

**EXPLORING THE ROLE OF PRIMARY SCHOOL TEACHERS IN THE
PROCESS OF CURRICULUM DEVELOPMENT IN TANZANIA: A 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 I have read this dissertation and hereby recommend for examination by the Open University of Tanzania a dissertation entitled: **“Exploring The Role of Primary School Teachers in the Process of Curriculum Development in Tanzania: A Case of Kinondoni Municipality”**, in partial fulfillment of the requirements for the Degree of Master of Education in Curriculum Design and development of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Fides Simfukwe**, do hereby declare that this dissertation is my original work and that it has not been presented/ submitted and will not be presented to any other university for similar or any other award.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my lovely mother Luciana Simfukwe, my young brother Juvenel Siame my friend Ommy Zambi and all primary school teachers. Their contribution to the completion of this work is immense because they supported me from the beginning of this work up to the end.

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ABSTRACT

This study explored the roles of primary school teachers towards curriculum development process in Kinondoni Municipality. The study was guided by three specific objectives, which were; to assess the involvement of teachers in curriculum development, to evaluate the position of teachers towards curriculum development, and to analyze the challenges encountered in involving teachers in the process of curriculum development. The study was guided by system theory developed by Ludwig von Bertalanffy. The study employed mixed research approach, which combines both quantitative and qualitative research approach. Forty three participants including primary school teachers and education officers in Kinondoni were involved in the study. The study was guided by descriptive research design whereby thematic analysis and descriptive statistics were used for data analysis. In this study various tools such as interview, questionnaire, and documentary review were used for data collection. Findings indicated that teachers, especially primary school teachers were not fully involved in the process of curriculum development. It was also discovered that teachers had no power to influence the decisions regarding the objectives and content aspects of the curriculum. In this study it was recommended that, teachers should be taught all processes of curriculum development and given a chance to participate in curriculum development process in all stages. Also, other research using different designs should be conducted in the area of curriculum development because curriculum is very crucial in the development of any nation.

Keywords: Curriculum, Curriculum Development and Teachers

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LIST OF ABBREVIATIONS

ADEM	The Agency for the Development of Educational Management
COBET	Complimentary Basic Education of Tanzania
ESR	Education for Self-Reliance
NACTE	The National Council for Technical Education
NIED	National Institute for Educational Development
SPSS	Statistical Package for the Social Sciences
TCU	Tanzania Commission for Universities
TIE	Tanzania Institute of Education
URT	United republic of Tanzania
WEO	Ward Educational Officers

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

Teachers' role in the curriculum development process is regarded as one of the most crucial aspects, which foster the implementation of curriculum reform and enhance the effectiveness of pedagogy in schools. According to Bantwini (2010), teachers are the "key to the success of curriculum development and curriculum reform" This is because their knowledge, experience, principles, and perceptions play an essential role in understanding how the curriculum can be designed and reformed.

1.2 The Background to the Problem

Curriculum is the foundation of any education system; hence it is important to ensure that the development of the curriculum receives proper attention in order to provide quality education. According to Adentwi (2005), the curriculum is the total of educationally valuable experiences that children undergo to schools or other training institutions. According to some studies, curriculum development is the consolidation of various processes employed in the pursuit of certain sets of goals and objectives in the school system (Mligo, 2008; Ornstein and Hunkins 2009; Otunga and Charles 2008). It covers the entire process of curriculum construction, from the initial conceptualization and planning to design implementation and evaluation. Hence, the development process helps educational stakeholders to discover new ways of providing more effective learning experiences.

Curriculum in Tanzania is not much different from other African countries. The structure of the formal education in Tanzania is 2-7-4-2-3+; that means two years for

preprimary education, seven years for primary education, four years for secondary education (ordinary level), two years for secondary (advanced level) and 3 or more years for higher education (Wolhuter, 2014). The meaning of curriculum has continued to widen to the extent that a variety of other meanings of the concept were brought in by both the general public and professionals. There are those who consider it to be the teaching and instructions offered to students, but there are also others that only associate it with documented instructions sent to schools by authorities for the teachers to translate into meaningful knowledge (Kelly 2009; Murphy & Moon, 1999:). Curriculum development and reforms is not a new thing. The main reason for reform is mainly to address gaps in different aspects of education system including quality.

As pointed out by Jenkins (2004) and White (2004), curriculum is the foundation of any education system, and thus it often requires frequent revisiting for improvement of prescribed standards and to reduce inconsistencies. Van Roy (2005) points out that any meaningful improvement in education rests with how teachers view the curriculum and their work in the classrooms, and not with governments, academics or curriculum developers. Curriculum reform can make changes to the content and methods, but if it does not relate to the social, economic, political and ideology contexts of the country, it is bound to fail.

According to Glatthorn (2009) reforms should also involve school heads and teachers, people who translate the content and methods into reality. It is generally accepted that developing the curriculum is a decision-making process that involves the planning of learning opportunities intended to bring about certain changes on the students and the

assessment of the extent to which these changes have taken place in the students (Smith, 2000). In Tanzania, school curriculum has been prescribed by the government through the Ministry of Education for the past fifty years (Mbenna, 2009, Mushi 2009). The Curriculum for Primary Education was reviewed in 2015 to meet the demands of the Education Act of 1978 as amended in 2002 and the Education and Training Policy of 1995 and its revised version of 2014 (URT, 2019).

According to prior studies, it is essential to involve teachers in curriculum development because they are the backbone and critical part of the team when developing the curriculum (Carl, 2005; Kobiah, 2016). Teachers are the backbone of the curriculum committee because of their inputs and significant roles that they play in curriculum planning and development process. Thus, teachers have to play a leading role in curriculum development since the teaching profession is intertwined with curriculum development. The provision of quality education in society depends on how the curriculum is developed and articulated by teachers (Abudu & Mensah, 2016). Therefore, this study was intended to investigate the roles of primary school teachers in the national curriculum development process. Studies of this nature are limited in Tanzania; hence, this knowledge aimed to add to the existing literature.

1.3 The Statement of the Problem

Recently, primary school teachers are experiencing difficulty in implementing the existing curriculum (HakiElimu, 2016). This is highlighted by lack of practical knowledge among teachers on the new subject areas and recent changes made in curriculum (ADEM Report, 2018). There is a call for greater teacher participation in curriculum development (Kopweh, 2006), a renewed interest found in the recent

writings of educational specialists and institutions (HakiElimu, 2016; Alsubaie 2016; Handler, 2010).

However, an examination of the rhetoric and practices of teacher participation shows that, teachers merely participate in the process of curriculum development without proper preparation, which leads into a significantly ineffective participation (Aydin, 2000). In Tanzania, ADEM Report (2018) revealed that, only 721 teachers out of 190,722 primary school teachers' country wise participated at recent capacity building training on Complimentary Basic Education of Tanzania (COBET). Low level of participation of teachers on curriculum development process has been a subject of wide ranging debate among curriculum development specialists with split views (Carl, 2006; Alsubaie, 2016).

However, exactly what are the perspectives of the teachers on their less involvement in the new curriculum has not been established by in-depth studies particularly in Tanzania. Current studies based on teacher participation in curriculum development seldom probe the perspectives of the teacher on the level of satisfaction the manner they are involved on curriculum development (Gençer, 2004; Lumadi, 2014). Therefore, this study aimed to explore the role of primary school teachers in the process of curriculum development.

1.4 General Objectives and Specific Objectives of the Study

1.4.1 General Objectives of the Study

The general objective of this study was to explore the roles of teachers towards curriculum development in Kinondoni Municipality.

1.4.2 Specific Objectives

- (i) To assess the involvement of teachers in curriculum development.
- (ii) To evaluate the position of teachers towards curriculum development.
- (iii) To analyze the challenges encountered in involving teachers in curriculum development.

1.4.3 Research Questions

- (i) How do teachers involved in the process of curriculum development?
- (ii) What is the position of teachers towards curriculum development?
- (iii) What are the challenges encountered in involving teachers in curriculum development?

1.5 The Significance of the Study

This study intended to create awareness to all education stakeholders on the role of teachers in the process of curriculum development especially in public primary schools. The study was also expected to contribute as source of additional information for further research of the similar subject and create awareness among members of society about curriculum development. The methods used in this study such as data collection and data analysis methods will help other researchers in conducting other studies related or similar to this one.

This study was also intended to help to establish theoretical models that define significant relationship between levels of teachers' participation and development of effective curriculum. By using teachers' own views the study has highlighted key strategies that can be applied to involve them better in future curriculum endeavors. Teachers' understanding of their position in curriculum development in terms of

planning, evaluation, decision making, and design had been very useful information for curriculum developers to take appropriate interventions.

1.6 The Conceptual Framework

Miles and Huberman (1994) define a conceptual framework as a visual or written product, one that explains, either graphically or in a narrative form, the main things to be studied the key factors, concepts, or variables and the presumed relationships among them (Huberman, 1994). In order to have a better study in the exploring the role of primary school teachers in the process of curriculum development, The conceptual framework point out the roles of primary teachers as independent variable while Curriculum development is pointed out as a dependent variable. The framework assumes that primary teachers have roles towards curriculum development. The framework shows how the study conceptualise the problem and specific objectives of the study. Figure 1.1 summarizes the conceptual relations of the variables used for the study.

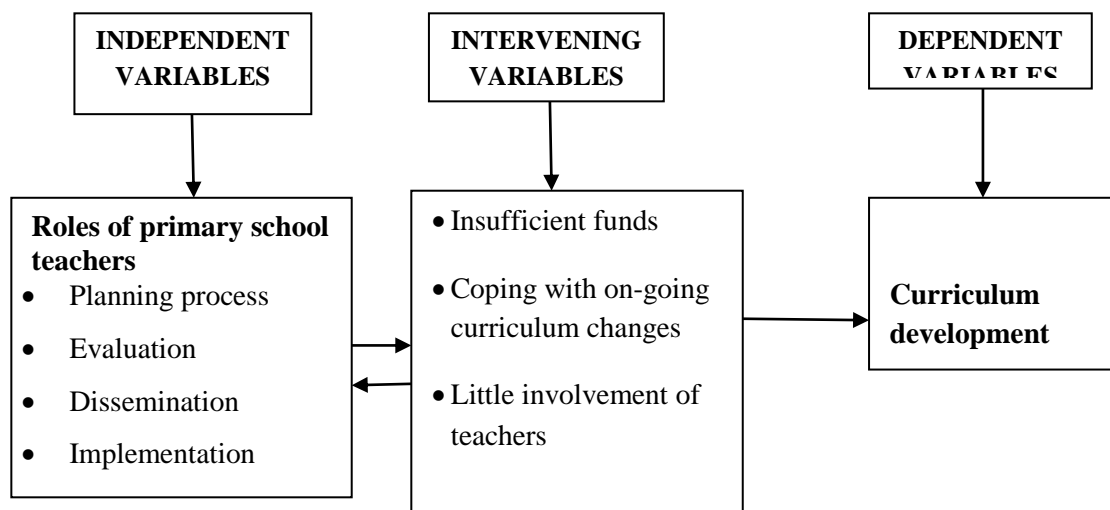


Figure 1.1: Conceptual Framework

Source: Adopted and modified from Hoy, W.K.–Miskel, C.G. (1978) Educational Administration

1.7 The Scope of the Study

The study was conducted in Dar-es-salaam region specifically in Kinondoni Municipality. There are a total of 25 public primary schools in Kinondoni Municipality. Six primary schools were included in this study. These schools were Makumbusho, Mapambano, Mbuyuni, Kijitonyama, Osterbay and Mwananyamala primary school. Participants in this study were ward educational officers, head teachers, and teachers from mentioned schools. The study focused on the roles of primary school teachers in curriculum development.

