

Research Article

Assessing The Implementation of Competency-Based Curriculum on Teaching and Learning for Life-Long Skills in Public Secondary Schools in Ilemela District Council, Tanzania

*JumaMussa and Michaela Mhagama (PhD)

Department of Education Foundations, St. Augustine University of Tanzania.

Email: jumamussa7@gmail.com & michaelamhagama@gmail.com

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ABSTRACT

The purpose of this study was to assess the Implementation of Competency-Based Curriculum in teaching and learning for life-long skills in public secondary schools in Ilemela District council. The research objectives were to determine the challenges that teachers face when enhancing learning for life-long skills and to identify the strategies that can be employed in implementing Competency-Based curriculum in teaching and learning in our public secondary schools. The research was guided by the Vygotsky, Jean Piaget and John Dewey Constructivism theory of 1972. The study used Convergent Parallel design. The research approach used in the research study was Mixed method research approach. The data collection instruments employed by the study were; interviews, questionnaires and observation. The instruments were administered to five heads of school, one District Secondary Education Officer, Twenty-five teachers and one hundred and fifty students of form three and form four. The results of the study exposed that Competency-Based curriculum has not yet contributed a lot to the development of students' competencies. Teachers were still using the teaching and learning strategies which based on content rather than competencies in such a way that most of the teachers use lecture methods. Relevant text books were not enough to be used in enhancing CBC. Number of students in a classroom was too huge compared to the standard class size. So, it was difficult for the teachers to meet the individual learning differences. The recommendations provided were; the Ministry of Education, Science and Technology should make sure that they provide in-service trainings, the Ministry of Education, Science and Technology should make sure that there is enough allocation of financial resources, Tanzania Institute of Education (TIE) should increase the number of relevant teaching and learning materials for CBC and Heads of school should revisit their school time table so as to improve the situation as well as carrying further studies related to the present study.

Keywords: Competency-Based curriculum, Public secondary schools, Life-long skills, Teaching and learning.

INTRODUCTION

High demand of education system that would produce graduates with the relevant competencies had been the major reason for the transformation of curriculum from content based to the Competency-Based curriculum for both Tanzania and other parts of the world (URT, 2000). The paradigm shift happened as the outcome of awareness that economic development can be achieved if we get the people who are knowledgeable and possess the skills that will enable them to go with technological advancement. The transformation has been facilitated by the advancement of science and technology which aimed at developing the key competencies and skills that students need to acquire so as to fit in the world market (Penprase, 2018). Competency-based curriculum should include the practical skills that will help the students to prepare themselves for the workforce in real-life experiences. In United States of America, curriculum as viewed by Alebiosu (2005), it is a device that gives orders to affairs of every educational system; it is a way through which knowledge, skills, attitudes and other learning activities can be spread. In addition, Hodge (2007) states that Competency-Based training has the origin in the United States of America, the public debates held that there were the challenges with the standards of education system in America where one of the feedback items to the issue was the production, graduates perform poorly at the work places after they graduate from their studies. In 1998 in South Africa Competency-Based curriculum was introduced where it had the aim of equipping

South Africans with the skills that can help them in employment, skills were like engineering and technical education in order to cope with the world market (Nkonongwa, 2018), The same study conducted by Wongnaa & Boachie (2018) suggests that graduates lacked the required skills to support industries which can help to remove the challenge of unemployment. In addition, Mutasa (2018) points out that Zimbabwe had developed the CBC with the aim of students' capacity to apply knowledge, skills and attitudes which will give them an opportunity to be productive individuals in the society. Olaifa (2012) suggests that learning should be of that gives the adequate knowledge and skills so as to empower learners to transform the society. The same study conducted by Osuji (2012) concurs with Olaifa that education contributes to the improvement of social, economic and personal life, only if will be provided for life-long skills. Competency-Based Curriculum acts as an engine which helps in facilitating the development of its citizens by giving and imparting them with the required skills which will enable them to fit in the global market (UNESCO, 2015). The increased demand of the transformation in education system in Tanzania which would be able to produce the graduates with the relevant competencies needed in the world market (URT, 2000; MoEVT, 2010). The desire for transformation has been accelerated by the economic development and technological advancement which requires the knowledgeable and skilled workforce for efficiency and effectiveness (Lewin, 2000; Paulo & Tilya, 2014) Tanzania adopted Competency-Based curriculum as it was recognized that the content-based curriculum did not manage to achieve the intended goals that is creating skills and competencies to the graduates that would enable them to address the world challenges (Komba & Kira, 2013). According to Cross (2012) argued that Competency-Based curriculum intended to give the

