

## **Participatory Teaching Strategies to Implement Competence Based Curriculum in Public Teachers' Colleges in Moshi District, Tanzania**

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### **Abstract**

This study assess the participatory teaching strategies used by tutors in preparing teacher trainees to implement competence based curriculum. The study was conducted in Moshi district involving three public teachers' colleges which train teachers who implement competence based curriculum in primary schools. The study employed convergent design under mixed research approach. The sample population included 3 college principals, 52 tutors and 269 teacher trainees. The study employed both probability sampling and non-probability sampling techniques, the instruments for data collection were: questionnaire, semi-structured Interview, document analysis guide and observation guide. The quantitative data was analyzed in terms of descriptive and inferential statistics and analysis was done through frequencies, percentages, means and tables while inferential statistics was tested by Pearson Product Moment Correlation at significance level of 0.05. Qualitative data was analyzed by transcription of data, coding the data, familiarization of the data, display themes into category and sub category, conceptual framework of the data, analysis and interpretation of the data. Quotation of the responses attained through interview was presented to justify the analysis of qualitative data and the presentation was done by the narration of responses. The study found that focus group discussion, think-ink-pair-share, brainstorming and informal lecture teaching strategies were mostly used to prepare teacher trainees. While independent study, inquiry-based instruction, field trips and role play were less used in preparing teacher trainees. Also, it was found that, simulation games were not used at all. However, findings from the hypothesis stated that, there is significant relationship between tutors teaching strategies and preparation of teacher trainee to implement competence based curriculum in public teachers' college in Moshi District. The study recommends that, to have effective preparation of teacher trainees to implement competence based curriculum provision of indoor and outdoor seminars to enable tutors to apply all participatory teaching strategies should be applied.

**Keywords:** Participatory teaching strategies, Competence based Curriculum, Teachers college

## **Introduction**

Teaching and learning in teachers' colleges requires use of teaching strategies by tutors' to enable teacher trainees acquire the required knowledge, skills, values, and attitudes for the successful implementation of the Competence Based Curriculum in schools (UNESCO, 2015). This means that, learning outcome of a teacher trainee is an indicator for effective and efficient teaching and learning process. When a teacher trainee fails to achieve the set of instructional objectives, there was a problem in teachers' college. Therefore, in order to ensure teacher trainees are competent enough for teaching in primary schools, the tutors must possess sufficient knowledge, skills and attitudes of the Competence Based Curriculum.

For schools to have effective teachers who can meet the demand of education there should be effective preparation from Teachers' colleges. Torres (2019) gives the function of tutors as to prepare teachers who possess skills, knowledge, values, and attitudes for the learner in primary schools. Hence, tutor has a duty to apply their teaching strategies in helping teacher trainees identify what is useful and meaningful in primary schools. Poor preparation of teacher trainees can result in poor delivery of the intended learning outcomes to pupils in primary schools. To determine the effectiveness of a teacher trainee in the curriculum implementation, participatory teaching strategies have to be assessed on their effectiveness in preparing the teacher trainees. The Competence Based Curriculum. requires teacher trainees to take more responsibility for their learning process, this call for a review of participatory teaching strategies used by tutors (Kafyulilo et al 2012).

## **Research Question**

What are the participatory teaching strategies do college teachers apply on facilitating learning to the teacher trainees in implementing CBC among public teachers' colleges in Moshi district?

The conceptual framework of the researcher shows the relation of the independent variable to the dependent variable. The variables of the study indicated on the conceptual framework are participatory teaching strategies used by tutors as an independent variable and preparation of teacher trainees to implement CBC as a dependent variable. The independent variable if effectively implemented impacts on the dependent variable. The effectiveness of the independent variable is associated with professional development, flexibility, innovation, integration,

motivation, teaching, and learning materials. Moreover, the dependent variable is influenced by mentoring, professional training, teaching practice, guidance and counseling.

Although the relationship of the variables can be affected by the intervening factors such as tutor's perception, teacher trainee characteristics, Assessment and evaluation, time management and financial. The effectiveness of the tutor leads to competent teacher trainee. This means the teacher trainee becomes a critical thinker, innovative, collaborative, has effective communication skills, and becomes a problem solver in their future life.