1.8 Limitation of the Study

Limitation of the study as a section includes all difficulties that a researcher may face during the study. The researcher faced the following challenges; reluctance of some participants to participate in the study, transport and communication difficulties. Due to these challenges some measures were taken by the researcher such as to ensure participants privacy is respected, and having scheduled timetable and finding good environment which support research process.

1.9 Definition of Key terms

Here, different key concepts used in the study are explained and discussed.

1.9.1 Curriculum

According to Keeler (2018) curriculum is a total guided learning experiences designed to facilitate learners learning for establishing quality relationship between what is learnt and what operates outside the school. In Tanzania, curriculum is developed by the Tanzania Institute of Education (TIE) by involving other educational stake

holders. This institute also develops handbooks and other educational materials and guidelines.

1.9.2 Curriculum Development

According to Cliff (2019) curriculum development can be defined as a kind of step-by-step process used to create positive improvements in the courses offered in school, college and university education. Curriculum in any country especially in Tanzania undergoes various changes. As a result, an institution has to have a plan in place for acknowledging these shifts and then be able to implement them in the curricula. Curriculum development is as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system.

Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address society needs. The expectation of the teacher candidates, often enough, is that they will learn how to teach and thereby become effective at transmitting the knowledge, skills, and attitudes associated with a particular subject or program.

1.9.3 Curriculum Development Process

Curriculum development is dynamic process it changes according to the need of the society and the stakeholders of the education system. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving. Each component affects and interacts with other components in all aspects. Traditionally curriculum development has been seen as planning for a sustained process of teaching and learning in a formal

institutional setting. Curriculum development is systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

1.9.4 Teachers

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps students to acquire knowledge, competence or virtue. In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling), rather than in a formal setting such as a school or college. In most countries, formal teaching of students is usually carried out by paid professional teachers.

In Tanzania, teachers are trained either in teacher education colleges or higher education institutions. Teacher education colleges train teachers at the levels of certificate and diploma, while higher education institutions, including universities and university colleges, train teachers at Bachelor's degree level and beyond. A teacher has great role in the future of a child as a student's life most of the time he is in the school. So it is the duty of a teacher to teach him better lesson which is not only in the textbook but also about general things too.

1.9.5 Primary School

Primary school is an institution where children receive the first stage of academic learning known as elementary or primary education. Primary school is the preferred term in Tanzania, the United Kingdom, France, and in most publications of the United

Nations Educational, Scientific, and Cultural Organization. Primary education provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives. In Tanzania, primary school education starts from standard one to standard seven (Wolhuter, 2014).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents discussion of key concepts, theoretical framework, analysis and discussion of previous research, and specification of problem area.

2.2 Theoretical Framework

2.2.1 Curriculum Reforms Worldwide

Curriculum reforms have been taking place in various countries in the world. According to De Coninck (2008), curriculum, more than ever before, is now viewed as being at the centre of daily life and the responsibility of society as a whole. Given the importance of curriculum, a number of questions arise such as; how is curriculum developed, who develops it, and how are curriculum development processes evolving? Learning is considered to be a social process and curriculum knowledge is socially according to Kelly (1999).

On the other hand, according to the conceptual-empiricist approach, curriculum is perceived as process (Breault and Marshall, 2010; Grundy 1987; Reddy, 2014). Curriculum development in Canada has gone from teaching survival skills, both practical and cultural, to emphasizing self-fulfillment and standards-based achievements. This evolution mirrors that which has occurred in other developed countries, namely in Europe. Levin (2007) states that educational change is more complex, and “as governments have attempted to make large-scale changes,” curriculum change has become “less of an activity in its own right” and curriculum

renewal has become part of a broader strategy for change in education. The history of Canadian curriculum development has been largely a battle among ideological camps for control over, or for greater space within, the curriculum. The direction and scope of curriculum change at any given time is often a fair reflection of which of the competing interests within mainstream educational circles has captured the educational agenda. These and outside advocacy groups be they cultural, linguistic, intellectual, economic, political and religious have noticeable impact on new direction.

Curriculum as process is viewed as being “constructed within actual learning situations with actual students” (Reddy, 2014). In Germany, for example, the 1997 Programme for International Student Assessment results revealed that education in Germany did not compare as well as other countries and the quality of education was assumed to be not as good. The curriculum policy response in Germany was to undergo a fundamental shift toward competencies, resulting in a curriculum with education standards at different levels for “the so-called subject-specific, personal, social, methodological competencies for each subject or subject area, and the compulsory competencies and content of the core curriculum” (Leyendecker and Letschert, 2008).

Curriculum reforms kept taking place in different countries across Europe and New Zealand began a very lengthy curriculum revision process for their national curriculum beginning in the 1990s. The decision was made to have a national syllabus that was general in nature, so that at the local level they could adapt the broad guidelines, defined in the curriculum document as outcomes-focused, to meet the

needs of their students. This was a philosophical change from the dozen or more specific syllabi and guidelines that pre-dated the 1990s curriculum overhaul. The key elements defined in the national document are the vision, principles, values, key competencies, official languages and effective pedagogy. The elements provide schools with the scope; authority and flexibility they need to take the national curriculum and shape it to meet their local needs. The New Zealand curriculum describes the overall direction for teaching and learning in New Zealand schools (New Zealand Ministry of Education, 2007).

Curriculum change occurred by accretion during a period of urbanization and industrialization as traditional education was called into question in all Western nations. In Canada, cautious adaptation took the form of the "New Education" whereby such innovations as Kindergarten, manual training, domestic science (Home economics) agriculture and "nature study," temperance and health education, Physical education and commercial education were introduced with varied success (Canada Ministry of Education, 2009) These orientations or "cultures" of curriculum, in turn, have an impact on the curriculum development process (Joseph, 2011). Curriculum development is always taking place and is ongoing process. In current world where changing and technological advancement are taking place rapidly, the curriculum designed today and implemented in the years to come could still be lacking in one way or another.

2.2.2 Curriculum Development in Africa

Since independence, many African education systems have faced pressures for expansion, and reform. This is because during colonialism the education system was

the one, which benefited colonizers. As is the case for other African nations, Kenya was under British colonization, which influenced the country's academics, language, instruction, and governmental policy. The British created a system geared towards educating British administrators and their families with policies to keep Kenyans out of education (Yakaboski and Nolan, 2011). This kind of education was not useful to Africans that is why most countries in Africa started to take various measures to change education system. Education in pre-colonial Africa was in the form of informal education, where children and or younger members learned from older members of their family, tribe, or community.

Mushi, (2009) states that, the indigenous African education was promoted in order to “maintain and preserve the cultural heritage of the African tribe and transmission of codes of good behavior, inherited knowledge, skills and values of the tribes from one generation to another” In most cases every child or a member of family learned more than one skills in addition to learning the values, and norms of the community. The purpose of indigenous African education was, amongst other things, to reinforce the cultural solidarity of the tribes, and prepare individuals for life in their own society (Mushi, 2009; Shiundu and Omulando, 1992; Urevbu, 1985).

Later on, education extended to the colonial era when colonialists involved themselves in curriculum activities such as composing mainly vocational and religious syllabi for schools (Le Grange, 2010a; Meena, 2009; Mushi, 2009; Urevbu, 1985). School curricula were similar to those that were used in European countries and were not always applicable to the African context (Mushi, 2009). Changes in curriculum occurred only when colonial governments expanded their exploitation of countries'

natural resources. Mushi (2009) supports the view that the German and British colonial regimes promoted education in order to realise colonial needs such as exploiting raw materials, markets, cheap labour, and investment outlets. For instance, South Africa comes from a past in which apartheid education was used as a tool to divide society as it constructed certain forms of identity among learners. Under apartheid education, schools were divided according to race, and education enhanced the divisions in society.

Kallaway (1988) points out that apartheid education not only domesticated the people but indoctrinated them as well. In the white schools in South Africa, the government policy in the past included various “educational programmes” where the young students would be indoctrinated in what was referred to as “veld schools” (literally translated as “bush schools”). This was done on the pretext of nature study. In the veld schools, the white boys were taught how important it was to protect their land from other people such as the blacks and communists, and these schools also enhanced the superiority complex of the white South African over the African. South Africa’s education system has been described as ‘a crisis’ (Fleisch, 2008), which needs a lot of reforms. As many other developing countries, curriculum reform in South Africa has resulted in several structural and tensions within the system.

Various curriculum reforms took place in Nigeria. As a young, nation, Nigeria determined what curriculum should be designed for schools in order to accelerate her growth and development as a nation. Nigeria as a nation had taken up the challenge of nationhood by trying to determine what was best for her citizens. They found the answer in education, and knew that an appropriate curriculum that would meet the

needs and aspirations of her citizens should be designed and implemented. Nigerian's educational planners did not rest as there was yet another call to revise the curriculum.

The response to this call resulted in the National curriculum Conference held in 1969, out of which has grown a more acceptable National Policy on Education first published in 1977, and is being revised from time to time since then. It was this document that brought about the educational system now referred to as the 6-3-3-4 system. From time to time, educationists and scholars conduct research in education and their findings influence curriculum development to a great extent. In Nigeria, research is constantly being done and as a developing nation, the research findings are usually incorporated into the curriculum in the schools.

2.2.3 Curriculum Development in Tanzania

Tanzania's educational system has been passing through various phases, and has been driven by many ideologies, goals, intentions, and motives. The Tanzania economy demands for the curriculum, which shall focus on quality education, which is the major determinant factor of economic growth. In the competitive global economy, the curriculum shall be geared towards developing skills essential for the workforce with emphasis on the use of science and technology. Science and technology are essential in the social and economic development at national and global levels (TIE, 2007).

Curriculum can be developed at either National or Institutional level. In either case, the procedure is similar if not the same. Tanzania curriculum for primary education has followed the demands of the Education Act No.25 of 1978 with its amendment of cap.353 in 2002. The Act declares that primary education shall be provided for seven

years, and it is a basic right for every child (URT, 2019). Therefore, the curriculum is in line with Education Act as well as national and international declaration. The Curriculum for Primary Education was reviewed in 2015 to meet the demands of the Education Act of 1978 as amended in 2002, the Education and Training Policy of 1995 and its revised version of 2014, the Education Sector Development Programme (1999-2009), and the Tanzania Development Vision 2025. The current curriculum has been developed in the context of ensuring the provision of education that meets the current needs of a Tanzanian and which provides equal learning opportunities to all pupils.

The development of the primary education curriculum has been guided by the National Curriculum Framework for Basic and Teacher Education of 2019. The framework clearly presents the education vision, which emphasizes the need of having an educated Tanzanian who possesses knowledge, skills and positive perceptions in contributing to national development. Also, the framework has identified competencies, areas of content coverage, assessment, and evaluation in education (URT, 2019).

The primary school Curriculum development processes involved various stages such as; Needs assessment, this stage involved researching to gather opinions and views about the implementation of the 2005 primary education curriculum and the required improvements to the new curriculum. The participants included regional and district education officers, school quality assurers, policy makers, teachers and senior leaders from the Ministries. There were also officers from various governmental and non-governmental organizations, parents, pupils, and the community at large. This stage

also involved reviewing various documents. Another stage was, Curricula coordinators' meeting; this stage involved the meeting of curriculum coordinators of TIE who reviewed and analysed the research findings on the needs assessment (TIE, 2019). The findings were used to prepare the first curriculum draft, which was presented to various educational stakeholders for more inputs. Another stage was Subjects panels' meetings; this stage involved the subject panels and curriculum coordinators who reviewed the improved curriculum draft. Feedback from the panels was used to improve different areas of the curriculum.

