (i)
 (ii)
 (iii).....
 (iv).....
 (v)

10. **How do you perceive your teaching practice in the classroom after participating in Competence Based Training?** Where SA=Strongly Approve; A=Approve; N=Neutral; D= Disapprove, and is SD=Strongly Disapprove

Statements	Response				
	SA	A	N	D	SD
I teach focusing on competence based a) curriculum approaches					
I use both competence based and content based b) teaching approaches					
I highly involve students in the learning process c) in my teaching than before					
I continuously assess my students on skills and d) performance tests					
e) I encourage my student teachers to apply the learned concept in their classrooms					

11. How many times in a year do competence based experts visit your college to check on your implementation of the Competence Based Curriculum with regard to the workshop that you attended? (**Circle one letter according to your choice**)

- a. Four times a year
 b. Twice a year
 c. Once per year
 d. After one year
 e. Not at all

PART TWO: TEACHING APPROACHES USED IN TEACHER TRAINING PROGRAMMES

12. Rate the frequency of use of the following teaching strategies in your teaching. (Mark X in each item according to your choice basing on five options given)

Item(s)	Always	Often	Sometimes	Rarely	Not at All
a) Group work/ discussion					
b) Project work					
c) Study visit/ field work					
Experiment and d) Demonstration					
Portfolio as a way of e) assessment					
f) Lecturing					

13. To what extent is each of the following a challenge in the teaching and learning by competence based approaches in teachers colleges? Where SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strong Disagree

Items	SA	A	N	D	SD
a) Shortage of competence based textbooks and other teaching/ learning materials					
b) Poor students participation in the learning process					
c) Poor classroom environment					
d) Inadequate knowledge of how to use interactive learning approaches					
e) National examinations content is different from Competence Based Curriculum requirements					
f) Inadequate time to use CBA in the classroom					

14. Difficulties/ Obstacles tutors face in integrating competence based knowledge in student teachers training. SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strong Disagree

Items		SA	A	N	D	SD
a)	The Principal in my college does not actively support or encourage tutors to use the knowledge of CB approaches					
b)	lack of time to participate in the competence based Training in order to acquire the knowledge of CBA					
c)	Lack of follow up support after competence based training programme in my college to see how tutors employ CB knowledge in classroom					
d)	Poor collaboration between tutors at the college and other colleges on how to integrate the knowledge on CBA in the classroom					
e)	The duration for the training is insufficient for tutors to acquire the knowledge of all CBA					
f)	Inapplicability of the knowledge gained about CBA in the training and teaching needs.					
	Non-involvement of tutors in the designing of the teaching methods for Competence Based Curriculum in teachers college					
h)	Inadequate training offered for Competence Based Curriculum to tutors					

15. What do you think should be done to make the use of teaching approaches suggested more effective in teachers training programmes to help the trainees in acquiring the necessary skills for better implementation of CBC in schools?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

PART THREE: TEACHING PRACTICES USED IN TTP

16. To what extent are the following Teaching practices used in teachers training in preparing trainees in implementing them SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree

ITEM	SA	A	N	D	SD
a) Peer lesson teaching practice					
b) Single lesson teaching practice					
c) Block teaching practice					
d) Class presentation					
e) Micro teaching					

17. Does the time used by trainees to practice in the colleges enough in preparing them towards CBC implementation in schools? SA=Strongly Agree; A=Agree; N=Sometimes but not always; D=Disagree and SD=Strong Disagree

Teaching practice	SA	A	N	D	SD
f. Single lesson teaching practice					
g. Block teaching practice					
h. Peer group teaching practice					
i. Micro teaching					
j. Class presentation					

18. For each of the following teaching practices used in the teachers training, state whether it is VI=very important; I= important or NI=not important in preparing student teachers to implement CBC in schools?