### **Literature Review**

Li et al. (2019) did a study on applied participatory learning for teaching professional English to student teachers majoring in nuclear disciplines in china. The study aimed at examining participatory learning methods to build a new and more effective educational process for professional English teaching. The study employed a mixed research approach due to the mixture of research instruments such as questionnaire, interviews and peer observation. The study used 50 third-year student teachers as the respondent of the study. Li et al. (2019) revealed that student teacher's participatory learning and action were more active better performed in courses and had an average increase in the examinations. Though the study informed the current study of the effectiveness of participatory learning it rather failed to categorized types of participatory learning which would have effective strategies to be employed by college teachers in preparing teacher trainees to implement CBC. As indicated by Winlow et al. (2012) that one of the participatory strategies is focus group discussion which illustrates that focus group discussion has many benefits to the student such as informal environment student's empowerment potential to integrate into modules and dissemination of experiences and good practice. With this aspect, the current study was assess how participatory methods influence the preparation of teacher trainees in implementing CBC in primary schools in Moshi District,

Mpuangnan et al, (2021) researched on analyzing the methods and approaches from transacting diploma in the basic education curriculum in Ghana. The study aimed to examine how a diploma in Basic education curriculum was implemented with emphasis on methods and approaches adopted by tutors. A descriptive survey design was employed to obtain the information from principals, tutors, students teachers, and regional directory of education using questionnaires and

group discussion. A total of 43 participants participated in the study. the study did not indicate the sampling procedure that was used to obtain the participants of the study. The use of a descriptive survey also indicated that the study was a quantitative. Mpuangnan et al, (2021) found that tutors used a variety of teaching methods to teach the various categories of courses such as lectures and brainstorming. Basing on findings by the researcher, the study did not inform the current study on how tutors use participatory strategies in the teaching of the various categories of courses. With this aspect, the current study was assess how college teachers participatory strategies enhance the preparation of teacher trainees in implementing CBC in public primary schools in Moshi district

Major (2018) conducted a study on problem-based learning pedagogy in teacher education in Botswana. The study aimed at investigating the extent to which teacher educators in Botswana's college of education used problem-based learning participatory approaches in the development of preservice primary teachers. The researcher used the qualitative research method under ethnography design, the instruments used were semi structures interviews, classroom observation, and documents analysis guide. The purposive sampling was used to select 20 participants in the category of 17 preservice primary teachers and 3 tutors. The use of a small sample raises a question on the generalizability of the findings because the larger the sample the more findings can be generalized. Hence the current study was use a large sample for easy generalization of the findings. Major (2018) indicated that particular teacher educators rarely used problem-based learning participatory approaches but the researcher failed to explain what are those problem-based learning participatory approaches could have been used in the current study. Therefore, the current study was categorize participatory approaches which enhance the preparation of teacher trainees in implementing CBC in primary schools in Moshi District.

Omollo et al. (2017) conducted a study on the application of participatory teaching and learning approaches in teacher training colleges in Tanzania. The study aimed at exploring out whether tutors apply a participatory approach in the classroom to improve teaching and learning among teacher trainees from two public colleges which were identified as Tarime and Bunda teachers' colleges. The study employed both qualitative and quantitative research approaches under the case study research design. A total of 96 respondents participated in the study and were obtained through stratified sampling, simple random sampling, and purposive sampling. Data were

collected through the use of questionnaires, focus group discussion, observation, semi-structured interview, and documentary reviews.

The study by Omollo et al. (2017) found that tutors had a positive attitude towards the use of the participatory approach. It was further recommended that the government should direct more resources to teachers' colleges and schools to render a conducive environment for teaching and learning. Planned in-service training programmes and workshops should be initiated at schools and colleges to update teachers and tutor's content knowledge and pedagogical skills. Nevertheless, the study could not indicate how the tutor's participatory approach could yield positive results to teacher trainees by identifying the elements of teacher's participatory approaches with different strategies. In light of that, the current study was assess how do college teacher's participatory strategy enhances the preparation of teacher trainees to implement CBC in primary schools.

### **Research Methodology**

This study employed a convergent design which is under the mixed research approach. The target population for this study involved 3 college Principals, 74 college teachers and 626 teacher trainees who are prepared to teach in primary schools where a competence-based curriculum is implemented.

