**Impact of Teachers’ Participation in Implementing Competence-Based Curriculum in Public Secondary School in Morogoro Municipality, Tanzania**

**Abstract**

*This study examines the impact of teachers’ participation in implementing the Competence-Based Curriculum (CBC) in Morogoro Municipality.* *CBC enhance Student to become a good learner with 21th -century skills and competencies. Using a mixed-methods approach with convergent research design, Data was collected and analyzed descriptively using SPSS version20 and thematically to enrich quantitative and qualitative information.The study's sample size comprised 33 participants, including 30 teachers selected via simple random sampling and 3 purposefully selected school administrators from three secondary schools in Morogoro Municipality. The research involved in-depth interviews with the head of school, classroom observations checklist, and questionnaire with secondary school teachers. The results reveal that teachers play a vital role in the successful implementation of CBC through their active engagement in curriculum delivery and adaptation. The majority of the teachers claimed to have inadequate training, only few percent of them said they are confident in the principles of CBC).The study established strategies to resolve obstacles; including learner-centered approaches by providing project-based learning, group discussion and problem-based learning, to facilitate competence acquisition among students. The study underscores the need for in-service training, adequate resource provision, involving teachers in developing curriculum and supportive leadership to enhance teachers' capacity in implementing CBC effectively, as well as recruiting enough number of teachers that relate with the number of learners.* *This* *work can provide information on the implementation of CBC in low-resource settings.*

Key words: Teacher’s participation, implementation, Competence-based curriculum*, classroom observations*

**1. INTRODUCTION**

Education is essential for driving societal transformation and progress, requiring a course that responds to the developing needs and conditions of the population (Awuonda et al., 2023).as cited by Namubiru (2024). It is one of the most significance tools that can be used to change an individual as well as the world. The competence-based curriculum (CBC) was introduced in order to meet the increasing changing needs of society. The involvement of the teachers in implementing CBC become inevitable as suggested by Nyoni(2023), in Nepal curriculum delivery becomes smooth when teachers are involved in the process development and implementation. This means that teachers are the most implementer, therefore they should be involved in every stage so as to implement smoothly since they know every student's pace of learning

In Uganda, they introduced the Competence-Based Curriculum (CBC) through its Centre responsible for curriculum development in lower secondary schools. The Competency-Based Curriculum (CBC) was to responds the increasing need for practical, skills-oriented education by fostering self-confidence, self-worth, and critical thinking of the learner which are required in the 21st-century job market (New Vision, 2022). Various studies support the Competency-Based Curriculum (CBC) as an effective approach in today’s complex economic environment, highlighting the significance of providing individuals with vital skills to enhance productivity (Nyikadzino,(2023); Awuonda et al., (2023). The effective adoption of educational reforms like Kenya's Competency-Based Curriculum (CBC) depends largely on the ongoing professional growth of teachers (Cheruiyot, 2024 in Kailo et al 2025). In Tanzania followed the modification of the existing curriculum in 2023 from primary school up to advanced level to meet the demand for skills-based and practical education MoEST (2023). Curriculum changes aimed to build confidence, problem solving, and critical thinking as the key skills for today's workforce (New Vision, 2022) as cited in Namubiru(2024).This means that learning will be achieved through activities that encourage critical thinking and creativity among learners.

In Morogoro Municipality, studies have revealed that while teachers are aware of the CBC, many lack a deep understanding of its principles. Therefore they face challenges in its implementation. For instance, Behera and Makunja (2019) found that Many teachers lacked understanding and held negative views of CBC, limiting its effective use in classrooms. Similarly, Kideli (2021) reported that English teachers in advanced secondary schools mostly relied on traditional methods, rarely applying competence-based approaches. This also still making the learner to learn for sake of responding examination.

Further research by Mushi,et al(2025) indicated that Most secondary teachers in Morogoro were just beginning to use competence-based assessments which align with CBC, showing a need for better training and support from the administration for better implementation. These findings underscore the importance of continuous professional development and resource provision to enhance capacity of teachers to deliver the CBC effectively.

Therefore, understanding the role of teachers in the implementation of the competence-based curriculum is crucial.Their participation not only influences the educational value but also determines the success of educational reforms aimed at improving student outcomes in Tanzania.

