

The Paradox of Curriculum Changes for Ordinary Level Secondary School Students in Tanzania

Fulgence Saronga S. Swai¹

Abstract

This paper aimed to assess the effects of curriculum changes in the ordinary level of secondary education. The methods used for the study relied on a qualitative survey research design making use of the interviews. Forty-eight students and eight teachers were involved in the study from two schools in Kinondoni district, Dar es Salaam. Results show that the curriculum change has no relationship with teaching and learning materials in secondary schools. In addition, the findings revealed that good teaching and learning environment is built on positive curriculum changes. The study concluded that teachers should be involved in developing curriculum changes and that the Government should ensure that, there is a strand of the sustainable curriculum in the education sector. Both the Government and the private sector have to train teachers when there are curriculum changes so that they are updated for new knowledge and technology.

Keywords: Curriculum change, students, environment, teachers and learning materials

Introduction

The education system is complex and therefore understanding of its properties motivates scientific inquiry (Bar-Yam, 1997). Tanzania's education system has been changing accordingly to country requirements. As a result of these changes from the colonial period during the German and English times, the curriculum in education was given to a few people who served colonial interests. It had a racial connotation where the Europeans were trained to be administrators, Asians trained to be businessmen while the Africans were trained to be clerks, carpenters, and farmers for the sole aim of perpetuating the status quo (Wandela, 2014).

After independence in 1961, the Parliament of Tanganyika passed the Education Act Number 6 of 1962 in order to regulate the provision of education, which repealed and replaced the 1927 Education Act. It was intended to streamline the curriculum and abolish racial discrimination in the provision of education whereby Kiswahili was promoted to be the National Language and the language of instruction in the primary education curriculum (Mushi, 2009; Wandela, 2014). Despite introducing these changes there were no significant changes in the goals and objectives of education until 1967 when the philosophy of education for self-reliance was introduced by president Nyerere (Wandela, 2014).

Since the curriculum is an essential asset in both educational teaching and learning each state-funded school offer a curriculum that is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society. This is done to prepare pupils for the opportunities, responsibilities, and experiences of later life (Alvior, 2014). The school curriculum comprises all learning and other experiences that each school plans for its pupils and students in primary and secondary education (Kelly, 2009).

¹ Senior Lecturer, Tumaini University Dar es Salaam College. Email: swaisr@gmail.com

This study aimed to assess the effects of curriculum changes in the ordinary level of secondary education. The secondary school curriculum does not meet the learning needs of the students and does not address their career choices. The experience shows that the teachers are hard-pressed to do their heavy work due to frequent changes and lack of facilities for implementing the curriculum project (Projest, 2013). Consequently, teachers are time-barred to prepare lesson plans, schemes of work resulting in students' poor performance in addition to family chores.

Tanzania is made up of different cultural heritages from different local ethnicities where Kiswahili is a major tool used in the cultural linkage to enhance economic development and national unity. The change of the policy to use Kiswahili in primary schools and to have English as the medium of instruction in secondary schools and in the higher learning institutions has an effect on the students' learning ability. The formal curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students. Invariably, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students and that curriculum has to support the building of social cohesion and foster a national culture to sustain a sense of national identity and belonging (Kelly, 2009; Ahvan et al., 2021). The existence of the curricula changes now and then has an effect on the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in the curriculum while they are in school project (Projest, 2013). The hidden curriculum is described as "hidden" because it is usually unacknowledged or unexamined by students, educators, and the wider community.

As argued earlier, soon after her independence in 1961, Tanzania, like many other African countries, adopted a content based curriculum. However, in 2005, Tanzania introduced the change which led to the development of competence based curriculum for learning and assessments in secondary education (Kafyulilo et al., 2013). The review of the curricula was prompted by economic, political, and cultural changes. Accordingly, the old curriculum was ineffective as the graduates failed to demonstrate the skills and competences that fully addressed local, national and global market demands (Komba & Kira, 2013). All these necessitated changes in the curriculum and therefore creating a problem for performance of students in the curriculum.

