

Exploring secondary school teachers' perceptions on the implementation of Competence-Based Curriculum (CBC): A case of Namtumbo District in Ruvuma Region

Majiwa, Shaibu Hamisi ✉

Open University of Tanzania, Tanzania (majiwashaib@gmail.com)

Lukindo, Jesse

Open University of Tanzania, Tanzania (Jessielukindo@gmail.com)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 24 October 2024

Revised: 19 November 2024

Accepted: 25 November 2024

Available Online: 25 November 2024

DOI: 10.5861/ijrse.2024.24150

Abstract

This study aims to examine secondary school teachers' perceptions of the Competence-Based Curriculum (CBC). The study is guided by social constructivism development theory. This study used a mixed research approach and explanatory sequential research design. From a population of 496 respondents, a sample size of 152 informants was selected. Interviews, focus group discussions (FGD), documentary reviews, and observations were used as data collection tools. In data analysis, both descriptive statistics and content analysis were used. Findings showed that 27.7% perceived very negative, 46.8% perceived negative and 5.0% perceived neither positive nor negative. This means that numerous secondary school teachers perceived the implementation of CBC negatively. Despite the significance of CBC in enhancing students' learning outcomes, encouraging critical thinking, and highlighting student-centred learning, most secondary school teachers perceived negatively due to lack of support from the administrative department, inadequate teaching and learning material, a larger number of students, and limited training received among secondary teachers for effective implementation of CBC. This study recommends that to effectively implement CBC, teachers must be provided with comprehensive and ongoing professional development programs by the government and educational partners. As over half of the teachers report there is a shortage of supplies, which makes it difficult for them to engage their students in project-based learning and hands-on learning—two crucial CBC model components—allocating resources must also be given top attention.

Keywords: Competence-Based Curriculum, perceptions, implementation of the CBC, teaching and learning materials

Exploring secondary school teachers' perceptions on the implementation of Competence-Based Curriculum (CBC): A case of Namtumbo District in Ruvuma Region

1. Introduction

Every nation, regardless of its political, social, or economic standing, is concerned about curriculum change (Muneja, 2015). The word 'curriculum' stems from current, a Latin word meaning to run a race as an athlete or horse does (Hoadley & Jansen, 2002). In the context of education, curriculum refers to a course of study or program that students must finish within a specified amount of time. The curriculum is constantly open to review and change to be effective in providing relevant knowledge, skills, and real-life competencies (Muneja, 2015).

Competence-based curriculum (CBC) is traced back to the early 1970s when competency-based education emerged for the first time in the United States of America (Richard & Rogers, 2001). It was a kind of educational movement that defined educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students had to possess at the end of the course of study (Kilipamwambu, 2021). Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980s (Wolf, 2001). Australia adopted the competence-based curricula in the 1990s and since then, other countries worldwide have been motivated to implement the competence-based curriculum in schools due to the ever-changing technology and global market demands. In Africa, CBC was adopted for the first time in South Africa in 1998 to cope with challenging issues in the 21st century (Ally, 2021). Due to the critical scarcity of experts like engineers, technicians, and artists, Africa accepted the competence-based curriculum so that all African countries could be able to change attitudes and use the new approach, especially in teaching and learning (Komba & Mwandanji, 2015). In Rwanda 2015, shifted to the competency-based curriculum to deal with the scarcity of skills in the Rwanda education system with an emphasis on science and technology (Ondimu, 2018).

Tanzania has undergone four significant curriculum revisions since achieving independence, which have affected important curriculum components such as content, teaching-learning strategies and tactics, assessment and evaluation procedures, and teaching-learning materials (TIE, 2013). The following landmarks are included in these reforms: The 1967 curriculum reform, the 1979 curriculum reform, the 1997 curriculum reform, the 2005 curriculum reform, and the 1967 curriculum reform are the first four examples (Nzima, 2016). The Education and Training Policy (ETP) of 1995, the Tanzania Development Vision (2025), the National Strategy for Growth and Reduction of Poverty (NSGRP) 2005-2010, the Education Sector Development Programme (ESDP) 1999-2009, and the Secondary Education Development Plan (SEDP) 2004-2009 are just a few of the national policies and plans that have greatly influenced these curriculum reforms (MoEVT, 2007; TIE, 2013). The ETP of 1995, for example, is a regulatory policy document that emphasizes the delivery of high-quality education through curriculum review, efficient assessment procedures, and enhancements to teacher provision and administration. Furthermore, the Tanzania Development Vision (2025) seeks to establish a country with high levels of education at all levels, generating an informed population that can tackle developmental obstacles, find solutions to issues, and prosper in regional and international labor markets (MoEVT, 2007).

