

**SECONDARY SCHOOL TEACHERS'  
IMPLEMENTATION OF THE COMPETENCY-BASED  
CURRICULUM IN THE ARUSHA REGION, TANZANIA**

by

**MUSSA S. MUNEJA**

Submitted in the partial fulfillment for the degree of

Master of Education in Curriculum Studies at the  
University of South Africa

November 2015

Supervisor: Prof. Geesje van den Berg

## **DEDICATION**

I dedicate this study to my wife Joyce, and our two daughters, Sharon and Minza, who taught me the importance of the pursuit for knowledge and wisdom. Without this I would not be the person I am today.

## **ACKNOWLEDGEMENTS**

Writing a dissertation is never an easy task, it is collaborative effort of many people whether mentioned by name or not. I cannot take the ultimate credit in this work, as it is a shared responsibility. I therefore want to thank all of the people whose names and titles are not specifically mentioned for their invaluable support in both word and in deed.

Next, I wish to extend my sincerest thanks to Prof Geesje van den Berg for her unusual support. She picked me up when I was drowning in the sea of dissertation writing. She helped me to breathe curriculum ideas again and she dressed me with academic arguments. To you I say *dankie!*

Thirdly, my sincerest appreciation goes to Prof. Vakalisa Ntombizolile. You were the first one to shape my topic, you toned down my political sternness and you pushed me to consider using three different forms of data collection. You are like Moses to me, we travelled the wilderness together, I craved for meat, I complained for lack of water and finally you were not able to get me to the promised land of graduation due to unavoidable circumstances. To you I say *ngiyabonga!*

Fourthly my appreciation goes to Sonya Reid who did the final editing of my thesis.

Fifthly, my appreciation goes to Prof. Emmanuel Matiku and the entire community of the University of Arusha. You were all flexible and allowed me pursue my studies. To you I say *obejasana!*

As I finish my appreciation, the ultimate credit goes to Jesus, the author and finisher of the eternal curriculum. To him be glory both in heaven and earth, forever and ever amen (1 Peter 5:11).

## **DECLARATION**

Student number: **4459-847-5**

I declare that *Secondary School Teachers' Implementation of the Competency-Based Curriculum in the Arusha Region, Tanzania*, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

---

SIGNATURE

Mussa Simon Muneja

---

DATE

## **ACRONYMS**

CBC	Competency-based Curriculum
CSEE	Certificate of Secondary Education Examination
EGM	Economics, Geography and Mathematics
EMAC	Educational Materials Approval Committee
ESL	Education for Self Reliance
HKF	History, Kiswahili and French
ICT	Information and Communications Technology
KBC	Knowledge-based Curriculum
MORALG	Ministry of Regional Administration and Local Government
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
PCB	Physics, Chemistry and Biology
PSLE	Primary School Leaving Examination
OBE	Outcomes-based Education
TCU	Tanzania Commission for Universities
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania

## TABLE OF CONTENTS

<b>DEDICATION.....</b>	<b>i</b>
<b>ACKNOWLEDGMENTS.....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>ACRONYMS.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>.ix</b>
<b>LIST OF TABLES.....</b>	<b>x</b>
<b>CHAPTER ONE: OVERVIEW OF THE STUDY.....</b>	<b>1</b>
1.1    INTRODUCTION AND BACKGROUND TO THE STUDY .....	1
1.2    PROBLEM FORMULATION .....	5
1.3    THE AIM AND OBJECTIVES OF THE STUDY .....	6
1.4    THEORETICAL FRAMEWORK.....	6
1.5    RESEARCH DESIGN AND METHODOLOGY .....	7
1.5.1    Literature study.....	7
1.5.2    Empirical research.....	7
1.5.3    Selection of participants .....	8
1.5.4    Data collection.....	9
1.5.5    Data analysis.....	9
1.5.6    Ethical measures .....	9
1.5.7    Trustworthiness .....	10
1.6    SIGNIFICANCE OF THE STUDY .....	10
1.7    SCOPE OF THE STUDY .....	10
1.8    DIVISION OF CHAPTERS.....	11
1.9    DEFINITION OF TERMS .....	13
1.10    CONCLUSION .....	14
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>16</b>
2.1    INTRODUCTION .....	16
2.2    BRIEF HISTORY OF THE TANZANIAN EDUCATIONAL SYSTEM.....	16
2.3    TANZANIA'S EDUCATION AND TRAINING POLICY AND THE CURRICULUM .	18

2.4	THEORETICAL FRAMEWORK.....	20
2.4.1	Perennialism .....	20
2.4.2	Essentialism.....	22
2.4.3	Progressivism .....	24
2.4.4	Reconstructionism .....	26
2.5	EMPIRICAL STUDIES ON CURRICULUM CHANGE AND THE ROLE OF TEACHERS .....	28
2.6	CURRICULUM CHANGE AND THE ROLE OF TEACHERS IN TANZANIA.....	29
2.7	SUMMARY .....	29
	<b>CHAPTER THREE: RESEARCH DESIGN AND METHODS .....</b>	<b>31</b>
3.1	INTRODUCTION .....	31
3.2	RATIONALE FOR EMPIRICAL RESEARCH .....	31
3.3	RESEARCH DESIGN.....	31
3.4	RESEARCH METHODS .....	32
3.4.1	Selection of participants .....	32
3.4.2	Pilot study.....	33
3.4.3	Data collection.....	34
3.4.4	Data analysis.....	34
3.5	TRUSTWORTHINESS (RELIABILITY AND VALIDITY).....	36
3.5.1	Credibility.....	36
3.5.2	Transferability .....	37
3.5.3	Dependability .....	37
3.5.4	Confirmability .....	37
3.6	ETHICAL MEASURES.....	37
3.7	CONCLUSION .....	38
	<b>CHAPTER FOUR: DATA PRESENTATION, DATA ANALYSIS AND DISCUSSION OF DATA.....</b>	<b>39</b>
4.1	INTRODUCTION .....	39
4.2	THE RESEARCH FINDINGS .....	40
4.2.1	Curriculum description .....	42
4.2.2	Curriculum appreciation .....	48

4.2.3	Curriculum challenges.....	52
4.2.4	Curriculum improvement .....	61
4.3	CONCLUSION .....	62
	<b>CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS .....</b>	<b>64</b>
5.1	INTRODUCTION .....	64
5.2	SUMMARY OF LITERATURE REVIEW .....	64
5.3	SUMMARY OF EMPIRICAL STUDY.....	65
5.4	SYNTHESIS OF RESEARCH FINDINGS .....	66
5.5	CONCLUSIONS IN RELATION TO RESEARCH QUESTIONS.....	67
5.5.1	How do teachers describe the competency-based curriculum? .....	67
5.5.2	What do teachers appreciate most in the competency-based curriculum? .....	68
5.5.3	What challenges are teachers experiencing in implementing the competency-based curriculum?.....	68
5.5.4	What are possible guidelines envisaged by teachers for effective curriculum implementation? .....	69
5.6	LIMITATIONS .....	69
5.7	RECOMMENDATIONS .....	70
5.7.1	Teachers.....	70
5.7.2	TIE.....	70
5.7.3	Ministry of Regional Administration and Local Government (MORALG).....	70
5.8	SUGGESTIONS FOR FURTHER RESEARCH .....	71
5.9	CONCLUSION .....	71
	<b>REFERENCES.....</b>	<b>72</b>
	<b>APPENDIX I: INTERVIEW SCHEDULE.....</b>	<b>77</b>
	<b>APPENDIX II: DOCUMENT CHECKLIST.....</b>	<b>79</b>
	<b>APPENDIX III: OBSERVATION CHECKLIST .....</b>	<b>80</b>
	<b>APPENDIX IV: INFORMED LETTER OF CONSENT.....</b>	<b>81</b>
	<b>APPENDIX V: STATEMENT OF CONSENT .....</b>	<b>83</b>
	<b>APPENDIX VI: PILOT STUDY INTERVIEW QUESTIONS.....</b>	<b>84</b>
	<b>APPENDIX VII: INTERVIEW TRANSCRIPTION FOR RESEARCH QUESTION ONE ....</b>	<b>85</b>

<b>APPENDIX VIII: ETHICAL CLEARANCE CERTIFICATE FROM UNISA .....</b>	<b>93</b>
<b>APPENDIX IX: TANZANIAN MINISTRY OF EDUCATION AND VOCATIONAL TRAINING LETTER.....</b>	<b>95</b>
<b>APPENDIX X: EDITOR'S DECLARATION .....</b>	<b>96</b>

# **SECONDARY SCHOOL TEACHERS' IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN THE ARUSHA REGION, TANZANIA**

By MUSSA SIMON MUNEJA

**SUPERVISOR:** PROF. GEESJE VAN DEN BERG

**DEPARTMENT:** CURRICULUM AND INSTRUCTIONAL STUDIES

**DEGREE:** M.Ed. (With Specialisation in Curriculum Studies)

The aim of this research is of limited scope; it intended to examine how secondary school teachers experience the implementation of the competency-based curriculum in Tanzania. The study employed a descriptive case study design where eight participants provided in-depth data through face-to-face interviews, non-participant observation and document analysis. The in-depth data was gathered in natural school settings, an aspect which enhanced the study's validity. After transcribing the interviews, an open coding process was undertaken and a theme comparison approach applied. The findings indicated that the participants had a limited understanding of the curriculum: they were happy in their teaching profession regardless of competence-based curriculum challenges; they were experiencing multiple challenges, the key ones being lack of participation in curriculum design and implementation; lack of quality text books and lastly, they were not motivated to implement the competency-based curriculum. The study concludes by providing relevant recommendations to various stakeholders including the teachers themselves, the Tanzania Institute of Education (TIE), the Ministry of Regional Administration and Local Government (MORALG).

## LIST OF TABLES

<b>Table</b>	<b>Content</b>	<b>Page</b>
1	Steps of Data Analysis	36
2	Details of Participants	39
3	Themes and Subthemes	40

## **CHAPTER ONE: OVERVIEW OF THE STUDY**

### **1.1 INTRODUCTION AND BACKGROUND TO THE STUDY**

*“What is set out in the intended curriculum is not always what occurs in practice” (Hoadley & Jansen, 2002, p. 33)*

Curriculum change is a pre-occupation of all countries, regardless of their political, social or economic status. The word ‘curriculum’ stems from *currere*, a Latin word meaning to run a race as an athlete or horse does (Hoadley & Jansen, 2002, p. 25). When it is used in the educational context, curriculum means a programme or course of study that needs to be completed by a learner within a particular period. For example, in Tanzania 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 change and revision. This change is usually precipitated by the need to cope with societal, political, social or harsh economic realities (Taasisi ya Elimu, 2013, p. 14; Mao, 2013, p. 98). The following discussion deals with the implementation of curriculum firstly internationally, secondly in Africa, and finally in Tanzania.

Research conducted by Jin and Li (2011, p. 25) aimed to examine curriculum reform in China from 2001 to 2008. Their key finding was that the curriculum was post-modernised 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.

Further research conducted in England by Donnelly and Ryder (2010) aimed at exploring

multiple aims in the development of a major reform of the national curriculum for Science in England. Variables investigated included social, individual, political and economic factors. The findings indicated that all stakeholder interests were to be reconsidered. This study, like the ones undertaken in China, showed that the teacher's role in curriculum reform was not focused on in any way.

Research conducted in Norway by Germeten (2011, p. 14) 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. This finding further suggests that the principals were not involved in the process of curriculum development. The author poses the question, if the principals are not regarded as important stakeholders, how then would teachers be regarded?

On a similar note, research conducted in South Korea by You (2011, p. 87) 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) institutionalised obstacles related to being named the official chairperson. This female researcher found though 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. In essence, the study sheds a unique light on the current study which focuses on the role of teachers as key role players in curriculum change. By drawing on the study done in South Korea, it shows that this will never be an easy process, and especially not for female teachers. Consequently, efforts should be made to do something about it.

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 achieved showed marked 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.

Moving to events in Tanzania, a historical perspective is provided and finally the gap is identified for the need to recognise teachers as being critical stakeholders in curriculum implementation. Tanzania got its independence in 1961 and since then its educational sector has undergone four revisions of the curriculum. *Taasisi ya Elimu* (2013, p. 18) clearly outlines the four revisions. The first one happened in 1967. 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 ideal is 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* (2013, p. 11), these changes intended to strengthen ESL, but also added a new emphasis on technical and commercial subjects.

The third curriculum review took place in 1997. The *Taasisi ya Elimu* (2013, p. 12) 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 per cent. 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, p. 13) indicates that the last curriculum review took place in 2005. It was guided by a new catch word, namely ‘competency-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, p. 1-10) argues that a

KBC emphasises the grasp of knowledge and thus the curriculum is content-driven. The Tanzania Institute of Education (2004, p. 1) agrees with the above by asserting that it emphasised 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, and this could probably be referred to the nature of the political leadership of that time.

Wangeleja (2010, p. 1–10) outlines the nature of CBC and is of the opinion that:

- knowledge is constructed, not transmitted;
- prior knowledge impacts on the learning process;
- initial understanding is local, not global;
- building useful knowledge structures requires effort and purposeful activity;
- students enter classrooms with an established worldview formed by years of prior experience and learning;
- a student's worldview filters all experiences and affects his/her interpretation of observations;
- students are emotionally attached to their worldviews and will not give them up easily;
- challenging, revising and constructing a person's worldview requires much effort; and
- 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, p. 12) has stipulated learning outcomes to be attained at the end of four 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 recognised that it was necessary to embark on a CBC because of new demands which included changing political, economic and social expectations (Ministry of Finance, 2010, p. 3). The other pressing needs

came from the desire to mainstream current issues such as information technology, environmental education, HIV/AIDS education and gender inclusivity (Ministry of Education, 2012).

## **1.2 PROBLEM FORMULATION**

The above reasons for the revision of the curriculum are in line with curriculum trends which seek to address technological advances and new socio-economic needs (Tanzania Institute of Education, 2011 p. 5; Luhambati, 2013, p. 10). However, it is unclear how teachers have been equipped and empowered to implement the curriculum. As noted earlier in the discussion on the KBC, teachers are the main implementers even though they are not given a voice in the designing process. It is possible that the same is true for the CBC. In essence, the process is not participatory and this challenge appears to have influenced the teachers who seem not to take ownership of the CBC (Mushi, 2009, p. 7).

Challenges faced by secondary school teachers in Tanzania are addressed empirically by Luhambati who conducted a phenomenological study in 2013. The study focused on investigating teachers' conceptions of the curriculum change from a knowledge-based to competency-based in secondary education in Tanzania. The findings underscore the fact that teachers seem to understand that the curriculum has changed but that they have a confused understanding about the change. Some believe their roles have been reduced whilst others regard the new textbooks as being irrelevant and scarce. On the other hand, some participants conceived the curriculum as being complex and impractical. This study tries to ascertain if similar issues exist in a different geographical area and makes use of a different research design. Luhambati (2013) conducted a study in Iringa which is on the southern part of Tanzania, whereas the current study was conducted in the north east of Tanzania, in Arusha region. Moreover, Luhambati (2013) used a phenomenology research design, whilst this study has used case study design.

Despite the fact that the CBC has been implemented in the last ten years in Tanzania, it appears that teachers' experiences and voices in implementing the curriculum have not been studied adequately. This is made evident by the scarcity of local scholarly literature on the subject and is a key motivator for this study.

From the above discussion, the main research question for this study was formulated as follows:

- *What are secondary school teachers' experiences of implementing the competency-based curriculum in Tanzania?*

To be able to address the main research question, the following sub-questions were formulated:

- *How do teachers describe the competency-based curriculum?*
- *What do teachers appreciate most in the competency-based curriculum?*
- *What challenges are teachers experiencing in implementing the competency-based curriculum?*
- *What are possible guidelines envisaged by teachers for effective curriculum implementation?*

### **1.3 THE AIM AND OBJECTIVES OF THE STUDY**

Following on from the research question, the main aim and objectives of the study were identified in order to give it a coherent and systematic direction.

The aim of this study is to empirically investigate in selected secondary schools how teachers experience the process of curriculum implementation.

The study further specifically seeks to address the following objectives:

- *To explore how secondary school teachers describe the competency-based curriculum;*
- *To determine what teachers appreciate most in the competency-based curriculum;*
- *To explore the challenges that teachers experience in the implementation of the competency-based curriculum; and*
- *To determine possible guidelines envisaged by teachers for effective curriculum implementation.*

### **1.4 THEORETICAL FRAMEWORK**

This study is underpinned by four educational theories which provide a framework for a contemporary school curriculum. According to Ornstein et al (2011, p. 6–7) and Knight (1980, p. 66–84), these educational theories are essentialism, perennialism, progressivism and reconstructionism. The first two educational theories have been categorised as falling under

traditional philosophy, while the latter two fall under contemporary philosophy (Ornstein, 2011, p. 7). As discussed above, the earlier Tanzanian curricula were knowledge-based, indicating that they mainly subscribed to traditional philosophy. However, since 2005, the country has embarked on a CBC which essentially means that it subscribes to contemporary philosophy. It is argued in this study that it does not matter what type of curriculum is used, there is always an overlap of theories because each of them adds value to the learning process. It is for this purpose that the study is underpinned by both the traditional and contemporary philosophies because they all matter in curriculum implementation. This framework will be discussed in more detail in Chapter Two.

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

The methodology used both a literature review and empirical research, and this will be discussed next.

### **1.5.1 Literature study**

A literature review relating to the study was conducted. This was necessary due the following reasons set forth by both McMillan and Schumacher (2006, p. 7) and Neuman (2006, p. 111).

A literature review:

- Defines and limits the problem;
- Demonstrates a familiarity with the body of knowledge and establishes credibility;
- Avoids unintentional and unnecessary replication;
- Shows the path of prior research and links the current project to it;
- Integrates and summarises what is known in the area; and
- Enables the researcher to learn from others and stimulate new ideas.

Bearing in mind the goals of a literature review as outlined above, the researcher conducted and integrated a review focusing on how teachers in different parts of the world, in Africa, and particularly in Tanzania, have been implementing the curriculum. In addition, both traditional and contemporary philosophies of education were used to underpin the study and illuminate the debate. The literature review is presented in Chapter Two.

### **1.5.2 Empirical research**

This study employed a qualitative research approach. Baumgartner and Hensley (2006, p. G-6) defines qualitative research as being:

... based upon non-numerical data obtained in natural settings through extensive observations and interviews whose primary aim is the interpretation of the phenomena and discovery of meaning.