**2. RESEARCH QUESTIONS**

*How do participation impact the implementation of competence-based curriculum in public secondary school in morogoro municipality*

**3. THEORETICAL FRAMEWORK**

This study adopted the two key theories: Curriculum Implementation Theory (Gross, 1971) and John Dewey's Theory of Learning (Dewey (1933/1998, 1938/1963) Gross’s theory put forward that effective curriculum implementation require clear content and implementers’ competent. In the context of teacher’sparticipation for implementing CBC, this theory highlights the need for teachers to participate in training that ensure teachers are not only knowledgeable about CBC principles but also competent in applying them in the classroom. Training must be clear, practical, and supported by ongoing professional development. Dewey’s theory emphasizes experiential learning, advocating for training that involves doing rather than passive instruction. In-service teacher training programs must therefore focus on active learning methods, where teachers engage in real-world problem solving, collaborative tasks, and reflective practice. This aligns with the CBC’s emphasis on experiential learning and competency development, ensuring that teachers can translate these principles into effective classroom practices.

**4. METHODOLOGY**

This study is guided by convergent research design. According to Creswell (2023), Convergent design gathers quantitative and qualitative data at the same time, combines them, and uses the results to explain a research phenomenon. Convergent design lets researchers collect and analyze qualitative and quantitative data separately, then compare and interpret how the results relate (Peek et al., 2020)

The study was conducted in Morogoro Municipality due to the fact that there are public secondary schools which implement Competence-based curriculum but there are insufficient researches that have been done in the mentioned area. Hence, the researcher opts to choose the area to search for deep information. The total population size of this study was 33 teachers and Heads of schools. Teachers were obtained through simple random sampling technique while Heads of schools were obtained through purposive Therefore, the sample size for this study was 33 respondents. In this study, data was collected through a questionnaire, observation checklist and interview guide. A questionnaire and observation checklist was used to collect data from teachers. The interview was used to tap information from Heads of schools. The data found were tested for reliable through Cronbach’s Alpha by using SPSS. Thematic analysis was used to analyze data obtained through interviews and observation schedule. The quantitative data obtained were analyzed descriptively using the Statistical Package for Social Sciences (SPSS) software, version 20 and thematically to enrich qualitative information.Ethical considerations included obtaining research permit letter from the authority as well as consent form to participant, protecting participant confidentiality, and fostering a respectful and open research environment.

**5. FINDINGS AND DISCUSSION**

This study focused on contribution of teacher’s participation in implementation of competence-based curriculum in Morogoro municipality Data were obtained from Teachers and Heads of schools through self-administering questionnaires and semi-structured –interview as well as direct Observation. The responses for teachers are summarized in Table 1.

**Table 1: Teachers Responses on level of participation on Competence-based curriculum (n=30)**

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Statements** | **Responses in f(%)** | **Mean** |
| **SD** | **D** | **U** | **A** | **SA** |
| 1. **1**
 | I’m knowledgeable on goals and principles of the Competency-Based Curriculum (CBC). | 1(3.3) | 1(3.3) | 3(10) | 23(76.7) | 2(6.7) | 3.80 |
| 1. **2**
 | The training I received on CBC was adequate to prepare me for its implementation | 12(40.0) | 7(23.3) | 2(6.7) | 8(26.7) | 1(3.3) | 2.30 |
| 1. **3**
 | CBC allows learners to develop relevant skills for real-life situations | 1(3.3) | 1(3.3) | 6(20.0) | 15(50.0) | 7(23.3) | 3.87 |
| 1. **4**
 | I feel confident in designing and delivering CBC-aligned lessons | 5(16.7) | 4(13.3) | 4(13.3) | 15(50.0) | 2(6.7 | 3.17 |
| 1. **5**
 | CBC enhances creativity and critical thinking among learners. | 1(3.3) | 1(3.3) | 2(6.7) | 19(63.3) | 8(26.7) | 4.10 |
| 1. **6**
 | Assessment under CBC is more effective than traditional examination-based assessment. | 2(6.7) | 2(6.7) | 2(6.7) | 19(63.3) | 5(16.7) | 3.77 |
| 1. **7**
 | I am motivated to continue applying CBC strategies in my teaching practice. | 10(33.3) | 7(23.3) | 0(00) | 8(26.7) | 5(16.7) | 2.70 |
| 1. **8**
 | I receive sufficient support from the school administration to implement CBC successfully. | 17(56.7) | 2(6.7) | 3(10.0) | 7(23.3) | 1(3.3) | 2.10 |
| 1. **9**
 | I believe that CBC can significantly improve learner outcomes in the long term. | 3(10.0) | 1(3.3) | 3(10.0) | 17(56.7) | 6(20.0) | 3.73 |
| **10** | The CBC approach aligns well with the teaching resources available in my school. | 13(43.3) | 2(6.7) | 4(13.3) | 7(23.3) | 4(13.3) | 2.57 |

