



Exploring Teachers' Capacity in Implementing the Competence-Based Curriculum: A Study of Public Secondary Schools in Bagamoyo District

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Abstract : This study examined teachers' capacity to implement the Competence-Based Curriculum (CBC) in public secondary schools within Bagamoyo District, Tanzania, with a specific focus on assessing teachers' knowledge and skills in CBC implementation. The research was guided by Vygotsky's Constructivist Theory, which emphasizes learner-centered and interactive approaches to knowledge construction. A mixed-methods approach was employed, integrating quantitative and qualitative techniques within a descriptive survey design. The study involved 116 respondents, including Ward Education Officers, heads of schools, teachers, and students. Data were collected through questionnaires, semi-structured interviews, classroom observations, and documentary reviews. Quantitative data were analyzed using descriptive statistics with the aid of SPSS, while qualitative data underwent thematic analysis. Findings revealed that teachers' capacity to implement CBC remains limited due to insufficient professional training, low confidence in lesson planning and assessment, and minimal practical exposure to learner-centered methods. Although some teachers applied interactive strategies such as group work, the majority relied on traditional, teacher-centered approaches. The study concludes that effective CBC implementation requires strengthening teacher capacity through comprehensive professional training, ensuring adequate teaching and learning resources, and promoting supportive institutional practices. It recommends targeted in-service training, enhanced provision of resources, stronger monitoring mechanisms, and increased financial investment in secondary education. Future research should explore comparative analyses across regions, the longitudinal effects of professional development, and the role of school leadership in advancing CBC implementation.

Keyword : Competence-Based Curriculum, Teacher Capacity, Learner-Centered Teaching, Professional Development, Secondary Education

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INTRODUCTION

The global shift toward competence-based education has emphasized the development of critical thinking, problem-solving, creativity, communication, and collaboration skills among students (OECD, 2013). Countries such as the United States, Finland, and Argentina have implemented curriculum reforms to equip learners with practical competencies applicable in complex real-world contexts, with teachers playing a pivotal role in translating these frameworks into classroom practices (Sahlberg, 2015; Soto, 2018). Research demonstrates that teacher capacity—including knowledge, pedagogical skills, and professional competence—is critical for effective curriculum delivery. Where teachers are well-prepared, students show greater engagement, motivation, and achievement; conversely, insufficient training and support can result in inconsistencies in teaching quality and disparities in student learning outcomes (Nguyen, 2020; Borg, 2006). These insights highlight the importance of exploring teacher capacity as a determinant of successful curriculum implementation.

In the Tanzanian context, the Competence-Based Curriculum (CBC) introduced by the Ministry of Education emphasizes learner-centered and authentic assessment approaches, requiring teachers to guide students in demonstrating knowledge, skills, and attitudes in practical and meaningful ways (MOEC, 2005; Kitta & Tillya, 2010). Despite these directives, studies reveal that many secondary school teachers continue to rely on traditional, recall-based assessments such as quizzes and oral questioning, limiting opportunities for critical thinking and problem-solving (Shemwelekwa, 2008;

Timothy, 2011). Observations suggest that constraints such as lack of teaching resources, overcrowded classrooms, and limited professional development impede teachers from fully exercising pedagogical autonomy and employing learner-centered methods (Mlenga, Rubeba, & Olofea, 2025). This situation underscores the need to examine the extent to which teachers in Bagamoyo District are equipped and empowered to implement CBC effectively.

The successful adoption of CBC in Bagamoyo hinges on teachers' capacity to make informed instructional decisions within systemic and contextual constraints. While the government has provided policy frameworks and some support mechanisms, empirical evidence on how teacher capacity influences classroom-level implementation remains limited. Understanding teachers' preparedness, challenges, and practical strategies is essential to improving the quality of CBC delivery, enhancing student learning, and ensuring that the curriculum's intended competencies are achieved. This study, therefore, investigates teachers' knowledge, skills, and experiences in implementing the CBC in Bagamoyo's public secondary schools, providing insights to inform policy, professional development, and school-level practices.

