

**TEACHERS' PERCEIVED DIFFERENCE BETWEEN CONTENT AND  
COMPETENCE BASED CURRICULA IN SECONDARY SCHOOL: A CASE  
OF DAR ES SALAAM REGION**

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**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Teachers’ Perceived Difference Between Content and Competence Based Curricula in Secondary School: A Case of Dar es Salaam Region”* in partial fulfillment of the requirements for the degree of Master of Education in Curriculum Design and Development (MEDCCD) of the Open University of Tanzania.

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Date

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.....

Signature

.....

Date

## **DEDICATION**

I dedicate this study to my mom and daddy who made sure I get education against all odds.

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**ABSTRACT**

This study investigated the perceived difference between content and competence-based curricula in secondary school classroom teachers in Dar es Salaam region. The objective of this study was to investigate the perceived difference between competence-based curriculum and content-based curriculum in Tanzanian secondary school teachers. The samples for this study consisted of fifteen (15) classroom teachers in five secondary schools both co-education and single sex schools. Consultation was made to heads of institutions including National Examination Council of Tanzania. The data were collected through face-to-face interview, document analysis and non-participant observation. These include, planning and teaching, assessment, availability of textbooks, textbook policy, class size, in-service training for classroom teachers and infrastructures. Through face-to-face interviews and documentation, the researcher found that lack of teachers' involvement in the curriculum development and in-service training is a critical problem which makes teachers just implementers of the curriculum in use. The involvement of teachers in any curriculum review/design is any important aspect for effective implementation of any intended curriculum. The researcher recommends to the government and other education stakeholders to work on the factors such as class size, in-service training, availability of textbooks and infrastructures should be observed for quality education hence attain educational objectives. A there should be capacity building (in-service training) for classroom teachers and school quality assurance concerning the curriculum in use.

**Keywords:** Competence based, Curricula and Teachers' Perception



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## LIST OF ABBREVIATIONS AND ACRONYMS

BEST	Basic Education Statistics in Tanzania
CBC	Competence-based Curriculum
EGM	Economics, Geography and Mathematics
ESL	Education for Self-Reliance
HIV	Human Immune Virus
HKF	History, Kiswahili and French
KBC	Knowledge-based Curriculum
KLF	Kiswahili Language French
NBS	National Bureau of Statistics
NECTA	National Examinations Council of Tanzania
PCB	Physics, Chemistry and Biology
SQA	School Quality Assurance
TET	Taasisi ya Elimu Tanzania
TIE	Tanzania Institute of Education
TOT	Training of Trainers
UNESCO- IBE	United Nations Educational, Scientific and Cultural Organization International Bureau of Education
UDACE	Unit for Development of Adult Continuing Education
UPE	Universal Primary Education
URT	United Republic of Tanzania

## **CHAPTER ONE**

### **BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This study dealt with the Teachers' perceived difference between content and competence-based curricula in secondary school classroom teachers. Chapter one is organized in different subsections which are: introduction, problem statement, general objective, specific objectives, research questions, significance of the study, scope of the study, delimitation of the study and definitions of operational terms have been presented and discussed in this chapter.

Curriculum reviews in today's modern society are both rapid and intricate and has been inevitable, bringing both significant challenges and new responsibilities to the field of education. The word 'curriculum' is a Latin word *currere*, meaning to run a race as an athlete or horse does (Hoadley & Jansen, 2002, p. 25). In any country, curriculum describes the way education of that nation and general trends pertaining education settings and its outcomes for the current and future generation.

The role of curriculum is to identify the education purposes and organize them into goals, objectives, aims and learning outcomes to be achieved at the different levels of education. Whereas in the past people strived to acquire as much knowledge as possible, the new task of modern society, exposed to an exponential growth amount of knowledge and information, is to select the highest quality information and make effective use of it. Such reviews, stemming from this transformation into a skill, knowledge and attitude-based society, require reshaping the past school-based system

and ensuring coherent efforts that actively correspond to the accelerating social demands for modern world of competence acquaintances.

One of the important aspects on curriculum review is the emphasis on key skills acquisition, rather than a simple accumulation of knowledge, developments regarding future school education environments are stressing the importance of the utilization of knowledge and skills. Accordingly, the focal point of a curriculum must seek to overcome the narrow-minded past of traditional syllabi or written study plans and to focus on providing learners with the ability to develop knowledge selection and utilization of skills. In this context, key competencies are becoming of profound interest both domestically and internationally as a critical aspect of education reform and curriculum innovation.

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

Research conducted by Jin and Li (2011) aimed to examine curriculum reform in China from 2001 to 2008. Their key finding was that the curriculum was post-



modernized in intent and action, implying it was learner-centered. However, teachers were not seen to be crucial to the intent and action of the curriculum.

In addition to these empirical findings, another study was undertaken in China by Wang (2010). It examined the translation of policies into practice and focused especially on the role of middle-level administrators in language curriculum implementation. The findings highlighted the critical role that the departmental heads as middle-level administrators played in translating policy into practice, as well as underscored the need for them to provide the necessary motivation and resources for such implementation to occur. Wang's study resonates with Jin and Li's in that it also did not focus on teachers as being critical stakeholders in the implementation of a curriculum.

Competence-based curriculum aims to develop and demonstrate skills, knowledge, capacities, behaviors, etc., required for the successful completion of particular tasks or activities. One of the criticisms of this approach, however, is that the focus may only be on the attainment of basic "survival skills" within learning areas, or that it can be heavily skewed towards those competencies linked to job-related training, thereby abandoning other knowledge fields that are culturally significant, UNESCO-IBE (2013).

Research conducted in Norway by Germeten (2011) aimed to explore the New National Curriculum in Norway and it focused on the role of school principals. The findings indicated that although they were invested with a big responsibility in implementing the curriculum, they were not part of any decisions taken. The author

poses the question, if the principals are not regarded as important stakeholders, how then would happen to teachers?

On a similar note, research conducted in South Korea by You (2011) examined the change in the national curriculum in physical education and focused on challenges related to curriculum change. The study was a self-study of the authoress' experience and it made a detailed analysis of (1) the personal obstacles she encountered as a less-experienced, female chairperson, (2) environmental obstacles encountered as a marginally positioned chairperson, (3) professional obstacles faced as an innovative chairperson, and (4) institutionalized obstacles related to being named the official chairperson. This female researcher found through this process that her role as a curriculum-maker was vulnerable yet resistant, and tentative yet knowing. This study is different from the previous ones because it was a self-study done by a female who was part of a curriculum development team. The advantage of this approach is that it is centered on the learner and his or her activity, providing a definite notion of the scope devised for the content and also helping to determine better assessment criteria. Critics have argued that objectives-based curriculum was burdensome and mechanical, ignoring differences between learners.

Stemming from a growing concern about the quality and relevance of education, and partly as a result of the need to frame educational aims around broad social demands, competencies have increasingly become an important component of educational discourse and practice. Competence-based curricula tend to avoid a subject-based approach and emphasize the intersection of learning areas by exploring transversal tasks or offering more realistic scenarios across several disciplines. Such curriculum

may seem vague if the list of objectives is too short or useless if the list is too long. Some argue that it may be well-suited to particular subject areas like science or mathematics but that in other areas where autonomous, personal judgements of value or taste are required, objectives are of limited use (UNESCO-IBE (2015-2020)).

In Africa, competence based curriculum was adopted for the first time in South Africa in 1995 (Spowart, 2012), following the acute shortage of professionals like engineers, technicians and artisans. South Africa adopted the competence-based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century.

An interesting study conducted by Branyon (2013) was done in Kenya. The study sought to understand how teachers enacted the common curriculum and identified what influences affected their beliefs and decisions regarding their enactment. The findings indicated that although the schools used a common curriculum, the results showed some differences in the students' learning experiences. The study suggested that teachers need to adjust their approach in order to improve student performance. Branyon's research resonates closely with the current study as it also deals with the implementing of the curriculum by teachers.

In Tanzania the education system is 2-7-4-2-3+ meaning that, the pre-school curriculum lasts for two years, the primary school curriculum for seven years and the ordinary level secondary school curriculum for four years. In order for a learner to complete the full curriculum, school management, parents and, most importantly teachers are required. They must all support the learner for their 'race.' In an attempt

to make the curriculum effective to provide relevant knowledge, skills and real-life competencies, the curriculum must always be subject to different reviews. This change is usually driven by the needs to cope with societal, political, social or harsh economic realities (Taasisi ya Elimu Tanzania (TET), 2013, Mao, 2013).

Different researches conducted in Tanzania concerning competence-based curriculum is mainly about theories and challenges faced by school teachers who are the key implementers of the curriculum in the teaching and learning process (Muneja, 2015). Since independence, Tanzania has undergone four (4) curriculum reviews, for the purpose of curbing up the arising needs of the society by then while recognizing teachers as being critical stakeholders in curriculum implementation. *Taasisi ya Elimu Tanzania* (2013) clearly outlines the four curricula revisions. The first one happened in 1967 where the goal of this curriculum was to eliminate a curriculum, which was said to encourage racism and serve colonial interests.

This curriculum aimed to engender learners with a high self-esteem as Tanzanians. It further encouraged people to live together, work together and value human rights regardless of skin colour; it encouraged building skills for critical thinking and self-confidence, and finally, strove to prepare learners to live a village life and be self-reliant. This last idea was based on the famous philosophy known as Education for Self-Reliance (ESL). The second major curriculum review took place in 1979. According to *Taasisi ya Elimu Tanzania* (2013), these changes intended to strengthen ESL, but also added a new emphasis on technical and commercial subjects to be taught in schools.

Tanzania Institute of Education (TIE) under the Ministry of Education, science and Technology is mandated by the government of Tanzania among other duties; for the curriculum design and development for basic education in Tanzania including Teachers Training Colleges. Basic education starts from pre-school, primary school, Secondary school and teacher education, which at all levels the final assessments, are conducted by National Examination Council of Tanzania (NECTA).

The third curriculum review took place in 1997. The *Taasisi ya Elimu* (2013) notes that these changes were based on research findings from the *Makweta Commission of 1991/92 (URT, 1993)*. Changes aimed at offering education via radio broadcasting and embraced knowledge delivery as ‘percentages of time’ per subject. For example, at primary education, Mathematics was allocated 30% of teaching time, writing 24%, Reading 22%, Sports 6%, Fine Arts 6%, Health 6% and Religion 3%. These changes also affected education at secondary school level. As can be seen, this curriculum did not place an emphasis on learner competencies but rather on a set time allocation per subject.

*Taasisi ya Elimu* (2013) indicates that the last curriculum review took place in 2005. It was guided by a new catch word, namely ‘competence-based curriculum’ (CBC), meaning that it aimed at strengthening learners’ skill acquisition. The ideals are said to be largely drawn from the *Tanzania Development Vision 2025* and the *Education Development Sector Programme* (Justin, 2013).

The 2005 curriculum changes are different from the previous ones which appear to have employed a knowledge-based curriculum (KBC). Wangeleja (2010,) argues that

a KBC emphasizes the grasp of knowledge and thus the curriculum is content-driven. The Tanzania Institute of Education (2004,) agrees with the above by asserting that it emphasized theoretical content and was rooted in traditional teaching and learning approaches. Since teachers have always been the main implementers of the curriculum, this implies that they were trained and equipped to implement a KBC. There is inadequate scholarly literature as indicated above to show that they were involved in curriculum implementation, but not in the curriculum design and development.

Wangeleja (2010) outlines the nature of CBC and is of the opinion that:

- (i) Knowledge is constructed, not transmitted;
- (ii) Prior knowledge impacts on the learning process;
- (iii) Initial understanding is local, not global;
- (iv) Building useful knowledge structures requires effort and purposeful activity;
- (v) Students enter classrooms with an established worldview formed by years of prior experience and learning;
- (vi) Students are emotionally attached to their worldviews and will not give them up easily;
- (vii) Challenging, revising and constructing a person's worldview requires much effort; and
- (viii) Teaching practice is based on constructivist principles which change the role of the teacher from a dispenser of information into someone who structures activities that challenge students' preconceived notions and helps them revise their worldviews.