***Key:*** *SD = Strongly Disagree, D = Disagree, U =Undecided, A=Agree SA=Strongly Agree F = frequency, % = Percentage*

**Source:** Field Data (2025)

Data in Table 1 indicates 83.4% of Teachers agreed and strongly agree with the statement that Teachers have a clear understanding of the goals and principles of the competence used Curriculum (CBC)with a mean score of 3.80.This advocates that principles of competence-based curriculum is highly understood by Teachers in secondary schools in theoretical way since during observation in the classroom teaching, Teacher were not demonstrating the principles of competence-based curriculum. This means students were taught on how to overcome examination by rote memorization with slight participatory. This information was justified during face-to-face interview with Hos A,

“*I send some teachers to Municipal council so as to learn the principals and goals of CBC and how to prepare lesson plan, though some were left at school to continue teaching” we need to finish up all Topic before mock examination” Hos A,* personal information 20th April he implication of these information show that some teachers are aware of the principals of CBC but they are not implementing since they are after examination. Therefore they impede student to get the required knowledge from the prescribed topic. This is in line with the study done by Nyoni(2023) teachers knew about the shift to CBC, but many didn’t apply it due to lack of materials and low language skills among teachers and students. It was also found out that most teachers were not provided with in-service training as a strategy to improve their teaching-learning situation; as a result, old approaches or traditional-learning-methods were still used by most teachers. These imply that the implementation of competence-based curriculum is hindered by the absence of learning resource overcrowded classes and language barrier to most of student and some teachers.

Data in Table 1 shows (63.3%) of teachers disagree with the statement that the training received by teachers on CBC was inadequate to prepare them for its implementation This indicate that training for teachers is very important as it make them to be familiar with the curriculum. This is in line with information given from the head of school during face-to-face interview they claimed that

 “*The time scheduled for teacher training on CBC was not enough and few teachers participated in the training to represent others* person” information Hos B,20th April,2025. This means that in-service teacher training is not taken into account by the government hence teachers delay to implement the CBC effectively. This is in line with the study done by Namubiru(2024) in Her study she revealed few teachers received training, others were left, then the study done by Kailo et al(2025) cemented on Teachers’ training should focus on practical, CBC-aligned methods like collaboration and inquiry, as current training is often insufficient. Thus why teachers are still incompetent in implementing CBC in the classroom.

Data in Table 1 shows (73.3%) of teachers agree and strongly agree with the statement that CBC allows learners to develop relevant skills for real-life situations. This means that the competence-based curriculum enable learner to link what they are learning in the class with the real-life So it is useful for them as it make them to be competence since the subjects are contextualized. This is in line with the observation made in the classroom during teaching geography in the topic of the earth’s surface in which the teacher let the learner to get out of the classroom and observe on the earth’s surface then he asked them to identify all feature found on the earth’s surface. The face-to-face interview with the head of school explained as follows:

“*CBC is good to integrate what they learn into real-life*” person information

This is in line with the study done by Namubiru (2024) who found that CBC has improved the connection between classroom lessons and real-life situations. These imply that learners are likely to develop relevant skills when they are taught with CBC since the learning is put into the context.

Data in Table 1 shows (56.7%) of teachers agree and strongly agree with the statement that they feel confident in designing and delivering CBC-aligned lesson. These imply that in CBC teachers act as facilitators in the learning process. The role of teacher is to guide the learner to demonstrate what they have learned in the class.The learning is achieved through hand on activities. This is in line with the discoveries made by Namubiru (2024), who also detected that Learners have critical thinking and 21st-century skills, with CBC also positively impacting their problem-solving abilities. This imply that teachers should be involved in curriculum preparation since they are the most implementer .They will implement effectively and enhance student creativity and critical thinking. These discoveries are similar to the information given Head of school (HOs) during face-to-face interview who insisted: *“I’m aware that CBC enhances creativity and critical thinking among learners”* (Hos C,20th April,2025). Teachers should be involved during curriculum development ,It will be implemented effectively by helping learners to be creative, Interview 20 May 2025)”.

Data in Table 1 shows (90%) of teachers concur with the statement that Assessment under CBC is more effective than traditional examination-based assessment. This implies that the assessment relies on real-life situation are very understandable by the learner quickly since CBC reflect what is happening in everyday life.This is in line with the observation made in the classroom when an English teacher used to assess a learner on how to read the text and present the message found in text.The learner managed to read the text and presented. These imply that in CBC the teacher remain as a facilitator.This is in line with the study done by Mush et al(2025) cited by Wong,( 2020) who insisted that CBC assessments focus on applying knowledge and skills to solve different problem encountered, ensuring learners show competence in key areas. These imply that assessment under CBC is more meaningful since it impose learner to the real-life not abstract as in traditional examination –based assessment.