Teaching practice	VI	I	NI
k. Single lesson teaching practice			
l. Block teaching practice			
m. Peer group teaching practice			
n. Class presentation			
o. Micro teaching practice			

- 19. How do you find the assessment criteria (numerals) used in each of the teaching practice as far as trainees preparation to CBC implementation in schools is concerned? Are they helpfully in preparing trainees to implement the CBC in schools? SA=Strongly Agree; A=Agree; N=Sometimes but not always; D=Disagree and SD=Strong Disagree**

Items	SA	A	N	D	SD
a) Single lesson teaching practice					
b) peer lesson teaching practice					
c) micro teaching practice					
d) block teaching practice					
e) class presentation					

- 20. What do you think are the challenges facing the training colleges in making teacher trainee's practice what they have learnt as the preparation of implementing competence based curriculum in schools?**

- (i)
- (ii)
- (iii).....
- (iv).....
- (v)

- 21. If you feel like sharing anything else about this study, please feel free to write down on the space below. Your contribution is significant.**

Thank you

Appendix III: Interview Guide for College Principles and Tutors

1. Sex: male [], female []

2. Years in the post

3. Years of teaching experience as a college tutor

1. Understanding on competence based curriculum

(i) What is your understanding on Competence Based Curriculum?

(ii) When does CBC started to be implemented in TTI?

(iii) What are the basic features of CBC

(iv) How do you implement CBC in teachers training?

2. Teaching approaches used in teachers training colleges

(i) What are the teaching approaches used in teachers training in colleges?

(ii) What are the most preferable teaching approaches used by tutors in teaching student teachers? Why?

(iii) Do you think that these approaches are appropriate in preparing teachers to implement competence based in school? YES, or NO. If yes why? And if NO, why?

(iv) What do you think are the reasons that make college tutors to use the teaching approaches they prefer most?

(v) What do you think can be done to make the approaches applicable in teachers training?

3. Techniques used in making trainees practice what they have learnt

(i) What are the techniques used in teacher training in making teacher trainees practice what they have learnt during the training as a part of their preparation to competence based implementation?

(ii) To what extent do the mentioned techniques prepare trainees practice to implement CBC in schools?

(iii) What do you think are the best techniques which if mostly used in the training will help student teachers practice CBC as a preparation of its implementation in schools?

- (iv) What is your suggestion on the techniques applied and the best way of implementing them to effective preparation of trainees as far as CBC is concerned?
- (v) How does the numerical grading system used in Teaching Practices fit the purpose in assessing the pedagogical competence of trainees on these methods

Focus group discussion questions for students

1. What do you understand about Competence Based Curriculum?
2. What are the features of Competence Based Curriculum?
3. Identify the teaching and assessment approaches used by tutors in the classroom.
4. What makes you practice what you have learned in the classroom as preparation for you to implement CBC?

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix IV: Observation Checklist

S/N		Well Stated	Partially Stated	Not Stated
1	The learning outcomes are stated using verbs which specify the skills/abilities that are expected to be attained/exhibited by the student teachers after the lesson.			
2	The lesson provides an opportunity for the teacher to find out what student already know about the topic.			
3	The teaching approaches used help trainees to acquire the intended skills/competences by the end of the topic			
4	The teaching approaches link the contents of the lesson to real world situation.			
5	The tutor's lesson plan describes the teaching and learning activities that reinforce students' understanding of the topic.			
6	The list of teaching aids to be used in facilitating the teaching and learning of the particular lesson has been shown			
7	The lesson plan provides an opportunity for the use of multiple teaching and learning strategies in order to meet needs of each trainee.			
8	The lesson plan shows a design of realistic learning tasks which aim at the development of student teachers competence			
9	The tutors lesson plan shows assessment tools to be used during the lesson which aim at assessing trainees performance			
10	The college calendar shows different training sessions for tutors for developing their competence based skills			
11	The college has documents from the Ministry of Education which state how tutors will develop their skills on CBC			
12	The college environment has facilities that enables student self-learning			