The success of curriculum development depends on the participation of different stakeholders, including parents, society, public, and private sectors. Parents and community participation Upbringing and the development of a child begin at family level and the surrounding community. Therefore, parents and the community participation in improving the education is crucial for pupils' upbringing. Monitoring and evaluation of the curriculum is carried out in line with the national monitoring and evaluation curriculum guides prepared by the Ministry of education (URT, 2019). Monitoring curriculum implementation aims at collecting information about the success of the curriculum. All main education stakeholders including parents, school committees, teachers, pupils, and school quality assurers should be involved in monitoring the implementation of the curriculum.

Curriculum evaluation aims at identifying areas of the curriculum that need to be improved. The evaluation has to focus on all aspects of the content of the curriculum including objectives and competencies, content as well as teaching and learning methods.

In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problems solving (URT 2000:19). Education Vision of Tanzania according to Tanzania Development Vision 2025 is to provide a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels. Due to this curriculum reform time to time is inevitable.

2.2.4 Theory Guiding the Study

This study was guided by the systems theory as propounded by a Ludwig von Bertalanffy 1940's. Major assumption of system theory is, every system is bounded by space and time, influenced by its environment, defined by its structure and purpose, and expressed through its functioning. The theory relates to this study in that, it presented the mechanisms of the school as a system which has three interconnected elements, Inputs, transformation and output. These elements work together for the school to succeed and meet the educational goals and performance achieved. In this situation, school management, teachers and non-teachers staff, students, and all required external resources, which are necessary to achieve the school goals, are the elements of a public school system.

Thus, Curriculum is one of the major inputs within a school system. According to Schereens in 2011, basic input–process–outcome, inputs provide the material and immaterial pre-conditions for the core transformation processes in organizations. In the case of education and taking the school as the level where teaching and learning as the primary transformation process take place, financial, material resources and

human resources do take part. Indication of examples of process indicators of school functioning as a system is financial investment in schools. Scheerens, J. et *al.* (2011).

According to Heil (2011), systems theory takes into consideration all possible sources of the problem and examines each individually and what role they play in the system. Using systems theory in communication helps better to identify where a problem lies within an individual's life or within a group or organization. Moreover, the application of the system enables to describe things as they are. When this theory is not put into practice we can find ourselves chasing ghosts of problems because we never truly identify the sources of problems and use possible means of solving the identified problems.

2.2.4.1 Justification for Application of System Theory

The school as organization is seen as a system built by input-output where the energy coming from the output makes the system active and productive. Social organizations are then open systems due to their material exchanges with the working environment. This theory was applicable because curriculum on education is viewed as one of the important inputs that keep educational institutions to be active and continue to operate within the same environment. Financial investment influences on school growth (system sustaining) and development and the theory supports in examining the allocation and effectiveness of resources to school systems.

This help an organization to be more competitive by achieving a superior performance and ensuring quality expected products. In short, system theory

represents elements related to reaction to the changing conditions in an organization's internal and external environment. And finally, the system enabled the study to give out descriptions of revealed issues as they are. Gustaffson (2003) in his article illustrated that, in economics, in order to maximize profit, inputs must be used as efficiently as possible, and the optimal use of resources may be determined by estimating functions, which relate input factors to output.

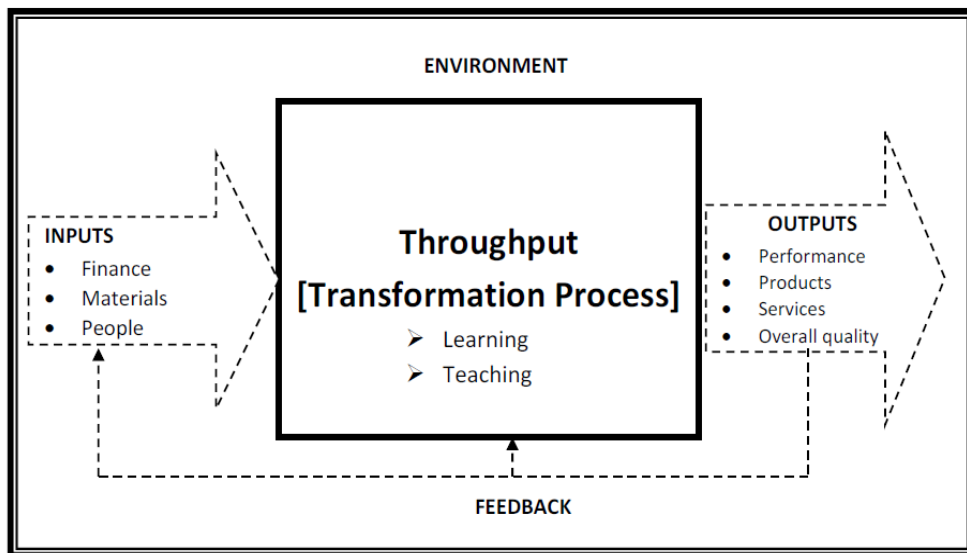


Figure 2.1: A Basic System Model of School as a System

Source: Adopted from KıvançBozkuş (2014)

Schools as a productive system also transform inputs such as teachers, facilities, and support personnel to produce output in the form of, among other things, student achievement. This suggests that it should be possible to estimate educational production functions with statistical methods, such as multiple regression analysis, that determine relations between input factors and outputs. Therefore, the theory is important for this study because it supports on exploring the role of primary school teachers in the process of curriculum development. The system has been

systematically clarified on the basis of a conceptual framework (Figure 2.2) and that describes functioning of education as a productive system, in which inputs are transferred into outcomes.

2.3 Stages in Curriculum Development

The curriculum is reformed depending on the needs and demands of the society as well as to the educational needs of the students (Golden-Jubilee, 2013). Therefore, during the preparation of the curriculum, developers look on certain factors such as the formulation of the subject content, assessments, instructional development, the teaching methods to be used, materials & media development. Huizinga et al. (2009) are of the views that when planning and developing curriculum, the curriculum makers have to make sure that the process goes through various stages such as; preparing, planning, designing, developing, implementing, evaluating, revising, and improving to produce quality curriculum. He further urges the curriculum developers to follow all the stages in chronological order.

In addition to this, Ornstein and Hunkins (2009) confirm (Golden-Jubilee, 2013) sentiments by stressing on the importance of following all the stages and steps of curriculum development. These researchers indicate that the stages are composed of crucial elements of how to plan, implement and assess the curriculum; as well as the process and procedures that need to be followed by the developers.

Traditionally, the development of the curriculum is more based on a sustained process of teaching and learning in a formal institutional setting (Ornstein and Hunkins, 2009). However, some researchers such as Carl (2005); Golden-Jubilee (2013); Marsh

and Willis (2007) indicate the most crucial stages for curriculum development process as; planning, dissemination, implementation, and evaluation.

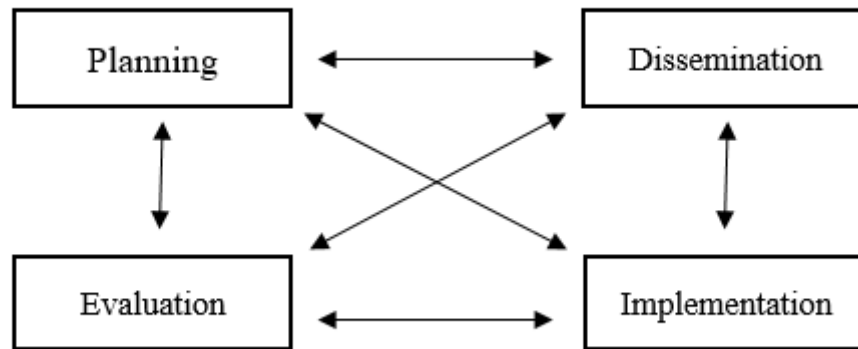


Figure 2.2: Curriculum Development Stages (Carl, 2005)

2.4 Curriculum Practices

2.4.1 Teachers Involvement in Curriculum Development

The teacher involved in curriculum organization has many roles and responsibilities. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest areas. Teachers may need to create lesson plans and syllabi within the framework of the given curriculum since the teacher's responsibilities are to implement the curriculum to meet student needs (Carl, 2009). Many studies support empowerment of teachers through participation of curriculum development. For example, Fullan (1991) found that the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose martial, textbooks, and content. Teacher

involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom.

2.4.2 Teachers' Roles in Curriculum Development Process

Teachers' roles in the national curriculum development process are one of the most significant tools that need to be considered. Teachers are the primary source and most effective practitioners in developing the curriculum (Lucas, 2005). According to Doğan and Altun (2013), once teachers are involved and have roles in the planning process, they become aware of all the changes made in the curriculum and be able to interpret it very well.

As a result, it enhances the implementation process, which can accelerate and enable the achievement of 'education for all'. South African researchers such as Bantwini (2010); Blignaut (2007) and Haney et al. (2002) state that teachers are the key players to the success of curriculum development as well as to curriculum reform. Teachers are key players in curriculum development because of their knowledge, experience, beliefs, and perceptions play a fundamental role in understanding how the curriculum needs to be designed and reformed. The success of curriculum development and reforms mostly lay on their shoulders as they are the ones who put reform ideas into practice (Huizinga et al., 2014). It is noteworthy that teachers play significant roles in each phase of curriculum development process since they possess some qualities of working as designers, managers, interpreters, scholars, assessors, implementers, researchers, decision-makers, administrators as well as evaluators for the assessment of the learning outcomes (Golden-Jubilee, 2013).

According to Hayward (2000), teachers play respective roles in each stage of curriculum development process. They are the curriculum advisors and planners, who provide information on the themes and objectives to be included and removed from the curriculum.

As curriculum planners, they analyse the learners' needs, splitting objectives into specific learning objectives based on each subject, combining each subject matter, specifying the required time and formulating syllabus for each subject (Golden-Jubilee, 2013). While in the evaluation stage, teachers have the roles of evaluating and assessing the curriculum to ensure that it measures what it is intended to measure and if it is reflecting the needs of the country and that of the learners. The curriculum evaluation process includes; the evaluation of learners, evaluation of materials, and verification of methods, teachers' self-evaluation and the curriculum reviews (Golden-Jubilee, 2013; Uchiyama and Radin, 2009).

Recent studies reveal that teachers have a role of being curriculum agents (Bantwini, 2010; Doğan and Altun, 2013). Accordingly, they are regarded as curriculum agents whereby they are systematically empowered to develop curriculum and optimize the teaching and learning events in the classroom. Despite that, they act as mediators between the curriculum and learners because they know various needs of the learners, educational institutions and stakeholders. Hence, this process increases the learning outcomes and other experience that may flow from it and contribute to the development of the learners' potentials (Altinyelken, 2010). Most researchers recommend the teachers to be curriculum developers instead of being only curriculum receivers. The reasons being that teachers' participation provides an opportunity to

make guidelines and syllabus more relevant and meaningful effective curriculum agent (Bantwini, 2010; Golden-Jubilee, 2013).

Furthermore, Lucas (2005) emulates that when teachers are empowered and have roles in curriculum development, they act as facilitators and make learners realise that they have a share not only in their learning process but also in the learning process of others as well. Khan and Law (2015) make a case for teachers to be empowered and be “active participants in the process of curriculum development” (p.68) since they are the people who are directly involved in the classroom practice. They further added that teachers’ roles in the planning process enhance their participation and freedom in the classroom. Hence, the success of this process lies in the hands of the teachers when they are “at the heart” of the process (Talbot, 2015). These views are supporting the claims made by Hayward (2000) and Carl (2005) of the extension of teachers’ roles in democratic decision making, as well as the introduction of democratic in curriculum development process which establish the participation of all the role players.

