THE STRATEGIES OF IMPROVING EFFECTIVE IMPLEMENTATION OF THE COMPETENCE-BASED CURRICULUM IN SECONDARY SCHOOLS IN TANZANIA: THE CASE STUDY OF TABORA REGION

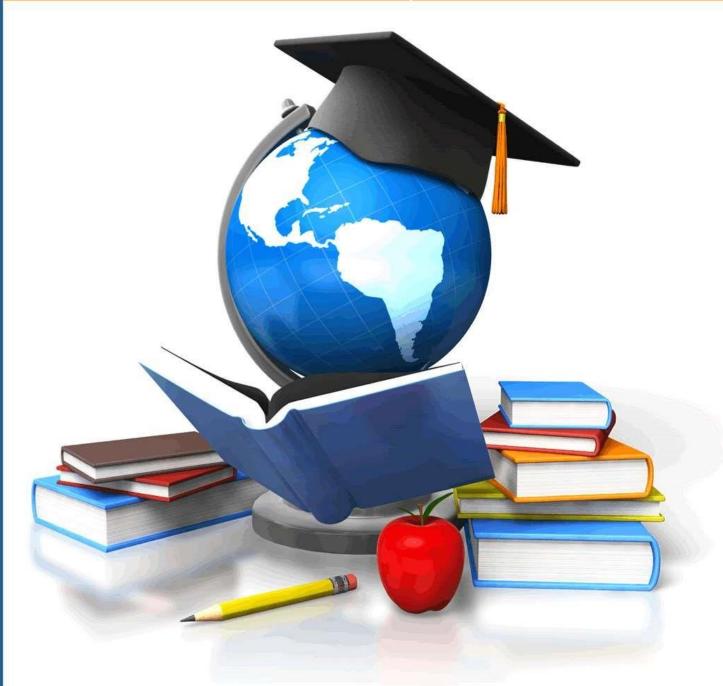Ernest S. Assey

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ABSTRACT

Purpose: The purpose of this study was to investigate what stakeholders in education thought about strategies to enhance the competence-based curriculum's effective implementation in Tanzania's secondary schools.

The research methodology: A case study research design was used in the study. 112 participants from various educational categories, including District Education Officers (DEO), Quality Assurers (QA), heads of secondary schools and teachers, participated in focus groups and interviews to acquire the data. The study also employed a thematic approach to data presentation and analysis.

Findings: The study's findings identified several strategies that can be used in Tanzania to successfully implement a competency-based curriculum: ensure that heads of schools regularly receive pedagogical leadership training, improve in-service teacher training, improve school-based indoor training, employ enough teachers, improve school infrastructure, provide enough teaching and learning materials, ensure effective partnership between schools and parents improve library services and improve use of information technology, improve school based assessment procedures and establishment of school-based quality assurance department.

Unique Contribution to Theory, Practice and Policy: The findings of the study supported the constructivist theorists' claim that social interaction among students is an important factor in fostering meaningful learning. As an outcome, it will be possible to adequately apply the competency based curriculum in the classroom if there is a positive teaching and learning environment that is characterised by having sufficient teachers, teaching and learning resources and knowledgeable school leaders. The study recommended that both public and private schools keep up their efforts to hire enough teachers, increase and redevelop school facilities, install information and communication technology (ICT) infrastructures at every school and establish and strengthen initiatives aimed at training heads of schools and teachers in pedagogical leadership.

1. INTRODUCTION

Competence-based curriculum it has defined differently by different scholars as follows: Weddel, (2006) defined competency-based curriculum as a curriculum that places more emphasis on what students are expected to accomplish than what they are expected to know. Such a curriculum, in theory, is learner-centred and flexible enough to meet the changing requirements of students, teachers and society in general. Barman and Konwar (2011) described competency-based curriculum as a curriculum for the education that prioritises a student's special skills and capabilities rather than solely concentrating on academics and test results. Cremers et al. (2005) defined competency-based curriculum as a type of school curriculum in which specific objectives are defined for each process in which a person, an institution, or a program is evaluated and recognized as meeting predetermined standards of the separate skills taught in training programs with integrated instructional and practical instruction and successful completion of an examination demonstrating mastery of every skill. Savage (1993) defined Competency-based curriculum as it a practical approach to education that stresses life skills and assesses mastery of abilities required for a person to function well in a particular society. Mosha (2012) on the other hand defined a competence-based curriculum as a type of instructional method used in schools that aims to give students the skills necessary to know, learn and learn how to know things, do things and learn from and with others. This study came to the general conclusion that any teaching and learning methods that placed an emphasis on what a learner can actually do and what particular competencies may make a learner perform in accordance with his or her expectations can be referred to as competence-based curriculum.