This paper aims to find out how the implementation of curriculum changes affect Ordinary Level students' performance. The study was guided by the following questions: 1) How do curriculum changes in ordinary level secondary education affect school performance? 2) To what extent does the curriculum changes affect the teaching and learning materials? and 3) What are the difficulties facing teachers and students towards the curriculum change in ordinary level secondary education?

Related Literature

The Association for Supervision and Curriculum Development (ASCD, 2005) clarified that there are components of an effective curriculum development process such as planning, articulating and developing, implementing and evaluating. The evaluation includes organizing curriculum development committees, which consist of teachers who represent the various schools and grade levels of public and students become a driving force of curriculum change. This means that any innovation introduced into the education system including how curriculum implemented requires teachers to become familiar with the new curriculum. Teachers need autonomy to help individual learners reaching proficiency targets (Jacobs,

2010). This enables teachers to focus on those specific parts of the curriculum since teacher extends new curriculum and new materials in their classrooms, teams of teachers could accomplish updating of the new program. This is contrary to Paulo & Tilya (2014) who have established that classroom teaching, learning and assessment in most secondary schools has remained traditional contrary to the competence-based curriculum demands. Lack of comprehensive orientation to the reformed curriculum for the teachers and poorly resourced learning environment are among many drawbacks to the implementation of the reformed curriculum brought out by the curriculum changes. It has also been shown how majority of secondary school teachers are not implementing the revised competence-based curriculum as directed in the formal policy documents such as syllabus and indeed these activities have tended to impact the student (Tarmo & Tilya, 2014).

Curriculum Development in Tanzania

After independence in 1961, the government passed different education Acts to regulate the provision of education. For example, Act of 1962 was intended to abolish racial discrimination in the provision, promote Kiswahili as the national language and media of instruction in primary and English as a subject, and English as a media of instruction in secondary schools (Mushi, 2009). In addition, Kiswahili as the subject, Institute of Adult Education Act No 12, 1975 UPE (Universal Primary Education) and Musoma Revolution in 1974. As it has been noted earlier Colonial Education provided to few individuals that was based on racial discrimination that fulfilled the colonial interests. These Acts led to the reform in school curricula in order to meet national needs, diversification of secondary school classes from form 1 up to 4 (Meena, 2009). In addition, Meena (2009) added that

Primary and secondary education was made terminal and relevant to the needs of the country, empowering the Minister for Education to prohibit the use of certain books in schools. In 1981, the presidential commission of education was appointed to review the existing system of education, proposed necessary changes to be realized by a country towards the year 2000. The commission submitted its report in March 1982, and the government has implemented most of its recommendations. The significance for such recommendations was the introduction of a new curriculum package, in primary, secondary and teacher education levels, expansion of secondary education, the establishment of faculty of education at the University of Dar es salaam (Meena, 2009, p. 188).

Teaching and Learning Materials in the Curriculum towards Performance

Teaching and learning materials are the most important resources needed at the classroom level. If the curriculum is to succeed, the preparation and production of teaching and learning materials must be handled with utmost care. Tomlinson (2012) noted that teaching and learning materials should be informative in the sense that they have to inform learners about targeted knowledge. Additionally, teaching and learning materials should be experiential by enriching learners with the experience of the new knowledge. The Ministry of Education and Vocational Training was responsible for putting into place criteria for evaluating and ensuring that only quality teaching and learning materials were selected to support the teaching and learning in the classroom. It was expected that quality teaching and learning materials would have to be i) matched with the curricula and syllabi ii) piloted or tried out in pilot schools iii) promoted competences intended for the learners iv) enough, adequate

interesting and learner-friendly environment especially for the learners with special needs v) stimulated the learner's cognitive, affective and psychomotor domains during teaching and learning and addressed with the requirements of learners with special needs including hearing, visually impaired, and physically handicapped students.

Both the Education Sector Development Programme (ESDP) for year 2000 and Secondary Education Development Programme (SEDP) for the year 2004 have stated clearly that materials provision would be a responsibility of the parents, communities, local and central government as well as school themselves, while the central government provided capitation grants to schools. Schools would use criteria and guidelines set by the Ministry of Education, Science and Technology (MoEST) and the Tanzania Institute of Education (TIE) when procuring both textual and non-textual materials towards students' performance.