As stated earlier, the involvement of teachers from the initial phase of curriculum planning and development promotes ownership and a more pragmatic implementation strategy (Elizondo-Montemayor, Hernández-Escobar, Ayala-Aguirre & Aguilar, 2008). Furthermore, teachers’ roles in curriculum development are needed to ensure effective pedagogy in schools (Carl, 2005). According to a research conducted by Huizinga (2014), it is essential to engage all the teachers in curriculum design and development process in order “to provide an opportunity to experience the practical alternatives and to make their choices” (p.25). This is because their collaboration in

the curriculum development generates opportunities to exchange and share educational experiences and expertise with their peers from different schools (Havnes, 2009).

Mockler and Sachs (2011) express that teachers' professional identity, which is central to an understanding of the professional pedagogy and development needs to contribute and advance a more productive and transformative vision for education. When teachers get involved in the process of construction, they create learning environments that are meaningful for learners during pedagogy (Ault, 2008). Meanwhile, Uchiyama, and Radin (2009) support the collaboration and roles of teachers in curriculum planning as it is one of the most effective ways to promote successful implementation of the curriculum. They further state that it is good to work together from the beginning of the process of comprehension, especially in a joint intellectual effort. On the contrary, the shared operational understanding of the curriculum reform and its implications might help them create ownership, and a more realistic implementation strategy (Elizondo-Montemayor et al., 2008).

Within the South African context, there are various requirements regarding the roles of teachers and their competencies in curriculum development and the whole education system (Department of Education, 2002). Teachers' roles are stipulated in the official documents as; interpreters and designers of learning programmes and materials, mediators, researchers and implementers, assessors, a learning area and subject specialists, leaders and administrators. Hence, this presents a great indication of what the national education department expects from teachers regarding their possible curriculum functions.

However, some South African researchers Bantwini (2010) and Carl (2005) argue that although the roles are well stated in the educational policies most of them are not incorporated in the designing and development of the curriculum. While other studies reveal that, most of the teachers are neglected from the curriculum innovations and development process. This type of negligence is caused because curriculum innovation in most African countries and a few other parts of the world are initiated “top-down” (Ramparsad, 2001; Beswick, 2009) through unilateral administrative decisions. The studies show that most countries such as Ghana, South Africa and Nigeria indicate rare engagement of teachers in the curriculum design and development process hence, their role is viewed as to implement the curriculum (Oloruntegbe, 2011).

The same case is also observed in Turkey, whereby researchers reveal that the Ministry of National Education (MoNE) and their Boards of Education are the ones responsible for preparing and designing the national curriculum which is made compulsory for all the schools (Doğan and Altun, 2013). Therefore, teachers’ participation in curriculum planning and development is limited, since they are regarded as curriculum implementers and facilitators whose role is to adopt the official curriculum to their classroom (Abudu and Mensah, 2016; Marsh, 2009).

On the same case, a Namibian research study conducted by O’Sullivan (2002) indicates that the roles of teachers in curriculum design and development have received a little attention in Namibia, which tends not to be considered seriously by the policymakers. He, therefore, request for the recognition of teachers’ role in all the stages of curriculum development as well as the needs of the assessment which

provides an appraisal of “class roots realities” or “cognitive schemata” to ensure an effective implementation (p.132).

Based on a research project carried out by Carl (2005) on the “voice of the teachers in the curriculum development in South Africa”, the results show that most of the time teachers never partake in any curriculum development levels outside the classroom. This implies that teachers do not have any role in the planning process since they are not granted an opportunity to participate. Mokua (2010) states that: teachers are of the ideas that little or no attention is given to their voice although they are the subject or learning area specialists. Hence, they only participate when receiving training on how to apply curriculum at school and classroom level (Carl, 2005). Subsequently, in South Africa teachers’ roles in curriculum development is regarded as that of a facilitator since they are only assigned to implement the curriculum. This is very discouraging and demotivating, especially that teachers are the one who put the reform ideas into practice and they best know the learners’ needs. According to Mouraz, Leite, and Fernandes (2013), the enactment of professional identity by teachers’ assumption of their role as real curriculum designers is still far from being achieved in Portugal. The study shows that teachers who participate in curriculum development do not consider themselves as true curricular decision-makers, because they seem to deal with a centralizing logic of the curriculum complying with what is prescribed in the official documents.

This also implies in Kenya, whereby the Institute of Curriculum Development (KICD) is the one that develops the national curriculum and supply teachers with the curriculum package consist “of comprehensive syllabuses, curriculum support

materials, teaching suggestions and test for learners” (Kobiah, 2016, p.186). As a result, teachers’ role becomes that of the “consumer rather than a producer”, because they are only involved in the last stage of the process- in the implementation stage.

The researcher further stress that, this kind of approach leaves teachers with the perceptions of not having any role in the other curriculum development phases except in the classroom: where they have a role of implementing what they received from the central office, following the externally planned syllabus. Therefore, this type of anti-democratic approach can create what Okda (2005) calls “pedagogical dogmatism”. The study recommends teachers to have roles in curriculum planning process to ensure effective implementation of the curriculum. Furthermore, it will avoid the lack of ownership and commitment necessary for the success of curriculum reform.

From the above literature, many recent scholars argue that the majority of the teachers in African countries and the other part of the world are positioned as receivers and delivery of the curriculum. Hence their roles are being ‘perceived as of executing the innovative ideas’ of those who develop curriculum which is mostly the policymakers and educational researchers. The curriculum is handed down to them from the top, which makes them feel that their contribution to the curriculum is just in the classroom, as they only receive insufficient guidance on how to apply it correctly. So, this makes teachers have no role in the development process other than being just curriculum implementers. Hence, the little or lack of teachers’ involvement in the curriculum development is worrisome because teachers are the key to success of any curriculum.

2.4.3 Factors Hindering Teachers Involvement in Curriculum Development

The teachers' involvement in the curriculum development process is essential in meeting the needs of society. The process of curriculum development requires teachers to act and reflect on society's needs in each stage of the development process. Nevertheless, sometimes this process which teachers are requested to follow is unclear. For example, in South Africa most teachers are not qualified and lack the necessary skills to participate in curriculum development. Their approach of participation in the process is not well defined and very difficult on teachers, so they face many challenges regarding their involvement in curriculum development (Ramparsad, 2000).

As a result, I think that there should be major advances in teacher development in order for teachers to actively reflect on society's needs in each stage of the curriculum development process. On the other hand, in any curriculum implementation process not all teachers will have the chance to be involved in these processes. Professional development of teachers is as an important factor contributing to the success of curriculum development and implementation (Handler, 2010). So, we should think about what extent teacher education programs are needed for prospective teachers to study curriculum development.

2.5 Empirical Review and Knowledge Gap

2.5.1 Empirical Review

Various studies have been carried out around the world related to curriculum development process. Chale (2018), conducted a study titled 'Teacher participation in curriculum development process'. In his study, the researcher aimed to explore

primary schools teachers' views on teachers' participation in curriculum development process. The focus of the study was on the views and opinion of teachers on their participation in curriculum development. The study was conducted in Tanzania. Another study titled 'Teacher involvement in curriculum development in Zambia' was conducted in Zambia by Christine (2017); this study focused on the involvement of secondary school teachers in curriculum development. As shown, one study focused on teachers view on their participation in curriculum development and other study focused on secondary school teachers' involvement in curriculum development. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom (Handler, 2010). However, primary school teacher's role in curriculum development especially in developing countries like Tanzania is still not clear.

2.5.2 Knowledge Gap

So far, little studies have been carried out to assess the roles of primary school teachers in the process of curriculum development. Teachers play major role in curriculum implementation especially in in the process of teaching and learning although their involvement in curriculum development is not clear. All these raise questions on whether primary school teachers have a role to play in curriculum development and their involvement in general. Many studies as shown are basing on curriculum in secondary level but this current proposed study intended to explore the role of primary school teachers in the process of curriculum development. Despite these studies, no published or documented study similar to this study has been conducted in this area. Therefore, findings from this study, conclusion and recommendation will cover the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research approaches, research design, and an area of study, target population, sample size and sampling procedures. The other parts include sources of data collection, data management, validity and reliability of instruments and the ethics considered during the study.

3.2 Research Approach

Research approach or paradigm refers to the general orientation of conducting a social research (Bryman, 2008). In this study the researcher used mixed research approach, which combines quantitative and qualitative research approach for collection of data in the field and data analysis. Qualitative research approach was used basing on the fact that it is reliable because it allows deep exploration of respondents to obtain information that is purposively comprehensive (Cohen, and et al, 2007) Quantitative research approach was also used to support qualitative findings. The reason for using mixed methods research approach was to ensure that all research questions are answered and reliable conclusion is made.

3.3 Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study (Creswell and Creswell, 2018). The study employed both descriptive and case study research designs that enabled thorough investigation of the subject matter. The need

for using the two designs was necessitated by the fact that descriptive design involves collection of information by interviewing or administering a questionnaire to a sample of individuals about people's attitude, opinions, habits or any of the variety of education or social issue (Kombo, and Tromp, 2006). It also involved the collection, classification, analysis, comparison and interpretation of data while a case study seeks to describe a unit in detail, in context and holistically (Kombo and Tromp, 2006). A case study allowed the researcher to study intensively the background, current status and interaction of primary school teachers in curriculum development process.

3.4 Study Area

Kinondoni district is the northernmost of three districts in Dar es Salaam. To the East it is bordered with the Indian Ocean, to the North, and West the Pwani region and to the South Ilala district.

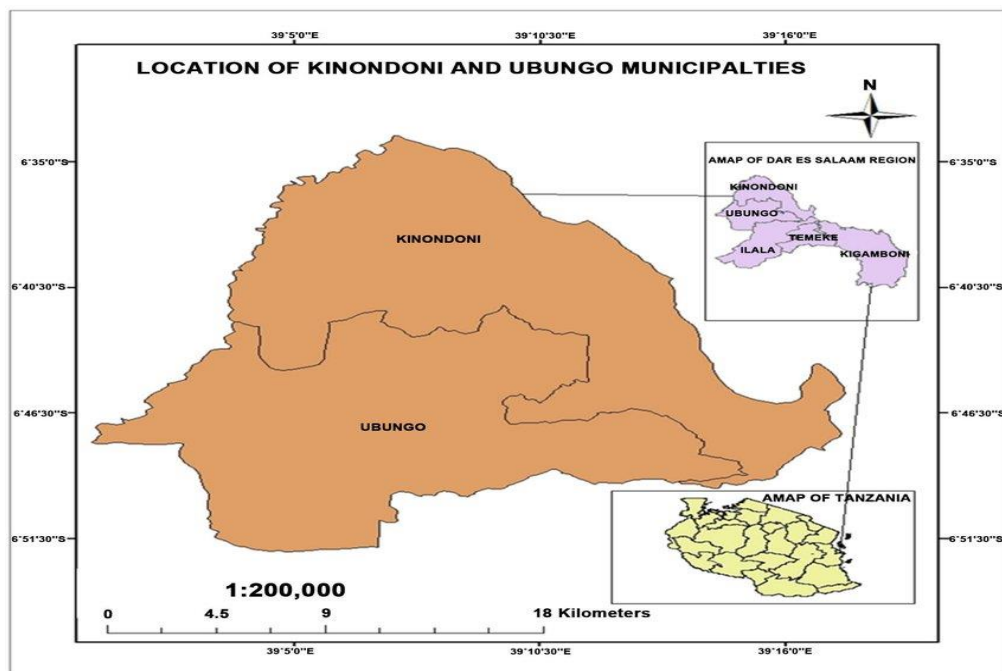


Figure 3.1: The Map of Kinondoni Municipal Council

Source: Kinondoni Municipal Council Profile

The area of Kinondoni district is 531 km². The census of 2012 showed that the population of Kinondoni was 1,775,049. Selection of this study area was because the researcher believed that it will possible to obtain the needed data and information concerning teacher's involvement in curriculum development. This is because Kinondoni is one of the fast-growing districts in Tanzania hence research findings from this kind of area can be useful in other studies and in curriculum development process as whole.

