



Teachers' Proficiency in Applying Student-Centered Methods in the Implementation of the Competency-Based Curriculum in Public Secondary Schools in Geita District Council, Geita-Tanzania

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Abstract : This study examined teachers' proficiency in applying student-centered methods in the implementation of the Competency-Based Curriculum (CBC) in public secondary schools in Geita District Council, Tanzania. Guided by Tyler's Model of Curriculum Development, the research employed a mixed-methods explanatory design. The sample size of the study was 160 participants including 138 teachers, 10 school heads, 10 Ward Education Officers, 1 District Secondary Education Officer, and 1 District Quality Assurance Officer. Data were collected using questionnaires and semi-structured interviews. Also, quantitative data were analyzed descriptively using SPSS version 26, while qualitative data underwent thematic analysis. The findings indicate that while many teachers make deliberate efforts to implement student-centered approaches, a significant proportion continue to rely on traditional teacher-centered methods. Key challenges limiting effective CBC implementation include large class sizes, inadequate teaching and learning resources, insufficient professional development, syllabus time pressures, and inconsistent monitoring and evaluation systems. Despite these constraints, teachers demonstrate resilience through resource improvisation, peer collaboration, and focusing on core competencies. The study concludes that teachers' proficiency in student-centered pedagogy is mixed, leading to partial alignment between intended CBC objectives, classroom learning experiences, and assessment practices. Therefore, in order to enhance the effectiveness and sustainability of CBC, it is recommended that policymakers and education administrators intensify in-service training, ensure the availability of adequate teaching resources, establish structured monitoring and evaluation systems, and promote mentorship and peer-support initiatives, thereby fostering critical 21st-century skills, creativity, and practical problem-solving among students

Keyword : Teachers' Proficiency, Student-Centered Methods, Competency-Based Curriculum

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INTRODUCTION

Education systems have experienced a paradigm shift from content-based teaching to Competency-Based Curriculum (CBC) models designed to equip learners with practical, adaptable, and innovative skills for modern life. This transformation emphasizes learners' ability to apply knowledge, think critically, and solve real-world problems. The student-centered approach lies at the heart of this reform, positioning learners as active participants in the learning process. For CBC to succeed, teachers must demonstrate high levels of proficiency in facilitating student-centered learning experiences that nurture creativity, collaboration, and problem-solving abilities. According to Harindintwari et al. (2020) and Oduma et al. (2021), teacher proficiency in employing learner-centered methods is fundamental to ensuring effective CBC implementation and improved learning outcomes.

Globally, countries such as Singapore, Finland, and China have demonstrated that teacher proficiency is a cornerstone of CBC success (Saavedra et al., 2018). These countries have heavily invested in continuous in-service teacher training programs to enhance teachers' understanding of CBC philosophy and their ability to implement student-centered teaching methods. Such training enables teachers to effectively use inquiry learning, problem-based projects, and

cooperative learning techniques to promote deep understanding among learners (Kailo et al., 2025). However, in less developed and rural areas of Asia, disparities in teacher training and limited access to professional development have led to low levels of proficiency in applying student-centered approaches (Harindintwari et al., 2020). This has created inconsistencies in CBC implementation and underscored the global need for robust teacher preparation and ongoing support.

In Africa, the adoption of the Competency-Based Curriculum has been driven by the need to address skill mismatches and unemployment by making education more relevant to labor market needs. Despite these intentions, studies indicate that teacher proficiency in applying student-centered methods remains a major challenge. Boateng et al. (2023) reported that in Nigeria, limited teacher understanding of CBC concepts and inadequate professional training hindered effective classroom implementation. Similarly, in East African countries such as Kenya, Rwanda, and Uganda, teachers have struggled to shift from traditional teacher-centered methods to student-centered practices due to large class sizes, limited teaching materials, and insufficient in-service training opportunities (Isaboke et al., 2021; Nsengimana, 2021; Okeyo & Mokua, 2023). These challenges have led to

partial or inconsistent CBC implementation across the continent.

