

Challenges Experienced in the Implementation of the Competency-Based Curriculum in Tanzania Public Secondary Schools

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Received: 12 Jul 2025; Received in revised form: 08 Aug 2025; Accepted: 14 Aug 2025, Published on: 17 Aug 2025

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Abstract— This study aims to examine challenges that hinder secondary school teachers on the implementation of Competency-Based Curriculum (CBC). The study guided by social constructivism development theory. This study used mixed research approach and convergent research design where quantitative and qualitative data was collected at the same time, analyzed separately. A sample size of 152 informants was selected. Interviews, focus group discussion (FGD), documentary review and observation were used as data collection tools. In data analysis both descriptive statistics and content analysis was used. Findings show that, 41.8% strongly agree and 37.6% agree that they don't know enough about how to apply CBC. Inadequate training has made the shift from traditional teaching methods to student-centered approaches challenging. The scarcity of instructional materials is another major obstacle; 25.5% and 53.9%, respectively, concur that inadequate resources impede the successful usage of CBC. Also, teachers are unable to receive timely feedback on their teaching effectiveness due to insufficient monitoring and evaluation, as expressed by 34.8% of respondents who strongly agreed and 30.5% agreed. Also, CBC implementation hindered by overcrowded classrooms where 52.5% strongly agree big class sizes hinder to provide each student personalized attention and includes them in engaging, student-centered activities. Other challenges included, limited training, lack of administrative support and insufficient planning time. Study recommends that teachers should be given opportunities for their participation in formulation and review of curriculum. This implies that training of teachers on how to implement the curriculum, provision of instructional materials and enough classrooms are crucial for effective implementation of CBC.

Keywords— Competence-Based Curriculum, implementation of the CBC, Tanzania Public Secondary School, Constructivism Development Theory, Training and Teaching Materials

I. INTRODUCTION

The Competency-Based Curriculum (CBC) is an educational approach planned to prepare students with practical skills, knowledge, and attitudes essential to thrive in the modern world. According to UNESCO (2015) Competence Based Curriculum is a vehicle through which a nation can empower its citizens with skills, knowledge and values that will help them fit in the global village which is characterized by advancing technology. Further, IBE-UNESCO (2017) emphasised that CBC permits students to perform practically and measurably, using the skills assimilated through learner-centered pedagogy. As a result, numerous countries have carried out reforms in

curricula in joining with the concepts of key competences and learning outcomes. The CBC has emerged as a prominent approach in Tanzania since 2005. The aim of this approach is to prepare students with broad perspectives, innovative problem-solving abilities, and employable skills to handle a variety of responsibilities (Nkya, Huang & Mwakabungu, 2021). The CBC offers a framework for joining the changing concepts of education, learning, and assessment. Constructivism, a broad word for a discovery-oriented method of teaching and learning, is the idea that CBC adheres to.

The concept of Education for Self-Reliance (ESR) was first introduced in 1967, which is when Tanzania's CBC

history began (Nyerere, 1967). Among other things, the main goals of ESR were to get students ready to engage in Tanzania's current development issues in an innovative and active way and to be self-sufficient in solving the country's challenges in the near future. This suggests that the educational philosophy placed a strong emphasis on the necessity of reforming the curriculum to combine theory with the learning of useful life skills and to foster the development of competences (Kemboi & Maina, 2021).

Theory and practice integration were highlighted in the new curriculum, which moved from a content-based to a competence-based approach. It creates opportunities for students to advance their expertise and skill in the disciplines they study. Competency-based instruction gives students the chance to conduct research, test hypotheses, build understanding and construct knowledge, and pose questions as they develop as social scientists (Makulova, et al., 2015). In contrast to conventional content-based curricula, competency-based learning (CBC) places a strong emphasis on critical thinking, real-world problem-solving, and teamwork. The move towards competency-based education is in line with global trends in educating students to handle the difficulties posed by society, technology, and quickly changing employment markets (Kitasse, & Ssembatya, 2024). However, there have been a number of obstacles that have hindered the proper implementation of the CBC shift, especially in public secondary schools as indicated by Kitasse and Ssembatya, (2024); Nkya, Huang and Mwakabungu, (2021).

