



COMPETENCY-BASED CURRICULUM IN THE TEACHERS COLLEGES: THE CHALLENGES

Upendo Nomboⁱ

The Open University of Tanzania,
Dar es Salaam, Tanzania

Abstract:

Competence Based Curriculum (CBC) was introduced in schools to cater for the demand of employers to have skilled and competent employees who could compete in the world market. The implementation of CBC in schools is facing many challenges; some of them originate from teachers colleges where the preparation of teachers is done to take the roles. The purpose of this study was to examine the challenges teachers colleges face in teaching with CBA. The study employed quantitative and qualitative approaches. Specifically, the study aimed to answer the following questions: what are the challenges of teaching and learning with CBC in teachers colleges? and, what challenges do tutors face in integrating competence based approaches (CBA) in teachers colleges? The findings showed a significant effort from governmental, institutional, and individual initiatives towards competence based curriculum implementation. However, there are various challenges facing teachers colleges and tutors in teaching and integrating CBC knowledge and skills in the training. The identified challenges include: poor government support, shortage of teaching and learning materials, poor infrastructures, shortage of training opportunities for professional development and lack of follow up activities from curriculum planners. The author's recommendation is given out for further action to the government, training institutions and education stakeholders to work together for implementing CBC to teachers. As well researchers should work on the suggested area. The study concludes that teachers are not well prepared in colleges for effective CBC implementation in schools due to the aforesaid challenges.

Keywords: competence-based curriculum, competence-based approaches, training colleges, tutors, student teachers

1. Introduction

Initial teacher education and training, also known as pre-service teacher education takes place largely in tertiary institutions in many countries. In the Tanzania context, teachers' training is classified into three groups namely; certificate teachers training offered at

ⁱCorrespondance: email upendo.nombo@out.ac.tz

teachers' colleges for preparing teachers to teach at pre-primary and primary levels. Diploma teachers training is offered at teachers' colleges and universities for teachers to teach at primary level and ordinary level secondary education, and degree teacher training offered at university colleges and universities for teachers to teach at ordinary schools, advanced secondary schools as well as tutors for the teacher's colleges. All these aims to prepare a person for a teaching career.

Competence Based Curriculum (CBC) is the model of teaching and learning from the traditional syllabus or content-oriented to outcome-based (Hatmanto & Tasriyah, 2011). This approach is rooted in the philosophy of education and the need for practical education. A competence-based curriculum capitalizes on competence-based learning which focuses on understanding the concepts, skills and competencies which in turn calls for change in teaching and learning and assessment approaches (Posner, 1995). Competence based curriculum is an instructional objective that has shifted from teacher-centered focusing on students' needs and application of learned knowledge in their day-to-day life. It is the integration of competency and life skills in the curriculum. The curriculum focuses on the competences of graduands rather than knowledge. The emphasis on CBC is made in interactivity and democratization where teachers should not see learners as mere empty vessels, construction and reconstruction of knowledge, diversification of learning activities, a material-based curriculum that should not limit to the syllabus, and assessment methods that aim in developing competencies.

Competence-Based Education expanded throughout the last 100 years, appearing in various forms until the term and concept became a reality in the 1960s starting in United States in America. CBC ought to take the challenge of preparing students for the world of work as well as society by helping them achieve *competence* through developing prescribed *competencies*. In Africa, CBC was adopted to meet the demands of competent personnel who are prepared to apply the skills in solving world problems and compete in the global market. Therefore, Competence-Based Education (CBE) was sought to be desirable for aligning education together with the social and economic demands of the society.

Tanzania through the Tanzania Institute of Education (TIE) revised the secondary school curricula with the aim of equipping the school graduates with sufficient knowledge and skills for them to survive academically and socially in the modern world (Kita & Tilya, 2010). The revision involved the Paradigm shift from a content-based curriculum to a competency-based curriculum. The content-based curriculum has been criticized for equipping students with knowledge and skills that neither tally with the demands of the world market nor enable its recipients to overcome the complex social and economic challenges of the 21st century's world (Paulo, 2014).