LITERATURE REVIEW

This study is grounded in Vygotsky's Constructivist Theory (1978), which asserts that learners actively construct knowledge through social interaction, reflection, and experiential engagement. Constructivism positions the teacher not as a mere transmitter of information but as a facilitator who guides learners in making sense of concepts and applying them in real-world contexts

(Kelly, 2009; Roy, 2011). This theoretical perspective aligns directly with Tanzania's Competence-Based Curriculum (CBC), which emphasizes learner-centered approaches, hands-on activities, and collaborative problem-solving. Within this framework, teacher capacity is critical; it encompasses not only professional knowledge and pedagogical skills but also confidence, autonomy, and the ability to create interactive, responsive learning environments. Constructivist theory highlights that meaningful learning occurs when students engage actively with content, collaborate with peers, and receive guidance that connects curriculum objectives to practical, real-life situations (Bram, 2017; Hayes, 2013). As such, the theory provides a lens to evaluate how teacher agency, professional expertise, and resource availability influence the effectiveness of CBC implementation in Bagamoyo District.

Constructivist principles also reveal the interplay between teacher capacity and systemic constraints. While competent and empowered teachers are better able to implement CBC strategies—such as project-based learning, inquiry-based activities, and collaborative tasks—classroom realities in Tanzanian public schools often limit their agency. Challenges such as overcrowded classrooms, limited teaching and learning resources, inadequate professional development, and rigid administrative structures constrain teachers' ability to apply learner-centered methods fully (Sever, 2014). Studies indicate that when teachers lack access to sufficient materials or are not adequately trained, they often revert to traditional, teacher-centered approaches that undermine the CBC philosophy (Shemweleka, 2008; Kitta & Tillya, 2010).

Constructivism, therefore, underscores both the potential of CBC to transform learning and the importance of supporting teachers to exercise professional judgment and creativity in curriculum delivery.

Empirical studies across East Africa reinforce the centrality of teacher capacity and the influence of teaching and learning resources on CBC outcomes. In Uganda, Tumuheise et al. (2023) found that CBC implementation depended on project-based, experiential, inquiry-driven, and collaborative learning approaches, yet inadequate instructional materials limited effectiveness. Similarly, Kigwilu and Mokoro (2022) observed that Tanzanian teachers often relied on traditional assessment methods rather than CBC-recommended authentic assessments such as portfolios, practical tasks, and peer evaluation. Kalinga (2024) further noted that ICT integration remained weak due to gaps in training and infrastructure, highlighting a disconnect between policy aspirations and classroom realities. Beyond teacher skills, resources and school support systems play a decisive role. In Kenya, Mogere and Mbataru (2023) demonstrated that schools with adequate learning materials, strong leadership, and parental engagement achieved better learner outcomes, including enhanced communication, problem-solving, and participation in co-curricular activities. In Rwanda, Nshimiyimana and Andala (2024) found that teacher preparedness, administrative support, and resource provision directly influenced students' engagement and problem-solving skills, while in Zambia, Kabombwe (2019) reported that shortages of teaching materials and overcrowded classrooms hindered CBC adoption despite policy mandates.

Within Tanzania, best practices have emerged despite systemic challenges. Mathias et al. (2023) highlighted strategies such as continuous in-service training, resource enhancement, innovative use of teaching aids, and collaborative teacher-student interactions as effective pathways for implementing CBC. Namubiru et al. (2024) similarly emphasized that teacher involvement in curriculum design and professional development improves implementation outcomes, though persistent challenges like inadequate resources and large class sizes remain significant. Earlier studies by Makunja (2016) and Nyoni (2018) further reinforced the importance of teacher-centered strategies, recommending teacher participation in curriculum review, ongoing professional support, and alignment of resources with CBC objectives. Collectively, these studies indicate that successful CBC implementation requires a combination of teacher capacity, adequate resources, institutional support, and systemic policies that empower educators to exercise professional judgment.

Despite this growing body of research, several critical gaps remain. Most studies address general challenges of CBC implementation, such as insufficient training, weak assessment practices, and inadequate ICT integration (Tumuheise et al., 2023; Kigwilu & Mokoro, 2022; Kalinga, 2024), yet few examine the specific dimension of teacher capacity—the skills, confidence, and autonomy teachers require to navigate the curriculum effectively. Similarly, while studies in Kenya, Rwanda, and Uganda (Mogere & Mbataru, 2023; Nshimiyimana & Andala, 2024) show that resources, leadership, and parental engagement support CBC outcomes, they

do not investigate how variations in teacher capacity mediate these relationships. Research from Zambia and Tanzania (Kabombwe, 2019; Mathias et al., 2023; Namubiru et al., 2024) highlights systemic constraints, including overcrowding and resource shortages, but often overlooks how these conditions limit teachers' decision-making in lesson planning, assessment, and classroom management. Moreover, regional studies such as Wambiya and Ogula (2023) rely heavily on documentary analysis, failing to capture teachers' day-to-day experiences in navigating CBC demands. These gaps point to the need for empirical investigations focused on how teachers in Tanzanian districts, particularly Bagamoyo, exercise capacity and professional agency amidst structural and institutional constraints, offering practical insights into strategies for strengthening CBC implementation and improving educational outcomes.

