

## **Effectiveness of English Language Curriculum Towards Enhancing Students' Self-Reliance Skills in Advanced Level Secondary Schools in Moshi Municipality, Tanzania**

**Arafa Y. Abdallah, Prof. Malusu Joseph M., Prof. Ogoti Evans**

Mwenge Catholic University, Moshi, Tanzania

Corresponding author email: [abdallah.arafay@gmail.com](mailto:abdallah.arafay@gmail.com)

### **Abstract**

The study aimed to assess the effectiveness of English language curriculum objectives in advanced secondary schools towards enhancing students' self-reliance skills in Moshi Municipality. The study was guided by Constructivist learning theory. The study employed convergent design under mixed method approach. The target population of the study was 409 respondents. The study used simple random sampling to select schools, teachers were selected using stratified sampling technique to stratify female and male teachers then simple random was employed to get the representative for each sex. Heads of those schools and DSEO were included automatically. The sample for the study was 44 respondents including 40 teachers, 3 heads of schools as well as 1 DSEO in Moshi Municipality. The study used interview guide and questionnaire as data collection instruments. Data was presented through percentages, frequencies, tables and direct quotations. The study found that the objectives of English language curriculum in advanced level secondary schools were designed to enhance students' self-reliance skills as by the end of advanced level secondary schools students must possess self-reliance skills such as soft skills, analytical skills, translational skills, editing skills, creative writing, technological skills, interpretation skills, linguistic ability, logical skills and be self-confident. The study recommends that English language curriculum objectives should be implemented accordingly by the teachers so as to promote the acquisition and appreciate use of literacy, scientific, vocational, technological, and professional and other forms of knowledge, skills and attitude for the development and improvement of the conditions of man and society.

**Keywords:** Curriculum Effectiveness, Students' Self-reliance Skills, Advanced Level Secondary Schools.

## 1. INTRODUCTION

The unprecedented acceleration in technology occasioned by demands for skill and competency from graduates of advanced level secondary schools' calls for a proactive response to adjustment in our educational system. Students leaving school without a basic skill has been a problem over the past few decades (Lambert *et al*, 2011). Leaving school without a skill causes problems from a personal perspective (Brekke, 2014). A curriculum has the potential to be the framework containing incentives for a positive influence on students, allowing students to experience the value of the curriculum for their personal lives (Elfers *et al*, 2012; Waldrip *et al*, 2014). Hence, teachers have the challenging task of operationalizing the curriculum and translating its goals to the world of the student, making the connection between curricular activities and students' needs.

In Tanzania, secondary education refers to post primary formal education offered to learners who successfully completed seven years of primary education and have met the requisite entry qualification requirements. According to MoEVT (2009) the aims and objectives of secondary education are to: consolidate and broaden students' scope of basic ideas, knowledge, skills, and attitude acquired and developed at the primary education level, to enhance the students' development and appreciation of national unity, identity and ethnic, personal integrity, respect for human rights, cultural and moral values, customs, traditions, and civic responsibilities and obligations, to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language. provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected field of study, also to prepare the students for tertiary education vocational, technical, and professional training, to inculcate in the students a sense and ability for self-study, self-confidence, and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills and to prepare the students to join the world of work.

According to TIE (2009) through English language curriculum, A-Level students should generate varieties of skills towards the end of the courses such as demonstrates ability to: listen to and understand English texts as presented from different sources, express oneself clearly and logically both orally and in writing, use language for different audiences and purposes relevant to

oneself and different subject areas, read and analyze critically a variety of texts, write a variety of English texts, translate a variety of texts from Kiswahili to English and vice versa, demonstrate basic knowledge of English language, demonstrate basic knowledge of literature, apply English language knowledge to operate technological devices and apply English language to generate income and advance oneself.