The introduction of the competence-based curriculum in secondary schools in Tanzania imposed new demands on teachers. This necessitates teacher education institutions to revise their curricula to respond to the demands of the new curriculum imposed on the graduates of the teacher education programs (Paulo, 2014). However, since CBC was introduced in secondary schools' teacher training still faces challenges in preparing skilled and competent teachers for implementing CBC in schools. For example

(UNESCO, 2014) highlights that; the quality of initial teacher education programs has been a challenge facing many countries, particularly the training programs for primary school teachers. The criticism is with regards to the qualifications of new entrants, duration of the programs, qualification of tutors, and the quality of the curriculum (UNESCO, 2014). The existing challenges are the barriers to preparing teachers with knowledge and skills for effective implementation of CBC in schools. From this outset, this study aims to examine the challenges facing competence-based curriculum in the teachers colleges specifically, aim to address the following specific objectives.

1.2 Specific Objectives

- 1) To identify the challenges of teaching and learning with CBC in teachers colleges
- 2) To identify challenges facing tutors in integrating competency-based approaches in the implementation of CBC in teachers' colleges.

2. Empirical Literature Review

This section discusses about the available research regarding the challenges of teaching and learning with competence-based curriculum in teachers colleges and the challenge of integrating competence-based approaches in teachers' colleges. Different researchers point out the ineffectiveness of teachers' training programs. Devi (2016) shows that, the evaluation system followed in teacher education programs is too information-oriented, excessively quantitative, and lacks comprehensiveness. Apart from conceptual and pedagogical aspects, the program needs to develop certain attitudes, dispositions, habits, and interests in a teacher. This observation provides distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

Also, Kazu and Demiralp (2016) state that, the extent to which these teachers' training programs are efficient in up-skilling life-long learning competence is unclear. Teacher training programs are insufficient to up-skill life-long learning competence to improve pre-service teachers' self-improvement. The reviewed literature shows that despite changes in teachers training programs teachers' qualification is still poor. For instance, Solak (2016) claims that teachers training programs have been exposed to changes through time; however, it is still argued that teachers' qualifications are not at the desired level. The situation is similarly prevailing in Tanzania where the study done by Komba and Mwandanji (2015) observed that the link is missing between the way the teachers were being prepared in teachers' training institutions and the actual pedagogical implementation in schools.

The ineffective training to teacher trainees as stated by different scholars mentioned above is a result of many factors like low ability of tutors, low readiness of trainees, inconvenient learning environment, and failure of programs or courses to meet the training needs (Mikidadi, 2013). Likewise, Srivastava (2019) in his study identified institutional readiness, training trainers, curriculum handling, outcome evaluation, and various policies to be challenging towards CBC implementation in teachers colleges. Mohamed (2016) also mentioned other challenges facing TTP as ineffective supervision

of program like monitoring of tutors' attendance, lack of enough teaching and learning resources compared to several trainees in the college and the contents to be covered, library facilities, computer and internet facilities, reference books and other supplementary materials.

Also, researchers have tried to point out the challenges of integrating Competence Based Approaches (CBA) in the colleges. For instance, a study done by Serbati (2015) highlights that the implementation of CBA is complex, due to a high number of variables to be considered both at the course and individual level. Integrating competence-based approaches has been perceived to be a challenge in teachers' colleges. One of the obstacles reported is the selection of instructional material for a particular teaching activity (Olawale, 2013). This is similar to what Amunga et al., (2020) pointed out that *"the availability of the other learning and teaching resources which was lacking in quite a number of schools the implementation of the competence-based curriculum challenge has made teachers and learners go overdrive and be creative and innovative enough to improvise resources using the locally available materials"* (Kahenda & Kiplagat, 2019 & Chu., Nnam, & Fsizefu, 2020). From the literature, we found out that efficient integration of a variety of resources in a teaching-learning process produces appropriate and desired to learn experiences, which in turn results in effective and meaningful learning within the CBC. In line with this view, Igwe (2015) hold that curriculum materials are indispensable in the teaching-learning process but unfortunately, he regrets the lack of instructional materials in most Nigeria secondary schools and as a result teacher use the talk and chalk method.

Poor infrastructure in teacher colleges also is a barrier as far as integrating CBC in teaching and learning is concerned. Some CBC activities require assistive technology devices like using computers but due to the shortage of these devices teachers colleges fail to incorporate the knowledge learned in assisting the trainees. Lack of information and communication technology (ICT) skills among the teachers is one of the challenges facing learning and teaching within the competency-based curriculum (Ondimu, 2018). Due to the important role which ICT has in this digital era, the absence of it makes the implementation of CBC difficult in schools and colleges.

