

Implementation of competence based curriculum in the context of colonial education system in Tanzania

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ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 7 December 2020

Revised: 16 December 2020

Accepted: 23 January 2021

Available Online: 26 January 2021

DOI: 10.5861/ijrse.2021.5082

Abstract

With the aim of producing secondary education graduates with adequate knowledge and skills that could enable them to survive in the ever-changing world, Tanzania introduced the competence-based curriculum in 2005. The curriculum regards learners to have the capability to construct and apply knowledge beyond the classroom context. Since the Tanzania education system passed through different eras, this article assesses the influence of the historical background of education systems on stakeholders' perspectives on adoption and practice in teaching, learning, and assessment in the competence-based curriculum. Semi-structured interview and focused group discussion was used to collect data on teaching, learning, and assessment methods employed by both teachers and learners. The data were analyzed by thematic analysis. The results show the elements of the colonial rule education system influences classroom teaching, learning, and assessment practices. Since colonial rule educated few Africans to be employed to serve in the colonial administration, this has contributed to school teaching learning and assessment practices to be perceived as stepping stone for formal employment and not the means of equipping useful and applicable knowledge and skills to learners' life. The focus of classroom instructional practices is to enable learners to memorize the facts and be able to reproduce in the examinations to qualify for further studies and formal employment. This is a setback for quality instructional methods that promote the acquisition of livelihood skills. Given this, the study recommends key stakeholders involved in curriculum development to redefine the roles of school education to align with classroom instructional practices.

Keywords: colonial education system; competence-based curriculum; secondary education; livelihood skills; teaching, learning and assessment methods; formal employment

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1. Introduction

Competence based curriculum has its origin in the concept of competence. Competence is the combination of cognitive, affective, and psychomotor skills (Wong, 2008). It refers to the abilities, skills, knowledge and attitudes revealed in the specific context/tasks (Hager & Gonczi, 1996; Hager, 1994 & Biggs, 1994). The competence based curriculum emphasizes the application of the learned knowledge. Studies (Collins & O'Brien, 2011) describe competence-based curriculum as the one that analyses the intended practical skills, competencies or roles that a learner should perform or demonstrate. The competence based curriculum bears the features of constructivist approaches to teaching and learning that regards learners to have the capability to construct and apply knowledge rather than assimilators of the knowledge transferred from the teacher. In 2005, the competence-based curriculum (CBC) was introduced in secondary education in Tanzania. The curriculum aims to produce well equipped graduates with adequate knowledge and life skills that could enable them to survive in the ever changing world (Kitta & Tilya, 2010, 2018). Though there are studies conducted since the inception of the current curriculum, there is little known on how the history of education influences stakeholders' perspectives on adoption and practice of teaching, learning and assessment practices.

Like other countries whose education system passed through different eras, Tanzania education system is categorized into pre-colonial, colonial and post-colonial education system. The aims and objectives of education in each era were formulated according to the needs of the country/society at that particular time. The indigenous education practiced by African countries before colonialism was community oriented and geared towards solving the problems of the community (Mushi, 2012). However, education provision during the colonial rule was intended to serve colonizers' interests by fulfilling the administration's needs for middle layers of administrative personnel and for technical personnel" from the indigenous population (ibid. & Buchert, 1994). Education system after independence aimed at equipping students' capability which could be useful and applicable in the process of development (ibid. & Lupeja, 2019).

1.1 The indigenous education system in Tanzania

The indigenous education is traditional African education, community oriented and geared towards solving community's problems (Mushi, 2012). It is the type of education which was taught according to concrete situations (Kenyatta, 1961 in Mushi, 2012). The teaching and learning methods were integrated with the social life so as to prepare individuals for integration into their community (ibid.). This kind of education was useful as it was closely related with life in concrete terms because it exposed individuals to real life settings by actively participating in day-to-day activities in their immediate environment. Individuals learnt basic skills, knowledge and attitudes which enabled them to live and function effectively in their societies. Weaver (2011) acknowledges indigenous education as the perfect type of education system in which African countries should be oriented as it has inputs of all members of the community. In addition, it prepares each individual for a particular profession or occupational activity. Although indigenous education is relevant and useful, it has its weakness as it does not go beyond its society (Mushi, 2012). For this case, it may not reflect the globalized world.