Similar to other third world nations, Tanzania places a lot of emphasis on competence-based curricula since it is seen as an excellent school instructional approach that may advance a nation's sustainable development across all aspects of life (Mtavangu, 2017). Since gaining independence, the Tanzanian government has made significant changes to its education and training policies, with the majority of these changes focusing on enhancing access, equity, quality and capacity building. But most notably, between 2005 and 2007, the education sector underwent reforms focused on curriculum change, or "paradigm shift" as it is known in Swahili *("mhamo wa ruwaza").* These reforms attempted to recognise and establish competence-based curriculum as the best course of action for the nation (Wangeleja, 2010). Competency-based curricula have been recognised in Tanzania as the best way to be taken into consideration since 2005 in order to satisfy those stakeholders who want schools to produce graduates who are competent in the sense that they are capable of putting the theories they learned from school into practise. This recognition stems from complaints from educational stakeholders that Tanzanian graduates of all levels of education were found to be incompetent in different areas of subject knowledge (Rutayuga and Kondo, 2006). As a response, starting in 2005 and continuing to the present, competence-based curricula have been implemented at the primary, secondary and teacher education levels of education. Because graduates of this curriculum are expected to be able to demonstrate suitable knowledge and skills in real life situations, competence-

based curricula were adopted in Tanzania to ensure that the formerly ideal of education for self-reliance became a reality (United Republic of Tanzania, 2005). Additionally, Tanzania's adoption of a competency-based curriculum was intended to ensure that the nation would become an industrialised nation by 2025 with a middle-income economy that would enable it to be independent in various economic sectors. As a result, a curriculum that will prepare students who are doers was seen as the best approach to take (Timothy, 2010). However, a large budget is required for competence-based curricula, according to a number of researchers, including Adebayo (2017); Bosco (2015); Christian and Mery (2018). It is a kind of curriculum that requires careful planning, starting with planning and continuing through implementation, but it is during this stage that special focus should be given.

This is due to the huge demand for teachers, the abundance of resources for teaching and learning, and the modernised classrooms' equipped with information and communication technology (ICT) equipment.

Numerous studies have identified a variety of issues that prevent the implementation of competence-the based curriculum in Tanzania, including the following: absence of sufficient educational resources, teachers' unwilling to shift from content-based on competence-based approaches, imbalance in the student-teacher ratio, inefficient methods of school-based assessment and poor parental involvement in children's education (Timothy, 2010; Mjankwi, 2014; Komba and Mwandanji, 2015; Kafyulilo et al. 2012; Moshi, 2015; Kavindi, 2014 and Shemwelekwa, 2008). If genuine actions to overcome those obstacles have not been done, the Tanzanian government will not be able to accomplish its competence-based curriculum goals. Thus, in order to know Tanzanians' opinions on the strategies that can be used to deal with the situation, this study sets out to answer the following question: What are the strategies that can be employed to ensure a more effective implementation of the competency-based curriculum in Tanzania's secondary schools?

2. LITERATURE REVIEW

Since implementing a competency-based curriculum was one of the strategies addressed by Development Goal 4 (GD 4), which aims to solve the serious economic and social issues that concern third-world countries the most, a paradigm change in Tanzania was unavoidable. In order to support the agendas for Development Goal 4 (GD 4), Tanzania adopts competency-based curricula in which one of its goals was for all countries to make sure that by 2030 all students had the knowledge and skills necessary to promote sustainable development, including, among other things, through education for sustainable development and sustainable lifestyles, human rights, gender equality, global citizenship, appreciation of other cultures and promotion of a culture of peace and nonviolence society OECD (Organisation for Economic Cooperation and Development, 2004).

Smith and Blake (2005) found that competency-based curricula are the best paradigm to use because they have the greatest potential to transform traditional teaching and learning by developing the best competences on the part of learners in a variety of areas, including self-efficacy, digital literacy,

problem-solving abilities, communication and collaboration, critical thinking, imagination and creativity, citizenship, and the development of the capacity for self-learning.

Wesselink and Wals (2011) discovered that in order for competency-based curricula to be implemented successfully, there must be an adequate number of highly qualified teachers who can help students put theory into practise. Positive relationships between teachers and students develop in a setting where teachers are distributed evenly based on the number of students and classroom environments become more favourable as a result of both teachers and students acquiring the best skills and knowledge that will stimulate their curiosity to learn more.

