

## REVIEW ARTICLE

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## Challenges of competence based training pedagogical approaches in improving English communication in secondary schools in Temeke Municipality, Tanzania

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### Abstract

This study assessed the challenges of implementing Competency-Based Training (CBT) pedagogical approaches in improving English communication skills in secondary schools in Temeke Municipality, Tanzania. The study employed a mixed-methods approach, combining both qualitative and quantitative data collection techniques to gather comprehensive insights into the teachers' preparedness, availability of resources, and the overall implementation process of CBT. Data were collected through surveys, interviews, and classroom observations involving 100 teachers from selected secondary schools in the municipality. The findings revealed that while CBT holds potential for improving students' English communication skills, several challenges hinder its effective implementation. These challenges included insufficient teacher training, lack of adequate teaching and learning resources as well as unsuitable classroom environments. Many teachers reported that they were not adequately trained to implement CBT effectively, and there was a significant shortage of resources such as textbooks, multimedia tools, and technology needed for interactive teaching. The study also highlighted that traditional classroom setups, which lacked flexibility for collaborative activities, further impeded the successful application of CBT methods. Based on these findings, the study recommended enhancing teacher training, improving resource availability, reconfiguring classroom layouts, and developing supportive policies to facilitate the implementation of CBT in secondary schools. The recommendations aim to address the gaps identified and promote a more effective adoption of CBT to enhance English communication competencies among secondary school students in Temeke Municipality.

**Keywords:** Competency-Based Training, Teacher Preparedness, Teaching Resources, Pedagogical Approaches.**Author Affiliation:** <sup>a</sup> Department of Language and Literature, Faculty of Arts and Social Science, The Mwalimu Nyerere Memorial Academy, P.O Box 9193, Dar es Salaam, Tanzania.**Corresponding Author:** Sauda Uba Juma. Department of Language and Literature, Faculty of Arts and Social Science, The Mwalimu Nyerere Memorial Academy, P.O Box 9193, Dar es Salaam, Tanzania.**Email:** chudam017@gmail.com**How to cite this article:** Sauda Uba Jum, Challenges of competence based training pedagogical approaches in improving English communication in secondary schools in Temeke Municipality, Tanzania, Journal of Management and Science, 15(4) 2025 7-21. Retrieved from <https://jmseleyon.com/index.php/jms/article/view/908>**Received:** 30 August 2025 **Revised:** 7 September 2025 **Accepted:** 21 November 2025 **Published:** 30 December 2025

### 1. INTRODUCTION

The importance of English as a global language cannot be overstated. According to the [British Council \(2018\)](#), English proficiency is associated with numerous benefits, including access to global information, enhanced cognitive skills, and better employment prospects. According to a [Alaviyya and Yasinli \(2024\)](#), English language skills are pivotal for economic development and social integration, particularly in non-English-speaking countries. In an increasingly interconnected world, English proficiency has become a crucial skill for global communication, academic advancement, and career opportunities. English is not only the dominant language of international discourse but also the primary medium of instruction in many educational systems worldwide ([Galloway & Rose, 2021](#)). Therefore, consequently, enhancing English communication competencies

among students is imperative for fostering their ability to engage in diverse socio-economic activities effectively ([Herawati & Istinganah, 2022](#)).

In Africa, English is widely recognized as a key factor in education and professional advancement ([Mazrui, 2019; Moses & Hopper, 2022](#)). Many countries on the continent have adopted English as either an official language or a significant medium of instruction in their educational systems. English is a major international language with multiple functions and roles for Africans within Africa and in interaction with the people of other continents ([King, 2020](#)). It plays a critical role in entertainment and the media, in diplomacy, in commerce and tourism, in migration, and education ([Ly, 2022](#)). This trend underscores the importance of English proficiency for accessing higher education, securing employment, and participating in international dialogue. According to [Galloway and](#)

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Rose (2021), English serves as a bridge language in many multilingual African societies, facilitating communication across different ethnic groups and regions. The role of English in Africa's educational landscape is further highlighted by its prominence in academic curricula and its necessity for understanding and producing scholarly work, particularly in science and technology fields.

In Tanzania, English serves as both a subject and a medium of instruction in secondary and higher education (Biswalo, 2020; Shumbusho, 2020). Despite Swahili being the national and most widely spoken language in the country, English is the primary language of instruction from secondary school onwards (Mapunda, 2022). This dual-language policy aims to equip students with the linguistic skills needed for higher education and the global job market. However, the proficiency levels among students, especially in rural areas where students and teachers often have limited exposure to English outside the classroom, remain a concern (Ideh, 2021; Ideh & Tibategeza, 2022). According to Issa et al. (2024), the effectiveness of English language instruction in Tanzania is frequently hindered by inadequate teaching resources, insufficient teacher training, and a lack of supportive learning environments. A study by Mugolozzi (2019) indicated that many Tanzanian students in rural secondary schools struggle with basic English communication skills. The challenges are multifaceted, including limited exposure to the language, inadequate instructional materials, and a lack of trained English teachers.

The introduction of the competency-based curriculum (CBC) in secondary schools has brought about a significant transformation in the education systems of numerous countries; Tanzania included (Nkya et al., 2021; Mwakyobwe & Shawa, 2023; Issa et al., 2024). This curriculum places a robust emphasis on providing students with practical skills and competencies, particularly in the subject of English, to prepare them for future success. Competency-based teaching (CBT) methods that prioritize skills acquisition and practical application have been proposed as a solution to improve English proficiency in schools (Mpayo & Bulayi, 2023; Msamba et al., 2023). According to Issa et al. (2024), CBT methods focus on equipping students with specific competencies or skills, rather than simply imparting theoretical knowledge. These methods are designed to actively engage students, cater to individual learning needs, and provide continuous feedback.