Qualitative research was found to be most suitable for this study because, to a large extent, it complies with the above definition. The researcher collected non-numerical data through extensive non-participant observations as teachers were in classroom sessions. Afterwards, the teachers were interviewed in person and so a face-to-face approach was used. The instrument was pilot tested before implementation in order to enhance its validity. In order to supplement the data collected from these interviews, the researcher gathered resources which aid in the implementation of the CBC from teachers. These documents included but were not limited to the curriculum document, lesson plan sheets, textbooks and marked scripts. The researcher followed the participants in their natural settings (secondary schools); one was a government school, the other was private. Since qualitative research has many possible research designs, the study opted to use a case study design which takes a descriptive approach. This is discussed in detail in Chapter Three.

### **1.5.3 Selection of participants**

This study was limited to secondary schools in the Arusha region in Tanzania and focused on how the purposively selected teachers were implementing the curriculum. The study opted to get participants from two schools with different contexts: one of the secondary schools is owned by the government and the other one is church affiliated. Both of them implement the same curriculum and both have students from more or less the same socio-economic backgrounds. The visit to these research sites indicated that they both have similar infrastructural challenges like a lack of sufficient classrooms, inadequate Information and Communications Technology (ICT) equipment, and similar difficult climatic conditions, to mention only a few.

The participants were chosen purposively. Attributes desired included professional knowledge at either Diploma or Degree level (in Education), a gender balance and extended professional service; none of these were fully realised. The last attribute was particularly important because the participants' years of teaching experience could locate them between

the two curricula (the KBC and the CBC). Through purposive sampling by the researcher, guided by the heads of schools, a total of eight teachers were selected. The government school provided two male teachers and two female teachers; the church affiliated school provided three male teachers and one female teacher. Participant selection is further discussed in Chapter Three.

#### **1.5.4 Data collection**

For the purposes of this study, the case study method relied on three data collection methods. These were face-to-face interviews, non-participant observation and document collection (McMillan & Schumacher 2006, p. 346, 350, 356). It was deemed necessary to use these three forms of data collection in order to enhance the validity of the findings through triangulation. The three data collection approaches helped the researcher to generate rich non-numerical data in a three angled dimension. This meant the interview data would be cross-checked with both non-participant observation and document analysis. Data collection is further discussed in Chapter Three.

#### **1.5.5 Data analysis**

Since this study collected non-numerical data, it was necessary to use appropriate methods of qualitative data analysis. The study employed a data analysis model adapted by Weadon (2007, p. 76). Weadon's model has six individual steps which essentially overlap each other.

The first step is the researcher's reflections on the literature. It is followed by a development of interview questions, non-participant observation and document checklist protocols. Next, a line-by-line transcription is done and open coding of all raw data applied. This is followed by a careful check for emerging themes. A constant comparison of themes follows, and finally conclusions are drawn. Chapter Three has further explanation of how the data analysis was done.

#### **1.5.6 Ethical measures**

In order to maintain the rigour of research as a social scientist, the researcher applied for and received ethical clearance from UNISA (see Appendix VII). The background of the study, research problem, design as well as many aspects of the research proposal were thoroughly scrutinised by a body of experts. Also, in order to abide by the rules of Tanzania in

conducting research in a particular ministry, the study applied for and received a research letter from the Ministry of Education and Vocational Training (See Appendix VI). Since the teachers who were the participants of the study are human beings, it is necessary for them to be protected from loss of dignity, self-esteem, privacy or democratic freedom. In order to attain this, a consent form was given to and completed by the participants. In the Informed Consent Agreement, the participants were informed about the goal of the research, their privacy was assured and they were given the liberty to withdraw from the study at any stage (See Appendix IV). Further explanation of the ethical measures follows in Chapter Three.

### **1.5.7 Trustworthiness**

According to Thomas and Magilvy (2011, p. 151), 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 settings; 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 contributes to the trustworthiness of the study are fully explained in Chapter Three.

## **1.6 SIGNIFICANCE OF THE STUDY**

It is anticipated that the results of this study will provide the Tanzanian Institute of Education (TIE) as among other stakeholders, with invaluable knowledge in terms of the level of practicability of a CBC at classroom level. 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 creating *Curriculum Development Task Teams* to revise or change existing curricula, and construct new curricula (Luhambati, 2013, p. 10; Wiles & Bondi, 2007). It appears that the TIE tends to overlook the fact that even the best curriculum can only produce the intended results if teachers have the capacity and inclination to implement it effectively.

## **1.7 SCOPE OF THE STUDY**

The current study is limited to exploring how teachers are implementing the secondary school CBC. This scope was defined because a literature review was conducted which showed that

the area has received inadequate scholarly attention. Furthermore, the study is a specific case study in that two secondary schools in Arusha region were selected 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 addition, the process of data collection and analysis took place within four months. Finally, this study is theoretically informed by competency-based approaches because they resonate closely with the national curriculum statement in Tanzania (Tanzania Institute of Education, 2013).

## **1.8 DIVISION OF CHAPTERS**

### **Chapter One**

In this initial chapter, a discussion of earlier scholarship on curriculum discourse in Tanzania is provided. The preliminary literature survey indicated that in Africa, Asia and Europe, teachers appear not to be a focal point in curriculum implementation. It was also seen that a similar reality is found in Tanzania. After that, the statement of the problem was explicitly stated to indicate the need to conduct this study because teachers are assumed not to be empowered. Thereafter the research objectives and questions were introduced. It was also indicated that the key beneficiary of outcomes is intended to be the TIE, because it is mandated by the Government of Tanzania to be the overseer of all curriculum related activities. Moreover, the chapter gives succinct snapshots of all chapters in the study.

### **Chapter Two**

The review surveys the history of curriculum change in Tanzania and establishes that teachers' experiences have not been empowered or incorporated as critical stakeholders in the process of implementation. The review proceeds to analyse the theoretical framework of the study by revisiting concepts such as perennialism, essentialism, progressivism and reconstructionism. It is established that all of these educational philosophies are reflected in the Tanzanian Curriculum. Furthermore, the review ventures to discuss recent scholarship on curriculum implementation and the role of teachers. It establishes that teachers, regardless of the country's economic status, have challenges. This reality established the rationale to conduct this study. Last but not least, in assessing the CBC, it is established that not only are teachers not seen as being a critical focus, the curriculum objectives and teacher competences

do not reflect harmoniously. This condition establishes another reality, which promotes the need to empirically explore the teachers' experiences in implementing the Tanzania CBC at secondary school level.

### **Chapter Three**

This chapter surveys various sections that describe the rationale for gathering, storing and analysing data. These include the research design (a case study); the population analysis (a sample of teachers with teaching experience); the sampling methods (which are purposive and snowball because they enable the study to get participants with rich information); the data collection methods (face-to-face interviews, non-participant observation and document collection); the data analysis (a comparison approach which integrates verbatim accounts, notes from non-participant observation and data from the document collection); the reliability and validity section (under which aspects of credibility, transferability, dependability and confirmability are discussed); and finally a section presenting ethical considerations. The research methodology chapter serves as the heart of the study, while the next chapters bear the analogy of its brain. The last chapter deals with results and discussion.

### **Chapter Four**

This chapter presents the data collected from face-to-face interviews, non-participant observation and document analysis in an integrated manner. The presentation and analysis aims to investigate empirically, in selected secondary schools, how teachers experience the process of curriculum implementation. The chapter begins by presenting background data which reveals that the participants were professionals in the vocation of teaching, with teaching experience ranging from three to thirty years. Furthermore, the chapter proves that the participants were relevant to the study. The analysis in the chapter proceeds to present a chart that depicts themes and subthemes that emerge in the study from the four research questions. The first theme is a curriculum description and the overall finding is that teachers have a limited understanding of the CBC. The participants suggested that this has a negative implication for the implementation process. The second theme is appreciation; the overall finding is that teachers favour the curriculum regardless of prevailing challenges. The third theme is challenges; the overall finding indicates that challenges were multiple and widespread and included specific areas such as instructional planning, teaching, textbook quantity, textbook quality, textbook policy, ICT, assessment, and monitoring and evaluation.

The last theme concerns CBC improvement. Here the views are many, and the frequency and intensity appears to be on motivation, a participatory approach to curriculum design and implementation, and the enhancement of textbook quality.

## **Chapter Five**

This chapter concludes by reiterating the aim of the study which is to find out how secondary school teachers' experience the implementation of the CBC. Moreover, it highlights the fact that the study employs a descriptive case study design where eight participants provide in-depth data through face-to-face interviews, non-participant observation and document collection. The in-depth data were gathered in natural school settings, an aspect which enhances the study's validity. After transcriptions and the application of an open coding process were complete, a theme comparison approach was applied. In addition, the chapter summarises the findings which include the participant's: limited understanding of the curriculum, need for involvement in the curriculum making, challenges in teaching large classes, use of textbooks of low quality, and having a scarcity of in-service training. Lastly, the findings show that the participants were not motivated to implement the CBC. Finally, relevant recommendations are made bearing the various stakeholders in mind. Of first importance here are the teachers.

### **1.9 DEFINITION OF TERMS**

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

**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, p. 6). The programme duration for secondary school learners is four years. After that learners may join the working world or continue with either high school or post-secondary education.

**Competency-based curriculum** – The 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, p. 16).

**Division Zero** – This is the lowest grade attained during the *National Form Four Examination*. This grade does not permit the learner to pursue post-secondary studies.

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

**Less experienced 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 (Freire, 2005, p. 87).

**Standard Three** – This is the third grade, where primary school learners are introduced to English as a medium of instruction.

**Teacher-centered approach** – 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, p. 12).

**Triangulation** – This is a process where qualitative cross-validation among multiple data sources, data collection strategies, time periods and theoretical schemes is done (McMillan & Schumacher, 2006, p. 477).

## 1.10 CONCLUSION

This chapter has served to provide a foundation for all the chapters because it discusses the background of the study through a preliminary literature survey which shows that teachers across the world and in Tanzania in particular are experiencing challenges in implementing the curriculum. The chapter highlighted the major curriculum reviews which have taken place in Tanzania since 1961 (the year of its independence). These reviews started in 1967 when there was an emphasis on ESL; the 1979 changes aimed emphasise and strengthen the former curriculum and provide a new emphasis on technical and commerce subjects; in 1997 the curriculum further strengthened ESL but was also incorporated changes based on the *Makweta Commission of 1991-92 (URT, 1993)*; and the last curriculum review took place in 2005 and was informed by the *Tanzania Development Vision 2025 (URT, 2000)*, and the

*Education Sector Development (URT, 2008)*, amongst others. This new curriculum differs extensively from the former ones as its emphasis is on competence and not ESL.

This chapter articulated the aim of the study which was to find out how secondary school teachers are implementing the CBC. The chapter posed research questions to be explored in this study. Furthermore, the researcher made it clear that the study has employed a descriptive case study design. The chapter gave with a preliminary literature survey and a discussion of the initial aspects of the research methods. Lastly, definitions of terms within the context of the study were given. The next chapter presents a detailed and extensive literature review.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The literature review chapter deals with the history of curriculum change in Tanzania. The review progresses to analyse the theoretical framework of the study by revisiting concepts such as perennialism, essentialism, progressivism and reconstructionism. This is done in order to establish if these concepts are reflected in the Tanzanian curriculum. Furthermore the review ventures to discuss recent scholarship on curriculum implementation and the role of teachers. The aim is to establish if teachers, regardless of country economic status, experience challenges in relation to curriculum implementation. Lastly, the review assesses the CBC in order to establish if teachers are empowered. At the end, the gap in existing knowledge is identified and it is this that validates the need to conduct this empirical study.

### **2.2 BRIEF HISTORY OF THE TANZANIAN EDUCATIONAL SYSTEM**

Tanzania, a country in East Africa, has over 120 ethnic groups, all of which have accepted to co-exist regardless of cultural differences. This has been made possible through the leadership of the founder of the nation, the late Hon. Julius Kambarage Nyerere. He used Swahili as the *lingua franca* to bring together a nation with diverse cultures. The late Mwalimu Nyerere (a Swahili honorific title denoting ‘teacher’) was not only the first president of the country, but also the first person to spearhead the curriculum changes.

The post-independence era was a crucial time to break from the colonial education curriculum that discriminated against native blacks. This curriculum had aims that would not prepare a Tanzanian citizen to live a fulfilled and sustainable life (Ministry of Education, 1995 p. i). Immediately after independence in 1962, the *1927 Education Ordinance* was replaced by the new *Education Ordinance*. These changes were to be implemented in a system known as 2+7+4+2+3. This referred to 2 years of pre-school life (kindergarten) followed by 7 years of primary school education (Class 1 to Class 7, or Standard 1 to Standard 7) and 4 years of ordinary level secondary school education (Form 1 to Form 4). In addition to this are 2 years of pre-college studies or advanced level of secondary school education. Lastly, mature students can undergo 3 years of university training.

Below are the policy changes which also affected the curriculum immediately after independence. According to the Ministry of Education (1995, p. i-ii), it had very specific aims, each of which are discussed below.

***Abolish racial discrimination in the provision of education.***

During the colonial era, access to education was racially biased. Pupils of white descent attended the best schools with the best teachers and several scholarships were available to study abroad. The other population group which was moderately favoured was the Indians. Since these were business people who helped the colonial regime, their education had a “second class status.” The last category consisted of the majority, who were native blacks and this group was further subdivided: the schools for children of tribal chiefs were slightly better off than those for commoners. This kind of structure was intentionally located to divide in order to rule and exploit peacefully. According to the researcher, this target to abolish such a system, implemented in 1962, has largely been achieved. There is practically no racism in Tanzania (Ministry of Education, 1995, p. i).

***Streamline the curriculum, examinations, administration and financing of education.***

During the colonial era, the curriculum was structured in Britain, because Tanzania was a British protectorate. This complied with the choice of administration and financing. However, immediately after independence the objective to streamline the curriculum, examinations, administration and financing was put into effect. As the researcher looks back, he argues that this objective has also been largely fulfilled, although not as well as the former goal (Justin, 2013, p. 53). The private education sector has received no government subsidy for almost four decades (since independence). In the last five years, there has been a change in that private education at tertiary level now receives a government subsidy. This is an indication that the government has still more to do (Ministry of Education, 1995, p. 1).

***Promote Kiswahili as a national language and make Kiswahili and English the medium of instruction.***

During the colonial era the medium of instruction was English. While this was good in itself, it was used as a tool for racial segregation. Native languages were perceived to be inferior, and the researcher still supposes that such colonial thinking remains in the present generation. However, in 1962, the government embraced their objective to promote Kiswahili as a national language without discarding English as a medium of instruction.

Upon reflection, the researcher argues that the government of Tanzania should be applauded for this, since the nation is united and there have never been severe tribal conflicts. However, the failure of learners at secondary and post-secondary levels to be able to express themselves in English has been a disadvantage (Mao, 2013, p. 74). Sometimes graduate students request their lecturers to make a point in Kiswahili. This is an acute situation which might need a curriculum change to start teaching English in all subjects from pre-school to university level. Currently, due to the nationalistic spirit, Kiswahili is the medium of instruction in primary schools. English is being taught as a subject from standard three and it only becomes a medium of instruction at secondary school level.

***Establish a unified teaching service for all teachers.***

During the colonial era, there was no systematised, unified teaching service for all teachers. Most of the missionary schools had their curriculum for teaching service (Justin, 2013, p. 44). While this could be seen as diversity, it also opened the door to a lack of quality assurance. When the new country was born, it established an objective to unify the teaching service for all teachers. As the researcher looks back, it can be argued that this objective has largely been achieved. There are sufficient teachers' training colleges in the country, and the recent upsurge of universities has helped to achieve the above objective (Mchome, 2014, p. 3).

***Make physical work an integral part of education.***

During the colonial era, the overriding physical activities at schools were land cultivation, brick-making and carpentry. These received more attention than the education offered in classrooms. However, in the wake of independence, an objective was set to make physical work an integral part of education. Although, this objective is seemingly good, it was implemented then as part of a hidden curriculum. Today this objective has been relegated to obscurity and nobody seems to be talking about it (Tanzania Institute of Education, 2013).

The following discussion focuses on a very important document in the history of the Tanzanian education sector, the *Education and Training Policy* of 1995.

## **2.3 TANZANIA'S EDUCATION AND TRAINING POLICY AND THE CURRICULUM**

The Ministry of Education (1995) identified many changes in the educational system, but the notable ones include reforms in school curricula designed to meet the national needs. One can

still be skeptical whether this has been attained. The then national needs were the eradication of three things, namely poverty, disease and ignorance (Ministry of Finance, 2010, p. 15). Tanzania is still one of the poorest economies in the world and so a curriculum that would empower learners with life skills is surely needed (Paw, 2013, p. 795).

The issue of ignorance is a major factor as witnessed in the *2013 Form Four Secondary School Results*, where more than 60% got division zero. This kind of result does not allow the learner to progress to a more advanced academic level, unless the examination is rewritten (Official Correspondent, 2013). These school curricula reforms seem not to meet the prevailing needs. It must be noted that all these reforms were done in the context of ESL which was promulgated in the *Arusha Declaration (URT, 1967)*. However, in the wake of the multi-party era, this policy has remained on paper and has in practice gradually been removed from the curriculum. In essence, this has resulted in Tanzania having no clear-cut political ideology reflected in its curriculum.

The Ministry of Education (1995, p. vii) records that in 1990 the government constituted a National Task Force to prepare the country for the 21<sup>st</sup> Century. The terms of reference included assessing the critical problems inherent in the educational sector and proposing an appropriate system, which would facilitate efficiency and effectiveness. As a result of this task force, Tanzania enacted the *Education and Training Policy* (Ministry of Education, 1995, p. vii). However, until now, there has not been another complete review to reflect the changing socio-economic needs of the country. Instead, slight amendments of the policy from time to time are being done. One of the more important amendments has been the introduction of the CBC in 2005 (Luhambati, 2013, p. 83). According to Ornstein (2011, p. 1–9), change in the education sector cannot be avoided. Since this change has seemingly been avoided, the current massive failures in the Form Four examinations could be attributed to this avoidance. This information is supported by Dr Mchome, who is the permanent secretary to the President. He said:

Within the education sector, the concern about declining quality and poor outcomes is raising. This is in respect of the Primary School Leaving Examination (PSLE) pass-rate still being low; the Certificate of Secondary Education Examination (CSEE) pass-rate is also low and the ability of the graduates to deliver in the world of work is an issue (Mchome 2014, p. 10).

The above statement makes it evident that the CBC in Tanzania might need a review which could not only enhance academic performance but also the acquisition of life skills to empower the child to fit into the current world of work. Moreover, there appears to be no document which shows the involvement of teachers in curriculum design for the five decades since independence. This shows the importance of bringing teachers on board as critical stakeholders in curriculum implementation and includes curriculum design and its execution. The discussion now shifts to deal with the theoretical framework which underpins the study.