Mchengerwa and Mulder (2010) and Tarraga et al. (2017) on the other hand, found that effective implementation of competency-based curricula depending more on the extent to which parents are involved in school decision making. Despite the disparities in their socioeconomic backgrounds, parents are their children's primary teachers. As parents get involved in school activities, a connection is made between the home and the school, which is advantageous for everyone. Parental involvement in their children's academic affairs helps them develop excellent problem-solving abilities, improve their communication skills, motivate them and increase their interest in learning, among other advantages. It also boosts their confidence and helps them form positive self-images about life in general (Ross, 2016).

According to Cleopatra and Elina (2019), implementing competency-based curricula successfully in most third-world countries is a difficult task because the government needs to raise a lot of money to build teaching and learning infrastructures that will enable for comprehensive interaction between students, teachers and teaching and learning materials. Although improving school infrastructure to meet the demand for competence-based curricula is a difficult task, most third-world nations, including Tanzania, continue to struggle with the issue of huge class numbers. Due to this circumstance, the competency-based curriculum implementation difficulty persisted because of the policies of providing extensive access to education and free primary and lower secondary education. Something caused the increase in student enrolment at the school together with the staff shortages, making it challenging for the few existing teachers to teach the classes with a large number of students (Bosco et al, 2019).

Jahangir et al. (2012) found that staff development programs for teachers are a crucial component of a successful competence-based curriculum implementation strategy. It acts as a link between aspiring and experienced educators to address the new challenges of directing students towards higher order knowledge and skill construction so that they can effectively be able to solve day-to-day problems in life. Additionally, according to Kazmi et al. (2011), in-service training or staff development programmes for teachers are crucial for the effective implementation of competence-based curricula because they enable inexperienced teachers to successfully utilise student-centred teaching and learning approaches. Beginners teachers who are entering the classroom for the first time may lack the confidence necessary to involve students in the learning process through interactive approaches. Even if they may be extremely knowledgeable in their fields of expertise, they might not be able to adequately explain or communicate their knowledge to students. Therefore, they cannot create students

who are capable of applying theory in practise if they cannot convince the students to be interested in knowledge construction (Kazmi et al, 2011).

Several scholars, including Forsyth (2013), Aduwa (2005) and Charles (2009), argue that the primary tools for bringing competence-based curricula to life are teaching and learning resources. They occur in a wide variety of forms and dimensions, but they all share the capacity to assist learning. It includes textbooks, additional reading materials, computer applications, movies, recordings, flashcards, stories, and more. Its goal and significance is to make classes engaging, learning simple, and give teachers the freedom to simply explain ideas in both theoretical and practical terms. As a result, instructional materials serve as a guide for both teachers and students because they can offer a useful routine in the process of teaching and learning. According to the study by Ondimu (2018), insufficient teaching, learning and materials pose a significant obstacle to the successful implementation of the competency-based curriculum. The study discovered that it became increasingly difficult for educators to plan lessons using learner-centred approaches if there was a widening gap between student instructions and learning materials. Additionally, Muneja (2015) observed that a lack of sufficient teaching and learning resources has a negative impact on how the curriculum is implemented because the focus of a competence-based curriculum is to help students become innovators and problem solvers and this ability can only be developed if the student has great access to teaching and learning resources.

They can learn independently or in conjunction with teachers to obtain the necessary information and skills due to the abundance of materials available to them.

The issue of school-based assessment was discovered to have a significant role to play in the school achievement following competence-based curriculum adoption. Effective school-based assessment, according to Absolum et al. (2009), enables a school to frequently change its evaluation modalities. A school can more quickly reach its objective when teachers use activities in the classroom, like daily observations, periodic quizzes and standardized tests. The school-based assessment also observed as a crucial component of both teaching and learning, and its worth as an indicator of high-quality teaching and learning is widely acknowledged. Assessment not only helps to identify a student's need for remediation, but also helps to raise the quality of instruction (Nusche, 2011). Apart from that, Ontario Ministry of Education (2010), suggests that in the context of competency-based curriculum implementation, well-designed assessment systems can yield important insights into student learning. We can learn what the pupils learnt from books, how well they learned it, and where they had difficulties. Additionally, it enables the teacher to provide students with rapid feedback that is constructive and it encourages the teaching and learning program's ongoing review and modification. Similarly, Orsmond and Merry (2011) suggest that efficient school-based assessments give insight into what students know, what they are capable of doing, what they still need to learn, and where the school may make improvements. Prior learning assessments, summative assessments, and formative assessments are the three categories of assessments that should be followed by the school in order to perform effective assessments.

