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**FACTORS THAT HINDER COMMUNITY-BASED SECONDARY SCHOOLS
IN TANZANIA FROM IMPLEMENTING THE CURRICULUM
EFFECTIVELY: A CASE STUDY OF TABORA REGION**

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FACTORS THAT HINDER COMMUNITY-BASED SECONDARY SCHOOLS IN TANZANIA FROM IMPLEMENTING THE CURRICULUM EFFECTIVELY: A CASE STUDY OF TABORA REGION

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ABSTRACT

Purpose: This study focused on factors that hinder community-based secondary schools in Tanzania from implementing the curriculum effectively.

Methodology: A case study research design was used in this study. The data were gathered through focus group discussions and interviews with 147 people from various educational cadres, including heads of secondary schools, teachers, District Education Officers (DEO), Quality Assurer's (QA), parents and students.

Findings: Poor reading culture among students, poor teaching and learning environments, a problem with the medium of instruction, poor parental engagement in children's education, teacher shortages, poor managerial skills among school leaders, and a lack of in-service training among teachers are the main factors that hinder effective curriculum implementation community-based secondary schools in Tanzania, according to the findings of the study.

Unique contribution to practice, theory and strategy: The study's findings help educational stakeholders better understand how curriculum implementation is impacted when a school lacks adequate teaching and learning infrastructure, adequate teaching and learning materials, adequate teaching staffs, and adequate funding to support in-service training for teaching staff. The study's conclusions also supported Rogers' Diffusion Theory's main claim, which holds that effective curriculum implementation is a function of the school environment, which ensures effective interaction between teachers and students as well as teaching and learning materials, as opposed to ineffective curriculum implementation if the school environment does not ensure effective interaction.

Recommendations: The study recommended that Tanzania's government should continue with initiatives to increase the number of teachers, revise the policy governing the medium of instruction

in schools, improve the teaching and learning environment as well as infrastructures, schools should fully engage parents in decision-making, improve in-service teacher training, and school heads should undergo frequent training on pedagogical leadership skills as a means of ensuring effective curriculum implementation in community-based secondary schools.

Keywords: *Curriculum implementation, community-based secondary schools*

INTRODUCTION

The aim of the schools is to carry out the prescribed curriculum in an efficient manner. Every stakeholder anticipates that students will demonstrate the necessary learning outcomes for a certain level of education as stated in the curriculum (Thompson, 2016). Tanzania just like other countries strive to ensure that every citizen attend school and demonstrate the intended learning outcome. In order to achieve this to ensure enough chances in accessing education and quality education to all citizens in accordance to Sustainable Development Goal 4 (SGD 4) the Tanzania's government by 2006, decided to politically revive the 2004 Secondary Education Development Plan (SEDP) by constructing a community-based secondary school at every administrative ward in Tanzania mainland. The 1995 education and training act No 10 defined a community secondary school as a school owned by local community or owned by an institution on behalf of a community (United Republic of Tanzania, 2014). In this case, community-based secondary schools in Tanzania were basically established by the government with the assistance of local communities at the ward, division or district levels to improve access to lower secondary level of education and therefore, easing the supply of teaching and learning materials, teaching staff and administrators (Mchunguzi, 2014).

The curriculum implementation is the process of putting the officially prescribed course of study, syllabuses and subjects into practise. It entails a combination of educational material, preparation, interventions, management and classroom observation of a predetermined course of study. This process is designed to assist the student in gaining knowledge or experience while under the supervision of the institution (Mason, 2014). Additionally, the University of Zimbabwe (1995) describes curriculum implementation as the task of putting an authorized study course and syllabi into effect. This approach entails the use of a structured set of learning experiences that the school should be able to provide for students. Those learning experiences cannot be taught by the school alone; instead, other stakeholders, particularly parents, play a critical role (Cross and Johnson, 2009). On the other hand, Bishop (1986) asserts that the curriculum implementation process involves a large number of stakeholders, both inside and outside the school. Heads of schools, teachers, students, parents and the communities surrounding the school are among the main stakeholders. As a consequence, anytime a decision on teaching and learning is made, the school should include teachers, students, parents and the school's surrounding community for the benefit of all stakeholders.