In Tanzania, the Competency-Based Curriculum (CBC) was introduced in 2005 for secondary schools and 2006 for primary schools to promote practical, participatory learning. However, most teachers remain insufficiently proficient in student-centered pedagogy due to training under traditional content-based methods, with over 70% lacking CBC in-service training (Makunja, 2016; Nkya et al., 2021). Additional challenges such as overcrowded classrooms, limited teaching resources, and inadequate follow-up support hinder effective learner-centered teaching (Mwakabungu & Nkya, 2021; Mlenge et al., 2025). These findings indicate that improving teacher proficiency requires continuous professional development, mentorship, adequate resources, and supportive teaching environments.

In Geita District Council, effective implementation of the Competency-Based Curriculum depends significantly on teachers' proficiency in applying student-centered methods. Despite policy efforts to promote CBC nationwide, many teachers in the district continue to rely on teacher-centered instruction, which limits learner participation and skill development. Since teachers are the key agents of curriculum delivery, their ability to plan, manage, and assess learning using student-centered strategies determines the overall

success of CBC. Therefore, this study aims to examine teachers' proficiency in applying student-centered methods in the implementation of the Competency-Based Curriculum in public secondary schools in Geita District Council, with the goal of identifying existing gaps and proposing strategies to enhance effective CBC delivery.

Theoretical Review

This paper was guided by Tyler's Model of Curriculum Development (1949), also known as the Objective Model, offers a systematic and linear framework for curriculum design that begins with setting clear objectives, followed by selecting, organizing, and evaluating learning experiences (Cruickshank, 2018). The model emphasizes that educational activities should be purpose-driven and aligned with measurable learning outcomes. This approach strongly supports the Competency-Based Curriculum (CBC), which focuses on achieving specific competencies through well-defined objectives and continuous assessment (Kasuga & Kalolo, 2025). Cruickshank (2018) highlight that Tyler's structured model enhances teacher effectiveness by providing clear guidance in lesson planning, instructional organization, and evaluation of learning outcomes. In relation to this study on teachers' proficiency in applying student-centered methods in the implementation of CBC, Tyler's Model

is relevant because it provides a logical basis for analyzing how teachers translate CBC objectives into practice. It helps evaluate whether teachers can plan student-centered lessons aligned with competencies, facilitate learner engagement, and assess learners' achievement of intended skills. Thus, despite its rigidity, Tyler's Model remains a valuable framework for examining teachers' proficiency and preparedness in implementing student-centered approaches within CBC in public secondary schools.

Empirical Review

Globally, the implementation of Competency-Based Curriculum (CBC) has been shaped by factors such as teacher beliefs, institutional support, and professional development opportunities. In the United States, Rogers (2022) found that teacher beliefs and structural support greatly influenced how Competency-Based Education (CBE) was practiced, with positive outcomes like improved student engagement and reduced anxiety in well-supported districts. Similarly, in Finland, Halinen (2020) reported that CBC implementation was characterized by student-led inquiry and collaborative learning, though teachers faced challenges related to planning time and professional training. Studies in Canada (Campbell et al., 2020) and China (Li et al., 2024) also highlighted the importance of continuous professional development, teacher autonomy, and curriculum-

exam alignment for successful CBC adoption. In Singapore, Tan and Goh (2021) emphasized that while CBC reforms enhanced teacher empowerment through learner-centered strategies like experiential learning and design thinking, teachers struggled with time constraints and curriculum overload. Collectively, these global studies underscore that teacher proficiency, ongoing training, and supportive learning environments are key determinants of effective CBC implementation.

Across Africa, the adoption of CBC has been motivated by efforts to reduce youth unemployment and improve the relevance of education to the labor market. However, teacher proficiency in applying student-centered approaches remains limited due to inadequate preparation and insufficient training. Boateng et al. (2023) in Nigeria reported that although teachers accepted CBC principles, they lacked pedagogical competence and professional support to implement them effectively. Similar challenges were echoed in several African countries where large class sizes, resource scarcity, and limited institutional support impeded effective delivery. These findings suggest that while CBC has been widely embraced, its implementation in Africa continues to be constrained by systemic barriers that affect teacher readiness and classroom practice.