Several factors contribute to the difficulties in implementing CBC in Tanzania. Inadequate teacher preparation and training is a major problem since numerous educators were trained in traditional content-based techniques and may not have the skills needed to effectively promote competency-based learning. Instead of depending solely on rote memorisation, teachers must now embrace learner-centred techniques, assist students in solving real-world problems, and evaluate competencies. Teachers find it difficult to apply CBC successfully in the absence of adequate training (Komba & Mwandangi, 2015). In addition, a lot of schools struggle with a lack of infrastructure, teaching tools, and textbooks—all of which are necessary for the kind of hands-on, participatory learning that CBC requires. Research indicates that insufficient resources impede the effective execution of Community-Based Correction (CBC), especially in remote regions (Sumra & Katabaro, 2014).

Also, larger class size makes it difficult for teachers to give each student individualized attention and conduct thorough

assessments of their abilities, particularly in rural area located in Namtumbo district. The absence of programs for ongoing professional development that would assist educators in adjusting to CBC standards and staying current with cutting-edge teaching techniques exacerbates this issue (Tilya & Mafumiko, 2010). Teachers encounter great difficulties in integrating the CBC framework into their instructional methods in the absence of continuous guidance. With an emphasis on finding viable ways to improve the competency-based curriculum's successful implementation, this study attempts to examine the challenges experienced in Namtumbo District.

II. LITERATURE REVIEW

The current section present review related to the challenges facing the secondary school teachers in implementation of CBC. Starting with Mutai, Chebet, and Oranga (2024) from Kenya investigated the challenges associated with implementation of the Competency-Based Curriculum (CBC) in public pre-primary schools. Their findings established that, most teachers struggled to integrate educational technology into teaching and learning. Others challenges included heavy teacher workloads and insufficient preparation, which hinder the effective delivery of quality education under the CBC framework. Similarly, Diffang, (2019) from Southwest region of Cameroon examine obstacles that teachers encounter when implement Competency schools into practice. His results exposed most commonly mentioned challenges were those related to inadequate teaching material, large class size, lack of CBA text books, inadequate CBA skills for teachers, unclear CBA assessment techniques and lack of understanding of the CBA concept.

Moreover, Shiboko and Mrema, (2024) from same district, Tanzania investigated the Challenges facing during the Implementation of Primary Secondary School CBC. Their investigation used mixed methods and convergent design, with the sample of 289 respondents from 32 public primary schools. A result revealed that, implementation of CBC is rendered ineffective due to nonexistence of learner-centred interactive teaching strategies as essential by the CBC. In Tanzania, studies by Issa et al. (2024), Mathias et al. (2023), and Ndimbo (2023) revealed both promising opportunities and notable challenges in CBC implementation as perceived by students and teachers. The curriculum was commended for fostering skill development, critical thinking, and real-world application. However, several challenges were reported, including overcrowded classrooms, shortages of textbooks, desks, and other teaching resources. Additionally, external

pressures—often influenced by political and educational authorities—hampered effective CBC adoption, resulting in rushed syllabus coverage (Issa et al., 2024).

Likewise, in Uganda, Atuhura and Nambi (2024), Namubiru et al. (2024) and Tumuheise et al. (2023) exposed that teachers facing with challenges of inadequate preparation and limited teacher participation in workshops and seminars, insufficient classroom infrastructure, time constraints and scarcity of housing options for teachers. Thus, in a way, the introduction of CBC was preceded by inadequate teacher preparation and those other challenges (Kidega et al.; 2024; Wambi et al., 2024). In Kenya, Muchira et al. (2023) found that CBC models enhanced learners' problem-solving skills, lifelong learning abilities, self-efficacy, and autonomy. Despite these benefits, evidence on CBC's impact on learners' core competencies remained scarce. Key challenges included inadequate teacher training opportunities, limited funding, inconsistent teaching methods, absence of clear policies for effective CBC implementation, questionable validity and reliability of learner assessments, and insufficient ICT infrastructure (Cheruiyot, 2024; Kubai, 2023; Njiru & Odundo, 2024). Hussein (2023) emphasized that the success of curriculum implementation is closely linked to teacher quality. To maintain high teaching standards in the long term, Kenya needs to assess teachers' preparedness for the new curriculum and consider establishing a professional development program (Cherotich, 2023; Njiru & Odundo, 2024).

