

**EXAMINING TEACHERS' PERSPECTIVES ON IMPLEMENTATION OF
CURRICULUM CHANGE FOR PRIMARY EDUCATION IN TANZANIA:
THE CASE OF KINONDONI MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *Examining Teacher's Perspectives on Implementation of Curriculum Change for Primary Education in Kinondoni Municipality*, in partial fulfillment of requirement for the Degree of Master of Arts in Monitoring and Evaluation of the Open University of Tanzania

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DECLARATION

I, **Irene C. Kanyankole**, do hereby declare that this dissertation/thesis is my own original work and that it has not been submitted for a similar degree in any other University.

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.....

Date

DEDICATION

I dedicate this research report to my beloved husband Uzima J. Milele for his invaluable support and consistent encouragement throughout my graduate studies.

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First and foremost I return all the glory to Almighty God for abundance health, sound mind, empowerment and protection to this end. In this same regard, I appreciate the divine connectivity and leadership of my Godly chosen spiritual parents Rev. Dr. Robert and Christine Mbelwa for their ceaseless prayers and blessings.

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ABSTRACT

The main objective of the study is to examine primary school teacher's perceptions on the implementation of curriculum change for standard III to VI, with special reference to Kinondoni Municipality. Key focus was teachers' perspectives on the implementation of the curriculum. The study was qualitative in nature and data were collected from 38 teachers through individual interview. Inductive approach was used to analyse qualitative data basing on the main ideas from each teacher's responses. The results of the study show that teachers are not satisfied with their low participation in the process of curriculum change. In the actual implementation, the results revealed number of challenges including shortage of curriculum materials especially textbooks and inadequate training on curriculum change to both headteachers and ordinary teachers. In fact, teachers are not supporting the cascade approach used in training, because the trained teachers are facing problem in supporting others. Furthermore, the results indicate that tests and examinations are the main tools for monitoring and evaluation at schools. Lastly, it was noted that monitoring and evaluation is dominated by external approach conducted by school quality assurers. Generally, the study has revealed that the implementation of curriculum change is facing number of bottlenecks. To address the existing dilemmas, it is worth to provide more training to all teachers and head teachers as the primary implementers of the curriculum change. The supply of curriculum materials and other facilities must be given priority by Tanzania Institute of Education and the Ministry of Education, Science and Technology.

Keywords: Curriculum, Curriculum Change, Curriculum Implementation and Primary Education

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LIST OF ABBREVIATIONS

3Rs	Reading, Writing and Arithmetic
BEST	Basic Education Statistics in Tanzania
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EU	European Union
FYDP II	Tanzania Second Five-Year Development Plan
ICT	Information and Communication Technology
MoEST	Ministry of Education Science and Technology
NECTA	National Examination of Tanzania
SDGs	Sustainable Development Goals
SSA	Sub-Saharan Africa
TDV	Tanzania Development Vision
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

In 2016 the government of Tanzania introduced a new curriculum for primary education focusing on standard III to VI. The Curriculum aims at a broad coverage of learning experiences and emphasizes teaching and learning methods which are relevant to the needs of the pupils. In addition, there is emphasis on every aspect of the pupil's life: spiritual, ethical, intellectual, physical and social. The curriculum has focused at satisfactory levels of successful learning to enable pupils to acquire basic education in accordance with the requirements of the Education and Training Policy of 2014 (Ministry of Education, Science and Technology, 2016 p VIII).

It is obvious that the demand for a new curriculum for primary education was influenced by deterioration of quality of primary education. Marsh (1997a) puts clear that a major reason for producing a new curriculum is to provide better learning opportunities for pupils such as higher achievement level in terms of competences development. The previous curriculum of 2005 was criticized for being overloaded, not well addressing the issue of literacy and numeracy skills for lower classes and not meeting the demand of 2014 Education and Training policy.

It is assumed that the curriculum change for primary education will improve the quality of primary education because it is competence-based while the development literacy and numeracy skills is emphasis throughout the primary education. Curriculum for standard 1 and II stresses on developing literacy and numeracy skills.

According to Uwezo (2010-2013) reading and numeracy assessment results shows that performance is generally poor. With exception of 2013, less than a third of children in Standard 3 could read a Standard 2 story in Kiswahili. The performance was particularly poor for English in which less than a quarter of Standard 3 children could read a Standard 2 story in English. The performance in Mathematics has equally been poor whereby less than a quarter of Standard 3 children could perform a basic numeracy test meant for Standard 2 in 2010; the figure was 36.9% in 2011 and 31.9% in 2013

In July 2013, the first National Baseline Assessment for 3Rs (Reading, Writing, and Arithmetic) Using Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) were conducted with the purpose of monitoring the achievement levels in foundational skills (USAID, 2014). The EGRA and EGMA assessment tests were administered to 2266 Standard 2 randomly selected from 200 schools, which were also randomly selected representing national, rural–urban and gender diversity. The results showed that about 60% of students were able to read 18 words in Kiswahili correctly. Furthermore, 40% of students were unable to answer a single question correctly.

In English, the performance was particularly poor, with 94% of the students unable to answer a single question correctly. This means that only six (6%) of the students have a basic level of comprehension in English at Standard 2 level. In Mathematics, 60% of the children were able to perform basic procedural tasks in Mathematics (addition and subtraction). Nevertheless, students had difficult performing conceptual tasks in Mathematics, where 58% of the tested children were unable to undertake basic

conceptual task in Mathematics. Table 1.1 suggests that the academic achievement of pupils in primary schools is low.

Table 1.1: Number of Pupils in Primary school proceed to both Public and Private Secondary Schools in Tanzania from year 2012-2016

Education Level	Years				
	2012	2013	2014	2015	2016
Upper Secondary (Form 5 and 6)	81,462	75,522	77,069	126,024	131,362
Lower Secondary (Form 1-4)	1,802,810	840,211	1,870,280	1,648,359	1,675,593
Primary (Standard I-VII)	8,247,172	8,231,913	8,222,667	8,298,282	8,639,202

Source: BEST, 2016

Data in Table 1.1 indicate that many pupils who finish primary education don't proceed for secondary education, for example in year 2016, only 19% of primary school leavers qualified for secondary education. The issue of quality of primary education is not a new phenomenon in Tanzania. Writers (e.g. Omari, 1995; Moshia, 2000) reminds us that the quality of primary education is deteriorating and needs to be improved. According to Tilya and Mafumiko (2010) in 2005 Tanzania opted to shift from knowledge-based curriculum where learning depends on teachers' knowledge to competence-based curriculum where pupils become responsible for their own learning.

The old curriculum was questionable because graduates failed to demonstrate the skills and competence that entirely addressed the local, national and global market demands (TIE, 2011 and Utomo, 2005). Although, the curriculum was changed in 2005, yet the question of deterioration of quality is persisting because curriculum change alone is not the only condition for quality education.

Woods (2008) asserts that, the shift from Knowledge-based curriculum to Competence-based curriculum is one of the most important changes that took place in primary education and secondary education in Tanzania since independence. Although, it is considered as a major change, but it was not implemented as intended. Tilya and Mafumiko (2010) found that, assessment approach was not in line with competence-based curriculum. Along this line, studies worldwide reveal that if the implementation is not well planned it becomes ineffective (Alwan, 2005; Meena, 2009; Kimaryo, 2011 and Maimela, 2015).

To ensure that 2016 curriculum change creates impact, it is important to have a clear plan for the implementation, since it is the phase of a change that most barriers of change are revealed. In addition, Karavas Doukas (1998) discloses that it is not easy to find curriculum change implemented as anticipated. In their study Manjale and Abel (2017) found that in Kinondoni Municipality, curriculum is not implemented as intended due inadequate teaching and learning materials. To enhance deep learning, Manjale and Abel (2017) recommended the use of various media resources in the teaching and learning process

1.2 Statement of the Problem

The implementation of curriculum change for standard III-VI has led to debate in the parliament and public including teachers and other key stakeholders in education. The debate focuses on the duration of primary education and curriculum material. The curriculum is in line with Education and Training Policy of 2014 which proposes primary education to last for six years. It seems the government is not ready to put in

practice six years limit for primary education and therefore the policy is not enforced but an act. From this point of view, the government continues administering seven years limit for primary education. Surprisingly, the curriculum has been in place for two years without any statement from the government up 2018 when the issue was raised in the parliament.

The implementation has experienced a serious shortage of curriculum materials especially textbooks which raised an alarm in the parliament in May 2017. Kinondoni Municipality like other parts of Tanzania is also experiencing a shortage of curriculum materials (Manjale & Abel 2017). It was argued that textbooks developed by the government through Tanzania Institute of Education were of low quality. To address the concern, some members of the parliament proposed to reinstate the implementation of textbook policy of 1991 allows private publishers to produce textbooks to replace education circular of 2014 which gives monopoly to Tanzania Institute of Education to produce textbooks. In general, the textbooks issue has dominated education practice in Tanzania for several decades now.

Teachers are expected to implement the curriculum as intended, and naturally they find it difficult to do so due to the shortage of curriculum material and training (Jansen & Sayed, 2001). The training was given to two teachers on the aspect of teaching literacy and numeracy. It was a short training supposed to be followed by continuous training and the school level. Along this line it was also imperative to enable teachers to understand other aspects of curriculum which have changed. Piek (199) insists on adequate training and qualification of teachers as they are key participant in the curriculum implementation.

Likewise, Ramparsad (2000) reminds us that the process of curriculum change should be gradual because quality is important and major curriculum changes are very few. It seems, curriculum changes in Tanzania is not well planned despite rare occurrences (Kimaryo, 2011). Besides, Nhlapo and Maharajh (2017) stresses that curriculum design and curriculum change are among the most expensive processes in any education system. Some of the expenses emanate from production of instructional materials, training of teachers and curriculum developers and stakeholders.

1.3 Research Objectives

1.3.1 Overall Objective of the Study

The main objective of the study is to examine primary school teachers' perspectives on the implementation of curriculum change for standard III to VI, with special reference to Kinondoni Municipality

1.3.2 Specific Objectives of the Study

- (i) To investigate teacher's perspective on the nature of curriculum change
- (ii) To explore teacher's perspectives on the conditions for supporting curriculum implementation.
- (iii) To determine the role of monitoring and evaluation in curriculum implementation.

1.3.3 Research Questions

The proposed study will be guided by three research questions presented below:

- (i) What are the perspectives of primary school teachers on the nature of curriculum change?

- (ii) What are the perspectives of primary school teachers on the conditions for supporting curriculum implementation?
- (iii) What are the perspectives of primary school teachers on the role of monitoring and evaluation?

1.3.4 Significance of the Study

The proposed study is in line with the Tanzania's Education and Training Policy of 2014 (ETP, 2014), Tanzania Development Vision 2025 (TDV 2025), Sustainable Development Goals (SDGs) particularly goal Number 4 which put more emphasis on education (Griggset *al.*, 2013) FYDP II (2016-2021) (URT, 2016). The findings will be helpful to curriculum developers, teachers, policy makers, executives and other education stakeholders interested in ensuring that curriculum is implemented as intended. The proposed study in the long run, will aid in identifying strategies for initiating and supporting successful implementation of curriculum change. Since the study is focusing in Kinondoni Municipality, it will assist the government and other education stakeholders in making informed decisions for improving the quality of education at primary schools.

1.3.6 Delimitation of the Study

The study focuses on teachers only, though more could be found if other practitioners such as pupils, quality assurers and curriculum developers are involved. Most of the literature originated from other countries because in Tanzania, there are not many studies carried out in the area of curriculum development. Although, the literature has been analysed in relation to the Tanzanian context. The study concentrates on

teacher's perspectives, to widen its scope it can look on other aspects such as actual classroom practice, curriculum materials and teacher orientation on the curriculum change. Teachers being the central implementers of the curriculum, their perspectives provide an important foundation for ensuring that the curriculum is implemented as intended.

1.3.7 Limitation of the Study

In this study teachers will be selected purposefully and mostly those who are implementing the 2016 curriculum. In addition, number of participants is small for making generalization and it has covered a small part of Tanzania. Participants are teachers in urban area in Dar Es Salaam City. There is a big difference between rural and urban schools in Tanzania, even the perspectives of teachers may not necessarily be similar.