Generally, CBT approaches have the potential to bridge the gap between theoretical knowledge and practical application, thereby enhancing language competencies (Issa et al., 2024). Competency-based teaching methods have gained significant

traction globally as a means to improve educational outcomes (Mgaya, 2022; Ndomondo, 2024). By emphasizing practical application, personalized learning, and continuous assessment, competency-based education (CBE) aims to produce learners who can effectively use their knowledge in real-world situations. Generally, the integration of CBT methods in enhancing English communication competencies is essential for addressing educational disparities and promoting equitable learning opportunities (Msamba et al., 2023; Ndomondo, 2024).

Despite the global push towards CBE, numerous challenges persist, particularly in rural and under-resourced parts of Tanzania. Challenges such as inadequate teaching and learning resources, overcrowded classrooms, inadequate teacher training, socio-economic barriers, and lack of in-service training significantly impact the effectiveness of these teaching methods in many parts of Tanzania (Makunja, 2016). Rural schools in Tanzania especially present a unique case study for examining these dynamics because they are especially disadvantaged in CBT because of big class sizes, limited time, and lack of teaching resources such as textbooks (Lukindo, 2016). For secondary schools in Temeke, limited studies have been conducted to date to assess the effectiveness of CBT methods in enhancing English communication competencies among students. Hence, the present study is proposed to address this knowledge and research gap.

Overall, the study aims to generate evidence-based insights that inform educational policies, curriculum development, and instructional practices aimed at improving English language education in rural Tanzanian secondary schools. The study also seeks to provide actionable recommendations for optimizing the implementation and effectiveness of CBT methods, ultimately contributing to better educational outcomes and opportunities for students in the region. This study explores the challenges of competence based training pedagogical approaches in improving English communication in secondary schools in Temeke municipality in Tanzania. The proposed study will involve a comprehensive assessment of current English communication competencies, exploring stakeholder perceptions, measuring the impact of CBT, and identifying implementation challenges, this study aims to contribute valuable insights for policymakers, educators, and stakeholders in Tanzania and beyond.

## 2. THEORETICAL REVIEWS

In this study, a number of theories have been reviewed. However, for the purpose of this study, the study will use the social learning theory and the diffusion of innovation theory to assess

the effectiveness of CBT methods in developing students' English communication competencies in rural secondary schools in Temeke municipality in Tanzania. These are further reviewed in the following subsections.

### 2.1 Social Learning Theory

The Social Learning Theory was developed by [Bandura and Walters \(1977\)](#) to posit that learning occurs through observation, imitation, and modeling of others' behaviors and attitudes. This theory has been widely applied in educational research to understand how students acquire new skills and behaviors in social contexts. According to [Bandura and Walters \(1977\)](#), social learning is individualized learning that takes place in a social place. In studies related to educational settings, the theory has been used to examine the role of peer interaction, teacher modeling, and collaborative learning in enhancing student outcomes ([Tenenbaum et al., 2020](#); [Doleck et al., 2021](#)). In the context of the present study, the theory will be used to explore how students' learning of English communication competencies in rural secondary schools in Temeke is influenced by their interactions with teachers' CBT methods. It will help analyze how observing competent language use and engaging in collaborative activities can enhance students' language skills in rural secondary schools in Temeke. A potential weakness is the challenge of measuring and controlling for the multitude of social factors that may influence learning outcomes, such as individual differences in students' cognitive abilities and socio-economic backgrounds. Thus, the theory will be used together with the diffusion of innovations theory to investigate the effectiveness of CBT methods in developing students' English communication competencies in rural secondary schools in Temeke, Tanzania.

### 2.2 Diffusion of Innovations Theory

The theory was developed by Rogers in 1962 to explain how new ideas, practices, or technologies spread within a social system over time. This theory has been extensively applied in educational research to understand the adoption and implementation of new teaching methods and innovations in schools ([Prabawani et al., 2020](#); [Frei-Landau et al., 2022](#)). The theory can also be used to examine factors influencing the adoption of educational reforms and the diffusion process among teachers and educational institutions ([Warford, 2017](#)). The theory offers a comprehensive framework for understanding the adoption process, including factors such as communication channels,

adopter characteristics, and innovation attributes. In the present study, the theory will be applied to investigate the factors influencing the adoption and implementation of CBT approaches in rural secondary schools in Temeke and to identify the barriers that slow down or hinder their adoption across different contexts. However, a limitation is that it may oversimplify the complexity of educational change processes, particularly in diverse and resource-constrained settings where multiple factors interact to influence adoption decisions. Thus, it will be complemented with the social learning theory in the present study.

### 2.3 Empirical Review

The implementation of CBT in secondary schools has been studied extensively across different countries, including Tanzania and others. These studies shed light on the effectiveness of CBT in enhancing English language communication competencies, especially in rural areas where educational resources and teacher training may be limited. In Tanzania, a study by [Mlay \(2021\)](#) focused on the integration of CBT in secondary school classrooms to improve students' English communication skills. The study revealed that CBT strategies, such as interactive learning activities and real-world language applications, significantly boosted students' speaking and writing abilities. However, the study also found that the implementation of CBT was hampered by inadequate teacher training, a lack of teaching materials, and large class sizes. The researcher emphasized the need for continuous professional development and sufficient resources to support teachers in effectively implementing CBT.