Conversely, when implementing competence-based curriculum, the idea of pedagogical leadership is a delicate matter that needs to be taken into account. According to Stremmel (2019), pedagogical

leadership has a connection to students' learning as well as the development of teachers' skills and the values and viewpoints on education held by a larger society or community. Male and Palaiologou, (2015) on the other side observed that pedagogical leadership is typically used in educational contexts to establish teaching and learning strategies that educators are expected to put into practise.

The concepts of strong interaction between students and others, students and teachers and teaching and learning materials are those that are under considerable emphasis on the successful implementation of competency-based curricula. Effective pedagogical leadership, as seen by Heikka and Waniganayake (2011), can have a significant impact on children's learning by encouraging family engagement, ensuring adherence to the school's curricular philosophy, using data to evaluate the learning program's effectiveness, and meeting standards set up to optimize learning environments. Effective pedagogical leadership, as shown by Male and Palaiologou (2015), involves cultivating instructors with a clear understanding about longer-term learning outcomes. Through it, teachers can think positively about their work and apply the curriculum effectively, enabling students to acquire the necessary 21st century abilities, which come in the form of habits and characteristics that are vital to a student's success in the modern world. As said by Watkins and Mortimore (1999), pedagogical leadership is important in raising and improving a school's capacity to implement the curriculum because teachers are better prepared to work cooperatively with other school stakeholders, which is a necessary component of school improvement and change as well as a factor in school effectiveness. Similarly, Mulenga and Kabombwe (2019) maintain that pedagogical leadership is a great tool for helping teachers become more effective since it emphasises the teaching and learning processes. The traits related to teaching have the most empirical backing of all the traits at the school level. Students' experiences with these elements will have the biggest immediate effects on how well they do. As shown by Michael (2015) study, teachers' ability to innovate in the classroom and the results of student learning were both favourably impacted when they assumed leadership responsibilities. The study also discovered that teaching positions of leadership can enhance teachers' motivation and confidence in their own talents as well as educate them how to inspire, lead and encourage other adults. This has enhanced teachers' self-confidence, knowledge and attitude toward their profession.

3. THEORY IMPLICATION IN THE STUDY

Constructivist theory served as an informant of the data that were gathered in this study. According to constructivist theorists, students construct their own knowledge, and teachers act as coaches by supporting and advising them while they work to do so. It also emphasised that teachers should collaborate with students rather than act as learning supervisors. (Albert, 2009). Constructivists hold that integrating information, connecting it to personal prior knowledge and cognitively processing it are the keys to achieving meaning or understanding. Additionally, they think that social engagement and conversation are the best ways for students to learn because they provide them the chance to compare and contrast their own understandings with those of others (John, 2016). Constructivists also contend that people actively seek meaning in order to interpret their surroundings in the light of their prior experiences and current circumstances. Each person is unique in the process of creating meaning

because of the interaction of their various experiences and search for personal meaning, which makes each person unique from everyone else (James, 2011 and Willey, 2012).

Constructivists generally believed that learning and teaching were primarily social processes that required close connection between the student, teacher and instructional resources. Technology may make this social process easier, but it cannot successfully replace it entirely. From this viewpoint, competence-based curricula are built upon it. Because competence-based education places more emphasis on what students should be able to accomplish than it does on what they should know. In theory, such a curriculum is learner-cantered and flexible to meet society's changing needs. In order to apply this type of curriculum, the school must have enough knowledgeable teachers who are highly competent in the knowledge and should have enough material resources, such as textbooks, supplemental reading materials, a library, and a lab that are furnished with all basic accessories. The goal of this study was to identify practical solutions that may be used to ensure effective teaching and learning in line with constructivist beliefs.