CHAPTER TWO

THEORETICAL AND EMPIRICAL LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the literature pertinent to the study. The reviewed literature is presented in line with theoretical reviews, multifaceted curriculum theories, philosophical oriented curriculum theories, the theory of change, empirical literature review, and conceptualisation of curriculum change, curriculum change in primary education, curriculum implementation, research gap and conceptual framework

2.2 Theoretical Reviews

Curriculum as a field of study is guided by different theories that are essential in understanding the process of change. There are three basic questions related with curriculum theory: - Firstly, epistemology which deals with what should be constructed as school knowledge, (what should be taught in school). Secondly, political aspect which is concerned with decision making and power. Thirdly and lastly, technicality which deals with how it should be taught. In this section, three broad theories guiding the study are covered namely multifaceted theory, philosophical oriented curriculum theories and theory of curriculum change.

2.2.1 Multifaceted Curriculum Theory

Curriculum theory is a way of organizing thinking about all matters that are important in curriculum making such identification of main content, the relationship among content and order of making decisions (Taba, 1962). Curriculum theory is more practical by including a set of propositions, observations, facts, beliefs, policies, or

procedures proposed or followed as a basis of curriculum action (Hewitt, 2006). The term curriculum has evoked debatable understandings among researchers. Curriculum theorists stress on multifaceted nature of curriculum depending on the perspective from which it is viewed, as discussed below: -

Firstly, curriculum is viewed as the learning events which are experienced by students. This includes the actual life experiences of learners such as study tours, experiments and role-plays. Basing on classroom perspective; curriculum is what students experience in different situations through interaction with materials that convey learning objectives and teachers who decide on the process of instruction. This view involves activities which constitute the learner's experiences. Secondly, curriculum as knowledge presented through experience. Teachers represent the world (content) to learners through teacher-selected experiences (Alwan 2006). Curriculum as knowledge goes beyond what is prescribed or defined officially to include learning activities encountered by students, set by teachers or recommended by individual schools (White2004).

Thirdly, curriculum as an intended plan or program of instruction. In this perspective, curriculum is limited to early literature which is simplistic and narrow in scope as it neglects essential aspects of the curriculum. It does not take into consideration the process of actualizing the plan or the actual experiences that learners encounter (Galton 1998). Fourthly, curriculum is viewed as a process or a framework of processes. In this respect, the curriculum is seen as a decision-making process which includes decisions made with regard to setting goals and objectives, content areas to be taught, teaching methods, and evaluation of these processes. In this regard,

curriculum is considered as a process rather than an inflexible product (Brown 1995). It can change and adapt to new conditions, therefore curriculum is synonymous with curriculum development with the following elements: (1) needs assessment, (2) goals and objectives, (3) testing, (4) materials, (5) teaching, and (6) program evaluation. Likewise, Richard (2003) views curriculum as a network of interacting processes, people and objects.

Fifthly, curriculum as a plan involves several subjects taught in the overall curriculum. However, curriculum as a process means adding life to an unidentified entity. Still, in each view, something is lacking as we need to consider a holistic view of curriculum. In this study, the word curriculum means interconnectedness, interdependent, continuing processes which result in knowledge as experienced by learners through materials presented by teachers in the form of activities. The curriculum processes include: - needs analysis, setting goals and defining objectives, preparing materials, training and supporting teachers, teaching approaches and techniques, assessment of learning and evaluation of all the above.

These processes are often referred to as elements of the curriculum (Brown, 1995), or steps in curriculum development or syllabus design (Alwan 2006). Moreover, curriculum includes modification of materials based on evaluation feedback. While the view of curriculum as a process is more comprehensive than other perspectives, there is no single definition in literature, which is inclusive, therefore it may be viewed as an experience. Curriculum as knowledge is limited and suggests that curriculum is a product, but literature reports that teacher's views on curriculum is often that of teaching materials instead of observing student's needs (Alwan, 2006).

2.2.2 Philosophical Oriented Curriculum Theories

These are theories based on assumptions about values which comprise prescriptive and normative theories. There are two types of theories which have dominated curriculum change and implementation in Tanzania namely behavioral science and progressivism.

Behavioral Science Theory : In this theory, education is mostly seen as a technical exercise and objectives are set, a plan drawn up and applied, and the outcomes (products) are measured. This theory has dominated curriculum development and implementation in Tanzania since independence(1961) through subject-based curriculum or academic-based curriculum .

According to Zeichner (1983) in subject or academic-based curriculum, the core of a teacher's knowledge is perceived as being the transferring of subject matter or content to pupils. In this regard, the process of teaching and learning becomes teacher-centered and ensures that the content is reproduced by pupils (Vavrus& Bartlett, 2012). Knowledge-based curriculum has received critics for not preparing pupils to cope with the demands of real life situation, instead it focuses on passing examinations. Kaufman (2013) discloses that content-based curriculum has a tendency of creating a gap between the societal demands, the demand of the labour market and individual reality.

In teaching and learning process, teachers and pupils are required to follow the prescribed content as stipulated in the syllabi (Sharan, Shachar& Levine, 1991). In a centralized education system (CES) especially in Tanzania, the role of a teacher is to

impart the content as indicated in the curriculum and this is done through heavily dependency on textbooks (Larzén, 2005).

Along this line, curriculum becomes textbooks to some teachers as it is the only source of knowledge (Alwan, 2006). At this juncture, Young (1998) points out that knowledge-based curriculum makes teachers to have limited capacity in becoming creative and search solutions for actual classroom problems during the process of teaching and learning. To address this challenge, Tanzania attempted to adopt progressivism theory as it stresses on pupils learning.

Progressivism Theory: This theory places a child at the center of teaching and learning process. It holds that the child is active and wants to explore the world, therefore the curriculum should be rooted in the child's needs and experiences. The focus is to enable learners to acquire skills, associate knowledge and understanding, and the ability to apply these to relevant duties and tasks through appropriate process (Nearly, 2002). In Tanzania, progressivism theory is associated with competence-based curriculum approach introduced in 2005.

However, the implementation is facing a number of challenges, for example Education and Training Policies of 1995 and 2014 seem not to say much about curriculum approach. In Korea for example, the Presidential Committee on Education Innovation in 2007 proposed to abandon the knowledge-based or subject-based curriculum and adopt the competence-based curriculum on the paper titled *Future Innovation and Education Strategies* (Lee, 2014). From this proposal, the Ministry of Education, Science and Technology in Korea declared the importance of competence-

based curriculum in 2008 followed by curriculum review in 2009 (Lee, 2014). As a country, Tanzania through the Ministry of Education is expected to put a clear statement of shifting from knowledge-based to competence-based curriculum

UNESCO (2000) states that many countries in the Sub-Saharan Africa (SSA), shifted to competence-based curriculum after International agreements including the 2000 Millennium Development Goals (MDGs) and Education for All (EFA) following Dakar conference in 2000. Snoek (2003) reminds us that in many situations, competences for a particular level of education are set by the state. In Tanzania competences for primary education are stipulated in the curriculum and will be discussed in the next section.

In Europe, competence-based curriculum was introduced in school following the agreement made in European Union (EU) economic and social policy agenda in 2000 (Halasz & Michael, 2011). Adoption of competence-based curriculum created a need for changing in teaching and learning approach and assessment. Since 2005, we have noted a great emphasis on learner-centered teaching approach and competence-based assessment. It seems that a national agreement is needed to ensure competence-based curriculum is accepted at all levels.

2.2.3 The Theory of Change

The process of curriculum change is informed by the theory of change which has a great use in guiding the process of change. Dealing with a theory of change, Bishop (1986) points out that the process of change involves four main factors namely: - the change agent, the change itself, the user system and time.

In other words, the theory provides a framework of curriculum change, implementation and evaluation. At this juncture, Mayne (2015) stresses that, to understand how curriculum change is implemented, it is important to examine how change process is expected to produce the expected results.

Looking on the factors of change, the agents of change are normally concerned with the process of change, planning of change and strategies of change. In the Tanzania context, the change agents are mainly politicians, academicians and curriculum developers. In this situation you can find opposition between the change agents and teachers as the main curriculum implementer. On the change itself, as discussed above, Tanzania is shifting from academic-based curriculum to competence-based. Basing on type of change, Harris (2002) discusses that some change can be counter-productive or complex to be implemented as intended.

The third aspect is the user system which includes the individuals or group targeted by the curriculum change or where the action is (Bishop, 1986). In Tanzania, curriculum change is centrally initiated and therefore it is important to support the user to own it. The last aspect is time as curriculum is considered as a gradual process. The decision to initiate change can be taken as straightforward, however, Harris (2002) cautions that the interpretation and implementation of any curriculum change is not an easy venture.

2.3 Empirical Literature Review

Curriculum change is becoming a global phenomenon as each nation is struggling to provide the relevant education to her citizens. Studies show that there is a challenge in

implementation of the curriculum change. In Kenya, a study was conducted to establish strategies used to address challenges inhibiting the effective implementation of the basic curriculum (Orodho, Waweru, Ndichu & Nthinguri, 2013).

According to this study guided by constructivism theory, it was found that shortage of physical facilities, instructional resources, large classes and inadequate teachers as well as low motivation among teachers were the barriers for the implementation of the curriculum. The pressing concern was the use of individualized teaching approach as proposed in the curriculum change. In this study, the researchers are in the opinion that teachers in Kenya are not dealing with the question of provision of equitable and quality education.

Similarly, Lizer (2013) conducted a study in South Africa and found that, the shortage of necessary materials hinders the implementation of curriculum change particularly in teaching and learning of science in rural schools. Although, subject advisors are supposed to provide necessary support to teachers, but they are also facing problem in performing the tasks due to inadequate resources and their limited capacity on the nature of change. As stressed by theory of change, it can be argued that the change was not well planned (Bishop, 1986).

In this situation, it is suggested that, curriculum change must be preceded by piloting (pre-testing) before actual implementation. Although, piloting forms an important part of effective approach for curriculum change, it is not given due weight. In Indonesia curriculum change is implemented as intended due to strong adherence to

the theory of change. Rusman (2015) found that the implementation of the new curriculum in 2013 was successfully due to the appropriate actions taken in terms of planning, implementation and evaluation. In the study, the best practices were found to be collaborative practice, continuous training at the school level and modelling teaching. Focusing on teachers understanding of curriculum in South Africa, Khoza (2016) found that teachers were not aware of how teaching is influenced by the curriculum. In other words, teachers were not aware of the curriculum vision and objectives. In this sense, teachers are not implementing the curriculum as intended.

In dealing with successful curriculum implementation in public primary schools in Ukwala Division of Siaya County in Kenya, Patius (2013) found that lack of training or orientation on curriculum change and inadequate curriculum materials hinder the implementation of curriculum. In addressing teacher's perceptions on curriculum change and implementation in the United Arab Emirates, Alwan (2006) found that teachers consider their role in curriculum change as marginal, inferior and passive because they are not involved in curriculum development. In addition, it was found that several steps of curriculum were skipped in the process. At this juncture, Alwan (2006) suggests that teachers should be given more opportunity in curriculum development process.

In Tanzania, studies reveal that curriculum implementation is facing several challenges. A study conducted in Arusha (Lyimo, et al. 2017) found that schools are not supplied with adequate textbooks, reference books, maps and globes which are important in curriculum implementation. In this situation, the researchers proposed

that curriculum developers and policy makers to enhance the provision of curriculum and physical facilities.

Similarly, a study conducted in Arusha by Laddunuri (2012) found the same challenges in schools. In this study teachers were found to be unqualified. However, the implementation of the revised curriculum among others depend largely on the knowledge of teachers in the teaching profession (Magidanga,2017). Finally, Laddunuri (2012) noted that frequent curriculum changes as a reason for the less pass percentage among pupils in Tanzania schools. The following section discusses the changes made in the curriculum.

2.4 Changes made in Curriculum for Primary Education in Tanzania

Curriculum change is a relevant issue in today's educational practice, and it deals with alteration of some elements of curriculum (Miles, 1964; Fullan, 1991). In dealing with change in curriculum Lee (2014:2) noted that: Changes in today's modern society are both rapid and intricate, bringing both significant challenges and new responsibilities to the field of education. Whereas in the past, people strived to acquire as much knowledge as possible, the new task of the modern society exposed to an exponential amount of knowledge and information, is to select the highest quality information and make effective use of it.

Such changes, stemming from this transformation into a knowledge-based society, require reshaping the past school-based system and ensuring coherent efforts that actively correspond to the accelerating social developments. In this section, the nature of change in 2016 curriculum is discussed as Lee (2014) reminds us that the recent

emphasis on key competencies is an attempt to meet the demand of a changing society.

Curriculum Structure:

The new curriculum for primary education is in three stages namely standard I and II, standard III-VI and standard VII. As stipulated in Education and Training Policy of 2014, curriculum for standard III-VI was developed under assumption that primary education lasts for six years. However, the fifth phase government has not commenced the implementation of the 2014 Education and Training Policy, as a result primary education continues to last for seven years as stipulated by Education Act of 1978. Nevertheless, the policy has great influence in 2016 curriculum.