For instance, Harriet, et al, (2021) explores challenges teachers face in implementation of the Competency Based Curriculum (CBC) in public pre-primary schools in Kenya. Their findings showed that, the implementation of CBC there is a greatly challenged by lack of adequate learning facilities, lack of adequate training of teachers on how to implement the Curriculum, large class sizes, lack of adequate teachers, lack of adequate materials, ignorance and lack of cooperation from parents. Their study conducted in Kenya, thus this study add context research gap in Tanzania, specifically Namtumbo district. Similarly, Makunja, (2016) examine the challenges facing teachers in Implementing Competence-Based Curriculum in Community Secondary Schools located in Morogoro Municipality. The study found that teachers were faced by challenges such as lack of in-service training on CBC, insufficient teaching and learning resources, overcrowded classrooms, low ability of students joining secondary schools and students' readiness to accept the learner center approach. Nevertheless, none of these studies applied theoretical review, thus this study add theoretical gap using social constructivism development theory.

Nyoni, (2023) conducted a study on challenges facing teachers in the implementation of Competence-Based Curriculum in Secondary Schools in Iringa Municipal. Finding revealed that, shortage of time, limited knowledge, and shortage of teaching and learning resources are prevailing challenges faced secondary school teacher in implementation of CBC. Moreover, Chacha and Onyango, (2022) from Nyamagana District revealed that many public secondary schools in Nyamagana district in Mwanza region do not have enough qualified and competent chemistry teachers which are very important in enhancing the implementation of competence-based curriculum in chemistry subject. This implies that the implementation of CBC in Nyamagana district was ineffective teachers were still using traditional method of teaching. Moreover, Hawa, (2023) examine factor hinder Biology teachers' implementation of the competence-based curriculum in Iringa Region. Results revealed that Biology teachers encounter several hurdles, including insufficient knowledge, to effectively implement CBC, irregular and inadequate staff training related to CBC, insufficient teaching and learning resources, and inadequate laboratory space for equipment storage.

In Mhangura in the Makonde District in Zimbabwe, Mpofo and Sefotho (2024) exposed that, implementing competency-based curricula for students with learning disabilities presented a number of difficulties for the participants. The difficulties mentioned were inadequate teamwork, inadequate teacher preparation, bad attitudes towards students with learning problems, and a lack of resources. The study revealed that while CBC has good intentions for students, there are inequalities in their application. Again, their study conducted in Zimbabwe, but this study adds context research gap in Tanzania specifically in Namtumbo district.

Theoretical Review

This study is guided by the social constructivism development theory established by Vygotsky's, (1978). Social constructivist theory essentially about how an individual socially constructs knowledge. Vygotsky believed that learning could not be separated from social context. Social constructivist theory is social interaction which plays a fundamental role in the development of cognition. Vygotsky viewed the interaction of peers as an effective way of developing skills and knowledge (Pauline, 2016). In learner centered teaching and learning approaches, peer assessments and performance tasks are highly encouraged as students learn through others. Another assumption of the social constructivist theory is that, there should be a facilitator in the process of learning. The assumption is normally referred to as More

Knowledgeable Other (MKO). According to Ally, (2021) MKO refers to anyone who has a better understanding than the learners with respect to a particular task, process or concept. As students construct their own knowledge based on their experiences, there should be a facilitator to focus their effort towards specific tasks at a given time.

Theory related to the challenges in implementing the CBC into practice since both place a strong emphasis on learning via social interaction. In CBC, knowledge is created through social interaction amongst students and teachers, which is consistent with Vygotsky's theory. Effective collaboration is hindered by issues that come from scarce resources or teacher ability. Also, theory highlights the fundamental aspect of CBC—that of teachers serving as learning facilitators. Although it can be challenging for some to move away from traditional teacher-centered techniques, teachers are required to assist students in building knowledge. Likewise, a crucial component of CBC is collaborative learning, which Vygotsky supports; yet, its efficacy is hampered by big class sizes and inadequate infrastructure.

III. METHODOLOGY

The study was conducted for public secondary school located at Namatumbo district in Ruvuma Region. This study used convergent research design where quantitative and qualitative data was collected at the same time, analyzed separately. Respondents were district education officers, quality assurance officers, head of school and ward education officers to learn about their difficulties in putting the CBC into practice. Data were collected through questionnaires to quantify the challenges hinder implementation of CBC.