METHODOLOGY

The study adopted a mixed-methods approach integrating qualitative and quantitative techniques. A descriptive survey design was used to collect data from teachers and students, while interviews and observations provided qualitative insights. A total of 116 participants were involved, including 2 Ward Education Officers, 4 heads of schools, 18 teachers, and 80 students. Purposive and simple random sampling were used. Data collection instruments included questionnaires, semi-structured interviews, classroom observations, and document reviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed thematically. Ethical considerations

included informed consent, confidentiality, and official research permissions.

RESULT AND DISCUSSION

Result

The focus of this study was on understanding the teachers' knowledge and skills in implementing the CBC in public secondary schools. First, the teachers asked the teaching methods do you use under CBC. The teachers' response presented in Table 1.

Table 1.
Teachers' Teaching Methods in Implementing CBC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecture	3	16.7	16.7	16.7
	Group work	9	50.0	50.0	66.7
	Project	2	11.1	11.1	77.8
	Other	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

The data presented in table 1 shows that, group work is the most commonly used teaching method, reported by 50% of the teachers. This aligns well with CBC principles, which emphasize learner-centered approaches, collaboration, and active participation. Lecture methods used by 16.7% of teachers, suggesting that some traditional approaches still employed, although to a lesser extent. Project-based learning used by 11.1% of teachers, indicating limited application of hands-on, experiential activities. The 22.2% of teachers reporting "other" methods include teaching strategies such as debates, role-plays, and demonstrations. The distribution suggests that while CBC encourages interactive and practical

methods, a significant number of teachers still rely on conventional techniques, and innovative practices like projects are underutilized.

The findings imply that, teachers are partially implementing CBC principles. The predominance of group work shows a move toward collaborative and participatory learning, which can enhance students' critical thinking and problem-solving skills. However, the limited use of projects and other active learning methods suggests that teachers may need further training and support to diversify their teaching strategies fully under CBC. Encouraging consistent use of project-based and experiential methods could better prepare students to achieve the competencies proposed by the curriculum. School administrators and policymakers might consider targeted professional development programs to strengthen teachers' knowledge and skills in fully implementing CBC methods.

In addition, the teachers also asked to rate 5 given statement reflecting their knowledge and skills in implementing CBC. The study used 5-point Likert scale where 1-strong agree, 2-disagree, 3-neutral, 4-agree, and 5-strong agree. The findings presented in Table 2 followed by interpretation and discussion.

Table 2.
Teachers' Training in Implementing CBC

I have received adequate training on the competence-based curriculum and its implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Disagree	4	22.2	22.2	22.2
	Disagree	1	5.6	5.6	27.8
	Neutral	6	33.3	33.3	61.1
	Agree	5	27.8	27.8	88.9
	Strong Agree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

The table presents teachers' responses to the statement: "I have received adequate training on the Competence-Based Curriculum (CBC) and its implementation." Out of 18 teachers, 4 (22.2%) strongly disagreed, 1 (5.6%) disagreed, 6 (33.3%) were neutral, 5 (27.8%) agreed, and 2 (11.1%) strongly agreed. This distribution reflects a mix of opinions regarding the adequacy of training provided to teachers on CBC. The data reveals that only 38.9% of teachers (agree and strongly agree combined) believe they have received adequate training on the implementation of CBC. In contrast, 27.8% (strongly disagree and disagree) reported that they have not received sufficient training, while 33.3% of respondents remained neutral, which may indicate uncertainty or inconsistency in the training they have undergone.

