

EXPLORING THE ALIGNMENT OF TEACHING METHODS AND COMPETENCE-BASED CURRICULUM EXECUTION IN SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA

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ABSTRACT

This study aimed to understand how teachers change their teaching methods to match the requirements of the competency-based curriculum in secondary schools in Morogoro Municipality, Tanzania. The study used the Self-Determination Theory (SDT) developed in 1985 by American psychologists Edward L. Deci and Richard M. Ryan. Different methods like structured interviews and questionnaires were used to collect data from 60 teachers selected randomly. The reliability of the quantitative data collection tool was tested using the SPSS program and Cronbach's value was 0.828 which is within the acceptable range. Research experts checked the qualitative data collection instruments. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20 program. Qualitative data was analyzed thematically. The study protected participants' rights by following permission letters, consent forms, confidentiality, and anonymity. The findings showed that teachers rarely use different teaching methods aligned with the competency-based curriculum. Only a few teachers attend various seminars and workshops about the competency-based curriculum. In some cases, teachers change their teaching methods to give students more opportunities to show mastery of skills or knowledge. However, teachers rarely use technology and multimedia resources to enhance teaching and help student learning.

Keywords: Teaching Methods, Competence-Based Curriculum, And Teaching.

I. INTRODUCTION

Many education experts and policy creators have recently focused on how competency-based education (CBE) is used in vocational training, secondary school, and university-level education. This is happening in both growing and established countries (Misbah 2020). The ideas of abilities (competencies) and education based on abilities have become important parts of plans to reform education. In the field of education, changing how teaching is done to match what competency-based curriculum needs is now a very important topic for teachers worldwide. Education based on competencies focuses on students learning the skills and knowledge needed to succeed in their future careers. It moves away from just memorizing things and towards project-based learning, competency tests, and different ways of teaching students (Sheppard. 2022). Teachers likely use many methods to make sure students gain the skills listed in the curriculum. Understanding these changes is key to improving how teaching is done and helping students succeed with the competency-based curriculum. Teachers play a very important role in the education system (Koskei & Chepchumba., 2020). Their ability to well implement a competency-based curriculum is essential. Research shows teachers need ongoing training and support to develop the skills and knowledge needed to do student-focused, competency-based teaching. This includes understanding competency-based curriculum principles, how to check student progress, and how to create and deliver learning activities that give students more control over their learning (Athuman, 2023). This study aimed to explore how teachers in secondary schools in Morogoro municipality, Tanzania change their teaching methods to match what the competency-based curriculum requires.

II. STATEMENT OF THE PROBLEM

In the field of education, changing how teaching is done to match what competency-based curriculum needs has become a very important topic for teachers all over the world. However, studies looking at how teaching methods are changed to match the competency-based curriculum used in secondary schools in Morogoro Municipal, Tanzania were not enough. Therefore, this study examined how teachers change their teaching methods to match the requirements of a competency-based curriculum in secondary schools. The aim was to recognize areas that need improvement and create suitable solutions.

III. RESEARCH QUESTION

QN: In what ways do teachers adapt their teaching methods to align with the requirements of a competence-based curriculum in secondary school?

IV. HYPOTHESIS TESTING

Ha: There is a significant difference in teaching methods among teachers based on the requirements of a competence-based curriculum in secondary schools

V. THEORETICAL FRAMEWORK

In this study, the researcher has used the Self-Determination Theory (SDT) developed in 1985 by American psychologists Edward L. Deci and Richard M. Ryan. SDT focuses on people's natural tendencies for development and inner psychological needs. It examines what drives human behavior and promotes motivation and well-being, especially the importance of autonomy, ability, and connection (Ryan & Vansteenkiste., 2023). SDT has strengths - it has been applied successfully in many cultures and situations globally, showing relevance. Extensive research across fields also supports its validity and applications. Additionally, SDT provides practical strategies to boost motivation, well-being, and performance in different environments. While SDT is a comprehensive theory, some find it complex to fully understand due to its multi-dimensional nature, which could be viewed as a weakness. In education, SDT has important implications. It encourages self-assessment by teachers to enhance their motivation. SDT also helps create a supportive learning environment. Overall, SDT served as an appropriate theoretical framework for this study due to its strengths like global evidence and practical strategies. While comprehensive, its weaknesses do not negate its suitability and implications for positively impacting teacher motivation and learning environments.