Since independence in 1961, the government of Tanzania has attempted several times to reform the educational system to meet their development objectives and generate desired outcomes. Over the past five decades, the government of Tanzania has engaged in implementing five major curriculum reforms for basic education (TIE, 2013). These reforms are the post-independence reforms (1961-64) aimed to eliminate racial segregation, the 1967 Education for Self Reliance reforms aimed to equip graduates with skills for self-reliance; the 1979 reforms introduced technical and vocational skills to enhance the competencies of graduates, the Makweta Commission recommendations of 1982, National Task Force report in 1992 and 1997 compressed the curriculum from 13 subjects to 7 and the Competence-Based Curriculum (CBC) in 2005 aimed to orient the output of the education system away from content to competence based skills.

Education for Self-reliance was the first policy on education which Julius Kambarage Nyerere and his Party, the Tanganyika African National Union (TANU) drafted after the Arusha Declaration in 1967 (Ibhawoh & Dibua, 2003). This was one of several policies which Nyerere and the Tanzanian government drafted for the sake of developing, transforming and liberating post-colonial Tanzania through self-reliance. Nyerere reiterated that education at all levels should be relevant to the community in which a learner lives. A learner should be in a position to live in a village and contribute, through work, to the development of that particular village. The foreign conception of education is that the educated must serve the Society, which is usually isolated for the society, should be shunned and instead be replaced by value-oriented and integrated education (Nyerere, 1968).

In 2005, Tanzania introduced competency based curriculum which led to the development of competency based learning and competency based assessment in secondary education (World Bank, 2011; Kafyulilo *et al*, 2012). The review of the curricula was prompted by economic,

political, and cultural changes. According to Komba & Kira (2013), the old curriculum was ineffective as the graduates failed to demonstrate the skills and competences that fully addressed local, national and global market demands.

Woods (2008) describes the changes from content based curriculum to competency based curriculum as one of the most significant changes that took place secondary education (from 2005) since the introduction of free primary education in Tanzania. The introduction of competency based curriculum in the education system of Tanzania focuses much more on the understanding of concepts, and the acquisition of skills and competencies, which in turn calls for changes in teaching, learning and assessment approaches (World Bank, 2011; Wangeleja, 2010). In general, implementing curricula consistently supports student growth of knowledge and academic preparedness for the next grade levels (Polikoff and Porter, 2014).

The objectives of English language curriculum in Advanced level secondary schools generally measure the extent to which students can communicate well in different life situations, read and analyze a variety of texts from different sources, write a variety of texts clearly and logically, write creatively for income generation and self-advancement, appreciate and analyze literary works, demonstrate basic knowledge of the English Language; and translate a variety of texts from English to Kiswahili and vice versa (NECTA, 2019).

Although the curriculum for any education system requires regular reviews in order to make adjustments to accommodate the ever changing societal needs, it is important to ensure that there is a mechanism to follow up on the implementation of the innovations imposed in the curriculum. Kimaryo (2011) notes that the implementation of competence based curriculum in schools had been complex since its introduction because teachers still focused on developing content with the hope that the learners would develop the intended competences automatically.

The society expects English language advanced level secondary schools graduate to have the ability in listen and understand different types of information from different sources, communicate orally and confidently in different life situations, read and analyze a variety of texts, demonstrate independent reading and learning, write clearly and logically a variety of texts, translate a variety of text from English to Kiswahili and vice versa, demonstrate basic knowledge of English language, demonstrate awareness of basic knowledge of literature, apply

English language correctly in different situations, develop the habit of reading, appreciating, and creating literary works and write creatively for income generation (URT/MoEVT, 2009).

A study done on mass student failure in the National Examination Council in Tanzania found that the curriculum has always been poorly implemented because the majority of stakeholders did not aptly understand the requirements of the educational guidelines (Rweyemamu, 2012). Sifuna (2016) found that the education system was very academic and examination oriented; the curriculum was overloaded; as most schools were not able to equip their pupils with practical skills and many teachers also were not sufficiently trained. The available evidence suggests that there are challenges associated with implementation of curriculum in all levels of education (Paul and Tilya, 2014; Kavindi, 2014, Komba and Mwandanji, 2015; Makunja, 2015; Nzima, 2016; MoEST, 2016).