The high proportion of neutral responses suggests that many teachers are unsure whether their training fully equips them with the knowledge and skills required for effective implementation. In addition, the significant percentage of teachers who strongly disagreed highlights a concerning gap in professional development programs. Given that CBC emphasizes learner-centered approaches, creativity, and practical assessment methods, insufficient training could hinder the proper execution of the curriculum. These findings suggest disparities in the availability and quality of training opportunities. Some teachers may have attended workshops or seminars that lacked depth, while others may not have received any structured training at all. This variation could lead to inconsistencies in classroom practices, making it difficult to achieve the intended objectives of CBC.

The findings have important implications for understanding teachers' knowledge and skills in implementing the Competence-Based Curriculum in public secondary schools. The fact that a majority of teachers either disagreed or remained neutral indicates that there are significant gaps in teacher preparation. Without adequate and comprehensive training, teachers may struggle to adopt learner-centered methodologies and incorporate practical, competency-based strategies in their teaching. This situation calls for deliberate policy and administrative interventions to improve teacher capacity. Education authorities need to design and implement structured in-service training programs that not only introduce teachers to the principles of CBC but also equip them with practical strategies for classroom application. Furthermore, continuous professional development through workshops, mentorship programs, and peer-learning platforms could be institutionalized to ensure that teachers remain updated on CBC requirements. Strengthening these areas will enhance teachers' confidence and competence, thereby improving the quality of CBC implementation and student learning outcomes.

Table 3.
Teachers' Sufficient Knowledge and in Implementing CBC

I have sufficient knowledge of learner centered teaching strategies required by CBC

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong Disagree	4	22.2	22.2	22.2
Disagree	1	5.6	5.6	27.8
Neutral	2	11.1	11.1	38.9
Agree	10	55.6	55.6	94.4
Strong Agree	1	5.6	5.6	100.0
Total	18	100.0	100.0	

The findings in Table 3 indicated that, a majority of teachers (61.2%) either agreed or strongly agreed that they have sufficient knowledge of learner-centered teaching strategies required by CBC. This suggests that more than half of the teachers feel confident about their understanding of methods such as group work, discussion-based learning, and project-based learning, which are integral to CBC implementation. However, a significant minority of teachers, 27.8% (strongly disagree and disagree combined), believe they lack adequate knowledge of learner-centered strategies. In addition, 11.1% of respondents remained neutral, possibly reflecting uncertainty about the extent of their knowledge. The presence of teachers who strongly disagreed indicates that some educators feel completely unprepared for learner-centered teaching, which could negatively affect classroom implementation of CBC principles.

The study established that, while many teachers have embraced the concept of learner-centered teaching, there are significance number of teachers who requires additional training and support to achieve competency in these strategies. This variation in knowledge levels could lead to inconsistencies in CBC delivery across different classrooms and schools. These findings have important implications for the study's first objective, which seeks to assess teachers' knowledge and skills in implementing CBC. Although most teachers report having sufficient knowledge of learner-centered strategies, the notable minority who lack confidence highlights a gap that must be addressed through continuous professional development. Effective CBC implementation depends on teachers' ability to facilitate active learning

environments, encourage collaboration, and promote critical thinking. To ensure consistency and effectiveness in CBC application, education authorities should reinforce teacher capacity through ongoing workshops, practical training sessions, and peer-support programs. By doing so, teachers who currently lack confidence in learner-centered approaches participate in practical or hands on learning activities acquire the necessary skills, thereby enhancing overall curriculum delivery and improving student outcomes.

Table 4.
Teachers' Confidence in designing and Delivering CBC

I am confident in designing and delivering CBC aligned lesson plans

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong Disagree	4	22.2	22.2	22.2
Neutral	4	22.2	22.2	44.4
Agree	5	27.8	27.8	72.2
Strong Agree	5	27.8	27.8	100.0
Total	18	100.0	100.0	

The findings in Table 4 present teachers' responses to the statement: "I am confident in designing and delivering CBC-aligned lesson plans." Among the 18 respondents, 4 teachers (22.2%) strongly disagreed, 4 teachers (22.2%) were neutral, 5 teachers (27.8%) agreed, and another 5 teachers (27.8%) strongly agreed. There were no responses indicating simple disagreement, but a considerable number of teachers expressed either lack of confidence or uncertainty. The data indicates that a majority of teachers (55.6%) agreed or strongly agreed that they are confident in designing and delivering CBC-aligned lesson plans. This suggests that more than half of the respondents have developed skills to create and implement

lessons that reflect the learner-centered and competency-driven principles of CBC.