*Corresponding Author: JumaMussa,

Department of Education Foundations St. Augustine University of Tanzania.

learners the ability and being able to be employed, the CBC intended to enable students to use their knowledge and skills in their real-life context. CBC was adopted to enhance the quality of education so as to enable learners to develop their skills that will be relevant for their future life (Komba & Mwendaji, 2016). In addition, due to the objectives of secondary education in Tanzania, Competency-Based curriculum should help the students to acquire the skills and knowledge which will be helping them to solve different social and economic issues that exist in the society (TIE, 2013). Unfortunately, Competency-Based curriculum in teaching and learning has not been able to produce the intended results, another issue is that many studies done on CBC in Tanzania have been conducted at teachers' colleges whereby few studies were done in public secondary schools' level. The increase in demands for the Tanzania education system that creates graduates with relevant skills and knowledge has been the major factor inside and outside Tanzania (MoEVT, 2010). Therefore, there is a need to examine the implementation of Competency-Based curriculum in teaching and learning for the life-long skills as the strategy where the country can meet the sustainable development goals such as; alleviation of poverty, no hunger, growth of economy, industrialization, innovation and improved infrastructure, sustainable consumption and increased production supported by Tanzania Vision of 2025. Thus, this research study intended to find out if the teaching and learning process using CBC prepares learners to achieve the skills that will enable them to be; problem solvers, creative and innovative as well as critical thinkers. In 2005, Tanzania government has introduced a CBC in secondary schools which enhanced the development of competencies in Tanzania secondary schools (Kafyulilo & Moses, 2012). CBC is observed to be desirable since it can meet the social economic needs of the society. In addition, the Tanzania education system requires to be transformed so as to go with the change of science and technology by considering the need of the society. Despite the commanding nature of Competency-Based curriculum, Muneja (2015) and Mosha (2012) discovered that the big number of teachers in secondary schools have a very little knowledge about the purposes of Competency-Based curriculum; they prepare the teaching and learning resources which do not reflect to CBC and students are rarely involved in teaching and learning process. So, this indicates that there has been ineffectiveness in the implementation of CBC in secondary schools. Literature indicates that most of the teachers fail to implement CBC in secondary schools because they lack a good and well understanding of CBC as well as application in teaching and learning process. In this view, they still use the traditional approach which emphasizes the content knowledge. Therefore, this study intended to assess the implementation of competency-based curriculum in teaching and learning for life-long skills in public secondary schools in Ilemela District Council, Tanzania. Specifically, the study was set:

- To determine the challenges that teachers face in enhancing learning for life-long skills.
- To identify the strategies which can be adopted to implement Competency-Based curriculum in teaching and learning in our public secondary school.

LITERATURE REVIEW

Review of literature was conducted by pointing the objectives of the study. The intention was to get the deeper understanding on the study issue from several academic works worldwide.

Challenges that teachers face in enhancing learning for life-long skills

Although it seems that education for life-long skills acts as a solution for most of the socio-economic issues that exist in today's life, there