The objectives are starting point in building the curriculum (Tyler, 1949). In 2005 curriculum objectives of primary education are stipulated in Education and Training Policy of 1995. It is evident that objectives of 2005 curriculum were agreed at the national level. However, Education and Training Policy of 2014 is missing the part of aims and objectives for primary education. Although the 2016 curriculum has a list of objectives, but it is not easy to know the sources. Furthermore, 2005 curriculum has combined aims and objectives: The table above illustrates aims and objectives found in both curricula.

The analysis of the objectives as indicated in the table above reveals a great similarity between the two curriculums. In 2005 curriculum objectives are congested as compared to 2016 where objectives are specific and expanded.

Objectives of Primary Education

Table 2.1: Curriculum Objectives

<p>2005 Curriculum. The following are the aims and objectives of primary education:</p>	<p>2016 Curriculum: Primary education is intended to give the pupil knowledge, skills and a positive attitude for everyday life. The following are the objectives of primary education.</p>
<p>(a) To enable children to understand and appreciate his/her personal development, to acquire value, respect and enrich our common cultural background, moral values, social customs and tradition as well as national unity, identity, ethics and pride.</p>	<p>(a) To enable the pupil to develop his/her skills in reading, writing, arithmetic and Communication.</p>
<p>(b) To provide opportunity and enable every child to acquire, appreciate and effectively use Kiswahili and to respect the language as a symbol of national unity, identity and pride.</p>	<p>(b) To enable the pupil to know, use and appreciate the Kiswahili language.</p>
<p>(c) To enable every child to understand the fundamental of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities of every citizen,</p>	<p>(c) To enable the pupil to know the foundation of the rule of law.</p>
<p>(d) To enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitude needed for survival and development to full capacity.</p>	<p>(d) To enable the pupil to appreciate the culture of Tanzania and those of other countries.</p>
<p>(e) To provide a child with foundations self-indicatives, self-advancement and self-confidence.</p>	<p>(e) To enhance the ability of the pupil to think, create and solve problems.</p>
<p>(f) To prepare children for second education level (i.e Secondary, Vocational, Technical and Continuing Education).</p>	<p>(f) To enable the pupil to recognize the importance of ethics, integrity and accountability as being the qualities of a good citizen.</p>
<p>(g) To prepare children to enter the world of work.</p>	<p>(g) To enable the pupil to participate and appreciate games, sports and arts activities.</p>
	<p>(h) To enable the pupil to discover and develop his/her talents and abilities.</p>
	<p>(i) To enable the pupil to appreciate and enjoy working.</p>
	<p>(j) To enable the pupil to recognize, appreciate and make use of technical skills.</p>
	<p>(k) To prepare the pupil for the next level of education and lifelong learning.</p>

Sources: Ministry of Education and Culture, 1995:4; Ministry of Education, Science and Technology, 2016: 6)

Besides, in 2005 curriculum aims and objectives are considered as one entity. Marsh (1997a) discloses that aims are often stated in broad terms to gain the support of a maximum number. Marsh (1997a: 46) further asserts that aims:

- (i) are broadly
- (ii) are long term
- (iii) generally, apply to systems rather than individual schools

Competences for Primary Education

As already discussed since 2005 curriculum for primary education is a competence-based curriculum. In the table below competences are highlighted.

Table 2.2: Competences for Primary Education

Competences for 2005 Curriculum:	Competences for 2016 Curriculum:
Primary education is expected to develop the following competences to learner:	Competences in Basic Education aim at preparing the pupil in Standard III to VI to do the following:
(a) To appreciate customs, traditions and culture of the people of Tanzania as well as national unity, adhere to appropriate ethical practice and self-recognition	(a) To communicate correctly in Kiswahili and English orally and in writing.
(b) To investigate, analysis and interpreted issues	(b) To read confidently and understand specified texts.
(c) To read, write, demonstrate numeracy and creativity skill as well as communicate correctly in Kiswahili and English orally and in writing	(c) To use theoretical and mathematical principles in daily life situations.
(d) To apply vocational skills to join the world of work	(d) To apply scientific, technological and vocational skills in real life situations.
(e) To communicate correctly in Kiswahili and appreciate Kiswahili as a symbol of national unity, identity and confidence	(e) To appreciate his/her culture and that of other communities.
(f) To conduct scientific investigation	(f) To respect the diverse beliefs and ideologies of the community in which he/she lives.
(g) Apply Information and Communication Technology	(g) To participate in games and sports and artistic activities.
(h) Be self-reliant, develop the desire and self-advancement and sense confidence as well as solving daily problems	(h) To respect oneself and others.
	(i) To perform patriotic activities
	(j) To participate in different activities which are in line with his/her age.
	(k) To participate in activities which enhance his logical and analytical thinking.
	(l) To collaborate with other people when performing acceptable activities in the community

Sources: Ministry of Education and Vocational Training 2013: 5; Ministry of Education, Science and Technology, 2016: 6

The analysis of the competences as indicated in the table above reveals a difference between the two curriculums: In 2005 curriculum competences are congested as compared to 2016 curriculum where competences are more refined.

Curricular Areas: Simão (2008) asserts that curricular areas incorporate subjects that are grouped together for the same purposes or for related purposes. Simão further discloses that the concept was developed as a consequence of developing an interdisciplinary approach to school subjects instead of adopting conventional individualized approach. MoEST (2016) points out that, primary education curriculum has six learning areas and each learning area is built on acquisition of knowledge, skills and attitudes but it is interrelated to the other area of learning.

Table 2.3: Learning Areas for 2005 and 2016 Curriculum

S/No	Areas of Learning for 2005Curriuclum	Areas of Learning for 2016 Curriculum
1	Language	Language
2	Social Science	Social Science
3	Science and Technology	Science and Technology
4	Mathematics	Mathematics
5	Life skills	Practical and Artistic skills
6	Ethics and Moral Issues	Moral and Spiritual Issues

Sources: Ministry of Education and Vocational Training 2013:5; MoEST

The analysis of the above curricular areas shows a great similarity between 2005 and 2016 curriculum. In general, there are not any substantial differences between the two curricular. In this study, the focus is not to make the critical analysis of the learning areas but to provide a clue if there is a change in learning areas. Dealing with 2016 curriculum, the learning of Language includes the following subjects: Kiswahili, English, French and Arabic. Social Science comprises Social Studies, Civic and Moral Education. Science and Technology and Mathematics comprises no more than these

subjects while Practical and Artistic skills consist of Vocational Skills. The last learning area is Moral and Spiritual Issues that comprises Religious Education. The 2016 curriculum has less subjects compared to 2005 curriculum. The table below provides the list of subjects in accordance to prescribed curriculum.

Table 2.4: Subjects for 2005 and 2016 Curriculum

S/N	2005 Curriculum (Standard III-IV)	2016 Curriculum (Standard III-IV)	2005 Curriculum (Standard III-VI)	2016 Curriculum (Standard III-VI)
1	Kiswahili	Kiswahili	Kiswahili	Kiswahili
2	English	English	English	English
3	Mathematics	Mathematics	Mathematics	Mathematics
4	Science	Science and Technology	Science	Science and Technology
5	Geography	Social Studies	Geography	Social Studies
6	History	Civic and Moral Education	History	Civic and Moral Education
7	Civics		Civics	Vocational Skills
8	Vocational Skills		Vocational Skills	
9	Sports and Personality		Sports and Personality	
10	Information and Communication Technology		Information and Communication Technology	
11	Religious	Religious Education	Religious	Religious Education
12	French	French	French	French
13		Arabic		Arabic

Sources: Ministry of Education and Vocational Training 2013:5; MoEST

The analysis of subjects shows that in 2005 curriculum there was 10 mandatory subjects for standard III-IV, while in 2016 curriculum there are six (6) subjects. Likewise, in 2005 curriculum there were 10 mandatory subjects for standard III-VI, while in 2016 curriculum there are seven (7) subjects. It seems the 2016 curriculum has taken into consideration the public criticism regarding overloaded of 2005 curriculum, that is why the number of subjects are fewer compared to the previous curriculum. The 2016 curriculum has special emphasis on extracurricular activities by

providing time for those activities namely Subjects clubs and other areas of learning, Sports, games and art, Entrepreneurship activities and Self study/Library.

Syllabi Structure: The structure has to align with curriculum approach. In dealing with meaning of syllabus, Alwan (2006) defines a syllabus as a list of content areas which are to be taught and assessed. On the other hand, Brown (1995) defines a syllabus as ways of organizing the course and materials. According to Marsh (1997) a syllabus is brief and concise teaching guide that may contain details about objectives, content and assessment procedure for a unit or course. It may include recommendations about teaching methods and materials. For the purpose of this study the definition of Marsh is preferred because it addresses the way syllabus is used in Tanzania.

In 2005 curriculum, the syllabus is in a form of a matrix that contains the following elements:

- (i) Competence
- (ii) Topic and subtopic
- (iii) Objectives
- (iv) Teaching and Learning, and
- (v) Assessment

In 2016 curriculum, the syllabus is also written in a form of a matrix but contains different elements as mentioned below: -

- (i) Main Competence
- (ii) Sub-competence

- (iii) Pupils tasks
- (iv) Assessment criteria, and
- (v) Benchmarking.

It is obvious that 2016 curriculum has shifted from objectives to the tasks-oriented syllabi as one of the central characteristics of competence based-curriculum.

2.5 Curriculum Implementation

Curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lesson plans to be delivered to students (COL, 2000). According to Fullan and Pomret (1977) the notion curriculum implementation refers to the actual use of curriculum/syllabus. In this study the definition of Fullan and Pomret is adopted because teachers are using curriculum and syllabus in their teaching. Likewise, Doyle (1992) adds that curriculum is implemented when a teacher uses it to teach students in accordance to realities of teaching. The important question is whether the curriculum change is implemented as intended.

Marsh (1997a) points out that several education experts have produced very useful insights about factors affecting curriculum implementation. Altrichter (2005) reminds us that, although several researchers have dealt with factors facilitating and limiting implementation of change but there is some convergence of research findings about key factors.

Factors influencing Curriculum Implementation

COL (2000) points out eight factors that influencing curriculum implementation namely: - teachers, learners, resources, materials and facilities, interest group, the school environment, culture and ideology, instructional supervision and assessment. On the other hand, Altrichter (2005, p 8) discloses four main group facilitating and limiting curriculum implementation namely: - characteristics of the change itself, local characteristics, organization, government characteristics and external agencies. In the context of primary education in Tanzania and this study the five factors will be addressed namely: - the teacher, curriculum materials, facilities, instructional supervision and assessment. The choice of these factors is based on the fact that these are common in Tanzania.

The Teacher

Teachers are the central to any implementation of curriculum change because they interact daily with pupils in actual teaching and learning situation and they have the responsibility of introducing the curriculum in the classroom. According to Marsh and Wills (1995) the attitude or perspectives of individual teachers towards the curriculum are important in ensuring that the curriculum is implemented as planned. From this point of view, Marsh and Wills remind us that, if teachers are not supporting the curriculum it is obvious that the actual uses will face some difficulties.

In Tanzania, curriculum for primary education is centralized and therefore teachers seem to be mechanical implementers of the curriculum. In general, teachers have little inputs on curriculum development as change is imposed to them, they are supposed to be effective in applying the change. This appears as loyalty of implementation

whereby teachers are given explicit instructions about how to teach a unit of course. The instructions to teach are specified *a priori*, and this means little provision is made for the various school's contexts in which the unit might be used (Marsh, 1997a).

Experience shows that there is always a gap between curriculum developed at the central level and the implementation at the school because teachers face the problem of understanding the curriculum (Morris, 1985, Guthrie, 1986). Likewise, Marsh (1997a) discloses that top-down legislative curriculum changes can cause confusion and stress and may lead to resistance. To address this matter, there is a need for teachers to take part in the process of curriculum design and development. It seems the government of Tanzania is aware of this dilemma and therefore in the processes of curriculum making teachers are represented.

One approach of enabling teachers to understand curriculum developed at the central is to organise training on the new revised curriculum. In 2016 the government organised training whereby by two teachers from each public school were involved. It was a short training of ten (10) days focusing on language and mathematics teachers for the purpose of improving teaching and learning of literacy and numeracy across curriculum. On the issue of training, Hargreaves (2003) points out that professional development programmes rarely enable teachers to acquire adequate competences required to cope with curriculum change.