Within East Africa, similar patterns of challenges emerge. In

Kenya, Mugambi and Chepko (2024) found that teachers lacked adequate pedagogical content knowledge (PCK) necessary for executing learner-centered approaches. Teachers often reverted to traditional instruction due to limited in-service training, insufficient instructional resources, and misalignment between teacher preparation and CBC demands. In Uganda, Namubiru et al. (2024) revealed that although some teachers appreciated the CBC's focus on skill development, negative attitudes persisted due to limited resources and training. Both studies highlighted the need for robust teacher capacity-building programs, improved resource allocation, and better alignment between curriculum policy and classroom realities. These findings reflect persistent gaps in teacher proficiency that mirror those found in Tanzania, particularly in under-resourced regions.

In Tanzania, research indicates that while the CBC reform aligns with national education goals emphasizing practical skills and learner participation, teachers continue to face challenges in applying student-centered methods. Issa et al. (2024) found that although secondary school teachers understood CBC theory, they lacked adequate in-service training and teaching materials, leading to reliance on traditional methods. Similarly, Shiboko and Mrema (2024) reported that inadequate ICT facilities, lack of teaching aids, and poor availability of

CBC guides hindered teachers' ability to deliver competency-based lessons effectively. Kigwilu and Mokoro (2022) further noted that teachers lacked training in formative and authentic assessment, relying instead on summative tests inconsistent with CBC principles. These studies point to the need for continuous professional development, improved assessment literacy, and better access to CBC-oriented teaching materials.

Focusing on Tanzania's regional context, Majiwa et al. (2025) and Nyoni (2019) both highlighted systemic challenges affecting the implementation of CBC in secondary schools. Majiwa et al. (2025) observed that while teachers used group discussions and demonstrations, they still predominantly applied teacher-centered methods due to limited support, resources, and training. Similarly, Nyoni (2019) found that insufficient planning time, poor understanding of CBC pedagogy, and lack of learner-centered resources hindered effective classroom practices. Both studies emphasized the gap between CBC policy and classroom implementation, especially in rural or under-resourced districts. These findings justify the need for the present study in Geita District Council, where teacher proficiency in applying student-centered methods is essential for realizing the intended goals of CBC and addressing ongoing challenges of teacher preparedness, pedagogical skills, and resource inadequacy.

METHODOLOGY

This study employed a mixed-methods approach with the explanatory research design. In this design, quantitative data was first collected through structured questionnaires, followed by qualitative interviews to explain and contextualize the results. The target population comprised 881 teachers, 74 Heads of Schools, 37 Ward Education Officers, 1 DSEO, and 1 DQAO, totaling 1,003 respondents. A sample of 160 participants was drawn, including 138 teachers (selected through simple random sampling), 10 HoS, 10 WEOs, 1 DSEO, and 1 DQAO (all selected purposively). Proportional allocation was applied to ensure representative sampling of teachers across the 10 selected schools. Data were collected using questionnaires and semi-structured interviews to allow triangulation, while validity was ensured through expert review and reliability through the test-retest method, which yielded a correlation coefficient of 0.83, indicating strong internal consistency. Quantitative data were analyzed descriptively using SPSS version 26, while qualitative data underwent thematic analysis. Trustworthiness for qualitative findings was ensured through credibility, dependability, confirmability, and transferability. Ethical considerations were observed through informed consent, confidentiality, and adherence to APA 7th edition referencing standards.