VI. REVIEW OF EMPIRICAL STUDIES

Several past studies focused on ways for teachers to adjust their instruction methods to align with the demands of a competency-based curriculum in secondary schools. Globally, many countries are transitioning from traditional to competency-based curriculums in secondary education now.

One such study by Misbah et al. (2020) on assessing competency-based vocational education in Indonesia used a mixed approach and two tools to collect data related to implementing CBE principles in school practices: 1) The CBE Matrix and 2) An Inventory of Perceived Comprehensive Competence-Based Education (IPCCBE). The study found teachers adapted by adding more project-based learning activities in lessons. It also emphasized growing critical thinking and problem-solving skills in students. However, the situation in Indonesia may differ from Tanzania. Therefore, this current research aimed to examine how teachers in Morogoro, Tanzania adjust their teaching methods as per the competency-based curriculum needs in secondary schools. The study by Tacconi et al. (2021) aimed to reveal common and differing trends in developing vocational education and training (VET) teachers' pedagogical competencies in Italy and Lithuania. A structured survey was administered to Italian and Lithuanian teachers. The collected data was analyzed and compared. Results showed both countries faced many similar challenges in nurturing VET teachers' competencies. For example, VET teaching work and conditions are marginalized, especially unsatisfactory wages and limited career growth opportunities. Weak institutional support for VET teacher qualifications and training was also common. While Tacconi et al.'s (2021) study contributed significantly to the literature on competency-based curricula, it did not explain how teachers adapt their teaching methods specifically to align with competency-based curriculums. Hence, the current research aimed to investigate how teachers in Tanzania adjust their instruction techniques to match competency-based curriculum needs at the secondary level. The goal was to understand practical classroom-level adaptations better which the past study could not provide insights into.

The study conducted by Najjuma (2024) examined teacher practices that impact the effective implementation of the Competence Curriculum in public secondary schools in Uganda's Hoima district. A cross-sectional survey design used qualitative and quantitative methods, targeting 138 respondents. Data was analyzed using descriptive statistics, correlation, and regression tests on variables via SPSS. Findings showed no significant relationship between using instructional materials and effective curriculum implementation. However, there was a significant link between learner-centered instruction approaches and effective competence-based implementation. Najjuma (2024) study contributes much valuable information for policymakers and

stakeholders on improving education quality. However, it only covered public schools. Therefore, the current research aims to investigate how all teachers in both public and private secondary schools in Morogoro Municipality, Tanzania adapt their teaching methods to align with competence-based curriculum requirements. This will provide a more comprehensive understanding of alignment across different school management types in the given context.

The study by Nsengimana et al. (2020) used qualitative data collected on implementing the science Competence-Based Curriculum (CBC) in Sub-Saharan African countries. The findings show that even though CBC was introduced in various nations to boost education quality, science curriculum was still delivered traditionally. So CBC was not properly addressing socio-economic demands as intended for individuals and countries. Nsengimana et al.'s (2020) study contributed meaningfully to education research by offering robust background information for other researchers. However, it only focused on the science competency curriculum. Therefore, this recent research aimed to examine how all teachers adjust teaching approaches across public and private secondary schools in Morogoro Municipality, Tanzania to align with the demands of the competency-based curriculum covering all subjects, not just science. This provides a broader perspective on competency alignment

The study by Zuva and Zuva (2020) on promoting sustainable lifelong learning through competency-based education at polytechnics in Zimbabwe helped shed light on transition challenges faced by secondary school teachers there. Using mixed surveys and focus groups, it explored how instructors adjusted practices to suit the competency framework. The research brought to the fore difficulties encountered in moving from didactic teaching to more engaging, skills-focused methods. The previous study offered valuable insights into the field of education. However, the context of Zimbabwe differs from Tanzania. Therefore, this present research aimed to investigate how teachers adapt their teaching approaches to align with competency-based curriculums implemented across public and private secondary schools within Morogoro municipality, Tanzania. The goal was to understand the local situation better while also adding to the overall body of knowledge around competency-based education implementation in varied secondary-level settings.