4. METHODOLOGY

A qualitative research methodology was used in the study. This approach, which is typically used to study the nature of phenomena and is especially appropriate for supplying answers to why, how, what to do and other related questions, frequently employs semi-structured interviews, focus groups, document analysis and non-participant observations as methods of data collection (Kombo and Tromp 2006). The qualitative approach was selected because it enables researchers to comprehend the thoughts and opinions of District Education Officers (DEO), Quality Assurers (QA), secondary school heads and teachers regarding the strategies that can be employed to enhance the implementation of the competence-based curriculum in secondary schools in Tanzania. Focus group discussions and interviews were used to gather information. Focus group discussions are a type of research methodology that employs group interaction to collect data. A small group of carefully selected people meets to discuss a certain topic. By understanding and investigating how people think and act, this approach assists in providing answers to the why, what and how questions (Tayol, 2000). Interviews, which involved two or more participants and one of them functioned as the interviewer and posed questions to gather data, were another technique used in this study (Creswell, 2014). Focus group discussions and interviews were chosen as the methodology for gathering data because they allow the researcher to maintain flexibility and gather extensive information about individual feelings, perceptions and opinions regarding the strategies that can be used to improve the implementation of the competence-based curriculum in secondary schools in Tanzania. The study's data were acquired from the seven districts of the Tabora region: Tabora Municipality, Urambo, Sikonge, Uyui, Kaliua, Igunga, and Nzega. For this study, a purposive sampling procedure was used. Purposive sampling, according to Kothari (2004), is a method by which researchers choose a person or group of people as the sample depending on their goals and viewpoints. There were a total of 14 focus group discussions held in 14 different schools, each with 5 teachers while interviews with a total of 14 school administrators, 7 District Education Officers (DEO), and 7 Quality Assurers (QA) were also done.
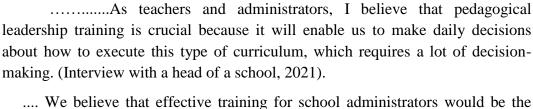
Focus group and interview data were audio recorded and then verbatim transcribed. Last but not least, in line with Braun and Clarke (2013), thematic analysis was used to analyse the data after it had been presented using the theme method. Participants in focus groups and interviews provided quotes that helped to clarify and support the primary themes that had been chosen.

5. FINDING PRESENTATION AND DISCUSSION

Concerning the strategies that can be employed to improve the implementation of the competence-based curriculum in secondary schools in Tanzania, a number of topics were raised during focus group discussions and interviews. These topics are covered below.

5.1. Ensure that teachers receive regular pedagogical leadership training

The purpose of pedagogical leadership, as is generally recognised, is to aid in teaching learning and assessment. It entails providing instructional leadership to help teachers in their crucial duty of carrying out the curriculum. The majority of respondents who took part in the focus groups and interviews stated how it is effective to ensure that school heads and teachers regularly attend training on it to enable the school implement competence-based curriculum adequately. Here are a few of the various respondents' testimonies.

> ……........As teachers and administrators, I believe that pedagogical leadership training is crucial because it will enable us to make daily decisions about how to execute this type of curriculum, which requires a lot of decision-making. (Interview with a head of a school, 2021).

> .... We believe that effective training for school administrators would be the best course of action for enhancing the methods employed to oversee this competency-based curriculum. ….. (Interview with a teacher, 2021).

> ……........ The development of school leaders' pedagogical leadership capabilities is a fundamental technique that can help to decrease various barriers that prevent the implementation of the competency-based curriculum in schools. (Interview with a Quality Assurer (QA), 2021).
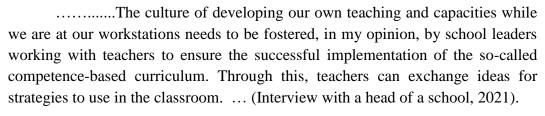
Based on those testimonies from respondents who had different roles in education above the study found that different education stakeholders thought that having effective pedagogical leadership training can be one of the strategy of improving the implementation of competence-based curriculum in secondary schools. These findings are comparable with those of Jordan (2017), who discovered that pedagogical leadership abilities among school leaders play a crucial role in the teaching and learning process because they entail building school leaders' and other teachers' competences in delivering the concept, communicative understanding and strategic competence of the subject matter in accordance with competence-based requirements. These findings also provide an update to those made by Michael (2018), who noted that implementation of the learning-by-doing curriculum has a much better chance of succeeding in educational systems that place a strong emphasis on pedagogical leadership training

for teachers and school administrators. Generally, according to what has been noted from the survey respondents, a country's goal for the competence-based curriculum it has designed to be implemented successfully must entail the effective execution of pedagogical leadership training for teachers as a strategy to succeed.

5.2. Enhancing Indoor Training at Schools

The issue of school-based indoor training, which is the process of exchanging knowledge and skills among teachers inside the school compound, was found to generate significant attention in focus group discussions and interviews. The responses of some of those respondents are presented below.

> ……........The culture of developing our own teaching and capacities while we are at our workstations needs to be fostered, in my opinion, by school leaders working with teachers to ensure the successful implementation of the so-called competence-based curriculum. Through this, teachers can exchange ideas for strategies to use in the classroom. … (Interview with a head of a school, 2021).

> .... The establishment of indoor training sessions, where teachers meet for at least an hour each week to discuss various issues relating to teaching and learning, is something we as teachers recommend as a useful way to address concerns with curriculum implementation at the school level. ….. (Interview with a teacher, 2021).