1.2 The colonial rule education system in Tanzania

During the colonial era, Tanzania was under different colonial regimes such as Arabs, Germans and British. Each regime had its own mode of provision of education. The aims and objectives of education were geared towards serving the interests of colonial rule. The non-indigenous education - also known as formal education - was introduced by Arabs since the 8th century in coast areas of Tanganyika (current Tanzania). The Arab rule

established Quranic schools which offered religious instruction to Muslim children and promoted Islamic religious culture in general. The teaching and learning methods practiced in Quranic schools were mainly memorization of the Arabic scripts. The instructional methods aimed at making learners to be able to read the Holy Scriptures (Mushi, 2012). This is when the indigenous education system and its mode of delivery started to lose its popularity as Islam culture was perceived to be civilization.

Like Quranic schools, around 1840s' westernized education models were introduced in Tanganyika in the form of Christian missionary schools which intended to inculcate western and Christian values into the population. The first colonial rule was Germany. The German administration designed educational policies that aimed at serving their interests (Lupeja, 2019; Komba & Temu, 1996). The policy emphasized vocational education and practical skills by introducing technical schools and vocational training for the wider population (Mushi, 2012). The German rule restricted the purely academic education to limited few students (Lupeja, 2019). Although practical oriented education was introduced, their interests were not to offer education for the majority but rather fulfilling the administration's needs of middle cadre and technical personnel from the indigenous population (Waiver, 2011).

A 1922 League of Nations Mandate made Tanganyika to be a British colony after WWI. By then, the educational system was centralized and directed by the main administration. During British colonial rule, the education system was characterized by racial segregation policy that led to terrific inequalities between schools for black Africans and Europeans or Indians schools in the aspects of funding. As it was in German rule, education provision under the British rule was intended to indoctrinate Western values by introducing an 'adapted' version of the British education system that was designed to retain the traditional values within the indigenous population that were considered to be useful by the colonialists, while at the same time introducing certain selected Western principles (Buchert, 1994; Lupeja, 2019). The curricula for Education for Adaptation strongly focused on vocational and agricultural education in schools as a means to develop and improve rural economic conditions and concentrate on health and hygiene habits (Bude, 1983). Although education provision was part and parcel of the colonial rule, the aim was to educate a small proportion of the population in order to serve their own interests. Both the policies and the methods of instructions focused on serving the interests of the colonial rule. Instead of providing learners with the knowledge and skills relevant to real life settings, learners were equipped with the knowledge and skills for serving colonial administration and thus people started to lose the interests in self-employment but rather formal employment.

1.3 Post-colonial education system in Tanzania

Tanzania mainland by then called Tanganyika gained her independence in 1961 from the Great Britain. Since her independence the education sector has gone through a number of changes. The changes which have been taking place have shaped the process of education provision in the country. Soon after independence, the Education Act of 1962 abolished all forms of discrimination at all levels of education (Furley & Watson, 1978). Privately owned primary schools were nationalized and education became free at all levels. Moreover, the Government restructured the school curriculum and made Kiswahili the National language. This was done purposely to unite Tanzanians from more than 120 ethnic languages. Having such changes all school aged children regardless of their races had the right to go to school.

In 1967 the country introduced a Self-Reliance (ESR) philosophy of education (ibid.; Mushi, 2012; Lupeja, 2019). The philosophy was adopted to guide the planning and practice of education. It also proposed the integration of theory with acquisition of practical life skills and linked education plans and practices with national socio-economic development and the world of work. All privately owned secondary schools were nationalized with an intention of expanding school enrolment in order to enhance access. Likewise, the government diversified secondary education into vocational biases (commercial, agriculture, technical and home economics), while at the same time established post-primary vocational centers to be attached to each primary schools. In addition, the teaching and learning methods focused more on providing learners with practical

livelihood skills (Lupeja, 2019). Although there have been reforms in order to make education more relevant and useful to students' life, it is imperative to evaluate whether the challenges associated with the implementation of the competence based curriculum have linkages with the country's education history.

1.4 Post-independence curriculum reforms in Tanzania

In order to cater the needs of the societies and the global at large, Tanzania has been reforming its curriculum since independence in 1961. The reforms touch the key areas such as, the content, teaching/learning methods, assessment and evaluation and the teaching/learning materials (TIE, 2013). Since independence Tanzania has done four major reforms such as the 1967, 1979, 1997 and the 2005 curriculum reforms. The 1967 reform replaced the existed British colonial education which was elitist by nature (TIE, 2013). The 1997 curriculum reform intended to transform the education from colonial to Tanzanian context, with an emphasis on self-reliance education that focused on cultural and social citizenship. With respect to this, the education for self-reliance was introduced as the philosophy of education.