As indicated in section 2.2 the 2016 curriculum has introduced new subjects namely Civic and Moral Education, Social Studies, and Science and Technology. Along this line, new area of extra curriculum was introduced, and it requires orientation to

teachers. Likewise, teaching of Civic Education is a challenge because the government of Tanzania has never trained teachers for this particular subject especially in the part moral education. It is obvious that training of teachers on the 2016 primary education curriculum was inadequate, furthermore they lack time and resources to understand the nature of curriculum change (see Priestley & Sime, 2005). Although teachers are facing unrealistic demands yet policy makers, educational officials, politicians, the media, parents and the public exert intense pressure on them (Maimela, 2015 p 1). From this point of view one can argue that teachers might face challenges in implementing the 2016 curriculum.

Curriculum Materials

The successful implementation of 2016 curriculum depends on the availability of curriculum materials. It is very important in any study of implementation to gather information on how curriculum materials are used (Marsh 1997a p. 160). Similarly, MoEST (2016, p 33) points out that, to achieve the desired educational goals; subject syllabi, guides, books, charts, devices and models of different types are extremely essential in supporting curriculum implementation. Furthermore, MoEST insists that effective teaching and learning demands the use of Information and Communication Technology (ICT), therefore the tools which support learning using ICT need to be provided to schools.

Although, curriculum recognizes the importance of teaching and learning materials, but there is serious shortage of essential materials. In this study, the focus will be on the textbooks because they are crucial material in the teaching and learning. In addition, textbooks production and quality has created a public attention. The

implementation of the 2016 curriculum commenced in January 2017 and there were no textbooks aligned with the curriculum available at schools. According to Kayuza and Mkuchu (2005), change in curriculum creates the need and demand for the new materials. They further pointed out that in 2005 change of curriculum left many schools stranded, without textbooks or relevant materials for the new curriculum. Teachers were expected to use their own initiative in dealing with problem of curriculum materials although most teachers are facing problem in preparing and writing their own teaching and learning materials.

COL (2000) discloses that, for the curriculum to be fully implemented as intended the government via the Ministry of Education must supply schools with adequate resource materials such as textbooks, teaching aids and stationery. Maimela (2015) found out that unavailability of required teaching and learning materials contribute to teachers' low of motivation which inevitably affects the curriculum implementation. According to Kayuza and Mkuchu (2005) there are two issues when dealing with textbooks; one is the problem of availability and another is, the shortage of textbooks which affect the achievement of intended task in the learning situation.

Facilities: Each school is required to be equipped with the facilities for sports activities, art and craft and various fields. According to COL (2000 p.52), it is suggested that the government must enable schools to have physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create a conducive environment in which implementation can take place. Ziganyu (2010) stresses that school infrastructure play an important role in supporting teaching and learning as well as physical education in schools. In Tanzania, like other sub-saharan

countries there is a serious shortage of classrooms and desks, as result schools have large classes with shortage of teachers (Matete, 2016). In the same way, Syomwene (2013) points out that in Kenya curriculum implementation is not implemented as intended as most schools have inadequate facilities like classrooms, workshops, and laboratories. Poor infrastructural facilities in schools are one of the contributing factors for low achievement of pupils in their final examination (Laddunuri, 2012). In a study of challenges facing primary education in Tanzania Matete (2016) found that poor teaching and learning environment contributes to pupils' poor performance in their final grade (standard seven), though other factors may also be at work.

In a study conducted in Tarime Tanzania, Chacha and Zhong (2013) reveal that in most cases few pupils are provided with desks and chairs of any description and in an extreme situation even chalk can be unavailable. They further wonder why government regulation indicates that class size is supposed to be no more than 40 pupils but in some situation you find up to 200 pupils in a single classroom .In her study, Matete (2016) reveals that teachers find difficult to handle big classes as a result, attention is given to those pupils who could raise their hands when the teacher asks questions. In general, teaching is dominated by questions and answer technique, since it is not easy for the teacher to walk around all pupils in the classroom and support them in learning. However, the 2016 curriculum proposed the use of teaching techniques that place pupils at the center of learning.

Instructional Supervision: Leadership plays an important role in ensuring that curriculum is implemented as anticipated. In Tanzania, primary education supervision begins from central government to the school level. As pointed above, central

government is responsible with curriculum and material development through Tanzania Institute of Education (TIE). The Ministry of Education, Science and Technology has to ensure that schools receive all necessary curriculum materials while the Ministry responsible with Local Government is dealing with teachers' deployment and infrastructural facilities.

In this study the focus will be on school leadership because it is where, the curriculum is implemented. The head teachers play an important role in ensuring that curriculum is implemented as intended. Like in Kenya, as Syomwene (2013) discloses the head teacher is in charge of school-based supervision by assigns duties to teachers and ensures that the duties are executed. Simão (2008) adds that school leadership is an essential factor in assuring the presence and maintenance of all the necessary conditions for successful implementation of the new curriculum. In a similar way Chaudhary (2015) reminds us that it is not easy for curriculum implementation be achieved, unless it has been made possible through the supervisory function of the head teacher.

Chaudhary (2015:986) notes that, the head teacher monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of marks are prepared regularly. The head teacher maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the head teacher is incapable of executing supervisory functions.

To ensure that head teachers support ordinary teachers in the implementation of curriculum as anticipated, training is essential. Maimela (2015) found that in-service

training is necessary in enabling implementers to understand and adjust to change. Furthermore, Maimela stresses that, sufficient time for training is required so as to avoid overloading of work if the training is organized in a short duration of time. In Tanzania initial training was stressed to teachers followed by quality assurers and head teachers.

In this sense, it was note as for head teachers to support teachers in developing schemes of work and lesson plans when the implementation of curriculum commenced. In general, one could argue that head teachers were learning from teachers about the new curriculum. On the other hand, the training was too short for both teachers and head teachers. It was only ten days training focusing extremely on skills for developing Literacy and Numeracy across curriculum. However, as indicated in the previous sections the 2016 curriculum has more new aspects beyond literacy and numeracy.

Assessment of learning

Assessment of learning is another component that is critical in ensuring that curriculum is implemented as intended. According to Kimaryo (2011) assessment is an important aspect in the teaching and learning process. In accordance to curriculum change, assessment is part of learners' everyday learning, so the teacher has to use various assessments instruments. In Tanzania, two types of assessments take place in the primary education namely continuous assessment conducted by schools and summative assessment conducted by the National Examinations Council of Tanzania (NECTA). Summative assessment involves National Assessments which are held in Standard IV and Standard VI (MoEST, 2016). Since the primary education lasts for

seven years it is not yet clear if summative assessment at standard VI will proceed. The 2006 curriculum (MoEST: 33) stipulated the following: Assessment is an important aspect in the teaching and learning process. Assessment will enable the teacher to identify the level of competence developed by the pupils. Assessment will be done using various tools, including examinations, observations, interviews, questionnaire, portfolio, project work and performance chart.

It is obvious that the 2016 curriculum insists on assessment that influence deep learning by shifting from traditional assessment to alternative approach. However, it seems emphasis has been on the final assessment as compared to learning as Chaudhary (2015: 986) asserting that: Assessment in the form of examinations influence curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else. This action by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum.

In the situation where emphasis is on final examination conducted by the National Examinations Council of Tanzania (NECTA) schools tend to coach pupils for the examinations instead of helping pupils to acquire the prescribed competences and the achievement of objectives as stated in the school curriculum. In Kenya, Ziganyu (2010) found that schools overburden learners with frequent continuous assessments at expense of learning due to high stakes placed on the final leaving examinations. The trend has also influenced rampant cheating in the final examinations. In 2016, the

National Examinations Council of Tanzania (NECTA) nullified primary school leaving examinations for all primary schools found in Chemba District Council and some schools in Dar es Salaam and Mwanza Cities due to cheating. Tshabangu and Msafiri (2013) argue that examination leakages are impeding the effort of developing prescribed competences such as innovative thinking or critical thinking.

To avoid cheating and improve learning there is a need to revisit the assessment practice in Tanzania primary education. Although teachers are focusing on enabling pupils to pass national examinations, but the 2016 curriculum assessment intends to find out whether the pupils have developed the intended competences so that they can progress to the next class level (MoEST, 2016). In their analysis of implementation of competence-based curriculum, Tilya and Mafumiko (2010) discloses that, assessment practice needs to be more authentic as proposed by the curriculum. In the curriculum, authentic tasks are proposed such as portfolios and performance-based modes (Marsh, 1997a).

An authentic task or assessment is regarded as the one pupil is allowed adequate time to plan, to complete the work, to self-assess, to revise, and to consult with others (Roboijano (2005). The tests and examinations currently dominated our assessment practice seems to be limited in assessing what pupils really know or reveal in-depth understand as there is no mechanism to follow up answers with pupils or finding what they mean according to their answers (Berliner, 2005). HakiElimu (2012) stresses that examinations cannot be used to assess the knowledge and skills that pupils need in order to enable them to cope with their real-life situation.

2.6 Research Gap

The theoretical review indicates that there are various studies on curriculum change and implementation conducted in Tanzania and other countries. Although, studies conducted in other countries could be used in Tanzania, but they are considered to have limited implication in Tanzania context. In general, the theoretical consideration suggests that, not much have done in researching curriculum implementation.

Researchers have focused much on the teaching and learning process that partly reflects curriculum implementation. The study is focusing on 2015 and 2016 curriculum, though it seems little have been done in terms of research work. The study is dealing with a new curriculum. Based on the existing gap, this study intends to provide empirical information on how curriculum is implemented from the perspective of key users of the curriculum.

2.7 Conceptual Framework

This study is guided by conceptual framework developed by Altrichter (2005) about facilitating and limiting factors for curriculum implementation. Altrichter developed the framework to reveal necessary factors in ensuring that curriculum change is implemented as anticipated. The study focuses on how teachers perceive the curriculum change and its implementation. According to Altrichter (2005) the general attitude of teachers is important because if they are not motivated with the change, nothing will happen. Altrichter framework also provides the connection between various factors that are considered to be central in the implementation of curriculum change. The choice of this framework is appropriate because this study centers on the need to identify if curriculum is accepted and implemented as intended (see also

Nevenkosky, 2007). For this study, the focus will be on factors relating with Tanzania context as discussed throughout the chapter.

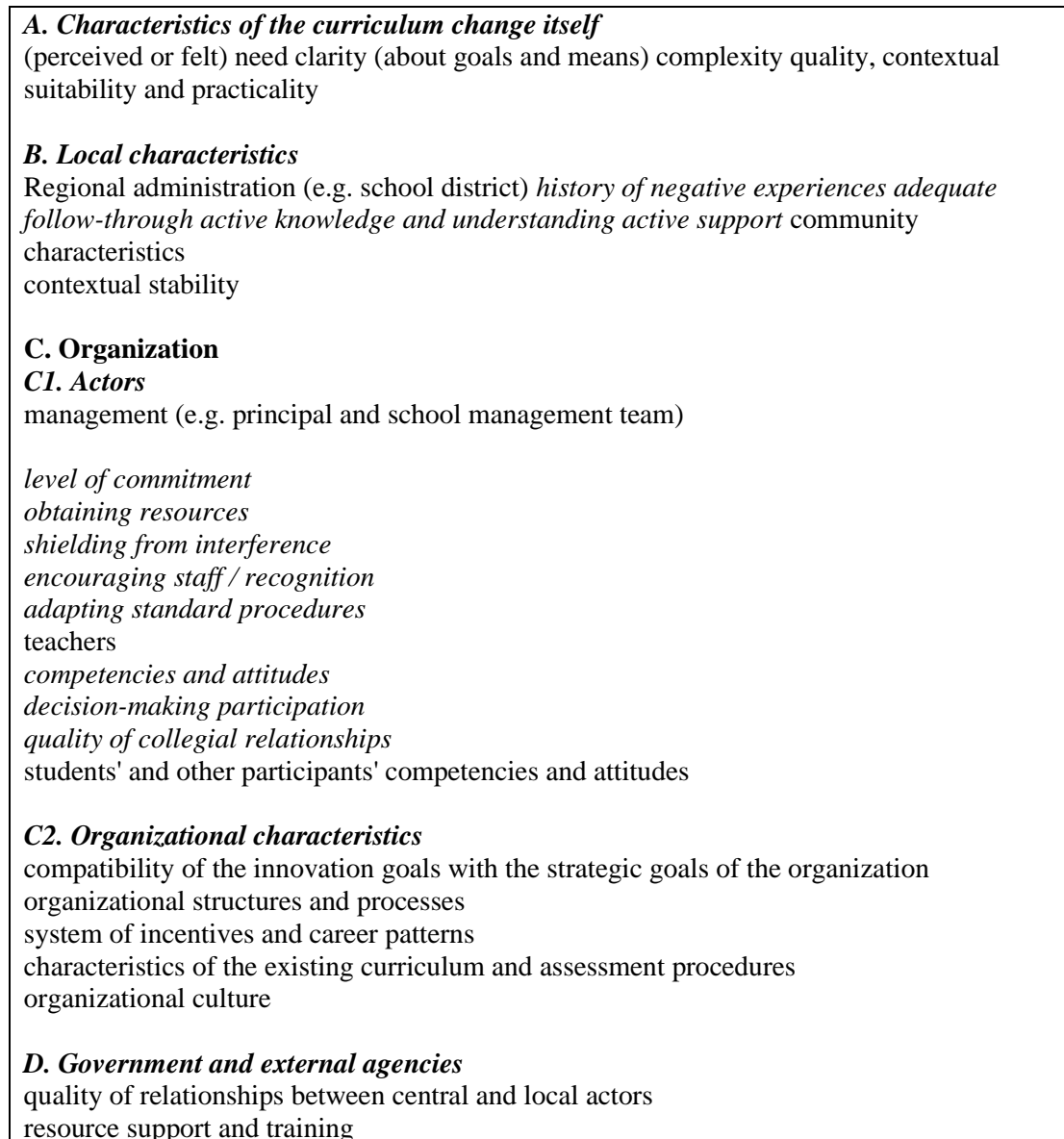


Figure 2.1: Overview of factors affecting implementation

Source: Modified from Altrichter (2005, P. 9)

The relationship between factors influencing curriculum implementation is seen in the figure 2.2 below. The figure shows that the factors are connected and central in ensuring successful implementation of the change. If one factor is not given due weight in the change process, obvious the curriculum will not be implemented as

intended. A detailed theoretical discussion of contextual conditions is contained in section 2.5.