2. Literature Review

2.1 Theoretical Review

This study is guided by the social constructivism development theory by Vygotsky's, (1978) Social constructivist theory essentially about how individuals socially construct knowledge. Vygotsky believed that learning could not be separated from social context. Social constructivist theory is social interaction which plays a fundamental role in the development of cognition. Vygotsky viewed the interaction of peers as an effective way

of developing skills and knowledge (Pauline, 2016). In learner-centered teaching and learning approaches, peer assessments and performance tasks are highly encouraged as students learn through others. Another assumption of the social constructivist theory is that there should be a facilitator in the process of learning. The assumption is normally referred to as More Knowledgeable Other (MKO). According to Ally, (2021), MKO refers to anyone who has a better understanding than the learners concerning a particular task, process, or concept. As students construct their knowledge based on their experiences, there should be a facilitator to focus their effort toward specific tasks at a given time.

Since CBC is participatory in nature, social constructivist theory provides a framework for how active participation should be established. The theory describes the role of teachers and students in constructivist learning. Many Secondary schools have traditionally held a transmissions or instructionist model in which a teacher or lecturer transmits information to students in construct Vygotsky's theory which promotes a learning context in which students play an active role in learning. Roles of the teacher and students are therefore shifted as a teacher should collaborate with his or her students to help facilitate meaning construction in students (Lukindo, 2018). This study is related to social constructivism theory since teachers and students should work together to create materials that will aid in the construction of ideas in the classroom and facilitate teaching and learning as recommended by the 2005 Competence-based Curriculum and its implementation in Secondary School Education.

2.2 Empirical Review

This section presents a previous review related to secondary school teacher's perception of CBC. For starting, evidence from Ethiopia, Alemayehu et al., (2021) established that instructors (teachers) have unfavorable perceptions of the practice of CBC. They perceived that the practice of CBC in the faculty was more theoretical and most of them assumed that students need further practical training to perform to the standard in the actual job situations. This implies that teachers are not well-trained in the implementation of CBC in Ethiopia. Their study conducted in Arusha, but this study adds context research gap in Namtumbo district. Similarly, Awuonda et al., (2023), from Kenya revealed that CBC teachers have conflicting views about CBC since the government resource support for training and the provision of digital technology materials to schools were mostly unfavorable. Again, their study conducted in Kenya, but this study adds context research gap in Tanzania specifically in Namtumbo district. Moreover, Nkya et al., (2021) from Arusha Tanzania revealed that the majority of the teachers indicated a less capacity to implement a competence-based curriculum as more than 70% didn't attend in-service training and more than 60% of teachers could not prepare teaching and learning activities as required by the competence-based curriculum. Nevertheless, none of these studies applied theoretical review, thus this study add theoretical gap using social constructivism development theory.

Kilipamwambu, (2021) from Dar es Salaam revealed that the lack of teachers' involvement in curriculum development and in-service training is a critical problem which makes teachers just implementers of the curriculum in use. Moreover, due to the involvement of teachers in Seminars and workshops conducted Ministry of Education, for instance, in June 2023, 3600 teachers were involved in a CBC workshop in Mbeya which included 990 teachers from Ruvuma, through workshops and Seminars a need for new study to be conducted to see the perception of teachers on the implementation of CBC. Nevertheless, none of these studies were conducted at Namtumbo District Council in Ruvuma region. Mokoro (2020) from Tanzania's Arumeru District exposed that a lack of teacher preparation makes the application of CBC inefficient. Likewise, Namubiru, et al. (2024) demonstrated the range of perspectives that teachers had about the usage of the CBC, emphasizing both the advantages—such as improved skill development and learner-centered approaches—and disadvantages—such as a lack of resources, inadequate training, and uneven levels of readiness among teachers. It is noteworthy that instructors generally had a negative attitude toward the implementation of CBC in lower secondary schools.

Lukindo, (2017) revealed that teachers knowledge know of CBE and the most preferred teaching techniques are question and answers and occasionally lecturing. Project development and problem-solving are two more. It was discovered that there had been no modifications made to the assessments. Large class sizes, time constraints,

and a shortage of instructional materials like textbooks were also considered to be obstacles to adoption. Also, Li, Yuezhu, Lisha, and Zhengmei (2024) demonstrated that while most teachers agreed with the change, they were primarily teaching "knowledge" rather than "competencies" and lacked the necessary skills to teach and assess critical competencies. The main barrier to the reform was the national college entrance exam system. Teachers were dissuaded from putting the idea into practice by parents' focus on student test results. The teachers also carried a severe workload, lacked sufficient autonomy and empowerment, and had little time to apply CBE. Likewise, Kabombwe and Mulenga (2019) from Zambia showed that 67% of history teachers were ignorant of the concepts of competency-based and outcome-based curricula. Moreover, it was shown that because they lacked the necessary knowledge and abilities, history teachers at the chosen secondary schools did not use competency-based or outcomes-based techniques to teach and study history to a significant degree. Kabombwe and Mulenga, study conducted in Zambia, but this study add more sample size of 152 and study conducted carried out in Tanzania.