The sample of this study was include 02 public teachers' college, 02 college principals, 52 college teachers and 269 teachers' trainees which make a total of 323 respondents. The study employed both probability and non-probability sampling techniques. The techniques include purposively sampling and stratified random sampling.

### **Results and Discussion**

#### **Findings and discussion**

The first research question collected information to determine participatory teaching strategies used by tutors to prepare teacher trainees who implement competence based curriculum. As shown in table 1:1.

**Table 1**

**Tutors Responses on Participatory Teaching Strategies Employed by Tutors (n=42)**

Statement	SD		A		U		D		DS		Mean
	F	%	F	%	F	%	f	%	f	%	
I use Focus group discussion during teaching and learning in classroom	19	45.2	23	54.8	0	0.0	0	0.0	0	0.0	2.42
I use think Ink Pair Share during teaching and learning in classroom	20	47.6	16	38.1	6	14.3	0	0.0	0	0.0	1.61
I use brainstorming during teaching and learning in classroom	15	35.7	19	45.2	5	11.9	3	7.1	0	0.0	1.99
I use inquiry Based Instruction during teaching and learning in classroom	14	33.3	6	14.3	4	9.5	12	28.6	6	14.3	3.26
I use Field Trips during teaching and learning in classroom	3	7.1	4	9.5	6	14.3	6	14.3	23	54.8	4.58
I use Role Play during teaching and learning in classroom	14	33.3	9	21.4	9	21.4	3	7.1	7	16.7	3.69
I use Independent Study during teaching and learning in classroom	4	9.5	12	28.6	9	21.4	6	14.3	11	26.2	3.15
I use Demonstration	15	35.7	3	7.1	2	4.8	7	16.7	15	35.7	3.50

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during teaching and learning in classroom											
I use Lecture during teaching and learning in classroom	26	61.9	8	19.0	4	9.5	2	4.8	2	4.8	2.21
Simulation Games during teaching and learning in classroom	6	14.3	8	19.0	12	28.6	0	0.0	16	38.1	3.69

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**Source: Field Data, (2021).**

Key: SA=Strongly Agree, A=Agree, U=Undecided=Disagree and SD=Strongly Disagree

The data attained as evidenced in table 1 revealed that 100% of tutors agreed on the use of focus group discussion as a strategy of teaching and learning in preparing teacher trainees. Also, the researcher revealed the same answers in the observation guide and document analysis guide. This means that focus group discussion teaching strategy was effectively used by tutors in teachers' college at Moshi district. This also was reported by one of the college principal during an interview who declared that: (College Principal A)

*Focus group discussion is useful in teachers' college, most of tutors apply this strategy during teaching and learning process because it is actively involved all learners in the classroom. Also it develops rational thinking to teacher trainee. (Interview: 15/06/2021)*

The findings concur with Wabwoba et al, (2017) their study revealed that discussion method is a verbal interaction among learners with the facilitator. It allows exchanging and sharing of ideas, experiences, facts and opinions on the given topic which is a requirement for good performance as far as learning is concerned.

The focus group discussion strategy is important since it brings cooperation, development of communication skills and critical thinking. This implies that teacher trainees are provided with skills that enable them to manage their classes after their studies. This teaching strategy has relevant to tutors on acquiring ability of handling their classes regardless to the nature of learners provided that each learner is able to participate in teaching and learning activities. Also,

Mujunder (2010) affirmed that focus group discussion strategy insists tolerance in the learners, hereafter individuals learn to discuss on how they differ in views of others regardless there are unpleasant or contradictory ideas.

Findings in Table 1 show that 86% of tutors strongly agreed that Think-ink-pair and share is a teaching strategy that enhances thinking and sharing of content during teaching and learning activities while 14.3% of tutors were undecided to the statement. This means that, majority of tutors accept the usefulness of this teaching strategy. With the era of competence based curriculum, this teaching strategy is relevant since learners become responsible for their own learning and learning of the whole class. In line with the findings, Kitaoka (2013) revealed that this teaching strategy enhances equal participation of students in teaching and learning since each learner participates in the same variety of tasks and he or she was asked to apply “think-ink-pair and finally the whole class will share the answers.