Various studies reveal that the advanced level secondary schools curriculum was not implemented as it was intended due to teacher lack of knowledge and skills for effective implementation of curriculum in the actual teaching and learning process (Kavindi 2014, Nzima, 2016). This problem is largely explained by lack of provision of training before implementation of the curriculum reform, teachers lack proper understanding of the objectives of curriculum, teacher's failure to implement curriculum in classroom teaching in terms of preparing competency based lesson plans, engaging students in teaching and learning and assessing students' performance (Kavindi 2014, Nzima, 2016). Hence, this study found it necessary to explore how the objectives of English language curriculum in advanced level secondary schools enhance students' self-reliance skills.

Notably, though tutors seem to understand English language curriculum yet the actual instructional practices in classroom contradict their knowledge. Indeed, previous findings indicate that the curriculum policy intentions as expressed in the formal curriculum documents differs with actual instructional practices in schools. Hence, there are some doubts about the reliability and validity of the English language curriculum objectives towards enhancing self-reliance skills. In fact, it is this doubt that brought about the motivation to undertake this study in order to explore effectiveness of English language curriculum objectives in advanced level

secondary schools towards enhancing students' self-reliance skills in Moshi Municipality, Tanzania.

### **Statement of the Problem**

The society expects English language advanced level secondary schools graduate to have skills which will help them to be in a position to apply English language correctly in different situations, develop the habit of reading, appreciating, and creating literary works and write creatively for income generation but students leaving school without a basic skill has been a problem over the past few decades. Leaving school without a skill causes problems from a personal perspective. The Government of Tanzania is striving to provide high quality education to all Tanzanians through producing self-reliant individuals through various education policies, including the introduction of competency based curriculum in secondary schools. The current English language curriculum for advanced secondary education in Tanzania demands the use of Competence Based Teaching and Learning approach.

However, various researchers have questioned the extent to which the education system inculcates self-reliance among students (Rweyemamu, 2012; Paul & Tilya, 2014; Kavindi, 2014, Komba & Mwandangi, 2015; Makunja, 2015; Nzima, 2016; MoEST, 2016). It follows that there exists a knowledge gap about English language curriculum implemented do not relate with students' skills; hence education stakeholders are worried if the implemented English language curriculum at school level obeys with curriculum objectives. It is therefore paramount that the current study examined the effectiveness of English language curriculum objectives in advanced level secondary schools towards enhancing students' self-reliance skills in Moshi Municipality, Tanzania.

### **Research Questions**

The study was guided by the following research question.

1. How do the objectives of English language curriculum in advanced level secondary schools enhance students' self-reliance skills in Moshi Municipality?

### **Significance of the Study**

This study reveals how effectively English language curriculum objectives in advanced secondary education is being implemented and how the implementation enhancing students with self-reliance skills. This study will provide the Tanzanian Institute of Education (TIE) as among other stakeholders, with invaluable knowledge in terms of the level of practicability of English language curriculum in advanced secondary education towards enhancing students with self-reliance skills. The findings of this study provide benefit to curricula developers and policy makers so that they will identify the progress for the English language curriculum effectiveness for further action.