A more recent study by [Kihyo \(2024\)](#) investigated how CBT was adopted in secondary schools in the rural regions of Tanzania, specifically in Temeke Municipality. The study found that while some teachers embraced CBT, they struggled to deliver its principles effectively due to the absence of proper training and the scarcity of resources such as textbooks and multimedia tools. The study concluded that even though CBT had the potential to improve English communication skills, its success in rural areas required more targeted teacher support and infrastructure development.

In Rwanda, [Ange and Mugiraneza \(2024\)](#) explored the use of CBT in secondary schools and its impact on English language proficiency. The study showed that the application of interactive CBT techniques, such as peer teaching and group discussions, helped students enhance their English speaking and writing skills. Despite these positive outcomes, the study identified challenges such as

insufficient teacher training, inadequate resources, and a lack of supportive policies. The researchers concluded that for CBT to be effectively implemented in Ugandan schools there was a need for better teacher preparation and systemic support.

Mwangi et al. (2019) examined the implementation of CBT in secondary schools across Kenya and its effects on students' English language communication. The study highlighted that when CBT methods, such as project-based learning and collaborative activities, were utilized; students showed marked improvements in both oral and written English. However, the study also found disparities between urban and rural schools in the adoption of CBT, with rural schools facing more significant challenges in terms of resources and teacher training. The researchers emphasized the need for equitable access to resources and teacher training to ensure successful CBT adoption in all schools.

Venter et al. (2024) conducted a study in South Africa to investigate the use of CBT in English language education in secondary schools. The study revealed that when teachers adopted learner-centered approaches such as group work and real-life language applications, students' English communication skills improved. However, the study also identified significant barriers, including insufficient teacher preparation and the lack of appropriate resources. The researchers recommended that teacher training programs be revised to include CBT strategies and that schools receive adequate support to integrate these methods into the curriculum.

Sharma et al. (2023) assessed the impact of CBT on English communication skills in secondary schools in India. The study demonstrated that students' speaking and listening skills improved significantly when teachers used interactive and task-based learning activities. Despite these positive results, the research found that the success of CBT was hindered by challenges such as inadequate teacher training and insufficient multimedia resources. The researchers recommended enhanced teacher training and infrastructure improvements to fully realize the benefits of CBT in English language education.

Olatunji and Ajero (2022) investigated the role of CBT in improving English language communication in secondary schools in Nigeria. The study revealed that task-oriented and communicative teaching methods helped students improve their speaking and writing abilities. However, the research found that many teachers struggled to adapt to the new methods due to the traditional focus on rote memorization and grammar instruction. The researchers recommended that teachers be more actively engaged in the learning process and that ongoing professional development programs be implemented to ensure effective CBT use.

Rivera and McKeithan (2022) examined the effectiveness of in-service teacher training on CBT implementation in the Philippines. The study found that teachers who participated in intensive professional development programs were more likely to adopt student-centered teaching methods and showed improvements in students' English communication skills. The researchers emphasized the importance of continuous teacher support and resources to help teachers integrate CBT successfully into their classrooms.

Based on this review, it is evident that there is a notable gap in the literature regarding the implementation of CBT methods in rural Tanzanian secondary schools, particularly in Temeke Municipality. While research on CBT in urban Tanzanian schools is available (Lukindo, 2016; Issa et al., 2024), studies focusing on rural settings, which face distinct challenges such as limited resources, high student-to-teacher ratios, and inadequate teacher training, remain scarce. Research by Nkya et al. (2021) and Ideh (2021) on teacher training in neighboring countries like Kenya and Uganda highlights the importance of effective teacher preparation for the success of CBT, but similar research in Tanzania's rural areas is lacking. Additionally, resource constraints, such as limited teaching materials and technology, all these significantly impact CBT implementation but are yet to be fully explored in rural Tanzanian contexts (Lukindo, 2016). These gaps call for further research on how to overcome such challenges and improve the effectiveness of CBT in rural Tanzanian schools.

Furthermore, the role of peer learning and teacher-student interactions in CBT implementation has not been sufficiently studied in the Tanzanian context. Social learning theory, which emphasizes the importance of observing and modeling behaviors for learning (Bandura & Walters, 1977), has been widely explored in other educational settings, but its application in rural Tanzanian schools remains under-researched. Studies by Tenenbaum et al. (2020) and Doleck et al. (2021) show that peer interactions and teacher modeling can enhance language skills, but how these dynamics unfold in resource-constrained rural schools in Tanzania requires further investigation. Additionally, while international studies on innovation adoption in education (Warford, 2017; Frei-Landau et al., 2022) have identified barriers such as resistance to change and lack of support, specific barriers faced by rural Tanzanian schools in adopting CBT remain under-explored. This research aims to fill these gaps by focusing on the unique challenges and opportunities for implementing CBT in Temeke Municipality's rural secondary schools.



### 3. METHODOLOGY

#### 3.1 Research Paradigm

This study adopted a pragmatic research paradigm, which integrates both positivist and interpretivism perspectives to support a mixed-methods approach. The pragmatic paradigm was suitable for this study as it allowed for the combination of qualitative and quantitative methods to gain a comprehensive understanding of the challenges in implementing Competence-Based Training (CBT) pedagogical approaches for improving English communication. This paradigm emphasized practical solutions by focusing on both measurable data and participants' experiences, ensuring a well-rounded analysis of the factors affecting CBT implementation in secondary schools in Temeke Municipality.