Moreover, the study by Cherotich (2023) analyzed the implementation of a Competency-Based Curriculum (CBC) in primary schools in Kenya's Bomet East region. The objective was to assess teacher preparedness and how it influences effective CBC adoption. An investigative survey research design entailing questionnaires for educators and interviews with head teachers was utilized. Participants included primary school teachers and curriculum support officers. Findings showed CBC significantly helped learners apply and generate knowledge instead of rote memorization. This research offers useful background data on education reforms. However, Cherotich's (2023) study centered around elementary instructors and highlighted CBC's benefits without detailing how the adaptation of teaching methods aligns with the competency framework. Therefore, this recent study aimed to examine teaching methodology changes adopted by secondary school teachers in Morogoro municipality, Tanzania to match CBC requirements. The goal was to plug the knowledge gap in existing literature regarding practical classroom-level adjustments.

Another study by Kikwei (2023) examined how selected teacher characteristics influence competency curriculum (CBC) implementation in primary schools in Kenya's Molo sub-county. A mixed methods convergent research design was used, incorporating qualitative phenomenology and quantitative cross-sectional surveys. Stratified, simple random, and purposive sampling were applied to select participants. Data collection involved questionnaires, interviews, and observation checklists targeting head teachers, teachers, and schools. Findings emphasized interlinked roles of teacher qualifications, professional skills, and CBC pedagogy for successful curriculum adoption. While providing valuable insights, Kikwei's (2023) research focused solely on primary-level educators. Therefore, this present study aims to investigate how teachers adapt instruction methods to align with competency-based curriculums deployed in secondary schools within Morogoro municipality, Tanzania. The goal is to understand issues regarding CBC alignment at the secondary education phase, which the previous study did not touch upon.

The study conducted in Mtama District, Tanzania by Issa et al. (2024) evaluated challenges and opportunities regarding CBC implementation for English language education in secondary schools. A mixed methods approach combining random and purposive sampling was utilized. The research focused on English teachers

and students using a complementary design integrating qualitative interviews and quantitative Likert scale questionnaires. The study recognized major hurdles faced by English teachers, notably external pressures from political and educational authorities leading to rushed syllabus coverage. Scarce resources also hampered curriculum delivery and effectiveness. While Issa et al. (2024) significantly contributed to understanding impediments experienced during CBC adoption; it did not clarify how teachers adapt teaching methods to align with CBC requirements. Hence, the recent study aimed to investigate how teachers in Morogoro municipality, Tanzania modify instruction techniques to meet the competence-based curriculum standards in secondary schools. This will provide insight into practical classroom-level adaptations

The study by Mokoro (2020) examined teacher perceptions regarding their readiness for implementing the competency-based curriculum among secondary schools in Tanzania's Arumeru district. Using a convergent parallel mixed design, the objective was to determine the extent CBC implementation was supported by laboratory facilities in public schools. Stratified random and purposive sampling techniques were applied to select participants. Findings showed only 34% of teachers received CBC training while 66% did not. It was concluded lack of teacher preparation rendered the CBC application ineffective. However, the situation in Arumeru may differ from Morogoro Municipality. Therefore, this study aims to investigate how secondary school teachers in Morogoro municipality, Tanzania adapt their teaching approaches to align with the requirements of the competence-based curriculum. The goal is to understand the local context better while providing data specific to CBC teaching methodology adaptations instead of broader implementation factors like training and facilities.

VII. RESEARCH METHODOLOGY

This research deployed a pragmatic philosophy and convergent mixed design to gather quantitative and qualitative data. The study setting was Morogoro Municipality, Tanzania, and the population comprised secondary school teachers there. A stratified random sampling technique was employed to draw the sample from this area. The reliability and validity of data collection tools were ensured. For qualitative instruments, peer debriefing and pilot testing established validity and reliability. Quantitative instrument validity was tested after piloting using SPSS statistical analysis. The obtained Cronbach's alpha value of 0.828 lay within an acceptable range. Quantitative data underwent Statistical Package for Social Sciences (SPSS) analysis. Thematic analysis was used for qualitative data. Participants' rights were respected by obtaining permission letters, informed consent, and maintaining anonymity and confidentiality throughout the research process. This ensured the collection of accurate and credible data to fulfill the study's aim of investigating how teachers in Morogoro adapt teaching methods as per competence-based curriculum standards.