> ……........Every time we visit a school, we advise the administrators to add a short amount of time to the main school timetable so that teachers can meet and discuss how to address issues that prevent successful teaching and learning both inside and outside of the classroom. (Interview with a Quality Assurer (QA), 2021).
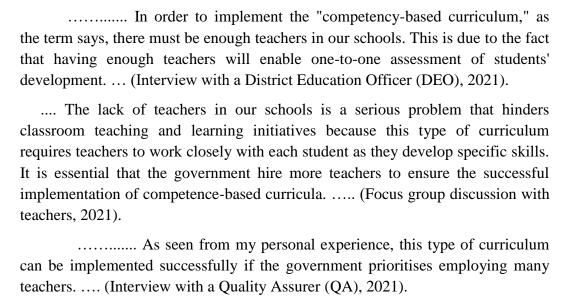
As shown in the descriptions provided by the various respondents above, it has been noticed that the majority of individuals involved in education believe that indoor training in schools may be one of the strategies that can assist teachers in the process of successfully implementing the curriculum. It has been observed that teachers can share information and skills within the school's premises through indoor training, which aims to enhance their capacity to deliver the curriculum. These findings supported Mosses (2015) study, which revealed that school-indoor training is an inexpensive and effective technique that enables teachers on the school's campus to increase their professionalism through knowledge exchange at work. Additionally, Helen (2017) discovered that if school administrators wish to implement a competency-based curriculum, they would have to promote indoor training because the majority of governments are unable to fund in-service training for teachers outside of the school's premises.

5.3. Hiring Enough Teachers

The teacher-to-student ratio has gotten a lot of attention in focus groups and interviews. According to the majority of respondents, hiring enough teachers is an essential strategy for establishing a balanced

teacher-to-student ratio that will facilitate curriculum implementation. Here are a some of the explanations made in the discussions.

> ……........ In order to implement the "competency-based curriculum," as the term says, there must be enough teachers in our schools. This is due to the fact that having enough teachers will enable one-to-one assessment of students' development. … (Interview with a District Education Officer (DEO), 2021).

> .... The lack of teachers in our schools is a serious problem that hinders classroom teaching and learning initiatives because this type of curriculum requires teachers to work closely with each student as they develop specific skills. It is essential that the government hire more teachers to ensure the successful implementation of competence-based curricula. ….. (Focus group discussion with teachers, 2021).

> ……........ As seen from my personal experience, this type of curriculum can be implemented successfully if the government prioritises employing many teachers. …. (Interview with a Quality Assurer (QA), 2021).
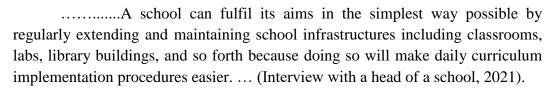
Based on the above mentioned explanations offered by various respondents, it has been established that maintaining a balanced teachers-to-student's ratio in schools is essential for the success of the curriculum implementation process since it enables teachers to follow up with students individually. These results are consistent with Langwen (2014) findings who discovered that when there is a balanced teacher-student ratio in a classroom setting, there is a great likelihood that students can easily interact with a teacher and teaching and learning materials, resulting in effective teaching and learning in schools.

On the other side, Hellen (2015) discovered that a school with a large teacher population has a great opportunity to implement the curriculum since the gap between students and teachers will be easier to close, leading to successful teaching and learning in schools.

5.4. School Infrastructure Improvements and Repairs

The concern of improving and repairing school infrastructures received significant attention from the responders as well. The majority of respondents felt that having best infrastructures in schools helps the procedures of curriculum implementation go without a problem. As an illustration, some of the respondents say the following:

> ……........A school can fulfil its aims in the simplest way possible by regularly extending and maintaining school infrastructures including classrooms, labs, library buildings, and so forth because doing so will make daily curriculum implementation procedures easier. … (Interview with a head of a school, 2021).

> .... Our classroom practises are now being hindered by inadequate teaching and learning infrastructure, but we feel that in order to better how we implement the

curriculum, the government should regularly improve and repair the school infrastructures. ….. (Focus group discussion with teachers, 2021).

………....... If we want to successfully implement the competent curriculum, one method that should be taken into consideration is the improvement of school infrastructure. …. (Interview with a Quality Assurer (QA), 2021).

This study discovered that regularly repairing and rebuilding the school infrastructure is one strategy for improving the practises of curriculum implementation in classrooms. This conclusion was reached after making observations based on some of the respondents' responses, some of which are displayed above. These findings are in line with those of Daudau (2010), who found that improving the working surroundings of teachers, such as by building big classrooms and laboratories that will foster a lot of student-teacher interaction, is one way to improve teachers' approaches for teaching and learning. Moreover, Mosses and Wamalwa (2019) have pointed out that improving school infrastructure is a crucial step in guaranteeing that the so-called competence-curriculum is successfully implemented in schools.