Data in Table 1 shows (56.6%) of teachers disagree and strongly disagree with the statement that they are motivated to continue applying CBC strategies in my teaching practice.These imply that teachers are not motivated due to inadequate teaching material and large number of student per one class.These in line with the observation made in the class whereby there were more than 65 learners per one class so the teacher opted to use teacher-centered with slight learner-centered. These finding are similar with the information given from the heads of school (Hos) during face-to-face interview claimed that *‘learning material such as textbooks and technological facilities still problem in our school compared with the number of students*”.(Hos C, personal information 20th April, 2025)

This is in line with the study done by Nyoni (2023) he argued insufficient of teaching and learning resources at school impede teacher to implement CBC. This advocate that teachers are likely to be motivated to implement CBC when there are enough teaching resources as advocated by John Dewey under theory of experiential learning .

Data in Table 1 shows(63.4%) of teachers disagree and strongly disagree with the statement that they receive sufficient support from the school administration to implement CBC successfully. This imply that teachers are not given enough support from school administrators for successfully implementation of CBC due to the fact that teaching resource are provided by the government .This is in line with the information given from the head of school who insisted that they don’t have enough teaching resource hence imped them to provide teachers for better implementation of CBC. The head of school A said ; *“sometime we do photocopy to enable teacher to use photocopied material but our photocopy machine do not work properly, we get feint copies”*Hos A,personal information 20th April,2025.

This denotes that the implementation of CBC depend much on the support from the administrators that will help the teacher when they face challenges for the case of resources. This is in line with the study done by Namubiru(2024) in her study she observed that in Uganda have less instructional resources CBC” as well as resource limitations, and inadequate technology for CBC (Mwashighadi and Kitainge,2023), as cited by Mush et al(2025).This imply that the government still delaying to provide enough resources for better implementation of Competence -based curriculum. Therefore the implementation of CBC become complex to teachers.

Data in Table 1 shows that majority (76.7%) of the responded agree and strongly agree with the statement that they believe that CBC can significantly improve learner outcomes in the long term. This means that in Implementing competence –based curriculum enable learners to demonstrate the skills acquired in the classroom in their daily life. This is in line with the observation made in the classroom during teaching, the teacher used group discussion in which student participated in the discussion. Late on the teacher guided them to present. The lesson was understood since the learner managed to demonstrate what they have guided to do. This is in line with Namubiru (2024) in her study she revealed that CBC improved the use of real-world applications in lessons rather than basing on cognitive only." .This imply that CBC improves learners outcome in the long term due to imposing them into practical learning and problem solving.

Data in Table 1 shows (50%) of the respondents disagree and strongly disagree with the statement that The CBC approach aligns well with the teaching resources available in the school. This means that teacher are not provided enough resources that can facilitate well the implementation of competence-based curriculum hence they adopt teacher-centered approach with slight student centered-approach. This is in line with the observation made in the classroom to a teacher who was teaching Chemistry the topic of firefighting. In the observation it was discovered that students were taught in theoretical way .There were no real object that are used in firefighting. Not only that but also the head of school during face-to-face interview declared that “ *Teaching resource is a great problem in our school. The resources are not sufficient compared to the number of studen*t” Hos B, personal information 20th April,2025) .

This imply that teaching resources especially lab equipment still a problem to government school. Consequently, it is important to equip with enough resources for better implementation of CBC. This study is in line with the study done by Namubiru(2024) in which she examined that most of teachers in Uganda claimed that in their school resources are not enough .Therefore Namubiru(2024) concluded that education authorities (ministry responsible for education) should provide enough resources and enhance infrastructure for effective curriculum implementation This imply that for the better implementation of CBC teacher have to be given enough resources that will make learners understand the lesson quickly and integrate what they are learning to real-life.

**6. SUMMARY OF THE FINDINGS**

In summary of the finding, it was revealed that teacher’s participation at the initial stage of CBC preparation is not observed to all teachers for the case of in-service training in Morogoro municipality most of teachers still using teacher –centered with slight student-centered.This is hindering the effectiveness of CBC implementation. To remedy this teachers should participate in every stage to make them confident enough. Hence improving students learning outcome

**7. CONCLUSION**

In conclusion, the effective implementation of the Competence-Based Curriculum (CBC) in public secondary schools within Morogoro Municipality heavily relies on the active participation of teachers. Their involvement is pivotal not only in translating curriculum objectives into classroom practice but also in shaping students into independent, critical thinkers capable of applying knowledge in real-life contexts. Teachers contribute significantly through curriculum interpretation, lesson planning, the use of learner-centered teaching methods, and continuous assessment strategies aligned with CBC principles. Moreover, their professional development, motivation, and engagement in curriculum decision-making processes enhance both the quality and sustainability of CBC implementation. Therefore, empowering teachers through adequate training, resources, and institutional support is essential for the successful realization of CBC goals in Morogoro and beyond.