are some challenges that teachers face in enhancing learning for life-long skills and they need to be recognized and addressed so as to achieve the expected results. Wandabi (2019) observed that the concept of education for life-long skills is not well understood by many teachers and stakeholders in Kenya. In addition, the materials for teaching and learning process are adequate and they are not relevant (UNESCO, 2019) which makes it difficult to the teachers to transmit an appropriate knowledge, skills and attitudes. Furthermore, there is lack of teaching and learning quality resources such as text books for an implementation of Competency-Based curriculum, the preparation and publication of the required books delays which is likely to hinder the teaching and learning process (Akala, 2021). Teachers are challenged by the issue of necessary resources in enhancing education for life-long skills as well as poor teaching and learning environment (Mutisya, 2019). According to Chisi (2018), shortage of learning resources and facilities hinder the implementation of CBC such as library, state of classrooms and computer laboratories; many students failed to develop their own independent skills when learning. Teachers need a very significant knowledge and skills which would enable them to prepare good instructional materials which can help learners to get the intended skills for their future needs (Sudha, 2018). Pedagogy used does not relate with the learning for life-long skills due to the fact that teachers lack skills on how to implement learning for life-long skills, environments do not support the teaching and learning process, the pedagogy can stimulate the learners' mind, body, emotion and spirit for learning as it has been done in actual life situations. Teachers are not given a voice to meet their needs because they face various difficulties including shortage of time for continuous training as well as the adequate pedagogy equipment and materials so as to carry various enriching projects (Bernier, 2021). The authors have identified pedagogy as well as pedagogy equipment and resources are one of the challenges that teachers face in enhancing education for life-long skills. Moreover, pedagogy used must integrate the learners so that they construct their own ideas. However, many teachers in Public secondary schools they have the financial crisis which does not support them to purchase the equipment for learning life-long education. Competency-based curriculum is challenged with large class size in public secondary schools; when the students are too many in the class, it is difficult to get the individual learning differences and sometimes it is difficult for teachers to handle the class with many students (Amunga *et al.*, 2020). Class size is the main factor in many countries for both teachers and students. Overcrowded classes affect the teacher-student interaction which would help the teacher to identify and solves the individual learning difficulties (Marais, 2016). Tambwe (2017) in his study he revealed that the challenges facing implementation of CBC include; minimal understanding of concept, inadequate support facilities, financial resources, big number of students in classrooms, poor motivation by some teachers due to poor working context as well as shortage of students' cooperation attitude. Similarly, Isaboke, Wambiri & Mweru (2021) discovered that the challenges comprised an absence of adequate learning resources, shortage of adequate trainings to teachers, lack of adequate teachers, large size of classrooms, lack of cooperation from parents as well as insufficient time to implement the curriculum.

Strategies that can be employed to implement Competency-Based Curriculum in teaching and learning

Teachers are impressed to adopt new technologies in the classrooms; they need technological resources to help them advance their teaching and learning approaches (Njeru & Itegi, 2018). The study conducted by Sturgis and Casey (2018) emphasizes that teachers should use different methods of assessment depending on the competence acquired such as the use of portfolios, classroom

observation, oral presentations, field observation and interviews, the assessed competencies normally determine the students learning progress. Nzima (2016) adds that most of the teachers believed that CBC is all about reducing the responsibilities of the teachers that students construct the ideas themselves find their own learning materials. I agree with the authors that teachers or instructors need to develop their strategies for the effectiveness; however, most of the teachers do not spend much time on teaching and learning activities but they normally wait for the bell to ring so that they disappear and some of them resist to change. Another study conducted in Rwanda towards education quality asserted that teachers need to move from the traditional way to the modern way of instruction means that they should engage learners in the teaching and learning process (Ministry of Education, 2015) However, it seems that learners are struggling on inventing the new approaches in teaching and learning process because most of the teachers do not understand well the aim of CBC to students' achievements. Furthermore, there is a need of involving teachers in curriculum reform and imparting them with in-service training for efficiency and effectiveness. The study proves that teachers' pedagogy needs to be re-shaped so as to meet the needs of the learners for life-long skills, however, many programs for education life-long skills requires enough capital and commitment of the teachers which is hard to find in many public secondary schools. Furthermore, in some public secondary schools, teachers admitted lack of innovative teaching approaches in and out of the classroom. Furthermore, teachers' style of judgment of learners' competencies should be influenced by the students' personal style of learning (Butova, 2015). The research findings from the reviewed literature revealed that many teachers focused more on the examination style as the way of assessing the teaching and learning process; so, there is a need for the teachers to transform their assessment methods; however, the school heads should play their role by providing the In-service training and motivating the teachers to change from the knowledge transfers to the facilitators. Teachers should use the instructional resources which would act as the inputs to foster the CBC; these materials will help in making practical to the learners (Chen and Wei, 2015). In addition, the instructional materials will help in motivating the learners, creating interests and will help to urge the active involvement of the students. Teachers should integrate various teaching and learning resources that will produce effective learning experience (Igwe, 2015). The researcher agrees with the two authors; however, some of the instructional materials are costly but the competent teachers can use the limited resources to produce unlimited resources.

METHODOLOGY

The study was guided by mixed method research approach. Creswell (2014) Mixed Method Research Approach concerns with the combination or integration of qualitative and quantitative data in a single study equally. Quantitative approach was applied for data gathering and data breakdown; data and views were gathered directly from teachers and students who participated in teaching and learning process. Numerical descriptions of things and their relations were employed in the research study. Qualitative data was taken as a means to acquire and provide enough details of the issue of the implementation of competency-based curriculum in teaching and learning for life-long skills. The researcher employed the convergent parallel design whereby the researcher collected information quantitatively and qualitatively so as to provide a comprehensive analysis of the research study. According to Creswell (2018) convergent parallel design is the kind of mixed method design in which a researcher collects both qualitative and quantitative data so as to give out the detailed analysis of the study. the data were analyzed separately and merged at the end of the research study.