According to the education for self-reliance philosophy, teaching and learning practices were oriented towards enabling learners to become part of the society they were living; inculcating learners the spirit of working together/living together; building equality among learners and preparing learners to be independent and ready to join the world of work in rural areas (Ishumi, 1976 in Lupeja, 2019). Though the curriculum reform seemed to meet the needs of the society as it trained learners to be self-reliant and active members of their societies, the curriculum implementation methods were based on knowledge transmission (Nzima, 2016) and thus contradicting with the philosophy of education. Ishumi, (1976) noted that the 1967 classroom teaching and learning practices had no linkage with real life settings as Education for Self-reliance was misinterpreted as just the establishment of school farms, classroom learning experiences were therefore not linked to the learners' context.

The education for self-reliance philosophy also guided the 1979 curriculum reform that aimed at strengthening the implementation of the ideology of socialism and self-reliance. The 1979 reform led to the establishment of the subject biased school education in disciplines such as agriculture business and technical education. The curriculum emphasized teaching and learning to balance both theory and practice. Moreover, the vocational training curriculum for primary education leavers was introduced in order to prepare paraprofessionals in the fields of business, engineering, agriculture, and domestic science (Ibid.). This was done purposely to increase the skilled manpower for the individual and country's development at large.

Another education reform was done in 1997. The 1997 reform was a response to the introduction of multiparty system in early 1990s and the formation of the 1995 Education and Training Policy (ETP). According to the 1995 the preschool, primary, secondary, and teacher education curricula had to embrace the goals and objectives of education in each level. The significant impact of the 1997 curriculum reform was subjects' reduction from thirteen to seven subjects and the introduction of Life Skills and Social Studies at the primary education level. In addition, Information and Computer Studies was added as a new subject in ordinary level secondary education. Moreover, the General studies subject was introduced in advanced secondary education (high school). The reform also embedded the crosscutting issues such as gender, HIV-Aids in the school curriculum.

The 1967, 1979 and 1997 curricula reforms aimed to transform education to reflect the country by removing colonial rule elements in the education system and thus all the reforms were done by either removing or introducing some elements in the curriculum (Nzima, 2016). Although all post-independence educational reforms aimed to eliminate the colonial elements in the curricula, all of them had common features as they emphasized the transmission of content knowledge at the expense of practical knowledge. The subjects taught were hardly applicable in other contexts and thus making school education to be irrelevant to learners' immediate environment (Chonjo et al., 1996). Moreover, the teaching and learning methods were teacher

centered and thus limited learners the opportunity to interact with the learnt knowledge (Ottevanger et al., 2005; TIE, 2013).

Regardless of the reforms in the 1967-1997, the persistence of teacher centered instructional methods in all curricula reforms led to the failure in achieving the then educational aims and objectives as teaching practices limited students to acquire useful skills in their life. The 2005 curriculum reform which is currently operating addressed all the weakness of the previous reforms as it focuses on the application of knowledge (TIE, 2013) rather than knowledge acquisition for its own sake. However, there is limited knowledge on whether teaching and learning practices really develop skills/knowledge that are relevant to life and could be applicable to learners' livelihoods.

1.5 The current secondary education curriculum

The current secondary education curriculum is a competence based curriculum. It was introduced in 2005 with the aim of producing well equipped graduates with adequate knowledge and life skills that could enable them to survive in the ever changing world (Kitta & Tilya, 2010, 2018). As pointed out earlier in this article, competence based curriculum embraces features of constructivist approaches to teaching and learning. In the constructivist approaches, learners are assumed to have the capability to construct the knowledge rather than being mere assimilators of knowledge transferred from the teacher. Though there are number of studies which have been conducted on curriculum matters, there are limited studies on the historical impacts on stakeholders' perspectives on curriculum implementation. As demanded by the policy, curriculum implementation should promote the acquisition of useful and applicable knowledge in real life settings.

1.6 Theoretical underpinnings

The constructivism theory and particularly the social constructivism is the one in which the competence based curriculum has been built on. Social constructivism can be traced from the eighteenth century through the work of Giambattista Vico (von Glassersfeld, 1991; Brooks & Brooks, 1993; Riegler, 2000). He formulated the principle which states that "truth is verified through creation or invention and not through observation". This means that, humans could only clearly understand what they have themselves constructed and not otherwise. Constructivists (Bruner, 1986, 1960) regards learning as an active process because learners construct new ideas or concepts based upon existing knowledge. Facets of the process include selection and transformation of information, decision making, generating hypotheses, and making meaning from information and experiences.