2.3 Conceptual Framework

Context, Input, Process, and Product (CIPP) evaluation model is a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations, and evaluation systems (Stufflebeam & Shinkfield, 2007). Ogula, (2002) purports that; context evaluation refers to an attempt to assess the settings or environment within which the educational activity is taking place. Moreover, Kissima, (2015) emphasizes that the purpose of input evaluation is to provide information for determining how to utilize resources to attain project objectives. So, in this study, important to assess the secondary school teacher's perceptions is likely to affect the teacher's effectiveness in assessing the subject's competencies. Moreover, process evaluation examines the day-to-day running of the program in terms of the utilization of identified resources at the input stage (Rwezaura, 2016). However, in the implementation of CB, the process assesses the learner's interaction with learning resources, and the learner's active participation in a classroom to determine its effectiveness in the development of competencies in students as they influence the dependent variable.

Product evaluation on the other hand is carried out to measure and interpret attainments not only at the end of the project cycle but as often as necessary during the project term. The purpose of this evaluation is to inform stakeholders (teachers) of the extent to which the objectives have been attained. In the CBC, various competencies have been specified to be attained. Such competencies include calculating ability, critical and creative thinking, numeracy, technological skills, independent learning, and personal and social values. Figure 1 show the CIPP Model -based on exploring Secondary School Teachers' Perceptions on the Implementation of Competence-Based Curriculum (CBC): A Case of Namtumbo district in Ruvuma Region

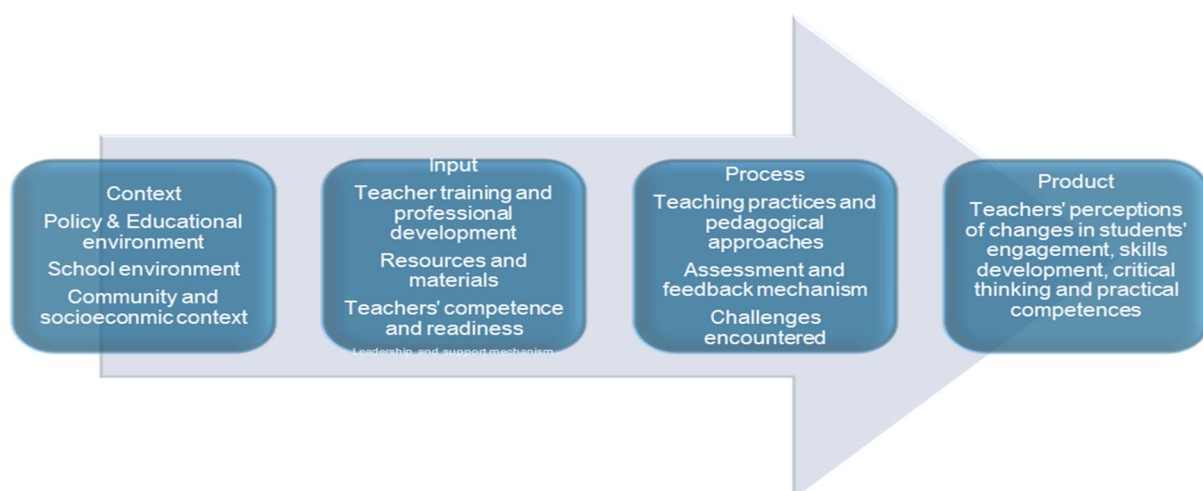


Figure 1. Adapted from Stufflebeam, and Shinkfield (2007)

3. Methodology

The study was conducted in Namtumbo District in Ruvuma Region. This study is governed by pragmatics which intends to evaluate the implementation of a competence-based curriculum in public secondary schools in Namtumbo district. Pragmatism is the best paradigm for mixed methods research. This study used a mixed method approach where both qualitative and quantitative research approaches were used. Also, the study used an explanatory sequential research design which gathers and analyses quantitative data first, then continues on to qualitative data. Moreover, the study consisted population of 496 which is composed of six (6) District Secondary Education Officers, twenty-one (21) Ward Educational Officers, twenty-five (28) Heads of School, and ten (10) District Quality Education Assurance Officers and four hundred and thirty-one (431) Secondary teachers. From a population of 496 the study used a sample size of 152 informants. These included three (3) Heads of schools, one District Secondary Education Officer, six (6) Ward Education Officers, One (1) District Quality Assurance Officer, and one hundred and forty-one (141) School teachers.