The researcher gathered both kinds of information at the same time and then combined the data in the understanding of the general results; the design was very useful because it saved time and minimized the cost. The study was conducted in Ilemela district Council with sample size of 181 participants which included; 1 DSEO, 5 Heads of Public Secondary Schools, 25 Public Secondary School teachers, 150 Public Secondary School Students. Quantitative Data were collected through questionnaire and data were analyzed using SPSS Package Version 21; data were coded and keyed into the computer for analysis using descriptive statistics. The analyzed data was presented in tables using frequency distribution as well as percentages so as to meet the objectives of the research study. Qualitative data were collected through interview and analyzed by using narratives, themes and content analysis which helped in giving in-depth information.

FINDINGS AND DISCUSSION

Challenges that Teachers face in Enhancing Learning for Life-long Skills

The objective of the study was prepared in order to determine the challenges that teachers face in enhancing learning for life-long skills, respondents of the study were required to provide the challenges they face in implementing competency-based curriculum. These were particularly teachers from public secondary schools who participated in the study.

Inadequate Teaching and Learning Materials

A challenge provided by respondents of the study which face teachers during implementation of learning for long-life skills is inadequate teaching and learning materials. This means that most of secondary schools in the district Lack adequate teaching and learning materials that could support teachers in implementing Competency-Based curriculum. Competency-based curriculum requires students to have sufficient learning materials in order to increase their skills and competencies in participating in and out of the classes. Limited materials reduce ability of students to participate effectively in learning process. The findings relate to those in the study by Isaboke, Wambiri & Mweru (2021) on challenges facing implementation of the competency-based curriculum in Kenya. One of the challenges provided was inadequate teaching and learning materials. Additionally, Luwingu (2012) revealed that the number of relevant text books is one of the obstacles that hinder the implementation of competency-based curriculum in teaching and learning; the study recognized that the number of text books of a certain subject is not enough compared to the number of students in a classroom. This makes the process of teaching and learning difficult since learners do not get enough time to read in order to expand knowledge. The study conducted by UNESCO (2019) asserted that in most of the schools the materials are not enough to enhance teaching and learning for life-long skills and adds that materials are not relevant; so, it is difficult to achieve the objectives of competency-based curriculum. In this study, it has been revealed that one of the challenges facing teachers in implementing learning for life-long skills is inadequate teaching and learning materials. This shows that both Kenyan schools and Tanzanian schools face ineffective implementation of competency-based curriculum given that there are no sufficient teaching and learning materials.

Large Size of Class

Furthermore, another challenge provided by respondents of the study which face teachers in implementing learning for life-long skills is large size of classes. This means that classes in public secondary

schools at Ilemela district council have large number of students something which make it difficult for teachers to implement competency-based curriculum effectively. This was supported by the interviewees in school D who participated in interviews. The responses from one of the interviewees was as follows:

The size of class affects implementation of competency-based curriculum because it hinders the interaction between instructor and students. Teachers fail to have sufficient communication with students in class. Also, students fail to have exchange of information among themselves given that the number of students in class is large (Interviewee D, May 2022).

Therefore, one of the challenges facing teachers in implementing learning for life-long skills is large size of class. A large number of students in class tend to influence student-instructor interconnection and also prevent peer exchange during discussion in classroom. Considering that each student learns differently, a teacher to step in a high-density classroom might function for some students but not for others. This affects the effectiveness in implementation of competency-based curriculum and restricts teachers from applying learner-centric interactive teaching method. The findings relate to those in the study conducted by Tambwe (2017) on the challenges facing implementation of Competency-Based instruction and training system in Tanzanian technical institutions. One of the challenges provided was provided was large size of class. In this study, it has also been revealed that one of the challenges facing teachers in implementing learning for life-long skills is large size of class.