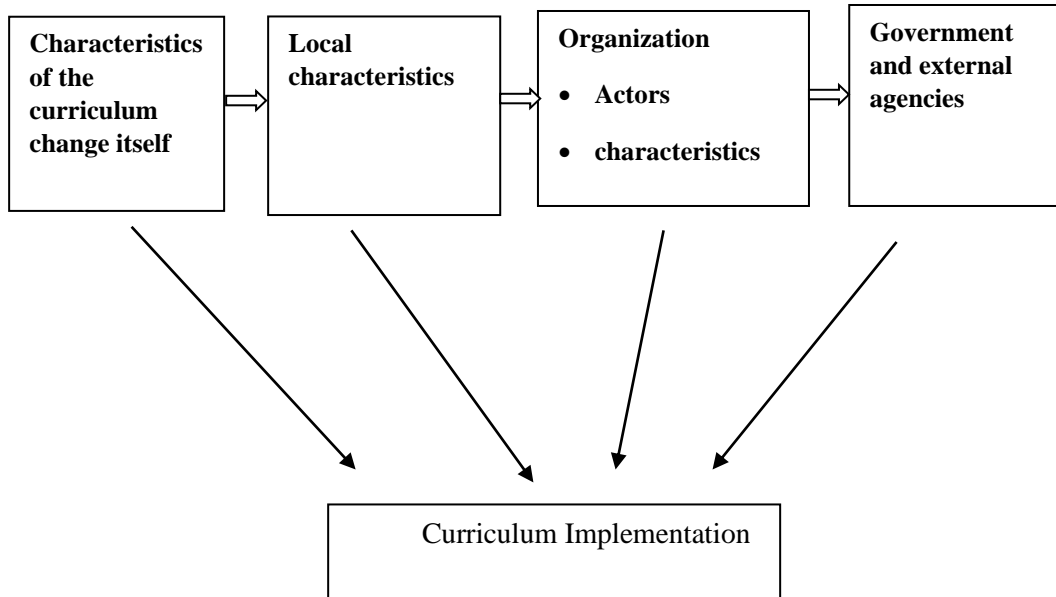


Figure 2.2: Hypothetical Interrelationship of Factors Affecting Curriculum Implementation

2.8 Summary of Literature Review

In this chapter the concepts of curriculum, curriculum change, and implementation have been discussed in detail. It is clear teachers are central in the curriculum implementation and therefore their attitudes, beliefs, and values in curriculum has to be considered. Besides, there are various factors that influence successful curriculum implementation, if they are in place during the implementation. The problem is that little is done to ensure that barriers for curriculum implementation are minimized or avoided.

The same challenges noted in the implementation of 2005 curriculum which seems to recur in the 2016 curriculum. Tanzania being a developing country, it is still

dependent on foreign aid, as a result, she faces challenges in planning and implementation of curriculum change. Simão (2008: 53) noted that, curriculum outcomes depend on how the curriculum change is understood or perceived and implemented at each level, from the Ministry of Education down to the school and more particularly on the response it receives in the classroom, which is the crucial test for the whole process.

Looking at overall features of the new curriculum for primary education, it can be argued that the curriculum has attempted to address areas that have dominated curriculum debate in the past decade in connection to competence-based curriculum and the quality of education in general. The new curriculum is in two years of the implementation but as seen throughout the literature review there are barriers in the implementation. To understand more about the emerging issue there are several questions to be answered as presented in chapter one.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with methods and procedures, that will be employed in exploring practice of teacher's perspectives. It covers research design, area of the study, participants of the study, instrument of data collection, data analysis, validity and reliability as well as ethical issues consideration.

3.2 Research Design

The research questions for this study are focusing on teacher's perspectives and therefore qualitative inquiry is more suitable (Hedgcock, 2002; Gatbonton, 1999). Likewise, Nevenglosky (2018) discloses that qualitative study intends to provide an in-depth inquiry into a specific problem and is supported by the nature of the objectives of the study. Bennett (2007: 74) asserts that qualitative studies are chosen for different reasons. They may be chosen because of the nature of the research question, because a topic must be explored, or because there is a detailed need to present a detailed view of the topic.

In this study the qualitative inquiry is taken as the point of departure because of the nature of the research questions and the need to present a detailed view of the implementation process. As Maykut and Morehouse (1994) put that qualitative study intends to discover what can be learnt about curriculum implementation where teachers are the participants. Furthermore, qualitative approach is chosen in order to study teachers in their natural seeing as the intention is emphasis their role as active curriculum implementers (Creswell, 1998).

In the actual process qualitative researchers use an inductive strategy, as research methods and problems evolve, and the researcher's understanding of participants and research context deepens (Bennett, 2007). The collection of information in the form of word provides in depth understanding of the nature of what teachers experience in the curriculum implementation (Louw & Edwards, 1998). In connection to this study, this type approach allowed the researcher to remain receptive to new ideas, issues and undercurrents emerging from the study (Maimela, 2015). Based on the problem, the approach provides a holistic picture of what is happening in the primary education in terms of curriculum implementation.

3.3 Area of the Study and Participants

The participants of this study were 38 teachers selected from seven (7) primary schools situated in Kinondoni Municipality. Kinondoni Municipality is one of the five districts in Dar es Salaam region and it has high performance in the primary school leaving examination. Other District in the region includes Ilala, Temeke, Kigamboni, and Ubungo Municipalities. Simple random sampling through blindfolded techniques was used to select schools. The technique was used under assumption that all schools in Kinondoni are in the stage of curriculum implementation. The choice of these teachers was purposely. Only teachers who have implemented the new curriculum were involved in the study.

According to Maykut and Morehouse (1994), in qualitative research, participants are carefully selected for inclusion, based on the possibility that each participant will expand the variability of the sample. Purposive sampling increases the livelihood variability that is common in any social phenomenon will be represented in the data.

The Table 4.1 indicate schools and teachers participated in the study. The names of the schools and teachers have not been included in the table in order to protect the individuals and school's integrity.

Table 3.1: Table of Schools and Teachers

School	Teachers
A	5
B	6
C	6
D	5
E	6
F	5
G	5

3.4 Instrument for Data Collection, Interview

One of the useful techniques of gathering data in qualitative research is by conducting interviews, because it allows the researcher to capture language and action through conversation. During conversation, the discussion- moves beyond surface talk to a richer level of thought and feeling Maykut and Morehouse (1994). According to Radnor (2002) this is a suitable data collection tool for understanding views, perspectives, perceptions and conceptions. The conversation process will be guided by an interview guide mainly focus on predetermined themes. According to Maykut and Morehouse (1994) interview guide is a relatively brief series of questions used to guide the interview process. Patton (2002) points out that the interview guide provides a framework within which the researcher develops questions, sequence them and make decisions about information that needs to be pursued in greater depth.

The way guideline is organised it appears natural and logical to the informants, as well as maintain their interest (Larzén, 2005). In order to learn more research will use probes namely elaboration probes and clarification probes. Patton (1990) noted that elaboration probes are designed to encourage the interviewee to tell us more, while clarification probes are likely to be times in an interview when the interviewer is unsure of what the interviewee is talking about, what she or he means. Patton further concluded that the quality of information obtained during an interview is largely dependent on the interviewer. The role of interviewer is to establish a positive interviewing climate.

3.5 Data Analysis

Data analysis is a process of making sense out of one's data. In order to make sense out of the data the researcher employed qualitative technique for data analysis. Interviews were the main source of data for this study. In this study, the data analysis begun with reading interview responses and underlying the main ideas or propositional statements, which convey the teacher's thought about the curriculum implementation. The propositional statements were coded and later categorized in line with predetermined themes.

Coding in the study is referred as the conceptual process of interpreting interview responses and assign them in groups according to the prevailing relationship (Alvesson & Sknöldberg, 2000). The initial step of coding is open coding by which concepts are identified, developed and then labeled and grouped to form categories of phenomena, identified in the data ((Strauss & Corbin, 1990). To ensure that the research findings answer the research questions. The analysis was done in line with

the research questions for the study. The figure below summaries data analysis process.

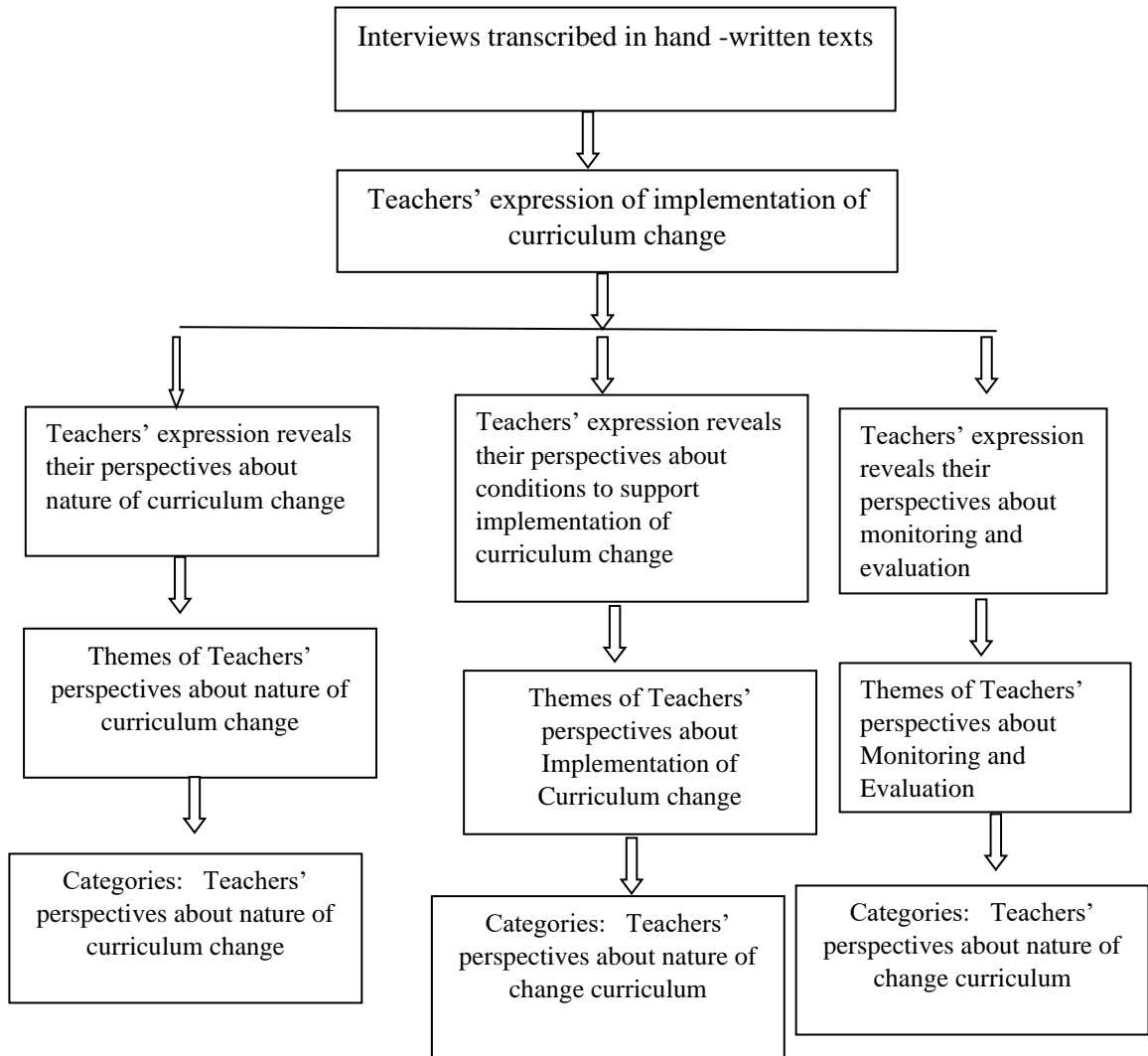


Figure 3.1: Data Analysis

3.6 Validity, Reliability and Ethical Consideration

Validity and reliability are important in accepting the findings of any scientific study. Therefore, the researcher has task to ensure the validity and reliability of the study. In dealing with validity and reliability, Best and Kahn (1993) points out that in quantitative study validity is considered as the quality of the instrument used in data collection or truth of measure, while reliability is the degree of consistence that the

instrument or procedure demonstrates. In brief reliability stands for accuracy of measure. In this study validity and reliability deals with the question of if teacher's perspectives are credible and trustworthy (Chambulila, 2013). Validity is addressing how well the categories and subcategories will represent actual or possible teacher's experience in the implementation of the curriculum change.