Moreover, study consisted population of 496 which categories into six (6) District secondary education officers, twenty-one (21) ward educational officers, twenty-five (28) head of School and ten (10) district quality education assurance officers and four hundred and thirty-one (431) Public Secondary school Classroom teachers. From population of 495, study used a sample size of 152 informants. These included three (3) heads of schools, one district Secondary education officer, six (6) Ward education officer, One (1) district Quality assurance officer and one hundred and fourth-one (141) Secondary school teachers.

In sample selection, study used purposive sampling to get informants of implementation of CBC in public secondary school through involving the District education secondary officer, the District School quality assurance officer, Head of school and Ward education officers. Moreover, random sampling used to 141 select secondary school teachers for

quantitative. In data collection, Interviews, conducted with one (1) DSEO, one (1) DSQAO, and three (3) Head of schools. Moreover, questionnaire was used in data collection where a total of 141 questionnaires distributed to secondary teachers. Also, study employed focus group discussions which comprised of interviewing six Ward education officers two from each zone such as Undendeule, Mkongo and Sasawala zone. Further, study used focus group discussion (FGD), Documentary review and Classroom observation. In this study, both quantitative and qualitative data analysis was used. Qualitative data recorded from interview whose contents summarized in a narrative format. Moreover, Quantitative data analysed using descriptive statistics such as frequency and percentage. Thematic analysis was used to explore patterns and themes within qualitative data, while content analysis focuses on quantifying and categorizing specific elements within that data.

IV. FINDINGS

Challenges Experience in the Implementation of the CBC

The current section present challenges that Secondary School teachers experience in the implementation of the competency-based curriculum in Namtumbo district located in Ruvuma region. Finding from Table 1 exposed that, 14.2% suggested doesn't face any challenges during implementation of CBC while 85.5% of secondary school teachers faced various challenges during implementation of CBC as discussed in next subsection. Finding implies that majority of public secondary teachers from Namtumbo district faced with numerous challenges as discussed in next subsections.

Table 1: Challenges during Implementation of CBC

Challenges During Implementation of CBC	Frequency	Percent (%)
No	20	14.2
Yes	121	85.8
Total	141	100.0

Source: Field Data, (2024)

Limited Knowledge of CBC

This section required to find out if limited knowledge among teacher hinders implementation of CBC. Table 2 show that 41.8% and 37.6% of secondary school teachers strongly agree and agree that limited knowledge of CBC among public secondary teachers is prevailing challenges faced during implementation of CBC in Namtumbo district. In addition, 9.9% were neither agree nor disagree that limited knowledge of competency-based curriculum

among public secondary teachers is prevailing challenges faced during implementation of CBC in Namtumbo district. Moreover, 5.0% and 5.7% disagree and strongly disagree that limited knowledge of competency-based curriculum among public secondary teachers is prevailing challenges faced during implementation of CBC in Namtumbo district respectively. The challenge of teachers' limited knowledge in implementing CBC is often rooted in insufficient or ineffective professional development. A finding indicates that CBC demands a shift from traditional, teacher-centered methods to student-centered, interactive approaches, which teachers are not well-prepared for instance, Mosha (2012) found that many teachers lack exposure to modern pedagogical instructive methods, particularly those required by CBC, which emphasizes skills and competencies over rote memorization.

Findings supported with interview results with head of schools which revealed that;

"One of the biggest challenges we face is that many of our teachers are not fully equipped with the knowledge and skills needed for CBC. We try to offer support, but the professional development opportunities are limited, and those that are available often focus more on theory than practical application." (Participant 1)

"It's a struggle because CBC requires teachers to shift from a traditional way of teaching to more interactive, student-centered methods. However, many teachers haven't received sufficient training on how to implement these new strategies, which makes it difficult for them to follow through with the curriculum's objectives." (Participant 2)

Finding correspond with the study conducted by Harriet et al. (2021), which indicated that parents' lack of participation, ignorance, and inadequate teacher training regarding curriculum implementation pose major obstacles to the implementation of CBC. Furthermore, the findings are consistent with a research by Nyoni (2023) which indicate that two of the biggest issues encountered during CBC implementation are limited knowledge and time constraints. Also, Hawa's (2023) revealed that Biology teachers encounter several challenges, including insufficient knowledge, to effectively implement CBC. Furthermore, Komba and Mwandangi (2015) find it challenging to think critically and analytically as a result of this shortcoming, which further reduces the efficacy of CBC in promoting critical and serious thinking in students.