ANALYSIS OF VARIABLE RELATIONSHIPS AND STATEMENT OF THE PROBLEM

Whether or not the curriculum implementation process is successful will depend on how teachers, parents and students interact with the teaching and learning resources and the tools used to assess learning outcomes. Adebayo (2010) did in fact identify the following important aspects that depend on one another and affect how well the curriculum is implemented: the teacher's role, students' role, the teaching and learning resource materials and facilities, the school environment, culture and ideology, school leadership style and teaching and learning assessment procedures.

The Teacher: The teacher's role in curriculum implementation, according to Adebayo (2010), is autonomously. They choose and determine what to teach based on the defined syllabus or curriculum. According to Gatawa (1990), in order for a school to succeed, the teacher must play a larger role in curriculum design and implementation. Teachers should participate in the development and design of the curriculum in order to implement and improve it for the benefit of their students and society as a whole.

The Learners: While teachers are the facilitators of classroom practise, learners hold the key to what is genuinely delivered and adopted from the official curriculum (Farrant, 1980). The formal curriculum and the curriculum that is actually followed may differ greatly. Because learner ability and home background may influence what is actually accomplished in the classroom, the learner factor influences teachers' choice of learning experiences. As a consequence, in curriculum implementation, it is necessary to take into account the various characteristics of learners.

The teaching and learning resource materials and facilities: The owner of a school should supply enough resource materials, such as textbooks, instructional aids and stationery, to enable teachers and students to play an acceptable role in the curriculum implementation process. The University of Zimbabwe (1995) asserts that in order to establish a better environment for curriculum implementation, a school's owner should provide physical facilities such as classrooms, labs, workshops, libraries and sports fields. Thus, the availability and quality of teaching and learning resource materials and facilities have a significant impact on curriculum implementation.

The school environment: The school environment should be favourable to effective curriculum implementation since the setting in which it occurs has a substantial impact on the process. Schools with abundant technological and economic resources, as well as significant human and material resources, can, for example, implement the curriculum to a degree that would be difficult or impossible for schools with insufficient resources (Beach and Reinhatz, 1989).

Culture and Ideology: Cultural and ideological differences within a culture or country influence curriculum implementation. Some communities, for example, may reject a dominant culture or government ideology in which the intended curriculum for the people was not adopted and so the centrally designed curriculum was not executed (Beach and Reinhatz, 1989).

School leadership style: The implementation of the curriculum will be impossible unless the school leader's supervising function is enabled. School leaders achieve this by deploying staff, allocating time to subjects taught at the school, providing teaching and learning tools, and promoting the best possible teaching and learning environment. School administrators should maintain a tone and

culture that encourages social responsibility in their organisations. Effective curriculum implementation is impossible in a school where the leader is incapable of performing supervision duties (University of Zimbabwe, 1995).

The learning assessment procedures: Exam-based assessment has a big influence on how well a curriculum is implemented. Because communities and schools place such a high value on public examination certificates, teachers have tended to focus on subjects that foster academic accomplishment and effectively engaged in classroom teaching and little else. This activity by the teacher clearly has an impact on the overall goals and objectives of the curriculum (Adebayo, 2010).

Based on the previously described factors that affect the process of implementing the curriculum, Bantazri (2014) developed the following indicators of a school with ineffective curriculum implementation: low student classroom attendance on a regular basis; high failure rates in both school-based and national exams; poor classroom attendance among teachers supervising students' learning and a lack of pedagogical leadership abilities among school heads. In Tanzania, HakiElimu (2017); Mtui (2009); Edgar (2011), and Mjungu (2016) found that since the re-establishment of community-based secondary schools in 2006, the number of schools and students enrolled have increased year after year, despite a high failure rate in the Certificate of Secondary Education Examination in lower secondary. Furthermore, HakiElimu (2019) found that as the number of pupils in schools increased, teachers' motivation to engage in classroom teaching and learning decreased. This was found in a large number of community-based secondary schools. As a conclusion by referring to these data, it is evident that Tanzania's community-based curriculum has an ineffective curriculum implementation. Since there are clear indications that curriculum implementation is a problem in most community secondary schools in Tanzania, this study sought to answer the question, "What are the factors that hinder community-based secondary schools in Tanzania from implementing the curriculum effectively?"

THEORETICAL UNDERPINNING

This study employed Rogers' Diffusion Theory as an informant. The theory contends that as meaningful learning is a social interaction process, sufficient contact between teachers, students, and learning materials is necessary for the curriculum to be implemented effectively (Rogers, 2003).