The study used purposive sampling to get the District Education Secondary Officer, the District School Quality Assurance Officer, the Head of school, and Ward Education Officers. random sampling was used to sample 141 secondary school teachers. In data collection, Interviews were conducted with one (1) DSEO, one (1) DSQAO, and three (3) Heads of schools. a questionnaire was also used in data collection where a total of 141 questionnaires were distributed to secondary school teachers. Also, the study employed focus group discussions to six Ward education officers, two from each zone such as Undendeule, Mkongo, and Sasawala zone. Qualitative data was recorded from interviews whose contents were summarized in a narrative format while quantitative data was analyzed using descriptive statistics such as frequency and percentage.

4. Findings

The current section presents results related to examining secondary school teachers, perception of CBC in Namtumbo district

4.1 Understanding the Concept of Competency-Based Curriculum

Table 1

Understand Concept of Competency- Based Curriculum

Understand	Frequency	Percent (%)
No	7	5.0
Yes	134	95.0
Total	141	100.0

Source: Research Finding, (2024)

Findings in Table 1 revealed that, out of 141 respondents, 134 said “yes” which equals 95.0% while 5.0% indicated they don’t understand the concept of a competency-based curriculum. Findings show that most Secondary School Teachers understand the concept of a competency-based curriculum. The findings align with the interview results with the head of the secondary school. For instance, some of the interviewees exposed that

“..... CBC is a type of curriculum designed to equip students with practical skills and knowledge for real-life experiences. For instance, in secondary schools in Tanzania, the CBC encourages students to engage in hands-on learning activities that mirror real-world scenarios. We see this for example in subjects like Agriculture, where students are not only taught theoretical concepts but also actively participate in planting, cultivating, and harvesting crops on school farms. This hands-on approach helps them acquire practical agricultural skills, which they can apply in their communities or future careers. Similarly, in subjects like Science, the CBC approach highlights experimentation and problem-solving. Students are required to conduct experiments that demonstrate the principles of physics or chemistry, allowing them to understand and apply scientific concepts to everyday situations, such as using knowledge of electricity to troubleshoot

Findings inconsistent with Alemayehu et al., (2021) from Ethiopia, where their results revealed that instructors (teachers) have unfavorable perceptions of the practice of CBC. They perceived that the practice of CBC in the faculty was more theoretical and most of them assumed that students need further practical training to perform to the standard in the actual job situations. Their results mean teachers are not well trained in the implementation of CBC in Ethiopia. Thus, Alemayehu et al., (2021) findings are different from the current study due to geographical differences and investments in the education programs since more seminars and workshops have been conducted concerning CBC in Tanzania; hence the results of the current study are different from their findings. Similarly, Awuonda et al., (2023) from Kenya, their results revealed that the need for training on information and communication technology and the provision of digital technology materials to schools were mostly unfavorable.

4.2 Usefulness of Competence-Based Curriculum to Students

In this subsection, the study required respondents to air their views the degree to which CBC is helpful to students. Findings from Table 2 revealed that 40.4% of secondary school teachers from Namtumbo found out that CBC is very useful while 31.2% said useful while 6.4%, 12.1%, and 9.9% said that CBC is neutral, not helpful, and not at all useful CBC to students. Findings imply that most secondary school teachers (71.6%) agree that CBC is very useful to students. This means that majority of teachers strongly support the curriculum's capacity to help learners, Trainers who find CBC beneficial are probably aware of its focus on helping students acquire the critical thinking, problem-solving, and practical skills that are essential components of the CBC approach. This view is consistent with educational trends that value competencies above rote memorization, as demonstrated by findings by Kalolo (2019), where the CBC's emphasis is on providing students with the tools they need to succeed in modern, dynamic settings. Teachers in the Namtumbo district value CBC's emphasis on encouraging innovation, real-world applications, and engaged student engagement, especially in disciplines like social studies and languages where CBC has been successfully implemented.

Table 2
Degree of Helpful of Competence-Based Curriculum to Students

Response	Frequency	Percent (%)
Very useful	57	40.4
Useful	44	31.2
Neutral	9	6.40
Not helpful	17	12.1
Not at all useful	14	9.90
Total	141	100.0

Source: Research Finding, (2024)

4.3 CBC Addresses the Current Need of Students

The research question required participants to find out if competency-based curriculum addresses the current needs of students in secondary schools. The findings from Table 3 revealed that 19.9% and 43.3% strongly agree and agree that a Competence-Based Curriculum addresses the current needs of students in secondary school while 7.8%, 17.7% and 11.3% said neutral, disagree and strongly disagree respectively. The findings indicate that most (43.3%) secondary school teachers from the Namtumbo district agree that CBC addresses the current needs of Students. Findings means that CBC is designed to equip students with the necessary skills, capability, and knowledge, that line up with today's social, technological, and economic requirements. These needs consist of preparing students for the job market, advising their flexibility in the ever-changing world, and encouraging lifelong learning. The CBC's prominence on student-centred approaches, project-based learning and hands-on activities, is likewise consistent with these requirements, helping students use classroom lessons in their everyday lives and future careers.