3. Materials and Methods

This study employed a mixed-methods research approach that allowed the researchers to collect analyze and interpret both quantitative and qualitative data sets in a single study. The researcher mainly used a qualitative approach as demanded by the nature of the research. A classroom observation, interviews and open-ended questions from questionnaires were employed. Additionally, the study employed a quantitative paradigm to get statistical information whereby tables were used to present statistical data obtained from closed-ended questionnaires. The explorations of the findings were guided by a survey research design.

The study focused on teacher colleges in Tanzania, particularly in the Rukwa region. The study population involved two (2) college principals, two (2) school inspectors, thirty (30) tutors, and, thirty (30) second year pre-service teachers from both

government and private-owned institutions. The population comprised females and males of different ages and education levels. The researcher opted for the mentioned informants because they were rich in information regarding the implementation, challenges and, an opinion for further improvement of the programs as far as CBC is concerned.

The total sample size of this study was 64 who were selected using a purposive and convenient sampling technique. Purposive sampling was employed to the college principals and school inspectors. These were involved to get key information about teachers' training and how the curriculum is implemented in the colleges and in Sumbawanga Municipality in particular. In order to get a sample from tutors and student teachers, a convenience sampling technique was used. This involved choosing tutors who were available and accessible at the time to serve the purpose because the colleges had few tutors and excluding some of them would lead to missing some important information. Their availability and readiness to participate in the study determined their participation. Their involvement facilitated the researcher to explore their knowledge on CBC and the challenges pertaining to the use of CBC approaches.

The methods of data collection included questionnaires which were administered to gather information from the tutors. Face to face interviews were used to collect data from two college principals and school inspectors using the interview guide. As well, a focus group interview was administered to the second-year student teachers. Additionally, the participant's observation method was employed by two college tutors from each college.

Quantitative data were descriptively analyzed using the statistical package for social sciences (SPSS) and qualitative data were analyzed through content analysis. The validity and reliability of data were observed using data triangulation, reliable sample size as well as piloting the questionnaires. The researcher also observed the ethical consideration by ensuring anonymity, sought of approval, and sharing information about the study objective with the respondents.

4. Results and Discussion

4.1 Results

The study came out with the following results; firstly, Males were the most attracted and motivated to teach in the colleges than females. From the findings (81.25%; n=26) of tutors involved were males and, (18.75%; n=6) were females. This entails that the issue of gender balance in staffing teachers colleges in this particular area was not evenly distributed. However, this might be originated from the social-cultural perspectives prevailing in society about gender. In terms of age, the study noted that most of the tutor's age ranged 25-45. This implies that tutors are recruited at a required age of joining public service, which according to Public Service Management and Employment Policy (PSMEP) of 1999 starts from a minimum of eighteen (18) years.

Secondly, tutors perceived the shortage of competence-based textbooks and other teaching and learning materials as the main challenge facing the teaching and learning

process in teachers' colleges. In terms of percentage, there was 56.3%(n=18) of respondents who strongly agreed or agreed that the shortage of competence-based textbooks and other teaching and learning materials in the college were the main challenges towards the implementation of CBC in the colleges. Then 40.6% (n=13) of the respondents opted for neutral while 3.1% (n=1) strongly disagreed. The observation data supported these findings because the colleges visited had small library rooms with few books to support the tutors and students' learning. As well, the focus group discussion done with student teachers revealed that there was a shortage of Competence Based books in the colleges the available ones had missed the components of CBC.

In addition, when tutors were asked to comment on the poor student participation in the learning process, 59.4% (n=19) of the respondents opted for neutral, while 21.9% (n=7) strongly agreed or agreed and 18.8% (n=6) strongly disagreed or disagreed that poor student participation in the learning process was not a challenge in teaching and learning with CBA in the colleges.

Tutors were not sure whether poor classroom management, inadequate knowledge on how to use interactive teaching approaches, the difference between national examination content and CBC requirements, and inadequate time to use CBA in the classroom in teachers' training programs were challenges to teaching through CBA. This was indicated by the distribution of results from strongly agreed to strongly disagree. For example, 43.8% (n=14) respondents strongly agreed or agreed that poor classroom management within and outside the college was a barrier to tutors' use of CBA in the classroom while 34.4% (n=11) strongly disagreed or disagreed and 21.9% (n=7) selected the neutral position. Also, 37.6% (n=12) strongly agreed or agreed that inadequate knowledge on how to use interactive teaching approaches was the challenge in teachers' programs, 34.4% (n=11) strongly disagreed or disagreed and 28.1% (n=9) opted for the neutral position.