A curriculum implementation process's primary goal is to aid learners in gaining information or experience. The student should be well-informed by their parents or guardians about the importance of attending school because they are the primary participant in the implementation of the curriculum and without them, nothing can happen in schools (Mkpa and Izuagba, 2009). On the other hand, teachers are the key actors in the curriculum's implementation because they can do so successfully in a setting with sufficient teaching and learning resources, a balanced teacher-student ratio, a supportive environment, culture and ideology, as well as sound school leadership and assessment practises (Marsh, 1997).

LITERATURE REVIEW

Every school administrator strives for effective curriculum implementation, despite the fact that it is a large and difficult undertaking that must be completed for the benefit of each citizen in a country (Borg and Gall, 1989). In order to be successful in the curriculum implementation process, school owners must ensure that the teaching and learning environment is adequate in terms of teaching and learning resources (Adebayo, 2010). Also, a school with good teaching and learning resources encourages children to like school and attend on a regular basis, resulting in good academic performance (Bosco and Thomas, 2017). Furthermore, a happy school climate enhances student attendance, which is an important component in resolving many school issues. It also helps to reduce tension in both teachers and students, as well as promote a more positive attitude among all parties involved (Christiane, 2014). The implementation of effective curriculum cannot happen on its own; it requires the support of school administrator, who should consider providing a healthy teaching and learning environment for both students and teachers (Bosco, 2015). When students and teachers are in a safer and more favourable teaching and learning environment, the basis of an effective school will be laid in the classroom. It is necessary to create a positive classroom environment that supports in the promotion of teacher-student social and emotional well-being. A better learning environment will aid effective academic achievement (Colman et al, 2012).

Gatawa, (1990) stressed that the issue of the teacher - student ratio has a credible effect on the way curriculum is implemented. The student-teacher ratio refers to the number of students for each teacher. Despite the fact that the two figures are sometimes used interchangeably, this number refers to more than just class size. The student-teacher ratio reflects the teacher's workload as well as their availability to provide services and care for their students. Many students and teachers believe that the lower the number, the better the educational process and learning will be. The student-teacher ratio has been identified as one of the most powerful markers of student achievement and engagement. It's easy to understand why. A teacher's ability to modify their teaching to individual learning styles improves as the number of students in their class decreases (Gatawa, 1990). Galabawa et al. (2000), on the other hand, claim that because one of the primary responsibilities of teachers is to give classroom instruction that aids students in learning and so when the number of students per teacher is low, the teachers' work is made easier. Teachers accomplish this by designing effective lessons, grading student work and providing feedback, managing classroom materials, and efficiently managing the curriculum whenever the teacher-student ratio is well balanced (John, 2004). This claim is in line with Lewanga (2000), who maintains that when the number of students is small, teachers can conduct effective assessments on what they have already learnt because they can assess one student at a time.

When it comes to the language of education in schools, various studies have revealed that this factor is crucial to the process of implementing the curriculum. Thus, the language of instruction needs to be carefully chosen. Karumba (2020); KNUT (2019); Mandukwini (2016) and Michael (2016) revealed that students who are taught in a language with which they are unfamiliar are unable to learn well. Unfortunately, overwhelming evidence that students learn to read best in a language they speak and comprehend, approximately 45% of children worldwide attend schools in a language

they do not speak or understand. When students are forced to learn to read in a language they don't comprehend, poor learning outcomes in the early grades are unavoidable, leading to extensive grade repetition, high dropout rates and massive failure in major exams. From that, it has been argued that the language of instruction in schools has a substantial impact on how the curriculum is implemented. Maria (2001); Romalisa (2020); Mjaka (2017) and Monika (2017) observed that if classroom teaching and learning is conducted in a language that students are unfamiliar with, there has to be a problem. Students who are taught in a language with which they are unaware have difficulties understanding because they are unable to react appropriately to what they are asked, however, when they are asked in the language that they use on a daily basis, they are able to respond correctly. On the other hand, Nuran (2019) considers that the medium of instruction in schools should be addressed seriously since it has a direct impact on how students engage with learning resources as well as teachers. Furthermore, Petronila and Omulando (2013) recommended that the policy governing the medium of instruction in schools be revised, particularly in countries where major subjects taught in classrooms are not delivered in the learners' mother tongue language, in order to ensure successful curriculum delivery in schools.