3.5 Target Population

Research population refers to the elements of research which are going to be included in the study and from which data will be collected, it involve either participants such as people, insects, animals, or plants (<https://explorable.com/research-population>). In this study, the element was people who hold the required information about the subject in demand in Kinondoni Municipality. The target population in this study were one (1) District Educational Officer, thirty (30) primary school teachers, six (6) head teachers, and six (6) Ward Educational Officers (WEO) all from Kinondoni District.

3.6 Sample Size

The sample size of this study was six (6) public primary schools from Kinondoni District. The participants included: one (1) District Educational Officer, six (6) Head Teachers, six (6) Ward Educational Officers (WEO), and thirty (30) teachers. The sample size of this study included a total of 43 participants. The research was conducted for the purpose of collecting more reliable information about the role of primary school teachers in the process of curriculum development in Kinondoni Municipality.

3.7 Sampling Techniques

Both non-probability sampling and probability sampling techniques were used in this study. The researcher specifically employed purposive sampling technique in obtaining participants. In purposive sampling researchers handpick the case to be included in the sample on the basis of their typicality or possession of the particular characteristics being sought. As its name suggests the sample is chosen for a specific purpose (Cohen et al, 2007). In this study the following participants; one District Educational Officer, six (06) Heads Teachers, and Six (06) Wards Educational Officers were included purposely. Simple random sampling was used in obtaining thirty (30) teachers from six primary schools in Kinondoni District. This means every teacher from selected primary schools had equal chance of being selected to participate in the study. The category of participants is summarized in the Table 3.1.

Table 3.1: Summary of the Sample Size

S/N	Participants or Respondents	No. of Respondents	Percentage %
1.	District Educational Officer	01	2.3
2.	Ward Educational Officer	06	14.0
3.	Head Teachers	06	14.0
4.	Teachers	30	69.7
	Total	43	100

Source: Field data (2020)

3.8 Data Collection Methods and Instruments

3.8.1 Types of Data

In this study two types of data were used, namely primary and secondary data. Primary data is an original and unique data, which is directly collected by the researcher from a source according to his requirements. Primary data was collected

through questionnaires, and interviews. Secondary data refers to the data, which has already been collected for a certain purpose and documented somewhere else for example articles, journals, magazine and books. This data was obtained by reviewing books, dissertation, documentary review, journals and through internet.

3.8.2 Methods of Data collection

In this study, the researcher used research instruments like interview, questionnaire, and documentary review to collect data.

Interviews

A qualitative interview occurs when researchers ask one or more participants general, open ended questions and record their answers (Creswell, 2014). In this study, interviews were used to obtain deeper information from District Educational Officer and Ward Educational Officer concerning role of primary school teachers in the process of curriculum development in Kinondoni Municipality in order to give a clear picture concerning the primary school teachers' role towards curriculum development in Kinondoni Municipality. Semi structured interview was used to gather data from the mentioned participants. Before conducting an interview, the researcher contacted each participant to ask for consent and time for an interview. Also the researcher asked for permission to record the interview.

Questionnaire

Questionnaire is the most widely used instruments for obtaining information from individuals. In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet (Fraenkel et al., 2015). Questionnaire

consists of a number of questions printed, hand written or typed in a definite order on a form or set of forms.

In this study Questionnaire were administered to Head teachers, and teachers so as to give the general picture on the role of primary school teachers in the process of curriculum development in Kinondoni Municipality. Before providing questionnaire to participants, the researcher contacted each participant to ask for consent and time for filling questionnaire. In order to obtain reliable data, the researcher gave participants enough time to complete the questionnaire.

Documentary Reviews

The researcher reviewed primary sources in the field from monthly reports, and minutes of meetings, regulations, directives to seculars based on the role of primary school teachers in the process of curriculum development as well as directives from ministerial and district levels in the development of curriculum. Secondary source material includes books, journals, articles and related to the problem under search were also reviewed.

3.9 Data Analysis Procedure

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. This study employed mixed method approach. Quantitative data, especially data on the background information of participants were analyzed through descriptive statistics method by using Statistical Package for the Social Sciences (SPSS). Data were scored by assigning numeric value for example in gender, male-1, and female-2. SPSS was used to summarize the trends

in the data for example distribution of participants by gender and positions. Analysed data were then presented through tables. Data were analyzed so as to address specific objectives of the study.

Qualitative data were analyzed through thematic analysis method. First, the researcher organized and prepared data for analysis. This involves gathering all questionnaires and interviews together. Interviews data were transcribed from audiotape recordings into text data and all data were arranged depending on the source of information. The researcher passed through all data to explore the data and obtain a general sense of the data and to see if there is any missing data. After that, all data were filled into computer by using Microsoft Word software. In this study data were coded by dividing text into different categories and labeled them with codes. The codes with related data were further put together into sub themes. This was done in order to narrow down the data into few themes. Themes are similar codes aggregated together to form a major idea in the data base (Creswell, 2014).

3.10 Validity and Reliability of Instruments

3.10.1 Validity

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2008). A researcher tends to use multiple sources of evidence namely, questionnaire, interview and documentary review as methods of collecting data as well as building understanding with respondents to be aware of the research purpose helped to get the valid data. The use of one method example questionnaire may lack some important information, which

may be obtained through interview. Also the review of various documents helped to obtain information, which in one way or another could not be obtained from interview or questionnaire. So the choice of multiple instruments of data collection helped to validate data.

3.10.2 Reliability

Reliability is the consistency with which person evidencing the same amount of whatever is being measured are assign the same score (Kothari, 2008). In this study pilot study was not conducted. Results obtained from participants by using same methods were not greatly differing. The researcher ensured the instrument of data collection provide consistency information that was used repeatedly to the role of primary school teachers in the process of curriculum development in Kinondoni Municipality.

3.11 Research Ethics

Attention needs to be directed towards ethical issues prior to conducting the study; beginning a study; during data collection and data analysis; and in reporting, sharing and storing the data (Creswell and Creswell, 2018). Research ethics were considered during the study, first a research clearance letter was obtained from the Vice Chancellor of The Open University of Tanzania, which aimed to introduce the researcher to the Regional Administrative Secretary of Dar es Salaam Region, who then issued an introductory letter of the researcher to the Kinondoni Municipal Executive Director so as to grant the researcher's permission to conduct the research in the selected Wards within Kinondoni Municipality. During this study the data and information acquired by the researcher from the subjects was treated with highly

confidential and was not made available to others without the consent of the participants. Also all participants were briefed about the aim of the research and be given the room to ask questions to clear their doubts on their participation. The data collection instruments were designed in such a way that; the participants were not exposed to harmful or danger.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data presentation, analysis, interpretation as well as discussion of the findings on the role of primary school teachers in the process of curriculum development in Kinondoni Municipal Council. Six primary schools from Kinondoni Municipal Council in Dar es Salaam Region were used as a sample. There are different sub-sections in this chapter, which includes; response rate of participants, the background information of participants, the findings of the research objectives, and discussion of major finding. The following sub-section is about the response of participants.

4.2 Response Rate

This section presents questionnaires and interview response rate from participants to determine the extent of the success of the data collection process.

Table 4.1: Response Rate of Participants

Data collection method	Sample size	Response rate	Percent
Questionnaire	36	36	100.0
Interview guide	7	7	100.0
Total	43	43	100.0

Source: Field Data (2020)

Table 4.1 shows that 36 questionnaires were distributed to 36 participants of which both 36 questionnaires were returned which is 100%. Similarly, the table also shows all planned interview schedule were attended which is 100%. Positive response from participants was key and very important in data collection process.

4.3 Background Information of Participants

Background information of participants as section discusses participants' demographic information including gender, age, working experience, position and education qualification.

The Background information of participants in this study includes gender, age, academic qualifications, working experiences and positions of the participants in schools. This study used a sample size of forty three (43) participants from whom data were collected. The following part is about background information of participants in terms of gender and their positions in school.

4.3.1 Gender and Positions of Participants

Table 4.2: The Distribution of Participants by Gender and Position

Type of Participant	GENDER					
	Males		Females		Total	
	Number	Percent	Numbe	Percent	Number	%
District Educational Officer	1	2.3	-	0	1	2.3
Ward Educational Officer	3	7	3	7	6	14.0
Head Teachers	4	9	2	5	6	14.0
Teachers	16	37.2	14	32.5	30	69.7
Total	24	55.5	19	44.5	43	100

Source: Field data (2020)

Participants were categorized by their gender and positions as it is shown in Table 4.2 above. There were a total of forty three participants in the study. Twenty four participants (55.5%) were male and nineteen participants (44.5%) were female. Participants were categorized into four groups. The first group consisted of one District Educational Officer (2.3%) who was male. The second group consisted of six Ward Educational Officers whereby three (7%) were males and other three (7%) were

females. The third group consisted of six head teachers whereby four (9%) were males and two of them (5%) were females. The last group consisted of thirty teachers, whereby sixteen teachers (37.2%) were males and fourteen teachers (32.5%) were females.

From the analysis above, it seems that in Kinondoni Municipal Council most employees in different education departments are males. However, these findings did not interfere with the objectives of the study and even gender issue was not a criterion for sampling the participants.

4.3.2 Age of Participants

Table 4.3: Distribution of Participants by their Age

Age	Frequency	Percent
20-30	9	21.0
31-40	27	62.7
41-50	6	14.0
50 and above	1	2.3
Total	43	100.0

Source: Field data (2020)

Table 4.3 shows the distribution of participants by their age. In this study, Nine participants (21%) were aged between 20-30 years. Twenty seven participants (62.7%) were aged between 31-40 years. Six participants (14%) were aged between 41-50 years, and one participant (2.3%) was above 50. The analysis above shows that the age of thirty six participants which is more than 80% of all participants is below 40 years. This indicates that most of them are still young and energetic which may play part in fulfilling their duties accordingly. However the age participant was not a criterion and did not affect the objectives of the study in any way.

4.3.3 Level of Education of Participants

Table 4.4: Distribution of Participants by Level of Education

Academic Qualifications	Frequency	Percent
Certificate	12	28.0
Diploma	22	51.0
Bachelor degree	7	16.0
Masters degree	2	5.0
Total	43	100.0

Source: Field data (2020)

Table 4.4 shows the distribution of participants by their education qualifications. In this study Certificate holders were 12, which is 28% of all participants, 22 participants (51%) were Diploma holder. Participants with Bachelor degree were 7, which is 16%, and two participants (5%) were Masters` degree holders.

This indicates that most teachers in primary schools are certificate holders, which is a basic qualification of primary school teacher. Very few of them are bachelor degree and master degree holders. Nevertheless, regardless of the academic qualifications of the participants, all of them contributed to the research objectives accordingly.

4.3.4 Participants Experience at Work

Table 4.5: Distribution of Participants by Working Experience

Working Experience	Frequency	Percent
1-10 years	25	58.1
11-20 years	15	35.0
21-30 years	2	4.6
31 and above	1	2.3
Total	43	100.0

Source: Field data (2020)

Table 4.5 shows the working experience of participants who participated in this study. More than 50% participants in this study have a working experience of less than 10 years. This shows that most of them are new in educational field. Working experiences of participants might have contributed in one way or another to the research objectives.

4.4 To Assess the Involvement of Teachers in Curriculum Development

This was the first objective of the study and it aimed at assessing the involvement of teachers in curriculum development. This means the extent to which teachers are involved in curriculum development process. To preserve privacy of participants, no names will be disclosed. Names of school and other participants will be referred with special names. Names of participants are as follows; schools are named from number 1 to 5 for example school 3 (s3), Head Teacher- school one (HT-s1), Ward Educational Officer- 1st ward (w1), and Teacher- school 1 (Ts1). Data in this objective were obtained through questionnaires and interviews. From this objective different questions were developed as follow;

4.4.1 Involvement of Primary School Teachers in the Curriculum Development

From this question different sub questions were developed and asked to participants. These sub questions were developed in questionnaires and 36 participants participated.