On the other side, 37.5% (n=12) of respondents strongly agreed or agreed that the difference between National examination content and CBC requirements were among the challenges, 40.6% (n=13) strongly disagreed or disagreed while 21.9% (n=7) were neutral. Lastly, 28.2% (n=9) of the respondents strongly agreed or agreed that inadequate time to use CBA in the classroom was a challenge in teaching with CBA in the colleges, while 40.6% (n=13) strongly disagreed or disagreed and 31.3% (n=10) were neutral. The findings pointed out that there was no consensus on the perception of these particular challenges in the colleges among tutors.

This descriptive analysis of the quantitative data was supported by the qualitative data obtained from an interview conducted with the college Principals as follows: firstly, the college Principals identified the shortage of funds for buying teaching and learning materials as one of the challenges teachers colleges faced in teaching and learning with CBA in the classroom. The use of CBA in teaching and learning required the availability of different resources, the shortage of funds in teachers' colleges was a challenge because tutors failed to employ CBA in teaching and learning due to a lack of appropriate resources like textbooks for both tutors and student teachers. One of the Principals outlined as follows;

“The government does not regularly provide financial support to colleges; this leads to failure for the colleges to provide all necessary teaching and learning materials to tutors and students.” (Principal 2)

The Principal from college "B" also pointed out that, poor infrastructures in teachers colleges was another challenge towards the use of CBA. The infrastructures in teachers' colleges did not support teaching and learning with CBA in the classroom. There were few classes with congested students, libraries were small to support student self-learning and the shortage of computer facilities like internet connectivity hindered the use of CBA approaches in teaching and learning. This was cemented by another principal who said that:

“The use of CBA goes hand in hand with teaching and learning with ICT, having 25 computers for a college with more than 500 student teachers is a challenge towards the process of teaching and learning with CBA.” (Principal 1)

This problem was also identified by student teachers during the focus group discussion conducted with them. The student-teachers said that the available infrastructure in the college does not support them to acquire and practice the knowledge and skills of CBA. For instance, the numbers of computers in the colleges were very few and were not connected to the internet, this discouraged student self-learning. For example, college "A" had only 25 computers with no internet connection, and college "B" had only 24 while 7 computers had an internet connection. The library room was small with inadequate books for both subjects. The buildings in the college were few, thus resulting in overcrowded classes where the application of CBA was a challenge.

Poor knowledge and skills on the use of CBA among tutors also was another challenge pointed out by college Principals and student teachers during the interview and focus group discussion respectively. The knowledge on the use of CBA seems to be not well known to both tutors in the college, most of the tutors still use content-based approaches. This might be due to lack of capacity building to tutors, lack of motivation, or the altitudes that tutors had towards CBC:

“There are tutors who possess the knowledge and skills of CBA but due to certain altitude they deny using it during the teaching process.” (Principal 2)

Apart from the challenge they faced in teaching and learning with CBA, tutors were asked to indicate challenges they faced on the integration of CB knowledge in the implementation of the CBC approach. A Likert scale type question was given, where tutors were supposed to select from strongly agree to strongly disagree on the challenges of CBC implementation in their colleges, especially in the classrooms.

From the data above tutors perceived the insufficient training duration and inadequate training offered to tutors to be among the difficulties tutors faced in integrating CBC knowledge in the implementation of CBC in teachers training. In terms

of percentage, there were 50% (n =16) respondents who strongly agreed or agreed that the duration of the training was insufficient for tutors to acquire the knowledge and skills of CBA while 40.7% (n=13) of the respondents strongly disagreed or disagreed and few 9.4% (n=3) were neutral.

In addition, when tutors were asked about inadequate training offered to tutors for CBC implementation, 56.3% (n=18) respondents strongly agreed or agreed the training offered was inadequate while 21.9% (n=7) respondents opted for neutral and 21.9% (n=7) respondents strongly disagreed or agreed that inadequate training offered to tutors was another difficulty tutors faced in implementing CBC in their teaching.

Tutors did not perceive administrative support to be an obstacle in implementing CBC in the colleges. The majority of respondents, 87.6% (n=28) strongly disagreed or disagreed with the statement that principals were not supporting tutors to use the knowledge of CBC. While 9.3% (n=3) strongly agreed or agreed with the statement and 3.1% (n= 1) opted for the neutral position.