Prior to the actual data collection, interview guide was piloted in order to check the validity of the interview questions. To ensure the validly interpretation of meaning attached by teachers in their statements, Maimela (2015) suggests seriously and systematically attempt to learn how the participants in the study make sense of what is going on, rather than categorizing their words and actions in one's own framework. Therefore, member check was conducted by sharing tentative interpretations with some participants to see if the results are plausible (Merriam, 1998). The reliability of the results was established through a co-judging procedure. Themes and categories were shared with two colleagues who have experience in this type of study. Independently they assigned the teacher's statements in the categories developed. The correspondence between the researcher and co-judges, indicate that reliability of the categories is acceptable. Furthermore, the research process is explained in detail.

Considering the established codes of ethics, researcher had the responsibility to abide on them during data collection from informants. Qualitative researchers believe that there is bias-free or value-free inquiry. Therefore, it is important to observe ethical standards in research that involves human participants in schools and colleges. Overall, data collection is governed by the code of conduct, where participant in a study does not harm the respondents in any way (Fraenkel & Wallen, 2000). Names of

the teachers and schools involved in the study are not disclosed in the data analysis and discussion. The participation was voluntary, and the interview were conducted in different dates, at a time convenient to each participant.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of the findings. It contains data revealed by teachers in the interview. The findings are presented following the order of research questions presented in Chapter 1. In so doing, the chapter provides answers to each research question. In the presentation, each theme is described and illustrated with teacher's statements

4.2 Participants of the Study

In this study 38 teachers participated, most teachers were female, and this is inclined by the fact that schools visited had more female teachers than male. However, in this study gender was not considered. The general information of teachers is seen in the Table 4.1.

Table 4.1: Background Characteristics of Participants of the Study Profile

Features	Sex and Experience	Number of teachers
Gender	Female	31
	Male	7
Qualification	Certificate	4
	Diploma	12
	Degree	22
Years of teaching	0-5	0
	5-10	14
	10-15	14
	Above 15	10
Years of Teaching the Subject/Area	0-5	3
	5-10	19
	10-15	9
	Above 15	7

Source: Field Data, 2019

4.3 Teacher's Perspectives on the Nature of Curriculum Change

4.3.1 Significance of Change

In this theme, teachers were asked to provide their views about the importance of curriculum change in the current context. As a result of the analysis, a total number of five perspectives could be distinguished as presented below:

Enhance Pupils Active Learning

Teachers relate curriculum change with pupils' responsibility in the actual teaching and learning process. According to the teachers, the curriculum has focused on involving pupils in learning through tasks given to them and teaching techniques proposed in the curriculum. This is seen in the following teachers' statements:

The change is good because it focuses on developing learning skills. Enable pupils to perform various tasks and provide expiations. The change is appropriate as learning involve pupils at the great extent. It has help to improve education in the area of teaching and learning since the revised curriculum has techniques that make a pupil to be key actor in learning while teacher assume facilitation role.

Teachers have also attached curriculum change with the problem of low literacy and numeracy skills to the pupils. This is clear in the next category:

Enhance Literacy and Numeracy Skills

Tanzania is facing problem in enabling pupils to develop reading, writing and arithmetic skills. Reports show that children's competence in literacy and numeracy is below the expectations (Ngorosho, 2011; USAID, 2013; 2014). In this category, some teachers have referred to curriculum for standard I and II of 2015 which have stressed on reading, writing and arithmetic skills. These basic skills are also stressed in 2016

curriculum through the notion of literacy and numeracy across curriculum. Teachers support is seen below:

It is good because emphasis is on reading, arithmetic and writing. This will reduce the number of people who cannot read and write. I think the curriculum change is good to some extent especially for standard I and II because the concentration is on 3Rs. I personally agree with curriculum change because it is appropriate for low classes due to a great emphasis on 3Rs. This will reduce the problem of reading to children.

The teachers stressed on their involvement in curriculum change process. In fact, teachers were not satisfied with the change as seen below:

Inadequate Teachers Participation

Teachers are worried about their extent of participation in the curriculum development process. To them, teachers are among key stakeholders in the change process because of their practical experience from actual classroom experience. It seems teachers consider themselves as implementers of the curriculum developed elsewhere. According to Carl (2005) teacher involvement is crucial for curriculum development at the school and national level, it also provides opportunity to teacher growth and development as professional.

In my view any change that is taking place in education it should involve teacher who is teaching in the classroom. He is the one who knows if change is needed or not It is a proper move according to social, political and economic change, but it should consider the capacity of the society, reasonable preparation and participation of stakeholders especially teachers in the change process. Teachers should be involved to a great extent in a curriculum change because they are key implementers of the curriculum

According to teachers in this category, the process of curriculum change must be participatory to a great extent. In the next category teachers are worried about the relevance of change.

Downgrade Pupils Self-Learning and Irrelevant

Pupils participation in the actual teaching and learning process is stressed in Tanzania. However, teachers in category relate the change with pupils low imitative in their learning. All teachers in this category felt that, the change support strong teacher control on pupils learning as compared to the previous curriculum of 2005.

The curriculum change has made pupils to be more dependent in their learning than being independent. In reality the change is not catering for the pupils needs. Actually, pupils are not given opportunity to demonstrate their ability. First of all, the curriculum does not fulfill aims of education

According to this perspective, the curriculum in use reveals going back to the traditional teaching and learning approach. This is contrary to what the country is striving to archive since 2005 when competence-based curriculum was introduced in schools.

Unsuitable planning

Teachers in the category are concerned with the change process. According to teachers, practices and experiences, suggest that the processes of curricula change is not well organized; as result it is not easy to see the impact at the school and classroom level.

The recurrent curriculum affects education because the implementation is always facing several problems. I think we need to be well equipped before implementing any change. What I have noted is the deterioration of education due to those changes. The change is good, but I wonder if the decision was right because it is hard to implement due to the prevailing obstacles such as deficiency of required materials.

In the theme of implication of change more teachers over 34% have found that curriculum change is meeting the needs of pupils. However, teachers were not

satisfied with the extent of their participation in the process of change by 30% while 18% are not satisfied with how change was initiated.

Table 4.2: Teacher’s Perspectives on Significance of Change

Category	Responses	Percentage (%)
Relevant and pupils active learning	13	34
Enhance literacy and numeracy skills	04	11
Inadequate teacher’s participation	11	30
Downgrade pupils self-learning and irrelevant	03	7
Improper planning	07	18
Total	38	100

Source: Field Data, 2019

Furthermore, 7% of teachers see the change as unnecessary. These findings indicate that 55% of teachers are questioning the change process. On the other hand, 11% of teachers related change with the development of literacy and numeracy skills,

4.3.2 Subjects in Curriculum

In this theme, teachers were asked to provide their views about subjects taught in primary schools as a result of curriculum change. During analysis, four perspectives could be distinguished as presented below:

Status of English Subject

To some teachers the decision of teaching and learning English Language at standard III is not appropriate. According to some teachers, language development start at early age and therefore it is not appropriate to commence at standard III. This is seen in the statement below:

I am surprising why teaching of English should not start at pre-primary or standard I and II. It is a problem if teaching and

learning of English language start at standard III. It is good, if it will start from standard I so that the child will grow with basic skills such as simple greetings in English language. Most of the subjects are good, but English Language is a problem to pupils of standard III. In my opinion teaching and learning of English has to begin at standard I.

Reduced number of subjects and Age Appropriate

The 2005 curriculum was criticized for being overloaded, as a result, teachers related excessive load with the number of subjects taught in primary schools. According to teachers, it was not easy teacher to teach all the topics and subtopics due to insufficient time. In the same way, pupils were facing difficulty to learn all the subjects in the required time. It is for these reasons; teachers were unable to meet the needs of all pupils.

This has made some pupils to be confused as they could not get the required support from teachers. In addition, great load has made some pupils to complete primary education without mastering the required competences:

In my opinion it was good or appropriate to reduce the number of subjects from ten (10) to Six (6) because it has been easy for them to learn effectively in accordance to their age. I see it as a good thing, because pupils have less subjects now. In fact, in some points, pupils were confused with a large number of subjects. The organisation of subjects is good, in addition some subjects have been integrated and other degenerated to foster understanding and logical follow of subject matter to pupils.

Teachers have shown that when the number of subjects in the curriculum is excessive, it is not easy for pupils to develop the required competences. All the teachers are satisfied with the decision of reducing the number of subjects. However, in the next perspective teachers are more concern with demarcation of traditional subjects.

Abolish Integrated Subjects

The decision of reestablishing Social Studies as a discrete subject was not favored by some teachers. The subject was developed by integration of contents of History and Geography. In the same way, teachers were also not happy with Civic and Moral Education, a new subject formed by integration of civics and moral contents. Integration is related with downgrading the value of some subjects and problem in the teaching and learning.

The child or pupils of today know very little about Tanzania geography. Subjects have been integrated in such a way it is hard for teacher to plan for teaching. History, Geography and Civic should be separate subjects instead of being integrated.

It is reasonable to note that in this perspective teachers are supporting the partitioned curriculum. However, Clark (2005) points out a potential risk when children are guided to a partitioned view of the world by the education system. From this point of view, the curriculum change seems to depart from strong subject orientation to competence based.

Less Subjects and Inadequate Content

The action of reducing the number of subjects has raised concern to some teachers. According to the teachers, the scope of revised curriculum is not matching with pupils needs in the era of science and technology. Other teachers have gone further by providing examples of topics left in the curriculum. The following statements revealed teacher's concerns:

The number of subjects is less and does not reflect the development of Science and Technology. The revised curriculum has left some important topics for the pupils. In standard IV, for example, the topic of map is not included. However, this topic could enable pupils to acquire important skills to be used in upper classes.

Table 4.3: Teacher's Perspectives on Subjects in the Curriculum

Category	Responses	Percentage (%)
Status of English Subject	06	16
Reduced number of subjects and age appropriate	20	53
Abolish social study subject	02	5
Less subjects and inadequate content	10	26
Total	38	100

Source: Field Data, 2019

The distribution of teacher's responses in the four categories indicate that 53% of teachers support the decision of reducing the number of subjects in the school. In contrast, 26% of teachers felt that the decision to reduce the number of subjects was not correct. On the English subject, teachers expressed the need to investigate the background of the pupils and the principles of language development. They suggest teaching and learning of English to start right from standard I.

4.4 Teacher's Perspectives on the Conditions for Supporting the Implementation of the Revised Curriculum

4.4.1 Curriculum Materials

Teachers were asked to give their views about availability and the use of curriculum materials during the implementation process. During data analysis four categories were developed as seen below:

Delay and Shortage of Materials

Teachers were extremely concerned with the availability of textbooks as an important material for the teaching and learning. The importance of textbooks is widely accepted as single greatest driver of the actual classroom experience in schools, teachers and pupils interact with the content as the source of learning experience

(Embong, Noor, Ali, Bakar & Amin, 2012). Generally, teachers were almost complaining about the problem of textbook as seen below:

It is bad since the supply of materials is not happening in a required time, currently we have never received any material for teaching standard V including syllabus for vocational skills We are not implementing the curriculum as required because there is shortage of textbook, worse enough, we have never seen any textbook for standard V. In fact, we have started to teach without any textbook.