However, 22.2% of teachers strongly disagreed, demonstrating a complete lack of confidence in this area, while another 22.2% remained neutral, possibly indicating uncertainty or inconsistent experience in lesson planning under CBC guidelines. The presence of a significant group that is either unsure or lacks confidence reflects gaps in teacher preparation and practice. The overall trend shows that while a majority feels capable, a substantial proportion of teachers still struggle with essential aspects of CBC implementation. Since lesson planning is fundamental to translating curriculum objectives into classroom practice, these gaps could undermine the successful realization of CBC goals.

These findings have significant implications for the objective of assessing teachers' knowledge and skills in implementing the CBC. Teachers' confidence in lesson planning is critical because it influences their ability to deliver structured, competency-based, and learner-centered instruction. The fact that nearly half of the teachers are either neutral or strongly disagree suggests that professional development programs need to place greater emphasis on practical training in lesson design and delivery aligned to CBC principles. To address this challenge, education stakeholders should prioritize targeted workshops, collaborative planning sessions, and continuous support mechanisms to help teachers gain confidence in preparing and executing CBC lesson plans. Strengthening these competencies will ensure consistency in curriculum delivery and improve student engagement and achievement under the CBC framework.

Table 5.
Assessing students' competencies based on CBC principles

I am able to assess student competencies effectively based on CBC principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	22.2	22.2	22.2
	Neutral	6	33.3	33.3	55.6
	Agree	4	22.2	22.2	77.8
	Strongly Agree	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

The findings in Table 5 present teachers' responses to the statement: "I am able to assess student competencies effectively based on CBC principles." Out of 18 respondents, 4 teachers (22.2%) strongly disagreed, 6 teachers (33.3%) were neutral, 4 teachers (22.2%) agreed, and another 4 teachers (22.2%) strongly agreed. No teacher selected simple disagreement, but the responses reflect a wide variation in perceived ability to assess competencies. The data shows that 44.4% of teachers (agree and strongly agree combined) believe they can effectively assess student competencies based on CBC principles. This indicates that less than half of the teachers feel confident in their ability to implement the assessment strategies required by CBC.

A considerable proportion, 33.3%, chose a neutral response, suggesting uncertainty or limited experience in applying CBC-aligned assessment methods. Moreover, 22.2% of respondents strongly disagreed, signaling a significant lack of ability in this critical area. Since competency-based assessment involves performance-based tasks, projects, and continuous formative evaluation, this uncertainty and lack of confidence could lead to ineffective implementation of CBC objectives. The pattern suggests that while

some teachers have embraced and understood CBC assessment methods, a notable percentage either lacks the necessary skills or is unsure about their competence. This could result in inconsistencies in measuring student-learning outcomes and hinder the realization of competency-based education goals.

These findings have direct implications for the objective of evaluating teachers' knowledge and skills in CBC implementation. Teachers' ability to assess competencies effectively is a cornerstone of CBC since it determines whether learners achieve the desired skills and knowledge. The fact that over half of the respondents are either neutral or strongly disagree implies a gap in assessment literacy among teachers. To address this issue, education stakeholders should provide specialized training focusing on competency-based assessment techniques such as performance tasks, portfolios, and continuous assessment strategies. In addition, mentorship programs and resource materials should be available to help teachers align their assessment practices with CBC requirements. Improving teachers' assessment capabilities will enhance consistency, fairness, and validity in evaluating student performance under CBC, ultimately contributing to better learning outcomes.

Table 6.
Teachers' Preparation in Implementing CBC

I believe I am well prepared to implement CBC successfully in my subject area.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong Disagree	4	22.2	22.2	22.2
Neutral	8	44.4	44.4	66.7
Agree	5	27.8	27.8	94.4
Strong Agree	1	5.6	5.6	100.0
Total	18	100.0	100.0	

The findings in Table 6 show teachers' responses to the statement: "I believe I am well prepared to implement CBC successfully in my subject area." Among the 18 respondents, 4 teachers (22.2%) strongly disagreed, 8 teachers (44.4%) were neutral, 5 teachers (27.8%) agreed, and 1 teacher (5.6%) strongly agreed. The data indicates that only 33.4% of teachers (agree and strongly agree combined) feel well prepared to implement CBC in their subject areas. A significant proportion, 44.4%, remained neutral, which suggests uncertainty about their preparedness. In addition, 22.2% of teachers strongly disagreed, indicating that they feel completely unprepared for CBC implementation.