Moreover, tutors didn't agree that the inapplicability of knowledge gained in the training is difficult tutors faced in integrating the knowledge of CBA in implementing CBC curriculum in colleges. In terms of percentages, 75% (n=24) of respondents strongly disagreed or disagreed with the statement while 12.5% (n=4) of respondents strongly agreed or agreed and 12.5% (n=4) opted for neutral.

Moreover, poor collaboration among tutors at the college and other colleges on how to integrate the knowledge of CBA in the classroom was not seen as a challenge to CBC implementation. The 53.2% (n=17) strongly disagreed or disagreed with the statement while 31.3% (n=10) strongly agreed or agreed and 15.6% (n=5) selected neutral position. This showed that tutors' collaboration within the college and other colleges was high as far as sharing of CB knowledge and skills for CBC implementation were concerned.

Furthermore, lack of time to participate in CB training to acquire the knowledge of CBA was not perceived as a difficult tutor faced in implementing CBC as 50% (n=16) strongly disagreed or disagreed with the statement while 21.9% (n=7) opted for strongly agree or agree and 28.1% (n=9) selected neutral position. This meant that tutors were ready to attend training programs for professional development when given a chance. This showed that tutors understood that CB training which was institutional or government-organized had some impact as far as CBC implementation was concerned.

Tutors were not sure whether lack of follow-up support after CB training and non-involvement of tutors in designing the teaching approaches were difficulties to CBC implementation in teachers training. This was indicated by the distribution of results from strongly agreed to strongly disagree. For example, 46.9% (n=15) respondents strongly agreed or agreed that lack of follow up support after the training to see how tutors employ CB knowledge in teaching was a barrier to CBC implementation while 37.5% (n=12) strongly disagreed or disagreed and 15.6% (n= 5) selected the neutral position.

In addition, when tutors were asked to indicate a number of times CBC experts visited them in their colleges to check on the implementation of CBC, results showed that

62.5%; (n=20) selected *not at all* while 18.8% (n=6) selected once a year and only 9.4% (n=3) respondents selected twice a year, 6.3%; (n=2) and 3.1%; (n=1) selected after one year and four times a year respectively. This strongly suggested that follow-up activities after CB training had been rarely conducted in teachers' colleges thus minimal evaluation of the practicability of CBC teaching strategies.

The few follow-up activities were indicated to be mainly assessing the application of CBC through inspecting lesson preparation materials such as the scheme of work and lesson plans, observing teaching processes in the classroom, and providing professional support and advice about the implementation of CBC.

In addition, 43.8% (n=14) of respondents strongly agreed or agreed that there was no involvement of tutors in designing the teaching methods for CBC; while 46.9% (n=15) strongly disagreed or disagreed; and 9.4% (n=3) were neutral. The findings revealed that there was no consensus among the tutors on the perception of these challenges in the colleges.

This descriptive analysis of the quantitative findings was supported by the open-end questions and interview which required tutors and principals to provide suggestions on what they thought should be done to make the use of teaching approaches. They suggested more effective training programs to tutors to help them to acquire the necessary skills for better implementation of CBC in colleges. Their general observations were as follows: The duration of the training should be increased as one of the suggestions given out by tutors. They suggested that when there is training prepared for tutors, the duration of the training should be sufficient for them to be well equipped with all necessary skills and knowledge of CBA. This would help them to use the approaches effectively in preparing student teachers to implement CBC after the program.

Another suggestion was that the training should be ongoing. Tutors suggested that for better implementation of CBC and better preparation of student teachers regular training was needed. This was because by then the training was offered once per year or after two years. If the training would be frequently offered tutors would be more updated about CBC and its approaches for better preparation of trainees to effectively implement it in schools.

“If there will be frequent seminars or workshops tutors will be able to cover issues critically and extensively for better preparation of student teachers.” (Interviewee xx)

Also, tutors pointed out that, good infrastructure was very important for the implementation of CBC in teachers training colleges for preparation of student teachers towards its implementation. The absence of inadequate infrastructures like library services, enough classroom buildings, enough computers connected to the internet hindered the use of various CBA in teaching and learning which were important elements towards CBC implementation in teachers' colleges and preparation of student teachers to implement it.

“The presence of adequate infrastructures is the hub in teaching and learning with CBA but this is the problem to many teachers colleges. (Interviewee xz)

Furthermore, they suggested that the government should provide the required teaching and learning materials in the colleges for tutors to prepare student teachers to effectively implement CBC. The shortage of important teaching and learning resources made teaching more theoretical because no ministry document guided a tutor on how to teach using CBA. Also, there were other materials like syllabuses student teachers needed to be seen before going to the field area but these important materials were not available in the colleges.