#### 3.2 Research Approach

This study employed a mixed-methods research approach, combining both qualitative and quantitative methods to explore the challenges of Competence-Based Training (CBT) pedagogical approaches in improving English communication in secondary schools in Temeke Municipality. The mixed-methods approach was appropriate as it allowed for a comprehensive understanding of the issue by integrating numerical data with detailed descriptions of participants' experiences (Ebneyamini & Sadeghi Moghadam, 2018; URT, 2023). The quantitative component involved the use of structured questionnaires to collect statistical data on factors affecting CBT implementation, while the qualitative component involved interviews and observations to capture in-depth insights from teachers and students. This combination enhanced the validity and reliability of the findings by providing both measurable trends and contextual explanations.

#### 3.3 Research Design

This study adopted a convergent parallel mixed-methods design, which allowed for the simultaneous collection and analysis of both qualitative and quantitative data. This design was appropriate as it enabled the integration of numerical data from surveys with detailed insights from interviews and observations to provide a comprehensive understanding of the challenges in implementing Competence-Based Training pedagogical approaches for improving English communication. The quantitative component involved the use of structured questionnaires to collect statistical data, while the qualitative component utilized interviews and classroom observations to explore teachers' and students' experiences. The findings from both approaches were compared and merged to enhance the validity and depth of the study.

#### 3.4 Study Area

This study was conducted in Temeke Municipality, located in Dar es Salaam, Tanzania. Temeke was chosen as the study area because it represents a diverse educational setting with a mix of public and private secondary schools, each facing unique challenges in implementing CBT pedagogical approaches. The municipality is home to a large population, with varying socioeconomic backgrounds, which provides a rich context for understanding the obstacles to effective English language instruction. The selected schools within Temeke Municipality included both urban and peri-urban institutions, offering a broad spectrum of experiences in terms of resources, infrastructure, and teacher expertise. The study focused on a range of schools to capture the diversity of challenges that may arise in different settings, from schools with limited resources to those with more advanced facilities. The target schools included those with varying levels of experience in implementing CBT, ensuring that the findings would be relevant to a wide array of educational contexts within the municipality. By focusing on Temeke Municipality, the study aimed to explore how factors such as class size, teacher training, resource availability, and the students' demographic characteristics influence the implementation and effectiveness of CBT in improving English communication skills among secondary school students.

#### 3.5 Target Population

The target population for this study consisted of secondary school teachers and students from both public and private schools in Temeke Municipality. The study specifically focused on English language teachers who had experience in implementing Competence-Based Training (CBT) pedagogical approaches in their classrooms. Teachers with at least one year of experience using CBT methods were selected to ensure they had practical insights into the challenges and benefits of applying this approach to improve English communication. In addition to teachers, the study also targeted secondary school students who were actively learning English and exposed to CBT-based English language instruction.

#### 3.6 Sample Size and Sampling Technique

##### 3.6.1 Sample size

The study targeted a sample size of 100 teachers from secondary schools in Temeke Municipality. These teachers were selected based on their involvement in the implementation of Competence-Based Training pedagogical approaches in English language instruction. The sample included teachers with at least one year of experience using CBT methods to ensure they had a practical

understanding of the challenges and opportunities associated with its implementation. This sample size was chosen to provide a robust representation of teachers' perspectives, enabling the study to gather sufficient data on the barriers and enablers of effective CBT in improving English communication in secondary schools.

### 3.6.2 Sampling techniques

For this study, a stratified random sampling technique was used to select the 100 teachers from secondary schools in Temeke Municipality. Stratified sampling was appropriate because it ensured that different subgroups of teachers, based on factors such as years of experience and type of school (public or private), were represented in the sample. The population of teachers was first divided into strata based on these factors, and then a random sample was drawn from each subgroup to ensure that all relevant perspectives were captured. Furthermore, purposive sampling was used to identify teachers who had at least one year of experience implementing CBT in their English language classrooms. This method ensured that only those with relevant experience and knowledge of CBT pedagogical approaches were included in the study. The combination of stratified and purposive sampling allowed for a diverse and representative sample of teachers, enabling the study to gather detailed insights into the challenges of CBT implementation in secondary schools.

### 3.7 Research Instruments and Data Collection Methods

The study employed a combination of questionnaires, interviews, and observations as research instruments to collect both quantitative and qualitative data, providing a comprehensive understanding of the challenges faced by teachers in implementing CBT in improving English communication. Questionnaires were used to collect quantitative data from the 100 teachers selected for the study. These structured questionnaires contained closed-ended questions designed to gather information on the teachers' training and preparedness to implement CBT, as well as the availability and adequacy of teaching resources. The questionnaire aimed to assess the challenges teachers faced in applying CBT pedagogical approaches and how these challenges impacted the effectiveness of English language instruction. This instrument was designed to yield measurable data that could be analyzed for patterns and trends related to CBT implementation.

In addition to the questionnaires, semi-structured interviews were conducted with a subset of teachers to obtain in-depth qualitative data.

The interviews allowed for a deeper exploration of teachers' experiences, providing insights into the specific challenges they encountered while using CBT, as well as their views on its effectiveness in improving English communication. The semi-structured format of the interviews provided flexibility, enabling the researcher to probe further into topics that arose during the conversation and explore issues not captured in the questionnaires. The interviews were audio-recorded (with participants' consent) and transcribed for detailed analysis.

Furthermore, classroom observations were carried out to observe how CBT was implemented in real teaching environments. The researcher used an observation checklist to document the teaching strategies employed, classroom interactions, and the use of resources in the teaching of English. These observations helped to contextualize the data collected from the questionnaires and interviews by providing real-world examples of how CBT was applied in practice. The observations also highlighted any discrepancies between teachers' reported experiences and the actual classroom practices. The use of these multiple data collection methods allowed for triangulation, ensuring that the findings were robust and comprehensive. By combining quantitative data from the questionnaires with qualitative insights from interviews and observations, the study was able to provide a well-rounded analysis of the challenges of implementing CBT in secondary schools and its effectiveness in improving English communication skills.