This distribution shows that most teachers lack strong confidence in their readiness to apply CBC principles effectively in classroom teaching. The high percentage of neutral responses could imply partial exposure to CBC training or theoretical knowledge without sufficient practical application. Teachers who strongly disagreed are likely to face challenges in lesson planning, instructional delivery, and assessment under the CBC framework, which can lead to inconsistent implementation and affect student-learning outcomes. The overall trend suggests that, while some teachers have developed confidence in implementing CBC, a considerable number feel either uncertain or inadequately prepared. This may be due to gaps in professional development, limited access to resources, or inadequate follow-up support after initial training sessions.

These findings have significant implications for the objective of assessing teachers' knowledge and skills in CBC implementation. Preparedness to

implement CBC is a key determinant of curriculum success, as it combines knowledge, skills, and confidence. The fact that the majority of teachers are either neutral or strongly disagree indicates a need for intensive and continuous capacity-building programs that go beyond theoretical training to include practical demonstrations, mentorship, and classroom-based support. Education authorities should consider providing structured refresher courses, collaborative planning sessions, and coaching to strengthen teachers' confidence and preparedness. By enhancing teacher readiness, schools can ensure effective CBC implementation and improve the overall quality of instruction and student competency development.

To answer specific objective one the study also involved head of schools in visited public secondary schools. The head of schools interviewed and their response presented in quotes followed by interpretation and discussion.

The head of school 1 said that:

"Some of our teachers have attended professional training sessions on the implementation of the Competence-Based Curriculum, but not all teachers have had this opportunity. Most of the time, when there are seminars or workshops, only a few selected teachers are invited to participate, and they are expected to share the knowledge with others when they return, which does not always happen effectively. The limited nature of these training programs means that the majority of teachers continue to use traditional teaching methods because they have not been fully equipped with the necessary skills for CBC. In addition, the follow-up after training is minimal, so even those who attend sometimes struggle to put theory into

practice. This situation creates a big gap in our school because not all teachers are implementing CBC in the same way, and some are completely unsure about what is expected of them."

The second head of school added that:

"We are trying as a school to support teachers in implementing CBC by providing some teaching and learning resources, such as projectors and charts, which can make lessons more interactive and student-centered. Some teachers have also attended seminars organized by the education authorities, and this has helped them to understand the new curriculum better. However, there is still a big challenge because not all teachers have received this kind of exposure. Many of them only hear about CBC in theory, and when it comes to practical application, they are unsure how to design lessons or assess competencies properly. Even those who have attended seminars sometimes feel that the time was too short to cover everything in detail. So, while we have made some progress, we still need more support in terms of both resources and continuous professional development to ensure all teachers are confident in applying CBC effectively."

These extended responses highlight two critical issues: unequal access to training and insufficient practical exposure. From the first quote, it is evident that although some teachers receive training on CBC, the selection process limits its impact because not all teachers benefit equally. The expectation that trained teachers will cascade knowledge to others often fails in practice, resulting in inconsistencies in CBC implementation within the same school. This is consistent with findings by Mathias, Mwamakula,

and Mhagama (2023), who observed that training opportunities in Tanzanian secondary schools were often fragmented and poorly coordinated, leaving gaps in teacher competence. Similarly, Kagoire et al. (2024) found that in Uganda, teacher training for CBC lacked consistency and practical depth, creating disparities in classroom implementation. The lack of follow-up support further compounds this challenge, as even those who attend seminars struggle to apply concepts effectively in their classrooms. This demonstrates a clear gap between training intentions and practical outcomes, echoing the concerns raised by Mussa (2022) regarding teacher capacity in Bagamoyo District.

The second quote reinforces the idea that while some infrastructural support (e.g., projectors and charts) is provided, resources alone cannot guarantee effective implementation. Teachers require not only tools but also the competence and confidence to integrate these tools into learner-centered lessons and competency-based assessments. According to Shekwavi and Mrema (2024), ICT resources in Tanzanian schools often remain underutilized because teachers lack adequate digital literacy and pedagogical training. Likewise, Otiende (2018) in Kenya emphasized that while CBC policies provide instructional resources, their impact remains limited when teachers are not equipped with the skills to use them effectively. The limited duration and depth of seminars further exacerbate this problem, as teachers leave with partial understanding rather than mastery of CBC principles. This results in uncertainty among teachers, inconsistency in classroom practices, and difficulty in

achieving the desired learning outcomes of CBC.