Limited Teaching and Learning Materials

Finding from Table 2 revealed that, 53.9% and 25.5% of teachers strongly agree and agree that limited in teaching and learning materials is among predominant challenges

faced during implementation of CBC in Namtumbo district. In addition, 8.5% and 5.7% of secondary school teachers disagree and strongly disagree that limited in materials is among predominant challenges faced during implementation of CBC in Namtumbo district. The inadequate of teaching and learning materials constrains teachers' ability to implement CBC's student-centered and experiential learning methods. CBC requires that students engage in practical tasks, projects, and hands-on learning activities, but without the necessary teaching and learning materials, it is difficult to achieve these outcomes. Teachers often rely on outdated or inadequate resources, limiting their ability to foster competencies such as thinking and problem-solving in students. Findings align with interview with headmaster, district education officer, district school quality assurance officer and ward education officer as explained below:

"A serious problem here is the shortage of instructional resources. It's common to be left with out-of-date textbooks and inadequate supplies, which makes it extremely difficult for instructors to successfully adopt CBC. The lack of tools required for student-centered approaches forces teachers to employ conventional methods." (Participants 3)

"The lack of necessary instructional resources is one of the biggest issues that schools report to us. We try to help, but funds are tight. Lack of resources prevents teachers from carrying out the hands-on, project-based learning activities mandated by CBC, which reduces students' total educational opportunities." (Participants 4)

Furthermore, the findings are consistent with a research by Nyoni (2023) show shortage of teaching and learning resources as major challenges face during implementation of CBC. Similarly, results align with Chacha and Onyango, (2022) from Nyamagana District their results revealed that many public secondary schools in Nyamagana district in Mwanza region do not have enough qualified and competent chemistry teachers which are very important in enhancing the implementation of competence-based curriculum in chemistry subject. Similarly, results line up with Hawa, (2023) which revealed that Biology teachers encounter several challenges, including insufficient irregular and inadequate staff training related to CBC, insufficient teaching and learning resources, and inadequate laboratory space for equipment storage.

Monitoring and Evaluation

Moreover, Table 2 show that 34.8% and 30.5% of secondary school teachers strongly agree and agree that monitoring and evaluation is among challenges faced during implementation of CBC in Namtumbo district. Also, 13.5% and 5.0% disagree and strongly disagree that monitoring and evaluation is among challenges faced

during implementation of CBC in Namtumbo district. Effective monitoring and evaluation are critical components of implementing any curriculum. In the case of CBC, M&E ensures that the teaching methods, learning outcomes, and student progress align with the curriculum's objectives. The absence of a robust M&E framework can result in inconsistencies in how CBC is applied across schools, leading to a gap between policy and practice.

This challenge attributed to several factors. First, inadequate training of school administrators and education officers in M&E tools and processes can hinder their ability to effectively assess CBC implementation. Additionally, Makunja (2016) emphasizes that without sufficient M&E systems, teachers may not receive the feedback necessary to improve their delivery of CBC. As a result, secondary school teacher efforts become dispersed since they are unable to determine whether their methods are in line with the objectives of the curriculum. Additionally, there are M&E-related logistical difficulties. Schools in remote locations, such as Namtumbo District, frequently lack the funding necessary to conduct thorough assessments. Schools might only do assessments sometimes due to a lack of devoted staff, technology resources, and data collection techniques, which lowers the efficacy of these initiatives. The results align with the interviews that have been conducted with the district education officer, the ward education officer, the headmaster, and the district school quality assurance officer, as described below:

"Despite our secondary school teachers' best efforts; we are unable to determine whether or not what we are doing is appropriate due to a lack of oversight and assessment. We require more education officers to visit us and more precise instructions on how to assess our own performance when applying CBC..." (Participants 1)

"Monitoring and evaluation are vital, but we face a lot of challenges in this phase of implementation of CBC. In most of our secondary school from Namtumbo district we are don't have enough trained personnel or resources to carry out regular assessments. This means that many schools are left to figure things out on their own, and we miss opportunities to correct issues early." (Participants 2)