**8. RECOMMENDATION**

To improve the effectiveness implementation of the Competence-Based Curriculum (CBC) in public secondary schools within Morogoro Municipality, it is recommended that greater emphasis be placed on strengthening teachers' participation at all stages of the curriculum process. This includes involving teachers in curriculum development, providing practical training tailored to CBC demands, and ensuring access to adequate teaching and learning resources. Education authorities and school leadership should create an enabling environment that values teachers’ input and encourages collaboration, innovation, and reflective teaching practices. Additionally, mechanisms should be established to monitor and support teachers’ implementation efforts, including peer mentoring, professional learning communities, and performance-based incentives. By prioritizing and investing in teachers’ active involvement, the full potential of the CBC can be realized, leading to improved learning outcomes and better student preparedness for life and work. Not only that but also teachers’ recruitment in all schools to increase the number of teacher that correlate with the number of student for better implementation of competence-based curriculum.

**Consent**

As per international standards or university standards, Participants’ written consent has been collected and preserved by the author(s).

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1.

2.

3.

1. **References**

Awuonda, K., Jung, K. H., & Lee, J. H. (2023). *Teachers’ perceptions of competency-based curriculum implementation, and government support*: A mixed methods study on grade 1-5 teachers in Homabay County, Kenya. Journal of Education and Practice, 61-77

Behera, N. P., &Makunja, R. (2019). *Effects of home environment on academic achievement.*

Chiligati, R. M. (2022). *The exploration of the implementation of competence-based curriculum in the chemistry classroom: A case study of public secondary school in Morogoro Municipality*. Aga Khan University.

Creswell, W.J (2023). Research Design, qualitative, quantitative, and mixed methods approach. Thousand Oaks, CA: Sage Publications.

Hipolite, J. (2020). *Teachers’ strategies in addressing challenges of implementing competence-based curriculum: The case of selected public secondary schools in Morogoro Municipality*. Mzumbe University.

Kailo, M., Njagi, L., Kalai, J.M., Mutegi R.G. (2025).The Influence of Training Approaches in In-Service Teacher Training on the Implementation of the Competence-Based Curriculum in Public Primary Schools in Kilifi County, Kenya. International Journal of Current Science Research and Review, 8(2), pp. 695-701.

Kideli, M. J. (2021). *Assessment of the implementation of competence-based english language teaching and learning in advanced secondary schools: a case of Morogoro Municipality* (Doctoral dissertation, University of Dar es Salaam).

Makunja, G. (2019). *Challenges facing teachers in implementing competence-based curriculum in Tanzania: The case of community secondary schools in Morogoro Municipality*. International Journal of Education and Social Science, 3(5).

Ministry of Education, Science and Technology.(2023). *Curriculum for Ordinary Secondary Education, Form I–IV. Dar es Salaam*: Tanzania institute of Education

Mpate, H. (2023). Biology teachers’ implementation of the competence-based curriculum in Tanzania: challenges and opportunities. *Journal of Biological Education*, 59(1), 16-36.

Mushi, C. C., Makwinya, N. M., & Kalungwizi, V. (2025).Secondary school teachers’ conception and levels of use of competence-based assessment in Tanzania. International Journal of Research Studies in Education, 14(1), 89-104.

NamubiruA(2024) Perceptions of Teachers on the Implementation of the Competence-Based Curriculum in Secondary Schools in Bundibugyo and Ntoroko Districts,. Kampala, Uganda

New Vision (23rd June, 2022). Understanding the New Competence-Based Curriculum of Lower Secondary School. Accessed from: <https://www.newvision.co.ug/category/news/> understanding-the-new-competency-basedcurric-NV\_136925

Nyikadzino, S. J. (2023). The implementation of the new competence-based curriculum: a case study of selected primary schools in Zimbabwe (Doctoral dissertation, NorthWest University (South Africa).

Nyoni, C. (2023). Challenges facing teachers in the implementation of competence-based curriculum in secondary schools in Iringa Municipal, Tanzania. *Asian Journal of Education and Social Studies*, 49(3), 47-52

Peek, L., Tobin, J., Adams, R. M., Wu, H., & Mathews, M. C. (2020). A framework for convergence research in the hazards and disaster field: The natural hazards engineering research infrastructure CONVERGE facility. Frontiers in Built Environment, 6, 110.