### 3.8 Data Analysis Plan

The data collected from the questionnaires, interviews, and classroom observations were analyzed using both quantitative and qualitative methods to provide a comprehensive understanding of the challenges teachers faced in implementing CBT to improve English communication. For the quantitative data, the responses from the questionnaires were analyzed using descriptive statistics. This analysis focused on summarizing the characteristics of the sample population, including the teachers' training levels, preparedness to implement CBT, and the availability of resources for effective English language instruction. Descriptive statistics such as frequency distributions, percentages, and mean scores were used to present the data in a clear and structured manner and their views on CBT's effectiveness in improving English communication. Statistical software (SPSS) was employed to analyze the data and identify patterns or trends that emerged.

For the qualitative data, the data gathered from the interviews and classroom observations were analyzed using thematic analysis. This method

involved identifying, analyzing, and interpreting patterns or themes within the data. The interviews were transcribed and coded, and the observation notes were reviewed to identify recurring topics related to teacher training, resource availability, and challenges faced in implementing CBT. By coding the data into categories, the researcher was able to develop themes that provided insights into the teachers' experiences with CBT in improving English communication. This qualitative data was analyzed manually or with the assistance of qualitative analysis software NVivo to identify key themes and sub-themes.

Finally, data triangulation was used to enhance the validity of the study. This approach involved comparing and cross-checking findings from different data sources to ensure that the conclusions drawn were reliable. For example, the quantitative data from the questionnaires were compared with the qualitative insights from the interviews and observations to validate the results. By using both quantitative and qualitative data, the study aimed to provide a more complete and nuanced understanding of the challenges in implementing CBT and its impact on improving English communication in secondary schools in Temeke Municipality.

## **4. DATA PRESENTATION**

### **4.1 Respondent's Profiles**

This section presents the results of the study aimed at assessing the challenges of implementing Competency-Based Training (CBT) pedagogical approaches in improving English communication in secondary schools in Temeke Municipality, Tanzania. The findings are discussed in relation to the specific objectives of the study, focusing on teachers' preparedness to implement CBT approaches and the availability of necessary teaching and learning resources. The results are based on data collected through surveys, interviews, and classroom observations conducted among teachers and school administrators. The chapter is organized into two sections based on the study's specific objectives. The first section addresses the extent to which teachers are trained and prepared to implement CBT pedagogical approaches in English language instruction. The second section focuses on the availability and adequacy of teaching and learning resources necessary for the effective implementation of CBT. The results provide a comprehensive understanding of the challenges faced by teachers in integrating CBT methods into their teaching practices and the implications for improving English communication skills among secondary school students in the study area. This section outlines the background profile of the respondents, including

their age, gender, years of teaching experience, academic qualifications, and training in CBT. The data collected provided a comprehensive view of the respondent characteristics, which are essential for understanding the context of the study and interpreting the findings.

#### **4.1.1 Age of respondents**

The age distribution of the respondents revealed a relatively young teaching workforce. Out of the 30 respondents, 15 (50%) were between the ages of 30 and 40 years, 9 (30%) were aged 41 to 50 years, and 6 (20%) were above 50 years. The majority of teachers fell within the 30 to 40 age group, suggesting a dynamic, mid-career professional group actively engaged in educational practices.

#### **4.1.2 Gender of respondents**

The gender breakdown showed a relatively balanced distribution, with 16 (53%) female teachers and 14 (47%) male teachers. This representation allowed for a diverse range of perspectives on the challenges and benefits of implementing CBT in the classroom, with no major gender-based differences observed in their responses.

#### **4.1.3 Years of teaching experience**

The respondents had varied teaching experience, with the largest group being those with 5 to 10 years of experience (12 teachers, 40%). This was followed by 8 teachers (27%) who had 1 to 4 years of experience, 6 teachers (20%) who had 11 to 15 years of experience, and 4 teachers (13%) who had over 15 years of experience. The varied levels of experience provided a broad perspective on the implementation of CBT and its perceived effectiveness in enhancing English communication.

#### **4.1.4 Academic qualifications**

The academic qualifications of the respondents ranged from diploma holders to degree holders in education. A significant number, 18 teachers (60%), held bachelor's degrees in education, while 8 teachers (27%) held diplomas in education, and 4 teachers (13%) had postgraduate qualifications in education or English language teaching. The data suggested that the teachers had a relatively high level of academic qualification, which is likely to impact their teaching effectiveness and understanding of CBT principles.

#### **4.1.5 Training in Competency-Based Teaching (CBT)**

Regarding training in CBT, 20 teachers (67%) had received formal training in Competency-Based Teaching methods, such as workshops or in-service

**Table 1. Profile of the Respondents**

Category	Frequency	Percentage
Age		
30-40 years	50	50.0
41-50 years	30	30.0
Above 50 years	20	20.0
Gender		
Female	53	53.0
Male	46	46.0
Experience in Teaching		
1-4 years' experience	26	26.0
5-10 years' experience	40	40.0
11-15 years' experience	20	20.0
Above 15 years' experience	13	13.0
Educational Qualification		
Bachelor's degree	60	60.0
Diploma	26	26.0
Postgraduate	13	13.0
Training in Competency-Based Teaching		
Trained in CBT	66	66.0
Not trained in CBT	33	33.0

**Source:** Survey Findings (2025)

training programs. However, the depth of training varied, with 12 teachers (40%) reporting that their training was brief, lasting only 1 to 2 days. Only 8 teachers (27%) had attended more comprehensive training programs lasting up to 3 weeks. The remaining 10 teachers (33%) had not received any formal training in CBT, although they had some exposure to it through school-level initiatives or self-study. This variation in training experience was a key factor in assessing teachers' preparedness and ability to apply CBT effectively.