A Child learns better by taking active roles in learning (Dewey, 1938). Dewey regarded the teacher as the intellectual leader of a social group and not as a dictatorial ruler (Ishumi & Nyirenda, 2002). With regard to the above ideas, social constructivists therefore regard the learner as the one who is able to; construct knowledge through experience, collaborate and actively participate in the learning process. The teacher should therefore act as an intellectual leader of a social group; her function is to facilitate learning rather than being a source of knowledge. With regard to the study, the competence based curriculum that entails the development of livelihood relevant and applicable knowledge/skills to learners is the result of constructivist's classroom practices.

Apart from social constructivism approach, the study was also guided by Sen's capability approach. According to Sen (1992) education is central to the capability building as it plays the crucial role to human development. Education acts as an instrument in every aspect of life as it expands the people who would come into contact with and widening their horizons (Walker & Unterhalter, 2007). It also has an empowering and distributive role in facilitating the ability of the disadvantaged, marginalized, and excluded to organize politically. With respect to competence based curriculum, students are likely to develop skills/knowledge applicable in their livelihood if the teaching and learning practices could be in a position to develop such skills/knowledge. This study thus relates the constructivists' teaching and learning practices as learners' capability building. The teaching and learning practices that bears constructivists' teaching/learning and Sen's capability approach are the

ones that embrace competence based curriculum and thus equip learners the skills and knowledge that are applicable in their livelihood.

2. Materials and methods

A cross sectional survey was conducted in ten densely populated wards in Mvomero district. Systematic sampling was done to select 150 secondary education leavers in 10 wards of which each ward constituted 15 participants. Moreover 10 academic teachers were purposely selected and 60 agricultural science, biology and civics subject teachers were systematically selected from ten ward secondary schools. Each school was represented by one academic teacher as the key informant.

For learners to develop livelihood skills, the curriculum recommends problem based; demonstrations; hands on activities/practical; and conducting real life related projects instructional methods (TIE, 2013). In line with the curriculum objectives, the study regarded the above mentioned teaching and learning methods as the one that are likely to facilitate the development livelihood skills if teachers could practice effectively. The semi-structured interview in a Likert scale form with options such as Never, Rarely, Occasionally, Frequently and Very frequently was used to ask teachers and academic teachers to rank the specified teaching methods in relation to their preferences in practice. After responding to the structured questions, the participants were asked to clarify their answers by providing vivid examples and experiences concerning with the question at hand. In addition, secondary education leavers were asked to rank and give reasons for the learning methods they preferred when they were at school. Moreover, the focused group discussion was conducted to both teachers and secondary education leavers.

To discern how assessments are carried out and the extent to which assessment tools (tests, quizzes, and examinations) reflect expected learners' competences, such as critical and creative thinking, entrepreneurial, and innovation that lead to the development of learner's livelihood skills and knowledge, the key informants, including subject teachers and academic teachers were interviewed. Thematic analysis was used to analyze the collected data.

3. Results

3.1 *The impact of formal employment mentality on teaching practices*

With regard to the Tanzania secondary education curriculum key learning areas, students who complete secondary education are expected to demonstrate competences in a number of areas relevant to everyday life or post-secondary education studies. In real life settings, which are the focus of the study, secondary education leavers should be equipped with livelihood skills which are useful and applicable in real life settings. The knowledge and skills should be helpful in solving existing problems in the society and meet its changing needs. TIE, 2010 affirms teaching and learning practices in secondary education should equip entrepreneurial, creativity and innovative skills to learners that could be applicable in life. However, the findings showed a mismatch between the curriculum objectives and the teaching process because secondary education has been interpreted as a stepping stone for formal employment and not a means of equipping knowledge and skills useful and applicable in life. The mentality has been acting as a setback for quality teaching methods that could promote livelihood skills that are useful in learners' life.