This signifies that the class can develop general understanding of the topic. In addition, Lee et al, (2018) added that the use of the Think-ink-pair-Share method help to create opportunities for the learners to express their difficulties in in given tasks. This could help learners to enjoy communicating with their peers, which made the lessons more enjoyable. Moreover, this teaching strategy is accepted in preparing teacher trainees to implement competence based curriculum in primary school since it allows learners responsibilities in executing their duties while teaching and learning activities are in the progress. Implementation of competence based curriculum regard the tutor as a responsible person who ensures that learners participate in teaching and learning activities. Thus, a tutor has to ensure that learners are given full responsibilities for their learning.

The findings on the table 1 indicated that, 80% of tutors were strongly agreed that brainstorming teaching strategy is used by tutors in preparing teacher trainees to implement competence based curriculum in primary schools. While and 19% were disagreed with the statement. The findings show that this method was valuable to the extent that teachers are enabled to handle their classes. With competence based curriculum teacher trainee should be enabled to think critically and give quick responses according to the demands. Raba (2017) added that brainstorming teaching strategy empower teacher trainees to handle and motivate learners in teaching and learning



since this strategy teachers are enabled to create an enjoyable learning environment and increase motivation among learners.

Inquiry-based instruction is a learner-centered strategy where the learner is guided through question, methods, and content interpretation according to the subject matter on the hand. Through inquiry, learners actively discover information to support their investigations. With this strategy a tutor or teacher is just a facilitator so as learners to learn actively. 48% of tutors strongly agreed that they use inquiry-based instruction strategy in teaching and learning. 52% disagreed with the statement. The findings show that the inquiry based instruction is not used much according to tutors' responses. This is a problem because there is a possibility that learners will not develop some competences that will enable them to handle their duties during teaching and learning activities. This is supported by Edelson, et al, (2019) that inquiry experiences provide valuable opportunities for students to improve understanding of both science content and scientific practices which enable them to be competent in some cases. However, the inquiry instruction strategy is not used in teaching and learning as observed in the findings of this study to the extent that teacher educator do not put much emphasis on the use of this teaching strategy. Furthermore, Njagi (2016) asserted that inquiry-based teaching strategy is an approach that is learner-oriented where the learners are provided with the opportunities and encouragement to participate in the learning process through active experimentation, use of questions and individual investigation. The inquiry-based instruction is capable of kindling the learning spirit starting from pre-school teaching and learning environment where children create interest of the scientific skills and knowledge.

Field trips is among of teaching strategy that provide opportunity for a teacher to conduct lessons outside the classroom where learners get firsthand information and experiences on subject matter or lesson on the table. Field trips enable learners to relate classroom teaching and learning activities to their everyday life. 69% of tutors strongly disagreed that field trips were used in preparing teachers. While 31% of tutors agreed that field trips were used in teachers college. This also was reported by one of the college principal during an interview who declared that: (College Principal A & B)

*The field trip strategy is very good technique, the only problem is cost and it is difficult to tell parents to contribute on it (interview: 15/06/2021)*

*Field trip is among of the useful teaching strategies as helping teacher trainees to understand more what has been taught in the classroom and practice it in the real life situation. But the problem is that, it is cost full to manage it but when tutors wish to prepare field trip with their teacher trainees, I do allowing them to contribute as you know, the budget is not sufficient (interview: 17/06/2021)*

The findings indicated that field trips were not used in preparing teacher trainee who implement competence based curriculum in primary schools after their studies. This is a problem since field trips are important in teaching and learning activities in a number of ways especially in the era of implementation of competence based curriculum where learners learn by using their real life environment. Mahgoub&Alawad, (2014) reminded that field trips can motivate and enrich learners learning opportunities since learners experience the natural environment, which significantly enhance a learners' creativity, motivation and attitude towards the subject content. Field trip teaching strategy is important in the implementation of competence based curriculum where learners witness a real life location and view their topic/subject of learning within the everyday. This enables learners to develop competence from real life environment and perhaps more than what he learnt in the class. Moreover, there is possibility that field trips are not much use in preparing teachers due to number of reasons such as lack of time and budget. Field trips in learning depend on conditions. Firstly, is time, where this teaching strategy is used by people who have time and the second condition is budget where money for travel, foods, tickets, clothes (Homfung&Makjui 2017)