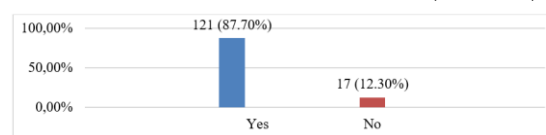
RESULT AND DISCUSSION

Teachers' proficiency in Applying Student-Centered Methods in Implementing Competence Based Curriculum

The objective aimed to assess teachers' proficiency in implementing the Competency-Based Curriculum (CBC) in public secondary schools in Geita District Council. One of the key aspects of CBC is the adoption of learner-centred teaching methods, which emphasize active learner participation, critical thinking, creativity, and problem-solving. To evaluate this, teachers were asked whether they apply learner-centred methods in their classroom teaching. Most of teachers indicated that group discussion, question and answers were mostly preferred. Other classroom practices methods are described in table 1 on teachers' classroom practices in implementing Competence Based Curriculum in Public secondary schools.

Figure 1.

Teachers' Response on Applying Learner Centered Methods (N=138)



Source: Field Data (2025)

Figure 1 shows that 121 teachers (87.7%) reported using learner-centred methods in their classroom practices, while 17 teachers (12.3%) indicated they still rely on traditional, teacher-

centred approaches. This suggests that the majority of teachers in Geita District are making deliberate efforts to implement pedagogical practices aligned with CBC principles, emphasizing student engagement, autonomy, and competency development. Learner-centred strategies such as group discussions, project-based learning, and problem-solving tasks are increasingly recognized as effective tools for fostering relevant skills, likely influenced by professional development programs and CBC orientation initiatives from the Ministry of Education and other stakeholders. However, interviews revealed ongoing challenges, with one respondent noting that overcrowded classrooms and inadequate teaching resources sometimes force teachers to revert to teacher-centred methods (Interview G, July 2025). These findings highlight that, while progress has been made in adopting learner-centred approaches, structural and logistical limitations continue to constrain full CBC implementation, a perspective supported by Jeanne and Mukamazimpaka (2020) and Mutai et al. (2024). From the lens of Tyler's curriculum development model, these results reflect a gap between the intended objectives, learning experiences, and assessment procedures of the CBC and actual classroom practices, indicating that teachers' capacity to fully realize

curriculum goals is hindered by systemic challenges.

The study also used shows 8-likert scale statements that teachers responded to reveal the teachers' proficiency in applying student-centered methods Competency Based Curriculum in public secondary schools. The following were their responses indicated in table 1.

Table 1.
Teachers' Response on Teachers' Proficiency in Applying Student's Centered Methods in Implementing Competence Based Curriculum (N=138).

Key: SD-strongly disagree, D-disagree, U-undecided, A-agree, SA-strongly agree.

S / n	Items	S		D		U		A		S	
		F	%	F	%	F	%	F	%	F	%
1	I am involv ng student s in proble m-solving and critical thinkin g tasks.	4	3	7	5.	2	1.	4	2	4	3
		2	0.	1	4	0	9	7	4.	1	
2	I apply group work and collabo rative activiti es during lessons.	4	2	1	8.	2	1.	4	3	3	2
		0	9	2	7	4	7	4.	7	6.	8
3	I assess student s using perfor mance-based and formati ve method s.	3	2	1	1	6	4.	4	3	4	2
		2	3.	6	1.	3	3	1.	1	9.	7
4	I integrat e real-	3	2	1	1	1	7.	4	3	4	2
		0	1.	5	0.	0	2	3	1.	0	9
			7		9				2		

5	life situations in the teaching-learning process. Students do not have more opportunities to demonstrate acquired competencies.	3	2	2	1	2	1	3	2	2	1
6	I do not use a variety of teaching aids and resources.	4	2	3	2	2	1	2	1	2	1
7	I do not tailor my teaching to meet different learners' needs.	3	2	3	2	1	1	2	1	2	1
8	There is no well-structured monitoring and evaluation system for CBC implementation.	3	2	3	2	1	1	3	2	2	1

Source: Field Data (2025)

Table 1 present various Teachers' proficiency in applying student centered methods in Implementing CBC all items got significant support with every item showing mixed results.