Curriculum and New Education Policy

On Friday of 13th February 2015, the Government of Tanzania had announced the Education and Training Policy by introducing free primary and secondary education. In this education policy, there would be some changes in the education system from elementary, primary and secondary of the form of 1 + 6 + 4 + 2 + 3. The system implies that the primary education will start from elementary up to secondary level. The new system is far different from one of 2 + 7 + 4 + 2 + 3 + which means elementary education is 2 years, primary education 4 years, secondary education 4 years, advanced level 2 years and the university level is three years and above (Nuffic, 2014). The changes entail that even the age of a child to start school will change, the curriculum will comprise the vocational training education, and information technology that will enable the candidates to be employed in Tanzania or abroad. Moreover, the education policy that has been introduced has relevance with the employment policy of the year 1999 that announces that in order one to be qualified for employment should have the minimum education of at least form four (MoEVT, 2014).

Challenges in Curriculum Changes

Wandela (2014) revealed that some of the challenges facing teachers and students include lack of teaching and learning materials, shortage of classrooms, funding of education, curriculum issues, and dropouts in the whole process of student performance. It has been noted by Nyoni (2018) and Tilya & Mafumiko (2018) that inadequate teaching and learning materials affect teachers' ability to implement the changes made by new curriculum changes hence leading to students' poor performance. With the new curriculum, teachers lack time for preparation to cope with these changes in order to improve their skills and knowledge towards their competence in the implementation of these new syllabi. Also, students lack awareness of these changes that occurred in the syllabi and encounter difficulties to know how they can go about learning and using and adopting new materials (Meena, 2009).

Theoretical Thinking

The Tanzania education system has a lot of misperception of saving the children and the education needs. According to the behaviourism learning theory by Thorndike (1935), Watson (1913) and Skinner (1957) that says learning is under the imitation, practice, reinforcement and force habit, which is automatically acquired by means of stimulus and response (Pritchard & Woollard, 2010). This acquisition is in terms of mechanical repetition from everyday life activities, which are normally the same, but any change can facilitate learning to stop or occur with some problems. The changes in education policy can result in positive and negative effects and some of them include introducing a new system of grades in

2013, the system of GPA in 2014, introducing primary education for 10 years. The dilemma of changing the language of instruction from English language to Kiswahili so as to make Kiswahili the language of instruction in all levels of education. This will be much challenging because children learn all subjects in Kiswahili for primary school years except the English subject but soon when they reach secondary school and later university, they face difficulties to use English language since they had got used to the Kiswahili language, the Tanzania national language of pride.

Methodology

A qualitative design was used in this study since the research design reflected the framework that specified the types of information collected in the field. Data were collected from two schools which are anonymous. The tools used in this study included an interview guide. This tool is particularly effective for measuring subject behavior, preferences, intentions, attitudes and opinions (Mathiyazhagan & Nandan, 2010). The interview was chosen because of its flexibility as it enabled the interviewer to probe responses and investigated motives and feelings which a questionnaire can never do (Bell, 2006).

Purposive sampling was used whereby the respondents, including teachers, Headmaster/Headmistress, and students where every category got a chance to participate. The study involved a sample of 48 respondents from two secondary schools, which means each school comprised 20 students, three teachers and one Headmaster/Headmistress. The details are presented in Table 1.

On interviewing, this was used to gather primary information from teachers. Oral questions that involved face to face interviews with Headmasters/Headmistress and teachers so that they provided the required information to meet the responses for the specific objectives. In order to increase the reliability and the validity of the data, similar questions were asked to the participants at different times.

Table 1: Number of respondents

School	Number of Respondents		Total number of Respondents
	Male	Female	
School A			
Headmaster/Headmistress	0	1	1
Class teachers	2	1	3
Students	10	10	20
School B			
Headmaster/Headmistress	1	0	1
Class teacher	1	2	3
Students	10	10	20

Regarding data processing procedures, data that were collected through interviews were analyzed qualitatively. On the ethical issues, the researcher followed the principles of research, such as seeking permission to relevant authorities and the researcher told the respondents about the purpose of the study and ensured confidentiality.

Findings and Discussion

How do Curriculum Changes affect Academic Performance?