Another key consideration in the cause of successful curriculum implementation is parental involvement in school activities. Shedrack (2010), assert that a parent is a very essential agent because they are the first and main stakeholders who are very close to the student. Parents are the direct beneficiaries of school curriculum outcomes since they are the ones who are responsible for encouraging children to attend school, paying school fees and assisting children in learning at home. In the case of a child's educational accomplishment, the parent voice is loud; consequently, school curricula activities will not succeed without parental support (Williams and Sanchez, 2010).

While teachers are clearly on the front lines when it comes to academic and ethical issues, as well as engaging with children about their academic success and failure, Boniventure (2005) suggests that parents have an important role in student learning and assessments. Discussing assessment results between teachers and parents is an important step in supporting parents in better understanding their child's development, partnering on goal-setting, and generally including them in their child's learning. Moreover, Bosco and Thomas (2017), a school that implements successful curriculum has a strong relationship with parents. Strong parent-school collaboration has a tremendous impact on both parents and the school as a whole. Parents should be heavily active in school affairs if the school wishes to succeed in implementing the intended curriculum.

Apart from that different researchers, such as Damiani (2018); Joram (2019); Pascazia and Ibrahimu (2020), have identified the issue of in-service training as a critical component in determining the extent to which the intended curriculum is implemented. Because in-service training has been found to have a major impact on how the curriculum is implemented, these studies recommend that in-service training for teachers be scheduled on a regular basis in order to improve curriculum implementation practises.

Likewise, Thompson (2018) suggested that training and retraining are essential to improve teachers' knowledge and skills in classroom activities on a regular basis. Teachers who participate in in-service training, learn new and improved skills, as well as knowledge that will help them perform

more effectively and efficiently. Teachers' training and retraining can assist them deal with the ever-increasing responsibilities of educating the country's youth while also improving their performance.

Another key aspect of effective curriculum implementation is the decision-making strategies used by school heads according to various researchers. Wamburu (2019); Willington (2008) and Petronila and Omulando (2013) observed that schools with more inclusive decision-making strategies, in which different stakeholders are involved in school decision-making, had a better likelihood of implementing a curriculum. While as per Pesambile (2020), a school with less democratic leadership has low parental engagement in child education, resulting in ineffective students studying at home and on the school compound. Similarly, Karachi (2019) concluded that non-democratic school leadership frequently fails to follow the desired curriculum because it is unable to interact with important stakeholders like as teachers, students and parents in planning for teaching and learning. Whereas, Idonaye (2006) found that school leaders who are unable to build strong cooperation and solidarity with parents and the local community are unable to obtain sufficient material and financial support from various school stakeholders in order to improve teaching and learning infrastructures in schools for effective curriculum delivery.

METHODOLOGY

As a method of investigation, the study used a qualitative approach. Focus group discussions and interviews were used to gather information. The qualitative approach was chosen because it allows researchers to understand the feelings and experiences of secondary school heads, teachers, students, parents, District Education Officers (DEO) and Quality Assurer's (QA) about the factors that hinder effective curriculum implementation in the Tanzanian's community-based secondary schools. Focus group discussion was chosen as a data collecting methodology because it allowed the researcher to gain a more in-depth understanding of the participants, allowing the researcher to find personal views and beliefs that other methods could not, resulting in more insightful results.

It has also allowed group members to readily express their thoughts, whether they agree or disagree with the topic under debate. Interviews were also used because they enable the researcher maintain flexibility and acquire extensive information about personal feelings, perceptions and opinions about the factors that hinder effective curriculum implementation in Tanzania's community-based secondary schools. They also allow for more detailed inquiries to be posed with a high response rate. Data for the study were collected from seven districts of the Tabora region, namely: Tabora Municipality, Urambo, Sikonge, Uyui, Kaliua, Igunga and Nzega district. Because Tabora is one of among those regions in Tanzania characterised by a rapid increase in district councils and community-based secondary schools since 2006, therefore the researcher thought that Tabora would be the best place to gather data in order to answer the question what are the factors hinder effective curriculum implementation in community-based secondary schools in Tanzania. The study's participants include school heads, teachers, students, parents, District Education Officers (DEO) and Quality Assurance Officers (QA) drawn from three schools in each of Tabora's seven districts. Purposive sampling was utilised to obtain a sample that could be considered to reflect the population with sufficient awareness of the factors hinder effective curriculum implementation in

Tanzania's community-based secondary schools. In total, 21 focus group discussions were held in 21 different schools. There were five people in each group. A total of seven heads of school, seven academic teachers, seven members of the student council, seven members of the school board, seven District Education Officers (DEO) and seven quality assurance officers were also interviewed. Finally, the verbatim transcription of the data collected during the focus groups and interviews was done before it was organised into themes. Thus, in accordance with Braun and Clarke (2013), thematic data analysis was used in this study and relevant themes were picked, described and illustrated by quotes from participants in focus group discussions and interviews.