## **2.4 THEORETICAL FRAMEWORK**

The literature review uses the philosophical considerations identified by Ornstein (2011, p. 1-9) because these aspects form a theoretical basis for a competency-based and knowledge-based curriculum. On that basis, they are relevant to the study. The categories reviewed are perennialism, essentialism, progressivism and reconstructionism and these philosophical considerations are discussed in the context of CBC.

### **2.4.1 Perennialism**

Perennialism is an educational philosophy located in the branch of traditional philosophy. It places emphasis on the subject matter. Perennialism arose in the 1930s, as formal position against the progressives. According to perennialists, they thought that the American intellectual fabric was being destroyed because of too much emphasis on child-centered education (Knight, 1980, p. 102). This educational theory emanates from realism philosophy and can be traced back to ancient Greece, Rome and finally to Christianised Europe (Knight, 1980, p. 103). The key players in this school of thought include Robert Maynard and Mortimer Adler (Knight, 1980, p. 103). The discussion below assesses perennialism in the context of the current Tanzanian secondary education curriculum:

Onstein (2011, p.1-9) lists various characteristics of perennialism which are hereby presented and critiqued.

***To educate the rational person and to cultivate the mind (Instructional objective) (Ornstein 2011, p. 6)***

It appears that the Tanzanian Curriculum fits the KBC in practice. 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).

***To focus on past and permanent studies; mastery of facts and timeless knowledge (Knowledge) (Ornstein 2011, p. 6).***

Personal experience in teaching this curriculum brings to mind no occasion where a teacher would encourage a student to think creatively and challenge so-called timeless knowledge. As a student, he can remember being pressed to reproduce what was written in the textbooks and teacher's notes in examinations. If it was a study of history, the learners would be encouraged to memorise, for example, the scramble for Africa whilst at the same time leaving out the explanation of how the scramble for Africa repeats itself in the post-independence era (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, p. 6)***

In line with this objective, the aim of secondary school education emphasises human rights, cultural values and civic responsibilities (Ministry of Education 1995, iv). This aspect is important as it reminds citizens where they come from so that they can chart the future strategically.

***Curriculum focus includes classical subjects, literary analysis and constant curriculum (Ornstein 2011, p. 6)***

Tanzanian Secondary education includes language subjects like Kiswahili, English and French. When learning these subjects, usually a literary analysis approach is employed to enhance interpretation. Subjects like History, Civics, Bible knowledge and Islamic studies are included in the curriculum which appears to be subject-centered (Morshead, 1995, p. 163-193).

***Great books (Related curriculum trends) (Ornstein, 2011, p. 6)***

The secondary school curriculum employs the Bible and Quran as reference books in teaching. It can be affirmed that these resources are found mostly in church affiliated schools and, according to the researcher's observation, are practically non-existent in government and

ward-based schools. This condition may be attributed to a decline in student morality. This is attested by Arego (2012, p. 78) and Bitekeye (2013), who reported that some examination scripts were filled with language of abuse and drawings indicating sexual lewdness. This suggests an empirical study is needed to find out teachers' challenges in implementing the curriculum.

#### **2.4.2 Essentialism**

According to Ornstein (2011, p. 6), the next educational philosophy which affects the curriculum, is essentialism. Essentialism is a branch of educational philosophy which falls in the traditional category, namely where the teacher is the authority in the field. This educational philosophy was also a reaction to progressivism and occurred during the 1930s in America. Like perennialism, essentialism falls into the category of traditional philosophy. Knight (1980, p. 108) differentiates the essentialists from the progressives along with the perennialists in the sense that they do not have a singular philosophical base and benefit from both idealism and realism. Its founding idea is that the school's first task is to teach basic knowledge and that the teacher is the authority of the subject matter (Knight, 1980, p. 110-111). The author lists the key proponents of this school of thought as being William Bagley, Isaac Kandel and Fredrick Breed (Knight, 1980, p. 109). In his book, Ornstein (2011, p.1-9), gives characteristics of Essentialism which are presented and critiqued hereunder.

##### ***To promote the intellectual growth of the individual (Ornstein 2011, p. 6)***

This has been the first instructional objective of the Tanzanian secondary education and it stresses the consolidation and broadening of baseline ideas... acquired at primary education level (Ministry of Education 1995, p. II). While this kind of curriculum has worked on emphasising 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, p. 110). Now that over 300,000 learners have failed to continue either with advanced secondary education or certificate training, this group of people has very limited options to advance in life. Few of them will attempt the next Form Four examinations as private candidates, but the majority will probably end up in the pool of unskilled labour.

##### ***Essential skills and academic subjects; mastery of subjects and subject matter (knowledge) (Ornstein 2011, p. 6).***

This category resonates well with the fifth objective of secondary school education (Ministry

of Education, 1995: iv). 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 and Chemistry, 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).

***The teacher is the authority in his or her field (explicit teaching of values (role of the teacher) (Ornstein 2011, p. 6).***

This objective is good in itself because it gives the teacher a sense that he or she is the ultimate authority on the subject. However, it appears that a sizable number of secondary school teachers are those who failed to join university education because of poor grades. This reality in essence indicates that these teachers are there by default and not by their own choice or love for the profession. This bitter reality has been putting these teachers at a disadvantage, especially when they are asked critical questions by students of higher IQs. One would wish that the curriculum includes aspects that will make teachers ‘feel’ like professional guides in the discovery of knowledge and not like ultimate authorities in the subject matter (Luhamabati, 2013, p. 20)

***Essential skills (three Rs) and essential subjects (English, arithmetic, science, history and foreign language (curriculum focus) (Ornstein 2011, p. 7).***

It is interesting to note that this category corresponds with another objective in secondary education (Ministry of Education, 1995, p. iv). The objective enjoins the promotion of linguistic ability and effective use of communication skills, attitudes and understanding in the prescribed fields of study. A fair analysis indicates that this objective is in average fulfillment, though learners still struggle to express themselves in English. The problem has been that learners are being taught Kiswahili in both pre-school and primary education. This results in learners having an insufficient command of English. Therefore it is proposed here that the curriculum for English as a medium of instruction needs to be extended from pre-school right through to University.

*Back to basics; excellence in education (Ornstein 2011, p. 6).*

The curriculum that emphasises the basics cannot be avoided. In the light of massive failures it has been argued that the failed candidates did not get sufficient basics in either primary or secondary school. In a Baragumu Television Broadcast (2013) Ms. Nderakindo Kessy, who is an experienced mathematics teacher and a Member of Parliament, had this to say:

If I would be chosen to be the Minister of Education the following would be my emphasis; I would ensure that I put much emphasis in improving educational delivery in Standards 1–3 because here is the foundation of all things. Our laxity in this section has made many children to reach secondary level without mastery of the 3 Rs. Also I would strengthen inculcating religious values so that we have a moral society. The evidence of pupils writing abusively in NECTA scripts is a by-product of this failure.

In the same vein, the following day, another TV broadcast by Channel 10, the chair for Mathematics club was heard complaining that the TIE has not listened to the cries on the issue of allowing Standard 7 pupils to attempt mathematics through multiple choice items. This authority argued that the government is preparing a workforce which does not know the basics or the forms of critical thinking. It is very difficult to evaluate the system of education because there have been reports that some students join secondary school without having grasped the basics of the 3 Rs (Baragumu Television Broadcast, 2013). It is thought that if Tanzania wishes to offer a contribution to developing economies, more change is needed in the education curricula. This would be attained partly by including teachers as important stakeholders not only in curriculum implementation but also in its design.

#### **2.4.3 Progressivism**

The next educational philosophy which affects the Tanzanian curriculum is progressivism. Ornstein (2011, p. 6) defines progressivism as a branch of educational philosophy that falls under contemporary branches where the educational process is viewed as creative self-learning, or an active process in which the learner reconstructs knowledge. This theory of education forms a crucial part in what is contemporary philosophy because it is a latecomer (Knight, 1980, p. 91). It characterises most of the 21<sup>st</sup> Century education systems in both theory and practice. It arose as a definite reaction against traditional education which emphasised formal methods of instruction, mental learning and literary classics of Western civilization. The major voices in this school include John Dewey, Sigmund Freud and Jean

Jacques Rousseau (Knight, 1980, p. 91). Its major principles include, but are not limited to, child-centered education; active rather than passive learners; the advisory role of the teacher; a school as a microcosm of the larger society; classroom activity focusing on problem solving; and the social atmosphere of the school being democratic and cooperative. In his book, Onstein (2011, p.1-9), gives characteristics of progressivism which are hereby presented and critiqued.

***To promote democratic, social living (Instructional objective).***

This characteristic resonates well with the last objective of secondary education which states its aim to “prepare students to be responsible members of the society” (Ministry of Education, 1995, p. iv). While democracy is an ideal form of governance in both ancient and contemporary society, it appears that this phenomenon is rarely applied in Tanzanian culture, which is mostly patriarchal and authoritarian. This leads to a situation of imbalance between teachers and learners. Although there are student elections in schools, the managers always have the power to dictate to student leaders what they want. This objective basically exists only theoretically. Moreover, it would be expected that subjects on humanities would mainstream critical thinking and encourage democratic living, but this is supposedly not the case. The students are simply being prepared for examinations (Justin, 2013, p. 98).

***Knowledge leads to growth and development; a focus on interesting learning (Knowledge).***

This characteristic is noble as it stands, but the actual education happening in classrooms appears to be hindered by certain factors. The first includes the low motivation of teachers. Secondary school teachers are among the most poorly paid professionals in Tanzania (Mao, 2013, 66).

***Based on students interests involve application of human problems and affairs; interdisciplinary subject matter.***

The secondary school curriculum encourages interdisciplinary subject matter. That is, there are combinations such as Physics, Chemistry and Biology (PCB), Economics, Geography and Mathematics (EGM), History, Kiswahili and French (HKF). However, there is a lack of ‘felt’ participation in the formation of the curriculum by involving students (Luhambati, 2013, p. 40).

This condition shows that the current curriculum does not give a learner an equal competitive

advantage over learners in countries which give priority to education. In future, this aspect should be included in the curriculum.

#### **2.4.4 Reconstructionism**

The last educational philosophy which will be discussed here and which affects the Tanzanian Curriculum, is reconstructionism (Ornstein 2011, p. 7). Like progressivism, reconstructionism falls in the domain of contemporary educational theories. The role of the teacher under this philosophy is to become an agent for social change.

This theory also emerged in the 1930s when the nations in Europe, America and Asia were experiencing a massive economic depression (Knight, 1980, p. 112). Knight further argues that it was at this time and context that George S. Counts developed this educational approach. It places an emphasis on making educational institutions become active and leading agencies in social reform. The discussion that follows deals with the characteristics of reconstructionism according to Ornstein (2011, p. 6) in the context of the Tanzanian secondary education curriculum.

***To improve and reconstruct the society; education for change and social reform (Instructional objective).***

This characteristic echoes the same tune as those of the objectives of Education in Tanzania, which are “to enable every citizen to understand and uphold the fundamentals of the national constitution as well as the enshrined human and civil rights” (Ministry of Education, 1995, p. iv). This characteristic is not reflected in the secondary school syllabus.

***Skills and subjects needed to identify and eradicate problems in the society; learning is active and concerned with the contemporary and future society.***

It is interesting to note that although reconstructionism is not specifically referred to among the secondary school objectives, it is reflected in the History subject as one of the general competences. In this area, it states that the learner should be able “to show the ability to critically assess the events, conditions, and factors which shaped the past and present conditions of the world [emphasis supplied] (Ministry of Education, 1995, p. iv). But the issue of being reflected in theory is different from being reflected in practice. It is true that some students can critically study historical events in their preparation for the examinations, but it is doubtful if they have the ability to evaluate Tanzania’s politics at least to their age

level.

***A teacher serves as an agent for change (Role of the teacher).***

In Tanzania, teachers have been serving as agents for change; teachers have been key persons in all elections since independence. This is ironic because the late Mwl. Julius Nyerere was a teacher by profession. He was also a political activist who sought social change. This activism ultimately led to independence and many years of peace in Tanzania as with its neighbours (Nyerere, 1967, p. 34). Reconstructionism has the potential to bring about social change if it is implemented in the curriculum.

***Emphasis on social science and research methods (Curriculum focus).***

Currently the nation places more emphasis on science than other education subjects (Luhambati, 2013). This is true because high schools with science subjects are better equipped when compared with schools with social science subjects. This imbalance is reflected in access to government sponsored university scholarships (Mchome, 2014, p. 10). The students from science subject combinations get full sponsorship, whilst the rest get either partial or no funding at all. This implies that reconstructionism has a potential to be reflected fully in the secondary education curriculum.

***Equality of education (Related curriculum trends).***

Of all the aspects mentioned in this research, this appears to be unique. The ratio of boys to girls in secondary schools is almost the same, a fact that would have been unfathomable in the early days of independence in 1961.

Thus, the theoretical framework has discussed educational philosophies as posited by Ornstein (2011, p.1-9). The analysis indicates that the Tanzanian Curriculum is influenced by both philosophies to a lesser or greater degree. In order to be more precise, the Tanzanian curriculum is more informed by perennialism and essentialism than progressivism and reconstructionism. This is made evident by being more knowledge-based than competence-based. This stance is supported by various authors (Luhambati, 2013, Mao, 2013, Justin 2013, Mchome, 2014).

The literature review now shifts from the theoretical foundations of the study to empirical studies concerning curriculum change and the role of teachers in the process.

## **2.5 EMPIRICAL STUDIES ON CURRICULUM CHANGE AND THE ROLE OF TEACHERS**

Albright and Knezevic (2013, p. 110) conducted an online survey in Australia that explored the everyday practices of teachers of English 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.

Research conducted by Jin and Li (2011 p. 25) aimed to examine curriculum reform in China from 2001 to 2008. The key finding was that curriculum was post-modernised 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 the problem of leaving teachers in the margins of curriculum implementation is not a problem of third-world countries alone, but also of first-world countries.

Sifuna (1992, p. 133–145) conducted a study in Kenya that explored prevocational subjects in primary schools in the 8-4-4 system. It was concluded that teaching was hampered by a lack of basic resources and a teaching style that could not shift learners' inclinations to academic studies. This Kenyan situation is not far from the Tanzanian one. In Tanzania too there is lack of basic resources alongside the fact that there are only a few vocational schools as compared to non-vocational ones (Justin, 2013, p. 86). This suggests that teachers need adequate financial support in accessing basic teaching resources, as well as workshops to enhance their classroom practices (Makeleni 2013, p. 30). Another field based study was conducted in Uganda by Altinyelken (2010, p. 151–161). The aim of the study was to investigate the implementation of 'the matric curriculum' in Uganda from the perspectives of teachers. The findings 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. The study suggests that classrooms are critical spaces of interaction between teachers and students in the process of curriculum implementation. This study resonates closely with Luhambati (2013, p. 83), who also argues that Tanzanian classrooms have constraints such as large class sizes, book shortages, and being accustomed to the traditional KBC.

The researcher therefore concurs with the above studies which reflect curriculum implementation challenges related to teachers as seen in China, Australia, Kenya, Uganda and Tanzania. This situation suggests a need for field-based research to empower teachers as key stakeholders in implementing the curriculum, hence the need of the study.

## **2.6 CURRICULUM CHANGE AND THE ROLE OF TEACHERS IN TANZANIA**

In his paper, Osaki (2000, p. 5), argues that capable and effective teachers can enhance the quality of education in Tanzania. This assertion is true, although it is not clear how much of this reality is perceived by the government and other stakeholders.

Furthermore, the analysis in Curriculum for an Ordinary Level of Secondary Education indicates that teachers are not intended to be the main users of a curriculum even though they are expected to be its implementers (Tanzanian Institute of Education, 2013, p. i). The curriculum document shows that the main users are education officers and managers (Tanzanian Institute of Education, 2013, p. 9). Also, the word ‘post-modern’ is missing and this is the essence of a learner-centered curriculum (Tanzanian Institute of Education, 2013, p. 11). ESL is appearing, but as stated earlier its applicability is questionable (Tanzanian Institute of Education, 2013, p. 13). The main goal of the curriculum review which took place in 2005 was to prepare students for higher levels of education. This goal, though good, appears to be the opposite of a CBC, which emphasises knowledge, skills and attitudes (Tanzanian Institute of Education, 2013, p. 16). Perhaps the major discovery is that the objectives do not match with the intended competences. These similar observations are also found in the curriculum for a diploma in Teacher Education (Tanzanian Institute of Education, 2013, p. i–iv). Therefore, as part of that noble agenda of curriculum change, the study will embark on exploring the experiences of teachers in implementing the curriculum.

## **2.7 SUMMARY**

The review has surveyed the history of curriculum change in Tanzania and established that teachers have not been sufficiently empowered as critical stakeholders in the process of implementation. The review progressed to analyse the theoretical framework of the study by examining concepts such as perennialism, essentialism, progressivism and reconstructionism. It was established that all of these educational philosophies are reflected in varying degrees in the Tanzanian curriculum. Furthermore the review ventured to discuss recent scholarship on

curriculum implementation and the role of teachers. It was established that teachers in different countries from different economic backgrounds have challenges. This reality established the rationale to conduct this study. Lastly, the review focused on the CBC. It was established that teachers were not perceived as key implementers of the curriculum. This condition establishes another reality which promotes the need to explore empirically, the teachers' experiences in implementing the Tanzania CBC at secondary school level. In the next chapter, the research design and methods for the study will be discussed.

## **CHAPTER THREE:**

### **RESEARCH DESIGN AND METHODS**

#### **3.1 INTRODUCTION**

The previous chapter discussed the scholarly literature which underpins the study. It also established that teachers in Tanzania and elsewhere in the world are not fully empowered as curriculum 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. The chapter begins with the rationale for empirical research and then discusses the research design, research methods, trustworthiness (reliability and validity) of the study and finally ethical considerations. The chapter concludes with a summary.

#### **3.2 RATIONALE FOR EMPIRICAL RESEARCH**

Chapter One discussed the challenges faced by teachers in implementing the curriculum. The discussion took a funnel shape which began with global perspectives, then provided regional perspectives and finally narrowed to the Tanzanian reality. The condition which appears to make teachers seen as not being key implementers of the curriculum in Tanzania prompted the researcher to conduct an empirical research, focused on the following research questions:

- *How do teachers describe the competency-based curriculum?*
- *What do teachers appreciate most in the competency-based curriculum?*
- *What challenges are teachers experiencing in implementing the competency-based curriculum?*
- *What are possible guidelines envisaged by teachers for effective curriculum implementation?*

#### **3.3 RESEARCH DESIGN**

The study distinguishes itself by employing a qualitative approach (McMillan & Schumacher, 2006, p. 313). These authors note that research data in most qualitative studies is usually in the form of words rather than numbers. This is the case in this current study: the data collected from the teachers through face-to-face interviews is in the form of words. Moreover, this information was collected in the field, at their place of work. On a similar note, Creswell (2003, p. 25) defines case study as being “an exploration of a program, event,

activity, or process for one or more individuals.” Yin (1991, p. 3) 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, p. 46) outlines various forms of case studies but only three relevant ones are discussed here. The first is explanatory and 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 occurred. These three can also be integrated into a multiple case study. This study has employed a descriptive case study design because it explores the real life of teachers at secondary school level as they implement the CBC, which is the subject of the study.