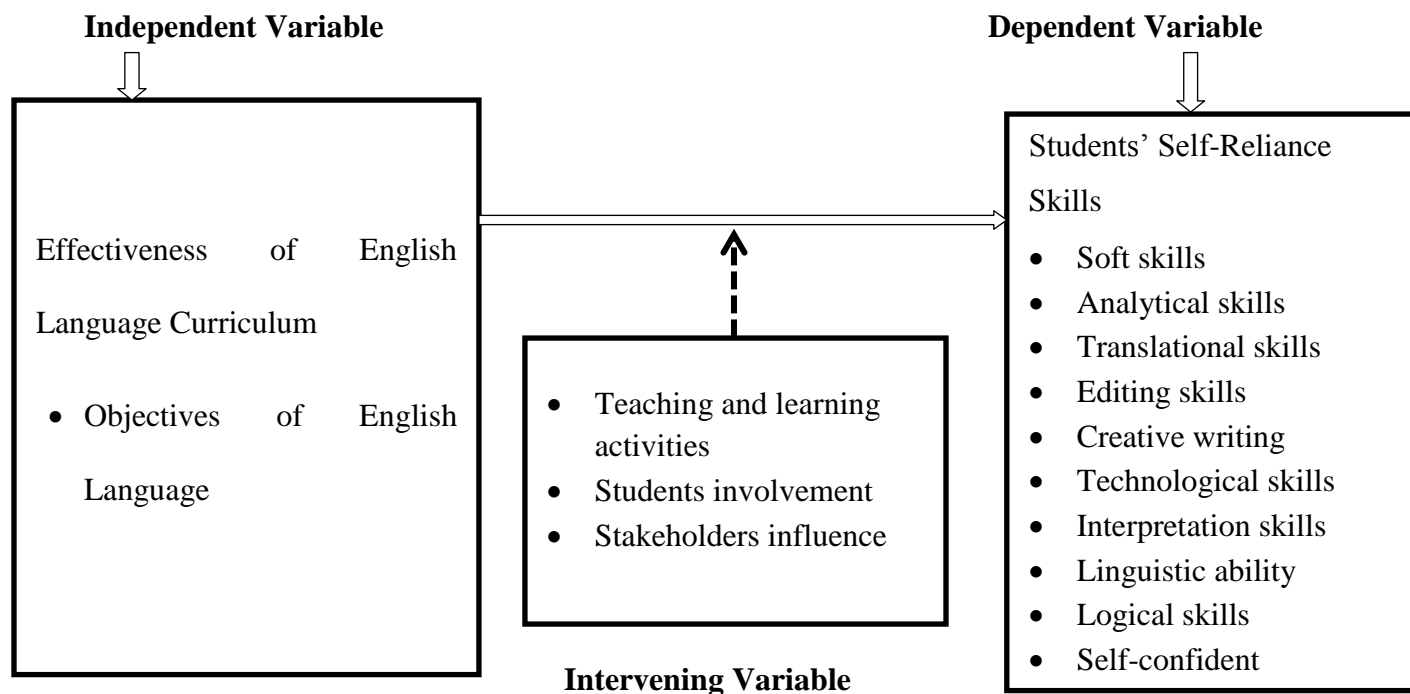
Moreover, the findings of this study help to inform the teacher trainers of the numerous English language curriculum implementation strategies being utilized in advanced secondary schools of Moshi Municipality. The findings of this study help to provide relevant knowledge and information to the education department about English language curriculum effectiveness towards enhancing students' self-reliance skills.

Additionally, the study encourages students in improving learning, and to maintain positive attitude in participating fully in curriculum implementation so that they can enhance their self-reliance skills. However, the findings stimulate further research studies on advanced level secondary schools English language curriculum effectiveness towards enhancing students' self-reliance skills in Tanzania.

### **Conceptual Framework**

The conceptual framework shows clearly the relationship of variables on effectiveness of English language curriculum objectives in advanced level secondary schools towards enhancing students' self-reliance skills (independent and dependent) as demonstrated in the figure below;

**Figure 1 Conceptual Framework**



**Source: Researcher's Conceptualization (2021)**

Figure 1 indicates the relationship between effectiveness of English language curriculum objectives in advanced level secondary schools and students' self-reliance skills. The independent variable is effectiveness of English language curriculum through objectives while dependent variable of the study is students' self-reliance skills such as soft skills, analytical skills, translational skills, editing skills, creative writing, technological skills, interpretation skills, linguistic ability, logical skills and self-confident. In fact curriculum effectiveness is likely to enhance students' self-reliance skills. Moreover, the intervening variables are teaching/learning activities, students' involvement and education stakeholders' influence. Therefore, through the use of this relationship as portrayed in the figure above, this study assessed effectiveness of English language curriculum objectives in advanced level secondary schools towards enhancing students' self-reliance skills.