PRESENTATION OF FINDINGS AND DISCUSSION

Several concerns about the factors that hinder effective curriculum implementation in Tanzanian community-based secondary schools arose from the focus group and interviews. These concerns include: students reading culture; teaching and learning environments; the medium of instruction in schools; parental engagement in children's learning; teacher-student ratio in schools; school decision making strategies and in-service training among teachers among others. The survey's findings and discussion are provided below.

Students reading culture

One of the strategies to develop on the part of a learner in order to build competency regarding what is prescribed by the school curriculum is for them to establish a reading tendency. If a student is to achieve academic achievement in accordance with the curriculum, he or she must develop intrinsic motivation. Every curriculum implementer wishes for students to develop intrinsic motivation in order to create competency in all subjects taught in schools. Based on the findings above, the majority of respondents who took part in the focus group discussions and interviews stated that most students enrolled in community-based secondary schools have a very low morale when it comes to self-reading while at school and at home, something that hinders teachers' initiatives in schools. Some respondents, for example, provided the following explanations:

.... As a regular classroom teacher, I believe that our students, on the one hand, are the source of poor academic performance in our schools because they have no tendency to self-read without being forced by teachers or parents, that is why we are doing whatever we can, but mass failure in national exams continues to occur in our schools. (Interview with a head of a school, 2021).

.... Indeed, poor reading culture among students, in my opinion, is what hampers teachers' initiatives since teachers are committed to aiding learning in classrooms, but students are not, and this is why curriculum implementation practices continue to be problematic. (Interview with a teacher, 2021).

.... According to my observations, the majority of my classmates are not sufficiently committed to self-reading at home or at school. This demoralizes

our teachers, especially when they are so eager to teach us, but whenever we take any kind of examination, the majority of us fail badly. As a conclusion, I may conclude that we, as students, do not have a habit of reading independently. (Interview with a student, 2021).

In reaction to such opinions, the study discovered that a lack of reading culture among students is one of the issues impeding teachers' efforts to implement the desired curriculum in schools. These findings support Annameri and Pantrikc (2019) observation that even if teachers are committed to classroom teaching and learning, if students are not, the curriculum implementation process will be disrupted. Similarly, Jamila (2002) found that if students do not commit to practising what they are learning in class, teachers' work should be downgraded because the expected outcomes on the side of learners do not materialise in accordance with the implemented curriculum.

Teaching and learning environments

Another issue raised by respondents in focus group discussions and interviews was the teaching and learning environment in schools. A large number of interviewers blamed the school environment as another factor that hampered teaching and learning in schools. The next are some of the opinions from respondents from different areas of Tabora regions.

.... Our working environment is so terrible that you can picture that we are continually getting prepared for classroom teaching with no office where you can sit and get ready happily. Aside from the lack of curricular resources such as text books, syllabuses and even additional reading material in our school, this scenario is a serious hindrance to our ability to be effective in our work of curriculum implementation. (Focus group discussion with teachers, 2021).

.....A teacher cannot individually support each student during the teaching process in a classroom with more than eighty students. Moreover, because it is difficult to assess each student while teaching, the majority of students will lag behind, with only fast learners able to follow the teacher's directions. (Interview with a head of a school, 2021).

.... Overcrowding is one of the most important difficulties that impedes our classroom operations, in my opinion and that of my colleagues. The use of approved interactive teaching methods is difficult in a classroom with a large number of students. (Interview with a teacher, 2021).

..... As a quality assurance officer, I am dissatisfied with our schools, but we are continuing to raise awareness among local government officials about the importance of continuing to build classrooms, laboratories, and even libraries because the lack of these infrastructure has a significant impact on teacher classroom teaching and learning. (Interview with a Quality Assurer (QA), 2021).

By view of the aforementioned testimonies, this study discovered that the lack of a conducive environment for teaching and learning causes teachers and students to lose interest in conducting academic-related programmes in schools, resulting in inefficient curriculum implementation. These findings corroborate those of Adebayo (2010), who observed that many public schools lack adequate classrooms, laboratories and a limited quantity of text books and other reference reading materials. Also, the findings support Geoviva (2017), who identified overcrowding classrooms with a few furniture as an obstacle to successful learning in schools, as well as a lack of teaching and learning materials such as textbooks and other supplementary reading materials, which are critical in the teaching and learning process.