5.5. Provision of Enough Instructional and Studying Materials

During interviews, the question of instructional materials came up and generated some very interesting conversation. The majority of respondents understood the significance about having sufficient teaching and study materials while putting the competency-based curriculum into practise. Some of the respondents had this to say:

… Our government will inevitably raise expenditure on instructional resources for schools in this era of competency-based curriculum implementation. Purchasing enough readings, syllabi, lesson/assignment files, rubrics, and handouts, as well as digital media/recorded lectures (audio or video), movies, and television clips, is one technique that can be used to improve teaching and learning in schools, in my experience. … (Interview with a head of a school, 2021).

.... If teachers and administrators want the process of implementing the curriculum in their schools to be successful, they must regularly purchase enough teaching and learning materials. ….. (Focus group discussion with…. District Education Officer (DEO), 2021).

………....... The school administrators should make sure there are enough teaching and learning resources available to ensure the competence-based curriculum objectives are achieved. …. (Interview with a Quality Assurer (QA), 2021).

Referring to the justifications given by various respondents above, this study discovered that providing sufficient teaching and learning resources is another tactic a school might employ in its efforts to

implement a competence-based curriculum. These results are in line with those of Edna and Michael (2012), who discovered that teachers who use a variety of instructional materials find it easier to complete their tasks than those who don't, and that they also generally assist their students in comprehending various concepts in the simplest way, leading to high academic achievement. Paul (2011) also discovered that effective participation in teaching and learning and, as a result, the accomplishment of the objectives of the competence-based curriculum, occur when there are adequate teaching and learning resources available.

5.6. Encouragement of Productive Collaboration Between Parents and Schools

In focus group discussions and interviews, the idea of parental involvement in students' education came up. The majority of respondents believed that successful parent-school collaboration was a key to successful curriculum implementation. The testimonies of a few of the respondents are listed below.

> …Since parents may help motivate parents to encourage students to develop a curiosity for learning, a school may benefit from substantial parent-school collaboration in order to more effectively improve teaching and learning practises in classrooms. … (Interview with a head of a school, 2021).

> .... We are crying out for parental involvement in school matters because we believe that this will enable us as teachers to adequately support students' learning. ….. (Focus group discussion with…. District Education Officer (DEO), 2021).

> ……........Daily as a quality control officer, I have long thought that successful parental involvement in school matters may aid the administrators in putting this type of curriculum that emphasises learning by doing into practise. …. (Interview with a Quality Assurer (QA), 2021).

As shown in the above opinions from various respondents, it has been observed that successful parent-school collaboration can be used as a beneficial strategy to assist the school in being effective in the implementation of the curriculum. These results are consistent with Johnson (2015) and Juvenile (2017), who showed that schools that frequently work with parents to design and carry out various initiatives targeted at ensuring that children learn both at school and at home are very successful in delivering competency-based curricula. On the other side, Sheldon (2009) argued that competence-based curricula require a lot of decision-making, primarily from parents and teachers, to make sure a student is watched over both at school and at home, which leads to effective teaching and learning.

5.7. Establishing and Utilising ICT (Information and Communication Technology) Equipment

Another theme that generated a lot of discussion during interviews and focus groups was the establishment and use of ICT (Information and Communication Technology) equipment and supplies in teaching and learning. The majority of respondents saw this as an excellent strategy for enhancing

competence-based curriculum implementation initiatives. The respondents' descriptions are listed below.

> …. For the time being, if we wish to deliver this curriculum effectively, we will need to utilize information and communication technologies. Installing and utilising ICTs in teaching and learning is something that schools should make every effort to do because it is how competency curricula will achieve its goals. … (Interview with a District Education Officer (DEO), 2021).

> .... Because students can learn whatever they want to and we can communicate with them more frequently through ICT tools, using ICT for tasks makes our jobs as teachers incredibly simple. We suggest school administrators to prioritise ICT in this era of competency-based education. ….. (Focus group discussion with Teachers, 2021).

> …… Schools should concentrate their efforts on ICT equipment since it is possible to complete the competency-based curricular tasks in the simplest way possible by using a variety of ICT tools........ …. (Interview with a Quality Assurer (QA), 2021).