Table 4.6 shows the responses of participants when asked about the involvement of teachers in the process of curriculum development. In item one, teachers were asked if they are first to be consulted in curriculum development. The responses were as

follows; 4 participants (11.1%) agreed, 5 participants (13.9%) were neutral, 17 participants (47.2%) disagreed and 10 participants (27.8%) strongly disagreed.

Table 4.6: Involvement of Teachers in Curriculum Development

	ITEM	RESPONSES											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
1	Teachers are the first to be consulted	-	-	4	11.1	5	13.9	17	47.2	10	27.8	36	100
2	It is important to involve teachers	22	61.1	13	36.1	1	2.8	-	-	-	-	36	100
3	Teachers participate in all stages of curriculum development	6	16.7	9	25.0	6	16.7	13	36.1	2	5.6	36	100
4	Government involves teachers	2	5.6	3	8.3	5	13.9	20	55.6	6	16.7	36	100
5	Involving teachers brings positive change	27	75.0	6	16.7	2	5.6	1	2.8	-	-	36	100
6	You are satisfied with your involvement	-	-	9	25.0	7	19.4	18	50.0	2	5.6	36	100

Key: **F**= Frequency, **P**= Percent

Source: Field data (2020)

The analysis above indicated that most participants think that teachers are not the first to be consulted in the process of curriculum development. The findings reveal that teachers are not involved or are given little attention during curriculum development process. This in one way or another may hinder the availability of good curriculum because teachers are not consulted in the process. Teacher are key players in implementing curriculum, not including them in the process is questionable.

Item two asked if it is important to involve teachers in curriculum development. The responses were as follows; 22 participants (61.1%) strongly agreed, 13 participants (36.1%) agreed, and 1 participant (2.8%) was neutral.

From the analysis above, more than 60% of participants strongly agreed that it is important to involve teachers in the process of curriculum development because they are very important in the process of teaching and learning. Involving teachers may bring positive impacts in curriculum and in education system in general. There was no any participant who undermined the importance of involving teachers.

Item three shows the responses of participants when asked if teachers are participating in all stages of curriculum development. The responses were as follows; 6 participants (16.7%) strongly agreed, 9 participants (25.0%) agreed, 6 participants (16.7%) were neutral, 13 participants (36.1%) disagreed and 2 participants (5.6%) strongly disagreed.

The analysis above shows that teachers` opinion on whether they are participating in all stages of curriculum development differs from one teacher to another. This is because some teachers are not sure whether they are involved in curriculum development or not. Implementation of curriculum is a part in curriculum development but there are other parts such as designing and curriculum change. This also shows the whole concept of curriculum is not clear to some educators.

Item four shows the responses of participants when asked if the government involve teachers towards curriculum development. The responses were as follows; 2 participants (5.6%) strongly agreed, 3 participants (8.3%) agreed, 5 participants (13.9%) were Neutral, 20 participants (55.6%) disagreed and 6 participants (16.7%) strongly disagreed.

From the analysis above, it shows that the government does not involve teachers in curriculum development process. Most teachers are not satisfied with the way the government is treating them in curriculum development process. Their position in curriculum development is taken for granted and it discourages them in one way or another. When teachers are not motivated or shown concern they may feel inferior and their performance may drop.

Item five shows the responses of participants when asked if involving teachers brings positive changes. The responses were as follows; 27 participants (75.0%) strongly agreed, 6 participants (16.7%) agreed, 2 participants (5.6%) were neutral and 1 participant (2.8%) disagreed.

This study reveals that involving teachers may bring positive change in the process of teaching and learning. This is because teachers are the ones who teach students hence they know what is right or wrong to learners. They know the need, shortcoming, and understanding and what is good for their students. Involving teachers if taken seriously may prove to be very critical and massive changes and success can be achieved and hence the improvement in curriculum and education system in general.

Item six shows the responses of participants when asked if they are satisfied in the way they are involved in curriculum development. The responses were as follows; 9 participants (25.0%) agreed, 7 participants (19.4%) were Neutral, 18 participants (50.0%) disagreed and 2 participants (5.6%) strongly disagreed.

As the analysis above shows, most teachers are not satisfied with the way they are involved in curriculum development process. Only few teachers are satisfied with

their involvement in curriculum development. Not involving teachers in curriculum development when they are key players in implementing curriculum may bring negative consequences in whole system of curriculum.

Seven participants were also interviewed on the involvement of teachers in curriculum development, this include one District Educational Officer and six Ward Educational Officers from six wards in Kinondoni district. Some of their responses concerning involvement of teachers in curriculum development were as follows; for example the Ward Educational Officers in first ward stated that;

Teachers are main implementers of curriculum development; they normally practice day-to-day teaching and learning activities. They are core partners on curriculum development. I believe the government tries in one way or another to involve teachers in curriculum development process

The Ward Educational Officers in second ward added;

Yes the government involves primary school teachers towards curriculum development. The government also helps teachers to obtain a current syllabus that meets the needs of the society. It helps teachers to teach what is supposed to be taught and this show that the teachers are involved in curriculum.

The Ward Educational Officers in third ward had this to add;

Teachers are stake holders in curriculum development thus they know much about what is supposed to be imparted to students. Teacher deals with students and they know much about their characters which will be useful in curriculum development. Due to this they must be involved in curriculum development and think the government is involving them. Here, in my ward we try to work closely with teachers and share some ideas so as to improve performance of both teachers and students and to increase the level of education in general.

The Ward Educational Officers in fourth ward had this to add;

It is good to share their knowledge, experience and competencies, to design factors such as school levels and structures, educational,

technology systematic vocational. Teachers are aware of teaching methods and teaching strategies, teachers know psychology of learners. Teachers also know the need of all stakeholders and involving them in curriculum development makes sense.

Other responses from participants were not much different from the responses above. This means that most educational officers believed that the government is involving teachers in curriculum development. This contradicts with the responses of teachers who believe that the government is not involving them in great extent. This can be due to their positions they cannot directly challenge the government.

On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009). Teachers can contribute by effectively working with curriculum development teams and specialists to arrange and compose, textbooks, and content to be included in curriculum. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom.

Therefore, while it is very important that teachers, with their significant experiences in learning and instruction, should participate actively in the curriculum development process (Young, 1988), without the active participation of teachers the curriculum development process may turn out to be ineffective (Ramparsad, 2001). This means if teachers are to successful implement curriculum in classrooms they should also participate in planning and designing processes of curriculum development. Increasing the participation of teachers in the curriculum development process will both enhance the status of the teaching profession and improve the curriculum to

provide a better educational system (Klein, 1991). The government of Tanzania should put much emphasize in involving teachers in curriculum development. Although active participation of teachers in the curriculum development process can increase their responsibilities it can also influence the successful implementation of the curriculum and hence improve education quality in the country (Posner, 2003),

4.4.2 The Benefits of Involving Primary Teachers in Curriculum Development

The data collected from participants through questionnaire showed that there are benefits of involving teachers in curriculum development process. 36 participants participated in this question and most of them agreed that involving teachers can be very beneficial. Some of the responses were as follows:

HT-s2 said that, teachers' involvement will enable them to have voice and ownership in the implementation practice thus make positive outcomes and impact. It will empower the teachers to be more effective in the implementation of the curriculum.

HT-s4 added, it is important because it helps to get something, which is important in curriculum development, and to make changes when necessary.

HT-s5 added, it helps teachers to know the challenges of the curriculum example in I.C.T

TS1 added, If involved we can do great things and facilitate changes to match the way the world goes

TS2 added, it is important because it creates lifelong critical thinkers. Creating curriculum with meaning and purpose and creating an environment of deep thinkers, supporting teacher planning sessions for faster result.

TS3 added, because teachers support better learning and they are most knowledgeable about the practice of teaching

TS4 added, it helps to identify the challenges that teachers are facing when implementing the curriculum. It gives teachers an opportunity to share their views about the concepts that can be and cannot be implemented in the curriculum.

TS6 added, when teachers are involved learning becomes meaningful, teaching and learning becomes coherent. Teachers can share the challenges they are facing in order to improve the curriculum that suits the student`s needs and age.

Most participants who participated in this study showed that it is very important to involve teachers in curriculum development. The benefit of involving teachers is far more important than not involving them. Teachers' involvement will enhance their ownership of the documents to them; they will be more concerned and aware. As the teachers are on the ground working with the students, it is the teachers who will be able to structure a proper curriculum development. Curriculum can be implemented easily than before this is because teachers will get a chance to challenge it before being implemented.

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

4.5 The Position of Teachers towards Curriculum Development

This was the second objective of the study and it aimed on the position of teachers towards curriculum development. Data in this objective were obtained through

questionnaires and interviews. From this objective different questions were developed as follows:

4.5.1 Teachers Position in the Curriculum Development Process

Participants were asked about the role of teachers in Curriculum Development. The aim was to find out if they have any role to play in curriculum development. The following were the responses from participants:

HT-s1 said that, said that, to suggest relevant knowledge to be entered in curriculum. Teachers live within the society that means they know much about what to give to the students. Teachers have to suggest what, where and how students should be taught according to their environment.

HT-s2 said that, my role is mostly in the implementation and evaluation (teaching and assessment)

HT-s3 said that, my role falls in designing, implementing, testing and researching. Teachers are on the ground and know firsthand what is needed in the curriculum.

HT-s4 said that, to involve well in making change in curriculum development according to the changes of science and technology.

TS1 said that, I will prepare curriculum depending on the needs of time.

TS2 said that, supporting teachers planning sessions for faster results. It is also a powerful collaborative lesson authority environment hence improving student's achievement.

TS3 said that, it is good to involve teachers because they are aware with students needs as they spend most of the time with them. My role is to implement and design curriculum.

TS4 said that, social reconstruction, curriculum design, analysis of social needs, splitting the objectives into specific objectives, grouping the specific objectives.

TS5 said that, I'm evaluator, planner, decision maker and manager.

TS6 said that, my role is to implement it and suggest for improvements, the process that will enhance their action towards implementation in classes.

TS7 said that, to have the ownership in curriculum development and to be fully engaged so that the learners are well taught. Teachers are implementers of the curriculum in the class so they need to know exactly what has to be taught or not by sharing their ideas.

TS8 said that, as primary school teachers will be able to mold an understandable and fair curriculum.

TS9 said that, to formulate goals and objectives of the developed curriculum, to create the learning and teaching strategies, to assess the learning outcome. Teachers and students have the main role (center) in implementing the curriculum.

The major role of the teachers is to implement/practice curriculum through teaching. To teach according to the syllabus prepared and to give pupils/learners what is supposed to learn depends on age and time frame. Their input is important as they are the ones who are implementing it and they will give constructive feedback. They are the ones teaching so they will share their views and experiences. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Since teachers are the ones involved in implementing the curriculum they will best help and support better learning and implementation, Teachers hold the key to the

curriculum process. Using a wide variety of techniques, teachers encourage learning by delivering content in creative and impactful ways. For example, Fullan (1991) found that the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. To sum up, teacher participation in the curriculum development process is a very important issue (Oliva 2008). Teachers who are practitioners of the curriculum should be more involved in the curriculum development process, thus helping the curriculum to be implemented more effectively in the classroom. Teachers should have a say in the curriculum development process, making the curriculum more effective in practice.

The goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served. Therefore curriculum development and the educational reform process continually undergo review, revision, and constant change (Johnson, 2001).