“Colleges lack important materials to guide a tutor and student teachers on the use CBA and the implementation of CBC after acquiring the training.” (Interviewee xy)

Lastly, the tutor's suggestion was the reformation of the program for student-teacher training. The use of CBA needed enough time for tutors to effectively implement them, the teacher training program was organized in a way that made tutors unable to meet the demands of the program due to overloaded contents that needed to be covered per program with limited time. Therefore, the government should think about making reform of the program to cater to the CBC needs.

4.2 Discussion

The findings showed that the shortage of Competency-Based textbooks and other teaching and learning materials, poor infrastructures, and poor financial support are challenges towards trainee's preparation towards CBC implementation in schools. These findings are similar to what Mohamed, (2016) suggested in his study; teaching and learning materials should reflect CBC requirements. Contrarily, the study found that teaching and learning resources used in training teachers in the colleges do not help tutors and trainees towards implementing CBC. This denies the requirement of CBC that wants the contents to be materialized. Supplementary materials provided in the colleges mislead tutors and students. Massive writers of these books differ in the way materials are written thus leading to confusion to users. These findings call attention to teacher education stakeholders to take measures and means of preparing resources that meet the needs of CBC.

Although, tutors seem to have knowledge and skills about CBA the findings reveal that some tutors ignored the use of the acquired approaches due to a lack of internal motivation. Also, the duration and inadequate training for tutors is pointed to be a challenge in integrating the CBA in teachers' colleges. The tutors need to have regular training for them to be professionally updated on the use of these approaches. Despite the tutor's readiness to attend the organized training, availability of collaboration and mentorship among tutors, and the support tutors receive from college administrators as revealed by the findings yet the government needs to provide financial support for these colleges to be able to organize various professional training programs and ensure that the

competence-based experts should provide feedback by visiting the colleges to see how the implementation is done. From the findings it was observed that the CBC experts do not visit the colleges at all, therefore tutors feel like they are isolated while cooperation among the curriculum stakeholders is vital in the process of implementing the CBC. This is supported by Mwanza (2017) who argued that, curriculum developers should familiarize themselves with the issues faced by the end-users of the curriculum so that they can create relevant solutions as they revise the curriculum.

This implies the need for countries to adopt competency-based framework which will be used to judge the effectiveness of those who have completed their initial training and which can be used to induct teachers into the profession and ensure ongoing practices as suggested by various scholars. For instance, Serbati (2015), highlighted that, to create programs oriented for the development of competencies, national standards of education, university framework and regulations as well as national professional standards have to be considered as a product of institutional, social, cultural, and economic stakeholders. Again, Makanju (2016) cemented that more systematic ways to evaluate and judge the effectiveness of teacher training must also be found. The use of recall tests, grading of lecture notes written up on the chalkboard, and the numerical grading of teaching practice are not fit for purpose in assessing the pedagogical competence of trainee teachers.

5. Recommendations

For the improvement and better implementation of CBC the following recommendations are given; Firstly, since the available training programmes seem to be insufficient to develop the required knowledge to tutors understanding of the CBC the government and the colleges should initiate more training programmes for tutors to help them to acquire knowledge and skills to cope up with the demands this approach. Again, the Ministry responsible should regularly monitor, evaluate and provide individual and institutional support morally and materially. For further research, the study suggests widening the sample for the findings to be generalized. Furthermore, the study recommends the research investigating the reasons for the few female tutors in the colleges.

6. Conclusion

Efforts to effective implementation of Competence-Based curriculum should be given maximum consideration. All stakeholders should work together to make sure that CBC is implemented in the desired standard in all levels of education. The government needs to support teachers' colleges financially and materially for them to be able to implement CBC because it will help to reduce the challenges which currently exist in these colleges. The challenges that the teacher's colleges reported are barriers in preparing teachers who are competent, confident, and skilled to meet the demands of CBC. Tutors on the other hand should have positive attitudes towards CBC when teaching in the colleges by applying the CBA acquired from the training attended.

Conflict of Interest Statement

The author declares no conflicts of interest. I have seen and I agree with the contents of the manuscript and there is no financial interest to report. I certify that the submission is original work and is not under review at any other publication.

About the Author

I'm currently working as an assistant lecturer at the Open University of Tanzania in the department of Curriculum and Instruction. I hold a Master degree in education with a Bachelor of Arts with Education. I have experience of ten years in education. My research interests include Teacher education, pedagogy, curriculum and instruction and inclusive education.