Involvement of Students in Problem-Solving and Critical Thinking Tasks

The findings revealed that 47 teachers (34.1%) strongly agreed and 40 teachers (29%) agreed that they involve students in problem-solving and critical thinking tasks, totaling 63.1% positive responses. However, 42 teachers (30.4%) strongly disagreed, indicating that a notable proportion still rely on traditional teacher-centred methods. This suggests that while many teachers in public secondary schools are embracing CBC principles by promoting learner-centred instruction, others struggle to fully implement these approaches. Engaging students in problem-solving and critical thinking aligns with Tyler's Curriculum Model, which emphasizes defining educational objectives, selecting appropriate learning experiences, organizing them effectively, and evaluating outcomes to ensure learners can apply knowledge to real-life situations. Interviews further supported this mixed adaptation; one respondent noted that time constraints and syllabus pressures prevent some teachers from using learner-centred methods, limiting students' opportunities to develop creativity and critical thinking (Interviewee E, August 2025). This indicates a need for strengthened continuous in-service training, mentoring, and institutional support to enhance teachers' methodological skills and sustain learner-centred practices, as emphasized by Issa et al. (2024),

ensuring that CBC objectives and 21st-century competencies are effectively achieved.

Performance-Based Assessment

The findings revealed that 43 teachers (31.2%) agreed and 41 teachers (29.7%) strongly agreed that they use performance-based assessments in their classrooms, totaling 60.9% positive responses. However, 32 teachers (23.2%) strongly disagreed and 11.6% disagreed, indicating that a substantial proportion of teachers still do not conduct continuous or formative assessments. This suggests that while many teachers have adopted assessment practices aligned with the Competency-Based Curriculum (CBC), emphasizing learners' ability to apply knowledge and demonstrate skills through practical tasks, gaps remain in consistently implementing these approaches. The absence of formative assessment limits teachers' ability to monitor learners' progress, provide timely feedback, and reinforce essential skills, potentially leaving students without mastery of key competencies. These findings are consistent with Kangalawe (2019), who observed that many Tanzanian secondary school teachers remain exam-oriented and inadequately trained in formative assessment, undermining CBC objectives. From the perspective of Tyler's Curriculum Model, defining clear learning objectives and evaluating outcomes through observable learner behaviors is critical, and performance-

based assessments serve this function by measuring competencies such as problem-solving, communication, and creativity rather than rote memorization. The findings underscore the need for targeted teacher training on designing and implementing diverse assessment tools, including performance tasks, rubrics, and self-assessment strategies, to ensure assessment becomes an integral part of teaching and learning, guiding instructional improvement.

Integration of Real-Life Situations in Teaching and Learning

The study found that 43 teachers (31.2%) agreed and 40 teachers (29%) strongly agreed that they integrate real-life situations into their lesson. However, 30 teachers (21.7%) strongly disagreed, showing that some teachers still struggle to contextualize learning contents. This is a positive indication that many teachers recognize the relevance of connecting classroom knowledge with learners' experiences as an essential element in CBC that fosters meaningful learning. Such practice advocates for learning experiences that directly support the achievement of intended educational objectives by linking theory with practical realities. According to Li et al. (2024), teachers' limited exposure to CBC pedagogy often results in abstract lesson delivery that fails to engage learners meaningfully. This was also affirmed in an interview of one of respondents stated that:

"Most teachers who received CBC training tend to connect lessons with real life, but untrained one's struggle with this and lead to rely on teacher centered method of teaching which is contrary to the competence-based curriculum principles (Interviewee E, July, 2025).

This statement illustrates how teacher preparedness directly influences lesson contextualization. When teachers lack training, learning becomes disconnected from students' social realities contradicting CBC principles. Mohammed (2019) similarly observed that teachers often face time constraints that hinder real-life integration, even when trained. Therefore, continuous professional development focusing on contextual lesson planning, resource localization, and practical application should be prioritized. In line with Tyler's framework, effective learning experiences must connect objectives, learning activities, and outcomes in ways that make learning relevant and lasting.