The Tanzania Institute of Education (2013) stipulates six competencies to be attained by the end of four/six years of secondary school study. These include: *competencies in creative and critical thinking; competencies in communication; competencies in numeracy; competencies in independent learning; competencies in personal and social values; and competencies in technological literacy*. The government of Tanzania recognized that it was necessary to embark on a CBC because of new demands which included changing political, economic and social expectations as it has been done in other countries, (Ministry of Finance, 2010).

## **1.2 Problem Statement**

Like what has been done in different countries reviewing the curriculum, Tanzania also embarked with competence based curriculum change which seek to address social demands such as technological advances and new socio-economic needs (Tanzania Institute of Education, 2011; Luhambati, 2013). Despite the fact that the CBC has been implemented in secondary schools since 2005 to date in Tanzania, still teachers' experience and voices are not considered in the curriculum design and development process.

Secondly, even after the designing of the curriculum without teachers' participation, there is less capacity building (in-service training for teachers), which could bring some awareness and readiness to serving the country in the new paradigm shift in education. Due to this gap, the implementation of the curriculum in use in secondary schools has brought much confusion as teachers cannot make a clear difference between content based curriculum and the competence one. This study aims at investigating the secondary school teachers' perception between content based

curriculum and competence based curriculum as perceived by secondary school teachers.

### **1.3 General Objective**

The objective of this study was to investigate the perceived difference between competence based curriculum and content based curriculum in Tanzanian secondary school teachers.

#### **1.3.1 Specific Objectives**

The study further specifically sought to address the following objectives:

- (i) To solicit ideas from teachers and other educational officers regarding the content based curriculum
- (ii) To solicit ideas from teachers and educational stakeholders concerning the competence-based curriculum
- (iii) To assess the differences between the content/knowledge based curriculum and competence based curriculum in the teaching and learning process.
- (iv) To identify challenges envisaged by teachers in the implementation of competence based curriculum hence comment for improvement.

### **1.4 Research Questions**

Following the discussion above, the undermentioned were the research questions

- (i) To describe the content/knowledge based curriculum? Is this a question? what are the ideas of teachers and other education officers concerning the competence based curriculum?



- (ii) To describe the competence based curriculum what are the ideas of teachers and other education stakeholders concerning the competence based curriculum?
- (iii) What are differences between content and competence based curriculum in the learning and learning.
- (iv) How do teachers/educational officers differentiate the content/knowledge based curriculum from competence based curriculum?
- (v) What are the challenges of implementing competence-based curriculum?

### **1.5 Significance of the Study**

It is envisaged that the results obtained from this study will add value and inputs to the Tanzania Institute of Education (TIE) as among other stakeholders, with invaluable information in terms of the designing, development and implementation of a CBC at secondary school. It is arguable that school curricula stand or fall with the ability or inability of teachers to implement them.

It has been demonstrated in the literature that the TIE often overlooks this when composing *Curriculum Development Task Teams* to review the existing curricula, and construct new curricula (Luhambati, 2013, Wiles & Bondi, 2007). It is expected that, this study will come out with secondary school teachers' perception and recommendations between the knowledge based curriculum, which is more of teacher centered, and that of competence based curriculum which mainly advocates the fact of a learner centered. Since teachers are the one of the implementers of the overt curriculum.

## **1.6 Scope of the Study**

This study was limited to investigating the teachers' perception between content band competence based curriculum for the secondary school teachers in Tanzania, Dar es Salaam being the case study. A total of five schools and other educational institutions (not schools) from both public and private owned schools. Classroom teachers who have enough teaching experience for a period of not less than fifteen years for the sense that they have the experience of teaching both knowledge and competence based curricula hence giving the anticipated contribution to the curriculum designers for future use rather than using novice teachers whose experience in teaching is very little.

This scope was resulted from a literature review conducted previously showing that this area has received inadequate scholarly attention. Moreover, the study focuses on few selected schools for investigation. The study falls in the category of qualitative design because it has an intention to gather in-depth data through face-to-face interviews, document analysis and non-participant observation in a period two weeks. Finally, this study is theoretically informed by competence-based approaches because they resonate closely with the national curriculum statement in Tanzania (Tanzania Institute of Education, 2013).

## **1.7 Delimitation of the Study**

The study was delimited only on investigating the teachers' perception between content based curriculum and competence based curriculum case study Dar Es salaam.

## 1.8 Definition of Operational Terms

The following terms were explained within the context of this study.

**Competence** - as ‘the ability to do a particular activity to a prescribed standard (Working Group on Vocational Qualifications 1986).

**Competence** is conceptualized in terms of abilities; skills and attitudes displayed in the context of carefully chosen set of realistic professional tasks, which are of an appropriate level of generality. (Gonczi et al., 1990)

**Competence** is a measure of what someone can do at a particular point in time. (UDACE 1989: 6

**Competence** is the ability to do something well or successfully or efficiently (Oxford dictionary).

In this study competence means the ability to attain skills, knowledge and attitudes hence using them in the meaningful teaching and learning. This means making use of the classroom discussions to the real life situation hence making a better life.

**Curriculum** - refers to all that is planned to enable the learner to acquire and develop the desired knowledge, skills and attitudes. The curriculum is organized into formal, non-formal and informal dimensions (Oluoch, (1982).

**Curriculum** – This is a very broad concept, but in the context of Tanzania, it refers to guidelines of educational provision based on the following aspects: building of competences that encompass knowledge, skills and attitudes; pedagogical orientations; teaching aids; assessment; monitoring and evaluation; teacher professional competences; enabling infrastructures; and programme duration

(Tanzanian Institute of Education, 2013). The programme duration for secondary school learners is four years. After that a learner may join the working world or continue with either high school or post-secondary education. In Tanzania, it is true that curriculum is what goes into education from pre-primary to secondary schools, but the question comes how is this curriculum in use (2005) differs from the previous one (1997) in terms of implementation in the teaching and learning process? Implementers whom in this context are the teachers, are they aware or capacitated? This study is going to get some of the feelings and arguments of teachers.

**Content-based curriculum-** is the one designed to provide second-language learners instruction in content(knowledge) and language (Brinton, Snow, & Wesche, 1989). This is a traditional way of teaching where the teacher is assumed to be the ultimate authority in presenting the subject matter. The work of the teacher is to deposit information into the mind of the learner (Freire, 2005). This maps with the teacher centered approach whereby the teacher seems to be the master of everything in teaching and learning process.

**Competence-based curriculum (CBC)** seeks to develop in learners the ability to know, learn and ‘learn how to learn’ to do things. It attempts to provide them with the ability to be, to live and to work with other people. The learner is expected to remain in the four years of study until there is a demonstration of mastery (Mosha,2012). To this study, the competence based curriculum relate with the leaner centered approach whereby the teacher remains to be the source of knowledge or giver of knowledge.

**Experienced teacher** – In this context, this is a secondary school teacher with six or more years of teaching experience.

**Novice teacher** – This is a secondary school teacher with three to five years of experience. **Learner-centered approach** – This is a more recent approach to teaching where the teacher teaches while also valuing the interests of the learners. The teacher is seen as a facilitator; there is more use of dialogue, participatory learning and role play in the classroom. The next chapter narrates a detailed and extensive literature review of this study

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is organized in the following areas: theories underpinning the study, description of the content or knowledge curriculum and competence based curriculum, how content based curriculum and competence based curriculum relate to each other. Also, it describes challenges faced by secondary school teachers in implementing the competence based curriculum.

#### **2.2 Theories Underpinning the Study**

The following are some of the education theories guiding supporting this study concerning the content based curriculum and competence based curriculum aligning to Tanzanian context.

##### **2.2.1 Behavioral Theory**

In the classroom, the behavioral learning theory is key in understanding how to motivate and help students. Information is transferred from teachers to learners from a response to the right stimulus. Students are a passive participant in behavioral learning teachers are giving them the information as an element of stimulus-response (Brown, 2017). Teachers use behaviorism to show students how they should react and respond to certain stimuli. This needs to be done in a repetitive way, to regularly remind students what behavior a teacher is looking for. This theory is coherent with and describes the content based curriculum (TIE, 1997) where by the teacher remains to be the source of knowledge and giver.

Humans are rational beings, and their minds need to be developed. Thus, cultivation of the intellect is the highest priority in a worthwhile education. The demanding curriculum focuses on attaining cultural literacy, stressing students' growth in enduring disciplines. It places emphasis on the subject matter. It appears that Tanzanian teachers practice the knowledge based curriculum. Usually learners are trained based on performance directed to examinations and not on competence applicable to the world of work (UNESCO, 1990).

The Form Four leavers are usually good in theory but it is sad to note that they appear to be practically incapable of skilled labour after their studies. This kind of education mainly concentrates on knowledge acquisition and establishing affective domains, but leaves out the psychomotor domain (Mchome, 2014). The teacher helps the students to think rationally, based on the Socratic method and oral exposition; explicit teaching of traditional values (Ornstein, 2011). This study has found this theory resonates with the content based curriculum which is still practiced in Tanzanian classrooms contrary to the competence based curriculum which is supposed to be fully exercised. Teachers still have the practice and notion of content based curriculum.

### **2.2.2 Social learning Theory**

A Social cognitive theory claims that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. Social cognitive theory posits that people are not simply shaped by that environment; they are active participants in their environment (competence based curriculum). Bandura is highly recognized for his work on social learning theory and social cognitive

theory. This theory depicts the competence based curriculum which is exercised in Tanzania. (TIE, 2005). The social learning theory agrees with the behavioral learning theory about outside influences on behavior.

However, the social learning theory goes a step further and suggests that internal psychological processes are also an influence on behavior. Students or individuals may see things being done, but the social learning theory says that internal thoughts impact what behavior response comes out. Therefore, basing on the theories this study found out the perceived differences between content and competence based curriculum in secondary school teachers with reference to the curriculum in use (Brown, 2017). The two theories have been selected amongst the available theories as one represents the content based curriculum model (behavioral theory) and the other represents the competence based curriculum model (social learning theory).

### **2.3 Content Based Curriculum**

Content based curriculum (CBC)) is “an approach to second language teaching in which teaching is organized around the content or information that students acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001). In other words, CBC involves integrating the learning of language with the learning of content simultaneously; here, content typically means academic subject matter such as math, science, or social science subjects like Geography, History etc. In CBC, the language is utilized as the medium for teaching subject content (Mohan, 1986). The language learning objectives are achieved through content learning. The syllabi in most CBC courses are derived from content areas, and vary widely in detail and format. In a word, CBI is a method of teaching language and content in tandem.



In content based curriculum, the information is transferred from teachers to learners from a response to the right stimulus. Students are a passive participant in behavioral learning—teachers are giving them the information as an element of stimulus-response (Brown, 2017). Teachers use behaviorism to show students how they should react and respond to certain stimuli. This needs to be done in a repetitive way, to regularly remind students what behavior a teacher is looking for. This theory is coherent with and describes the content based curriculum (TIE,1997) where by the teacher remains to be the source of knowledge and giver.

Humans are rational beings, and their minds need to be developed. Thus, cultivation of the intellect is the highest priority in a worthwhile education. The demanding curriculum focuses on attaining cultural literacy, stressing students' growth in enduring disciplines. It places emphasis on the subject matter. It appears that Tanzanian teachers practice the knowledge based curriculum. Usually learners are trained based on performance directed to examinations and not on competence applicable to the world of work (UNESCO, 1990). The Form Four leavers are usually good in theory but it is sad to note that they appear to be practically incapable of skilled labour after their studies. This kind of education mainly concentrates on knowledge acquisition and establishing affective domains, but leaves out the psychomotor domain (Mchome, 2014). The teacher helps the students to think rationally, based on the Socratic method and oral exposition; explicit teaching of traditional values (Role of the teacher) (Ornstein 2011).