Table 3
CBC Addresses the Current Need of Students

Response	Frequency	Percent (%)
Strongly agree	28	19.9
Agree	61	43.3
Neutral	11	7.8
Disagree	25	17.7
Strongly disagree	16	11.3
Total	141	100.0

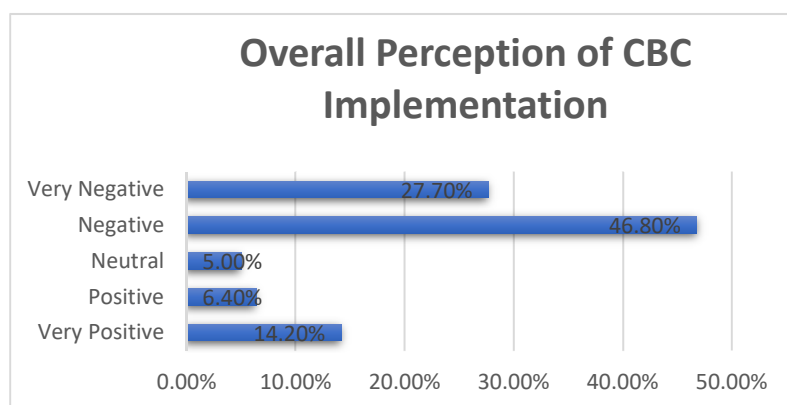
Source: Research Finding, (2024)

4.4 Perception of CBC

Secondary school teachers from Namtumbo district were required to indicate their opinion on the overall perception of the Competence-Based Curriculum. Finding from Figure 1 displayed that, 27.7% very negative, 46.8% perceived negative while 5.0% perceived neither positive nor negative. This means that numerous secondary school teachers perceived negative on the implementation of Competence-Based Curriculum. Despite the significance of Competence-Based Curriculum in enhancing students' learning outcomes, encouragement of critical thinking, and highlighting student-centered learning, most of secondary school teachers perceived negative due to lack of enough support from administrative department, inadequate teaching and learning material, larger number of students and limited training received among secondary teachers for effective implementation of CBC.

Findings align with Alemayehu et al., (2021) who conducted a study on teachers' perceptions towards the practice of competency-based assessment for learning in Ethiopia. Their results revealed that instructors' (teachers) have unfavorable perception towards the practice of CBC. They perceived that the practice of CBC in the faculty was more of theoretical and most of them assumed that students need further practical training to perform to the standard in the actual job situations. This implies that teachers are not well trained on implementation of CBC in Ethiopia. Moreover, findings consistence with Nkya et al., (2021) from Arusha which established that majority of the teachers indicated perceived negative with a less capacity to implement competence-based curriculum as more than 70% didn't attend in-services training and more than 60% of teachers cannot prepare teaching and learning activities as required by the competence-based curriculum. Similarly, Mokoro (2020) from Arusha, found that 66% of the teachers required training for CBC implementation, whereas just 34% of the teachers had it. The study concluded that a lack of teacher preparation makes negative perception and the application of CBC inefficient. Moreover, results align with Kabombwe and Mulenga (2019) from Zambia's Lusaka where their results showed that 67% of history teachers were ignorant of the concepts of competency-based and outcome-based curricula. Moreover, it was shown that because they lacked the necessary knowledge and abilities, history teachers at the chosen secondary schools were not utilizing competency-based or outcomes-based techniques to teach and study history to a significant degree.

Figure 1. Perception of CBC



Source: Research Finding, (2024)

4.5 Perceived of CBC in Comparison with the previous curriculum

This research question required respondents to indicate how secondary school teachers perceive CBC in comparison to the previous curriculum, considering both its benefits and drawbacks in improving students' skills and knowledge. Findings revealed that a significant proportion of respondents (47.5%) strongly have faith that the CBC offers more benefits in terms of enhancing students' skills and knowledge equated to the earlier curriculum. The finding implies a strong endorsement of the CBC and suggests that nearly half of the secondary schools teachers perceive it as a more effective approach to education. Also, 25.5% (36 respondents) agree that the CBC is better than the previous curriculum, though not as strongly. In addition, a small group of respondents (6 out of 141) are neutral, neither agreeing nor disagreeing. Moreover, 13.5% (19 respondents) disagree, perceiving that the CBC has more drawbacks than benefits compared to the previous curriculum.

Finding consistence with Ndomondo, Mbise, and Katararo, (2022) which exposed that, one of the most significant aspect that the CBC emphasizes than the previous curriculum is its focus on offering students' practical skills. The previous curriculum focused a greater emphasis on rote memorization and theoretical knowledge, and it was more content driven. Further, (2021) noted that CBC places more emphasis on the advancement of skills like critical thinking, problem-solving, creativity, and teamwork. For instance, in project-based learning, students are entrusted with coming up with answers to problems facing the community, such as trash management or public health campaigns. This improves their practical skills and increases the relevance of learning to real-world scenarios.