Lack of funding and resources for M&E is another common problem, especially in rural residence schools where funding and assessment tool access are limited. According to Nakabugo et al. (2010), schools in rural areas typically face severe financial constraints that limit their ability to carry out comprehensive evaluations. These schools lack the equipment and trained assessors necessary

to track student development and teacher performance. Furthermore, different schools and communities apply CBC differently due to a lack of comprehensive M&E systems. When there is little supervision, there is often a mismatch between the expected curriculum objectives and the real practices that are observed in classrooms, according to Mosha (2012). Schools in urban areas have better access to resources and support, while those in rural areas are left to implement the curriculum without sufficient guidance, resulting in significant variations in educational quality.

Large Class Size

In addition, 52.5% and 13.5% strongly agree and agree that large class size is predominating faced during implementation of CBC in Namtumbo district respectively. Also, 9.9% and 5.7% of secondary school teachers disagree and strongly disagree that, large class size is predominate faced during implementation of CBC in Namtumbo district respectively. Finding implies that, as number of students within a classroom increase tends to increase in difficulties in implementing competency-based curriculum. Large class sizes cause extensive challenge to the effective delivery of CBC, which is designed to promote student-centered learning approaches such as group work, discussions, and individualized instruction. As the number of students in a classroom increases, it becomes more difficult for teachers to engage students individually or assess their learning progress. Teachers in overcrowded classrooms often find themselves unable to provide the personalized attention required by CBC, making it harder to foster the competencies of critical thinking, problem-solving, and collaboration that the curriculum demands.

"Class size is one of the most frequent complaints teachers have when we visit their schools. They claim they want to properly apply CBC, but because there are so many kids, they are forced to employ antiquated, lecture-based teaching strategies because they are the only ones that can keep the classroom in order. I witnessed a class of more than eighty children in one school. Half of the class was unable to view the practical experiment that the teacher was attempting to do. Reaching CBC's goals is challenging under these circumstances." (Participant 1)

The results are consistent with a research by Kidega et al. (2023) their findings, one classroom's teacher-to-student ratio of 1:70 was excessively high, which had an impact on implementation. Also, Hipolite's (2019) showed that teachers were aware of the difficulties associated with CBC, such as crammed classrooms, a lack of clarity regarding CBC, a lack of teaching and learning resources, and students' readiness to embrace a learner-centred

approach. Furthermore, the study found that although teachers were able to use a variety of innovative teaching techniques to address the issue, the solutions employed to solve the CBC issues were only somewhat successful. Finding align with Harriet, et al, (2021) who showed that, the implementation of CBC there is a greatly challenged by large class sizes and lack of adequate number of teachers. Finding agree with Harriet et al. (2021) who investigate the difficulties teachers have when implementing the Competency Based Curriculum (CBC) in Kenya's state pre-primary schools. Their results demonstrated that there are significant obstacles to the adoption of CBC, including huge class sizes and a shortage of qualified teachers. The results are consistent with Makunja's (2016) discovered that teachers encountered difficulties due to overcrowded classes and pupils' poor academic performance while entering secondary schools.

Lack of Training

This subsection display finding related to challenge of inadequate training for secondary school teachers in Namtumbo District when implementing the Competence-Based Curriculum (CBC). Table 2 reveals that a significant proportion of the teachers (56.0%) strongly agree that carrying out the CBC is difficult due to a lack of training. This demonstrates that the majority of secondary educators were insufficiently prepared to carry out the requirements of the curriculum. Besides from the 56.0% of teachers who strongly agree, 20.6% more teachers agree that inadequate training is a problem. The teachers' collective 76.6% indicates a strong agreement that inadequate training is a major obstacle. Also, 12.8% of a smaller portion of educators have no opinion, indicating that they are unsure about the consequences of inadequate training. 3.5% of teachers strongly disagree while 7.1% of minority of teachers thinks that inadequate training is a serious problem.

The majority of secondary school teachers in Namtumbo District show that inadequate training is a major obstacle to the effective implementation of CBC, according to the findings. Teachers find it difficult to implement the student-centered, pragmatic, and competence-based teaching methods mandated by CBC if they lack the necessary training. Finding align with Harriet, et al, (2021) showed that, the implementation of CBC there is a greatly challenged by lack of adequate training of teachers on how to implement the Curriculum. Similarly, Makunja, (2016) found that teachers were faced by challenges such as lack of in-service training on CBC implementations. Moreover, results align with Hawa, (2023) from Iringa Region in Tanzania, which revealed that Biology teachers encounter

several hurdles, including irregular and inadequate staff training related to CBC implementations.