## 2. Literature Review

### **Objectives of English Language Curriculum towards Enhancing Students' Self-Reliance Skills**

Suet *al.*, (2018) did a quantitative study to investigate the relationship between learners' online self-regulation and their self-efficacy in the context of learning English as a foreign language (EFL). Data were collected from two surveys, the online self-regulated English learning (OSEL) and the English language self-efficacy (ELSE), among 424 university students in China. Principal component analyses showed that the OSEL included six sub-scales, namely, goal setting, environment structuring, task strategies, time management, help seeking and self-evaluation, while the ELSE consisted of four factors targeting self-efficacy in listening, speaking, reading, and writing. The correlation analysis confirmed the associations between all scales of the OSEL and those of the ELSE. Furthermore, regression analysis revealed that self-evaluation was the most powerful predictor for explaining participants' variance of self-efficacy in English listening, speaking, and reading. Moreover, learners' environment structuring could significantly explain their self-efficacy in both speaking and writing, whereas goal setting could only predict students' self-efficacy in writing. These findings reveal the intricate relationship between online self-regulation and self-efficacy among the EFL learners, and further highlight the positive role of learners' self-evaluation, environment structuring and goal setting for explaining their English language self-efficacy.

Komba & Mwandanji (2015) investigated the implementation of competence based curriculum in Tanzanian secondary schools. In this study, a case study research design was adopted. The respondents' included 186 teachers who were randomly selected from 13 secondary schools found in Mbeya region of Tanzania. The data were collected through interview schedules, observation schedules, and review of documents. The collected data were analysed using thematic content analysis. The findings indicated that the majority (86%) of the interviewed teachers did not have the proper understanding of the objectives of competence based curriculum. In addition, the majority (78%) of the reviewed lesson plans did not reflect the qualities of a competence based lesson plan. Moreover, the involvement of students in classroom

activities by the teachers who were observed was very low. In view of these findings, the implementation of competence based curriculum in the selected schools was ineffective.

Although the study showed the implementation of competence based curriculum in the selected schools was ineffective, but the information only came from teachers. Therefore, excluding other groups such as students and heads of schools as well as DSEO in the study made the findings less credible as they were just based on the views of teachers. Moreover, the researcher did not make an attempt to observe the available English language curriculum objectives if they have effect on students' self-reliance skills. Therefore, to generate more credible data, the current study involved teachers and heads of schools as well as DSEO in the study since they are the most concerning with effectiveness of English language curriculum objectives in enhancing self-reliance skills to advanced level secondary schools students in Moshi Municipality.

The study conducted by Fix, *et al*, (2019) focused upon a curriculum for at-risk students in vocational education aimed at enhancing students' motivation and engagement for learning in Netherlands. The study explored teachers' view on effective curricular characteristics and teachers' strategies to create positive learning experiences for students. Qualitative research has been conducted regarding four curricula for at-risk students; data were collected and examined by means of 16 focus group interviews with teachers and analysis of relevant documents. Results indicated that teachers pointed out the central position of the student, resulting in individual trajectories, teachers used peer group dynamics, job orientation and sports as tool for student development, and teachers regarded themselves as coaches, as experts in sport activities and as group managers. For positive learning experiences two key curricular characteristics have been identified: equality in the relationship between student and teacher, a positive fit between the curriculum and the students.

Although the study showed positive learning there should be equality in the relationship between student and teacher, a positive fit between the curriculum and the students, but the information only came from teachers. Therefore, excluding other groups such as heads of schools as well as DSEO in the study made the findings less credible as they were just based on the views of teachers. Moreover, the researcher did not make an attempt to observe the available English language curriculum objectives if they have effect on students' self-reliance skills. Therefore, to

generate more credible data, the current study involved teachers and heads of schools as well as DSEO in the study since they are the most concerning with effectiveness of English language curriculum objectives in enhancing self-reliance skills to advanced level secondary schools students in Moshi Municipality.