The finding in table 1 indicated that 55% of tutors agreed that role play was used in preparing teachers while 45% were disagreed with the statement. So the findings show that this teaching strategy was less useful in teachers college. The use of role play in teaching and learning activities enable learners to use their experience, knowledge, studies and creativity to imitate a real life situation. Also it increases confidence and individual develop ability of feeling empathy for other people. This teaching strategy enables learners to be in a context where they develop their knowledge in an effective way through visualization, interaction with the environment and decision makes ability (Khan, 2017). However role play is less used in teaching and learning and this can be due to a number of factors such as lack of pedagogical competence of tutors, negative attitude of learners and tutors towards the use of role play and lack of resources that are needed

for the strategy. This was supported by Keezhatta (2020) who revealed that limited access to resources can also act as a challenge in the successful application of role play as it requires access to resources including photocopies, access to computers and the internet. Also, in some situation the role play activity is not clearly tied to the learning objectives according to the used curriculum, this brings problem to tutors use the role play teaching strategy effectively.

Independent learning is a teaching and learning strategy where individual work alone to expand knowledge and skills she or he possesses. This strategy enables individual to be an active participant for their own learning though guidance of the teacher is important. 55% of tutors agreed that independent study was used in teaching and learning activities while 45% of tutors were disagreed with the statement. This also was reported by one of the college principal during an interview who declared that: (College Principal B)

*Independent study used in teachers' college but not to that extent due the college daily routine. There is library room indicated in the time table which allows learners to learn independently but most of learners do not want to go there, Also during night there is preparation for independent study but some of learners do not want to go in the classroom. Sometime I request some tutors to be with them at night so as to insist them to learn independently. (Interview: 17/06/2021)*

The findings revealed that the use of independent learning strategy in preparing teachers was insufficiently. Responses from tutors were not promised something which shows that there was a problem especially for individuals who are prepared to implement competence based curriculum. Despite the failure to use independent learning strategy, the strategy remains to be important in teaching and learning activities. Agustina & Fajar (2018) suggested that independent learning could be interpreted differently. It was explained that independent learning strategy signifies different aspects such as individual effort to improve the competence, learning habits, independent learning activities, self-evaluation activity and self-reflection activity. Thus, a learner who learns with competence based curriculum should stand using her feet by using guidance of the tutor. On the other hand the failure to use this strategy could be caused by a number of factors and one of them is failure of the tutors to play their roles effectively for the use of the strategy. Chanphirun et al, (2012) said that most students can set their own learning goals. Students seem to spend more time outside the classroom maximizing their learning opportunities

was of vital importance. Teachers have to play their responsibilities of creating environments and give guidance and instruction to learners to learn effectively.

Lecture is one of the teaching strategies used by tutors to prepare teachers who implement competence based curriculum. 81% of tutors agreed that lecture was used in facilitating learning in teachers colleges. 19.1% disagreed with the statement. Moreover, the researcher revealed the same answers in the observation guide but in document analysis guide were not written. This means that lecture teaching strategy was effectively used by tutors in teachers' college at Moshi district. This also was reported by one of the college principal during an interview who declared that: (College Principal A)

*In my college there is timetable for a principal to go in the classroom to see what is going on there; most of tutors are using lecture method rather than other methods, and sometimes I asked them why they prefer lecture method, their answer always were rushing to complete syllabus also they don't want learners to seat for examination before completion of required topics indicated in the syllabus (interview: 15/06/2021)*

The findings revealed that this teaching strategy was used and valued to tutors and in Teacher's College. However, there are different reasons to why lecture is used in teaching and learning activities. The findings match with ideas of Marmaha (2014) who explained that lecture teaching strategy continue to be the dominant in teaching and learning in tertiary institutions since some learners like the lecture, believing that they pay fees in order to be taught and not for them to be active searching information on their own. Also, learner prefer to use lecture to believing lecture is time saving and learners make notes from their lecturer. Therefore, it is a duty of a tutor to use informal lecture by involving the learners in teaching and learning process