4.5.2 Importance of Teachers to take a Role in Curriculum Development

Participants were asked about the importance for primary school teachers to take a role in Curriculum Development. The aim was to find out if they have any role to play in curriculum development. Most of participants' responses were positive indicating that it is important for teachers to take role in curriculum development. The following were the responses from participants:

TS2 added, it is important because teachers deal with students and curriculum is for students also teachers deal with students all the time.

TS4 said that, it will enable the curriculum to be more relevant to the needs of the students.

TS5 said that, Teachers, especially primary school teachers are central to any curriculum development process. Better teachers support better learning because they are most knowledgeable about the practice of teaching. So for them it is important to take a role in curriculum development in all stages.

TS6 said that, Without doubt, teachers are very important in the curriculum implementation process. The teachers' role in the curriculum development process is essential in meeting the needs of students and society in general. Although in some stages of curriculum such as curriculum design, teachers are not involved well.

TS9 said that, Teacher involvement in the process of curriculum development is important to arrange content of curriculum with students needs in the classroom. This means teacher have a role to play in curriculum development.

TS10 said that, when a primary school teacher takes a role in curriculum many things can change that starting from teaching and learning. Teacher can participate well in curriculum design and suggest what to include in curriculum in order to make curriculum implementation easy.

TS11 said that, teachers can bring changes in the whole education system. If the government decides to be serious in involving teachers in curriculum development and let them take a role in all stages of curriculum we can make steps and our education improve.

TS14 said that, no teachers no curriculum... good teacher equal to good curriculum and that is if teachers participate fully in curriculum development. Now it the time for teachers to take a role in curriculum development in all stages not all curriculum implementation.

Other participants were asked about the importance of teachers to take part in curriculum development. Their responses were obtained through interview. Some of their responses were other follows;

W1 had this to say, when teachers participate and take role in curriculum or be a center of curriculum development can lead to effective achievement of educational goals of any country. Especially in our country it is very clear that it is important to involve teachers so that they can play a role in curriculum development and brings changes to the education. For now teachers play a role in curriculum but mainly it is in curriculum implementation and they are doing good job in teaching their students. I believe if teacher's role in all stages of curriculum is taken seriously so many changes will happen.

W3 said that, Being the key in curriculum implementation, teachers are the ones who transmit theory into practice, this alone make it necessary for them to be in the decision-making process of curriculum development. This means they should not only implement curriculum but also participate direct in other stages of curriculum such as curriculum design and evaluation.

W5 said that, Teachers are the ones who are tasked with the way teaching and learning process is taking place in a particular school, school culture and the physical

conditions of that school and thus they are able to analyze whether the innovation, addition or changes to the curriculum will work in their school and students or not. Teachers to take part in all stages of curriculum can help in making education more relevant and useful to students and society in general.

The responses above show that it is very important for teachers to take part in curriculum development. Teachers have to take a role in curriculum development, and especially in curriculum change and design. This is because if the change in curriculum is not approved and adapted by the teachers, it does not last long or will not work well and hence teaching and learning process will be compromised.

According to Kosunen and Huusko (2002), teachers and the educational dialogues among them direct the curriculum process; what tasks will be done in the school, new teaching and learning ways, are all through the involvement of teacher. Teachers are the ones who can detect and compensate the problems and deficiencies in a curriculum (Richards, 2001). This influences teachers to come up with constructive ideas in designing and revising a curriculum. Apart from that, they can contribute to the emergence of curriculum development models in which curriculum can be improved for the benefit of learners and society in general. The government of Tanzania through the ministry responsible should revise the role of teachers in curriculum development and its importance as the study shows that it is very important for teachers to take a role in curriculum.

4.6 Challenges Encountered in Involving Teachers in Curriculum Development

This was the third objective of the study and it aimed on challenges encountered in involving teachers in curriculum development. Data in this objective were obtained

through questionnaires and interviews. From this objective different questions were developed as follow;

4.6.1 Challenges in Involving Teachers in Curriculum Development

Participants were asked about the Challenges encountered in involving teachers in curriculum development processes. The aim was to find out the challenges of involving teachers in curriculum development. The following were the responses from participants:

HT-s1 said that, teachers are not involved in curriculum development.

HT-s2 said that Teachers have nothing to do with curriculum development process since they do not participate fully in the process.

HT-s3 some of the challenges can be lack of resources such as time and money. Teachers are participating in profession development activities related to the field.

HT-s4 to many views and opinions from different areas depending on students needs and parents demands.

HT-s5 It needs some payment during the process of making it. So it is difficult to involve teachers.

HT-s5 Teachers do not participate well in making curriculum development so they engage in different groups such as in social media.

Teachers were also asked on the challenges encountered in involving teachers in curriculum development process. Some of their responses were as follows;

TS1 said that, money is always a problem, we are working hard but still the government pays us very little

TS2 said that, lack of resources

TS3 said that, inadequate training and heavy workloads, as a result teachers suffer greatly because of high faculty turnover rate so they used to use their environment to undergo some challenges although it is difficult

TS4 added that, teachers are not given priority towards curriculum development process, Influence of political leaders and politics in education as teachers' views upon curriculum is not considered.

TS5 added that, shortage of highly skilled human resources and privatization of schools.

TS6 added that, time, knowledge of developing curriculum.

TS7 added that, workload of teaching, there is no time for fully involvement in curriculum

TS8 added that, may be due to economic status, teachers might not feel comfortable to do that tedious work or those who are involved do not have perfect qualifications that can contribute in curriculum development

TS9 added that, most of the topics seen in the curriculum development might not fit with the culture or life style of the citizens (means students who will later be working for their nation)

TS10 added that, teachers undergo challenges every day. But their passion for teaching guides them through various challenges.

TS11 added that, the process may take too long, since all teachers can't be involved and in making sampling great ideas from teachers who were not chosen may be left behind.

TS12 added that, lack of confidence hence they may not give constructive feedback. If they are not involved may find it difficult to implement.

Other participants were interviewed, including ward educational officers and district educational officer and their responses are as follows;

W1 had this to say, Teachers are not involved effectively in curriculum development. Teaching and learning facilities are not appropriate to the curriculum development for example books. There is also shortage of infrastructures.

W2 added that, as a Ward educational Officer, it is not possible to influence all the decisions taken in terms of each aspect of the curriculum. Also I don't think if there is any stakeholder in school who has the power to influence these decisions. For my experience, the curriculum is being prepared from the top, that means in the ministry responsible. For this reason, it is not possible for us to take a decision on the objectives and content of the curriculum

W3 added that, while I am not able to directly participate in curriculum development process, I am happy that I can share my views. However, I'm not sure if my views are of any use in the top when designing and preparing curriculum

This study shows that primary school teachers especially in Kinondoni district do not participate fully in all stages of curriculum development. This challenge is not only in Tanzania but also in other countries. According to Jansen and Middlewood (2003), teachers in South African schools have very little control over the curriculum management and implementation. Policy makers at national level usually produce policy without the involvement of schools and teachers. Although unions may

represent them at policy level, teachers' voice is not often heard (Smit, 2001). In Tanzania, curriculum is determined at the center by government officials and some experts from high educational institutions. Teachers are increasingly absent in education policy reforms and curriculum development.

A limited resource from the government is also a major challenge in involving teachers in curriculum development process. This leads to less effective training and workshops for teachers so that they can be able to participate in all stages of curriculum development. Curriculum development involves many stages such as curriculum planning, designing, implementation and curriculum evaluation. These stages of curriculum require a person to be competent so as to participate in all process of curriculum development. To be competent, one needs to have curriculum knowledge through trainings. The government is unable to involve all teachers in the process because of lack of funds to facilitate trainings.

Another challenge was coping with on-going curriculum changes and development because every change means the school and teachers have to make adjustment as well. Some educators are not happy with so many changes in curriculum in the curriculum. Also the government knows that coping with changes in curriculum and involving teachers can be very challenging. Due to this only few experts are involved in other stages of curriculum development.

4.6.2 The way teachers undergo the challenges they face during curriculum development

Participants were also asked on the way teachers deal with Challenges they face encountered in curriculum development processes. In this part data were obtained

through interviews and questionnaires. The following were some of the responses from participants:

TS1 said that, individual initiatives in understanding the curriculum and strategies of implementation.

TS2 said that, I think that with time and effort and given the total commitment of all stakeholders in all levels to involve teachers in all staged of curriculum development, success can be attained.

TS4 said that, Google has also made it easier for teachers when they face challenges during curriculum development.

TS5 said that, teachers have to be open-minded and let few of them represent their contribution in curriculum development without being felt biased

TS9 said that,by using seminars on how to teach students

HT-s2 said that, teachers should work closely with the government, there is no need to wait in vain. Teachers should raise their voice and demand the government to involve them in curriculum development in all stages

HT-s4 said that, government officials and ministry responsible should take necessary steps to make sure teachers are not left behind. By doing so, we can expect changes in curriculum and education system in generals.

HT-s5 said that, they ask help from the community, professional or governmental organizations or associations.

W1 had this to say, teachers play some roles in curriculum development, Apart from the curriculum management and implementation roles and responsibilities; they

should also be responsible for managing, monitoring and evaluating the curriculum as an on-going process for effective implementation.

W2 had this to say, some teachers have their own challenges and issues in fulfilling their responsibilities especially in curriculum development. It is better for the government to find a way to help and motivate teachers and involve them fully in curriculum development process.

W4 added that, Information about the new developments in the curriculum should be open to educators and other stakeholders in education. The government should be open in the whole process of curriculum for example if the government wants to make some changes in curriculum it should inform teachers and prepare good environment to participate in the process.

These were some responses from participants in Kinondoni district showing the way teachers can deal with the challenges in involving them in curriculum development. Every project requires money for its effective implementation. Onyeachu (2006) noted that, no organization functions effectively without fund. Unfortunately, fund allocated for education is inadequate. This affects the curriculum development and its process such as implementation of a well-designed curriculum. If there is no money for payment of teachers' trainings on curriculum it can be hard to achieve targeted goals. Teachers are willing to participate in all curriculum development process the problem is the government is either unable to facilitate that or it is not giving priority to involve teacher. Education is not merely limited to the classroom. The influence of the curriculum goes much further but in most countries in Africa only curriculum implementation especially in classrooms is given top priority.

The main task of teachers nowadays with regard to curriculum development is seemingly to apply the curricula that come from "the top" correctly and to implement them in the class exactly as prescribed by the education departments from the ministry responsible. Teacher involvement in curriculum development is merely an illusion because all that is really expected of teachers is to apply curricula that have already been fully developed from the top. Quality teacher involvement is essential, not only for the sake of institutional and curriculum development in schools and the country's curriculum, but also for improving the personal and professional growth of the teacher. Teacher participation can therefore bring positive results.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS, AND SUGGESTIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusion and recommendations based on the research objectives. The chapter also presents suggestions for further studies based on the findings.

5.2 Summary of the Findings

This study focused on exploring roles of teachers towards curriculum development in Kinondoni Municipal Council. The researcher intended to explore the roles of primary school teachers in curriculum development, the involvement of teachers in the whole process of curriculum development and challenges encountered in involving teachers in curriculum development process.

The literature reviews on the roles of teachers towards curriculum development were presented in chapter two, and also systems theory as propounded by a Ludwig von Bertalanffy in 1940's was presented to guide the study. The study employed both descriptive and case study research designs, also the study employed both primary and secondary data techniques which included questionnaire, interview and documentary review for data collection in the field in order to obtain information necessary to answer the research questions of the study.