Teaching and learning instruction language

The majority of respondents described the medium of instruction as one of the primary factors that lead to inefficient teaching and learning in secondary schools in focus group discussions and interviews. Compare, for example, the explanations provided by respondents below.

..... Our secondary school students are unfamiliar with the English language, making it impossible for them to learn well while straining to comprehend a language they do not use in their daily lives. (Interview with a head of a school, 2021).

..... Our children are taught and learn in Swahili from elementary school onwards, with the exception of English, but once they enter secondary school, the language of interactions with most courses, with the exception of Kiswahili, abruptly changes, posing a crucial difficulty, in my opinion. (Interview with a parent, 2021).

..... myself and my classmates we have become stranded. To us, English is a barrier to our teachers' ability to complete their work. Some students dislike going to school since the language of education is so tough for most of us. (Interview with a student, 2021).

According to the reactions to the study, the medium of instruction in Tanzanian secondary schools is one of the primary issues that contributes to inadequate secondary school teaching and learning. These findings are consistent with Monika (2017), who reported that shifting from Kiswahili to English as the medium of instruction in primary schools has a significant impact on students' performance. As per Galabawa et al. (2000), language has the capacity to influence how classroom instructions are delivered; if students are taught in a language with which they are unfamiliar, teachers will be unable to achieve satisfactory outcomes.

Parents' involvement in educational issues in children

Parental involvement in their children's education has also been noted as a significant aspect in the implementation of the curriculum. The majority of those interviewed stated that school leaders are

not involving parents enough in school matters. Some of the responses' explanations are presented below.

..... The more involved parents are in their children's education, the better the motivation, attitude and grades in the entire class will indeed be. It is more than a matter of respect, to encourage parental involvement. It is one of the most effective ways for creating a happy learning environment for all students, but most school leaders ignore the importance of parents in their children's education in today's environment. (Interview with a District Education Officer 2021).

..... Parents at our school are not heavily involved in planning for student teaching and learning, which, in my opinion, is a problem because the school leadership has not yet recognised the importance of parents in inspiring students to become fully engaged in academic issues. (Focus group discussion with teachers 2021).

In light of the present views of study participants, the research reveals that school leadership has not yet fully engaged parents in school issues to the point where they can affect children's participation in school academic programmes. These findings support Tornado (2008) findings that children's literacy improves when their parents are interested in their children's education. Thus, encouraging greater parental involvement in their children's education resulted in more effective teaching and learning in schools, as well as excellent student achievement on major exams. Also, the findings are in line with Venancy (2018) who observed that insufficiency participation of parents in students' education is one of the reasons contributing to poor teaching and learning in lower secondary schools in Mwanza city, Tanzania.

The issue of in-service training for teachers in schools

Another concern brought up by the respondents was teacher training. In-service training was seen as an important strategy for ensuring successful teaching and learning in schools, but it has yet to be implemented in most community-based secondary schools. The following are some of the explanations given by some of the respondents:

.... We are experts in our field. Although we have been certified by authorised colleges and universities, this does not ensure that our skills will remain static throughout time; they must be updated through frequent in-service training. Today, competence-based curriculum is used, but we continue to employ traditional teaching approaches, which has a negative impact on classroom teaching and learning. (Focus group discussion with teachers, 2021).

..... Frequent teacher training is an approach that can assist teachers in putting what they have learned in college to use in their everyday teaching

and learning practises. On the contrary, if it isn't there, the curriculum has to be difficult to implement, as it is in our community-based secondary schools.... (Interview with a District Education Officer, 2021).

..... I have not gotten any in-service training in teaching pedagogy for the previous eleven years, and as a result, I continue to use outdated teaching and learning methods that are incompatible with today's competence-based school curriculum. (Interview with a head of a school, 2021).

In light of the previous respondent opinions, the study discovered that a lack of effective in-service training among teachers is another problem that impedes successful teaching and learning in schools, making the curriculum implementation process in schools questionable. These findings are consistent with those of Philomena and Charles (2018), who found that a lack of in-service training demotivated teachers to work to some extent because they felt disrespected and undervalued, impacting their willingness to participate in classroom practises. Also, the findings updated Rose (2020) findings, which revealed that teachers with little in-service training had a poor understanding and ability to support teaching and learning in the current era of competence-based curriculum implementation.