Inadequate Finance

One of the provided challenges which face teachers in implementing learning for long-life skills is inadequate finance, this means that public secondary schools at Ilemela district council lack enough funds to be used in implementing CBC. These funds could be useful in providing trainings to teachers on best approaches to use in implementing CBC. This entails that teacher in these public secondary schools still lack sufficient trainings because of limited availability of funds. Also, funds could be useful in purchasing learning and teaching materials which could also be helpful in ensuring effective implementation of learning for long-life skills. This can also be revealed from interviews which were conducted with one

of the interviewees in school B, as one of the interviewees commented that;

Implementation of competency-based curriculum requires commitment of enough funds in training teachers. The budget of most of our schools is not sufficient to cover all aspects including training teachers. This has made it difficult for teachers to have required skills in implementing competency-based curriculum. We do not have sources of funds such as school-based projects which could ensure earning of money (Interviewee B May, 2022).

Competency-based curriculum comprises essential change from inactive to lively learning and thus making the infrastructure required to be different. Effective implementation of CBC requires educational institutions to have modern classrooms, creative centers, smart boards, laboratories as well as latest technologies. All these require adequate funds by educational institutions. Considering that most of public secondary schools at Ilemela district council lack enough financial resources, teachers in these schools fail to implement CBC effectively. Hence, one of the challenges facing teachers in implementing CBC at Ilemela district council is inadequate finance. The findings relate to those in the study by Mutisya (2019) on challenges facing implementation of Competency-Based education and training system in Tanzanian institutions. One of the challenges provided was lack of support facilities and financial resources. In addition, the study conducted by Bernier (2021) asserted that shortage of time for continuous as well as the adequate pedagogy equipment and materials are caused by financial challenge, so it is difficult to enrich various projects. In this study, it has been revealed that one of the challenges facing implementation of competency-based curriculum at Ilemela district council is inadequate finance.

Strategies which Can Be Adopted to Implement Competency-Based Curriculum in Teaching and Learning

The objective of the study was prepared in order to identify strategies which can be adopted to implement competency-based curriculum in teaching and learning in our public secondary schools. In order to meet the objective, respondents of the study were provided with several techniques of which they were supposed to agree or disagree on whether they can be helpful in implementing competency-based curriculum.

Table 1: Response from Teachers

S/N	Statement	Teachers									
		Key:5. Strongly Disagree		4. Disagree		3. Neutral		2. Agree		1. Strongly Agree	
		f	%	f	%	F	%	F	%	F	%
1	Collaborative learning	5	20	15	60	5	20	0	0	0	0
2	Role play	3	12	16	64	2	8	3	12	1	4
3	Group works	6	24	16	64	2	8	1	4	0	0
4	Outdoor activities	5	20	14	56	3	12	2	8	1	4
5	Students' participation in answering questions	4	16	19	76	2	8	0	0	0	0

Source: Field data, 2022

Outdoor Activities

In case of teachers, the findings show that 20 percent of the respondents strongly agreed, 56 percent of the respondents agreed, 12 percent of the respondents were neutral, 8 percent of the respondents disagreed while 4 percent of the respondents strongly disagreed. The findings show that majority of teachers who participated in the study agreed that outdoor activities should be used as a strategy. This was supported from the interviews which were conducted with the heads of secondary schools at Ilemela district council as one of the interviewees who had this to comment:

Competency-based curriculum can be effectively implemented when the students are given the chance to participate in outdoor activities in teaching and learning process, outdoor activities can foster the students' creativity and innovation as students can build the confidence in learning process as well as problem solving ability can be created (Interviewee C, May 2022).

Outdoor activities can be helpful in implementing competency-based curriculum given that these activities will enable students to appreciate and better understand the nature. These activities also provide students with opportunity to get some exercise as well as creation of multi-sensory experience. Hence, students will be in better position to have increased competencies and experiences in different aspects of life something which will prepare them for future life. Outdoor activities will also be helpful in assisting students develop technical, intellectual and social skills through overcoming challenges and sharing decisions. This is supported by Chan (2017) who suggested that students should be integrated in all phases of projects which will enable them to analyze, synthesize, develop problem solving skills and their critical thinking behavior which is referred to by the society as the main goal of competency-Based education.

Role Play

In case of teachers, the findings show that 12 percent of the respondents strongly agreed, 64 percent of the respondents agreed, 8 percent of the respondents were neutral, 12 percent of the respondents disagreed while 4 percent of the respondents strongly disagreed. The findings show that majority of teachers who participated in the study agreed that role play should be used as a strategy. In case of students, the findings in Table 4.5 show that 10 percent of the respondents strongly agreed, 63 percent agreed, 11 percent of the respondents were neutral, 13 percent of the respondents disagreed while 3 percent of the respondents strongly disagreed.