#### **4.2 Teachers' Training and Preparedness for Implementing CBT Pedagogical Approaches in English Language Instruction**

This section presents the findings regarding the extent to which teachers are trained and prepared to implement Competency-Based Teaching (CBT) pedagogical approaches in English language instruction in secondary schools in Temeke Municipality. The data collected from the 100 teacher respondents provided valuable insights into the training programs available, teachers' preparedness, and the challenges they face in implementing CBT as it presented in the Table 2.

##### **4.2.1 Training in Competency-Based Teaching (CBT)**

Out of the 100 teachers surveyed, 66 teachers (66%) reported having received formal training in CBT methods. This training primarily took place through workshops, seminars, and professional development programs organized by the Ministry of Education and local educational authorities. Among these, 40 teachers (40%) indicated that they had undergone comprehensive training programs that lasted for more than a week, focusing on both the theoretical foundations and practical strategies of CBT. These teachers reported that the training provided them with a strong understanding of how to implement student-centered teaching methods and assess students' progress based on competencies rather than traditional exams. One teacher emphasized.

*"The training was extremely beneficial for me. It went beyond just the basics and included various practical strategies that allowed me to incorporate student-centered approaches into my lessons. For example, I learned how to design lessons where students are actively involved, working on tasks that demonstrate their competencies rather than just memorizing information."*

In contrast, 26 teachers (26%) had received brief training that lasted 1-2 days. Although they were introduced to the basic principles of CBT,



**Table 2. Teachers' Training and Preparedness for Implementing CBT Pedagogical Approaches in English Language Instruction**

Category	Frequency	Percentage
Teachers who received formal training in CBT	66	66
- Comprehensive Training (More than 1 week)	40	40
- Brief Training (1-2 days)	26	26
Teachers who did not receive formal CBT training	34	34
Teachers who feel moderately/well-prepared to implement CBT	72	72
Teachers who feel inadequately prepared to implement CBT	28	28

**Source:** Survey Findings (2025)

these teachers felt that the training did not provide sufficient detail or practical guidance for applying CBT in their classrooms. One teacher shared,

*"The training was much too short to grasp the full scope of CBT. We were given a brief overview of the approach, but there was no time to delve deeper into how to apply these concepts in a real classroom setting. As a result, I don't feel fully equipped to implement CBT strategies effectively."*

The remaining 34 teachers (34%) had not received any formal CBT training. These teachers expressed concerns about their ability to implement CBT without structured guidance. Many of them indicated that they had tried to adopt some CBT practices through self-study or peer learning but still struggled with fully integrating CBT into their classrooms. One teacher explained,

*"I have not had the opportunity to receive any formal CBT training, but I try to apply what I've learned from books or from observing colleagues who have received some training. It's a bit challenging to make the shift without proper training, but I do my best to adapt to the needs of my students."*

#### 4.2.2 Preparedness to Implement CBT

Regarding teachers' preparedness to implement CBT, the study found a mixed level of confidence and readiness. Out of the 100 teachers, 72 teachers (72%) felt moderately or well-prepared to implement CBT in their classrooms. These teachers had participated in some form of CBT training and had experience in applying its principles to their English language instruction. They reported that while they faced challenges such as limited teaching resources and time constraints, they were able to incorporate student-centered activities, collaborative learning, and performance-based assessments in their teaching. One teacher described,

*"Despite the challenges, I feel somewhat confident in my ability to implement CBT in my classroom. Through the training and resources I've received, I have learned how to shift the focus from*

*teacher-centered instruction to more interactive methods. I often engage students in group discussions and project-based tasks that require them to use their English communication skills in real-life scenarios."*

However, 28 teachers (28%) reported feeling inadequately prepared to implement CBT effectively. These teachers cited several barriers to successful implementation, including insufficient training, lack of resources, and overcrowded classrooms. One teacher shared,

*"Although I understand the core principles of CBT, I still struggle to apply them in my lessons. The training I received was not enough, and I often feel that I don't have the tools or strategies to fully engage my students. Additionally, the large class sizes make it difficult to give personalized attention to each student, which is essential for a competency-based approach."*

Many of these teachers expressed the need for ongoing professional development to build their capacity to implement CBT effectively. One teacher noted,

*"I believe that with more training and continuous support from the school, I would be much more confident in implementing CBT. It's not just about the initial training but the follow-up and ongoing workshops that would help us refine our approach."*

#### 4.3 The Availability and Adequacy of Teaching and Learning Resources Necessary for Effective Implementation of CBT in Improving English Communication

The findings regarding the availability and adequacy of teaching and learning resources for the effective implementation of Competency-Based Teaching (CBT) in improving English communication in Temeke Municipality reveal several challenges faced by teachers. In conclusion, the study reveals that teachers in Temeke Municipality face significant challenges regarding the availability and adequacy of resources required for effective CBT implementation. The lack of teaching materials, technological

**Table 3. The Availability and Adequacy of Teaching and Learning Resources Necessary for Effective Implementation of CBT in Improving English Communication**

Item	Mean	STD
Teachers have access to sufficient teaching resources (e.g., textbooks, materials)	2.45	1.2300
Teaching materials (e.g., workbooks, handouts) are adequate for effective CBT	2.55	1.2000
Teachers have access to technology (e.g., computers, projectors) for CBT implementation	2.3	1.1900
Classroom environment supports the implementation of CBT (space, seating, layout)	2.8	1.2500
There are sufficient professional development opportunities to enhance CBT implementation	1.9	1.1100
There is adequate time allocated for the planning and preparation of CBT lessons	3	1.3000
Teachers receive regular feedback and support in the implementation of CBT	2.6	1.2100
School leadership is actively involved in supporting the implementation of CBT	2.75	1.2200
The curriculum supports the integration of CBT effectively in English language teaching	3.1	1.1500
There are sufficient resources for assessment and evaluation of student performance in CBT	2.5	1.1800

resources, professional development opportunities, and time for lesson planning all pose obstacles to the success of CBT in improving English communication as presents in the Table 3.