In line with this objective, the aim of secondary school education emphasizes on human rights, cultural values and civic responsibilities (Ministry of Education 1995).

Curriculum focus includes classical subjects, literary analysis and constant curriculum (Ornstein, 2011). The students are simply being prepared for examinations (Justin, 2013), and this reflects the content based curriculum as one of the objective of this study. Some advantages of content based curriculum includes; language learning becomes more interesting and motivating, offer a wide educational knowledge to learners in the form of the different topics instructed in a particular subject.

Also it helps students develop valuable study skills such as note taking, summarizing and extracting key information from texts, developing collaborative skills, especially when using group work, which can have great social value, (Mohan, 1986). From the study, the researcher has noticed that teachers and other educational officers are still practicing this content based curriculum rather than the competence based one which is in schools now.

#### **2.4 Competence based Curriculum**

A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. In principle such a curriculum is learner-centered and adaptive to the changing needs of students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life. Competence-based curricula are usually designed around a set of key competences/competencies that can be cross-curricular and/or subject-bound (UNSECO – IBE, 2020). Unlike content

based curriculum, this advocates the learner to interact properly with the peers and the environment in general.

Social cognitive theory claims that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. Social cognitive theory posits that people are not simply shaped by that environment; they are active participants in their environment (Brown, 2017). This theory underpins the competence based curriculum which is exercised in Tanzania. (TIE, 2005) which is one of the objectives in this study whereby secondary school teachers and other educational officers are struggling to implement.

The first instructional objective of the Tanzanian secondary education stresses the consolidation and broadening of baseline ideas... acquired at primary education level (Ministry of Education 1995). While the competence based curriculum is working on emphasizing intellectual growth in all four years of secondary education it has largely left the learners functionally 'illiterate' in terms of skilled labour employability (Knight, 1980).

Essential skills and academic subjects; mastery of subjects and subject matter (knowledge) (Ornstein 2011). This category resonates well with the fifth objective of secondary school education (Ministry of Education, 1995). It aims to prepare opportunities for tertiary and higher education, and professional education. As one looks at the list of 7 objectives, including the one referred herein, none states explicitly that it prepares the learner to become self-employed, hence fulfilling the 'experienced ideology' of education for self-reliance (ESR). A student can master

natural sciences like Physics, Chemistry, Mathematics and Biology but this has limited application in the learner's real life apart from preparation for higher education. It is critical that even knowledge on sexual education is reflected ambiguously across the curriculum, leaving students without enough 'applicable content' to fight HIV and other opportunistic infections (Mkumbo, Schaalma, Kaaya, Leerlooijer, Mbwambo & Kilonzo, 2009).

Based on student's interests involve application of human problems and affairs; interdisciplinary subject matter. The secondary school curriculum in Tanzania encourages interdisciplinary subject matter. That means choice of subject combinations such as Physics, Chemistry and Mathematics (PCM), Physics, Chemistry and Biology (PCB), Physics, Geography and Mathematics (PGM), Economics, Geography and Mathematics (EGM), History, History, Geography and Economics (HGE), Kiswahili, Language and French (KLF) this and others makes a learner decide to choose a career of higher interest. However, there is a lack of 'felt' participation in the formation of the curriculum by involving students (Luhambati, 2013).

Challenges faced by secondary school teachers in Tanzania are addressed empirically by Luhambati (2013). The study focused investigating teachers' conception on the curriculum change from a knowledge based to competence based education in secondary education in Tanzania. Findings from the literature review described above, describe how teachers are less involved in the curriculum design, but the outcomes of the implementation show the importance of involving teachers not only in curriculum design but also the stated educational goals won't be achieved.

It could be better in the next curriculum review to find that learners and teachers are involved to embrace the sense of ownership of the curriculum in use. So from the study it shows a gap between the competence based curriculum which is implemented in schools as teachers and other educational officers still practice the traditional one in the teaching/learning process.

## **2.5 The perception between Content and Competence based Curriculum**

Competence-based learning refers to systems of instruction, assessment, grading and academic reporting that base on students demonstrating that they have learned knowledge and skills they are expected to learn as they progress through their education. In public schools, competence-based systems use state learning standards to determine academic expectations and define “competence” or “proficiency” in a given course, subject area, or grade level (although other sets of standards may also be used, including standards developed by districts and schools or by subject-area organizations). While traditional based curriculum is an educational curriculum, which follows established guidelines and practices.

Content based curriculum is about learning content and objectives, norm referenced grades, teacher centered, passive learning, instructional delivery, knowledge focus. Competence based curriculum is outcomes based, competence achievement, criterion referenced grade, learner centered, integrated learning, learner performance, skill performance focus Learning outcomes in content based curriculum emphasize on academic skills, memorization and comprehension of content. May or may not be aligned to higher order skills or require demonstrations of how to use skills and knowledge. On the other hand, learning outcomes in competence based curriculum

emphasize competencies that include deep understanding of content knowledge demonstrated through application as well as the skills to be lifelong learners.

Assessments in competence based curriculum are embedded throughout a student's learning circle and used primarily to orient a student along their individual learning pathways as well as inform next steps. Students have options for providing evidence of learning. In content based curriculum, assessment is used principally for summative purposes. Assessments are conducted at pre-determined points of time or at the end of the units/topics and are administered to all students at the same time and in the same format on the same content (Sturgis, 2017).

Competence-based curriculum is an approach to teaching and learning more often used in learning concrete skills than abstract learning applied in traditional curriculum. It differs from traditional curriculum in that the unit of learning is extremely fine grained. Rather than a course or a module every individual skill/learning outcome, known as a competence, is one single unit. Learners work on one competence at a time, which is likely a small component of a larger learning goal.

The student is evaluated on the individual competence, and only once they have mastered it do they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics. Another common component of Competence-based learning is the ability to skip learning modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessment or formative testing.

Strengths of a competence-based curriculum. It meets the immediate needs of businesses and professions; students are both already working, and receive advancement within the company, or if unemployed, are more likely to be employed once qualified. Also, it suits to subject areas where it is difficult to prescribe specific competencies or where new skills and new knowledge need to be rapidly accommodated. On the other hand, traditional curriculum is easy to prescribe specific new skills and knowledge need to be rapidly accommodated. Unlike the traditional curriculum, competence based curriculum involve students working at their own rate and structuring their own methods of learning so as to meet these objectives this improves student's creativity in studying while in traditional curriculum learners depend mostly on teacher's spoon feeding and the teacher remains to be the source of knowledge (Adeyemi, 2000).

In Tanzanian context, this study has found that all the two curricular (content based curriculum and competence based curriculum) are used together and interchangeably at the same time. Assessment procedures are both formative in classrooms and summative which is content or knowledge based curriculum conducted at school and district levels. NECTA form two, form four and form six examinations, which are administered as summative examinations while the syllabus in use advocates competence based curriculum.

## **2.6 Challenges Faced by Teachers in Implementing Competence based Curriculum**

Knezevic et al (2013) conducted an online survey in Australia that explored the everyday practices of English teachers at the outset of national curriculum

implementation. The responses revealed that teachers focus more on the process of teaching than discipline content. The study recommended a further exploration in the period of curriculum change. This study underscores the importance of teachers being viewed as important stakeholders in curriculum design and development instead of being just implementers.

Research conducted by Jin and Li (2011) aimed to examine curriculum reform in China from 2001 to 2008. The key finding was that curriculum was post-modernized in intent and action, meaning it was learner-centered. However, teachers were not seen as crucial to the intent and action of the curriculum. This study shows that, challenges of curriculum implementation is not a problem of third-world countries alone like Tanzania, but also of first-world countries as described previously. It was concluded that teaching was hampered by a lack of basic resources, techniques and methodologies that could not shift learners' inclinations to academic studies.

In Tanzania too there is lack of basic resources alongside like textbooks, teaching and learning facilities which advocates competence, class sizes being too large, curriculum content being too congested in some classes like forms one and two, lack of in-service training for teachers which could minimize the gap (Justin, 2013). This suggests that teachers need adequate financial support in accessing basic teaching resources, as well as workshops to enhance their classroom practices (Makeleni, 2013). Another field based study was conducted in Uganda by (Altinyelken, 2010). The aim of the study was to investigate the implementation of 'the matric curriculum' in Uganda from the perspectives of teachers.



## **2.7 Research Gap**

Different literature in well-developed and non-developed countries showed that although the majority of teachers were enthusiastic about the new curriculum, their implementation efforts are constrained by a multitude of challenges, especially in the classrooms (Jin & Li, 2011). This study suggests that classrooms are critical spaces of interaction between teachers and students in the process of curriculum implementation. Also, this study resonates closely with Luhambati (2013), who also argues that Tanzanian classrooms have constraints such as large class sizes, book shortages at this level the competence based books, teaching methodologies,

In-service training, lack of involvement in the curriculum design and development hence being accustomed to the traditional Knowledge based curriculum (KBC) instead of competence based curriculum. This situation suggests a need for field-based research to investigate on the perceived differences and challenges from secondary school teachers concerning competence based curriculum and content based curriculum.

## **2.8 Summary**

The review has gone through different literatures while reflecting the stated objectives of this study. It was established that all of these educational theories (Brown,2017) are reflected in varying degrees in Tanzanian curricular including the current competence based curriculum. Through these different literatures it has been found that teachers in different countries from different economic backgrounds face some challenges in the implementation of the curricular including competence based curriculum in Tanzania.

If these challenges are not addressed the implementation of competence based curriculum may have no difference with the content based curriculum contrary to the educational aims and objectives of the country. This reality established the rationale to conduct this study. Lastly, the review focuses on investigating the perceived difference between the content based curriculum and the competence based curriculum. It is in great concern that teachers are not perceived as key implementers of the curriculum hence getting confusions on the outcomes of the curriculum in use. This condition establishes another reality, which promotes the need to investigate empirically, the difference between content based curriculum and competence based curriculum at secondary school level. In the next chapter, the research methodology for the study has been discussed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The previous chapter discussed the scholarly literature, which underpins the study. It also established that teachers and educational officers in Tanzania and elsewhere in the world are not fully empowered as curriculum designers and implementers. The purpose of this chapter is to present the methodology of the study. It explains the techniques and qualitative procedures used for the empirical research. It begins with the research approach and then discusses the research design, research methods, area of study, population, sampling techniques, sample size, data collection method, data analysis, trustworthiness (reliability and validity) of the study and finally ethical considerations. The chapter concludes with a summary of the whole chapter.

#### **3.2 Research Approach**

This study distinguishes itself by employing a qualitative approach (McMillan & Schumacher, 2006). These authors note that research data in most qualitative studies is usually in the form of words rather than numbers. This study is explorative in nature as it attempts to investigate the perceived difference between the content based curriculum and the competence based curriculum in secondary schools so as to examine data to identify major concepts and giving contextual analysis of the study.

#### **3.3 Research Design**

This is plan of enquiry that puts paradigms of interpretations into motions or integrates different components of the study in gaining understanding of a

phenomenon in its natural setting (McMillan & Schumacher, 2006). These authors note that research data in most qualitative studies is usually in the form of words rather than numbers. This design was selected aiming at getting meaning, feeling and describe the situation, it is exploratory, it investigates the why and how decision making is done. Moreover, this information was collected in the field, at their place of work. On a similar note, Creswell (2003) defines case study as being “an exploration of a program, event, activity, or process for one or more individuals.” Yin (1991) describes a case study as an empirical inquiry that investigates contemporary phenomena within real life contexts when boundaries between phenomenon and context are not clearly evident and where multiples sources of evidence are used.