In addressing the first objective of the study, which was on how do curriculum changes in ordinary level secondary education affect school performance, it is shown in Figure 1 that 30 respondents out of 48 believed that curriculum changes bring good academic performance to students. On the other hand, 18 of respondents believed that curriculum changes bring poor performance to students. These participants argued that curriculum changes resulted in good academic performance to the students and that the changes encourage teaching and learning in secondary schools. One participant argued that

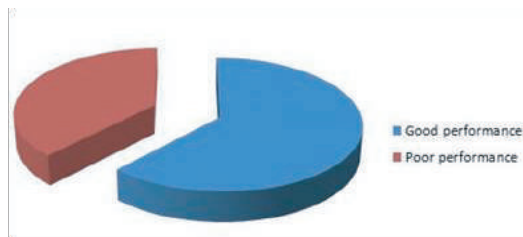


Figure 1: Academic performance from the research data

The curriculum changes make learners undergo day to day life changes, hence the creation of the additional knowledge and skills to the learners adhering to the environmental changes in the world. Furthermore, good performance occurs because of the curriculum changes motivate the student to study very hard with the aim of getting distinctions, merits and pass because of this new system of ranking grade students (Male teacher, School A).

On another hand, some of the participants who claimed that there is no connection between curriculum changes and academic performance to students in ordinary level secondary schools, believed that curriculum changes cannot bring good academic performance. Participants in this category mentioned some of the factors in which curriculum changes result to poor performance to students at the ordinary level of secondary education.

These factors include a syllabus that does not respond to the curriculum changes, the academic performance of the students depends on other several factors such as good education policy, good teaching, and learning environments, motivation to both teachers and students. The curriculum change leads to poor performance to students as curriculum developers are not the best competent teachers in the profession and some have politicians' thinking vying for political posts (Female teacher, School B).

Notwithstanding, the participants believed that it is difficult for the curriculum change to bring good academic performance simply because curriculum change has no connection with ability of the students because some of the students are good in learning hence changes of curriculum facilitates them to learn harder and some who are the slow learners remain in class performance though there are changes in the curriculum. One participant noted that

Curriculum changes require teachers to adapt their teaching methods, lesson plans, and instructional materials. If teachers receive adequate training and support to implement the new curriculum effectively, it can positively impact academic performance. However, if teachers are not adequately prepared, they may struggle to deliver the curriculum effectively, leading to a decline in academic performance (Teacher, School A).

On the other hand, curriculum changes should aim to promote equity and accessibility in education. If the new curriculum addresses the diverse needs of students, including those from marginalized backgrounds, it can contribute to improved academic performance by fostering inclusivity and providing equal learning opportunities for all. One participant said:

Implementing a new curriculum can sometimes create challenges during the transition period. Students who were accustomed to the previous curriculum may initially struggle to adapt to the changes. This transition period can impact academic performance as students and teachers adjust to new expectations, content, and teaching methodologies (Teacher, School B).

Furthermore, curriculum changes can have a significant impact on academic performance in Tanzania, as they directly influence the teaching and learning processes in schools. When curriculum changes are implemented in alignment with the educational goals of the country, they can enhance academic performance. For example, if the new curriculum focuses on critical thinking, problem-solving, and practical skills, students may develop a deeper understanding of the subject matter and perform better academically. One participant commented that

Changes in the curriculum often necessitate the development or procurement of new textbooks, learning resources, and materials. If these resources are not readily available or of poor quality, it can hinder students' understanding and performance. Conversely, if well-designed and relevant resources are provided, they can support students' learning and enhance academic performance (Male student, school A).

In order for the curriculum changes to be effected, one of the schools had the idea of providing tuition to students so that the students could perform better in the school. This kind of tuition is not free for the parents have to pay to the school. This may act as a barrier to education, preventing some students from continuing their studies. Families with limited financial resources may struggle to afford tuition fees, leading to lower enrollment rates and higher dropout rates and this lack of access to education directly hampers academic performance. One participant said:

When students' families invest in education by paying tuition fees, it can enhance motivation and a sense of responsibility towards academic achievement. Students may be more inclined to take their studies seriously and actively engage in learning opportunities, leading to improved academic performance (Student, School B).