The study of Murungi (2019) sought to establish the influence of decolonizing the pedagogical approaches Kenyan education system on self-reliance among students. This study utilized the descriptive survey design and the correlational research design. The study was carried out in universities in Kenya. A sample size of 384 respondents made up of 60 members of academic staff and 324 fourth year bachelor of education students was selected to participate in the study. The research instrument used for data collection included questionnaires and interview schedules. The study found that the contemporary pedagogical approaches influenced self-reliance to a small extent and that integration of selected elements of African indigenous curriculum was capable of improving the Kenyan curriculum to a large extent. However, the study of Murungi (2019) deal with influence of decolonizing the pedagogical approaches Kenyan education system on self-reliance among students but did not make an attempt to observe the available English language curriculum objectives, and its effect on students' self-reliance skills to determine the actual existence of the problem. Also, the study was based on universities students and not advanced level secondary schools students. Therefore, the findings from universities cannot be generalized to secondary students, that the most concerning with the current study was to examine the effectiveness of English language curriculum objectives in enhancing self-reliance skills to advanced level secondary schools students in Moshi Municipality.

The study of Paso *et al.* (2017) aimed to investigate the present conditions, problems, and needs of teachers' development in learning management in self-reliance for students in Thai secondary schools. Research methodology was based on research and development (R&D) approach by the application of Participatory Action Research (PAR). Tools used to collect data were semi-structured interview, unstructured interviews, participatory observation, and observation without participation. The results of operations development for teachers in learning management to self-reliance in secondary schools, it was found that teachers planned learning experience for pupils to develop self-reliance from practical implementation. The creation of good behavior, both to

themselves and to the public, was a desirable feature. However, the study of Paso *et al.*, (2017) deal with present conditions, problems, and needs of teachers' development in learning management in self-reliance for students in Thai secondary schools but did not make an attempt to observe the available curriculum objectives, and its effect on students' self-reliance skills to determine the actual existence of the problem. Therefore, to generate more credible data, the current study involved teachers, students and heads of schools as well as DSEO in the study since they are the most concerning with effectiveness of English language curriculum in enhancing self-reliance skills to advanced level secondary schools students in Moshi Municipality.

### **3. Research Methodology**

The study employed a convergent design under mixed method approach. The quantitative and qualitative paradigms were used to collect data from heads of schools, teachers, and DSEO concerning effectiveness of English language curriculum in advanced level secondary schools towards enhancing students' self-reliance skills in Moshi Municipality, Tanzania. Convergent design deal with collection and analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently and involve the integration of the data at one or more stages. The advantage of using mixed method approach is that the weaknesses of one approach are likely to be complemented with the strengths of another approach (Creswell & Creswell, 2018). Hence, the study collected both qualitative and quantitative data simultaneously. The target population consisted of 8 advanced level secondary schools, 8 heads of schools and 400 teachers as well as 1 District Secondary Educational Officer (DSEO) making a total population of 409. Therefore, the sample of this study was 44 participants where stratified and simple random sampling techniques were applied to get 40 teachers; 3 heads of schools and 1 DSEO were directly included due to their virtual administrative roles as the leader/supervisor of the whole school activities. Data from questionnaires were analyzed in terms of frequencies, percentages and presented in tables and graphs where applicable. The qualitative data from interview guide were analyzed by developing themes from research questions and presented in narrative form and direct quotations.

#### 4. Results and Discussion

##### Objectives of English Language Curriculum towards Enhancing Students' Self-Reliance Skills

The study sought to find out the objectives of English language curriculum towards enhancing students' self-reliance skills in Moshi Municipality. The data below in table 1 presents the teachers' responses on objectives of English language curriculum towards enhancing students' self-reliance skills.