Yin (1991) outlines various forms of case studies but only three relevant ones are discussed here. The first is a process, which seeks to find out causal links in real life interventions which are too complex for a survey. The second is exploratory, where the study investigates when there is no clear set of outcomes. Lastly, a descriptive form is where the study explores the real life in which the context is concerned. This study has employed a descriptive case study design as it explores the real life of teachers’ perception towards competence based curriculum at secondary school level.

Furthermore, problems from a multiple dimensional approach, which may provide rich descriptions of an individual or a group of individuals as referred to. Yin’s definition (1991) cited in Section 3.3 is used as a working definition for the researcher. Case study offers a contemporary perspective on education to provide a real life and understanding on competence based curriculum in classroom setting. In

this study the researcher has noticed that classroom teachers and educational officers and school quality assurance are still working with the content based curriculum instead of competence based curriculum which advocates on the full engagement of learners, interpersonal competences, use of teaching and learning materials and the interaction with environment in general hence skills acquisition and making a meaningful learning.

### **3.4 Area of Study**

Area of study means the descriptions of geographical location, population and activities where the study was conducted (Mlyuka, 2011). The study was conducted in five different public and private secondary schools from both co-education and single sex schools in Dar Es Salaam region as the most populated city in the country with diversity of ethnic groups from all over the country according to National Bureau of Statistics (NBS). Also, the region has the highest number of secondary schools in Tanzania (Source NECTA, 2020).

### **3.5 Population**

Population is the entire aggregation of items from which samples can be drawn. Or is the set of people or entire to which the results of a researcher are to be generalized. The population of this study included secondary school teachers in the Dare s salaam region. Only teachers with more than fifteen years in the service was involved. the involvement of this group(respondent) is due to the fact that they have enough experience in both content and competence based curriculum hence having enough inputs.

### 3.6 Sample Size

Sample size is “the number of items to be selected from the universe to constitute a sample” (Kothari, 2004:56). A sample size of this study was fifteen classroom teachers with an experience of more than fifteen (15) years as described in the Table 3.1.

**Table 3.1:** Sample Composition

S/N	Type of respondents	Size of sample in each school	Number of respondents
1	Classroom teachers at school A	1×3	3
2	Classroom teachers at school B	1×3	3
3	Classroom teachers at school C	1×3	3
4	Classroom teachers at school D	1×3	3
5	Classroom teachers at school E	1×3	3
	<b>TOTAL</b>		<b>15</b>

**Source:** Researcher’s Data collection plan (2020)

This sample size was selected due to its appropriateness in getting minimum number experienced participants, who are crucial to the study (Aina & Ajiferuke, 2002).

### 3.7 Sampling Techniques

Sampling is a procedure to choose a fixed numbers of members from a population of interest to accomplish enquiry tasks. The researcher uses purposive sampling techniques. These techniques are appropriate as they provide fair and reliable participants. In this approach teachers are assumed to have the same characteristics. Purposive sampling or judgmental, selective is defined as a non-random sample in which the researcher uses a wide range of methods to locate all possible cases of a

highly specific and difficult to reach population. Purposive sampling has been chosen as it gives enough freedom for a researcher to select the type of people or sample to participate in the study, hence finally making his/her own judgement (Neuman,2006).

### **3.8 Data Collection Method**

According to Williams (2007) data collection methods are the approaches or techniques used by a researcher in carrying out research project. The study used the following data collection techniques: face-to-face interviews, non-participant observation and document collection. This approach is called triangulation and it is characterized by a cross-validation among data collection techniques (McMillan & Schumacher, 2006). These data collection techniques are discussed separately below:

*Face-to-face interviews* with individual participants form the main method of data collection in exploring the experiences of teachers in implementing the CBC as compared to content based curriculum. Using the face-to-face interview method, a total number of fifteen (15) classroom teachers and two (2) heads of institutions were interviewed.

The advantage of this method is that it allows the researcher to enter the participants' perspectives. This approach also gives the researcher the opportunity to probe and clarify misunderstood questions. A *document analysis* was carried out and the following documents was requested from fifteen (15) participants the same as in table 3.1 for this study: the ordinary level secondary school syllabus, lesson plans, learners' note books, examination paper, project work and any other available document/written essays. The availability of these documents helped the researcher to assess experiences of teachers in implementing the competence based curriculum

with respect to the traditional one (**appendix I**). Data obtained included; gender of respondent, level of education, teaching experience before and after 2005, description about content and competence based curricula, any in-service training attended post college training, how is the assessment of teaching/learning done in schools, challenges faced in implementing the competence based curriculum.

Non-participant observation a research technique whereby the researcher watches the subjects of his or her study, with their knowledge, but without taking an active part in the situation under scrutiny (Craighead, W. E. (1974) Non-participant observation is also an important form of data collection in the study because it elucidated what was not covered in the face-to-face interviews. In order to do this, the researcher used checklist such as instructional planning (lesson plan, scheme of work, textbooks teaching and learning materials/aids, methodology/techniques and assessment (**Appendix III**).

### **3.9 Data Analysis**

Neuman (2006) states that data analysis has the objective “of examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing raw and coded data.” Furthermore, Patton (1990) endorses the idea that qualitative method tends to use an inductive analysis of data, which simply means that tasks (topics) emerge out of the data.

Magigi and Kazungu (2012) argue that the analysis of qualitative data relies on word, concepts, literary devices, nonverbal cues, images and interconnections among tasks to draw out rich meaning. Also, simple statistics such as total, frequency, average and



percentage are used to establish opinions and presentations, which can be done in form of tables.

### **3.10 Trustworthiness**

According to Thomas and Magilvy (2011), rigour in qualitative terms is the best way to establish trust or confidence in the findings or results of a study. In order to keep pace with this research rigour, the study engaged several components such as credibility, which refers to plausibility of the account; transferability, which means, the ability to transfer the findings into another setting; Dependability, which means the ability to trust the data collection process; and conformability, which implies the ability for other researchers to re-check the data throughout the study. All of these components contributing to the trustworthiness of this study have been explained.

### **3.11 Ethical Consideration**

Ethics is the branch of philosophy that is considered with what is morally good and bad, right and wrong (starling, 2011). According to Bhat and Kumar (2010) all individuals irrespective of their vocation are concerned with ethics. for this matter, they should acknowledge that ethics refer to the principles of right and moral duty and obligation that are accepted by an individual or social group. It indicates that the data gathered would be treated as secret in order to protect the participant from work related harassment. Voluntary informed consent gave the participants the freedom to accept and to be involved in the study and freedom to withdraw as well. This aspect is important as it encourages a sense of trust and allows a participant the freedom to withdraw any time. Openness and justice for the research participants were ensured that the items in the interview protocol embrace no hidden agenda and as stated in the

introduction. Lastly, the form was committed to causing no harm, especially psychologically. In order to meet the Open University of Tanzania's ethical requirements, the researcher asked for ethical clearance for the study (see appendix V, VI, VII & VIII). Also abiding to the ethical consideration, the researcher asked for the permission to collect data in secondary schools from both government and private owners of the schools in Dar es Salaam region, (Appendix IX, X & XI).

## CHAPTER FOUR

### FINDINGS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

The previous chapter was about research methodology. This chapter presents the research findings on investigating the perceived difference between the content-based curriculum and competence-based curriculum of the face-to-face interviews with fifteen practicing secondary school teachers from five secondary schools in Dar es Salaam region. The discussion includes; describing content based curriculum and competence based curriculum. Also, different in-service training programs perceived by teachers, the involvement of teachers in the process of curriculum development. Moreover, the discussion talks about differences between the content based curriculum and competence based curriculum in lesson planning, implementation process and lesson assessment. Other findings include challenges faced by secondary school teachers in implementing competence-based curriculum and suggestions to improve the implementation of the curriculum.

**Table 4.1: Details of Participants**

	Female participants	Male participants	Total number of participants	Education level		number of years in teaching
				Diploma	Degree	
School A	01	02	03	-	Degree	Between 15 and 35
School B	-	03	03	-	Degree	Between 15 to 25
School C	02	01	03	-	Degree	Between 15 to 28
School D	02	01	03	-	Degree	Between 15 to 29
School E	02	01	03	-	Degree	Between 15 to 23

Source: Field data 2020

Finally, the background information indicates that the participants have adequate years of teaching experience; as it ranged from 15 to 35 years, the selected participants narrated their experience in implementing both the KBC and CBC at different times hence substantiating the study. In order to conform to research ethics, the study does not disclose the identity of any participant and instead uses letters. Since Schools A, B, C, D and E each had three participants hence making up a total number of fifteen (15) participants. The data generated is analyzed and presented according to four broad research questions. Table 4.2 Research objectives results, which emerged throughout the study.

**Table 4.2: Task and Subtasks**

<b>Task</b>	<b>Subtask</b>
<b>4.2 Curriculum description</b> (content and competence-based curriculum)	<ol style="list-style-type: none"> <li>1. Curriculum meaning</li> <li>2. College pre-service training</li> <li>3. In-service training for teachers</li> <li>4. Content</li> <li>5. Teacher – TIE relationship</li> <li>6. Teacher –TIE- NECTA relationships</li> </ol>
<b>4.3 Curricula differences</b> (appreciation of each curriculum)	<ol style="list-style-type: none"> <li>1. Instructional planning</li> <li>2. Teaching in classroom setting</li> <li>3. Assessment</li> <li>4. Monitoring and evaluation</li> </ol>
<b>4.4 Challenges in implementation CBC</b>	<ol style="list-style-type: none"> <li>1. Class size and teaching process</li> <li>2. Availability of textbooks</li> <li>3. Textbook policy</li> <li>4. Assessment</li> <li>5. Unexpected findings</li> </ol>

#### **4.2 Curriculum Description (Content and Competence Based Curriculum)**

This objective aimed at exploring how secondary school teachers describe the two curricula. It was necessary to investigate on the perception of teachers about the two

curricula as curriculum implementers at school level. The objective of this research was to get clear understanding concerning the curriculum in use (competence based curriculum) with reference to the content based curriculum. In essence, this substantiates the main heart of the study. The following challenges were the research outcomes; instructional planning, teaching, textbook quantity, textbook quality, textbook policy and unexpected findings.

From Table 4.2 above, Section 4.2, seven subtasks emerged under curriculum description. These are: curriculum meaning, class size, college training, in-service training, Teacher-TIE relations, content, and teacher -TIE-NECTA relations.

#### **4.2.1 Curriculum Described**

This task was very important so as to identify the curriculum implementers (teachers) understand the curriculum. The overall finding from all schools indicates that teachers were able to explain briefly what a curriculum is but only few managed to explain the components of the curriculum. The researcher had to spend time in explaining the meaning and components of the curriculum before they could give a response. This finding indicates that teachers, regardless of years of experience (above 15 years), were not conversant enough to explain the tenets.

For instance, a teacher from school C shared his understanding, “a curriculum is what a teacher presents in classroom.” On the same aspect, another teacher from school E said a curriculum is what is brought by TIE. Few teachers mentioned curriculum components like textbooks, syllabus. However, all respondents from all schools declared they have never seen a curriculum document.

This finding is consistent with Jansen (2009,) who shares a similar experience of teachers who found it challenging to give a unified definition of curriculum. The author argued that the range of meanings implied a lack of coherence and focus in the communication of the policy of Education and training (Ministry of Education 1995).

The current study concurs with such a finding because, if training and communication had been adequate, the teachers would be competent in defining the curriculum. *Content based curriculum*; almost all respondents have similar responses. For example, a teacher from school A said; “*a content based curriculum is the one which a teacher remains to be dominant in the classroom as the source of knowledge while a learner is just a listener*”.