Moreover, findings align with Olugbenga, (2021) revealed that student-centered curriculum replaces the teacher-centered curriculum that was widely used in the previous curriculum. Under the previous curriculum, learners frequently used a passive approach to learning and teachers acted as the main information source. In this new aspect, the CBC promotes students' active engagement in their education. For instance, students take part in group projects, exchanges, and independent work rather than just listening passively. As a result, students assume greater accountability for their education, which promotes independence, motivation, and a deeper comprehension of the subject matter.

Findings of Kuok & Tang, (2023) demonstrate that the CBC differs significantly in its assessment procedures. The previous curriculum relied primarily on standard exams that emphasized information memorization and repetition. The CBC offers a wider range of useful and practical techniques for assessing students' competencies, including projects, presentations, and practical exercises. Students' abilities to apply scientific concepts, for instance, are evaluated by fieldwork or experiments, which offers a more thorough assessment of their abilities. Compared to exams under the previous system, this type of assessment is more indicative of a student's true talents.

4.6 Competency-based Curriculum Relevant to the Real World

Table 5 exposed that, out of 141 secondary school teachers, 113 (80%) indicated “Yes” while 28(20%) indicated “No”. The finding means that most secondary school teachers agree that a competency-based Curriculum is relevant to the real world as compared to the content syllabus. The support for the CBC among secondary school teachers suggests a positive shift in educational practices in Tanzania. Teachers recognize that the CBC emphasizes the development of practical skills, critical thinking, and problem-solving abilities—key competencies that students need to navigate the complexities of the modern world. This is in contrast to the traditional content syllabus, which often focuses more on rote memorization and theoretical knowledge, with limited application to real-world situations. Results from Interview support this as follows:

"The overwhelming support for the Competency-Based Curriculum (CBC) in our school is evident. Teachers have embraced the curriculum because they see how it aligns with the skills needed for today's world. For example, our Science teachers have reported that students are more engaged in learning when they apply scientific concepts to real-life situations, such as conducting

experiments that address environmental issues in our community. Participant 2

Finding align with Mosha (2012), which exposed that, when students participate in these types of community activities, they become more aware of environmental issues and gain a deeper understanding of how to contribute positively to their surroundings. Moreover, in health education, students often learn about hygiene, disease prevention, and the importance of public health. These lessons translate into real-world applications where students promote hygiene practices in their homes and communities. According to Makunja (2016), such activities help students take ownership of their learning by applying classroom concepts to improve community well-being, illustrating how CBC enables students to become active participants in societal development. Likewise, Kalolo (2019) highlights, CBC emphasizes practical, experiential learning, which helps students understand the relevance of their classroom lessons. This connection to the real world also fosters lifelong learning, enabling students to continuously apply and adapt their knowledge to changing environments and societal needs.

Table 5*Competency-based Curriculum Relevant to the Real World*

Relevant to the Real World	Frequency	Percent (%)
No	28	20
Yes	113	80
Total	141	100.0

Source: Research Finding, (2024)

4.7 Students Ability to Relate What They Learn

Table 6 shows that 41 (29.1%) of secondary school teachers indicated students were unable to relate what they learned in the class to the real-world situation. Moreover, 100(70.9%) of respondents suggested the students were able to relate what they learned in the class to the real-world situation. The finding implies that most secondary school teachers indicate that students were able to relate what they learned in the class to real-world situations. The majority view suggests that the Competency-Based Curriculum (CBC) is largely successful in its aim to bridge the gap between theoretical knowledge and practical application. Teachers who support this view likely observe that students are better equipped to apply their classroom learning in meaningful ways outside of school. Findings align with interview as follows;

“In our school form four students engage in project-based learning or hands-on activities are more likely to understand how academic concepts to utilized in their daily lives. For instance, students study biology and geography, for illustration, learn about environmental protection and put their newly acquired knowledge into practice by taking part in community environmental clean-ups or tree planting campaigns” Participant 3

Findings align with Mosha (2012), which exposed that, when students participate in these types of community activities, they become more aware of environmental issues and gain a deeper understanding of how to contribute positively to their surroundings. Moreover, in health education, students often learn about hygiene, disease prevention, and the importance of public health. These lessons translate into real-world applications where students promote hygiene practices in their homes and communities. Likewise, Kalolo (2019) highlights, that CBC emphasizes practical, experiential learning, which helps students understand the relevance of their classroom lessons. This connection to the real world also fosters lifelong learning, enabling students to continuously apply and adapt their knowledge to changing environments and societal needs.