References

a. Journal articles

- Amunga, J., Were, D., & Ashioya, I. (2020). The Teacher-Parent Nexus in the Competency Based Curriculum Success Equation in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 60–76.
- Chu, A. M., Nnam, K. I., & Faizefu, A. R. (2020). The Competency-Based Curriculum Implementation; Appraisal from the Perspectives of Teachers use of Resources. *The International Journal of Trend in Scientific Research and Development (IJTSD)*, International Open Access Journal. ISSN No: 2456-6470, Vol.2, Issue 4.
- Kazu, H. & Demiralp, D. (2016). Faculty Members' Views on the Effectiveness of Teacher Training Programme to Up-Skill Life-long Learning Competence. *Eurasian Journal of Education and Research*, 205-224. doi: 10.14689/ejer 63.12.
- Komba, S. C., & Mwandanji, M. (2015). *Reflections on the Implementation of Competency Based Curriculum in Tanzania Secondary Schools*. *Journal of Education and Learning*, 1927-5260.doi.org/10.5539/jel.v4n2p73
- Makanju, G. (2016). 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 Sciences*, Vol.2, 30-36.
- Paul, A. (2014). Pre-Service Teacher's Preparedness to Implement Competence Based Curriculum in Secondary Schools in Tanzania. *International Journal of Education and Research*, Vol 2, NO 7, 219-230.
- Serbati, A. (2015). *Implementation of Competence Based Approaches: Stories of Practices and the Tuning Contribution to Academic Innovation*. *Tuning Journal of Higher Education, University of Deusto*, 19-56, doi: 10.18543/tjhe-3(i).
- Srivastava. T. (2019). Competence-Based Curriculum: need and Implications. *Journal of Education Technology in Health Sciences*. <http://doi.org/10.18231/j.jeths.2019.001>

b. Books

- Cresswel, J. (2013). *Research Designs: Qualitative, Quantitative & Mixed Methods Approaches*. London, UK: Sage Publications Ltd.

Hatmanto, N. D. & Tasriyah, N. M. (2011). *Developing a Learning Organization to Enhance Teacher Professional Development: A Case Study at Language Training Center*. Yogyakarta, Indonesia: Universitas Muhammadiyah.

Mulenga, I. M., & Kabombwe, Y. M. (2019). *Understanding a competency-based curriculum and education: The Zambian perspective*

The United Republic of Tanzania (1999). *Public Service Management and Employment Policy*, Government Printers, Dar es Salaam.

Posner, G. (1995). *Theoretical Perspectives on Curriculum*. MA: Pearson Custom Publishing.

c. Book Chapters

Devi, M. (2016). *Significance for Quality in Teaching Education in 21st Century*. *Voice of Research*, 2277-7733.

Kitta, S, and Tilya, F. N. (2010). The status of learner-centred learning and assessment. In Tanzania in the context of the competence-based curriculum. *Papers in Education and Development*, 29:77-91.

Solak, E. (2016). English Teacher Training Programmes in Denmark, Sweden and Turkey. *International Conference on Teaching and Learning as Additional Language, GLOBELT* (pp. 439-443). Antalya, Turkey: Elsevier Ltd.

d. Online document

Kahenda, M., & Kiplagat, R. (2019, September 16). *Expect no written tests as Grade 3 pupils get assessed.* The Standard. <https://www.standardmedia.co.ke/education/article/2001342064/expect-no-writtentests-as-grade-3-pupils-get-assessed>.

e. Thesis

Mikidadi, M. M. (2013). *The Effectiveness of Training of Government Primary School Teachers on Job Performance; The Case Study of Bukoba District Council*. Dar es Salaam. Open University of Tanzania

Mohamed, N. (2016). *The Quality of Contents, Staffing and Teaching Approaches in Degree and Non-Degree Teachers Training Institutions in Tanzania*. PhD Thesis, the Open University of Tanzania. Dar es Salaam.

Mwanza, C. (2017). *Teacher involvement in curriculum development in Zambia: A role analysis of selected Secondary School teachers in Lusaka Urban*. Med dissertation, University of Zambia.