Concurrently, for attracting and retaining well-qualified teachers for effecting curriculum changes, the study has revealed that with the tuition fees, the school can offer competitive salaries and have well-compensated teachers who are more likely to be motivated, dedicated, and invariably deliver higher-quality instruction, which can positively influence students' academic performance. Conversely, it has been argued by the participants that the relationship between tuition fees and academic performance in Tanzania can be complex and influenced by various factors. It is important to note that the impact of tuition fees on academic performance is multifaceted and can vary depending on individual circumstances, educational institutions, and broader socio-economic factors. Policymakers and stakeholders need to consider these complexities while addressing the issue of tuition fees to ensure

equitable access to quality education and promote better academic outcomes for all students in Tanzania. On this complex note of curriculum changes, one participant had this to say:

Schools often face challenges such as overcrowded classrooms, limited resources, and a shortage of qualified teachers, private schools generally offer higher-quality education but at a higher cost. Students who can afford the higher tuition fees in private schools may have access to better learning environments, resources, and qualified teachers, which can positively impact their academic performance but in the long run will create educational inequality and contribute to social disparities. Students from wealthier backgrounds who can afford tuition fees may have greater access to educational opportunities and resources, widening the performance gap between different socioeconomic groups (Student, school A).

Curriculum Changes Affect the Teaching and Learning Materials

As for objective 2 of the study, the research participants who were forty-four in number out of forty-eight, expressed the view that curriculum changes did not match with the relevant teaching materials in the schools. It was strongly emphasized that there is no relevance between teaching and learning materials and curriculum changes in ordinary secondary education. This implies that those participants who argued that there is the relationship in the curriculum change and teaching and learning materials were putting their consideration on the fact that curriculum changes were part of policy but not relevant with teaching and learning materials. The same old teaching and learning materials were still observed in the schools. This is substantiated with the following quote from a participant who said:

First teaching and learning materials in ordinary level secondary education are scarce and therefore teaching materials do not respond to the curriculum. Secondly, one curriculum programme has more than one teaching and learning textbooks and thirdly, textbooks used in secondary schools jingle well with teachers and the students (Male student, School A).

On the same note, another participant did not mince words and had the following said:

Schools face shortages of textbooks, reference materials, and other educational resources. This scarcity makes it difficult for both teachers and students to have the necessary materials to support effective teaching and learning. The quality of textbooks are outdated and some contain poorly written materials which contain inaccuracies, insufficient content coverage, inappropriate language and this hampers the learning process. The curriculum changes need to address these long standing challenges for better academic performance (Female teacher, School A).

Therefore, in most cases, the respondents ignored the argument that curriculum changes respond to the teaching and the learning materials in ordinary level secondary schools. The teachers and the students suggested that in developing or changing the curriculum in secondary schools, the teaching and the learning materials should be considered to make the curriculum change advantageous to both teachers and students. One participant said:

Teaching and learning materials like textbooks and other resources help the student to understand the subject matter better as these are needed resource materials in the learning process of the curriculum. During actual teaching, a lot of interactions take place in the class that enrich the participatory methodology but without the required facilities, academic performance cannot be attained. We cannot have a miracle in academic performance without the academic essentials (Head of school).

Despite the actual teaching, students are not aware of the changes of the curriculum. The students are of the view that what the teachers are giving them are the best and that they cannot critically question the teachers on what is being taught. Teachers feel undermined when they encourage students to interrogate the knowledge they teach and, hence the teachers may reject or modify the curriculum principles on grounds of being inconsistent with their deeply held beliefs and undermining their position of knowledge authority (Tarmo, 2019) The students have not been exposed to changes in the curriculum. One of the teachers said:

Cost can be a significant barrier for many students and their families. Textbooks and other learning materials can be expensive, making them unaffordable for some parents. This limits students' access to necessary resources, hindering their ability to study effectively and, therefore affecting the academic performance (Teacher, School A).