VIII. FINDINGS AND DISCUSSION

This research aimed to explore the Alignment of Teaching Methods and Competence-based Curriculum Execution in Secondary Schools in Morogoro Municipal, Tanzania. The study employed questionnaires and interview guides to obtain information from teachers. To determine the extent to which teacher effectiveness of teaching methods in execution of Competence-Based Curriculum in Secondary Schools in Morogoro Municipality, Tanzania. Table 1 summarizes Teachers' responses on ways teachers adapt their teaching methods to align with the requirements of a competence-based curriculum.

Teachers' response on ways teachers adapt their teaching methods to align with the requirements of a competence-based curriculum

Table 1: Teacher's Responses on Ways Teachers Adapt Their Teaching Methods to Align with Competence-Based Curriculum (n=43)

SN	STATEMENT	SD F(%)	D F(%)	U F(%)	A F(%)	SA F(%)	MEAN	SDV
1	Teachers continuously update their knowledge and skills related to the subject matter and pedagogical approaches	1 (2.3)	4 (9.1)	-	19 (43.2)	20 (45.5)	4.20	1.00
2	Teachers rarely involve students in setting learning goals/ plans for their learning	3 (6.8)	7 (15.9)	-	19 (43.2)	15 (34.1)	3.82	1.26

	processes							
3	Teachers often neglect the importance of providing clear and concise feedback to students on their progress	16 (36.4)	8 (18.2)	2 (4.5)	14 (31.8)	4 (9.1)	2.59	1.48
4	Teachers are flexible in their lessons and sequencing of instruction to accommodate students' individual needs	2 (4.5)	4 (9.1)	-	23 (52.3)	15 (34.1)	4.02	1.07
5	Teachers sometimes collaborate to design interdisciplinary projects and problem-solving activities	2 (4.5)	2 (4.5)	4 (9.1)	22 (50)	14 (31.8)	4.00	1.01
6	Teachers rarely make use of technology and multimedia resources to enhance instruction and facilitate student learning	6 (13.6)	2 (4.5)	3 (6.8)	23 (52.3)	10 (22.7)	3.66	1.27
7	Teachers in a few instances adapt their teaching methods to provide more opportunities for students to demonstrate mastery of skills and knowledge	1 (2.3)	6 (13.6)	1 (2.3)	25 (56.8)	11 (25)	3.89	1.02
8	Teachers use a variety of assessment methods, including self-assessment, peer assessment, and performance tasks, to evaluate students' mastery of knowledge and skills	3 (6.8)	1 (2.3)	2 (4.5)	23 (52.3)	15 (34.1)	4.05	1.06
9	Teachers often adjust their lesson plans to allow for more project-based learning and real-world applications	4 (9.1)	1 (2.3)	1 (2.3)	25 (56.8)	13 (29.5)	3.95	1.12
10	Teachers frequently modify their instructional strategies to accommodate the student-centered approach	2 (4.5)	4 (9.1)	2 (4.5)	20 (45.5)	16 (36.4)	4.00	1.10

Key: SA=Strong Agree, A= Agree, Un= Undecided, D= Disagree, SD = Strong Disagree,

Source: Field Data (2024)

Data in Table 1 show that most of the teachers agree and strongly agree with a high score mean of 4.20 that teachers continuously update their knowledge and skills related to the subject matter and pedagogical approaches. This shows that teachers frequently update their skills and knowledge relating to subject matter and pedagogical approaches. This could be a result of teachers being given opportunities for workshops and seminars relating to competency-based curriculum. The finding aligned with Kikwei,(2023) which emphasized the importance of enough training for the teachers to align with the needs of a competence-based curriculum. Also, the finding aligned with Self-Determination Theory (SDT) which focuses on human motivation and personality. However, this finding is against qualitative findings obtained from structured interviews. The information given by, T2, during a face-to-face interview said that: "Few teachers get chances to attend seminars to update their knowledge and skills related to the subject matter and pedagogical approaches" (T2, Personal Communication,15th May 2024). This information displays that teachers do not continuously update their knowledge and skills in both subject matter and teaching methodologies to implement the competence-based curriculum effectively.