Furthermore, case studies have the ability to study problems from a multiple dimensional approach, which may provide rich descriptions of an individual or a group of individuals. In this study, Yin’s definition (1991, p. 13) cited in Section 3.3 is used as a working definition for the researcher to study how secondary school teachers implement the curriculum.

To summarise, the descriptive case design has given the researcher an opportunity to develop a detailed account of how teachers can be key implementers of the curriculum. The descriptive case study has proven useful because it has allowed the researcher to have access to the real life experience of teachers as they implement the curriculum.

### **3.4 RESEARCH METHODS**

This subsection presents four aspects, namely the selection of participants, pilot study, data collection, and data processing.

#### **3.4.1 Selection of participants**

The researcher interviewed eight teachers from two selected schools in Arusha. Arusha is found in the North Eastern part of Tanzania. It is famous for its many national parks such as the Serengeti National Park, Ngorongoro Conservation Area, Tarangire National Park, and Arusha National Park (Sitts, 2009, p.52). These national parks have a major socio-economic impact on the livelihoods of teachers whether directly or indirectly (Kazuzuru, 2014, p. 121).

In terms of implementing the Tanzanian Curriculum, the Arusha Region fares comparatively well in terms of academic performance when compared to other regions (United Republic of Tanzania, 2008). The participants and their schools are drawn from this region and their names are kept anonymous in order to abide by ethical considerations. These teachers either teach Mathematics or Biology (science subjects), or English or History (arts subjects). Each school provided one teacher for a particular subject.

The researcher also ensured that the aspect of gender balance was taken into consideration. The rationale for using a small sample was that it enabled the researcher to gather in-depth data through different forms of data collection, namely face-to-face interviews, non-participant observation and document analysis.

In order to select the participants for the study, a non-probability sampling was employed. Non-probability sampling is defined by Polit and Hungler (1997, p. 463) as a “selection of participants or sampling units from a population using non-random procedures, examples include convenience, judgmental, and quota sampling.” Herein, the researcher employed two sampling techniques which have slight variations among them. These are purposive (judgmental) sampling and snowball sampling. Purposive sampling 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. Snowball sampling can be described as a type of non-random sampling in which the researcher begins with one case and then, based on the information about relationships from that case, identifies other cases and repeats the process again and again (Neuman, 2006, p. 221–222). These methods were chosen because of their appropriateness in getting experienced participants, who are crucial to the study (Aina & Ajiferuke, 2002, p. 39).

### **3.4.2 Pilot study**

Before data collection commenced, the researcher conducted a pilot study in order to enhance the efficiency of the data collection instrument. According to Persaud (2015, p. 1033), a pilot study refers to, “either a trial run of the major research or the pretest of a particular research instrument or procedure.” Consistent with this procedure, the researcher went to a secondary school which was not among the ones intended to be used in the study and tested the instrument, an interview schedule with 11 questions. The researcher also interviewed the academic master of the secondary school. These questions emerged from the four research

questions. On completion of the pilot study it was found necessary to revise the instrument extensively and align it more closely to the curriculum document. Moreover, it was also found necessary to add two other data collection methods, non-participant observation and document analysis. The instrument used for the pilot study is found in [Appendix VI](#) for comparison purposes.

### **3.4.3 Data collection**

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 characterised by a cross-validation among data collection techniques (McMillan & Schumacher, 2006, p. 477). These data collection techniques are discussed separately below:

*Face-to-face interviews with individual participants* formed the main method of data collection in exploring the experiences of teachers in implementing the CBC. 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 (See Appendix I).

A *document analysis* was carried out and the following documents were requested from the participants in the study: the ordinary level of the secondary school curriculum, lesson plans, learners' class work books, marked scripts, portfolios, project work and written essays. The availability of these documents helped to assess experiences of teachers in implementing the CBC (See Appendix II).

*Non-participant observation* was also an important form of data collection in the study because it elucidated what was not covered in the face-to-face interviews. For example, if the teacher declared that he or she had large classes, the observation session confirmed whether that was indeed the case and how this influenced teaching and learning. In order to do this, the researcher used a checklist (See Appendix III).

### **3.4.4 Data analysis**

Data analysis is a crucial stage in making "sense" out of raw data. Not interpreting data can be compared to taking a lot of trouble to prepare food and then, when it is ready for consumption, having nobody to eat it. Neuman (2006, p. 467) 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, p. 485) endorses the idea that qualitative research tends to use an inductive analysis of data, which simply means that themes emerge out of the data. The study agrees with these authors in that it:

- Looks for patterns and finds reasons for them;
- Looks for differences and find reasons for them;
- Captures good information and rich quotes, and then uses them;
- Makes use of positive comments;
- Does not avoid negative comments;
- Takes note of ambiguous comments;
- Takes note of joking statements; and
- Recognises the level of enthusiasm when responses are given.

Before data analysis can take place, it must be preceded by the collection of data. As indicated earlier, the researcher used face-to-face interviews simultaneously with non-participant observation and document collection (Ratcliff, 2015; Madden, 2007). After that, data transcription followed. This is the transcriptions of audio files into MSWord files which will then be ready for coding. The total length of the audio files was 8 hours and an average transcription time was 2 hours per file. The transcription took approximately 16 hours. The researcher chose not to hire a research assistant so that he would be able to discern emerging themes by himself.

After data transcription, the next step was to apply qualitative data analysis through constant comparison of emerging themes. Before this is done the coding process must take place. Sarantakos (2005, p. 424) defines a code as a symbol or a set of symbols used in measurement and analysis in the place of responses collected through social research. Data coding is defined by social scientists as finding “tags for assigning units of meaning during the study. Codes are usually attached to chunks of varying size – words, phases, sentences, or whole paragraphs connected to a specific setting” (Neuman, 2006, p. 459).

The table below gives a summary of the data analysis process and shows the six steps which were used to arrive at the findings. It should be noted that the steps are not distinct in themselves and that there is a lot of overlapping between and within the entire cycle of steps.

**Table 1: Steps of data analysis**

<b>Step 1</b>	Reflection on my own experience and analysis of the literature that led to and provided confirmation of the research questions and issues that resulted from the case study.
<b>Step 2</b>	Development of the interview questions, non-participant observation and document checklist based the Tanzanian Curriculum document and other relevant dissertations
<b>Step 3</b>	Line by line of transcriptions interviews are coded and they later lead to the development of themes and categories. The coding also integrates data from non-participant observation and documentary data
<b>Step 4</b>	Further checking of emerging themes to determine overlaps by re-reading the transcribed data and listening to the audio files.
<b>Step 5</b>	Comparing categories with one another to develop central findings that represent the lived ‘interpretive experience’ of the sample.
<b>Step 6</b>	Drawing conclusions, recommendations, and suggestions for further research.

Source: Adapted from Weadon, 2007, p. 76

### **3.5 TRUSTWORTHINESS (RELIABILITY AND VALIDITY)**

As noted earlier in Section 3.3, this study is located under the umbrella of qualitative approaches. A study is considered trustworthy if it is reliable and valid (Morse, Mayan, Olson and Spiers, 2002, p. 2). Polit and Hungler (1997, p. 470–471) define reliability to mean, “The degree of consistency or dependability with which the instrument measures the attribute of designed measure.” The same authors define validity as the degree to which the instrument measures what it is intended to measure. In order to enhance the reliability and validity of the study, the following aspects were taken into consideration: credibility, transferability, dependability and confirmability. These will be discussed next.

#### **3.5.1 Credibility**

Polit and Hungler (1997:455) define credibility as a criterion for evaluating the quality of qualitative data, referring to confidence in the truth of the data. In order for the data to be credible, the researcher is required to use different methods. The first technique used in this study was face-to-face interviews and these benefited the study by providing singular expert opinions on curriculum implementation. This was supplemented by non-participant observation and document analysis (see MacMillan & Schumacher, 2006, p. 313).

### **3.5.2 Transferability**

Polit and Hungler (1997, p. 470) define transferability as a criterion for evaluating the quality of qualitative data to the extent to which the findings from the data can be transferred to other settings or groups. In the context of this study, the analysis made use of thick descriptions as they emerged from prolonged face-to-face interviews, non-participant observation and document analysis. Since the data came from three different sources and was aimed at the same participants, it would be possible to “transfer” the study implications in similar settings, particularly in other parts of Africa.

### **3.5.3 Dependability**

Polit and Hungler (1997, p. 306) describe dependability in terms of the stability of data over time and conditions. In the context of this study, dependability ensures that the raw data were kept online for the maximum of five years from the time of data collection. This data is in form of audio files and text in a stable format (i.e. PDF). Also, in Appendix VIII, a transcription of the first research question is provided. In this way, any person can make an inquiry audit to confirm the established analysis (see MacMillan & Schumacher, 2006, p. 326).

### **3.5.4 Confirmability**

Polit and Hungler (1997, p. 307), define confirmability as:

a criterion of evaluating qualitative data based on objectivity and neutrality of data... it has six classes, namely a) raw data, b) data reduction, c) process notes, d) personal notes, e) instrument development and f) drafts of final report.

In the context of this study, in order to enhance neutrality, which allows for an audit trail, there is the employment of verbatim accounts. Moreover, anyone interested in following up on the research process can access the information upon request.

## **3.6 ETHICAL MEASURES**

In order to make the participants comfortable to answer questions and at the same time abide by research ethics, the study made use of a form which contains the following aspects: confidentiality and non-disclosure (Neuman 2006, p.129). It indicated 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 to be involved in the study and voluntary participation gave them the right to withdraw. This aspect was important as it encouraged a sense of trust and allowed them the freedom to withdraw any time. Openness and justice for the research participants ensured that the items in the interview protocol embraced no hidden agenda and only that stated in the introduction. Lastly, the form was committed to causing no harm, especially no intentional psychological harm (see Appendix V).

In order to meet the University of South Africa's institutional ethical requirements, the researcher applied for ethical clearance for the study and this was granted (see Appendix VII). In order to abide by the ethical considerations of his home country, the researcher obtained a research permit from the Ministry of Education and Culture in Tanzania (see Appendix VI).

### **3.7 CONCLUSION**

This chapter has described the rationale for gathering, storing and analysing data. This includes the research design (descriptive case study), the population analysis (which uses a sample of teachers with more than three years of teaching experience), the sampling methods (which are purposive and snowball sampling enabled the researcher to get participants with rich information), and the data collection methods (face-to-face interviews, non-participant observation and document analysis). The data analysis uses a comparison approach which integrates verbatim accounts, notes from non-participant observations and data gleaned from relevant documents. Furthermore, the reliability and validity section addressed the aspects of credibility, transferability, dependability and confirmability. Finally, a section for ethical considerations was presented. The research methodology chapter serves as the heart of the study, whilst the next chapters bear the analogy of its brain. The analyses of the data will now be presented.

## **CHAPTER FOUR: DATA PRESENTATION, DATA ANALYSIS AND DISCUSSION OF DATA**

### **4.1 INTRODUCTION**

The previous chapter described how the descriptive case study design was carried out. This chapter presents the findings of the face-to-face interviews with eight practicing teachers from School A (a public school) and School B (a church affiliated school). The data is integrated with non-participant observations and documentary information. All three forms of data collection were carried out in the natural school settings. It should be noted that all data originated from the four research objectives of the study. The table below presents the profiles and analysis of the participants involved in the study.

**Table 2: Details of participants**

	Female participants	Male participants	Total number of participants	Education level		Number of years in teaching
				Diploma	Degree	
School A (Public affiliation)	2	2	4	0	4	Between 3 and 30 years
School B (Church affiliation)	1	3	4	2	2	Between 3 and 30 years
Overall total	3	5	8	2	6	Between 3 and 30 years

Source: Self compiled

The background information indicates that the total number of participants was eight – three women and five men. Although the researcher tried to ensure gender balance, it was not possible. However, the discrepancy does not significantly affect the findings, as will be seen later. The background data also shows that the education level of the participants ranged from diploma ( $n = 2$ ) to degree ( $n = 6$ ). This finding indicates that the teachers are professional workers and that their training equipped them to implement the CBC. Finally, the background information indicates that the participants have adequate years of teaching experience; this ranged from 3 to 30 years. This finding further validates the participants as being credible in narrating their experience in implementing the CBC.

In order to conform to research ethics, the study does not disclose the identity of any participant and instead uses symbols. Since Schools A and B each had four participants (P),

each was given a number from 1 to 4. A male participant is denoted ‘M,’ a female is denoted ‘F.’ So, the abbreviation starts with P (participant), then a numeral (1, 2, 3, 4), then the school (A or B), and finally the gender (M for male, F for female). For example, P1AM denotes Participant 1, who belonged to School A and was male and P3BW denotes Participant 3 from School B who was female.

## **4.2 THE RESEARCH FINDINGS**

The aim of this study was to empirically investigate in selected secondary schools how teachers experience the process of curriculum implementation. The data generated is analysed and presented according to four broad research questions. Table 4.2 below presents the themes and categories which emerged throughout the study.

**Table 3: Themes and subthemes**

<b>THEMES</b>	<b>SUBTHEMES</b>
4.2.1 Curriculum description	a. Curriculum meaning b. Class size c. College training d. In-service training e. Content f. Teacher-TIE relations g. Teachers-TIE-NECTA coordination
4.2.2 Curriculum appreciation	a. Instructional planning b. Teaching c. ICT d. Assessment e. Monitoring and evaluation
4.2.3 Curriculum challenges	a. Instructional planning b. Teaching c. Textbooks quantity d. Textbook quality e. Textbook policy f. Assessment g. Monitoring and evaluation h. Unexpected findings
4.2.4. Curriculum improvement	a. Motivation b. Curriculum design

c.	Textbook quality
d.	Teaching load
e.	Teaching aids
f.	Infrastructure
g.	Society involvement
h.	Teacher training

Source: Self Compiled

The first theme, namely *curriculum description*, emerged from the first research question which asked “*How do teachers describe competency-based curriculum?*” The objective of this theme was to find out how teachers understood the CBC. It was necessary for this objective to be investigated because the level of understanding of any curriculum type directly relates to its implementation. From this theme, eight subthemes emerged. These are: meaning, class size, college training, in-service training, teacher-TIE relations, content, and teacher-TIE-NECTA coordination.

The second theme, *appreciation*, emerged from the second research question which asked “*What do teachers appreciate most in the competency-based curriculum?*” The objective of this research question was necessary because, before critically assessing a particular issue, it is wise to look at the positive side as well. From this theme of appreciation, it was interesting to find the emergence of five subthemes. These are: instructional planning, teaching, ICT, assessment and monitoring and evaluation.

The third theme is called *challenges* and it emerged from the third research question which asked “*What challenges are teachers experiencing in implementing the competency-based curriculum?*” In essence, this was the heart of the study. Its aim was to find areas that could be improved on in the CBC. Out of this theme, the following nine challenges emerged, namely: instructional planning, teaching, textbook quantity, quality, computer, assessment, monitoring and evaluation and unexpected findings.

The last theme in the study was *competency-based curriculum improvement*. This theme came out of the fourth research question which asked “*What are possible guidelines envisaged by teachers for effective curriculum implementation?*”

This theme was intended to give recommendations which will enhance the implementation process of the CBC by repositioning teachers in their rightful place among stakeholders. Out

of the CBC improvement theme, eight subthemes emerged. These are teacher motivation, curriculum design, textbook quality, teaching load, teaching aids, school infrastructure, involvement of the broader society, and teacher training.

The various sub-themes will now be discussed in a more detail.

#### **4.2.1 Curriculum description**

As noted in Table 3 in Section 4.2, eight subthemes emerged under curriculum description. These are: curriculum meaning, class size, college training, in-service training, Teacher-TIE relations, content, and teacher-TIE-NECTA coordination. All of these subthemes were analysed and will be discussed in the order of appearance.

##### **a. Curriculum meaning**

The subtheme *curriculum meaning* was the first identified because it addressed the need to find out how teachers explain the CBC. The overall finding from both schools indicates that teachers were not competent in defining the concept of CBC. For teachers in School A, the researcher had to spend time in explaining the components of the curriculum before they could give a response. Words such as facilitation, critical thinking, skills, outcome-based, and learner-centered approach would be expected. But the only word frequently used was participatory learning. This finding indicates that teachers, regardless of years of experience, were not conversant enough to explain the tenets. For instance, P4AM shared his understanding, “*This is an approach of teaching that has emphasis on application to real life.*” On the same aspect, teacher P2BM said “*It is a way of teaching that makes a student to understand more, by using a participatory approach.*”

This finding is consistent with Jansen (2009, p. 304) who shares a similar experience of teachers who found it challenging to give a unified definition of outcome-based education (OBE) in South Africa. The author argued that the range of meanings implied a lack of coherence and focus in the communication of the policy on OBE. The current study concurs with such a finding because, if training and communication had been adequate, the teachers would be competent in defining the CBC. Moreover, this suggests that, since teachers in the selected schools have varied understandings of the curriculum, this would definitely impact on the manner and approach of their implementation.

**b. Class size**

The class size was important for the study because it is one of the core aspects of the 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. In contrast, if the number of students is high above the standard which is 40 (Tanzania Institute of Education, 2004, p. 24), then the likelihood of interaction could be minimised. The overall finding on the number of students per class was that the classes were large. This was evident from both observations and face-to-face interviews. The problem was more critical in School A where there were up to 70 students per class; in school B the students averaged 60 per class. Research indicates that big classes inhibit the efficiency of CBC because the level of interaction is highly restricted. On this subtheme, a male teacher from School B with 28 years of teaching experience painfully asserted:

*In our school, there are so many students per class. The class can have up to 70 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. This situation bred to a situation of employing less competent teachers. All in all I think this poses a problem in fulfilling the competency-based curriculum (P4BM).*

The class sizes at School A (a government-owned school) were not far from the above reality. A female teacher 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 challenge (P1AW).*

These findings show a similar pattern to that identified by Mosha (2012, p. 31). His study explored how the CBC is delivered in Tanzania. The study focused on primary schools where some learners were seated on classroom floors due to a lack of desks. It appears that for the last three years there has been no substantive progress in improving the infrastructure in order to enhance CBC.