The finding in the table 1 indicated that 67% of tutors strongly disagree that simulation games teaching strategy used in preparing teacher trainees. While 33% of tutors agreed with the statement. This implies that simulation games were not used in teachers college. This also was observed in reported by one of the college principal during an interview who declared that: (College Principal B)

*it is impossible to explain about this teaching methodology because I have little understand on it, you know, in this college there is program of early childhood and I think is useful to learners who pursue early childhood program but most of the time*

*tutors are using it during teaching of reading, writing and counting. (Interview: 17/06/2021)*

The data are in line with ideas of the Khan (2017) who revealed that simulation games are extremely valuable tools in teaching and learning. The summary of teacher trainees responses have been summarized in table 1:2

**Table 2 :Teacher Trainee’s Responses on Teaching Strategies Employed by Tutor N=226**

Statement	VF		F		NT		S		N		Mean
	f	%	f	%	F	%	f	%	f	%	
Tutors use Focus Group Discussion strategy during teaching and learning in classroom	91	40.3	133	58.8	1	0.4	0	0.0	1	0.4	1.61
Tutors use Think- Ink- Pair and Share Strategy during teaching and learning in classroom	64	28.3	79	35.0	6	2.7	7	34.1	0	0.0	2.42
Tutors use Brainstorming strategy during teaching and learning in classroom	66	29.2	123	54.4	10	4.4	2	11.9	0	0.0	1.99
Tutors use Inquiry Based Instruction strategy during teaching and learning in classroom	11	4.9	15	6.6	111	49.1	8	35.8	8	3.5	3.26
Tutor use Field Trips strategy during teaching and learning in classroom	4	1.8	12	5.3	19	8.4	8	3.5	18.4	81.4	4.58
Tutors use Role Play	28	12.4	31	13.7	41	18.1	1	8.4	10	47.0	3.69



been applied in preparing teacher trainees. Moreover, 85% of teacher trainees accepted that simulation games were rarely applied in preparing teacher trainees. This implies that most of tutors in teachers college applied only four teaching strategies effectively. Highly application of only four teaching strategies can negatively affects the acquisition of teaching skills to teacher trainees, as supported by Cain et a (2014) who explained that a teacher is required to teach students in a systematic way using a range of teaching strategies.

The findings indicated that most of tutors prefer to use lecture teaching strategy during teaching and learning process. This also was reported by one of the college principal during an interview who declared that: (College Principal A)

*Most of my tutors prefer the use of lecture strategy because it saves time but also learners like this strategy as it give them room to develop notes during teaching and learning process (interview: 15/06/2021)*

This means that, tutors decided to use lecture due to many reasons including pressure to complete subject syllabus. In line with the finding Zakirman et al (2018) revealed that the use of the lecture in learning has some weaknesses, including failure to enhance the role of students in learning, students will not understand because the teacher as the only provider of information.

## **Conclusions**

The study concluded that, tutors were not used some of participatory teaching strategies, which might have been affecting the preparation of teacher trainees to teach in primary schools. For instance, a teacher who was not prepared by using participatory teaching strategies will not be able to implement competence based curriculum in primary schools. Moreover, a teacher who lacks teaching strategies skills will not be able to teach pupils, to construct meaning by interacting with topics through a combination of prior knowledge and previous experience. This is an indication that the knowledge and skills acquired by teacher trainees from the teachers' college are useful except that tutors were used five participatory teaching strategies. whereas the use of only five teaching strategies can leads to teacher trainees lack some skills and knowledge on other participatory teaching strategies.

## Recommendations

In light of conclusions of the study, the following recommendations are made:

Ministry of Education, Science and Technology through Tanzania Institute of Education should revise the syllabuses used in Teachers' college as curriculum documents, to allow tutors prepare teacher trainees the same main components which are used in pupils in primary schools. This means that, changes of curriculum in primary school should go simultaneously with changes of teacher education curriculum since teaching and learning activities in teachers' colleges reflect what is taking place in primary schools. Also, there is a need of providing indoor and outdoor professional training to tutors so as to enable them to become updated on different matters including new reforms which are injected in education systems. The study found that some tutors did not use proper strategies to implement competence based curriculum since they lack some knowledge on competence based curriculum.

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