The mentality on the role of formal education as a stepping stone for formal employment could be traced back from colonial rule. During the colonial rule, the aims and objectives of education were to prepare individuals who could serve in colonial government as employees for fulfilling colonial interests (Buchert, 1994; Komba & Temu, 1996; Lupeja, 2019). Education for formal employment gained its popularity after independence as the country encountered shortage of employees in the public sectors. The shortage was addressed through formulating educational policies with a focus of equipping students skills needed for

employment and particularly in the governmental sectors (Nabudere, 2007; Samoff, 1999). Since then, the mentality on the role of formal education as a requirement for formal employment has been manifested among parents, students and teachers as well. This has been affecting the curriculum implementation in lower levels of education such as primary and secondary education. The teaching practices focus has been mainly done to prepare students for the next level of education which could lead to formal employment as teachers acknowledge:

Our teaching practices mostly require students to memorize the facts for the sake of passing the examinations which could lead to formal employment

Though the competence based curriculum views knowledge and skills acquired in secondary education to be useful and applicable in various contexts such as real life settings, the teaching methods are not being reflecting. Rather, teachers' concentration is on making sure students get higher scores as a qualification for postsecondary education which could lead to formal employment. The perception regarding secondary education as the requirement for employment was revealed by Lucas (2014) as secondary school teachers pointed out the lack of employment in science related majors has been discouraging parents from supporting their children in the study of science. Contrary to the curriculum aims and objectives of equipping learner's knowledge which could be useful and applicable to their life, the perception of secondary education as a qualification for formal employment has been acting as a limiting factor for teachers to practice teaching methods which could equip learners' skills and knowledge that could be applicable in their livelihood as competence based curriculum stipulates.

Perspectives on secondary education as a stepping stone for formal employment have been influenced by the type of examinations as there is a disconnection between the curriculum aims and objectives and what has been assessed by the National examinations council of Tanzania as the examinations bases on factual reproduction (ibid). Since examination performance is a key requirement for further studies and formal employment in particular, the teaching practices have been automatically switched towards fulfilling examination demands than equipping students' knowledge useful in their livelihood as a participant noted:

Our teaching methods hardly focus on equipping knowledge that could facilitate students to think outside the classroom context such as application of the knowledge in their life.

Instead of assessing students' achievement in a number of learning domains, the national examinations have been assessing students' achievement in the aspect of cognitive domain and specifically on reproduction of facts.

It is thus advisable for curriculum implementers to collaboratively redefine the roles of secondary education in order to have the common interpretation on how teaching should reflect the curriculum demands. Though redefining of the implementation process according to the policy demands could not automatically change stakeholders' perception on education for formal employment, they could benefit from the review as the implementation would equip them livelihood skills and knowledge for further studies as well.

3.2 The impact of formal employment mentality on assessment practices

In the aspect of assessment practices, the study examined how the assessments are carried out and the extent to which formats of the assessment tools (i.e. tests, quizzes and examinations) reflected the expected learners' competences, such as critical and creative thinking, entrepreneurial, and innovation that lead to the development of learner's livelihood skills and knowledge as indicated in the competence based curriculum. With regard to how the assessments are been carried out, we interviewed key informants, including subject teachers and academic teachers. They were also asked to give their comments on the role of assessment practices in building the livelihood related skills and knowledge. The findings indicated that the assessments are being conducted theoretically, mainly involving pen and paper. Although teachers tend to administer practical examinations to students, they were mainly for students to retrieve/reproduce the scientific facts and ideas discussed in the

classroom rather than orienting towards solving real life problems as stated by one of the informants as follows:

Our assessments techniques rely on preparing students to reproduce the facts in order to qualify for postsecondary education and formal employment

Studies affirm the high stakes testing may limit students to acquire useful and applicable knowledge and skills in their life (Ma, 2001; Lam, 2007; Lupeja, 2011; O'saki, 2007; Kimaryo, 2009; Lucas, 2014). Since the aim is to get high scores which could qualify students for further studies and formal employment in particular, passing examinations does not necessarily mean that students are capable of applying the learned skills and knowledge in their life.

According to the aims and objectives of secondary education in Tanzania and the competence based curriculum in particular, students should apply the knowledge and skills acquired at school to solve the challenges emanating from social and economic situations in their immediate environment and the global at large (TIE, 2010, 2013). The central focus of assessment practices should be to build capability for students to apply learning outcomes adequately in diversified contexts. The assessment tools should not only encompass cognitive elements but also functional aspects such as technical skills, social-economic or organizational skills (interpersonal attributes) and ethical values. This means that, the nature of assessments that students would be given should reflect the curriculum aims and objectives. Contrary to the curriculum key objectives, the examination format has been accelerating the formal employment mentality among stakeholders as learners devote their time and energy to memorize the facts and reproduce in the examinations for the sake of getting high scores that could qualify for formal employment.