*c. College training*

It was important to find out if teachers acquired adequate training on the learner-centered pedagogy, because this would directly influence their implementation of the CBC. The overall finding in this sub-theme shows that teachers received adequate training during their college training. Only two participants said that they were not adequately equipped. The study disagrees with the assertions of participants, especially those who said that the college training was adequate. This is because, if they were adequately equipped, they would at least be able to provide a succinct definition of the CBC. Moreover, as will be seen in the forthcoming findings, the teachers were teaching the KBC to a larger extent than the 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. On the college training subtheme, a less experienced female participant from School B said, “*I got sufficient training on CBC and I do apply it*” (P1BW). In contrast, an experienced teacher from the same school said, “*I have not been equipped*” (P4BM).

This finding shows that teachers who are implementing the same curriculum are divided in terms of training and it tarries with Mosha (2012, p. 48) 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, there is little that can be achieved.

*d. In-service training*

The in-service subtheme was also important to follow up on because frequent in-service training has the potential not only to improve capacity building but also actual implementation. The finding shows that at least half of the participants have received training, but not more than twice. The finding implies a deficiency in implementing CBC due to inadequate in-service training. On this subtheme, an experienced male teacher from School B had this to say, “*I have attended only two seminars in the last 10 years. These were sponsored by non-governmental organizations*” (P3BM). An experienced female teacher from School A contended:

*The issue of seminars is a problem. It appears that when the government has given you a job – that is enough. All in all I have attended two seminars for trainers, because they think I am competent. So I received seminars because I was going to train others (P1AW).*

The views for scarcity of in-service training opportunities were also emphasised by a less experienced teacher in School B, who said “*Since I came here, I have not received any training on CBC*” (P2BM).

The finding of a lack of in-service training is in line with curriculum implementation in South Africa. Makeleni (2013, p. 63) argues that one of the formidable challenges to implement OBE is the inadequate orientation, training and development of teachers. So Tanzania and South Africa may learn from each other by discovering the need to prioritise in-service teacher training in order to enhance their learner-centered curricula.

**e. Content**

The subtheme of content refers to the number of topics within a subject to be covered within a term of study, or the number of subjects to be covered within a term 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, a less 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 be teachers because these are the ones who stay with students in real-life settings. I have 30 periods per week apart from other administrative responsibilities (P3AM).*

Moreover, another less experienced female 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 (P2AW).*

This finding concurs with Mosha (2012, p. 46) 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.

**f. Teacher-TIE relations**

This subtheme emerged to find out if adequate and harmonious relations exist between teachers and the Tanzanian Institute of Education. The *Taasisi ya Elimu* (2013, p. 7) 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. This is because teachers appear to be recipients only, with no perceived value to contribute anything to enhance curriculum implementation. While responding to this theme, two female teachers from School A 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 (P1AW).*

*I view myself as a subordinate. We are not at all contributing to the making of the curriculum (P2AW).*

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 view myself as a subordinate in imparting the CBC. 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 (P2BM).*

Another experienced male 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 (P4BM).*

Freire (2005, p. 12) 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 like South Africa. Jansen (2009, p. 308) 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, p. 97).

**g. *Coordination between teachers, the school inspectorate, and TIE and NECTA coordination***

This subtheme identified the importance of having a harmonious coordination within the triad of teachers (curriculum implementers), the School Inspectorate (curriculum monitors and evaluators), TIE (curriculum designers) and NECTA (assessors). This coordination subtheme is necessary because when it exists in practice, the practical challenges facing teachers will be addressed in a more comprehensive manner. Consequently, this study considers this subtheme 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. A less experienced male teacher with 6 years of teaching experience contended:

*I think a cordial relationship isn’t existing. 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. The NECTA also compose examinations while they do not have daily classroom experience. I think the time has come that the NECTA and the TIE should plan a joint meeting with teachers to look into these issues (P3AM).*

Another participant from School A, argued:

*I have never heard of such a meeting in the last 20 years that brings together teachers, the TIE and the NECTA. Maybe the head teachers are the ones who are usually called to receive instructions. We are just receiving; we are just subordinates, we are just teaching what they want (P1AW).*

The same sentiment was raised by an experienced male teacher in School B. He contended in a few forceful words: “*For me I say the relationship is problematic*” (P3BM). Another less experienced teacher elaborated by saying:

*The relationship exists, but it is a weak one. I say this 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* (P2AW).

Furthermore, Mosha (2012, p. 47) and Luhambati (2013, p. 97) agree that there is a need for enhanced coordination and communication between key players like the TIE, NECTA, Inspectorate, and Faculties of Education.

The next paragraphs will present and analyse the data which emerged from the second research question which addressed the overall theme of appreciation.

#### **4.2.2 Curriculum appreciation**

As noted in Table 3 in Section 4.2 under the *appreciation* theme, five subthemes emerged, instructional planning, teaching, ICT, assessment, monitoring and evaluation. These subthemes are discussed below.

##### **a. Instructional planning**

It was important to determine 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. The researcher is of the opinion that the CBC is not only a recent approach but also practical in real life. 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. While commenting on this, a less experienced male teacher from School B had this to say:

*The nature of my students makes me happy. 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 (P2BM).*

Another less experienced female 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 (P1BW).*

The teachers from School A also, regardless of difficult working conditions, expressed their love and commitment to the teaching profession. One experienced female teacher could not contain herself; she broke into laughter when answering:

*[laughing] ... with me I love teaching very much. In the beginning I hated it. But things have changed in these days. Maybe because I am getting old. Maybe the students see me as their grandmother? In short, I love teaching (P1AW).*

These findings show that teachers are deeply committed to their work of teaching regardless of the challenges they are facing. This is an indicator of hope to the government and all stakeholders in curriculum implementation. However, this should not be misinterpreted as though all is well in the process of curriculum implementation.

### ***b. Teaching***

It was important to find out how teachers experience the teaching process in natural classroom settings because this gives an idea of how satisfied they are with the CBC. The overall finding is that the participants were not only happy with the instructional planning of the curriculum but also with the actual facilitation thereof. In this question words such as ‘participation’ and ‘interaction’ were frequently used. This indicates that the experience of implementing the CBC is in progress. A less experienced female 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 (P2AW).*

Similarly another male 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 (P3AM).*

The teachers from School B concurred with their counterparts in School A. On this aspect, an experienced teacher said, “*I am very happy especially when students participate*” (P3BM).

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 indicates the present experience of teachers is not a hopeless one. From this background the government and other stakeholders should choose to capitalise on this attitude in order to make teachers key implementers of the curriculum.

**c. Information and Communication Technology**

This subtheme aimed to find out if participants enjoy the utilisation of ICT. It should be noted that ICT infrastructure depends on the availability of electricity and laboratories. So this subtheme was probed to see if teachers were happy to use computers for professional purposes. The finding indicates that it was difficult for participants to appreciate what they do not have. Only two of the participants have ever owned computers. This means that they are left behind when trying to understand the use of computers as anticipated in the curriculum.

While responding on this subtheme, an experienced male teacher from School B spoke honestly: “*I appreciate nothing, since I have not been trained on computer literacy*” (P3BM). In addition, the participant P4BM said, “*there are too few available computers. The school with over 900 students has only seven computers!*” In support of the same view, another teacher in School A contended, “*Our school does not have computers; nevertheless, I own a personal computer which has been helping me in lesson preparations*” (P1AW).

The observation and document collection methods also confirmed that teachers did not have computers and even those who had computers were not given a reliable internet connection by their schools. This is seen as a major drawback in that only two teachers had either a laptop or Smartphone and were using that equipment for academic purposes. While the nation has made ICT a priority issue (Taasisi ya Elimu, 2013, p. 14), it appears from the findings that this is far from a reality. It was observed that School A had no electricity, no computers, and only one laboratory for all science subjects (Physics, Chemistry and Biology). On the other hand, School B had electricity and a computer lab with seven working computers in a school with 900 students and 35 teachers. It also had a single laboratory for all science

subjects. These findings appear to send the message that the schools are not preparing students to be competent in the 21<sup>st</sup> Century – the era of science and technology.

**d. Assessment**

It was important to find out if teachers are happy with the types of assessments stipulated in the CBC, because this would give insight into another dimension of their experience. On this subtheme, the participants appeared to praise the acquisition of knowledge rather than the application of knowledge which is the essence of CBC. None of the teachers spoke about competences gained or attitudes changed. A less experienced female teacher from School B had this to say:

*When it comes to assessment, I usually become happy especially when the average score is high. However, there are usually slow learners. I normally help them by giving remedial classes (P1BW).*

Another less experienced male teacher from the same school added:

*I am happy when I compose my examination to be comprehensive. I ask questions beginning from Form One to the present level (P2BM).*

The teachers in School A had varying answers, but they did allude to the application of knowledge. While speaking on this, an experienced female teacher spoke directly:

*In the application of the English language, I think it is still a problem, because when students go to their homes, they do not use the language anymore (P1AW).*

Similarly another teacher from School A said:

*There is little difference between competency-based curriculum examinations and the knowledge-based curriculum ones, and however the current ones appear to be simple (P3BM).*

This finding suggests that teachers do not understand the nature of assessments. The implied assessments as seen in comments are examinations only, which form the essence of the knowledge-based curriculum. None of the teachers spoke about demonstrations, conducting searches for relevant materials in the library or online, summarising 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 analysing case studies (Ministry of Education, 2007, p. 31). This therefore

means that the government and other stakeholders have an urgent duty to make the CBC aspect of assessments known to and understood by teachers.

**e. Monitoring and evaluation**

The success of any curriculum depends on the receptivity of teachers as monitoring and evaluation is being done. In Tanzania, monitoring and evaluation is done by the School Inspectorate. This department of education has professionals who come periodically to assess the implementation of the CBC (Tanzanian Institute of Education, 2013, p. 35). It was encouraging to find out that the participants were not afraid of the process. Such confidence on the part of the participants is a good starting point to begin a dialogue with. In this regard, an experienced male teacher from School B argued “*When inspectors come, I am usually not afraid, because they come to assist me where I am not doing well. When they come they normally teach us new ideas*” (P3BM). On a similar note, a less experienced male teacher from School A contended, “*Luckily enough when inspectors come, I am never shocked*” (P3AM).

To summarise, teachers are appreciative of the process of monitoring and evaluation. If effectively used, this attitude, can become an enduring platform to enhance not only the monitoring and evaluation processes, but also all the components of the CBC.

The next paragraphs present and analyse the data which emerged from the third research question which addressed the theme of challenges.

**4.2.3 Curriculum challenges**

As noted earlier in section 4.2, the subtheme of *challenges* was in essence the heart of the study, because it synthesizes data not only from the face-to-face interviews, but also from the non-participant observation and document analysis. Out of the ‘challenges’ theme, nine subthemes emerged, namely, instructional planning, teaching, textbook quantity, textbook quality, assessment, monitoring and evaluation, and unexpected findings. These subthemes will be discussed next.

**a. Instructional planning**

After appreciating instructional planning as discussed in the previous section, the participants were asked to expound on the challenges faced in this area. The finding shows that the challenges which affect instructional planning were big class sizes, insufficient teaching aids,

and the high occurrence of students with poor academic backgrounds, especially in science subjects. In spite of this, the issue mentioned most concerned the availability of textbooks and their low quality. The data from observation and document analysis also confirmed that teachers are using multiple textbooks in order to meet this challenge. Some participants indicated that they were not using the TIE books. One said:

*The greatest challenge is the lack of textbooks which correlate with the curriculum. The available textbooks are too much summarised. As for now the government is insisting that we use TIE textbooks, but they are not available! When I evaluate the TIE textbooks, they are too much summarised. So as we use these books, our students normally have a hard time in attempting examinations (P2BM).*

The participants from School A also reiterated the same aspect, as is evident in this quote,

*The challenge that I have is related to textbooks. Most of the textbooks have low quality, so I need to look for multiple sources before preparing lesson notes for my students (P4AM).*

The document analysis also confirmed that the participants were not using TIE books as textbooks because most of the requested resources were not authored by the TIE. Instead they were being used as supplementary readings. The researcher discovered through non-participant observation that most teachers did not even have the TIE textbooks as they were teaching. Instead they had books from other private publishers such as Oxford or Nyambari Nyagwine Publishers. It is really critical to note that the department that has been mandated by the government to be a pioneer of quality is not meeting that ideal.

These above findings indicated that Tanzania secondary school teachers face many challenges during instructional planning, but the issue of low quality textbooks present as the highest challenge. These findings are consistent with Muneja (2015, p. 292–302), who argues that the textbook industry in Tanzania is to an extent marked by corruption and politics; even low quality resources are always approved for use in schools. The author further argued in 2013 that the Educational Materials Approval Committee (EMAC) authorised textbooks with low quality to be used in schools. This incidence resulted in a heated debate in the house of parliament which culminated in the dissolving of the Educational Materials Approval Committee (Mosha, 2012, p. 29).

**b. Teaching**

This subtheme intended to discover the teachers' challenges in implementing the CBC. The overall finding showed that the challenges which affect teaching are more or less the same as those that affect instructional planning. Specifically, the teachers identified the following challenges and spoke of their negative effects: a shortage of textbooks, a shortage of desks, distractions, poor learner backgrounds and large class numbers. The other most frequently mentioned challenge was the reference to was large class sizes. An experienced teacher from School B had this to say:

*The big challenge I meet is the big number of students in a class. Some are able to learn fast, while others learn slowly. So I teach, I take much time to study individual students so as to help them (P3BM).*

Another female teacher from the same school concurred, saying:

*The challenges I meet as I implement the CBC is the large number of students. This makes me sometimes to use more of lecture method (P1BW).*

It was interesting that teachers from School A had a very different experience, as is evident from the quote below:

*The challenge that I have during class hours is to have students with a poor academic background. I handle this problem by doing group counselling, but sometimes I would administer corporal punishment (P4AM).*

The data from non-participant observations confirmed that the classes were large, especially at the church affiliated school. It was observed that classes ranged from 60 to 70 learners in a class even though the official recommended number is 40 (Tanzanian Institute of Education, 2013, p. 24). This study argues that if classes are large and students come from poor academic backgrounds, this will continue to adversely affect the implementation of CBC. This is because the interactions between teachers and students, and even that between students, is limited.

It is noteworthy that non-participant observation identified many other aspects in relation to the teaching subtheme. One of these was approachability. Here all except one teacher was approachable. 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. They used a participatory approach in varying degrees. 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. The researcher anticipated finding that participants would critique the opinions of learners, and that learners would do the same to their teachers in a harmonious way. But this was not the case. 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, p. 13–14).

Moreover, the researcher was interested in finding out if the participants found it challenging to conduct the lessons in English. The observational finding indicates that both schools had at least one teacher who was not competent in teaching English; however the majority showed sufficient mastery in using English. The implication of being taught by a teacher who cannot competently express him or herself in English may have a far-reaching effect on learners who must enter in the working world where the language of business and professional transactions is English.

Since real-life application is core to the implementation of the CBC, the researcher was interested to note through non-participant observation that *science* teachers did not apply the content to real-life situations, whereas their counterparts in the *social science* subjects did. For example, not one of the mathematics teachers touched on examples from real life. One taught trigonometry and the other taught cycles. In contrast, one of the English teachers brought a dictionary and showed the class how to use it. The other one explained a poem and related it to the incidences of pregnancy amongst students still in school. These findings indicate that teachers may need more training in this regard.

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, to distractions, poor student educational backgrounds, large classes, an inability to approach a teacher, 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 that more needs to be done to address these multiple challenges. The next section will analyse the aspect of textbook availability.

**c. Availability of textbooks**

The theme 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 male participant from School B said, “*One textbook caters for up to 50 students. It is surprising that even TIE books are not available*” (P4BM). The same comments were echoed at School A: “*The textbooks are not enough*” (P1AW). ”

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, the researcher observed students sharing textbooks – at least 10 per copy. The problem of textbook shortages was bigger in the church affiliated school than in the public school. A competency-based curriculum demands an adequate amount of textbooks per student if the country intends to build the necessary competences. This finding is supported by Mosha (2012, p. 54–57), who showed similar challenges of textbook shortages in primary schools in Tanzania.

**d Textbook quality**

Since the successful implementation the CBC does not depend only on the quantity of textbooks, it was necessary to discover if the textbooks used were highly regarded by the teachers. All participants, regardless of their school affiliations, unanimously agreed that the authorised textbooks are of low quality. It was said that the textbooks appear to have little content and they lacked illustrations which are important in the CBC. Moreover, most of those textbooks were written during the KBC era and have simply been reprinted. A less experienced teacher from School A commented:

*The TIE's textbooks lack quality. There are several other texts that are better than those. These books need to have more pictures and illustrations because the students we receive mostly have poor academic backgrounds* (P4AM).

Another teacher who is the academic master from the same school had the following to say:

*The issue of quality is very low due and contains a lot of errors. And my observation is that the books which were used in the KBC are used in the CBC, what has changed is the cover and a reprint* (P3AM).

The low quality of textbooks was also raised by participants from School B, as is evident from the following statement:

*The books we are using have low quality; even if they could be accessible to students, there is little that the students would understand* (P3BM).

The researcher agrees with these assertions, particularly when considering the history textbook which he used about 25 years ago. The same textbook has been reprinted with arguably little or no editorial changes being made, in spite of the fact that the CBC was introduced about ten years ago. Also, none of the eight participants were using the textbooks authored by TIE and they chose instead texts from other private publishers like Oxford and Nyambari Nyagwine. These views are consistent with those of Luhambati (2013, p. 94), who argued in his study that “teachers were not satisfied with new books, because to them nothing new was added after the changing of the curriculum.” Therefore the confirmation of this phenomenon indicates that the government and other stakeholders ought to address this problem.

**e. Textbook policy**

The aim of this subtheme was to find out if participants were satisfied with the prevailing multiple textbook policy as opposed to the former single textbook policy. The findings on the textbook policy were polarised between the most experienced participants and the least experienced ones. The most experienced participants argued that the country must go back to the old days where there was a single textbook with the best quality possible. 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 male participant from School B had this to say:

*I like the single textbook policy, 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* (P3BM).

This view was contrasted by another less experienced female 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* (P3AM).

The researcher concurs with the latter participant because, 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 the ideals of the CBC.

#### *f. Assessment*

This subtheme aimed to discover if the challenges of formative assessments in schools and summative assessments set by NECTA comply with the requirements of the CBC. The overall findings show that the formative assessments which are monitored by participants are largely knowledge-based, while the summative assessments showed some progress towards the CBC ideals. These findings are evident from the document analysis. Marked scripts were received and analysed, but none of the participants produced portfolios, project work or written essays which promote creative and critical thinking.