Inadequate Administrative Support

In accordance to analysis, a substantial proportion of teachers in Namtumbo District consider the lack of administrative support for the Competence-Based Curriculum (CBC) implementation to be a significant barrier. More than 52.5% of teachers strongly agree, and another 34.0% agree, that administrators' lack of support makes it difficult for them to successfully implement the CBC. Teachers who experience this lack of support includes restricted access to resources, poor training opportunities, and a lack of direction or supervision from school administrators feel alone and ill-prepared to make the shift to student-centered, competency-based teaching approaches. The fact that just 5.6% of teachers disagreed with the statement suggests that some schools have more robust administrative frameworks in place to facilitate the implementation of CBC. Finding align with Harriet, *et al*, (2021) who showed that, the implementation of CBC there is a greatly challenged by lack of cooperation from parents and administrative support. Makunja, (2016) exposed that; teachers were faced by challenges such as lack of support on CBC implementation. Moreover, results are consistent with Martinez and McAbee's (2020) study, which found that certain administrative strategies whether employed singly or in combination—are useful in assisting teachers. These strategies include induction, mentoring, staffing support, course assignment modifications, resource and professional development enhancement, increased autonomy and agency, meaningful and constructive evaluations, reduction of workload, enforcement of rules and discipline, and assistance with difficult parents.

Insufficient Planning Time

Finding show that 66.7% of the majority of secondary school teachers in Namtumbo District agree or strongly agree that they do not have enough time to properly plan for the Competency-Based Curriculum (CBC), as indicated by Table 2 findings regarding insufficient planning time. Because the CBC places a greater emphasis on student-centered activities, critical thinking, and the development of practical skills, it requires more preparation than standard curriculum. It might be difficult for teachers to achieve CBC standards since they struggle to balance their workload, which includes class planning, administrative duties, grading, and extracurricular activities. While 17.1% of secondary instructors from Namtumbo district disagree or strongly disagree with the idea of inadequate preparation time, 16.3% of teachers are neutral, suggesting that some educators or schools have

successfully created time-management solutions. The quality of CBC implementation is significantly impacted by the lack of preparation time. Time-pressed educators turn to conventional, lecture-based teaching strategies, which are at odds with CBC's emphasis on engaged and hands-on learning. Schools deal with this problem by giving teachers more opportunities for collaborative planning, administrative support, and a reduction in workload so that teachers have the time to provide excellent, student-centered lessons.

Finding align with Harriet, *et al*, (2021) showed that, the implementation of CBC there is a greatly challenged by insufficient planning time among teachers. Likewise, results consistence with Nyoni, (2023) established shortage of time is prevailing challenges faced teacher in implementation of CBC. Finding consistence with Mpofu and Sefotho (2024 show that, inadequate teamwork and inadequate teacher preparation, hinder CBC implementation.

Resistance to Change by Teachers

Finding show the majority of secondary school teachers in Namtumbo District disagree that resistance to change is a

serious problem, as shown by Table 2, which shows a broad openness to the adoption of the Competence-Based Curriculum (CBC).

The idea that resistance to change prevents the adoption of CBC is rejected by a sizable 41.8% of teachers, of whom 41.1% strongly disagree. These teachers probably see the modifications as beneficial and support the curriculum's emphasis on student-centered learning and practical skills. Given their desire to use CBC, it appears that many teachers are ready for the change, maybe as a result of receiving sufficient training or being exposed to cutting-edge pedagogical approaches. But only a tiny 2.1% of teachers agree or 10.6% strongly agree that it can be difficult to deal with resistance to change. These instructors find it difficult to leave conventional techniques like rote memorization or get overwhelmed by CBC requirements. With 82.9% of teachers not viewing resistance to change as a problem, the general positive outlook towards CBC is optimistic for its successful implementation.