On the other hand, many respondents from schools could not give a clear meaning of competence based curriculum which implies that are not aware. A Teacher from school D said; “*I think competence based curriculum is the one which makes a learner participate more than a teacher and content based curriculum is the one which a teacher dominates the class discussion that a learner.*” Words such as facilitation, critical thinking, skills development, outcome-based, and learner-centered approach (IBE-UNESCO 2017) would be expected from many respondents. But the only word frequently used was participatory learning.

This finding indicates that teachers, regardless of more than 15 years of experience, seemed to be not conversant enough to explain the tenets. For instance, a second participant from school B shared his understanding. “*This is an approach of teaching that has emphasis on application to real life.*”

On the same aspect, another teacher from school C said;

*“It is a way of teaching that makes a student to understand more, by using a participatory approach.”*

Moreover, this suggests that, since teachers in the selected schools have varied understandings of the curricula, this would definitely impact on the manner and approach of their implementation of the curriculum in use the competence based curriculum.

#### **4.2.2 College pre - service training**

Almost all respondents declared that they undergone training content based curriculum at the college of which they have been implementing for the rest of their teaching profession. It was important to find out if teachers acquired adequate training on the learner-centered, pedagogy, because this would directly influence their teaching and learning process in schools. The overall finding in this sub-task shows that teachers received adequate training on content based curriculum during their preservice training at colleges of education. Only two participants from school C said that they were not adequately equipped. The study agrees with the assertions of participants, as most of the participants could not explain properly on the competence based curriculum. They declared that this CBC was not part of the preservice training.

This is because, if they were adequately equipped, they would at least be able to provide a succinct definition of the CBC. Moreover, as in the forthcoming findings, the teachers use the KBC to a larger extent than the CBC contrary to the requirements of the curriculum in use of CBC. Furthermore, teachers were not using teaching aids, real-life examples were rare, and the assessments were particularly intended to

measure knowledge and not skills. This is consistent with the observations, which were done of marked scripts, which also showed more knowledge-based questions than application questions.

This finding shows that teachers who implement the same curriculum are divided in terms of training this tally with Mosha (2012) who further states “there is a need for well-trained teachers with sufficient academic knowledge and skills, this will give them confidence to teach the new curriculum effectively... it is an anomaly that needs immediate attention.” The study agrees fully with these assertions because, unless teacher training is given special attention, otherwise there is little achievements.

#### **4.2.3 In-service Training for Teachers**

The in-service subtask was also important to follow up as frequent in-service training has the potential not only to improve capacity building but also actual implementation. On the in-service training subtask, another participant from School D said, “I got in-service training on CBC and I do rarely apply it”. In contrast, an experienced teacher from the same school said, “I have not received any in-service training”. The finding shows that at least one- third of the participants have received training from their own initiatives not government, but not more than twice. The finding implies a deficiency in implementing the curriculum is due to inadequate in-service training. On this subtask, an experienced teacher from School B had this to say, “I have attended only two seminars in the last 6 years. These were sponsored by non-governmental organizations” An experienced teacher from School C contended: “The issue of seminars is a problem. It appears that when the government has given you a job – that is enough.”



Another participant from school E said; “I have attended two seminars for trainers (Training of Trainers TOT), because they thought I am competent. I received these trainings as i was going to train others. The views for scarcity of teachers in-service training opportunities were also emphasized by an experienced teacher in School B, who said “Since I came here, I have not received any training on CBC” so my teaching remains to be the same since then. The finding of a lack of in-service training is in line with curriculum implementation challenges.

Makeleni (2013) argues that one of the formidable challenges to implement is the inadequate orientation, training and development of teachers. So Tanzania like any other countries has a need to prioritize in-service teacher training in order to enhance the implementation of the curriculum in use. In this regard the competence based curriculum.

#### **4.2.4 Content**

This subtask of content refers to the number of subjects and topics described in each subject and the level of learners be covered within a term or year of study. The overall finding shows that there is too much content included, an aspect which can be addressed if teachers become a part of curriculum developers.

In resonance with these findings, another experienced mathematics teacher in School

A had this to say:

*“Another constant remains to be content in relation to space given. As for the moment, there is too much content. And lastly the curriculum developers need to involve teachers because these are the ones who stay with students in real-life settings. I have a number of periods per week apart from other administrative responsibilities.”*

Moreover, another teacher from the same school said the following:

*“It appears that the curriculum is packed with content and when you try to cover everything in the designated time, it is simply impossible. In addition to that some topics are not applicable in real life situations. I think the cause of all of this, is related to the aspect of not involving teachers. The government needs to know that we as teachers know the students very well because we stay and live with them”.*

This finding concurs with Mosha (2012) who argues that the curriculum is still content driven and most teachers complain that there is too much to teach in a short period of time. Although this finding is for primary school level, it bears the same reality to secondary school level. This fact is in line with teachers’ responses from all five schools that the ongoing classroom teaching is for passing examinations only but not for impact of real-life applications as stated in the aims and objectives of education in Tanzania.

#### **4.2.5 Teacher -TIE Relationship**

This subtask emerged from objective question one, to find out if adequate and harmonious relations co - exist between secondary school classroom teachers and the Tanzanian Institute of Education. The Taasisi ya Elimu (2013) argues that teachers are always consulted before any curriculum change or review takes place. However, this statement was negated by the research findings.

This was perhaps one of the uniquely answered interview questions. All participants unanimously agreed that the TIE does not have good relations with teachers. Only one participant from school D said; *I’m normally invited by TIE during writing and assessments of books but not for the curriculum design.* Teachers appear to be

recipients and implementers of the curriculum only, with no perceived value to contribute anything to enhance curriculum design, development and implementation.

While responding to this task, two teachers from School E had similar observations:

*“My position with the TIE, is that of a receiver, not a colleague in designing the curriculum. When you read the preface section in the curriculum document, there is a claim that teachers have been consulted, but I tell you there is nothing of that kind. I view myself as a subordinate. We are not at all contributing to the making of the curriculum. In a similar vein, teachers from School B raised a similar concern and mentioned that they (teachers) were viewed as mere implementers of the curriculum: I would wish to contribute in designing the curriculum, but TIE does not see us, regardless of the fact that we, teachers work on implementing the curriculum. I think time has come for the TIE to make teachers participate in designing the curriculum”*

Another experienced participant from School B said: *“I am not empowered, because teachers are not at all as crucial in implementing the curriculum.”* The mode of communication is one-way traffic Freire (2005) calls this approach to teaching a “banking model,” where one side is simply depositing information and the other side is a mere depository. The aspect of lack of dialogue or participation isn’t a Tanzanian phenomenon alone – it also happens in a middle-income country including South Africa.

Jansen (2009) argues that only “a small and elite group of teachers have been involved in the elaboration of Outcome Based Education as curriculum policy.” The fact that there are similar experiences hardly justifies that such a lack of participation is good, but rather that there is a need to embark on a collective approach in dealing with curriculum implementation issues. There needs to be a decisive involvement of teachers, not only in curriculum implementation, but also in curriculum design (Luhambati, 2013).

#### **4.2.6 Teacher, TIE and NECTA Relationship**

This subtask from objective question one, identified the importance of having a harmonious coordination within the triangle of teachers (curriculum implementers), TIE (curriculum designers) and NECTA (assessors). This relation subtask is necessary because when it exists in practice, the practical challenges facing teachers to be addressed in a more comprehensive manner. Consequently, this study considers this subtask as being unique. The research observation revealed that the participants were passionate and this made it clear that the above relationship either did not exist, or the teachers had never heard about it. I think a cordial relationship doesn't exist. It must be known that teachers are the key implementers of the curriculum, but to our surprise, the TIE compose the curriculum while they do not have daily classroom experience.

On the other hand, one participant from school E said, sometimes NECTA asks teachers to construct and assess school examinations. I suggest that time has come that the NECTA and the TIE plan for a joint meeting with teachers to look into these issues. Another participant from School A, argued: I have never heard any meeting that brings together teachers, the TIE and the NECTA. Sometimes head of schools are usually called to receive instructions. We are just receiving; we are just subordinates; we are just teaching what they want.

The same sentiment was raised by an experienced teacher in School B. He contended in a few forceful words: "For me I say the relationship between teachers and TIE is not good at all" Another teacher elaborated by saying: The relationship is weak because, if the relationship would have been good, we would have sat together and

discussed matters related to curriculum design as well as assessment in terms of implementation. I have never heard of such a symposium. According to my view, this is a weakness, which aligns with Mosha (2012) and Luhambati (2013) who agree that there is a need for enhanced coordination and communication between key players like the TIE, NECTA, school quality assurance and the policy makers.

### **4.3 Investigating Curricula Perception**

Under this task as noted in table 3 above, four subtasks emerged, instructional planning, teaching, assessment, monitoring and evaluation. The secondary school teachers' perception between content and competence based curriculum was a third objective of this study. The research findings show that there is a slight difference, in content based curriculum, the learner is passive classroom while the teacher remains to be the source of knowledge in every aspect of teaching and learning. With content based curriculum learners only grasp the concepts and are examination oriented (performance based).

Moreover, content based curriculum is basing on cognitive domain(knowledge). In competence based curriculum the teacher remains to be the facilitator of learning and the student being the center of learning interacting with peers, books and learning facilities. Competence based curriculum emphasis is for all psychomotor, cognitive and affective domains. The undermentioned subtask gives more description.

#### **4.3.1 Instructional Planning**

It was important to determine if there are any existing differences between the two curricula what teachers appreciate in the CBC. The overall finding is that all teachers,

regardless of experience or school of affiliation showed happiness in the teaching profession. They frequently used the words 'like' and 'love,' both of which are quite positive. Most of the participants from all schools stated that Yes there is a slight difference theoretically though in practice, there are some challenges as have been narrated down in next task 4.2.3. A 30 years experienced respondent from school A said; content based curriculum is more of teacher centered than a learner centered whereby a teacher becomes the main speaker and dominated the class and learners remain to be passive and receiver. Another respondent from school D remarked; a content based curriculum lesson planning requires short time but in competence based one it needs much time as it should involve a number of activities, teaching and learning aids, techniques/methodology. However, most teachers seemed not to be not clear what differentiates the two curricula despite the fact that respondents had some arguments, so the researcher had to explain some theoretical point of view concerning the two curricula.

The researcher is of the opinion that the CBC is not only a recent approach but also practical in real life as it insists on the applications of the skills acquired. The study commends these participants since it is impossible to become a learner centered facilitator if the aspect of love for the learners is missing. The commitment is surprising when one considers the often difficult working conditions and poor infrastructures.

While commenting on this, a teacher from School D had this to say:

*“My students love my subjects. You know, for example if a parent is harsh to his children, they will tend to avoid him. As for me I have the psychology to have access to learners’ interests. So when I teach I*

*begin from the simplest mathematical concepts and gradually I lead them to complex concepts. This makes them love the subject. When I arrive at complex concepts, the learners are usually comfortable because they have the foundation.”*

Another teacher from the same school raised the same sentiments when she said:

*I am happy because I like teaching, moreover if I have teaching and learning materials, the happiness increases.*

The teachers from School A also, regardless of difficult working conditions, expressed their love and commitment to the teaching profession.

One experienced teacher from school C could not contain herself; she said;

*“from my school students have different backgrounds from their primary schools so containing them is a problem. Some are from English medium schools and some from Swahili medium schools.so teaching them becomes a challenge. Maybe because I am getting old. Maybe the students see me as their grandmother? In short, I love teaching.”*

These findings show that teachers are deeply committed to their work of teaching regardless of the challenges they are facing.