The study found the mean score of 2.45 for the availability of teaching resources (such as textbooks and materials) suggests that most teachers disagree with the statement that they have sufficient access to the necessary resources. This indicates a clear shortage in the resources that are crucial for implementing CBT effectively. Teachers often require diverse materials, including textbooks, exercise books, and supplementary materials, to engage students in learning activities that promote competency development. The finding regarding the adequacy of teaching materials (e.g., workbooks, handouts), with a mean score of 2.55, further supports the idea that teachers do not have the necessary resources for effective CBT implementation. Given that CBT emphasizes active learning and practical exercises, the lack of adequate workbooks and other materials can severely hinder its success.

On other hand, access to technology, with a mean score of 2.30, presents another significant issue. The low score reflects that teachers find it difficult to integrate technology into their lessons, a challenge in today's education landscape where digital tools are essential for dynamic and interactive teaching. Teachers in Temeke Municipality seem to face barriers in obtaining essential technology such as computers, projectors, and other digital devices that can support CBT methodologies. On a more positive note, the mean score of 2.80 regarding the classroom environment, which includes the physical layout and

space, suggests that the majority of teachers find the classroom environment somewhat supportive of CBT implementation. However, the score still falls below the midpoint, indicating that while some classrooms may be conducive to active and student-centered learning; many classrooms still lack the necessary setup to fully support CBT practices.

The finding with the lowest mean score of 1.90, regarding the availability of professional development opportunities, signals a significant concern. Teachers strongly disagree that they are given enough opportunities for training in CBT methodologies. This gap in professional development highlights a key challenge in equipping teachers with the necessary skills and knowledge to implement CBT successfully. The finding also shows that, the availability of time for lesson planning, with a mean score of 3.00, shows that teachers are neutral in their perception of the time allocated for planning and preparing CBT lessons. This finding suggests that while some teachers may feel that they have adequate time to prepare; many others feel constrained by time limitations. Furthermore, the results indicate that while teachers recognize the need for feedback and support in implementing CBT, with a mean score of 2.60, they do not feel that they receive enough assistance in this regard. Regular feedback and guidance are essential for teachers to refine their practices, especially when adapting to new pedagogical approaches like CBT.

In terms of school leadership, the mean score of 2.75 suggests that while there is some involvement from school administrators in supporting CBT, it is not

at the level needed to fully facilitate its implementation. Active leadership involvement is critical in driving change and ensuring that resources and policies are in place to support teachers. Furthermore, the curriculum's support for CBT integration, with a mean score of 3.10, indicates a more favorable opinion, with teachers somewhat agreeing that the curriculum facilitates the integration of CBT. However, there are still areas for improvement in aligning the curriculum with CBT principles. A more integrated and cohesive curriculum would better equip teachers to implement CBT effectively and engage students in active learning. Lastly, the adequacy of resources for assessing and evaluating students' performance under CBT, with a mean score of 2.50, shows that teachers generally feel that the resources for assessment are insufficient. Evaluation is a key component of CBT, as it focuses on assessing students' competencies through practical application. The lack of proper assessment tools means that teachers are unable to accurately gauge students' progress, which impacts the effectiveness of CBT. The standard deviation of 1.18 suggests that while some teachers have access to assessment tools, this is not the case for the majority.

## 5. DISCUSSION OF FINDINGS

### 5.1 Teachers' Training and Preparedness for Implementing CBT Pedagogical Approaches in English Language Instruction

The effectiveness of Competency-Based Teaching (CBT) largely depends on teachers' training and preparedness. However, the implementation of CBT is often hindered by a significant gap in teachers' preparedness to effectively apply its methodologies in English language instruction. Teachers in Temeke Municipality face a clear challenge when it comes to integrating CBT approaches into their teaching. Despite the growing emphasis on CBT in education policy, many teachers lack adequate training and professional development opportunities that would allow them to fully grasp and implement its principles. Teachers often report feeling inadequately prepared to adapt the curriculum to CBT strategies, and the resulting lack of skill or confidence leads to an incomplete or ineffective application of these methods in classrooms.

Furthermore, even where training is available, it tends to be inconsistent and not comprehensive enough. This inconsistency creates disparity in the teaching environment, where some teachers may benefit from better training experiences, while others are left without the necessary resources or support to enhance their teaching practices.

To improve the implementation of CBT, it is vital that professional development programs are made more robust and accessible to teachers. Continuous training is necessary, not only to enhance teachers' pedagogical skills but also to help them understand how to align their teaching with the competency-based framework. Without regular, high-quality professional development, teachers will continue to face challenges in implementing the learner-centered approaches central to CBT, limiting its potential impact on students' English communication skills.