Table 6*Students Ability to Relate What They Learn*

Ability to Relate What They Learn	Frequency	Percent (%)
No	41	29.1
Yes	100	70.9
Total	141	100.0

Source: Research Finding, (2024)

5. Conclusion

This study concludes that numerous secondary school teachers perceived negatively the implementation of a Competence-Based Curriculum. Despite the significance of a Competence-Based Curriculum in enhancing students' learning outcomes, encouraging critical thinking, and highlighting student-centered learning, most secondary school teachers perceived it negatively due to lack of support from the administrative department, inadequate teaching and learning material, larger number of students and limited training received among secondary teachers for effective implementation of CBC. Findings revealed that a significant proportion of respondents (47.5%) strongly have faith that the CBC offers more benefits in terms of educating students' skills and knowledge equated to the earlier curriculum. The finding implies a strong endorsement of the CBC and suggests that nearly half of the secondary schools perceive it as a more effective approach to education. Moreover, 25.5% (36 respondents) also agree that the CBC is better than the previous curriculum, though not as strongly.

Recommendations

Several suggestions are made to improve Tanzania's implementation of the Competency-Based Curriculum (CBC):

- **Professional Development for Teachers:** Continuous training is crucial, even if many Namtumbo secondary teachers are aware of the CBC concept. Regular workshops, seminars, and in-service training centered on interactive teaching techniques, lesson planning, and practical skill application should be offered by the Tanzania Institute of Education (TIE).
- **Resource Provision:** More money should be set aside by the government to provide schools, especially those in rural regions, with the tools they need to teach important subjects like science, agriculture, and environmental protection in a hands-on, practical manner.
- **Improved Collaboration:** It is essential to fortify collaboration among educational establishments, TIE, and the National Examination Council of Tanzania (NECTA). Better communication and feedback systems will guarantee that curriculum delivery, CBC objectives, and assessment are all in line. Concerns regarding poor communication among instructors could be addressed by using digital channels.
- **Smaller Class Sizes:** To enable more individualized education, more classrooms and teachers are required. By encouraging critical thinking, problem-solving, and teamwork, smaller classes will help achieve CBC objectives.
- **Access to Instructional Materials:** The government and educational institutions must guarantee that educational resources are easily accessible. Establishing distinct roles for each stakeholder is also necessary to facilitate the successful execution of policies.

6. References

- Adams, L. (2022). Teacher engagement in curriculum development: A South African case study. *African Education Review*, 28(3), 123-137.
- Ally, M.J., (2021). Implementation of competence-based curriculum in developing pre-reading skills among pre-primary children in Tanzania: the case of Songea Municipality (Master's dissertation). The University of Dodoma, Dodoma.
- Bakare, O. (2023). Stakeholder Collaboration in Implementing CBC Learning in Nigeria. *Nigerian Educational Research Journal*, 5(2), 21-29
- Banda, C. (2023). Assessment of teachers' preparedness in Malawi's curriculum reform. *Malawi Educational Review*, 19(1), 89-102.
- Brown, S., & White, K. (2019). Teachers' perceptions of state assessment systems: A case study from Australia.