#### **4.3.2 Teaching in Classroom Setting**

It was important to find out how teachers experience the teaching process in natural classroom settings because this gives an idea of differences between content based curriculum and competence based curriculum. The overall finding is that the participants argued that teaching using content based curriculum is easier in planning and presentation unlike the competence based curriculum lesson seems to be difficult in planning as it takes more time and others resources preparations. Bit also due to class size being too big teaching a competence based lesson is a problem as the class

becomes overcrowded. This indicates that the experience of implementing CBC is in progress regardless of the challenges. A teacher from School A said:

*When I see my students are attentive when teaching, it makes me happy. Additionally, when I ask questions and get suitable responses, it makes me happy too. Similarly, another teacher from the same school added: “When I teach a certain concept and students tend to understand, I feel happy. But when students do not understand, I feel bad. The teachers from School B concurred with their counterparts in School A”.*

On this aspect, another highly experienced teacher said, “I am very happy especially when students participate “All teachers in the selected schools agreed unanimously that they were happy when they were teaching students who appeared to participate and understand. This is a positive sign that competence based curriculum can be operational in schools if enough attention through teachers’ capacity building (in-service training).

### **4.3.3 Assessment**

In case of assessment in competence based curriculum, the researcher found that classroom teachers use the same assessment methods as in the content based lesson, that is to say using formative and summative assessments interchangeably. This does not concur with (Sturgis, 2017) in competence based curriculum where formative assessment is used, while summative assessment is applied in the knowledge (content) based curriculum. Teachers remarked they don’t see any difference yet in assessment as questions are set in the same way using tests, examinations, projects.

This shows a serious challenge in the implementation of competence based curriculum. Secondary school classroom teachers are unaware of how the competence based lesson assessment differs from that of content based lesson as depicted above.



A researcher had to take some minutes explaining to teachers how the two curricula have difference approach in making assessment. The teachers in School A had varying answers, but they did allude to the application of knowledge.

While speaking on this, an experienced teacher spoke directly:

*“concerning English language, I think it is still a problem, because when students go back home, they do not use the language anymore. Similarly, another teacher from School A said: There is little difference between competence-based curriculum examinations and the knowledge-based curriculum ones, and however the current ones appear to be simple. This finding suggests that teachers do not understand the nature of assessments in each of curriculum.”*

The implied assessments as seen in comments are tests and examinations only, which reflect the knowledge-based curriculum while the current curriculum is competence based one. None of the teachers spoke about demonstrations, summarizing readings, posing problems and solving those set by other teachers, practicing technical or laboratory skills, debating, having group discussions, organizing group work to co-produce reports and presentations, or analyzing case studies (Ministry of Education, 2007). This therefore means that the government and other stakeholders have an urgent duty to make the CBC aspect of assessments known to and understood from different presentations and findings made.

#### **4.3.4 Monitoring and Evaluation**

The success of any curriculum depends on the receptivity of teachers as monitoring and evaluation is being done. The researcher found encouraging that the participants were not afraid of the monitoring and evaluation conducted by school quality assurance (SQA) in schools.

In this regard, an experienced teacher from School B argued

*“school quality assurance come, I’m usually not afraid, because they come to assist and exchange experiences with me”.*

However, participants commented on the SQA officers by not giving uniform instructions to teachers during Monitoring and Evaluation process. Moreover, participants said, most of SQA who come to school do not have enough understanding on CBC. If monitoring and evaluation could be done well, this attitude, can become an enduring platform to enhance not only the monitoring and evaluation processes, but also all the general teaching and learning process, (Tanzanian Institute of Education, 2013).

#### **4.4 Challenges in Implementing Competence Based Curriculum**

This task as shown from the table 4.2 above, curriculum challenge is a research question four making the essence of this study, because it synthesizes data not only from the face-to-face interviews, but also from the non-participant observation and document analysis. The objective of this study was to identify challenges envisaged by teachers in the implementation of the CBC. The researcher came out with a number of challenges including the following; Class size, Teaching process, availability of textbooks, Textbook policy, assessment and unexpected findings. These subtasks are as explained below.

##### **4.4.1 Class Size and the Teaching Process**

The class size and the teaching process were challenging aspects of the implementation of CBC. It is clear that when the number of students is small, the likelihood of interaction between teachers and students is going to be high. The

problem was more critical in School A where there were up to 80 students per class; in school B the students averaged 60 per class. This is contradicting to the set standard of number of class size in Tanzania, which is 40 students (Tanzania Institute of Education, 2004), then the likelihood of interaction could be minimized. This was evident from all observations and face-to-face interviews. Research indicates large class size inhibit the efficiency of implementation of CBC because the level of interaction is highly restricted.

A teacher from School B with 28 years of teaching experience painfully said:

*In our school, the class can have up to 80 students. This situation essentially reduces teacher-learner interactions. I think our education began collapsing after implementation of Universal Primary Education (UPE) program.*

It was a time in which there was a substantial increment in enrolments, but this did not match with the number of available teachers. All in all, I think this poses a problem in fulfilling the competence-based curriculum. A teacher from school E with more than 20 years of experience stated:

*“The number of students is such a big problem, for example in my class we have almost 70 students.”*

This poses another problem beyond teaching. The problem is related to marking, seeing that each student needs particular attention. In case of the subject English, you need to check everything, spelling, grammatical errors everything needs to be checked. It is such a tiresome work. These findings show a similar pattern to that identified by Mosha (2012). Another challenge is the planning and teaching process. Generally, teachers narrated that, the teaching process is affected by: class size,

shortage of textbooks, a shortage of desks, distractions, an experienced teacher from School C had this to say:

*“The big challenge I meet is the shortage of textbooks to be used in the teaching and learning process. Neither school does not have enough books nor students, So I take much time with the few books to make students interact with books while students are many”.*

Another teacher from the same school concurred, said; The challenges I meet as I implement the CBC is the large number of students with few books in developing reading skills. This makes me sometimes to use more of lecture method. It was interesting that teachers from School A had a very different experience, as is evident from the quote below:

*“I normally tell my students not to stand up and convey greetings as the class is too big, they get problem during sitting hence distracting the teaching process”*

The data from non-participant observations confirmed that the classes were large, especially at the local community school sometimes known as ward schools. It was observed that classes ranged from 70 to 80 learners per class even though the official recommended number is 40 (Tanzanian Institute of Education, 2013). This study argues that if classes are large this will continue to adversely affect the implementation of CBC. This is because the interactions between teachers and students, and even that between peers themselves, or interaction with books becomes to be limited. It is noteworthy that non-participant observation identified many other aspects in relation to the teaching and learning including approachability of the teachers especially when using corporal punishment.

The participant who wasn't approachable was the one who used corporal punishment. This observation indicates that wherever negative reinforcement is used during

teaching sessions, the learners tend to be afraid of the teacher, and this seriously inhibits the learning process. Another observation indicated that participants were using multiple teaching methods, irrespective of their gender, school affiliation or teaching experience. This is a positive move towards effective CBC implementation. Following on from this, it was observed that there was a lack of critical thinking on the part of participants. From this observation it became clear that critical thinking remains a challenge, regardless of its being endorsed by the CBC (Tanzanian Institute of Education, 2013).

The last non-participant observation data to be discussed relates to the frequency of group discussions, an important element of the CBC. This observation revealed that only one of the teachers used this method, which means that the dominant method employed by teachers in the classroom is still the lecture method. This scenario suggests a lack of knowledge about the CBC.

In summary, all the data from face-to-face interviews, the document analysis and non-participant observation confirm that teachers face multiple challenges in the classroom. These range from a shortage of textbooks and desks, large classes and planning for teaching, the lack of critical thinking and varied competencies in the English language, to the lack of including real-life applications or encouraging group discussions. This suggests for a need to address these multiple challenges.

#### **4.4.2 Availability of Textbooks**

The task of availability of textbooks is important because in Tanzania, they play a crucial role in curriculum implementation. One of the critical challenges facing the

CBC implementation in the selected schools was the lack of sufficient adequate textbooks. While speaking on this, an experienced participant from School B said,

*“One textbook caters for up to 50 students. It is surprising that even TIE books are not available”*

The same comments were echoed at School A: *“The textbooks are not enough”* As noted earlier, the classes are big and the observation data confirmed that teachers used a single textbook in front of the class while the students were simply taking notes. In one or two incidences, in school C, the researcher observed students sharing textbooks – at least 10 per copy.

The problem of textbook shortages was serious in almost all schools. A competence-based curriculum demands an adequate amount of textbooks per student if the country intends to build the necessary competences. This finding is supported by Moshia (2012,), who showed similar challenges of textbook shortages in primary schools in Tanzania. The problem of textbook availability is getting bigger in most of the secondary schools due to the fact that, the enrolment of students has risen up since 2015 (BEST 2017).

#### **4.4.3 Textbook Policy**

The aim of this subtask was to find out if, first participants were satisfied with the prevailing multiple textbook policy as opposed to the former single textbook policy, second if these multiple books abides to the current CBC. The most experienced participants argued that the country has a number of different books from various authors. The government should go back to the old days (late1990s) where there was a single textbook with the best quality content. They further argued that such a policy

would enable equality in terms of assessment. In contrast, the less experienced participants contended that it was better for the country to follow the current multiple textbook policy as long as the aspect of quality was given its due weight. They also argued that it is literally impossible for a particular book to cover all the information on each topic.

One experienced participant from School B had this to say:

*“Single textbook policy could be important, because it can assist very well the students. It is good because all students will be taught and tested using the same textbook. So I strongly recommend this policy for the whole country.”*

This concurs with the education policy (Ministry of education,2014) on textbooks.

This view was contrasted by another participant from School A, who argued:

*“I prefer the multiple textbook policy because authors do not have the same ability in explaining or illustrating contents. One author may illustrate by words, while another may use words, pictures and drawings. So when we go to the single textbook policy, all of these advantages will be missed”*

The researcher found this comment from participant to be helpful as, in the era of science and technology, pluralism in approaching academic issues is to be encouraged. The researcher further argues for the quality of textbooks to be enhanced in order to attain education objectives as stated in the education policy, (Ministry of education, 2014).

#### **4.4.4 Assessment**

This subtask aimed to discover if the formative and summative assessments in schools and summative assessments set by NECTA comply with the requirements of

the CBC. The research findings from all participants showed that all assessments done at school are more of content based as compared from the summative assessment conducted by NECTA, which seems to be of more competence based assessment as compared to previous examinations.

These findings are evident from the document analysis and examination papers listed below from various subjects as per NECTA papers and suggestions. Marked scripts and marking schemes were observed and analyzed, but none of the participants produced portfolios, project work or written essays which promote creative and critical thinking. This variations of assessments from school formative (school based assessments) and NECTA (summative assessments) reveals the fact that classroom teachers are not trained to comply with the competence based curriculum. The study endeavored to ascertain the levels of compliance of summative assessments with the CBC through the face-to-face interviews.

One participant from School said;

*”From 2019 the NECTA started calling for in-service training to secondary school teachers and other education stakeholders on how to construct competence based examinations, this is a good step”.*

He added in-service training was necessary because the students were taught by using KBC, but the examination was in CBC hence bringing mass failures in national examinations. The researcher found that still school based assessment is mostly content based as the teaching and learning process is still traditional one.

The statement above concurs with the objective question number three differentiating between knowledge based and content based curricula. It is possible that teachers are



not conversant enough with CBC and so seeing very little difference. The researcher analyzed some past examination papers in different subjects for the year 2020 and found that there is a gradual change to comply with the paradigm shift of the CBC. Some of the example questions asked in different subjects are as follows;

**(i) Example 1 Physics 2020 CSEE NECTA (competence based)**

“Form one students were shouting in their classroom. Briefly explain how other students in the next room can hear them shouting” NECTA question 11(c) 2020.

Another example from other subjects;

**(ii) Example 2(Content based) –Civics-NECTA, 2016)**

Before marriage men and women develop friendship, this period of friendship is called? (a) courtship (b) infidelity (c) early marriage (d) initiation period (e) kitchen party.