The question of the student-teacher ratio in schools

The problem of teacher shortages in relation to the number of enrolled students in schools has been found to dominate focus group discussions and interviews at all of the schools where the study was conducted. The majority of respondents cite teacher shortage as one of the barriers to effective teaching and learning in schools. Some respondents' concerns are included below.

..... Teaching and learning that works, how is this possible in a situation where the number of teachers is extremely low in comparison to the number of students? For example, can you imagine one teacher instructing more than 70 students in one class at my school? Do you think what is stated to be an excellent curriculum implementation became possible? (Interview with a head of a school 2021).

..... The quantity of available teachers in a school determines the school's success in terms of teaching and learning. For example, most of our recently established community-based secondary schools have a very low teacher-to-student ratio, implying that effective teaching and learning will be impossible to achieve. (Focus group discussion with teachers 2021).

.... The teacher shortage has far-reaching implications. The ability of students to learn is endangered due to a teacher shortage. As a reason, a teacher shortage has a negative impact on student achievement as well as

teacher quality and effectiveness. (Interview with a district education officer, 2021).

From the above respondent's explanations, this study discovered that most community-based secondary schools have an extremely uneven teacher-student ratio, which is one of the factors that hinders teachers from delivering the intended curriculum as it should be. This finding adds to Geoviva (2017) findings, which revealed that teacher shortages hinder teachers' curiosity in delivering the curriculum because they have a large number of students to serve. As a consequence of this circumstance, they are unable to provide effective instruction as required by Tanzania's present lower secondary school curriculum. Also, the study supports Johnson (2018) findings, which revealed that a lack of teachers in publicly owned schools is one of the barriers to teachers' work being realised by education stakeholders.

The of question of decision-making strategies used in schools

The problem of decision-making techniques at the school level has also sparked debate among the study participants. A large number of respondents believed that the decision-making strategies used in schools are ineffective in terms of improving teaching and learning in schools. Some of the responders stated the following:

..... In recent years, most school leaders have rejected participatory decision-making in the development of learning objectives as a waste of time, and as a result, decision-making in general has not been done in a participatory manner that includes parents and students. (Interview with a parent, 2021).

..... School leaders make decisions on their own because they believe they are superior to other school stakeholders. They believe that involving students and parents in decisions about teaching and learning takes a lot of time, but as a quality assurance official, I continue to advise teachers to use decision-making procedures that ensure extensive engagement among school stakeholders. (Interview with a quality assurer, 2021).

..... The decisions made by school leaders are based on what they believe and what they have already experienced. They routinely break the rules and norms that govern them as a result of this tendency. (Focus group discussion with teachers 2021).

According to the testimonies of respondents, the way decisions are made in schools is not rational because most school leaders found to exclude parents and students from planning for teaching and learning, resulting in less collaboration amongst school stakeholders in implementing the desired curriculum. These findings are consistent with those of Makungu (2017), who discovered that less participatory decision-making strategies among school leaders impede curriculum implementation procedures because key stakeholders such as parents and students are frequently overlooked when

decisions about what should be taught and how to assess students' learning are made. Also, the findings are consistent with Nuran (2019), who discovered that when major education stakeholders are not routinely involved in school decision making, classroom teaching and learning suffers significantly, resulting in ineffective curriculum implementation in schools.

CONCLUSIONS

Tanzania's government is attempting to create an environment for effective curriculum implementation in community-based secondary schools, but this goal is yet to be realised. These schools are likely to continue ineffective in the curriculum implementation process unless the observed factors of poor reading culture among students, poor teaching and learning environments, a problem with the medium of instruction, and poor parental engagement in their children's education, teacher shortages, poor managerial skills among school leaders and a lack of in-service training among teachers are resolved.

RECOMMENDATIONS

The government should take the following actions to ensure that Tanzanians, particularly those whose parents cannot afford secondary school fees at private schools, attend school and receive high-quality education: Community-based secondary school heads should receive training on how to include parents in school matters, as well as regular infrastructure upgrades, teacher staffing increases, and significant increases in teaching and learning resources.

CONSENT

The authors have acquired and preserved the written consent of the respondents in accordance with international or academic standards.

COMPETING INTERESTS

The researchers claimed that there are no conflicting interests.

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