From a theoretical perspective, these findings resonate strongly with Vygotsky's Constructivism Theory (1978), particularly the notion of the Zone of Proximal Development (ZPD) and the role of scaffolding. Teachers, much like learners, require guided and sustained support to develop new pedagogical competencies. Short, one-off workshops provide limited scaffolding and do not create the conditions necessary for teachers to internalize CBC principles. As Alemdar and Aytaç (2022) argue, teachers' educational philosophies and their professional learning directly influence their capacity to implement curriculum reforms. Without structured professional development and continuous mentorship, teachers remain within their "current developmental level" rather than progressing toward the "potential developmental level" envisioned by CBC.

Empirical evidence from other African contexts further reinforces this theoretical insight. Cohen (2017) highlighted that in South Africa, gaps between CBC training and classroom realities often result in teacher frustration and ineffective pedagogy. Namubiru et al. (2024) also reported that teachers in Uganda viewed CBC positively in principle but struggled to adapt pedagogical practices due to insufficient training and follow-up. Evers et al. (2023) further demonstrated that teacher professional development must be sustained, longitudinal, and embedded within daily work practices to effectively enhance capacity.

Together, these findings underscore the interconnectedness of training, resources, and practical

application. Even when schools make efforts to support CBC implementation, the absence of continuous, in-depth professional development and structured monitoring creates barriers to success. As Komba (2017) and Makunja (2015) argue, leadership and institutional commitment are also crucial in ensuring that CBC reforms are systematically and sustainably applied.

The findings therefore have important implications for assessing teachers' knowledge and skills in CBC implementation. The interviews reveal that many teachers are not adequately prepared, despite some efforts to provide training and resources. Limited and inconsistent training opportunities create disparities among teachers, leading to uneven implementation of CBC across schools. Moreover, the lack of practical support and follow-up after initial seminars means that theoretical knowledge does not always translate into classroom practice. To address these challenges, policymakers and education administrators should adopt a comprehensive approach to teacher preparation, which includes mandatory training for all teachers, extended practical workshops, and structured follow-up programs (Pearson & Moomaw, 2005; Yang et al., 2022). Schools should also establish mentorship systems where experienced teachers can support those struggling with CBC concepts, reflecting Vygotsky's emphasis on social interaction and guided learning. Furthermore, the provision of resources such as projectors must be supported with training on how to integrate them effectively into learner-centered teaching strategies. Without addressing these gaps, the successful implementation of CBC will remain

limited, and its intended impact on student competencies will not be fully realized.

CONCLUSION AND RECOMMENDATIONS

The findings of this study indicate that teachers in public secondary schools in Bagamoyo District exhibit a partial capacity to implement the Competence-Based Curriculum (CBC). While group work and some learner-centered strategies are commonly used, traditional teaching methods remain prevalent, and project-based or experiential learning is limited. Many teachers report sufficient knowledge of learner-centered approaches, yet a significant proportion lack confidence in designing CBC-aligned lesson plans, assessing student competencies, and applying practical, competency-based strategies in the classroom. The study also reveals that access to training is uneven, follow-up support is minimal, and resources alone are insufficient to ensure effective implementation. These gaps result in inconsistent application of CBC principles, highlighting the need for sustained professional development, practical guidance, and institutional support to translate curriculum policies into meaningful classroom practices.

To address these challenges, it is recommended that education authorities implement comprehensive and continuous professional development programs, including hands-on workshops, collaborative planning, and mentorship opportunities. Teachers should be equipped with both the theoretical understanding and practical skills required for learner-centered pedagogy and competency-based assessment. Equally important is the provision of adequate teaching and learning resources, alongside

training on how to integrate them effectively into classroom instruction. Regular monitoring, feedback, and support from school administrators and education officers can further strengthen teacher capacity and ensure consistency in CBC implementation. By enhancing teacher knowledge, skills, and confidence, these measures will improve the quality of instruction, foster active and collaborative learning, and ultimately enable students to achieve the competencies envisioned by the curriculum.

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