These findings revealed that integrating ICT (information and communication technology) into teaching and learning is another strategy that can be used to ensure effective competence curriculum implementation in schools, taking into consideration the above said claims from respondents with various backgrounds. These finding supports Tecla (2011) claim that integrating ICT into classroom instruction and learning increases student and teacher engagement and retention of material. Additionally, when ICT is included into the teaching and learning process, students are more engaged and take responsibility for what they have learned. This is so because technology offers a variety of ways to make it more pleasurable and fun. On the other side, Jasen and Lilian (2009) suggested that governments, particularly those in third-world nations, should take the lead in investing in ICT infrastructure as well as in providing teachers with ICT education. The implementation of the so-called competence-based curriculum will be made easier by having ICT equipment and teachers who are knowledgeable and skilled in using it in a classroom setting.

5.8. Developing Efficient School-Based Assessment Procedures

Another theme that received a lot of attention during interviews was the procedures of school-based assessment. The majority of respondents believed that a school should have an effective procedure for assessing student achievement since a competency-based curriculum places more emphasis on developing learners' practical skills. Some of the respondents had this to say:

> …. One of the greatest ways to ensure that the goals of the competence-based curriculum were realised in the classroom would be to implement effective assessment methods. To identify the degree to which students comprehended all of the ideas they studied in class, assessment tools should be able to more

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carefully evaluate abilities competence.… (Interview with a head of a school 2021).

.... Schools should choose and apply assessment methods that can measure methods and concepts in real-world situations. Effective assessment tools are ones that are able to measure learners' capacity to accomplish things in a practical manner. ….. (Focus group discussion with Teachers, 2021).

…… I suggest that the best way to ensure that the competence-based curriculum is implemented effectively is to use assessment tools that can able to assess learners' competence in doing things........ …. (Interview with a Quality Assurer (QA), 2021).

Considering the aforementioned observations, this study establishes that effective assessment procedures that can accurately assess student performance should be employed in schools as a means of ensuring the successful implementation of a competence-based curriculum.

These results are consistent with those of Joram (2011), who found that even if the curriculum is well implemented in terms of classroom teaching and learning, the process of putting the curriculum into practise will not be successful until there is a good way to assess learners' ability to act in accordance with reflection on theory. Similarly, Celine (2020) discovered that using observation schedules frequently to assess students' learning is a better technique for ensuring successful curriculum implementation in schools than relying just on paper and pen assessment tools.

5.9. Designing an Effective School-Based Quality Assurance Department

Another concern that a significant portion of the respondents thought about was whether or not schools should have a quality assurance department. The majority of respondents believe it is crucial for schools to have a separate department in charge of monitoring how teaching, learning, and assessment are conducted on a regular basis in a school. Below are some of the responders' justifications.

……. An excellent way to ensure that teachers execute the competency-based curriculum as it should be being to have a quality assurance department at the school level. For example, the school quality assurer will be responsible for determining whether or not the learners-cantered approach is being used. … (Interview with a District Education Officer, 2021).

.... This department is essential to have since it assists teachers in adhering to the demands of competence-based curricula by advising teachers on what to do and not do in accordance with educational and national education and training policy guidelines. ….. (Focus group discussion with Teachers, 2021).

…… Even I am a district quality control officer. I recommend setting up a quality assurance division at the school so that teachers can be closely observed while they carry out their regular classroom duties in accordance with the

demands of the competence-based curriculum........(Interview with a Quality Assurer (QA), 2021).

Considering the various responders' testimony from above. This study found that one technique for ensuring the implementation of a successful competence-based curriculum in schools is the creation of an efficient school-based quality assurance department. This will provide a setting where school heads and teachers will be closely watched. These findings are comparable with those of Isack (2017), who discovered that schools with quality assurance officers at the school level hold teachers to a higher standard of accountability when it comes to the necessity of a competency-based curriculum. Furthermore, Michael (2011) found that teachers in schools with quality assurance departments are more frequently directed in the direction of competence-based curricula, leading to successful curriculum implementation in a school.

6. CONCLUSION

According to the study's goals and findings, secondary school administrators in Tanzania can implement the following strategies to successfully implement the competence-based curriculum: Ensure regular pedagogical leadership training among teachers, establishing and utilising ICT (Information and Communication Technology) equipment, creating effective school-based assessment procedures, improving indoor training at the school level, hiring enough teachers, repairing and improving school infrastructure, providing enough instructional and study materials and encouraging fruitful collaboration between parents and schools.

7. RECOMMENDATIONS

Both publicly funded secondary schools and privately run schools in Tanzania should hire enough teachers, provide regular pedagogical leadership training for teachers, install ICT (Information and Communication Technology) equipment, buy enough textbooks, build enough labs, improve indoor training at the school level, and strengthen parent-school relationships. By doing this, the competence-based curriculum will be successfully implemented, resulting in secondary school graduates who can advance their country toward industrialization by being competent in all five necessary 21st-century skills: critical thinking, creativity, communication, collaboration and character.

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