Opportunities for Students to Demonstrate Acquired Competencies

The findings showed that 30 teachers (21.7%) agreed and 22 teachers (15.9%) strongly agreed that students are given opportunities to demonstrate acquired competencies, indicating some effort to promote practical application of learning. However, a significant proportion, 37 teachers (26.8%) strongly disagreed and 18.1%

disagreed, reported not providing such opportunities, reflecting partial alignment with Tyler's Curriculum Model, which emphasizes evaluating learners' ability to demonstrate mastery of objectives through authentic tasks. Allowing students to apply skills via projects, presentations, and hands-on activities ensures competence-oriented learning. Challenges such as time constraints and pressure to complete syllabuses, as supported by respondent feedback, hinder teachers from fully implementing these practical learning opportunities. Narrated that:

"The Competence-Based Curriculum requires students to demonstrate practical skills, but in some classrooms, this critical component is often skipped due to the overwhelming pressure on teachers to complete the syllabus within limited time frames. This pressure often leads to the neglect of essential CBC components such as student demonstrations, hands-on activities, and competency assessments." (Interviewee F, July, 2025).

This finding suggests that CBC implementation remains largely theoretical, restricting students' creativity, innovation, and problem-solving. As Namubiru et al. (2024) note, pressure to complete the syllabus compromises skill development and authentic assessment. In line with Tyler's principals, teachers should be supported to structure learning experiences and use continuous, performance-based assessments,

enabling students to apply and demonstrate competencies effectively.

The Use of a Variety of Teaching Aids and Resources

The findings revealed that 23 teachers (16.7%) agreed and 21 teachers (15.2%) strongly agreed that they use a variety of teaching aids and resources, totaling 31.9% positive responses, indicating some efforts to integrate instructional materials in line with Competency-Based Curriculum (CBC) principles. However, 40 teachers (29%) strongly disagreed and 33 teachers (23.9%) disagreed a combined 52.9% reported not using diverse teaching aids. The use of charts, models, digital content, and locally made materials enhances learner participation, supports experiential learning, and deepens understanding, consistent with Tyler's Curriculum Model, which stresses deliberate selection of learning experiences and resources to achieve defined objectives. The findings suggest that while some teachers attempt to use instructional materials, many either lack access or the pedagogical skills to integrate them effectively, limiting learner engagement in hands-on, discovery-oriented activities. This aligns with Barnabas and Prosper (2024), who emphasize that instructional resources bridge theory and practice in CBC classrooms, fostering creativity, collaboration, and problem-solving. To address this gap, teachers should receive continuous professional

development on creative use of both modern and local materials, while schools should ensure availability of essential resources, combining training, resource mobilization, and administrative support to promote active, competency-driven learning.

Teaching to Meet Different Learners' Needs

The findings showed that 27 teachers (19.6%) agreed and 23 teachers (16.7%) strongly agreed that they tailor their teaching to meet diverse learner needs, totaling 36.3%, while 35 teachers (25.4%) strongly disagreed and 36 teachers (26.1%) disagreed, accounting for 51.5% who do not differentiate instruction. This indicates that only a section of teachers apply learner-centered, differentiated strategies in line with CBC principles, recognizing learners' varying abilities, interests, and learning styles. According to Tyler's Curriculum Model (1949), effective teaching involves clear objectives, organized learning experiences, and evaluation of outcomes, suggesting that over half of teachers still rely on general, teacher-centered methods. The findings align with Mugambi and Chepkonga (2024), who highlight differentiated instruction as key for CBC, and point to the need for continuous professional development to enhance adaptive pedagogy, inclusivity, and full implementation of learner-centered practices.