The study endeavored to ascertain the levels of compliance of summative assessments with the CBC through the face-to-face interviews. The finding was polarised between the fact that the current examinations composed by NECTA are still knowledge-based, while a group of teachers argued that there was a gradual change towards the CBC. One male participant from School A, who held the position of academic master, argued:

*In recent years there has been this change of composing examinations which are meeting the requirements of the competency-based curriculum. So I can confidently say that there is progress. I speak like this by referring to science subjects; the change is evident especially in 2012, 2013 and 2014. It could be the reason for massive failures in those years which resulted in this change. It is because the students were taught by using KBC, but the examination was in CBC (P3AM).*

In contrast, another experienced female teacher from the same school said:

*The exams composed by NECTA are more knowledge-based. They cannot really help learners to be competent in real life (P1AW).*

It was evident that teachers had different opinions on this issue. It is possible that teachers are not conversant enough with CBC and so are seeing little or no change at all. The researcher analysed the NECTA examination papers in the subject of basic mathematics for the years 2014 and 2015 and found that there is a gradual change to comply with the ideals of the CBC. The conviction was strengthened by discovering that the examination papers had items which complied with Bloom's taxonomy.

***g. Monitoring and evaluation***

The aim of this subtheme was to find out what the challenges faced by teachers were when they undergo the process of monitoring and evaluation. This should not be confused with the 'monitoring and evaluation' discussed in Section 4.2.2; there is refers to the aspect of appreciation.

Monitoring and evaluation is an important work usually done by the department of school inspectorate. The overall finding showed that the challenge faced by teachers was not actually being monitored and evaluated, but rather failing to see their suggestions being implemented either by the school inspectorate, TIE or NECTA. Some participants complained that the inspectors were not consistent in their presentation, an aspect which suggests a lack of thorough preparations. On the other hand some participants said that their visits were rare and two years could pass without them seeing an inspector.

A less experienced female teacher from School A explained the challenges related to monitoring and evaluation extensively. She said:

*The challenge that I usually meet is that the inspectors are not consistent.*

*Usually when they come they have contradicting guidelines, this implies that they are usually not well prepared. I think the time has come that the inspectors may have one language to be disseminated in all schools. And if there is change, they need to build from the previous instructions given to teachers. On another note, when inspectors come, we normally have a platform of sharing our concerns, but I have not seen any of them being implemented (P2AW).*

Another less experienced male teacher from the same school concurred by saying:

*We are usually given a platform for sharing our concerns. But the implementation of our concerns is normally done at a very minimal level. These inspections are not done on a regular basis and sometimes, it may take up to two years before we are visited (P3AM).*

These findings suggest that adequate preparations need to be made before inspectors arrive at schools. Teachers' concerns also need to be implemented either by the school inspectorate, NECTA or TIE. On this aspect of challenges relating to monitoring and evaluation, Ornstein and Hunkins (2009, p. 267) argue that effective supervisors must realise that they must adjust their tactics to the situation and participants. This implies that the time has come for inspectors in Tanzania to change their approach when dealing with teachers; they need to aim to be effective by preparing before visits and having sound answers from the government which will motivate teachers to implement the curriculum instead of continuing with "business as usual."

#### ***h. Unexpected findings***

This subtheme refers to findings which emerged naturally from participants' responses. The first one related to the issue of textbooks and the curriculum document. One female participant from School A had this to say:

*The curriculum of Tanzania is problematic; it does not mention explicitly what the recommended textbooks and supplementary readings are. So the task of choosing relevant textbooks is left in the hands of teachers (P2AW).*

The researcher agrees with this response that the curriculum document does not clearly endorse within its contents the required textbook(s). This situation creates uncertainty amongst teachers as to which resource is better than the next. A clear stipulation of required

and recommended textbooks might assist in this regard.

The same participant also commented on the school infrastructure. She said:

*In our school we have classes of varying levels of completion. Some have floors, while some have not. Some have windows, while others have not. For example, the classroom I was using today wasn't conducive. It has no windows, and this allows for a free movement of cold air to enter the class. As a result some learners are distracted, they may begin sleeping or causing some disturbances. Also the class I was using has no ceiling board, so this makes the voice of other teachers in the bordering classes to be heard. As a result there is noise everywhere (P2AW).*

Studies have shown that problems with infrastructure adversely affect the implementation of the CBC in Tanzania (Mosha, 2012, p. 31). 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. The situation witnessed by the researcher was of up to 70 students trying to learn in congested classes. Some of the classes 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 cold weather. The schools are nestled between the mountains of Kilimanjaro and Meru.

#### **4.2.4 Curriculum improvement**

The aim of this last theme was to find out the opinion of participants in order to address the challenges of the CBC. This theme came out from the fourth research question which asked, ‘what are the possible guidelines envisaged by teachers for effective curriculum implementation?

The overall finding showed seven subthemes, but these did not present with equal frequency. Three participants mentioned the subthemes of infrastructure, teaching load, society involvement and teacher training. Others mentioned teaching aids, textbook quality and curriculum design, but the most frequently mentioned theme was teacher motivation.

A less experienced teacher from School B had this to say on motivation:

*We teachers need motivation. We need incentives beyond salaries. Members of Parliament are paid Tshs. 300,000 per day [roughly 150 USD], while that is my monthly pay. This situation really demoralises us. Although we have knowledge and skills, when we enter classes we are simply demoralised* (P2BM).

While speaking on the same issue of motivation another participant from School A said:

*We teachers need to be motivated through promotion or increase of salaries. For example here at school, subject teachers who demonstrate high performance for every ‘A’ score there is a monetary reward. Since Mathematics is different from the rest of the subjects, we are normally seen as not working very hard because most of the monetary rewards go to Arts subject teachers. In connection to that we (mathematics teachers) have about 24 periods per week, while our counterparts have 3 periods per week. It is clearly seen that there is no balance in terms of workload* (P3AM).

When giving his final comments on curriculum design an experienced male teacher had this to say:

*Effective CBC implementation ought to include participatory planning within particular departments in a school. There needs to be a two-way traffic when it comes to school inspection. The curriculum developers ought to be teachers. The curriculum statement must prepare the learner to be self-employed. Although this fact is stated, it lacks in practice* (P4BM).

Another participant raised the same sentiments when he made a wish by saying,

*I wish the government could create a policy that will make teachers to be more involved in curriculum design* (P2BM).

These findings imply that, although opinions of all participants are important, the degree of impact and urgency differs from one to the other.

### **4.3 CONCLUSION**

This chapter has presented the data collected from face-to-face interviews, non-participant observation and document analysis in an integrated manner. The presentation and analysis aimed to investigate empirically, in selected secondary schools, how teachers experience the

process of curriculum implementation. The chapter began by presenting background data which revealed that the participants are professionals in the vocation of teaching with experience ranging from three to thirty years. The analysis progressed to present a table that depicted the themes and subthemes that emerged in the study.

The themes emerged from the four research questions. The first theme was curriculum description and the overall finding was that teachers had a limited understanding of the CBC. The study suggested that this has a negative impact on the implementation process. The second theme was that of appreciation, which had the overall finding that teachers are in favour of the curriculum regardless of the prevailing challenges experienced. The third theme was challenges, and the overall finding showed that challenges are many and widespread. Particular mention was made of instructional planning, teaching, textbook quantity, textbook quality, textbook policy, ICT issues, assessment, and monitoring and evaluation. The last theme was on CBC improvement and this elicited many views. The ideas mentioned most frequently and with the greatest intensity concerned teacher motivation, the concept of a participatory approach on curriculum design and implementation, and the enhancement of textbook quality. The presentation and analysis of this chapter informs the last chapter, which focuses on the summary, recommendation and conclusions.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The previous chapter provided a presentation and analysis of the qualitative data and discussed the themes and subthemes that emerged from the data. This chapter will provide a holistic overview of the entire study. Firstly a concise summary of the literature review will be given. This will be followed by a summary of the empirical study and a section on the synthesis of the research findings. It will highlight the similarities and contradictions between the literature review and the empirical study. Then a conclusion to the study will be drawn based on the research questions. The limitations of the study will be explained and finally the chapter will conclude with recommendations and suggestions for further research.

### **5.2 SUMMARY OF LITERATURE REVIEW**

The literature review focused on the changing curriculum in Tanzania from what it inherited in its colonial past to the various post-independence curriculums. The earlier curriculums were largely knowledge-based compared to the present one which is largely competency-based. Changes included an abolition of racial discrimination, the streamlining of the curriculum, promotion of Kiswahili as a language of instruction, and establishment of a unified teaching service for all teachers (see Section 2.2). The review progressed to discuss more changes in the post-independence era (see Section 2.3). These included the implications of the *Arusha Declaration (URT, 1967)* which placed an emphasis on Self Reliance and aimed to help eradicate poverty, disease and ignorance. This curriculum remained law until 1990 when the government formed a national task force to prepare the country for the 21<sup>st</sup> Century.

At this time many changes were introduced into the curriculum which related to the new century and minimised the emphasis on ESL. The last major change in the curriculum took place in 2005 and this placed a very clear-cut emphasis on a CBC.

The literature review discussed the philosophical considerations identified by Ornstein (2011, p. 1-9) because this thinking formed the theoretical basis for a competency-based and a knowledge- based curriculum. On this basis, these philosophical considerations become most

relevant to the study. The categories reviewed were perennialism, essentialism, progressivism and reconstructionism. It was seen that all of these philosophical considerations are reflected in the Tanzanian Curriculum to varying degrees, but especially the traditional ones (see Section 2.4). The literature review analysed empirical studies on curriculum change and the role of teachers in this change. It clearly emerged that curriculum implementation challenges affected teachers in China, Australia, Kenya, Uganda and Tanzania (see Section 2.5).

The last section in the literature review relates to curriculum change and the role of teachers in Tanzania. From this review it became clear that teachers were not intended as the main user of the curriculum and so were not seen as the main implementers thereof. It was also seen from the curriculum statement that the objectives did not match the intended competences, so these views laid down a rationale for the empirical study (see Section 2.6).

### **5.3 SUMMARY OF EMPIRICAL STUDY**

This chapter described the rationale for gathering, storing and analysing data (see Section 3.2) which was to answer the four research questions (see next section). The empirical research approach selected was a descriptive case study and data was collected within natural school settings (see section 3.3). A population analysis was presented which indicated that the studied sample consisted of eight participants, each with more than three years of teaching experience. The justification for only using a few participants was based on the intention to collect in-depth data, while the participants' years of experience being a minimum of three years was set to exclude novice teachers (see Section 3.4.1). Thereafter the sampling methods were presented. The study used purposive and snowball samplings which fall in the category of non-probability sampling (see Section 3.4.1). Thereafter the data collection methods were presented; these were face-to-face interviews, non-participant observation and document collection. Face-to-face interviews were intended to be the major form of data collection, while the other techniques helped to confirm the responses (see Section 3.4.2). After that, the data analysis section was presented. Before data collection was done, a pilot study was conducted in order to validate the face-to-face interview schedule. This was most useful and precipitated an entire overhaul of the instrument and inclusion of more approaches to data collection (see Section 3.4.3).

The data processing section was presented and it discussed the transcription and coding processes which produced themes and subthemes. An integrated approach was used to report

on verbatim accounts, notes from non-participant observation and data gleaned from the document analysis (see Section 3.4.4).

Sections of the reliability and validity were then presented. These had subtopics such as credibility, transferability, dependability and confirmability, all important aspects as they locate the study in the convention of scientific studies (see Section 3.5). Finally, a section for ethical considerations was presented with key aspects such as gaining ethical clearance from UNISA and letters of consent ensuring participant anonymity prior to undertaking the research (see Section 3.6). The next section will discuss the synthesis of the research findings.

#### **5.4 SYNTHESIS OF RESEARCH FINDINGS**

This section discusses the similarities and contradictions between the literature that was reviewed and the empirical study. The presentation will begin with three key similarities between the literature and the empirical findings, and will highlight one key contradiction. The first similarity can be found in Chapter One (Section 1.2) where Luhambati (2013, p. 1–10) notes that in Tanzania there has been a transition from the KBC to the CBC and that teachers were seen to be not competent in understanding the change. This similarity meets its partner opinion in Chapter Four (Section 4.2.1) where participants appeared not to be sufficiently competent to explain the curriculum.

The second similarity is in Chapter Two (Section 2.3) where Mchome (2014, p. 3) indicated that education in Tanzania is on the decline. This similarity meets its partner opinion in Chapter Four (Sections 4.3.2 and 4.2.4) where it is clear that our education is on the decline due to, *inter alia* the low quality of textbooks, inadequate numbers of textbooks and poor school infrastructure.

The last aspect to be presented on the area of similarities is found in Chapter Two (Section 2.3) where Luhambati (2013, p. 83) argues that the effective implementation of the CBC is compromised by challenges relating to large class sizes, book shortages and educators who are accustomed to the traditional knowledge-based curriculum. These views met their partner opinions in Chapter Four (Section 4.2.3) where similar sentiments are presented and analysed. The discussion will now focus on the contradictions between the literature and the empirical study.

The only contradiction between the literature and the research findings is discussed in Chapter Four (Section 4.2.4) and it concerns the subthemes of motivation and society's involvement. These subthemes emerged naturally from participants' opinions.

So in essence, the similarities indicate that the study is rooted in recent scholarship, but the contradiction shows that the researcher has sufficient courage to include even that which was not anticipated.

## **5.5 CONCLUSIONS IN RELATION TO RESEARCH QUESTIONS**

The aim of this study was to explore how teachers experience the implementation of the CBC. The exploration of experiences was guided by four research questions, which are:

- *How do teachers describe the competency-based curriculum?*
- *What do teachers appreciate most in the competency-based curriculum?*
- *What challenges are teachers experiencing in implementing the competency-based curriculum?*
- *What are possible guidelines envisaged by teachers for effective curriculum implementation?*

These questions will be separately addressed in the sections below.

### **5.5.1 How do teachers describe the competency-based curriculum?**

It was important to realise that the theme of curriculum description was required to set a background for all further research questions. Moreover, for a thorough analysis of the issues, it was necessary to begin with a thought description of the concept. A total of five overall findings related to this theme. They indicated that teachers had a limited understanding of the CBC, that classes were overcrowded (an aspect which has a negative impact on the implementation of CBC), that teachers claimed to have adequate college training, but that this was contradicted by actual applications in the classroom setting, that teachers had scarce in-service training (another negative aspect in effective CBC implementations). The findings further indicate that the teachers complained that there was too much curriculum content, a statement that contradicts the essence of the CBC. The teachers further asserted that they do not have a good professional relationship with the TIE due to the lack of a participatory approach in curriculum design. Lastly, teachers asserted that there is no alliance or coordination between them (teachers) and the TIE and NECTA (see Section 4.2.1).

### **5.5.2 What do teachers appreciate most in the competency-based curriculum?**

This research question gave rise to a theme called curriculum appreciation. It was necessary to examine this theme because it provides two different perspectives of the issue: the positive addressed in terms of appreciation and the negative addressed in terms of challenges. Under this theme there were a total of eight overall findings, one of which was that the participants were happy with instructional planning because they indicated that they love their job regardless of the prevailing challenges. Teachers also indicated that they were happy with teaching especially when they noted that learners were participating actively in the learning process. In the process, the teachers indicated that the ICT infrastructure was not adequate. They had mixed opinions of whether NECTA meets the CBC ideals or not, and teachers seemed to prefer assessments which reflect the KBC above those reflecting the CBC. Lastly, teachers asserted that they appreciate the process done by the school inspectorate in monitoring and evaluations, but wished that it could be used as a platform to express their challenges (see Section 4.2.2).

### **5.5.3 What challenges are teachers experiencing in implementing the competency-based curriculum?**

The third research question was central to the study and it gave rise to the theme called *curriculum challenges*. Out of this theme, eight overall findings emerged. These included that the teachers faced challenges during instructional planning relating to huge classes, insufficient teaching aids and receiving students with poor academic backgrounds. They also indicated that there were not enough teachers to teach science subjects. Textbooks were of a low quality and teachers did not have enough textbooks – learners had to share textbooks and in some cases they did not have textbooks at all. Teachers were divided as to whether to abide by the current multiple textbook policy or to re-embrace on the previous single textbook policy. In all discussions it was apparent that the quality of the textbook was of utmost importance. Another finding relating to teaching was that the challenges which fall on instructional planning are more or less the same as those faced in the delivery process, but observation data indicated that teachers were not using participatory and critical thinking approaches even though these aspects are foundational in the CBC. It emerged that there was, however, a gradual change towards competency-based assessments. Participants also felt that the school inspectorate was not effective in the monitoring and evaluation process because visits to schools were rare and the assessors were usually not fully prepared. In addition, there

were two additional findings: the infrastructure in the selected schools was poor and that the present curriculum statement left teachers in a state of confusion as they did not clearly state what the required textbooks were (see Section 4.2.3).

#### **5.5.4 What are possible guidelines envisaged by teachers for effective curriculum implementation?**

This last research question gave rise to a theme called *curriculum improvement*. It gave rise to eight findings namely that teachers needed motivation and felt that this was a high priority for them. The teachers further suggested a participatory approach in curriculum design where they would be involved. They further indicated that current textbooks needed to be replaced by ones of a high quality. Teachers suggested the introduction of a fairer teaching load, especially for science teachers. They also indicated that they needed support to get more teaching aids. Crucial to effective teaching was the teachers' need for a proper infrastructure, such as sufficient, well-equipped classes, laboratories and ICT facilities. They further indicated the need for society to join the school leadership in managing student discipline. Finally the teachers said emphatically that they needed training through in-service seminars or further education workshops in order to enhance their proficiency in implementing the CBC (see Section 4.2.4).

#### **5.6 LIMITATIONS**

One of the limitations of this study is based on the teaching experience of participants. During the initial planning of the study, it was intended to get teachers who had been teaching for at least 11 years as this would indicate their ability to discuss both the KBC, which was last examined in 2005, and the CBC that has been taught since then. However, it was not possible to attain that ideal because the schools visited had largely less experienced teachers. This limitation has not however affected the significance of the study. Another limitation is based on the number of participants in the study. The last limitation of the study was its scope. The scope was geographically small because it covered only two schools. It was felt that within the scope of a dissertation of limited scope this would be sufficient. It is suggested that further research which includes more schools in different areas of the country be conducted. According to available data, Tanzania has 4 372 secondary schools across the country (Tanzania Institute of Education, 2011, p.100). Given this, the present study can serve as a small scale, introductory study on the subject of teachers implementing the CBC.

## **5.7 RECOMMENDATIONS**

The recommendations suggested in the study relate to the various stakeholders in education and are discussed in separate sections below.

### **5.7.1 Teachers**

It is recommended that teachers become lifelong learners. This could be achieved by enrolling them in short courses, or assisting them to apply for further education. If that is done, teachers will be in a better position to implement the CBC than they are now. In addition, if teachers can be proactive in initiating dialogues in order to enhance their implementation of the competence based curriculum, the experiences would be increasingly worthwhile. This could be done by starting subject dialogues on the departmental level and then carrying them to a school level. In this way all teachers could meet and discuss how competence based curriculums would be effective in the different school settings. Furthermore, the same kind of dialogues could be carried out in ward level, then district level, regional level and finally national level. In these dialogues it would be wise to invite other critical stakeholders such as TIE, NECTA, representatives from the Ministry of Education and **Vocational Training** and any other interested parties.