3.3 The impact of formal employment mentality to students' learning practices

The study also examined the role of students' learning practices on acquisition of livelihood skills as the competence based curriculum stipulates. With regard to the curriculum objectives, students' learning practices should facilitate the acquisition of livelihood skills such as critical and creative thinking, entrepreneurial, and innovative minds. However, students' learning practices have been contrary with the curriculum objectives due to the misconception of the role of education as a stepping stone for formal employment. This affects students' learning strategies as their main focus is not to acquire the knowledge and skills that could be useful and applicable in their life as one of the secondary education leaver noted:

In school, I used to memorize the facts without understanding their connection to real life as my aim was to pass the examination.

According to this perception it is very hard for students to regard secondary education as a useful and applicable to life rather than the stepping stone for further education and formal employment. The mentality of secondary education as the stairway for formal employment among stakeholders could be observed in a number of ways such as the education quality assessment. The quality of education in Tanzania has been judged through pass marks in the National examinations. The pass marks are divided in divisions such division one which is the highest pass mark followed by division two, division three, division four and failure which is known as division zero.

With respect to the pass mark interpretations and the quality of education in particular, the higher the pass rate to the majority of students the better the quality of education. Since the quality of education has been interpreted according to the examinations performance (Makombe et al., 2010; BEST, 1998-2012, 2016; Sumra & Kataro, 2014; Lupeja & Qi, 2017; Lupeja, 2019), the learning practices have been inclined towards the demands of the examinations. Since performance is a key determinant for qualifications for further studies which could automatically lead to formal employment, students perceive secondary education as a stepping stone to formal employment. This perception has been influencing students' learning practices as they have been concentrating more on getting high scores than acquiring livelihood skills and knowledge that could be

applicable beyond classroom context.

3.4 The effect of formal employment mentality on acquisition of livelihood skills to learners

The perceived mentality of education for white collar job has been distorting the meaning of education as the capability building to learners. Since education is perceived as the requirement for formal employment, both teaching and learning practices are oriented towards preparing students for formal employment. This is when the disconnection between school teaching and real life starts because students' focus is to be employed rather than acquiring relevant and applicable skills and knowledge in their life. Consequently students could not be able to apply the school knowledge to their livelihood. This perception distorts the whole meaning of teaching for acquisition of livelihood competences as the curriculum stipulates.

The curriculum aims and objectives of preparing competent students for both postsecondary education and for real life settings has been revealed by having secondary education leaving certificate National examinations. The leaving certificate means students have the option to either join for further studies or the world of work. But in real sense students do not acquire useful and applicable skills and knowledge as implementers thinking is contrary to the policy demands. The wrong perception has led the teaching and learning practices to be inclined in preparing students for further studies and for formal employment in particular. The perceived role of secondary education for formal employment has a great repercussion to the education policy and particularly graduates' competence.

It is thus advisable for all stake holders involved in the curriculum implementation process and policy makers to collaboratively redefine the roles of secondary education in order to have the common interpretation on how teaching and learning practices should reflect the policy demands. Though redefining of the teaching/learning process according to the policy demands could not automatically change curriculum implementers' mentality on education for formal employment, they could benefit from the review as the implementation would equip them useful skills for both postsecondary studies and real life settings.

4. Conclusions

This article assesses how teaching, learning, and assessment practices in secondary schools in Tanzania have been in line with the competence-based curriculum. It has further shown the extent to which implementation practices are affected by stakeholders' mentality on education for formal employment. This mentality affects instructional practices as teaching, learning, and assessment methods are inclined towards preparing learners for formal employment rather than equipping knowledge and skills useful in their livelihood as the policy of education stipulates. Although, the formal employment mentality influences teaching, learning, and formative assessments, it was found that, all of these are influenced by the format of the National examinations that encourage learners to reproduce the facts.

In view of the findings, there is a gap between the knowledge imparted through classroom instructional practices and that intended by policymakers and thus, learners do not get what has been expected. The misconception of curriculum objectives on part of the implementation process has consequently distorted the curriculum aims and objectives. This is the message to learners, teachers, and the National examination council of Tanzania to change their practice so that they could incline in enhancing the acquisition of livelihood skills as demanded by the curriculum. For the curriculum implementation process to bring about the expected learning outcomes, it is recommended that all stakeholders such as policymakers, curriculum developers, curriculum implementers, and the National examinations council of Tanzania to collaboratively review the curriculum implementation process so that the expected learning outcomes as demanded by the competence-based curriculum could be achieved.

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