Structured Monitoring and Evaluation System

The findings indicate that 33 teachers (23.9%) agreed and 23 (16.7%) strongly agreed that their schools have a structured monitoring and evaluation (M&E) system, while 32 (23.2%) strongly disagreed and 36 (26.1%) disagreed, totaling 49.3% who reported the absence of such systems. This suggests that nearly half of the schools lack organized mechanisms to oversee CBC implementation effectively. Where M&E systems exist, they support feedback, supervision, and accountability, partially aligning with Tyler's curriculum principle that evaluation measures learning objectives and informs instructional improvement. The inconsistency highlights weaknesses in administrative follow-up and standardized evaluation frameworks. As Rogers (2022) emphasizes, structured monitoring ensures accountability and continuous improvement; its absence limits teachers' capacity to identify instructional gaps, receive constructive feedback, and enhance learner competencies. One respondent noted: "We rarely receive formal feedback on how we conduct CBC lessons; supervision is inconsistent, and we mostly rely on personal judgment to know if we are on the right track. This has been demotivating us on gaining new skills on CBC" (Interviewee C, July 2025). This underscores that the lack of systematic M&E disrupts the essential

feedback loop between planning, implementation, and evaluation, weakening both accountability and professional growth among teachers.

To address the gaps in CBC implementation, it is essential to establish comprehensive monitoring and evaluation (M&E) frameworks that offer regular supervision, data-driven feedback, and professional support, as effective curriculum delivery relies on the synergy between competent teachers and strong institutional systems (Isaboke et al., 2021). Policymakers and education administrators should invest in continuous teacher training, provide adequate teaching resources, and design a unified national monitoring framework to enhance fidelity to CBC principles, ensure consistency, strengthen quality assurance, and promote ongoing improvement in teaching and learning processes. Despite these systemic challenges, teachers in Geita District have demonstrated commendable efforts to align classroom practices with CBC expectations by forming small peer learning groups to manage large classes, improvising teaching aids from locally available materials, and focusing lesson planning on key competencies rather than superficially covering the syllabus. They also engage in workshops and consult experienced colleagues to enhance their skills. However, these individual initiatives are constrained by resource shortages, overcrowded classrooms, and limited

professional development, with interviewees noting that without continued training, sufficient materials, and reduced class sizes, CBC implementation remains largely theoretical (Interviewee D, July 2025). These observations corroborate findings by Mathias (2023) and Li & Xue (2021), highlighting that teacher preparedness and resource availability are critical for the successful, sustainable, and impactful delivery of competence-based education.

CONCLUSION

The study concluded that teachers in public secondary schools in Geita District exhibit a mixed level of proficiency in implementing learner-centered methods aligned with the Competence-Based Curriculum (CBC). While a majority of teachers report using strategies such as group discussions, project-based learning, problem-solving tasks, and performance-based assessments, a significant proportion still rely on traditional, teacher-centered methods. Key challenges limiting full CBC implementation include large class sizes, inadequate teaching and learning resources, insufficient professional development, and time pressures associated with syllabus completion. These constraints result in partial alignment with Tyler's Curriculum Model, where intended objectives, learning experiences, and evaluation procedures are not fully realized. The findings also indicate that monitoring

and evaluation systems are inconsistently applied, further undermining accountability, instructional improvement, and professional growth. Despite these limitations, teachers demonstrate resilience by employing strategies such as improvisation of resources, peer collaboration, and prioritization of key competencies. Overall, while there is evidence of progress toward learner-centered, competency-focused teaching, systemic and logistical challenges continue to hinder the effective, sustainable, and practical application of CBC principles, leaving some aspects of student skill development largely theoretical.

Recommendation

To enhance teachers' proficiency and ensure effective CBC implementation, it is imperative that policymakers, education administrators, and school leaders provide targeted interventions that address both systemic and individual-level challenges. Continuous professional development programs should be intensified, focusing on learner-centered pedagogy, differentiated instruction, contextualization of lessons, and performance-based assessment techniques. Schools should be supported to reduce class sizes, ensure consistent availability of teaching and learning resources—including ICT tools, textbooks, and laboratory equipment—and establish structured

monitoring and evaluation (M&E) systems that provide regular supervision, feedback, and guidance. Additionally, teacher mentorship programs, peer learning sessions, and workshops on resource improvisation should be promoted to strengthen instructional practices. Embedding CBC objectives into daily classroom routines, while providing institutional support and manageable workloads, will foster sustainable, competency-based teaching and learning, enabling students to develop critical 21st-century skills such as creativity, problem-solving, and practical application of knowledge.

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