Figures from Table 1 show that most teachers agree and strongly agree with the high mean score of 3.82 and 79.1% of those teachers rarely involve students in setting learning goals/ plans for their learning processes. This shows that teachers rarely involve students in setting learning goals/ plans for their learning processes, This may be caused by a lack of significant awareness of teachers seeing the importance of involving students in setting learning plans. The setting of a learning plan according to most teachers seen to be the duty of the teacher totally and students are to wait for what the teacher is going to give them, that perception is not

correct, students need to be involved in setting learning goals and plans because they need to know the importance of learning a subject matter before they got involved in the learning process. The discovery is in line with a study conducted by Isa et al, (2024) who emphasized that teachers encountered difficulties in transitioning from traditional didactic teaching methods to more interactive ones. In an interactive teaching method teacher involves students in every issue and the role of the teacher is to be a facilitator, So the students should not only be involved in the learning process but also set learning goals or plans to promote motivation students, Once students involved in the setting of learning goals/plans they develop a sense of owning the knowledge of the subject and like it. Also, when students are involved in setting learning goals/plans they become free to choose the learning techniques which is familiar and will enable them to understand the lesson easily. Additionally, the finding is supported by Self-Determination Theory (SDT) which accentuates on importance of autonomy. Students are free to decide all matters concerning their learning. The finding is in line with the information given by T5 during a personal interview who emphasized that “Teachers do not tend to involve students in setting learning plans and goals” (T5 Personal communication 16th May 2024). This means that Teachers do not tend to involve students in setting learning plans and goals. This may be because teachers do not have an awareness of the significance of involving students in setting learning goals and plans. Making students a part of setting learning goals and plans is very crucial since it promotes motivation in the learning process and also brings a sense of ownership of knowledge to students.

Furthermore, Figures from Table 1 illustrate that most teachers disagree and strongly disagree with the mean score of 2.59 equal to 54.6% Teachers often neglect the importance of providing clear and concise feedback to students on their progress. This shows that teachers provide clear and concise feedback to the students on their progress. The finding is aligned with the study by (Zuva, & Zuva,2020). The study by Zuva, & Zuva.,(2020) highlighted the need for continuous assessment and feedback mechanisms to monitor students’ progress effectively and supported by Self-Determination Theory (SDT) which emphasizes the importance of relatedness in driving human behavior. Also, the finding is in line with the information given by T6 during a personal interview who said that” teachers give feedback to their students in the form of results after each examination, quiz and assignment” (T6 Personal communication 21st May 2024). Teachers give continuous feedback to their students by considering how students answer questions from quizzes, tests, and assignments. This is the traditional way of teaching which focuses much on standardized tests and examinations. Currently, “traditional assessment/ testing, is challenged by alternative assessment approach which focuses on performance and portfolio [Mekonen, & Fitiavana.,2021].

Data from Table 1 point up that most teachers agree and strongly agree with the high mean score of 4.02 equal to 87.4% that teachers are flexible in their lessons and sequencing of instruction to accommodate students’ individual needs. This means that teachers are flexible in their lessons and sequencing of instruction to accommodate students’ individual needs. The finding is in line with those (Tarmo, & Kimaro,2021) who emphasized teachers to integrate more collaborative learning opportunities into their classrooms to foster teamwork and communication skills also the finding is supported by Self-Determination Theory (SDT) which insists on autonomy, By allowing students to some degree of choice and control over their learning process, teachers empower them to take ownership of their education, but the finding is against the finding from T7 during a personal interview who said that “ teachers are not flexible in the learning process they focus much on lecturing and give students notes to write“(T7 Personal communication 21st May 2024). This means that teachers do not adapt their teaching methods to accommodate different learning styles or to make the process more engaging and interactive for students. The focus is primarily on the teacher delivering information through lectures, rather than facilitating active learning, discussions, or hands-on activities, and, Instead of encouraging critical thinking and deeper engagement, the teachers seem to be emphasizing rote note-taking by students.

Moreover, statistics from Table 1 point up that most teachers agree and strongly agree with the high mean score of 4.00 equal to 81.8% that teachers sometimes collaborate to design interdisciplinary projects and problem-solving activities. The finding is in line with (Chang et al 2022). Found that collaboration among teachers within schools is essential for sharing best practices and collectively addressing challenges related to implementing a competence-based curriculum also it is supported by Self-Determination Theory (SDT) which

emphasizes on sense of relatedness by creating a supportive learning environment where different perspectives are valued. When teachers from different disciplines come together to plan projects, they can model cooperation and teamwork, which can help students develop positive relationships with both their peers and teachers. The finding is against the information given by T8 during a personal interview who said that “Teachers in secondary schools rarely collaborate to make the project and teachers fail to differentiate the project from field study “(T8 Personal communication 21th May 2024). This means that teachers in secondary schools do not often work together collaboratively to design or develop projects for their students. Collaboration among teachers is important for creating engaging, well-rounded project-based learning experiences also teachers fail to recognize the distinct purposes of project and field study. They used to treat projects and field studies interchangeably, when in fact they serve different educational goals and require different planning and implementation.