Appendix

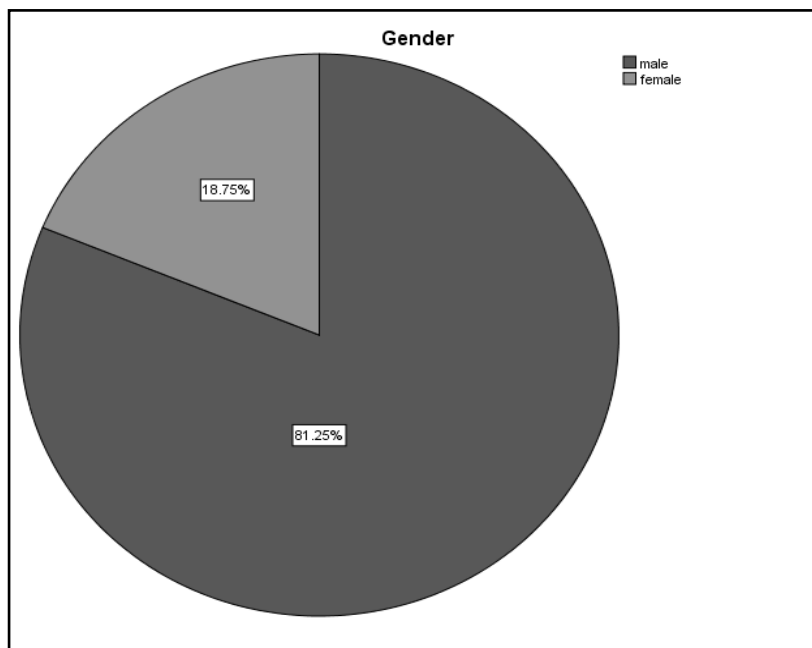


Figure 4.1: Respondents Gender Distribution

Table 1: Challenges of Teaching and Learning with CBA in Teachers Colleges (N=32)

Challenges of teaching and learning with CBA in teachers colleges	Frequency (%)					Mean	Std Deviation
	SA	A	N	D	SD		
a. Shortage of competence-based textbooks and other teaching and learning materials	37.5	18.8	40.6	0	3.1	2.125	1.0395
b. Poor student participation in the learning process	6.3	15.6	59.4	9.4	9.4	3.000	.9503
c. Poor classroom management	21.9	21.9	21.9	18.8	15.6	2.843	1.3937
d. Inadequate knowledge on how to use interactive approaches	6.3	31.3	28.1	12.5	21.9	3.125	1.2636
e. National examinations content is different from CBC requirements	15.6	21.9	21.9	12.5	28.1	3.156	1.4615
f. Inadequate time to conduct a continuous assessment for my students	9.4	18.8	31.3	28.1	12.5	3.156	1.1670

Note: SA (Strongly Agree) = 1, A(Agree) = 2, N(Neutral) = 3, D(Disagree) = 4, SD(Strongly Disagree) = 5

Source: Field Data

Table 2: Difficulties of Integrating CB Knowledge in the Implementation of CBC Approaches in Teachers Colleges (N= 32)

Difficulties of integrating CB knowledge in the implementation of CBC approaches in teachers colleges	Frequency (%)					Mean	Std Deviation
	SA	A	N	D	SD		
a. The Principal in my college does not support or encourage tutors to use the knowledge of CBA.	0	9.3	3.1	31.3	56.3	4.343	.937
b. Lack of time to participate in the competence-based training to acquire the knowledge of CBA	3.1	18.8	28.1	34.4	15.6	3.406	1.073
c. Lack of follow up support after competence-based training program in my college to see how tutors employ CBA in the classroom	9.4	28.1	15.6	34.4	12.5	3.125	1.237
d. poor collaboration between tutors in my college and other colleagues on how to integrate the knowledge of CBA in the classroom	0	31.3	15.6	21.9	31.3	3.531	1.243
e. The duration of the training is insufficient for tutors to acquire the knowledge of all CBA	3.1	46.9	9.4	21.9	18.8	3.062	1.268
f. Inapplicability of the knowledge gained about CBA in the training and the teaching needs.	3.1	9.4	12.5	46.9	28.1	3.874	1.039
g. Non-involvement of tutors in designing of the teaching approaches for CBC in teachers colleges	18.8	25.0	9.4	25.0	21.9	3.062	1.479
h. Inadequate training offered to tutors for competence-based curriculum	21.9	34.4	21.9	6.3	15.6	2.593	1.340

Note: SA (Strongly Agree) = 1, A (Agree) = 2, N (Neutral) = 3, D (Disagree) = 4, SD (Strongly Disagree) = 5

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Alternative Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).