- Australian Journal of Education*, 62(4), 400-415.
- Hoadley, U. & Jansen, J. (2002). Curriculum Practice. In J. Gultig & M. Adendorff (Eds.), *Curriculum: From Plans to Practice, A Learning Guide*, (pp. 29-35). Cape Town: Oxford University Press. 73
- Kabombwe, Y.M., & Mulenga, I.M. (2019). Implementation of the CBC by teachers of History in selected Secondary Schools in Lusaka, Zambia. *Yesterday and Today*.
- Kalolo, J.F. (2019). Craving for Quality Education in Tanzania: Dispelling the Myths through Competence-Based Curriculum. *SAGE Open*, 9(1), 23-33
- Kidega Charles, Prof. Zheng Song, Thet Khaing, (2023). Factors Affecting the Implementation of CBC in Secondary Schools in Uganda. *North American Academic Research*, 6(9), 84-102. Doi:
- Kigwilu, P & Mokoro, D. (2022). Teachers' Assessment Practices in Implementing Competence Based Curriculum in Secondary Schools in Arumeru District of Tanzania. *East African Journal of Education Studies*, 5, 324-333. 10.37284/eajes.5.2.792.
- Komba, C. S., & Mwandangi, M., (2016). Reflections on the implementation of competence-based curriculum in Tanzanian secondary schools. *Journals of Education and Learning* 4(2),73
- Komba, W. L., & Mwandangi, M. (2015). Reflections on the Implementation of Competence Based Curriculum in Tanzanian Secondary Schools. *Journal of Education and Learning*, 4(2), 73-80.
- Komba, W. L., & Nkumbi, E. (2008). Teacher professional development in Tanzania: Perceptions and practices. *Journal of International Cooperation in Education*, 11(3), 67-83.
- Li D, Yuezhu W, Lisha C, & Zhengmei P, (2024). Pursuing competencies' or 'pursuing scores'? High school teachers' perceptions and practices of competency-based education reform in China. *Teaching and Teacher Education*, 141. 104510. 10.1016/j.tate.2024.104510.
- Lukindo, J., (2016). Exploring Competence Based Education (CBE) in Rural Secondary Schools in Tanzania. *Journal of Education and Practice*, 7(29), 62-67
- Majiwa, (2019). *An Investigation of Secondary School Curriculum Implementation Practices in Enhancing Learner's Competences in Tanzania*: Unpublished Masters Dissertation, Open University of Tanzania
- Makunja, G. (2016). Challenges facing teachers in implementing competence-based curriculum in Tanzania: The case of selected secondary schools in Morogoro region. *International Journal of Education and Social Science*, 3(5), 30-37.
- MoEVT, (2005). *Curriculum for Ordinary Level Secondary Education in Tanzania 2007*, Tanzania Institute of Education, Dar es Salaam
- Mokoro, D. (2020). Perception of Teachers on their Preparedness for Implementation of the Competence-based Curriculum among Secondary Schools in Arumeru District, Tanzania.
- Mosha, H. J. (2012). A case study of learning materials used to deliver knowledge and skills or competency-based curricula (in Tanzania). *Association for the Development of Education in Africa*, 4(2), 1-20.
- Mpate, (2023). Biology teachers' implementation of the competence-based curriculum in Tanzania: challenges and opportunities. *Journal of Biological Education*, 4(2), 33-43: DOI: [10.1080/00219266.2023.2282428](https://doi.org/10.1080/00219266.2023.2282428)
- Muneja, M. S., (2016). *Secondary School Teacher's Implementation of the Competence-based Curriculum in the Arusha Region* Dissertation for Award of MSc Degree at University of South Africa, Pretoria, South Africa 95pp
- Namubiru, A., Kitembo, M., Kasiita, T., Kagambe, E. & Kasiita, T. (2024). Perceptions of Teachers on the Implementation of the Competence-Based Curriculum in Secondary Schools in Bundibugyo and Ntoroko Districts, Uganda. *East African Journal of Education Studies*, 7(3), 13-27
- Njoroge, P. (2021). Implementing participatory methods in Kenyan schools: A focus on CBC. *African Journal of Education*, 40(1), 110-125.
- Nkya, H.E., Huang, F., & Mwakabungu, F., (2021) Implementation of Competence Based Curriculum in Tanzania: Perceptions, Challenges and Prospects. A Case of Secondary School Teachers in Arusha Region Tanzania Institute of Education, Dar es salaam, Tanzania. *Journal of Education and Practice*, 12(19), 34-41.
- Ogula, P.A., (2002). *Monitoring and Evaluation of Education Projects and Programme*. Nairobi: New Kemit Publishers
-

- Ondimu, S. M., (2018). *Teachers' Preparedness for Implementation of the Competency Based Curriculum in Private Pre-schools in Dagoretti North Sub- County, Nairobi City County*. University of Nairobi.
- Owo, O & Udoka, I.C. (2021). Perception of Educational Stakeholders on Utilization of E-learning Technology for Quality Instructional Delivery in Universities in Rivers State, Nigeria. *Journal of Learning for Development*, 8, 312-326
- Paulo, A., (2014). *Pre-Service Teachers Preparedness to Implement CBC in Secondary Schools in Tanzania*. *International Journal of Education and Research*, 8(2), 09-17
- Rahman, M. M., Pandian, A., & Kaur, M. (2018). Factors Affecting Teachers' Implementation of Communicative Language Teaching Curriculum in Secondary Schools in Bangladesh. *The Qualitative Report*, 23(5), 1104-1126
- Rogers, A.P. (2021). Exploring secondary teachers' perspectives on implementing CBC. *Journal of Competency-Based Education*, 6, e1265. <https://doi.org/10.1002/cbe2.1265>
- Rwezaura, P.P., (2016). *The Implementation of English in Kinondoni Municipal Primary Schools*. Tanzania. *Unpublished Master Dissertation, Open University of Tanzania*
- Taasisi ya Elimu, (2013). *Maboresho na Mabadiliko ya Mitaala toka 1961 had 2010 Curriculum Reviews and Changes from 1961 to 2010*. Dar es Salaam: Tanzania Institute of Education.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of children*, 23 (3), 34-41.
- Wamuyu, M.J., (2020). *Influence of training of Head teachers on CBC in public primary school in kiambu Country*. Unpublished Master Dissertation, University of Nairobi-Kenya.
- Weber, P., & Koch, M. (2019). Regional disparities in Germany's Abitur exams: Teachers' perceptions. *European Educational Research Journal*, 18(6), 765-780.
- Williams, R. (2019). Preparing students for the 21st century: The role of project-based learning. *Journal of Education and Skills Development*, 35(2), 112-125.
- Wolf, A. (2001). Competence based assessments. *The British Journal of General Practice*, 55(515), 461-467.