**(iii) Example 3 (Competence based) – (Civics-CSEE NECTA, 2019)**

Assume you are planning to get married, for about a year now you have developed friendship with a person of the opposite sex whom you think is the right candidate.

How can you describe such kind of relationship? (a) Premature marriage (b) Wedding (c) Honeymoon (d) Courtship (d) Marital relationship

**(iv) Example 4: Content based Geography CSEE NECTA)**

The downward movement of large amount of soil and rock materials towards the gentle slope is called?

(a) Weathering and erosion

(b) Deposition and transportation

- (c) Weathering and denudation
- (d) Mass wasting and transportation
- (e) Erosion and transportation

**(v) Example 5: (Competence based) – (Geography - CSEE NECTA 2019)**

Mitomingi was wondering the way large amount of soil and rock materials were sliding downward towards the gentle slope. What geological process was occurring in that area?

- (a) Weathering and erosion
- (b) Deposition and transportation
- (c) Weathering and denudation
- (d) Mass wasting and transportation
- (e) Erosion and transportation

**(vi) Example 6 (Content based) commerce**

What is the factor to be considered in advertising a product?

- A. The income of the competitors
- B. The steady supply of the products to be advertised
- C. The income tax to be charged on the products
- D. The nature of the product to be advertised
- E. The purchasing power of your customer

**(vii) Example 7 (Competence based) – (Commerce - CSEE NECTA,2019)**

You have been engaged in selling fresh beans business and you want to increase sales through advertising. Which factor will you consider in advertising your product?

- (a) The income of the competitors
- (b) The steady supply of the products to be advertised
- (c) The income tax to be charged on the products
- (d) The nature of the product to be advertised
- (e) The purchasing power of your customer

These examinations questions show some elements of paradigm shift from content to competence based curriculum done by NECTA through assessments though a good number of teachers are still untrained. The conviction was strengthened by discovering that the examination papers had items which complied with Bloom's taxonomy revised (Pohl, 2000) though the nature of the questions from school are full of content rather than competence development to the learners.

Competence Based Assessment is a productive type of assessment which focuses on what an individual does with the education he possesses and how this education can be used in real life

Competence Based Assessment focuses on the deep understanding that is demonstrated through application. On the other hand, content based assessment addresses on what learners are expected to know. The shift from knowledge based assessment to competence based assessment was influenced by the development of science and technology which needs high skilled human labour to spearhead the development of human and country at large. The aim of the Educational policy of 2014 which directs the country to achieve middle level economy and industrial development by 2025, hence the need for skilled man power who will be capable

human resources in various fields of work. Competence Based Assessment shifts the orientation of the examination content away from memorization of factual knowledge to competence based assessment by focusing more on the understanding of concepts and the acquisition of skills and competencies. In other words, the emphasis of the competence based assessment is the higher order thinking skills. The focus is to produce people who can think critically, analyze and clarify issues, solve problems in their environment and give opinions and suggestions based on evidence.

#### **4.4.5 Unexpected Findings**

This subtask refers to findings, which emerged naturally from participants' responses. The first one related to the issue of textbooks as curriculum materials and the curriculum document (syllabus). One participant from School A said;

*“The secondary school syllabus in Tanzania still a problem; it does not mention explicitly what the recommended textbooks and supplementary readings are with regard to the CBC. So the task of choosing relevant textbooks is left in the hands of teachers.”*

The researcher matched the statement with the current secondary school subject syllabi, which do not clearly describe within its contents the suggested textbook(s) which TIE has the mandate to prepare school textbooks which are in line with the syllabus. This situation creates uncertainty and confusion amongst classroom teachers, parents and other education stakeholders as to which textbook or resource book is better for their kids when going to school.

The same participant also commented on the school infrastructure.

*“At our school classrooms full of students have different levels of completion, some have no floors, windows and doors the classrooms are full of dusts also toilets are not enough this situation may hinder the teaching and learning process.”*

The researcher concurs with this finding as other studies have shown that problems with infrastructure adversely affect the implementation of the CBC in Tanzania (Mosha, 2012). Such studies were further confirmed in this study by the non-participant observations that neither of the schools had sufficient classrooms or laboratories, and the renovations or building of most classrooms was still in progress. However, the massive increase of enrolment from 2016 to date has brought some of the challenges in schools for the infrastructures developments.

The situation witnessed by the researcher at school C, a co-education school, there was of up to 70 students trying to learn in congested classrooms. Some of the classrooms had no glass panes in the windows, and it was evident that not only the participants in the study but also the students were suffering from the rainwater and wind through the windows. The researcher found that these challenges in many schools as in research objective four of this study hinder the implementation of CBC. Out of fifteen participants from five schools, 13 participants (86%) narrated negatively on the CBC being affected by a number of challenges in the teaching and learning process.

#### **4.5 Summary**

The presentation of the research findings aimed at revealing perception of secondary school classroom teachers on the competence based curriculum as compared from the content based curriculum used before 2005. The presentation narrated the research objective questions. The first objective was curricula description of both content and competence curriculum and the overall finding showed that teachers had a limited understanding of the CBC and get more challenges in implementing the curriculum.

The study suggested that this has a negative impact on the competence based curriculum implementation with respect to content based curriculum. The second objective was about teacher's perception concerning the two curricula (appreciation of each curriculum) which had the overall finding that teachers are in favour of the CBC regardless of the prevailing challenges experienced.

The last research objective was challenges in implementing the CBC. The overall finding showed that challenges are many and widespread as presented above. Some of these challenges include; class size and teaching process, assessment, availability of textbooks, textbook policy others included unexpected findings which talked about infrastructures such as shortage of classrooms without floors, windows. The ideas discussed mostly by participants is the general understanding of CBC, perception of teachers' on KBC and CBC, plan for teaching, assessment, short of textbooks which aligns with the CBC, class size, textbook quality. All these ideas substantiate the four research objectives. As the presentation of the findings from chapter four ends, the last chapter, which focuses on the summary, conclusions and recommendation follows.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The previous chapter provided findings, presentation and discussion from respondents and documents. This chapter presents the summary of the findings from the study. It specifically presents the research findings concerning the perception of secondary school teachers on competence based curriculum and content based curriculum. The findings focused on describing the content and competence based curricula, differences between content and competence based curriculum in teaching and learning process and finally challenges on the implementation of competence based curriculum in secondary schools.

#### **5.2 Summary of the Study and Key Findings**

The investigation was guided by four research questions;

- (i) To describe the content/knowledge based curriculum? Is this a question? what are the ideas of teachers and other education officers concerning the competence based curriculum?
- (ii) To describe the competence based curriculum what are the ideas of teachers and other education stakeholders concerning the competence based curriculum?
- (iii) Assess the differences between content and competence based curriculum in the learning and learning.
- (iv) How do teachers/educational officers differentiate the content/knowledge based curriculum from competence based curriculum?

- (v) Identify the challenges of implementing competence-based curriculum.

The study found that about 86% of the participants had very little understanding concerning competence based curriculum hence failed to give a clear difference between content and competence based curriculum as they conduct teaching as previously done. Only 13% of the participants had little understanding of the competence based curriculum with regard to the content based curriculum. So, this gap of understanding between the two curricula calls for the in efficiency of the implementation of CBC. The researcher found some similarities and contradictions amongst the teachers as they implement the competence based curriculum with respect to traditional based curriculum as discussed below. Moreover, the research found some challenges faced by participants in explaining the curriculum concept and CBC implementation in secondary schools.

This presentation begins with three key similarities between the literature and the research findings from the study. The first similarity is found in chapter one where Luhambati (2013) that in Tanzania there has been a transition from the KBC to the CBC in the year 2005, participants also has this understanding on the curriculum changes but teachers seem to be not competent in implementing this paradigm shift.

Another similarity as described in chapter two is that, teachers who are the curriculum implementers are not involved in the curriculum development process, instead they are given a curriculum to implement, participants said;

*“we are just given a syllabus to implement at school but we have neither seen a curriculum nor involved in its development.”*



From the research, participants argued that; lesson planning and teaching style, textbooks and assessment methods are the same. So what is the difference? This is a contradiction. Participants added. Classroom teachers are accustomed to the traditional knowledge - based curriculum and large class size as in chapter Two (Section 2.6) while using the competence based curriculum. Another contradiction emerged is that; while competence based curriculum needs formative assessment for both school and national assessments (NECTA), the research found that classroom teachers are still using summative and formative assessments altogether, different from chapter Two section 2.4 which shows that summative assessment is for content based curriculum and formative assessment is for competence based curriculum. Documents such as lesson plans, examination paper both school and national papers had reflected content based assessments in competence based curriculum.

It was also noted that some contradictions arise due to the fact that, even after the introduction of the competence based curriculum in the year 2005, there have been no capacity building (in-service training) to secondary school teachers concerning the new curriculum and its implementation. This made teachers continue using the traditional based curriculum in the new competence based curriculum. The researcher found these findings through the face-to-face interviews, non-participant observations documents analysis as described in chapter three section 3.8. Despite the contradictions, which were in, line with the challenges described in chapter four section 4.4 from this research.

From the research objective four, it was found that since classroom teachers are neither involved in the development process of the curriculum nor in-service training

to create awareness and equip them with the new paradigm shift, the implementation of the curriculum is vain. Every teacher is struggling to know exactly what should be done. Challenges such as lack of proper understanding of the CBC, lack of textbooks aligned with the syllabus and the curriculum in use, lack of in-service training for teachers which could expose them on how to write subject schemes of work, lesson planning, assessment method both at school and national wide. Moreover, lack of control of multitude of supplementary books from different authors/authoress apart from textbooks developed by the government which are in adequate.

Research findings has also noticed large classes (many students in one room) being another challenge in implementation of the competence based curriculum. Participants added, there is very minimum relationship between TIE (and curriculum developers) with classroom teachers on getting feedbacks on curriculum in use. TIE invites teachers only when writing their own books and validating textbooks from different authors but not in curriculum design and development process. This creates a vacuum which teachers and TIE could fill it by coming together sharing ideas and experiences from each side.

School quality assurance officers visits schools very rarely however they bring mismatching information sometimes lacking enough clarifications concerning the new curriculum. Participants applaud for the good relationship between the NECTA office and classroom teachers all the time for the aim of making effective assessments. NECTA frequently gives assessment feedbacks to all schools through booklets showing the strengths and weaknesses of students as they attend some examinations.

### **5.3 Conclusion**

This study aimed at investigating the perceived difference between competence based curriculum and content based curriculum from secondary school classroom teachers.

From the research findings it was revealed that, a good number of teachers have limited understanding on the curriculum concept and the fact that all of them have never seen a curriculum except a syllabus and textbooks, which are used in in both content and competence, based curricula.

Regarding competence based curriculum, the research has proved lack of enough knowledge although they are aware of the shift from content to competence based curriculum. Participants had varying responses on competence based curriculum. Every teacher is struggling on his/her own way no uniformity concerning the new curriculum since its inception on 2005, there is no capacity building from the relevant authorities so as to make effective implementation of the curriculum. Due to lack of capacity building to classroom teachers, most have contradictions on differentiating between the two curricula as they found no major change they continue doing the same in scheme and lesson planning, teaching, assessment styles, textbooks and supplementary books remaining the same and the overloaded classes which inhibits teaching and learning process. For instance, teachers have limited teaching and learning techniques/methodologies, textbooks, assessment styles hence, the gap between the two is very small.

The research question four was the challenges in implementing the competence based curriculum. Basing on the findings the challenges mentioned above such as lack of in-service training, availability of textbooks aligned to the CBC, scheme and lesson

planning, teaching and assessment techniques remaining the same, large class size and unfriendly infrastructures, it is inevitable that the implementation of the CBC is ineffective with respect to the educational goals and objectives as stated in the new curriculum. Finally, the study employed a descriptive case study design where in-depth data was provided by fifteen participants through face-to-face interviews, as well as through non-participant observation and document analysis. The data was gathered in natural school settings where participants had enough space to share their experience hence making the study valid.