### **5.7.2 TIE**

It is recommended that this vital organ of the government of Tanzania that has been vested with responsibility for curriculum design as well as its implementation should open its doors for collaboration from different sectors within education. On the surface of things and through what is available on the TIE website, it appears that collaboration does exist. However, as is evident in the findings of both more experienced and less experienced teachers, this collaboration does not exist in reality. The study clearly specifies that the time has come for broader and sincere collaboration between all stakeholder, including teachers, NECTA, the private sector and parents.

### **5.7.3 Ministry of Regional Administration and Local Government (MORALG)**

The study recommends that the ministry strengthen their public-private partnership in order to subsidise educational equipment for teachers. This equipment could include computers, iPads, projectors and other teaching aids. The ministry could invite representatives from the private sector to its annual meetings; interested parties could be telecommunication, mining,

tourism and manufacturing. The representatives from private sector could be willing to jointly support teachers in buying subsidised educational equipment, but it is likely that they are waiting for the Ministry to take the initiative.

## **5.8 SUGGESTIONS FOR FURTHER RESEARCH**

The study suggests that a larger qualitative study which encompasses different schools in the entire country be done. This would strengthen the current findings. Furthermore, action research will help to ensure that these findings move from the realm of theory to practice and that the CBC is better implemented.

## **5.9 CONCLUSION**

The aim of the study was to establish how secondary school teachers experience the implementation of the CBC. The study employed a descriptive case study design where in-depth data was provided by eight participants through face-to-face interviews, as well as through non-participant observation and document analysis. The data was gathered in natural school settings, an aspect which enhanced study's validity. After transcriptions and open coding processes were done, a theme comparison approach was applied. The findings indicated that participants had a limited understanding of the curriculum; they were not involved in the making of the curriculum and were required to teach large, underprepared classes, using textbooks of low quality. There was also a scarcity of in-service training and the teachers were not motivated to implement the CBC. Finally, the study presented relevant recommendations to the various stakeholders in Tanzania's education system.

To this end, the study argues that the time has come to emphasise the need for a participatory approach in curriculum design, assessment and monitoring. Moreover, the teachers need to be motivated intrinsically and extrinsically in order to implement the competency-based curriculum effectively. Finally the teachers need to work within a school infrastructure that reflects the competency-based curriculum and makes its implementation possible.

## REFERENCES

- Aina, L. O. & Ajifureke, S. Y. (2002). Research Methodologies in Information Sciences. In L. O. Aina & S. Y. Ajifureke (Eds.), *Research in Information Sciences: An African Perspective*, (pp. 32-62). Ibadan: Stirling-Holden Publishers.
- Albright, J. & Knezevic, L. (2013). Everyday Practices of Teachers of English: A Survey at the Outset of National Curriculum Implementation. *Australian Journal of Language and Literacy*, 36(2), 111-120.
- Altinyelken, H. K. (2010). Curriculum Change in Uganda: Teacher Perspectives on the New Thematic Curriculum. *International Journal of Educational Development*, 30(2), 151-161.
- Arego, S. (2012). *The Evaluation of Factors Influencing the Implementation of Wholistic Education Philosophy in Seventh-Day Secondary Schools, in Mara Conference, Tanzania*: Unpublished M.Ed. Dissertation, University of Eastern Africa, Baraton, Eldoret, Kenya.
- Baragumu Television Broadcast. (2013, February 5). “Analysis of Massive Form IV Failures.” TV Broadcast. Dar es Salaam, Tanzania.
- Baumgartner, T. A. & Hensley, L. D. (2006). *Conducting and Reading Research in Health and Human Performance*, 4<sup>th</sup> Edition. Boston: McGraw Hill.
- Bitekeye, A. (2013, April 2013). *Students who Wrote Abuseful Language, Face the Music*. Retrieved from The Citizen Newspaper Website: <http://www.thecitizen.co.tz/news/4-national-news/28954-students-who-wrote-abusive-words-in-exams-face-the-music.html>
- Branyon, J. B. (2013). Enacting a Common Core Curriculum: The Kenya Study. *Delta Kappa Gamma Bulletin*, 49(2), 40-45.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods*, 2nd Edition. Thousand Oaks: Sage Publications.
- Donnelly, J. & Ryder, J. (2010). The Pursuit of Humanity: Curriculum Change in English. *History of Education*, 40 (3), 291-313.
- Freire, P. (2005). *Pedagogy of the Oppressed*, 30<sup>th</sup> Anniversary Edition. New York: Continuum.
- Germeten, S. (2011). The New National Curriculum in Norway: A Change in the Role of the Principals? *Australian Journal of Education*, 55(1), 11-23.
- Hoadley, U. & Jansen, J. (2002). Curriculum Practice. In J. Gultig & M. Adendorff (Eds.), *Curriculum: From Plans to Practice, A Learning Guide*, (pp. 29-35). Cape Town: Oxford University Press.

- Jansen, J (2009). Very Noisy OBE: The Implementation of OBE in Grade I Classrooms. In J. Jansen & U. Hoadley (Eds). *Curriculum: Organizing Knowledge for the Classroom*, 2<sup>nd</sup> Edition (pp. 237-241). Cape Town: Oxford University Press.
- Jin, Y-L. & Li, L. (2011). A Postmodern Perspective on Current Curriculum Reform in China. *Chinese Education and Society*, 44(4), 25-43.
- Justin, D. (2013). "Analysing the Impact of Syllabus Change in Tanzania Secondary Schools in Relation to Academic Performance." Unpublished M.Ed. Dissertation, University of Arusha, Arusha.
- Kazuzuru, B. (2014). History, Performance and Challenges of Tourism Industry in Tanzania. *International Journal of Business and Social Science*, 5(11), 120-131.
- Knight, G. (1980). *Philosophy and Education: An Introduction in Christian Perspective*. Berrien Springs: Andrews University Press.
- Luhambati, S. (2013). "Change from Knowledge-based to Competency-based Curriculum among Secondary School in Tanzania." Unpublished M.Ed. Dissertation. Ruaha University, Iringa.
- Madden, J. H. (2007). "An Exploration of the Relationship between Teachers' Leadership and the Principalship in Nurturing Student Learning." Unpublished M.Ed. Dissertation. Australian Catholic University, Victoria.
- Makeleni, T. N. (2013). "Experiences of Foundation Phase Teachers in Implementing the Curriculum." Unpublished M.Ed. Dissertation. University of South Africa, Pretoria.
- Mao, L. (2013). "An Exploration of the Relationship between Teacher Motivation and Student Performance: A Case of Selected Secondary Schools in Meru District." Unpublished M.Ed. Dissertation, University of Arusha, Arusha.
- Mchome, S. (2014). A Paradigm Shift in Higher Education for Sustainable Development: A Paper Presented at the 6<sup>th</sup> Higher Educational Forum and Exhibitions. Arusha: Tanzania Commission for Universities.
- McMillan, J. H. & Schumacher, S. (2006). *Research in Education: Evidence Based Inquiry*, 6<sup>th</sup> Edition. Boston: Pearson.
- Ministry of Education. (1995). *Education and Training Policy*. Dar es Salaam: Ministry of Education and Culture.
- Ministry of Education. (2012). *Education Sector Performance Report 2011/2012*. Dar es Salaam: Education Sector Development Program.
- Ministry of Finance (2010). *National Strategy for Growth and Reduction of Poverty II*. Dar es Salaam: Ministry of Finance and Economic Affairs.
- Mkumbo, K., Schaalma, H., Kaaya, S., Leerlooijer, J., Mbwambo, J. & Kilonzo, G. (2009). The Application of Intervention Mapping in Developing and Implementing School-Based Sexuality and HIV/AIDS Education in a Developing Country Context: The Case of Tanzania. *Scandinavian Journal of Public Health*, 37(2), 28-36.

- Morse, J. M., Barret, M., Mayan, M., Olson, K. & Spiers, J. (2002). Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Research Methods* 1(2), 2-19.
- Morshead, R. (1995). *Patterns of Educational Practice: Theories of Curriculum*. Ann Arbor: The Pierian Press.
- Mosha, H. J. (2012). *A Case Study of Learning Materials Used to Knowledge and Skills or Competency-based Curricula in Tanzania*. ADEA-2012 Triennale on Education and Training in Africa. Ouagadougou, February 12-17, 2012. Ouagadougou: ADEA.
- Muneja, M. S. (2015). Tanzania Textbooks, Curriculum and Politics: A Documentary Analysis. In P. N. Ololube, P. J. Kpolovie & L. N. Makewa (Eds.), *Handbook of Research on Enhancing Teacher Education with Instructional Technologies* (pp. 292-301). Hershey: IGI Global Publishers.
- Mushi, P. (2009). Need Intercession in Curriculum Reform: Paper Presented in PGDCDD Reform Trends (pp. 1-12). Tanzania: Tanzania Institute of Education.
- Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*, 6<sup>th</sup> Edition. Boston: Pearson.
- Nyerere, J. K. (1967). Education for Self-Reliance. In J. K. Nyerere, *Freedom and Socialism: A Selection from Writings and Speeches 1965-1967* (pp. 32-40). Dar es Salaam: Oxford.
- Official Correspondent. (2013, May 5). *2013 Shocks as 60 Percent of Tanzania Students Fail National Examination*. Retrieved from The East African Website: <http://www.theestafican.co.ke/news/Shock-as-60pc-of-Tanzania-students.html>
- Ornstein, A. C. (2011). Philosophy as a Basis for Curriculum Decisions. In A. C. Ornstein, E. F. Pajak & S. B. Ornstein (Eds.), *Contemporary Issues in Curriculum*, 5<sup>th</sup> Edition (pp. 1-9). Boston: Pearson.
- Ornstein, Allan, C. & Hunkins, Francis, P. (2009). *Curriculum: Foundations, Principles and Issues*. Boston: Pearson
- Osaki, K. M. (2000). Quality Education in Tanzania: A Focus on Curriculum, Standards and Accountability in Schools. A Paper Presented at the Headmasters' Conference on Education. Arusha: Ministry of Education.
- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. London: Sage.
- Paw, K. (2013). Agricultural Growth, Poverty and Nutrition in Tanzania. *Food Policy*, 36(6), 795-804.
- Persaud, N. (2015, June 9). *Pilot Study*. Retrieved from Encyclopedia of Research Design: <http://www.srmr.sagepub.com>
- Polit, D. F. & Hungler, B. P. (1997). *Essentials of Nursing Research: Methods, Appraisal and Utilization*. New York: Lippincott.

- Ratcliff, D. (2015, June 8). *15 Methods of Data Analysis in Qualitative Research*. Retrieved from Duke University: <https://connect.ssr.duke.edu/.../Ratcliff.15%20methods%20of%20qualita.pdf>
- Sarantakos, S. (2005). *Social Research*, 3<sup>rd</sup> Edition. New York: Palgrave Macmillan.
- Sifuna, D. N. (1992). Prevocational Subjects in Primary Schools in the 8-4-4 Education System in Kenya. *International Journal of Educational Development*, 12(2), 133-145.
- Sitts, S. (2009). "Tourism and Economic Development in Tanzania." Unpublished Masters Thesis in Law and Diplomacy. Boston: Tufts University.
- Taasisi ya Elimu. (2013). *Maboresho na Mabadiliko ya Mitaala toka 1961 had 2010 [Curriculum Reviews and Changes From 1961 to 2010]*. Dar es Salaam: Tanzania Institute of Education.
- Tanzania Institute of Education. (2004). *A Guide to Syllabus Development*. Dar es Salaam: Ministry of Education and Vocational Training.
- Tanzania Institute of Education. (2011). *Module on Competency-based Teaching, Learning and Assessment in Secondary Schools*. Dar es Salaam: Tanzania Institute of Education.
- Tanzania Institute of Education. (2013). *Curriculum for Ordinary Level Secondary Education in Tanzania*. Dar es Salaam: Ministry of Education and Vocational Training.
- Thomas, E. & Magilvy, J. K. (2011). Qualitative Research Rigor or Research Validity in Qualitative Research, 16. *Journal for Specialists in Pediatric Nursing*, 151-155.
- United Republic of Tanzania (1967). The Arusha Declaration.
- United Republic of Tanzania (2008). *Education Sector Development Programme (2008-17)*. Dar es Salaam: Education Sector Development Programme
- United Republic of Tanzania (1993). *The Education System for the 21<sup>st</sup> Century: Report of the Task Force*. Dare es Salaam: Ministry of Education and Culture and Ministry of Science, Technology and Higher Education.
- United Republic of Tanzania (2000). The Tanzania Development Vision-2025. Dare es Salaam: Planning Commission.
- UNESCO. (1990, May 3). *World Conference on EFA, Jomtien*. Retrieved from UNESCO Website: <http://www.unesco.org/en/efa/the-efa-movement/jomtien.html>
- Wang, H. (2010). Translating Policies into Practice: The Role of Middle-level Administrators in Language Curriculum Implementation. *The Curriculum Journal*, 21(2), 123-140.
- Wangeleja, M. (2010). The Teaching and Learning of Competency-based Mathematics Curriculum: A Paper Presented at the Annual Seminar of the Mathematical

Association of Tanzania at Mazimbu Campus. (pp. 1-10). Morogoro: Sokoine University of Agriculture.

Weadon, H. A. (2007). "Teacher Learning Matters: The Interrelationship of Personal and Professional Lives of Rural Teachers." Unpublished Ph.D. Thesis in Education. Australian Catholic University, Victoria.

Wiles, J. & Bondi, J. (2007). *Curriculum Development: A Guide to Practice*, 7<sup>th</sup> Edition. Upper Saddle River: Prentice Hall.

Yin, R. K. (1991). *Case Study Research: Design and Methods*. London: Sage Publications.

You, J. (2011). A Self-study of a National Curriculum Maker in Physical Education: Challenges to Curriculum Change. *Journal of Curriculum Studies*, 43(1), 87-108.

## **APPENDIX I: INTERVIEW SCHEDULE**

### **1 Introduction**

- Presentation of myself
- The purpose of the interview

### **2 Background information**

- Presentation of teachers: name and working experience in secondary schools
- Education: What qualification level? Where?
- Years of teaching experience during knowledge-based curriculum
- Years of teaching experience during competency-based curriculum

## **INTERVIEW QUESTIONS**

### **3 Research Question One: How do teachers describe the competency-based curriculum?**

#### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?
- How does your knowledge and understanding of the curriculum principles influence your teaching?

#### **3.2 Training Programs Teachers Received**

- How has college training equipped you to implement the competency-based curriculum?
- How has in-service training equipped you to implement the competency-based curriculum?
- To what extent has the training empowered you to implement the curriculum?

#### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by the Tanzania Institute of Education?
- 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 CBC implementation?

### **4 Research Question Two: What do teachers appreciate in the Competency-Based Curriculum?**

#### **4.1 Instructional Planning**

- What do you appreciate most in lesson planning as you compare knowledge-based

curriculum and competency-based curriculum?

#### **4.2 Teaching**

- What do you appreciate most in teaching as you compare knowledge-based curriculum to competency-based curriculum?

#### **4.3 Resources, ICT connections and Infrastructure**

- What do you appreciate most in using resources and ICT connections as you compare the knowledge-based curriculum to competency-based curriculum?

#### **4.4. Assessment**

- What do you appreciate most in assessing students as you compare the knowledge-based curriculum to competency-based curriculum?

#### **4.5. Monitoring and Evaluation**

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

### **5 Research Question Three: What are Challenges are teachers experiencing in implementing the competency-based curriculum?**

#### **5.1 Instructional Planning**

- What challenges do you meet as you prepare curriculum implementation requirements?
- How do you handle these challenges?

#### **5.2 Teaching**

- What challenges do you meet during classes as you teach?
- How do you address these challenges?

#### **5.3 Resources, ICT Connections and Infrastructure**

- What challenges do you meet in terms of resources and ICT connections?
- How do you address these challenges?

#### **5.4 Assessment**

- What challenges do meet as you assess learners while using Competency-based Curriculum Requirements?
- How do you address these challenges?

#### **5.5 Monitoring and Evaluations**

- What challenges do you meet as you are been monitored and evaluated by head of department and other higher organisations?
- How do you address these challenges?

### **6. Research Question Four: What are possible guidelines envisaged by teachers for effective curriculum implementation?**

- What should be the ideal curriculum in both theory and practice?

## **APPENDIX II:**

### **DOCUMENT CHECKLIST**

#### **1 • Instructional Planning**

Availability of Curriculum

- Availability of Lesson Plan Sheets
- Availability of textbooks

#### **2 Teaching**

- N/A

#### **3 • Resources, ICT Connections and Infrastructure**

N/A

#### **4 Assessment**

- Availability of learners' classwork books,
- Availability of marked scripts,
- Availability of Portfolios,
- Availability of Project Work,
- Availability of Written Essays.

#### **5 Monitoring and Evaluations**

- N/A

#### **6 Research Question Four: What are the teachers' thoughts for a more ideal curriculum?**

- N/A

N.B some aspects which are not covered by document collection, are either covered by the interviews or observations. These items address the third research question, which deals with challenges in implementing the competency-based curriculum.

## **APPENDIX III: OBSERVATION CHECKLIST**

### **1 • Instructional Planning**

- Able to design and improvise teaching materials available locally

### **2 • Teaching**

- Able to apply multiple teaching methods
  - Classroom based problem solving and enquiry
  - Able to communicate in English proficiently
  - Demonstrations
  - Relate the lessons to real life
  - Group discussions

### **3 • Resources, ICT Connections and Infrastructure**

- Availability of Computer lab
  - Availability of internet
  - Availability of electricity
  - Availability of library

### **4 • Assessment**

- Able to assess students' academic progress

### **5 Monitoring and Evaluations**

- N/A

### **6 Research Question Four: What are possible guidelines envisaged by teachers for effective curriculum implementation?**

- N/A

**N.B (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 competency-based curriculum

**N:B (2)** The questions appear to be many because they originate from the flow of curriculum statement. Also the questions are many because the study is intended to address almost every facet of the Competency-based Curriculum.

## **APPENDIX IV: INFORMED LETTER OF CONSENT**

### **TITLE OF RESEARCH: SECONDARY SCHOOL TEACHERS' EXPERIENCES IN IMPLEMENTING THE COMPETENCY-BASED CURRICULUM IN THE ARUSHA REGION: A CASE STUDY**

You are being invited to participate in a research study about secondary school teachers' experiences in implementing the competency-based curriculum. The purpose of this research study is to find how secondary school teachers experience the curriculum and to make various recommendations to various stakeholders such as Teachers, TIE, NECTA, TCU, NACTE, MoEVT, Civil Society among many others. This study is being conducted by Mr. Mussa S. Muneja from the Department of Curriculum and Instructional Studies, at the School of Teacher Education, UNISA. The study commenced in November 2014 and will conclude in November 2015.