In this study, District Educational Officer, primary school teachers, head teachers, and Ward Educational Officers (WEO) all from Kinondoni District were targeted. Data

were gathered through questionnaires and interview. Some data, including data on the background information of participants were analyzed through descriptive statistics by using Statistical Package for the Social Sciences (SPSS). The researcher also coded the data by dividing text into different categories and labeled them with codes and arranged into major themes. The findings of the study are presented as follows:

5.2.1 To Assess the Involvement of Teachers in Curriculum Development

In this study with respect to first objective, the findings indicated that teachers, especially primary school teachers are not fully involved in curriculum development. The study also revealed that involving teachers if taken seriously could bring positive changes in curriculum development. Increasing the participation of teachers in the curriculum development process will both enhance the status of the teaching profession and improve the curriculum to provide a better educational system in all level of education starting with primary education. The active participation of teachers in the curriculum development process can increase their responsibilities, it can also positively influenced the successful implementation of the curriculum because teachers will be a part of it and are able to suggest what to add in curriculum and how to change curriculum according to the needs of learners.

5.2.2 To Evaluate the Position of Teachers Towards Curriculum Development

With respect to the second objective, the findings discovered that, the role of teachers in the curriculum process is to help students develop an engaged relationship with the content. Active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment. Teachers build lessons that include simulations, experiments, case studies and activities to deliver curriculum.

The teachers who participated in this study argued that they have an impact on the decisions made during the curriculum development process at the local level. However, they indicated that this impact is rather limited. In this study it was discovered that teachers have no power to influence the decisions regarding the objectives and content aspects of the curriculum, therefore teachers have the power to influence the decisions about teaching-learning process and measurement and assessment aspects of their learners in classroom.

5.2.3 To Analyze the Challenges Encountered in Involving Teachers in Curriculum Development

Based on the third objective, the findings of the study revealed that, there were a lot challenges in involving primary school teachers in curriculum development. Teachers are dissatisfied because they think that their views are not taken into consideration. In other words, teachers are not happy with the way they are participating in the curriculum development process and with their inability to influence the decisions taken in this process. There are little or no trainings for primary schools teachers concerning curriculum. Curriculum implementation is the major role in which most teachers are participating.

5.3 Conclusions

The following conclusions can be made from the study based on the study findings and a summary.

The findings discovered that teachers, especially primary school teachers are not fully involved in curriculum development. The study also revealed that involving teachers if taken seriously could bring positive changes in curriculum development. There is

little emphasis in involving teachers in curriculum development process. This has been on-going trend for a long time in which teachers' voice in curriculum is not heard. For teachers to implement curriculum which they don't have a say in it can be challenging and may not yield good results.

With respect to the second objective, it can be concluded that, the role of teachers in the curriculum process is to help students develop an engaged relationship with the content. But this role is very limited because curriculum involves many things not only teaching and learning in the classroom. This can be seen in curriculum design in which the curriculum is designed from the top and teachers are supposed to teach what is prepared by other people.

Teachers build lessons that include experiments, and activities to deliver curriculum and their influence ends there. The content to be taught in curriculum is prepared from top with little participation of teachers. In short, teachers have no power to influence the decisions regarding the objectives and content aspects of the curriculum.

Based on the third objective, it can be concluded that, there are lot challenges in involving primary school teachers in curriculum development but the government cannot use that as an excuse to not fully involve teachers in curriculum development process. The value of teachers is tainted because they are seen as not capable and hence they are not involved in curriculum development. Teachers are not trained to take part in curriculum development process while they are the ones who have to implement it in classroom.

5.4 Recommendations for Immediate and Further Action

5.4.1 Recommendation for Immediate Action

Based on findings, the study recommends that; Teachers should be keen to take part in curriculum development by going for further studies on the area of curriculum development. This can help to bring awareness and understanding of curriculum development process. When most teachers are aware of curriculum development, it can be easy for them to raise a voice in order to participate in the whole process of curriculum.

Government should ensure that all teachers, especially primary school teachers attend seminars and trainings concerning curriculum development. In those trainings and seminars, teachers should be taught all processes of curriculum development and given a chance to participate in curriculum development in all stages. This may help to improve teachers` understanding of curriculum matters and hence the improvement of the quality of education.

Government should also create good environment for teachers to participate in curriculum development by collecting their view and work on them. Teachers voice must be heard and their views and opinions taken into consideration. By doing that positive changes can be obtained and educational goals can be achieved.

5.4.2 Recommendation for Further Study

- (i) This study was conducted in primary schools in Kinondoni Municipal council. Thus, it would be useful for other researchers to conduct other studies in other districts especially those located in rural areas.

- (ii) Other researchers should conduct another studies using a large sample large sample and many schools so that results can be generalized to the whole population.

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APPENDICES

Appendix 1: Interview guide for District Educational Officer

Dear participant, I am a student at Open University of Tanzania with registration number pg 201801912 pursuing Master Degree of Education in Curriculum Design and Development. Doing a research concern the roles of primary teachers towards curriculum development in Kinondoni Municipal Council. Kindly help me by responding to this interview. All responses will remain anonymous and will be treated in a confidential way.

1. Why it is important to involve primary teachers in curriculum development?
2. Is government involving primary teachers towards curriculum development?
3. What kind of roles do primary teachers have in the national curriculum development?
4. What are the benefits of involving primary teachers in curriculum development?
5. What is your view on the challenges of teachers' participation on curriculum development?
6. How do teachers undergo the challenges they face during curriculum development?

Appendix 2: Interview guide for Ward Educational Officer

Dear participant, I am a student at Open University of Tanzania with registration number pg 201801912 pursuing Master Degree of Education in Curriculum Design and Development. Doing a research concern the roles of primary teachers towards curriculum development in Kinondoni Municipal Council. Kindly help me by responding to this interview. All responses will remain anonymous and will be treated in a confidential way.

Ward.....

1. In what ways do teachers participate in curriculum development process?
2. To what extent do teachers participate in curriculum development?
3. What are the roles of the teachers in the process of curriculum development?
4. Why do you think it is important for primary school teachers to take a role in Curriculum Development?
5. What is your view on the challenges of teachers' participation on curriculum development?
6. What are the benefits of involving primary teachers in curriculum development?

Appendix 3: Questionnaire for Heads Teacher

Dear participant, I am a student at Open University of Tanzania with registration number pg 201801912 pursuing Master Degree of Education in Curriculum Design and Development. Doing a research concern the roles of primary teachers towards curriculum development in Kinondoni Municipal Council. Kindly help me by responding to this interview. All responses will remain anonymous and will be treated in a confidential way.

Instruction

Please tick only once, against the answer of your choice.

Section One: Personal information

Questions

Name of School

Ward

i) Sex.....

a. Male []

b. Female []

ii) Age

a. 20-30[] 31-40 [] 41-50[] 50 and above.... []

iii) Level of education

b. Certificate [], Diploma [] Degree [], Masters []

iv) Experience at work (years).....

a. 1-10[], 11-20 [], 21-30 [], 31and above []

1. Please respond to the following items by ticking in the column that most nearly represents YOUR PERSONAL VIEWS about the involvement of primary school teachers in the curriculum development. **Key:** 1=Strongly Agree, 2= Agree, 3=Neutral, 4=Disagree, 5=Strongly disagree.

	1	2	3	4	5
Teachers are first to be consulted during the process of curriculum development					
It is important to involve primary teachers in curriculum development					
Teachers participate in all stages of curriculum development					
Government involves primary teachers towards curriculum development					
Involving teachers in curriculum development can bring positive change.					
You are satisfied with the manner of teachers' participation on the curriculum development process.					

2. What are the benefits of involving primary teachers in curriculum development?

3. What kind of roles do you have in the curriculum development process?

4. Why do you think it is important for primary school teachers to take a role in Curriculum Development?

5. What are challenges encountered in involving teachers in curriculum development processes?

6. How do teachers undergo the challenges they face during curriculum development?

Appendix 4: Questionnaire for Teachers

Dear participant, I am a student at Open University of Tanzania with registration number pg 201801912 pursuing Master Degree of Education in Curriculum Design and Development. Doing a research concern the roles of primary teachers towards curriculum development in Kinondoni Municipal Council. Kindly help me by responding to this interview. All responses will remain anonymous and will be treated in a confidential way.

Instruction

Please tick only once, against the answer of your choice.

Section One: Personal information

Questions

Name of School

Ward

ii) Sex.....

a. Male []

b. Female []

iii) Age

a. 20-30[] 31-40 [] 41-50[] 50 and above.... []

iv) Level of education

a. Certificate [], Diploma [] Degree [], Masters []

v) Experience at work (years).....

a. 1-10[], 11-20 [], 21-30 [], 31and above []

1. Please respond to the following items by ticking in the column that most nearly represents YOUR PERSONAL VIEWS about the involvement of primary school teachers in the curriculum development. **Key:** 1=Strongly Agree, 2= Agree, 3=Neutral, 4=Disagree, 5= Strongly disagree.

	1	2	3	4	5
Teachers are first to be consulted during the process of curriculum development					
It is important to involve primary teachers in curriculum development					
Teachers participate in all stages of curriculum development					
Government involves primary teachers towards curriculum development					
Involving teachers in curriculum development can bring positive change.					
You are satisfied with the manner of teachers' participation on the curriculum development process.					

2. What are the benefits of involving primary teachers in curriculum development?

3. What kind of roles do you have in the curriculum development process?

4. Why do you think it is important for primary school teachers to take a role in Curriculum Development?


5. What are challenges encountered in involving teachers in curriculum development processes?

6. How do teachers undergo the challenges they face during curriculum development?

Appendix 5: Introduction letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
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E-mail: dpgs@out.ac.tz

Our Ref: PG201801912

30th September 2020

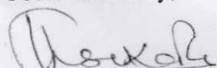
Municipal Director,
Kinondoni Municipal Council,
P.O. Box 31902,
DAR ES SALAAM.

RE: RESEARCH CLEARANCE

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

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.SIMFUKWE, Fides Reg No: PG201801912** pursuing **Master of Education in Curriculum Design and Development (MEDCDD)**. We here by grant this clearance to conduct a research titled **"Exploring the Role of Primary School Teachers in the Process of Curriculum Development in Tanzania: A Case of Kinondoni Municipal Council"**. She will collect her data at your area from 1st October to 31st November 2020.

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

Yours Sincerely,


Appendix 6: Permission letter

KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173

Fax: 2172606

In reply please quote:



MUNICIPAL DIRECTOR,
KINONDONI MUNICIPAL COUNCIL,
P. O. BOX 31902,
2 BARABARA YA MOROGORO,
14883 DAR ES SALAAM.

Ref. KMC/ED/U.21/13/29

Date: 19th October, 2020

**Ward Education Officers,
Msasani, Mwananyamala, Kijitonyama and
Makumbusho Wards.**

RE: INTRODUCING MISS SIMFUKWE FIDES

Refer the above heading.

2. With reference to the letter Ref. **KMC/R.18/1** dated on **16th October, 2020** titled as Research Permission.
3. I'm delighted to introduce to you a student from The Open University of Tanzania, she have been granted a permit by the Municipal Director to conduct a Research **Titled "EXPLORING THE ROLE OF PRIMARY SCHOOL TEACHERS IN PROCESS OF CURRICULUM DEVELOPMENT IN TANZANIA"** from **01/10/2020 to 31/11/2020**.
4. Upon receiving this letter, she is responsible to report to the **Head teachers of Makumbusho, Mwananyamala, Kijitonyama, Mapambano, Mbuyuni and Oysterbay Primary Schools for recommencement of her research.**
5. During the period of research, she is required to obey rules and regulations of the school respectively.


.....
Mikidadi Azizi

For: **THE MUNICIPAL DIRECTOR**
KINONDONI.

Cc: School Head teachers – Makumbusho, Mwananyamala,
Kijitonyama, Mapambano, Mbuyuni and Oysterbay

Miss Simfukwe Fides
The Open University of Tanzania,
P.O.BOX 22409,
DAR ES SALAAM