Table 2: Challenges during Implementation of CBC

Challenges	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Limited knowledge of CBC	59(41.8%)	53(37.6%)	14(9.9%)	7(5.0%)	8(5.7%)
Limited teaching and learning Materials	76(53.9%)	36(25.5%)	9(6.4%)	12(8.5%)	8(5.7%)
Monitoring and evaluation	49(34.8%)	43(30.5%)	23(16.3%)	19(13.5%)	7(5.0%)
Class size	74(52.5%)	19(13.5%)	26(18.4%)	14(9.9%)	8(5.7%)
Lack of Training	79(56.0%)	29(20.6%)	18(12.8%)	10(7.1%)	5(3.5%)
Resistance to change by teachers	15(10.6%)	3(2.1%)	6(4.3%)	59(41.8%)	58(41.1%)
Inadequate administrative support	74(52.5%)	48(34.0%)	11(7.8%)	5(3.5%)	3(2.1%)
Insufficient planning time	39(27.7%)	55(39.0%)	23(16.3%)	17(12.1%)	7(5.0%)

Source: Field Data, (2024)

Support from School Management to Implement CBC

This subsection secondary school teachers were required to indicate the support they receive from school management to implement the Competence-Based Curriculum in Namtumbo District. Finding showed that a noteworthy 42.6% of teachers rate the support they receive as "average," telling that while they receive some level of assistance from school management, it not adequate to address the challenges of implementing CBC. Teachers experience occasional support in the form of resources or administrative engagement. Moreover, results from Table 3 show 9.2% and 22.0% of teachers indicates brilliant and

fine respectively about the level of support they receive. Strong administrative support is vital in creating a positive environment for curriculum reforms, as highlighted by Leithwood et al. (2004), who argue that leadership suggestively impacts teachers' capacity to adopt new academic practices. Likewise, Day et al. (2011), argue that effective school leadership is critical in creating the conditions for successful curriculum change, as it fosters a helpful and cooperative school culture.

Table 3: Support from School Management to Implement CBC

Support	Frequency	Percent
Brilliant	13	9.2
Fine	31	22.0
Average	60	42.6
Poor	25	17.7
Very poor	12	8.5
Total	141	100.0

Source: Field Data, (2024)

V. CONCLUSION

The study concludes that the CBC implementation in Namtumbo District is hindered in its efficacy by a number of important problems; one of the main problems is that teachers don't know enough about CBC, and they all agree that they haven't had enough training to switch from traditional to student-centered teaching methods. Implementing CBC is difficult due to a lack of teaching resources, huge class sizes, and knowledge gaps. Lack of resources, as noted by more than half of the teachers, limits their capacity to support project-based learning and experiential learning. Furthermore, with 52.5% of instructors considering class size as a serious issue, packed classrooms make it difficult for teachers to deliver the individualized attention required for student-centered learning. These issues are made worse by inadequate monitoring and evaluation (M&E) systems, which deprive teachers of the feedback they need to, modify their teaching strategies. This is especially true in rural areas where resources for systematic evaluations are few.

RECOMMENDATION

This study recommends that, for effectively implement CBC; teachers must be provided with comprehensive and ongoing professional development programs by the government and educational partners. As over half of the teachers report that there is a shortage of supplies, which makes it difficult for them to engage their students in project-based learning and hands-on learning—two crucial CBC model components—allocating resources must also be given top attention. In addition, it's critical to solve the issue of packed classrooms so that educators can provide individualized, student-centered instruction. In especially in rural areas, the government ought to think about expanding classrooms and recruiting more teachers in order to lower class sizes.

Also, study recommended that teachers should be given opportunities for their participation in formulation and review of curriculum. This implies that training of teachers on how to implement the curriculum, provision of instructional materials and enough classrooms are crucial for effective implementation of CBC. Moreover, this study recommended that teachers should be given opportunities for their participation in formulation and review of curriculum. This implies that training of teachers on how to implement the curriculum, provision of instructional materials and enough classrooms are crucial for effective implementation of CBC.

AREA FOR FURTHER STUDIES

This study examines the Challenges Experienced in the Implementation of the Competency-Based Curriculum in Tanzania Public Secondary Schools. This study used convergent research design where quantitative and qualitative data was collected at the same time, analyzed separately. Future studies could employ a panel or longitudinal design, as these approaches offer the advantage of tracking changes and trends over time, establishing causal relationships more effectively, and providing deeper insights into the long-term effects and sustainability of CBC implementation.

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