Furthermore, figures from Table 1 point up that most teachers agree and strongly agree with the high mean score of 3.66 equal to 81.8% that teachers rarely make use of technology and multimedia resources to enhance instruction and facilitate student learning. This means that teachers rarely make use of technology and multimedia resources to enhance instruction and facilitate student learning, teachers do not frequently incorporate technology into their teaching practices, relying more on traditional, non-digital instructional methods and materials, also teachers do not often leverage multimedia resources (e.g., videos, simulations, presentations) to enhance their instruction. The finding is in line with (Tuma, F.2021) who found that a small number of teachers integrate technology in their teaching methods. Also, the finding is supported by Self-Determination Theory (SDT) which verifies that Utilizing technology and multimedia resources can contribute significantly to the development of students’ competence. When teachers incorporate digital tools effectively into their instruction, they can create engaging learning experiences that promote skill development and mastery. The finding is in line with the information given by T1 during a personal interview who said that” teachers are not aware of the uses of computers in the learning process” (T1 Personal Communication 15th May 2024). Teachers do not integrate technologies into the learning process this could be due to a shortage of infrastructure like computer rooms in schools and other technology facilities like computers and projectors and also the presence of many teachers who lack knowledge on how to use computers in the learning process.

Data from Table 1 point up that most teachers agree and strongly agree with the high mean score of 3.89 equal to 81.8% that teacher in a few instances adapt their teaching methods to provide more opportunities for students to demonstrate mastery of skills and knowledge. This means that teachers do not adapt their teaching methods to provide more opportunities for students to demonstrate mastery of skills and knowledge. The finding is in line with the study of (Nsengimana et al 2020) which revealed that teachers still stick to traditional teaching methods that do not emphasize on demonstration of skills also the finding is supported by Self-Determination Theory (SDT) which insists on autonomy Support, According to SDT, autonomy support is crucial for fostering intrinsic motivation in students. Teachers who adapt their teaching methods to provide more opportunities for students to demonstrate mastery are likely to enhance students’ sense of autonomy. By allowing students more control over how they learn and demonstrate their understanding, teachers can promote a greater sense of ownership and engagement in the learning process. The finding is in line with the information given by T0 during a personal interview who insisted that” teachers do not give chances to students to demonstrate their mastery skills in the learning process” (T0 Personal communication 21th May 2024). This means that teachers do not give students time to show the skills and knowledge that they have gained from the learning process, this limits the academic development of the students. Teachers should give students enough time to demonstrate their skills and knowledge in a real environment. Giving students time to demonstrate skills and knowledge makes students understand more the concepts, make students more confident in acquiring knowledge, and makes students experience the skills and knowledge in a real-life situation.

Figures from Table 1 show that most teachers agree and strongly agree with the high mean score of 4.05 equal to 86.4% that teachers use a variety of assessment methods, including self-assessment, peer assessment, and performance tasks, to evaluate students’ mastery of knowledge and skills. This means that teachers use a variety of assessment methods. The finding is in line with Misbah et al., (2020) who revealed that teachers are

incorporating more student-centered approaches, such as group work, project-based learning, and problem-solving activities in implementing a competency-based curriculum. Also, the information is supported by Self-Determination Theory (SDT) which insists on competence, when students are incorporated with projects, group work, and problem-solving activities they become more competent in their fields. The finding is against the finding from T7 during a personal interview who said that “teachers are not flexible in the learning process they focus much on lecturing and give students notes to write“(T7 Personal communication 21st May 2024)”. This means that teachers do not adapt their teaching methods to accommodate different learning styles or to make the process more engaging and interactive for students. The focus is primarily on the teacher delivering information through lectures, rather than facilitating active learning, discussions, or hands-on activities, and, Instead of encouraging critical thinking and deeper engagement, the teachers seem to be emphasizing rote note-taking by students.

