

Assessment of the implementation of competence based curriculum of Kiswahili subject in Public Primary Schools: A case Study of Kongwa District Council, Tanzania

Author: Mfundo Sylvester Chamwela

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The purpose of this study was to assess the implementation of Competence Based Curriculum (CBC) on the Kiswahili subject in public primary schools located in Kongwa District. It was limited to ten public primary schools. The study was guided by three specific research objectives: to examine teachers' facilitation capacity for the Implementation of CBC in public primary schools IN Kongwa District; to examine the appropriateness of teaching and learning materials for the implementation of CBC in public primary schools in Kongwa District and to assess how class size and furniture supported the implementation of the CBC requirements in public primary schools of Kongwa District. The study was guided by the Vygotsky's social development theory. The study used qualitative research design. The research approach used in this study was qualitative. The data collection instruments used were questionnaires, observations, interviews and documentary reviews. These were administered to ten head teachers, two School Quality Assurers, forty Kiswahili teachers and twenty pupils of standard five and six.

The findings indicated that: (1) Kiswahili language is not taught properly due to an insufficient teaching capacity using a new curriculum training to teachers when there are changes in our curriculum, (2) improper application of competence based teaching and learning approaches, (3) unavailability of teaching aids and materials, and (4) shortage of classrooms. Based on the results of this study, a number of recommendations have been proposed to policy makers, practitioners and researchers. For example the Ministry for Education, Science and Technology should orient teachers when curriculum change occurs. Also, responsible authorities should provide appropriate teaching and learning materials, especially text books, in order to reduce the problem of shortage which teachers and pupils encounter in Kongwa District. Lastly the construction of classrooms should consider the needs of schools and requirements of pupils with special needs.