Teachers are also concerned with the mode of distributing textbooks and other materials as indicated in the next category.

Ineffective Distribution and delay of Materials

Although, there are government efforts to ensure schools have textbooks, but teachers have noted disparity in distribution. Teachers in this category stressed timely provision of textbooks in the required quantity and before the implementation of the curriculum change.

The distribution and availability of materials is not good as a result there is a problem in ensuring time delivery to schools. The distribution and availability of materials is not friendly in all process of teaching and learning. For instance, this year textbooks for standard III were received very late.

Alternative Textbooks

Insufficient supply of textbooks has motivated teachers to look for a solution. In this category, teachers have put clear that they are using textbooks of the former curriculum. This is a challenging decision because of poor association between old textbook and the curriculum in use. This is exemplified in the next statements:

We are not receiving the materials at the required time; this has made some teachers to resort to textbook of the previous curriculum although they are not satisfying the needs of the revised

curriculum. They do not supply facilities and textbooks on time. This has forced us to use textbooks of the previous curriculum. However, in some situations they do not meet pupil's needs. I wonder what is happening, they are still hesitating in delivering textbooks on time. It makes difficulty for teachers to implement the curriculum properly as they are using old textbooks in teaching and learning

Teachers in this category reveal their struggle in ensuring that, curriculum is implemented even by using other textbooks rather than waiting for prescribed textbooks. In the next category teachers are questioning the quality of the textbooks.

Non-alignment

The alignment between textbook and syllabus is one of the textbook quality indicators. It deals with the question of whether the content of the textbook meets syllabus demand. Teachers in this category have pointed out some weakness in the national textbooks.

It is not good at all; we are lacking facilities for teaching and learning. On side of textbooks some are missing, and some don't meet the needs of teachers and pupils. The syllabus for standard I and II is not matching with the textbooks. In the fact, the textbooks are matching with the previous curriculum. What they have done is to change pictures and color and therefore, they don't satisfy curriculum demands.

The results from analysis of the teacher's responses show that four perspectives of teachers about curriculum materials were indentified. In examining the findings above it is obvious that, there is serious problem of teaching and learning materials in schools. Making use of the data below it means that 63% of teachers showed that curriculum change is not matching with availability of textbooks while 18% are concerned with improper distribution textbooks in schools.

Table 4.4: Teacher's Perspectives on Curriculum Materials

Category	Responses	Percentage (%)
Delay and shortage of Materials	24	63
Ineffectiveness distribution of materials	07	18
Alternative textbooks	04	11
Non-alignment	03	08
Total	38	100

Source: Field Data, 2019

On the other hand, lack of textbooks has made 11% of teachers to look for alternative sources. The remain 8% are questioning the alignment of textbook and the syllabus. In general, the findings indicate that there is a serious problem of textbooks in schools.

4.4.2 Teacher Orientation to the Curriculum

Teachers were asked to give their views about the training conducted during the initial stages of the implementation of the curriculum. During data analysis five categories were developed as seen below:

Demand for Continuous Seminars and Workshops

Teachers are not satisfied with their curriculum knowledge and therefore they suggest for continuous training in this area. This kind of observation is also noted in other countries, Acquah (2012) for example recommends, Ghana Education Service to embark on rigorous in – service training programmes, preferably workshops, for teachers to update their curriculum knowledge. Teacher's concerns are seen in the statements below:

More workshops and seminars should be provided to implementers to enable them to move with current change. I suggest regular training to teachers, but it should involve all the teachers for example those who are teaching 3Rs.

The importance of training to teachers when curriculum change is made has become clear in this category. In next category, teachers are concerned with the quality of training given to teachers.

Useful

Some teachers were satisfied with the training provided, as it enables them to perform. Teachers related training package with teaching skills and preparation for the actual classroom work. Because teachers are the main implementers of the curriculum, they need appropriate knowledge and skills that help them to effectively implement the curriculum as intended (Alsubaie.2016). Teachers revealed the connection between their teaching and training as exemplified below:

The training is very good, it has developed teacher's ability in the teaching subject, lesson preparation and scheme of work. This help in achieving the aim. It is a very good because teachers are prepared to teach well and acquire good knowledge in order to help pupils in their learning.

Teacher who take part in the training tend to implement as required. In the next category it is clear that those who took part in training are facing challenges in helping others to understand the curriculum.

Superficial Learning

The training on the curriculum is discussed in terms of the outcomes. Teachers are not satisfied with competence of those who have attended the orientation seminars. It seems, they are facing problem in helping others to understand the curriculum in use. However, the training must ensure that teachers understand the curriculum in order to implement as required (**Khoza, 2016**).

The training is not enough because the target group don't have enough understanding on the implementation of the curriculum in use. It is very surprising, those who attended the training have little understanding of the curriculum. It is not easy for them to help others during the preparation of lesson plans and schemes of work.

In general, the learning is at surface in such a way it raises a question of whether the teachers are implementing the curriculum as intended. In the next category, teachers reveal their dissatisfaction with mode of training used.

Inefficiency of Training Approach

The cascade approach was used to train teachers on the revised curriculum. This approach is suitable when dealing with a great number of teachers (Karalis, 2016).

Despite the potential advantage of the cascade approach, teachers criticized the approach and proposed training for all teachers.

Here there is a problem because the number of teachers who attend the training is low compared to the existing number of teachers. As a result, it creates hardship in curriculum implementation. It is better if the training on curriculum will be given to all teachers rather than taking two or one teacher from a school. Training should involve all the teachers instead of being trained by teachers who have attended the training. We differ on how we received and experience the training. Do you think there is any training? It is magic training

As noted, in the category of superficial learning, it suggests that learning experience acquired through cascade is narrowed by the time it is transferred to teachers in schools (Hayes, 2000). In the next category a teacher proposed learning at the ward level.

Ward-based training and Financial Support

Teacher's curriculum training was associated with cost and the extent of teachers' participation. In this category teachers were worried with costs involved in the

training conducted outside the school's premises. To make the training cost effective, teachers are proposing to use ward-based approach which will also allow more teachers to take part in the training.

In order to reduce cost and increase teacher's participation training should take place at the ward level. If fund is provided, it will enable teachers to implement the curriculum

Teacher's emphasis on ward-based training is partly connected with school-based teacher's continuous professional development. In fact, school-based in-service training is the preferred intervention strategy for supporting teacher's professional growth and development (Boaduo, 2010). In the table below teacher's perspectives are summarized

Table 4.5: Teacher's Perspectives on Orientation to the Curriculum

Category	Responses	Percentage (%)
Demand for continuous seminars and workshops	17	45
Useful	05	13
Superficial learning	02	5
Inefficiency of training approach	12	32
Ward-based training and financial support	02	5
Total	38	100

Source: Field Data, 2019

The distribution in teacher's responses in the five categories above, show that 45% of teachers would like to be trained on the new curriculum. On the other hand, 32% of responses reveal that the training provided was of low quality due to the approach used. This is also connected with 5% of responses expressing the learning as shallow. However, 13% of teachers have benefited from the training as indicated in the table above.

4.4.3 Leadership

In this aspect, teachers were asked to reflect on the role of Headteachers in supporting teachers on the implementation of the curriculum. Five main categories were developed based on teachers statements namely training of Headteachers, supervision and coordination, availability of materials, organization of training and other said less support to teachers. These categories are described below: -

Training of Headteachers

In this category, teachers were concerned with ability of Headteachers to provide technical support to teachers on the implementation of the curriculum. In fact, teachers were suggesting that Headteachers are supposed to be conversant enough on the new curriculum. The success of curriculum implementation is attributed by the Headteachers and therefore training is crucial to them as exemplified by the statements below:

It is hard for Headteachers to fully support curriculum implementation because even themselves don't have satisfactory understanding of the curriculum. Headteachers should be given training on a new curriculum so that they can easily make follow up on effective teaching and learning.

Teachers are having little satisfaction with curriculum knowledge of Headteachers; this is something which might have negative impact on implementation. However, Headteachers are doing well in the supervision process as indicated in the next category.

Supervision and Coordination

The head teacher is the overall in charge of all the activities taking place at schools indicated by teachers in this category. One of the tasks carried by the headteachers, is

to ensure teaching and learning process is guided by syllabus, scheme of work, lesson plans and subject timetables, and influencing teachers to perform their tasks in a professional way.

Headteachers ensures that, the timetable is followed as planned by all teachers and pupils. To address any emerging challenge, for instance misunderstanding among pupils, teachers and parents. It is the role of school leadership to ensure that, the principles of curriculum implementation are highly followed by school leaders, teachers and pupils who are the main focus of the curriculum.

Headteachers must allocate subjects according to teacher's ability, to enable pupils to acquire the required knowledge. As already pointed out that, the implementation of the curriculum is facing the problem of in availability of materials. In the next category, teachers are sharing the dilemma of head teacher on the issue of curriculum materials.

Availability of Materials

The success in implementation of any curriculum depends on availability of curriculum materials. Throughout this study, teachers are not happy with the serious shortage of textbooks and other facilities which are necessary in teaching and learning process. For Headteachers to accomplish their task, there is a need of supplying schools with required materials.

In this category Headteachers call for support from other stakeholders outside the school.

Leaders should be supported as much as possible especially in the availability of teaching and learning materials. Leaders are doing their best, taking into consideration this is a new school which receives very small amount of capitation grant, but they have attempted supply some teaching materials.

In summary, teachers felt that Headteachers are not well supported in terms of materials. This shows that teachers seemed to understand the administrative and management problems facing the Headteachers.

Organisation of Training

The need for training on the curriculum change seems to be one of the key demands of teachers. It is for this reason; teachers are proposing the Headteachers to take the leading role in establishing in-service school-based training. Besides, teacher's suggestion reveals that there is a problem in understanding the curriculum among teachers and headteachers.

Here, our headteacher has established in-house training to teachers on the implementation of the new curriculum. To carry out seminars at the school level.

As stated above, Headteachers are supposed to take the leading role in helping teachers to understand the curriculum change. In this situation, there is a need to ensure that before the implementation of curriculum change, headteachers are given enough training because of their substantial role in curriculum management and implementation.

Less support to teachers

In the previous categories, teachers have revealed a need for continuous training to the key curriculum implementers. In this category, teachers discussed the Headteachers in a fundamental way. It seems, they are not doing enough in enabling teachers to implement the curriculum. This can be associated with teacher's worries on low understanding among Headteachers on new curriculum matters.

Table 4.6: Teacher's Perspectives on Leadership

Category	Responses	Percentage (%)
Training to headteachers	07	18
Supervision and Coordination	19	50
Availability of materials	08	21
Organise training	03	8
Less support to teachers	01	3
Total	38	100

Source: Field Data, 2019

50 % of teachers have shown that the main role of Headteachers is managerial functions connected with supervision and coordination, while 18% of teachers have suggested training to Headteachers. This means that for curriculum implementation to be successful, training is an unavoidable. The issue of material is seen here again, 21% of teachers insisted that Headteachers have a duty of ensuring schools have required materials.

4.5 Teachers' Perspectives on the Role of Monitoring and Evaluation in the implementation of the New Curriculum

4.5.1 Monitoring and Evaluation Tools

The analysis of teacher's ideas about the type of tools used in monitoring and evaluation, relied on teachers responses on the implementation process. In this theme two categories emerged as presented below:

Tests and Examinations

To check if the curriculum is implemented according to the vision and objectives, teachers cited tests and examination as appropriate tools for monitoring. In this sense, information about curriculum realisation is collected through tests and examinations

given to pupils. To the teachers, examination result is proper indicator of how curriculum is implemented. Some teaches stated:

Monitoring and evaluation are done by teachers through monthly examinations and subject coordinators have a duty to make follow up to teachers. Evaluation is done after every test or examination. I also do lesson evaluation. Monitoring and evaluation are conducted by assessing pupils through monthly tests and examination

Teachers have focus on performance monitoring by putting emphasis on the academic achievement of the pupils. In the next category, information about actual classroom teaching is drawn through teacher's preparation process.

Teacher's Preparation Plans

In this category teachers discussed monitoring and evaluation in terms of assessment of preparation plans conducted by the school headteachers. In most schools, there is a common practice for teachers to submit their plans for scrutiny, weekly or monthly depending with the school policy. This is exemplified in the next statement:

It is done by inspecting teacher's lessons plans, schemes of work and pupil's activities. Parents are also involved through direct communication or in the meetings. As academic teacher, I provide directives to teachers about the new curriculum during preparation for teaching

In examining teacher's responses, 84% are classified in the category of tests and examinations. It implies that, tests and examinations are the main tools of monitoring and evaluation at schools.