In addition, curriculum changes have a bearing on examinations. Curriculum changes incorporate new knowledge, research findings, and developments in various fields. This ensures that students are learning relevant and up-to-date information. There is a growing focus on developing skills such as critical thinking, problem-solving, creativity, communication, collaboration and digital skills as well. Curriculum may be adjusted to incorporate these skills across different subject areas. On assessing and providing testing and evaluating these skills, one participant mentioned that the curricular changes ought to promote inclusivity and diversity, ensuring that students learn about different cultures, perspectives, and experiences. One participant said:

Examination formats may vary, including multiple-choice questions, essays, practical assessments, oral examinations, and project-based assessments. Some educational systems are moving away from traditional exams and incorporating alternative assessment methods, such as portfolios, presentations, group projects, and performance-based assessments. Emphasis on assessing students' ability to apply knowledge, think critically, and solve problems rather than relying solely on memorization. Instead of relying solely on final exams, continuous assessment methods are being considered, where students' progress is evaluated throughout the academic year, considering class participation, assignments, quizzes, and other factors. There are also online examinations and assessments conducted on digital platforms utilizing advancements in technology (Teacher, School B).

Difficulties Facing Teachers and Students towards the Curriculum Change

In line with object 3 of the study, which focused on difficulties experienced, the participants responded as to whether “curriculum changes contributed to poor performance.” It was said that there is lack of fiscal, physical and human resources in ensuring fruitful curriculum

changes to the schools. This phenomenon contributes to poor performance in ordinary level secondary schools. One respondent provided the short explanations by giving the effects of curriculum change in ordinary level secondary schools by saying

Persistence change in curriculum disturbs completely the goal of education. This connotes that it makes difficult to implement and evaluate the knowledge acquired, and lastly teaching becomes more difficult and the syllabus confuses the subject matter to students. Those students from disadvantaged backgrounds may face additional obstacles, such as a lack of educational resources at home or limited support for their learning (Female student, School B).

In addition, the stakeholders of the schools should provide learning materials to their schools because most of parents have low incomes to meet all scholastic requirements of their students (Oneye & Onyango, 2021). Therefore, without all these support would lead to poor performance in ordinary level secondary schools. The following has been said by a one participant.

A teacher comes in the class to teach using his or her textbook but the students do not have the copy of the related subject textbook; this makes student to have no choice but forced to listen to the teacher attentively and it is difficult for the student to understand everything that is taught. It is important to have textbooks in the schools. Teaching without a book is like having caravan, which is a river without water. The students' brains cannot retain all that has been taught when there is no textbook where reference can be alluded to. Textbooks of every subject are in fact non-existent in schools. Therefore, do not expect excellent performance from students (Teacher, School A).

As a continuation of difficulties being faced by teachers and students, the participants mentioned the genuine problem of medium of instruction for any curriculum change. In Tanzania, education policies emphasize the use of English as the medium of instruction in secondary schools. However, many students come from diverse linguistic backgrounds and may struggle to understand complex subjects when taught in a language that is not their first language; that is being taught in English and not in Kiswahili further exacerbates this challenge. One of the participants had the following to say:

Many students have limited exposure to English outside of the classroom, which can make it difficult for them to develop proficiency in the language. There is a shortage of qualified English teachers in Tanzania. Some of the teachers themselves have limited proficiency in English, which can hinder effective instruction. This challenge requires a multi-faceted approach, including improving teacher training programs, providing adequate resources and support to schools, promoting community involvement in education, and adapting teaching methodologies linguistic diversity of Tanzania (Teacher, School B).

The study shows that both teachers and students experience several concerns due to curriculum changes that affect academic performance: 1) Introducing a new curriculum often required changes to the assessment and evaluation methods to align with the new learning outcomes and teaching approaches. Teachers needed support in developing new assessment

strategies and tools, and students needed time to adjust to the new assessment formats. Training was not provided to cope up with the changes resulting in affecting performance in addition to the logistical challenges encountered. 2) Some of the curriculum changes emphasized the integration of technology and required access to resources such as computers and the internet. From the study, there were with limited infrastructure and inadequate digital technology facilities for both teachers and students thus facing the challenges in accessing and utilizing the necessary resources, impacting their ability to fully engage with the curriculum changes from which academic performance. It has been observed that with the pressure to cover the syllabus so as to enable students to pass the National Examinations Council of Tanzania (NECTA) was identified by teachers as a major barrier (Kinyota, 2019). One participant said:

A curriculum change requires time for planning, training, and gradually phasing in the new content and facilitation techniques of teaching. However, limited timeframes or inadequate preparation periods can put pressure on both teachers and students, resulting in rushed implementation, understanding, and inadequate quality control mechanisms contribute to this issue, difficulties in adjusting to the changes. All these will cause the degree of academic performance (Teacher, School A).