Findings from Table 1 show that most teachers agree and strongly agree with the high mean score of 3.95 equal to 86.3% that teachers often adjust their lesson plans to allow for more project-based learning and real-world applications also Information from Table 1 shows that most teachers agree and strongly agree with the high mean score of 4.00 equal to 81.9% that teachers frequently modify their instructional strategies to accommodate the student-centered approach. This means that teachers often adjust their lessons to meet individual needs. The findings line with Misbah et al., (2020) emphasize teachers integrate more collaborative learning opportunities into their classrooms also the finding is supported by Self-Determination Theory (SDT) which emphasizes the development of competence and human personality but the finding is against the finding from T7 during a personal interview who said that “ teachers are not flexible in the learning process they focus much on lecturing and give students notes to write“(T7 Personal communication 16th May 2024). This means that teachers do not adapt their teaching methods to accommodate different learning styles or to make the process more engaging and interactive for students. The focus is primarily on the teacher delivering information through lectures, rather than facilitating active learning, discussions, or hands-on activities, and, instead of encouraging critical thinking and deeper engagement, the teachers seem to be emphasizing rote note-taking by students

The study implemented the linear regression technique to test the null hypothesis; Ho: that state that Teachers do not adapt their teaching methods to align with the requirements of the competence-based curriculum in secondary school. The decision rule was determined if the P-Value (Sig) is less than the significance level of 0.05 then permitted to reject the Null hypothesis. Moreover, if the P-value (Sig) is greater than the significance level of 0.05; fails to reject the Null hypothesis.

Table 2: Linear Regression

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.129	1	.129	.658 ^b .
	Residual	.978	2	.489	
	Total	1.108	3		

Source: Field Data (2024)

The p-value from Table 2 obtained using linear regression was 0.658. The significance level used was 0.05 with a two-tailed test. Since the p-value is greater than the significance level of 0.05, we cannot reject the null hypothesis. The null hypothesis stated that there is no significant difference in teaching methods among teachers based on competence-based curriculum requirements in secondary schools. Therefore; the data suggests that teachers do not change or adapt their teaching styles differently to match the needs of a competency-based curriculum. This result agrees with another research by Mokoro in 2020. Both studies found that teaching practices are not aligned well with curriculum needs. As Mokoro reported, ineffective implementation of the competency-based curriculum may partly be due to inadequate training of teachers in related instructional strategies. Simple words and short sentences were used to communicate the ideas in a clear yet professional manner. Care was taken to avoid grammatical errors or technical language. The word count is close to the original. Let me know if you need any clarification or have additional feedback.

IX. SUMMARY OF FINDINGS

The findings reveal some challenges that impact the effective implementation of the competence-based curriculum. Here are the key points. Continuous professional development of subject knowledge and teaching skills seems lacking. Without staying updated, teachers may not be equipping students well for the future. With little involvement in goal-setting and learning planning, students have limited ownership over their education. Greater student voice could boost engagement and outcomes. Timely, clear feedback is critical for progress, but appears deficiencies exist. Feedback helps students focus efforts appropriately. Inflexible lesson delivery and sequencing may not accommodate diverse learning needs. A one-size-fits-all approach may leave some behind. Underutilization of relevant technology and resources could hinder bringing the curriculum to life in interactive ways. Assessment of skills and knowledge may not fully reflect curriculum goals if teaching methods remain traditional.

X. CONCLUSION

From the findings, the study concluded that implementing the competence-based curriculum in Morogoro secondary schools faces a big hurdle. Teachers continue using traditional teaching styles instead of methods aligned with the curriculum's goals. The current practices seem focused on the teachers, with little flexibility or customization for individual students. Modern educational technologies and resources also appear underutilized. Students need varied pathways as everyone does not learn the same. A lack of alignment between how classes are run and what the new standards aim to achieve could hinder curriculum effectiveness. This situation calls for supporting teachers to evolve their instructional strategies. They may benefit from training on interactive, engaging curriculum delivery approaches.

XI. RECOMMENDATION

This study recommended the Ministry of Education, Science and Technology (MOEST) and Tanzania Institute of Education (TIE) to encourage teachers to continuously improve their subject knowledge, teaching skills, and awareness of best practices. Regular training and workshops can help teachers strengthen their abilities and stay updated in their fields. Involve students in setting learning goals and owning their education. Teachers should give students a voice and choices in lessons where possible. Guide teachers to provide clear and timely feedback to students.

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