This was supported in the interview which were conducted with the heads of secondary schools at Ilemela district council as one of the interviewees pointed out: Competency-based curriculum can be effectively implemented when the students are engaged in role play activities because they will get the chance of demonstrating their current skills level which will help the teachers to assess their learning process and level of skills which they possess. Also, role play will help learners to prepare for the real-life situation as well as building their confidence in learning process (Interviewee D, May 2022).

Role play exercises provide students with chance to exercise the character of a person or act out a given situation. It involves students in realistic circumstances on situations which need students to examine personal spirits towards others and their situations. This strategy is beneficial given that it increases engagement of students; it enhances current teaching strategies; it is helpful in providing real world scenarios which stimulate learning of students.

Group Works

In case of students, the findings show that 10 percent of the respondents strongly agreed, 60 percent of the respondents agreed, 12 percent of the respondents were neutral, 11 percent of the respondents disagreed while 7 percent of the respondents strongly disagreed. The findings showed that majority of students who participated in the study agreed that group works should be used as a strategy. Hence, another strategy which can be useful in implementing competency-based curriculum is group works.

This was supported from interviews which were conducted with heads of secondary schools at Ilemela district council as one of the interviewees pointed out: Competency-based curriculum can be implemented effectively if students participate actively in the learning process. Providing students with group works is crucial in making them participate in the learning process. They will have opportunity to look for information related to the topic provided and come up with answers. This will enable them to critically think on what are the possible solutions of questions in groups (Interviewee E, May 2022).

Students should be integrated in all phases of projects whereby they will be able to analyze, synthesize, problem solving skills and developing the critical thinking behavior which is referred to by the society as the main goal of Competency-Based education (Chan, 2017). Group works will be helpful in increasing participation of students in learning process. They will make the learning process be learner-centered given that students in groups will engage in digging for information concerning a particular provided question. This will be helpful in building skills of students and thus leading to life-long skills among students. The findings are in line with the arguments by the Constructivism Learning theory. Theorists believe that learning occurs when learners are engaged in the teaching and learning processes, whereby, they will have the access to integrate the new knowledge.

Collaborative Learning

In case of teachers, the findings show that 20 percent of the respondents strongly agreed, 60 percent of the respondents agreed, while 20 percent of the respondents disagreed. The findings show that majority of teachers who participated in the study agreed that collaborative learning should be used as a strategy. Hence, one of strategies to implement competency-based curriculum is collaborative learning. In case of students, the findings show that 11 percent of the respondents strongly agreed, 71 percent of the respondents agreed, 3 percent of the respondents were neutral, 8 percent of the respondents disagreed while 7 percent of the respondents strongly disagreed. The findings show that majority of students who participated in the study agreed that collaborative learning should be used as a strategy. Hence, one of strategies to implement competency-based curriculum is collaborative learning. This was supported from interviews which were conducted with one of the interviews in schools at Ilemela district council as the interviewee commented:

One of the approaches towards effective implementation of competency-based curriculum is increasing collaborative learning. Collaborative learning will make students participate much in the learning process because they will be provided with opportunity to think and come up with answers on different issues they are taught. This can lead to application of learner-centered approach of learning (Interviewee C, May 2022).

The findings relate to the study conducted by Nzima (2016), Nzima suggested that teaching and learning activities in the classroom as well as the interaction between them. Therefore, one of the strategies which can be useful in implementing competency-based curriculum in secondary schools at Ilemela district council is collaborative learning. It is an education approach of using groups to enhance learning through working together. This kind of learning also includes participation of instructors who are teachers something which increases engagement of students in the learning process. The findings are in line with the arguments by the Constructivism Learning theory. Theorists believe that learning occurs when learners are included in the teaching and learning processes, whereby, they will have the access to integrate the new knowledge. This can only be achieved through increasing collaborative learning.

RECOMMENDATIONS

Based on the presented findings, interpretations, discussions and conclusions. Different recommendations are to be made, the recommendations are straightly communicated to the relevant people and responsible organizations or institutions.

Recommendations for Actions

The Ministry of Education, Science and Technology should make sure that they provide in-service trainings as well as orienting teachers when changes are made in the curriculum so as to enable them to cope with the transformation. In addition, The Ministry of Education, Science and Technology should make sure that there is enough allocation of financial resources. Moreover, Tanzania Institute of Education (TIE) should increase the number of relevant teaching and learning materials for CBC.

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