Linking to the above challenges, there was lack of comprehensive training programs has hindered teachers' ability to adapt to the changes, leading to difficulties in delivering the curriculum effectively and therefore affecting academic performance. The curriculum changes encountered resistance from teachers and parents who are accustomed to the old system. This resistance stemmed from various factors, such as a lack of understanding of the rationale behind the changes, concerns about increased workloads, or skepticism about the effectiveness of the new curriculum. Overcoming this resistance and building acceptance among all stakeholders was a significant challenge. One participant said:

Addressing these challenges requires a comprehensive approach involving effective teacher training programs, adequate provision of instructional materials and resources, infrastructure development, community engagement, and careful planning and implementation strategies. Ongoing support and monitoring are crucial to ensuring successful curriculum changes and creating an environment conducive to quality education in Tanzania. Outdated or mismatched materials may not adequately cover the required content, leading to gaps in students' knowledge and skills (Teacher, School B).

Conclusion and Recommendations

Summary

The study was to assess the effects of curriculum changes toward performance in ordinary level secondary schools in the Kinondoni District in the Dar es Salaam region. The study involved 48 respondents whereby 40 participants were students and 8 participants were teachers and Head teachers. The study was conducted in line with research objectives. It was observed by researcher that most of the participants know the meaning of curriculum and others seemed to have little knowledge about it. It was very challenging and interesting topic to most of the participants as everyone explained it according to his or her knowledge of understanding. In most cases, the teachers suggested that the government should implement

the curriculum change in ordinary secondary schools by providing both learning and teaching motivational materials and good learning environment to both teachers and students as well. This will help them to manage the school environment and therefore raising the performance of students. In addition, teachers commented on the improvement of the teaching and learning environment as a way to improve the implementation of curriculum changes in secondary schools. Based on the findings, it was concluded that:

- The curriculum changes do not affect teaching and learning materials in secondary schools and that the curriculum changes may not have a strong bearing on the academic performance of students as teachers use their own curriculum covertly known as the “teacher curriculum” as noted by Bujosa et al. (2016).
- It can be added that curriculum changes lead to the negative effects on the performance of the students and conversely has some positive tendencies, this being the paradox.

Recommendations

The study recommends that:

- 1) The government should create a good teaching and learning environment in secondary schools so as to build positive effects of curriculum changes
- 2) The Tanzania Institute of Education should fully involve teachers in every step of the curriculum development process
- 3) The government should ensure that there is a permanent trend of sustainable curriculum in the education sector
- 4) Much of curriculum development process making should be guided by curriculum specialists that are not dictated by the political elites and all curriculum developers should be teachers by profession
- 5) Both the Government and the private sector have to train teachers when there are curriculum changes so that they are updated for new knowledge and technology.

References

- Ahvan, Y.R., Sheikhei, A.A. & Zainalipor, H. (2021). The relationship between the hidden curriculum components and the affective attitudes of high school students' learning. *Iranian Journal of Learning and Memory*, 4(14): 15-25.
<https://dorl.net/dor/20.1001.1.26455455.2021.4.14.1.3>.
- Alvior, M.G. (2014). The meaning and importance of curriculum development. Retrieved on May 31, 2023 from <https://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development/>.
- ASCD. (2005). Professional learning and community for educators. Retrieved December 3, 2019, from <http://www.ascd.org/Default.aspx>.
- Bar-Yam, Y. (1997). *Dynamics of complex systems*. Reading, Massachusetts: Addison-Wesley.
- Bell, J. (2006). *Doing your research project: A guide for first-time researchers in education, health and social science* (4th ed). Open University Press.