Table 4.7: Teachers Perspectives on Monitoring and Evaluation Tools

Category	Responses	Percentage (%)
Tests and Examinations	32	84
Teachers preparation plans	06	16
Total	38	100

Source: Field Data, 2019

4.5.2 Monitoring and Evaluation Approaches

The analysis of teacher's ideas on the approaches, used in monitoring and evaluation was basing on how the process has been conducted at the school. During data collection teachers were asked to provide their thinking about how monitoring and evaluation is conducted in schools. Three categories emerged from teacher's statements.

Enhance External Approach: External monitoring and evolution is conducted by school quality assurers. This is a new concept from school inspectors. However, teachers see the need of improving the quality assurance process by proving more freedom to teachers during discussions at the schools. In addition, teachers showed that quality assurance section has a shortage of qualified staff.

It is done by quality assurers at District level through visiting schools and observes the general activities. But teachers should be given freedom to air their views the department of quality assurance should allocated with more staff and fund if possible.

Teachers concerns on monitoring and evaluation conducted by quality assurers, raise an important question on how teachers view their contribution in the curriculum implementation. In this category, teachers are talking about internal system.

Internal Approach: This is one of the strategies of obtaining information on how curriculum is implemented to examine pupil's activities. The Headteachers has the primary role of continuous collecting data about how the curriculum is doing in the actual classroom.

Monitoring and evolution are done by headteachers and academic officers. They inspect daily activities of the pupils, monthly exercise and terminal examinations given to pupils by every teacher. Monitoring and evolution are conducted by internal inspection, daily and general

inspection after a certain period of time Subject coordinators have the duty to make follow up on how subject teachers execute their duties. Monitoring and evolution are conducted weekly and monthly, but it has little impact because teachers have little understanding on the new curriculum.

Competent Quality Assurer: For monitoring and evaluation, to have impact, the competence of quality assurer is considered to be crucial. In this category, teachers are questioning the ability of quality assurer as they have little to add to their theory and practice.

Quality assurers should have knowledge on curriculum instead of being at work just to fulfil their responsibility. I wish to learn more from quality assurers, but I think they are also facing a problem in understanding the new curriculum,

It seems the contribution of quality assurer in helping teachers to understand the new curriculum is minimal. In this situation, there is a need to rethink the role of quality assurer in supporting teachers. The main issue to take into consideration is comparability between teacher's practical experience and quality assurer curriculum perspectives. Responses reveal that, 53% of teachers viewed monitoring and evaluation as a role of quality assurers. 26% of teachers also wish to have Competent quality assurers which indicate that they also view monitoring and evaluation as a role of quality assurers. 21% have indicated that school-based monitoring and evaluation is done by school administration.

Table 4.8: Teachers Perspectives on Monitoring and Evaluation Approach

Category	Responses	Percentage (%)
Enhance external approach	20	53
Internal approach	10	26
Competent quality assurers	08	21
Total	38	100

Source: Field Data, 2019

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.1 Summary of the Main Findings

The main objective of the study is to examine primary school teacher's perceptions on the implementation of curriculum change for standard III to VI, with special reference to Kinondoni Municipality. Key focus was teacher's perspectives on the implementation of the curriculum. The study was qualitative in nature and data were collected from 38 teachers through open-ended questionnaire. This chapter presents the summary of themes and categories depict teacher's perspective on the curriculum implementation.

5.1.1 Teacher's Perspectives on the Nature of Curriculum Change

In the theme of the teachers' perspectives on the implication of change, the findings revealed that 55% of the teachers are questioning the change process. Teachers' perspective is related with low level of participation in the change process. In fact, teachers are considered to be alienated in the curriculum change and they are not satisfied with how change was initiated. On the other hand, 45% of teachers found that the curriculum change is meeting the needs of its beneficiaries particularly pupils. From these perspectives, one can concluded that the curriculum change is facing some challenges in terms of teachers' ownership.

On the side of content, findings indicate that 53% of teachers are in favors of the decision made to reduce the number of subjects in the curriculum. In contrast, 26% of

teachers felt that, the decision to reduce the number of subjects was not correct. On the English subject, 16% of teachers expressed the need to look into the background of the pupils and the principles of language development. Therefore, it is worth to start teaching English language right from pre-primary. Similarly, 5% of teachers seemed not to support the reinstated of the Social Studies as the subjects.

5.1.2 Teacher's Perspectives on the Conditions for Supporting the Implementation of the Revised Curriculum

The findings of the study reveal a serious problem of teaching and learning materials in schools. Perspectives of teachers are in four categories:

- (i) Delay and shortage of Materials,
- (ii) Ineffectiveness distribution of materials,
- (iii) Alternative textbooks
- (iv) Non-alignment show.

Generally, teachers are not satisfied with availability and distribution of textbook in schools. According to the findings 63% of teachers showed that curriculum change is not matching with availability of textbooks while 18% are concerned with improper distribution textbooks in schools. On the other hand, lack of textbooks has made 11% of teachers to look for alternative sources. The remain 8% are questioning the alignment of textbook and the syllabus.

For the teachers to implement curriculum as intended training is important. The findings of the study indicate that 45% of teachers would like to be trained on the new curriculum. On the other hand, 32% of responses reveal that the training provided was

of low quality due to the approach used. In the other words, teachers were not supporting the cascade approach used in orienting teachers to curriculum change. This is also connected with 5% of responses, expressing the learning as shallow. However, 13% of teachers have benefited from the training as indicated in table number ten above.

On the side of leadership support, 50% of teachers have shown that, the main role of Headteachers is managerial functions connected with supervision and coordination. 17% of teachers have also suggested more training to headteachers. This means that for curriculum implementation to be successful training is inevitable. The issue of material was risen again here by 21% of teachers. Here teachers insisted that headteachers have a duty of ensuring schools have required materials.

5.1.3 Teacher's Perspectives on the Role of Monitoring and Evaluation in the implementation of the New Curriculum

On monitoring and evaluation 84% of teachers revealed that schools are using test and examinations as the main tools for data collection on implementation of the curriculum. However, 16% of teachers considered headteachers assessment of the teacher's documents like lesson plan is part of monitoring and evaluation process.

On the other hand, teacher's responses revealed that 74% viewed monitoring and evaluation as a role of quality assurers where by 53% talked about enhanced external approach and 21% insisted competent quality assurers. It seemed, they don't put much emphasis on internal activities related with monitoring and evaluation. Along with this

line, 26% of teachers indicate that monitoring and evaluation are conducted by school administration through internal approach.

5.2 Discussion

The findings of the study have shown that, teachers are worried about their low involvement in the curriculum change. However, based on their daily interaction with pupils in classroom, teachers have useful practical knowledge for curriculum change (Young, 1988). It shows in Tanzania teacher's participation in curriculum issues is minimal. At schools there is no committee dealing with curriculum. Carl (2005) understands teachers as loyal recipients of the curriculum developed by experts and academician. In this situation, Marsh (1997a) remind us that central-down curriculum changes may cause confusion and stress to teachers.

Although the curriculum was central developed, teachers have supported the decision of reducing the number of subjects from ten (10) to seven (7). This means that teachers accepted the fact that the previous curriculum was overloaded. Here, Marsh and Wills (1995) points out those perspectives of individual teachers towards the curriculum are important in ensuring that the curriculum is implemented as planned. From this point of view, some teachers are questioning the relevance of change including teaching of English Language starting from standard III and abolishing of History, Geography and Civics as separate subjects. It is for this reason, teacher's participation in the change process become vital.

The findings of the study have shown that the curriculum implementation is facing several challenges. Shortage of curriculum materials in particular textbooks, is

mentioned as a serious setback in curriculum implementation. According MoEST (2016, p 33) to achieve the desired educational goals subject syllabi, guides, books, charts devices and models of different types are extremely essential in supporting curriculum implementation. Availability of resources is among facilitating factors for curriculum implementation (Altrichter, 2005).

To address this challenge, there is a need to ensure curriculum change is implemented when the materials are ready. On the other hand, the training on curriculum is considered not effective and it involved few selected teachers who could act as trainers to other teachers. It is clear in the study, the cascades approach was not effective as trained teachers experienced problem in supporting others (Hayes, 2000). The findings hold important implication on how to organize in-service teacher education or curriculum training. School-based training is proposed to be an ideal approach because it cost effective and retain teachers in the working place.

Leadership is another factor necessary in facilitating the implementation of the curriculum (Altrichter, 2005). Teachers have shown that the main role of headteachers is to coordinate and supervise curriculum implementation, by assigns duties to teachers and ensures that the duties are executed (Syomwene, 2013). However, teachers are worried about little knowledge of curriculum among headteachers. It is for this reason; teachers are suggesting training on curriculum change to headteachers. The problem is that training on curriculum placed great emphasis to teachers as the main implementers but headteachers monitors and guides curriculum implementation through ensuring schemes of work, lesson plans and records of marks are prepared

regularly (Chaudhary, 2015). It is important for head teachers to be trained on the curriculum change.

On monitoring and evaluation teachers have attached it with tests, examinations and the function of external quality assurers. In fact, pupils are overburden with weekly tests, monthly tests and terminal examination at the expenses of learning due to high risks placed on the final leaving examination (Ziganyu, 2010). What is seen is the gap between curriculum demand and assessment practice since it is supposed to be more (Tilya & Mafumiko, 2010). On monitoring and evaluation approach, teachers stressed the role of external quality assurer from the District level. This suggests the need to enhance the role of quality assurance department as a strategy of ensuring effective implementation of the curriculum. However, Ehren and Visscher (2006) assert that school quality assurers have no direct control of the teachers, instead their influence and their work through advice given. In this situation, some teachers have stressed on the role of internal monitoring mechanism.

5.3 Recommendations

The study has revealed barriers on the implementation of curriculum change. To ensure that the curriculum is implemented as intended the following aspects could be taken into consideration:

- (i) Continuous training of teachers, headteachers and other key stakeholders in curriculum matters should be given due weight and analysis of professional needs should be done.
- (ii) School-based approach is more favorable to teachers than cascade approach

- (iii) The government is advised to reconsider the current textbook policy in order to address the shortage of textbooks which is considered to be a serious setback in curriculum implementation.

5.4 Possible Further Studies

The study has covered a small part of Tanzania perhaps the scope could be extended by future studies. In this study the interest was teacher's perspectives, it could be interesting to see what is happening in the actual classroom setting. Therefore, this is the possible area for the future studies. In addition, the future studies could focus on textbook production and distribution as well as professional development for teachers. The fact is that, the results have shown a serious problem in curriculum materials and training of curriculum implementers.

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APPENDICES

MWONGOZO MASWALI KWA WALIMU

SEHEMU A: Utangulizi

- Utambulisho wa mkusanyataarifa
- Kusudi la mahojiano

SEHEMU B: Taarifa za msingi

- i. Jina la Mwalimu.....
 Jinsi.....
- ii. Jina la Shule na Wilaya.....
 Wadhifa.....
 Elimu.....
- iii. Uzoefu Kazini.....
- iv. Masomo unayofundisha.....

SEHEMU C: Maswali ya mahojiano

- i. Una mtazamo gani juu ya mabadiliko ya mtaala kwa ujumla?
- ii. Ni nini mtazamo wako juu ya masomo yaliyo katika mtaala mpya wa mwaka 2016?
- iii. Unazungumziaje kupungua kwa madarasa na kuishia darasa la sita kwa wanafunzi wanaotumia mtaala mpya wa 2016?
- iv. Unaonaje ugawaji na upatikanaji wa vitendea kazi vinavyosaidia utekelezaji wa mtaala mpya? Mf. Vitabu, Vifaa
- v. Nini mtazamo wako juu ya utolewaji wa mafunzo kwa walimu ili kuwajengea uwezo katika kutekeleza mtaala mpya wa 2016?

- vi. Uongozi ni muhimu katika utekelezaji wa mtaala wa 2016. Je, nini mtazamo wako juu ya majukumu ya uongozi wa shule katika kusaidia utekelezaji wa mtaala?
- vii. Ni kwa namna gani ufuatiliaji na tathmini vinafanyika katika utekelezaji wa mtaala mpya wa 2016?
- viii. Ni nini maoni yako juu ya masuala ya ufuatiliaji na tathmini katika utekelezaji wa mtaala huu mpya.

MWISHO

Ahsante