Participation in this research study means that you agree to be interviewed by the researcher for a maximum of 30 minutes on the topic under investigation. A possible follow-up interview to confirm the researcher's findings may also be required. This follow-up interview may also last for a maximum of 30 minutes. All responses from the interviews will be recorded on a voice recorder. Also you will be asked to provide textbooks and any available assessment materials. In addition to that the research will request to perform a non-participant observation during a scheduled classroom session for at least 45 minutes.

There are no known risks or discomforts if you decide to participate in this research study. In addition, there will be no costs to you for participating in the study.

There is no compensation for participating in this research study. However, the researcher envisages that the findings of the study will be beneficial in informing the stakeholders above on the experiences on implementing the competency-based curriculum.

The findings of this research will be anonymous. No one will be able to identify you or ascertain which were your answers. In addition, no one will know whether or not you participated in the research study.

All findings of this research study will be used to write up a dissertation of limited scope,

which is part of the requirements for the researcher to obtain his M.Ed. (Curriculum Studies). You will be debriefed as regards all findings emanating from study in the possible follow-up interview or via e-mail before the findings are written up.

This research study has been approved by the relevant bodies for ethical clearance at the University of South Africa.

Your participation in this study is voluntary. By signing this consent form you are voluntarily agreeing to participate. You are free to withdraw from this research study at any given point, without any penalty or prejudice.

If you have any questions about the study, please contact:

**Mr. Mussa S. Muneja**

Telephone number: +255765810559

E-mail: mmuneja@gmail.com

Thanking you in advance for your willingness to participate in this research.

## **APPENDIX V: STATEMENT OF CONSENT**

I have reviewed the information outlined above. I understand that my participation is voluntary and that I may withdraw from the research study at any time without any penalty or prejudice.

By signing below, I am indicating that this research study has been explained to me, that I understand it, and that any questions I have about the research study have been answered. I am indicating that I understand how the findings of the research study may be used and how my privacy will be protected. By signing this form, I am agreeing to participate in the research study.

**I ACKNOWLEDGE THAT I HAVE READ THE ABOVE  
EXPLANATION OF THIS RESEARCH STUDY, THAT ALL OF MY  
QUESTIONS HAVE BEEN SATISFACTORILY ANSWERED, AND  
I AGREE TO PARTICIPATE IN THIS RESEARCH STUDY.**

---

Signature of research study participant

---

Date

## **APPENDIX VI:**

### **PILOT STUDY INTERVIEW QUESTIONS**

1. What is the ratio between teachers and students?
2. The average class has how many students?
3. Do teachers submit lesson plans?
4. Are the lesson plans in harmony with the competency-based curriculum?
5. Are teachers having the curriculum document?
6. Are teachers attending various seminars or in service training on competency-based curriculum?
7. Are you certain that your teachers know the paradigm shift between knowledge-based curriculum and competency-based curriculum?
8. What is your opinion on English as a medium of instruction in fulfilling the competency-based curriculum?
9. What is your view on effectiveness of the multiple textbook policy as opposed to the single textbook policy??
10. What challenges do you encounter as a teacher in implementation of the competency-based curriculum?
11. Do you think the assessment procedures used in the curriculum document are the same used by teachers and the National Examination Council of Tanzania (NECTA)?

## **APPENDIX VII:**

### **INTERVIEW TRANSCRIPTION FOR RESEARCH**

#### **QUESTION ONE**

**(Response of P1BW)**

#### **3. Research Question One: How do teachers describe the competency- based curriculum?**

##### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?

This is a way of teaching which encourages students to be active in the learning process.

- How does your knowledge and understanding of the curriculum principles influence your teaching?

I have been implementing the CBC in real classroom settings

- What is the class size? Is it ideal for a competency-based curriculum?

The class size ranges from 60 to 70 per class. I emphatically say, it is not ideal for the competence based curriculum

##### **3.2 Training Programs Teachers Received**

- How has college training equipped you to implement the competency- based curriculum?

I got sufficient training, on CBC and I do apply it.

- How has in-service training equipped you to implement the competency- based curriculum?

I have not received any training

- To what extent has the training empowered you to implement the curriculum?

##### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

To some extent my position is valuable, although I do not use the textbooks authored by TIE. This suggest that there are some deficiencies

- 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 CBC implementation?

The relationship is at the average level, since we have been lacking textbooks which are so useful to motivate student learning.

### **(Response of P3BM)**

#### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?

It is to make the learner the goal you want to attain in life or you make the learner to understand the application ahead of time. For example you explain how digestion applies in real life.

- How does your knowledge and understanding of the curriculum principles influence your teaching?

CBC is better if certain factors are left to remain constant. These include sustainability of the syllabus to make learners be ready either for employment or self-employment. 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 needs to be teachers because these are the ones who stay with students in real-life settings

- What is the class number/size? Is it ideal for a competency-based curriculum?

In our school, there are so many students per class. The class can have up to 70 students. This situation essentially reduces teacher-learner interactions. I think our education began collapsing after implementation of Universal Primary Education (UPE) program. It was at time there was substantial increment in enrollment, but this did not match with the number of available teachers. This situation bred to a situation of employing less competent teachers. All in all I think this poses a problem in fulfilling the competency-based curriculum.

#### **3.2 Training programs teachers received**

- How has college training equipped you to implement the competency-based curriculum?

I have not been equipped

- How has in-service training equipped you to implement the competency-based curriculum?

I have attended on two seminars in the last 10 years. These were sponsored by Non-governmental organisations

- To what extent has the training empowered you to implement the curriculum?

They have really helped, but if more could be given that would indeed help.

#### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

I am not empowered, because teachers are not noticed at all as crucial in implementing the curriculum. The mode of communication is a 'one-way traffic.'

- 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 CBC implementation?

There is no good relationship that is the reason there are events of teachers' demonstrations. Even the recent program to enhance educations under the catch word, Big Results Now

(BRN) didn't use a participatory approach. For example the Mock Examinations for forms IV's remain to be part of the continuous Assessment. In addition to that there are BRN examinations which appears nowhere in the student continuous assessment— isn't a wastage of taxpayers resources.

#### **(Response of P4AM)**

##### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?

This is an approach of teaching has emphasis on application to real life

- How does your knowledge and understanding of the curriculum principles influence your teaching?
- What is the class number/size? Is it ideal for a competency-based curriculum?

The student number is not a problem

##### **3.2 Training Programs Teachers Received**

- Has college training equipped you to implement the competency-based curriculum?

Yes

- How has in-service training equipped you to implement the competency- based curriculum?

I have received two trainings since I began, but it needs to be clear that learning is a lifelong process

- To what extent has the training empowered you to implement the curriculum?

##### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

I am at a subordinate position. The curriculum is brought to us, and we cannot change anything. What can be done is to make sure that modify some few aspects only in a classroom setting. If were to sit together with TIE, the current curriculum would have taken a different pattern.

- Has there been a meeting of teachers, heads of schools, Tanzania Institute of Education (TIE), and the National Examination Council (NECTA) on the aspect of CBC implementation?

There has never been such a thing, we teachers have been designated to be receivers, while TIE and NECTA as providers of curriculum and examinations simultaneously.

INSIGHT: Because we do not meet together, this perhaps has resulted the curriculum to be overcrowded with topics to an extent that we always simply teach for the sake of finishing the syllabus and not understanding.

#### **(Response of P1AW)**

##### **3. Research Question One: How do teachers describe the competency- based curriculum?**

### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?

When I hear CBC, I understand that the teacher needs to be competent in the delivery of the subject matter. If the teacher isn't competent, you will not expect the students to know something in deep.

- How does your knowledge and understanding of the curriculum principles influence your teaching?

With me I am very happy, because, when I teach there is participation that I receive from students. This has been a result of having sufficient textbooks, so the students read ahead of time before going to class.

**PROBE:** Since you taught in the KBC and now you are in CBC, are noticing the difference?

Yes, somehow there is a difference, because in these days the level of participation has improved as compared to those years. During the era of KBC, the dominant method was lecture method, the teacher was delivering and the students had to listen. Perhaps they would ask a question when that opportunity was given.

- What is the class number/size? Is it ideal for a competency-based curriculum?

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 English subject, you need to check everything, spelling, grammatical errors—everything needs to be checked. It is such a tiresome challenge.

### **3.2 Training Programs Teachers Received**

- How has college training equipped you to implement the competency-based curriculum?

With me I am very much satisfied with the kind of education I got at both the diploma and degree levels

- How has in-service training equipped you to implement the competency-based curriculum?

The issue of seminars is a problem. It appears that when the government has given you a job—that is enough. All in all I have attended 2 seminars for trainers, because they think I am competent. So I received seminars because, I was going to train others.

- To what extent has the training empowered you to implement the curriculum?

### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

My position alongside with 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. And that is what we have been lamenting on, but there is nothing of that kind. May be TIE has specialists for the work of curriculum design, but I am not sure if they are aware with what is happening in classes. I think the future of this, is to see that the government has to sit and ensure that matters are changing. So the teachers have to be involved in preparing the curriculum.

- 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 CBC implementation?

I have never heard of such a meeting in the last 20 years that brings together teachers, TIE and NECTA. May be the head teachers are the ones who are usually called to ‘receive’ instruction. We are just receiving; we are just subordinates, we are just teaching what they want

#### (Response of P2BM)

### 3. Research Question One: How do teachers describe the competency- based curriculum

#### 3.1 Principles of CBC Implementation

- What are the principles of competency-based curriculum?

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

- How does your knowledge and understanding of the curriculum principles influence your teaching?
- What is the class number/size? Is it ideal for a competency-based curriculum?

#### 3.2 Training Programs Teachers Received

- How has college training equipped you to implement the competency-based curriculum?

Yes, I was prepared.

- How has in-service training equipped you to implement the competency- based curriculum?

Since I came here, I have not received any seminar on CBC

- To what extent has the training empowered you to implement the curriculum?

#### 3.3 Teachers as Stakeholders in the Curriculum Implementation

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

I view myself as a subordinate in imparting the CBC. 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 to for TIE to make teachers participate in designing the curriculum.

- 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 CBC implementation?

The relationship exists, but it is a weak one. I say this because, if the relationship would be good, we would sit together and discuss matters related to curriculum design, as well as assessment in terms of implementation

#### (Response of P2AW)

### 3. Research Question One: How do teachers describe the competency- based curriculum?

### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?

(I had to give a lecture on CBC)

- How does **your** knowledge and understanding of the curriculum principles influence your teaching?
- What is the class number/size? Is it ideal for a competency-based curriculum?

I am not having a challenge in terms of students per class.

### **3.2 Training Programs Teachers Received**

- How has college training equipped you to implement the competency-based curriculum?

I can say the training prepared me well. I been taught even how to improvise teaching and learning materials

- How has in-service training equipped you to implement the competency- based curriculum?

I got one under Big Result Now (BRN), how to teach, how to prepare scheme of work, how to help the slow learners etc.

- To what extent has the training empowered you to implement the curriculum?

I think any teacher needs to be a lifelong learner. But all in all I think more seminars would make teachers to even more competent in their work. We need more of these seminars because everything is changing in these days, the curriculum is changing, the students are changing and even teachers are changing. When we get these seminars, we are updated. So in short the seminar has benefitted my teaching so much.

### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

I view myself as a subordinate. We are not all contributing into making of the curriculum.

When the time to change the curriculum came, views of teachers were needed. But it appears only teachers who are living in urban areas were reached. As you fully know we have many schools in rural areas than any governmental sector has its offices. So I still wonder how few teachers who are available in town could represent the majority in rural areas.

**PROBE:** It appears the curriculum is so much packed with content and when you try to cover everything in 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 it [from] we teachers, who know the students in and out because we stay and live with them.

- Has there being a symposium that brought together teachers, Tanzania Institute of Education (TIE), and the National Examination Council (NECTA) on the aspect of CBC implementation?

I have never heard of such a symposium. According to my view, this is a weakness. Because these organisations are having an ability of convening such meetings and invite some teachers to represent the rest of us.

### **(Response of P3BM)**

#### **3. Research Question One: How do teachers describe the competency-based curriculum?**

##### **3.1 Principles of CBC Implementation**

- What are the principles of competency-based curriculum?

Learners need to be taught what is in the curriculum, or in other words what is recommended should be taught. Moreover, it must be ensured that what is taught to learners needs to be understood. In addition to that when I compare KBC and CBC, I see there is a difference, because in the new curriculum we lack quality textbooks, a lacking, this forces the teacher to look for alternative books to fill the gap. Also the number of students is very huge. Here there are 60 to 70 students per class, while the recommended number is 40. So this makes it hard to teach the class under CBC.

- How does your knowledge and understanding of the curriculum principles influence your teaching?

##### **3.2 Training Programs Teachers Received**

- How has college training equipped you to implement the competency-based curriculum?

I got my University training at University of Arusha. I am not convinced that this training prepared me to fit in the CBC. Because I was taught was just knowledge, but not the skills on how to teach. However, my diploma education prepared me thoroughly well. At this level, I was taught how to handle learners according to their age, but this was not taught to be at the university level.

- How has in-service training equipped you to implement the competency-based curriculum?

I have not attended any seminar in the last 28 years. They kind of seminars that I have received were intended to enhance my administrative skills. I think, the problem is with the implementers on the government side. All in all, the seminars will ever remain important, because they equip the teacher to manage the class.

- To what extent has the training empowered you to implement the curriculum?

##### **3.3 Teachers as Stakeholders in the Curriculum Implementation**

- What is your position as a curriculum implementer as perceived by

Tanzania Institute of Education?

My view is straight; the teachers are not involved in preparing the curriculum. The teachers are the last instrument to be used by the implementers. So the teachers have no room to recommend anything. They merely intended to receive from the upper class

- 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 CBC implementation?

For me I say the relationship is problematic. When it comes to these higher levels of administration (TIE and NECTA), we who are at the lower level are there simply to receive. For example, NECTA only composes examinations without involving teachers. NECTA has its own expatriates who do the job.

## (Response of P3AM)

### 3.1 Principles of CBC Implementation

- What are the principles of competency-based curriculum?

What comes into mind is the ability to teach something to a student to an extent of understanding how to imply it in real life

- How does your knowledge and understanding of the curriculum principles influence your teaching?

In my teaching I use both. I begin inculcating knowledge and later I guide the students to application

- What is the class number/size? Is it ideal for a competency-based curriculum?

### 3.2 Training Programs Teachers Received

- How has college training equipped you to implement the competency-based curriculum?

To some extent University of Arusha prepared me to fulfill CBC

- How has in-service training equipped you to implement the competency- based curriculum?

I have attended 2 seminars, though not adequate. The matters are more critical in art subjects, there is not even one!

- To what extent has the training empowered you to implement the curriculum?

Yes, indeed

### 3.3 Teachers as Stakeholders in the Curriculum Implementation

- What is your position as a curriculum implementer as perceived by Tanzania Institute of Education?

I think the relationship isn't good. Since we have never sat together, even the books which have been sent to us for use, have a lot of errors. What they have been doing is select some few famous people to compose the books, but to be famous does not mean that you know everything.

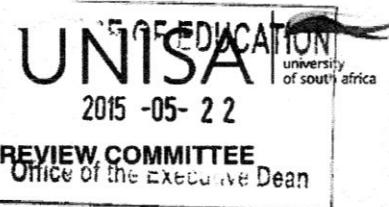
- What is your view on the relationship between teachers, heads of schools, Tanzania Institute of Education (TIE), and the National Examination Council (NECTA) on the aspect of CBC implementation?

I think a cordial relationship isn't existing. It must be known that teachers are the key implementers of the curriculum, but to our surprise, TIE compose the curriculum while they do not have a daily classroom experience. The NECTA also compose examinations while they do not have a daily classroom experience. I think the time has come that NECTA and TIE may plan a joint meeting with teachers to look into these issues.

## APPENDIX VIII: ETHICAL CLEARANCE

### CERTIFICATE FROM UNISA

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE  
13 May 2015



Ref #: 2015/05/13/44598475/17/MC  
Student #: Mr MS Muneja  
Student Number #: 44598475

Dear Mr Muneja

**Decision: Ethics Approval**

**Researcher**

Mr Muneja  
Tel: +255272540003/+255765810559  
[mmuneja@gmail.com](mailto:mmuneja@gmail.com)/[muneja@yahoo.com](mailto:muneja@yahoo.com)

**Supervisor**

Prof G van den Berg  
Department of Curriculum and Instructional Studies  
College of Education  
Tel: +2712 4895  
[vberg@unisa.ac.za](mailto:vberg@unisa.ac.za)

**Proposal:** Tanzania secondary school teachers' experiences in implementing the Competence Based Curriculum in the Arusha Region: A Case Study

**Qualification:** M Ed in Curriculum Studies

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

**For full approval:** The application/ resubmitted documentation was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 13 May 2015.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.

University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

*An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

*Note:*

*The reference number 2015/05/13/44598475/17/MC should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

## APPENDIX IX: TANZANIAN MINISTRY OF EDUCATION AND VOCATIONAL TRAINING LETTER

### THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Tel. 027-2544878  
Fax. 027-2544878  
Email:kaskmagharibi@gmail.com



Address:  
Education Quality Assurance  
Office,  
North-Western Zone,  
P.O. Box 807,  
**ARUSHA.**

18-05-2015

In reply please quote:

**Ref. UKK/KAS/MAGH/E.I/5/187/355**

**To: HEADS OF SCHOOLS,**

MAJI YA CHAI SECONDADY SCHOOL AND

NGONGONGARE SECONDARY SCHOOL,

**RE: A RESEARCH PERMIT FOR MUSSA. S. MUNEJA TO CARRY OUT A RESEARCH AT  
YOUR SCHOOL**

This is to inform you that the named student has been granted a permit to conduct an education research at your school. He is supervised by Prof Geesje van den Berg of University of South Africa (UNISA). This research is a partial requirement for fulfilment of Masters of Education (Curriculum Studies). The title of his research is: *Tanzania Secondary School Teachers' Experiences in Implementing the Competence Based Curriculum in the Arusha Region: A Case Study.*

Since this study has potential to contribute to the curriculum debate in the country, the office hereby grants this permit.

Kindly please accord him any support as necessary.

Thanks

E.M.Nyari

North-Westen Zone Education Quality Assuarance Inspector  
Arusha **ZONAL CHIEF INSPECTOR OF SCHOOLS**  
NORTH WESTERN ZONE