- Bujosa, L.M., McNeill, K.L., Howard, M.G. & Loper, S. (2016). An exploration of teacher learning from an educative reform-oriented science curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching (JRST)*, 54(2): 1-19.
- Jacobs, H.H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Kafyulilo, A., Rugambuka, I. & Moses, I. (2013). Implementation of competency based teaching in Morogoro teachers' training college, Tanzania. *Makerere Journal of Higher Education*, 4(2): 311–326. <https://doi.org/10.4314/majohe.v4i2.13>.
- Kelly, A.V. (2009). *The curriculum: Theory and practice* (6th ed). London: SAGE Publications.
- Kinyota, M. (2019). The role of teachers' instructional moves on students' problem-solving skills: Discourse analysis of Mathematics Lessons in the USA and Tanzania. *Journal of Education and Practice*, 37(2): 47-68.
- Komba, S.C. & Kira, E.S. (2013). The effectiveness of teaching practice in improving student teachers' teaching skills in Tanzania. *Journal of Education and Practice*, 4(1): 157–163.
- Mathiyazhagan, T. & Nandan, D. (2010). *Survey Research Method*. New Delhi: National Institute of Family & Welfare.
- Meena, W.E. (2009). *Curriculum innovation in teacher education: Exploring conceptions among Tanzanian teacher educators*. Biskopsgatan, Finland. Åbo Akademi's Förlag - Åbo Akademi University Press.
- MoEVT. (2014). *Education and Training Policy*. Dar es Salaam. Ministry of Education and Vocational Training.
- Mushi, P.A.K. (2009). *History and Development of Education in Tanzania*. Dar es Salaam: Dar es Salaam University Press.
- Nuffic. N. (2014). Education system Tanzania. *Nuffic.Ni*. 1: 1-20.
- Nyoni, K.Z. (2018). Challenges facing teachers in Tanzania, *International Journal of Afro-Asiatic Studies*, 2(22): 195-215.
- Oneye, L. & Onyango, D. (2021) Perception of school stakeholders on the effect of school-home distance on students' academic performance among community secondary schools in Rorya District, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, 2(1): 76-81.
- Paulo, A. & Tilya, F. (2014). The 2005 secondary school curriculum reforms in Tanzania: Disjunction between policy and practice in its implementation. *Journal of Education and Practice*, 5 (35): 114-122.
- Pritchard, A. & Woollard, J. (2010). *Psychology for the Classroom: Constructivism and social learning*. London: Routledge.
- Projest, G. (2013). The effects of shortage of teachers on curriculum implementation in community secondary schools in Tanzania: The case of Bukoba Municipality. A dissertation submitted in partial fulfilment of the requirements for the

award of the degree of Master of Education in Administration, Planning and Policy Studies, The Open University of Tanzania.

- Tarmo, A.P. (2019). Science teachers' beliefs and the epistemological underpinnings of the science: Curriculum for secondary education in Tanzania. *Journal of Education and Practice*, 37 (2). p. 23-46.
- Tarmo, A.P. & Tilya, F. (2014). The 2005 secondary school curriculum reforms in Tanzania: Disjunction between policy and practice in its implementation. *Journal of Education and Practice*, 5(35): 114–122.
- Thorndike, E. L (1935) The psychology of wants, interests, and attitudes. Retrieved May 31st 2023 from <https://www.britannica.com/topic/The-Psychology-of-Wants-Interests-and-Attitudes>.
- Tilya, F. & Mafumiko, F. (2018). The compatibility between teaching methods and competence-based curriculum in Tanzania. Paper presented at the Forum on Community of Practice on learner- centred Learning in Tanzania organized by Oxfam at Tanzania Episcopal Conference (TEC), Kurasini, Dar es Salaam from 18th to 19th August, 2008. p. 1–19.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/S0261444811000528>.
- Skinner B.F. (1957). The experimental analysis of behavior. *American Scientist*, 45(4): 343-371.
- Wandela, E.L. (2014). Tanzania Post-Colonial Educational System and Perspectives on Secondary Science Education, Pedagogy, and Curriculum: A Qualitative Study. College of Education Theses and Dissertations. Chicago. DePaul University. https://via.library.depaul.edu/soe_etd/71/.
- Watson, J.B. (1913). Psychology as the behaviorist views it. Retrieved on May 31st 2023 from <https://www.ufrgs.br/psicoeduc/chasqueweb/edu01011/behaviorist-watson.pdf>.