Similarly, a study by [Kafyulilo and Fisser \(2019\)](#) emphasized that even though the Tanzanian government introduced CBT in schools, teachers often lacked the necessary skills and confidence to apply the learner-centered pedagogies effectively. The findings of this study also underscore the disparity in training opportunities, where some teachers have access to better professional development programs than others. This inconsistency reflects the results of a study by [Komba \(2023\)](#), which revealed that teachers in urban areas tended to receive better training compared to their counterparts in rural schools. This difference in access to training resources creates an uneven playing field, where teachers with limited training opportunities are less able to implement CBT in a way that meets its core objective.

### 5.2 The Availability and Adequacy of Teaching and Learning Resources Necessary for Effective Implementation of CBT in Improving English Communication

The successful implementation of CBT also hinges on the availability of adequate teaching and learning resources. The lack of sufficient and appropriate resources, such as textbooks, teaching materials, and technology, remains one of the primary obstacles to CBT's effective application. Teaching resources are essential for facilitating a competency-based approach, as they enable teachers to engage students through interactive and hands-on activities that emphasize practical learning and skill acquisition. Unfortunately, many teachers in Temeke Municipality report a shortage of necessary materials, which forces them to rely on outdated textbooks or to create their own resources, often with limited effectiveness. According to a study by [Lwiza and Sharma \(2022\)](#), the lack of access to adequate resources in Tanzanian secondary schools impedes the implementation of new pedagogical approaches, including CBT.

Moreover, the integration of technology, which plays a crucial role in facilitating a modern, interactive learning environment, is often lacking. While some schools may have access to computers, projectors,

and other technological tools, these resources are frequently inadequate or inconsistently distributed. The absence of reliable technological resources significantly limits teachers' ability to deliver dynamic, student-centered lessons and hinders the implementation of digital tools that could enhance students' learning experiences. This technological gap also contributes to the difficulty in creating an engaging and participatory classroom environment, a core principle of CBT. The findings of this study regarding technological resources are consistent with those of a study by Mushi (2021), which reported that while some schools in urban areas may have limited access to technology, many schools across the country still face significant challenges in integrating technology into teaching.

In addition to the physical resources, the classroom environment itself must be conducive to the principles of CBT. Traditional classroom layouts, with fixed seating and limited space for group activities, make it challenging for teachers to implement the active learning strategies central to CBT. Effective implementation requires flexible classroom arrangements that allow for collaboration, discussions, and hands-on activities, all of which are vital for fostering competency development. However, many teachers report that their classroom environments are not designed to support these types of interactions, which restricts their ability to fully engage students in the learning process.

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Conclusions

This study aimed to assess the challenges of implementing Competency-Based Training pedagogical approaches in improving English communication in secondary schools in Temeke Municipality, Tanzania. The findings of the study highlighted several key conclusions. Firstly, the preparedness and training of teachers were found to be significant challenges. A substantial number of teachers were not adequately trained or prepared to implement CBT effectively. Despite the introduction of CBT in Tanzanian educational policy, the lack of sufficient training programs and continuous professional development limited teachers' ability to apply CBT approaches in the classroom. As a result, teachers struggled to integrate competency-based methods into their teaching, affecting the overall impact on students' English communication skills.

Secondly, the study revealed a severe shortage of teaching and learning resources necessary for the successful implementation of CBT. Teachers reported insufficient access to essential resources such as textbooks, multimedia materials, and technology,

which are crucial for creating an engaging and interactive learning environment. The lack of these resources, especially in rural areas, further hindered the effective use of CBT, making it challenging for teachers to deliver quality English instruction. Furthermore, the physical classroom environment was found to be unsuitable for implementing CBT effectively. Many classrooms were designed in a traditional manner, with fixed seating arrangements that limited collaboration and interactive activities, which are core components of the competency-based approach. This lack of flexibility in classroom design, combined with inadequate infrastructure, created an environment that was not conducive to the full application of CBT methods.

### 6.2 Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed to address the challenges identified and improve the effectiveness of CBT in enhancing English communication skills in secondary schools:

- i. **Enhance Teacher Training and Professional Development:** It is essential to provide teachers with continuous, in-depth training in CBT methodologies. Professional development programs should be designed to equip teachers with the necessary skills and knowledge to effectively implement CBT in English language instruction. These programs should be regularly updated to reflect current pedagogical advancements and offer teachers practical tools to integrate competency-based strategies into their classrooms.
- ii. **Improve Access to Teaching and Learning Resources:** Schools must ensure that teachers have access to the necessary teaching materials, including textbooks, multimedia resources, and technology, to effectively implement CBT. The government and educational authorities should prioritize resource allocation to schools, particularly in under-resourced areas. Investments in technology infrastructure and the provision of digital tools are vital to support the delivery of interactive and student-centered learning experiences.
- iii. **Reconfigure Classroom Layouts to Support CBT:** It is recommended that schools reconfigure their classrooms to create flexible learning environments that foster collaboration, group activities, and interactive learning. Classroom layouts should support student-centered teaching methods, with movable furniture and space for group work and discussions, which are



essential for the successful implementation of CBT.

**iv. Policy and Institutional Support:** The government and educational institutions should create a robust policy framework to support the implementation of CBT. This includes allocating sufficient funding for teacher training, resource procurement, and infrastructure development. Moreover, there should be a strong monitoring and evaluation system to track the progress of CBT implementation and address challenges in real-time.

**v. Engage the Community in Education Initiatives:** Involving community stakeholders, including parents, local leaders, and non-governmental organizations, is crucial for the successful implementation of CBT. Community involvement can help secure additional resources, promote local education initiatives, and ensure that the needs of students are met in the implementation of competency-based learning.

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