#### **5.4 Recommendations**

The recommendations suggested in the study are from and relate to the various stakeholders in education for the purpose of improving efficiency in the education sector as a whole especially in the implementation of the competence based curriculum.

##### **5.4.1 Recommendations for Immediate Action**

This study has the following recommendations for the immediate action

- (i) The government through the Ministry of Education, Science and Technology should;
  - (a) involve teachers as curriculum implementers in curriculum design and development process hence making them implement the curriculum successful.
  - (b) Prepare teachers' in-service training so as to equip them with enough skills, knowledge and attitudes on how to implement the competence based curriculum, this will alleviate some of the complications co existing in schools such as preparing scheme of work and lesson planning, assessments.

- (c) Create Awareness To School Teachers Concerning The Competence Based Curriculum
  - (d) Prepare enough textbooks and teacher's guide which align to the current curriculum in each class to make teaching and learning process effective and moreover give instructions to various authors guidelines pertaining the curriculum in use.
  - (e) Conduct regular assessments in schools, society concerning the curriculum in use and getting feedbacks from various stake holders. Example the current curriculum is over fifteen years without any review.
  - (f) Conduct the assessment process accordingly. For instance, where formative assessment is required for the competence based curriculum should be applied instead of applying summative which is mainly for content based curriculum.
  - (g) Facilitate school quality assurance officer with enough knowledge and skills concerning competence based curriculum so as to help classroom teachers uniformly.
- 
- (ii) The government and various education stakeholders should plan for enough infrastructures at schools to maintain class size of 40 - 45 students hence teaching and learning friendly. Such as spacious classrooms with enough ventilations, good floor, chairs and desks, enough teaching and learning facilities and environments in general.
- (a) Teachers be ready to learn, adapt and participate fully in the implementation of the new curriculum in place. Teachers should be lifelong educators who are can

enroll in short courses to enhance their teaching capacity hence making the government attain the goals of education.

- (b) Teachers should initiate dialogues among educational stakeholders such as government, institutions, agencies, parents, educational boards which could suggest and facilitate changes in the education curriculum.

#### **5.4.2 Recommendations for Further Study**

The findings from this study did not exhaust each and everything concerning the teachers' perception between content and competence based curricula and its challenges in schools, the researcher suggests for more action research especially on the teaching/learning process and assessment (formative and summative) and textbooks. This would minimize the current critical challenge of secondary school teachers concerning competence based curriculum and content based curriculum especially in teaching and learning hence creating new understanding and enhanced performance concerning competence based curriculum. Finally making these findings move from the realm of theory to practice and better understanding of the CBC hence attaining the set educational goals and objectives.

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## APPENDICES

### Appendix I: Interview Guide for Secondary School Teachers

#### 1. Introduction

Dear respondent, you are kindly requested to provide information concerning your perception on the difference between content based curriculum and competence based curriculum in secondary schools. I assure you that the information provided will be treated in high confidentiality and will be used for academic purpose only. Thank you.

**Put a tick (√) where appropriate.**

#### 2. Background information

1. Gender: Male ( ) Female ( )
  2. Level of education
    - Degree ( )
    - Diploma ( )
    - Certificate ( )
    - Others (**mention**) \_\_\_\_\_
  - Years of teaching experience during knowledge-based curriculum (before 2005)  
Number of years ( )
  - Years of teaching experience during competence-based curriculum after 2005 ( )
- #### 3. Research question one: How do you describe the content-based curriculum?
- ##### 3.1 Training Programs Teachers received
- have you ever received any in-service training concerning content based curriculum?

- o If Yes, to what extent has the training empowered you to implement the curriculum?

### 3.2 Teachers as Stakeholders in the Curriculum Implementation

- o who prepares the curriculum in Tanzania?
- o Are teachers involved in curriculum preparations?
- o What is your view on the relationship between teachers, heads of schools, Tanzania Institute of Education (TIE), and the National Examination Council (NECTA) on the aspect of curriculum in general?

#### 4. **Research Question Two:** describe the competence based curriculum

##### 4.1 **Instructional Planning:**

have you ever received any training concerning competence based curriculum?

If yes, who provided such training and when?

##### 4.2 **Teaching**

- o Using CBC how do you prepare your lesson...
- o using CBC how do you conduct your lesson in class?.....
- o How do you make assessment for a competence based lesson?

#### 5.0 **Research question three**

Is there any difference between content and competence based curriculum?

YES/NO ( )

If, yes, what is the difference...

- o What do you appreciate most as you are being monitored and evaluated in the process of competence based curriculum implementation?

**6.0 Research question four:** What are the Challenges of implementing competence based curriculum? YES/NO ( ) if YES what are they?

- o Lesson planning.....
- o What challenges do you meet during classroom lesson presentation?

**6.1 Assessment of competence based lesson**

- o how do you assess learners in a competence based curriculum?.....
- o What challenges do you meet as you are being monitored and evaluated by school quality assurers or any other authorities?.....

**THANK YOU FOR YOUR COOPREATION**

**Appendix II: Curriculum Documents**

Put a tick where appropriate

**1. Instructional Planning**

- Availability of competence based curriculum. YES/NO ( )
- Availability of syllabus for the subject. YES/NO ( )
- Availability of scheme of work
- Availability of Lesson Plan book. YES/NO ( )
- Availability of textbooks describing competence based curriculum.  
YES/NO ( )

**2. Teaching**

- N/A

**3. Assessment availability of learners' classwork books,**

- Availability of examination paper (competence based one) YES/NO ( )
- Availability of Portfolios, YES/NO ( )
- Availability of Project Work, YES/NO ( )
- Availability of Written Essays. YES/NO ( )

### Appendix III: Observation Checklist

#### 1. Instructional Planning.

- o Able to design and improvise teaching materials available locally.  
YES/NO ( )

#### 2. Teaching.

- o Able to apply multiple teaching methods YES/NO ( )
- o Classroom based problem solving and enquiry. YES/NO ( )
- o Able to communicate in English proficiently/Swahili? YES/NO ( )
- o Making some demonstrations during lessons. YES/NO ( )
- o Relate the classroom lessons to real life. YES/NO ( )
- o Group discussions/presentations YES/NO ( )

#### 3. **Assessment.** able to assess students' academic progress YES/NO ( )

NB:

1. Some aspects which are not covered by observation checklist, are either covered by interview or document collection. These items are addressing the third research question which deals with challenges in implementing the competence-based curriculum.
2. Also, the questions are many because the study is intended to address different aspects of the curriculum in both content and competence based one.



**THANK YOU FOR YOUR COOPRATION****Appendix IV: Research Budget**

<b>Activity</b>	<b>Amount (Tshs)</b>
➤ Stationary	500,000
➤ Transport in field	300,000
➤ Communication	50,000
➤ Meals and accommodation in the field	300,000
➤ Dissertation production	500,000
<b>Total</b>	<b>= 1,650,000</b>

## Appendix V: Research Clearance Letters

### 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  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Our Ref: PG2017996993**

**28<sup>th</sup> September 2020**

**Principal,**

Dar es salaam College of Education (DUCE),

P.O.BOX.2329,  
**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 1<sup>st</sup> 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 1<sup>st</sup> 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 **Mr. KILIPAMWAMBU, Salum T. Reg No: PG2017996993** pursuing **Master of Education in Curriculum Design and Development (MEDCDD)**. We here by grant this clearance to conduct a research titled **"Investigating the Perceived Difference between Content based Curriculum and Competence based Curriculum"**. He will collect his data at Chang'ombe Demonstration Secondary School from 29<sup>th</sup> September to 23<sup>rd</sup> October 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,

*Dr. Jacob Lisakafu*

**FOR DIRECTOR OF POSTGRADUATE STUDIES.**

**Appendix VI: Research Permit**

THE UNITED REPUBLIC OF TANZANIA  
 President's Office  
 REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ILALA DISTRICT  
 Phone Address:  
 Phone No: 2203185/2203182



DISTRICT COMMISSIONER'S OFFICE

ILALA DISTRICT  
 P. O. Box 15486,  
 DAR ES SALAAM

Date: 29/09/2020

In reply quote: Ref. No: AB.60/87/01/

Municipal Director,  
 P. O. Box 20950,  
 Ilala,  
 DAR ES SALAAM.

RE: RESEARCH PERMIT

Prof./Dr./Mr./Mrs./MS./Miss: KILIPAMWAMBU, SALUM T  
 from The OPEN UNIVERSITY OF TANZANIA, she/he has been  
 permitted to undertake a field work research on "INVESTIGATING THE  
 DIFFERENCES BTW: CONTENT BASED CURRICULUM AND COMPETENCE  
 BASED CURRICULUM IN SECONDARY SCHOOLS (JANGWANI S.S &  
 AZANIA S.S)" The  
 case study at Ilala District from: 29/09 2020 to 23/10 2020.

Therefore, you are asked to give the said researchers necessary assistance and  
 Cooperation.

For: District Administrative Secretary  
 ILALA

Copy: KILIPAMWAMBU, SALUM T

Principal/Vice Chancellor,  
OPEN UNIVERSITY OF TANZANIA

## KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173

Fax: 2172606

In reply please quote:

Ref. KMC/R.18/1



MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL  
COUNCIL  
P. O. BOX 31902  
2MOROGORO ROAD  
14883 DAR ES SALAAM

Date 06/10/2020

**Kilipamwambu Salum,**  
Open University of Tanzania,  
P.O.BOX  
**DAR ES SALAAM.**

**RE: RESEARCH PERMISSION**

Refer to the above heading.

2. I am pleased to inform you that your request has been considered by the Municipal Director, and has offered you a place to conduct research on "INVESTIGATING THE PERCEIVED DIFFERENCE BETWEEN CONTENT BASED CURRICULUM AND COMPETENCE BASED CURRICULUM from 30<sup>th</sup> September to 23<sup>rd</sup> October 2020.
3. Once you receive this letter, please report to the **Municipal Education Officer – Secondary** for the commencement of your research.
4. During the period of your research you are required to obey the rules and regulations as they will be defined to you

Maria Masimbusi  
For: **MUNICIPAL DIRECTOR**  
**KINONDONI**

For: MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL COUNCIL  
DAR-ES-SALAAM

Copy: Rector  
Open University of Tanzania,  
P.O.BOX  
**DAR ES SALAAM.**

### Appendix IX: Research Permit

## KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173

Fax: 2172606



MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL COUNCIL  
P. O. BOX 31902  
2 BARABARA YA MOROGORO  
14883 DAR ES SALAAM  
Date: 25<sup>th</sup> June 2020

Date 07/10/2020

In reply please quote:

Headmaster/Headmistress, **Mtakuja Beach and Kambangwa Secondary Schools**  
**Kinondoni.**

Ref: **RESEARCH PERMIT**

Refer the heading above.

2. **Mr. Kilipamwambu Salum**, is a student form **Open University of Tanzania** requested to conduct a research at your school from **7<sup>th</sup> October to 23<sup>rd</sup> October 2020.**

3. He has been permitted to undertake a research titled "**INVESTIGATING THE PERCEIVED DIFFERENCE BETWEEN CONTENT BASED CURRICULUM AND COMPETENCE BASED CURRICULUM**". This letter you are asked to give him the required assistance for the said research.

Wishing you all the best of luck.

*Kapere*  
MwL: Joseph M. Kapere  
For: **THE MUNICIPAL DIRECTOR**  
**KINONDONI MUNICIPAL COUNCIL**

Copy: Director of Postgraduate Studies  
The open University of Tanzania  
DAR ES SALAAM.