**Table 1. Teachers' Responses on Objectives of English Language Curriculum towards Enhancing Students' Self-Reliance Skills (n=40)**

Statement	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Students are able to listen to and understand different types of information from different sources	0	0	2	5.0	1	2.5	35	87.5	2	5.0	3.93
Students are able to communicate orally and confidently in different life situations	2	5.0	8	20.0	5	12.5	24	60.0	1	2.5	3.35
Students are able to read and analyze a variety of texts	0	0	4	10.0	9	22.5	26	65.0	1	2.5	3.60
Students are able to demonstrate independent reading and learning	4	10.0	1	2.5	2	5.0	31	77.5	2	5.0	3.65
Students are able to write clearly and logically a variety of texts	0	0	9	22.5	6	15.0	22	55.0	3	7.5	3.48
Students are able to translate a variety of text from English to Kiswahili and vice versa	2	5.0	8	20.0	2	5.0	26	65.0	2	5.0	3.45
Students are able to demonstrate basic knowledge of English language and to write creatively for income generation	0	0	7	17.5	3	7.5	26	65.0	4	10.0	3.68
Students are able to demonstrate awareness of basic knowledge of literature	0	0	8	20.0	3	7.5	28	70.0	1	2.5	3.55
Students are able to apply English language correctly in different situations	0	0	13	32.5	2	5.0	24	60.0	1	2.5	3.33

---

Students are able to develop the habit of reading, appreciating, and creating literary works 3 7.5 4 10.0 5 12.5 25 62.5 3 7.5 3.53

---

**Source: Field Data (2021)**Key: SD=Strongly Disagree, D=Disagree, U=Undecided A= Agree, SA=Strongly Agree

The data attained as indicated in table 1 reveal that the greater majority (92.5%) of teachers agreed that students are able to listen to and understand different types of information from different sources. This implies that when students are able to listen and understand different types of information from different sources will demonstrate ability to listen to and understand English texts as presented from different sources. Students are able to communicate orally and confidently in different life situations were agreed by 62.5% of teachers. This suggests that communicate orally and confidently in different life situations as one of the objectives in English language curriculum as indicated in English language syllabus will enable students to demonstrate the ability to express oneself clearly and logically both orally and in writing in different life situations. Also, 67.5% of teachers agreed that students are able to read and analyze a variety of texts. This suggests that advanced secondary students will be able to listen to and understand different types of information from different sources, communicate orally and confidently in different life situations, read and analyze a variety of texts as the teacher has to make sure that the planning and the teaching is done in such a way that at the end of the lesson ability to listen to and understand English texts as presented from different sources, ability to express oneself clearly and logically both orally and in writing and ability to read and analyze critically a variety of texts is attained. These findings are in agreement with Suet *al*, (2018) who investigated the relationship between learners' online self-regulation and their self-efficacy in the context of learning English as a foreign language (EFL) and confirmed that self-evaluation was the most powerful predictor for explaining participants' variance of self-efficacy in English listening, speaking, and reading. Moreover, learners' environment structuring could significantly explain their ability in both speaking and writing, whereas goal setting could only predict students' ability in writing.

Also, 62.5% of teachers agreed that students are able to write clearly and logically a variety of texts. On the other hand, 70% of teachers agreed on students are able to translate a variety of text

from English to Kiswahili and vice versa. This also was reported by one of the heads of schools during an interview who declared that:

*“English language curriculum objectives are designed to enhance students’ self-reliance skills but Teachers have occupied those objectives, instead of reaching out to students they do it on their own. For example, a student should develop the ability to speak and write, this as an objective should be the main activities done by the student himself but the teacher turns out to be the chief executive instead of the students”.* (HoS I Interviewed on July 14, 2021).

This implies that Teachers have occupied English language curriculum objectives by employing teacher-centered approach instead of let out students to be the center of the implementation so as they can obtain different self-reliance skills. In addition, during the interview with DSEO, he confirmed that:

*Through the habit of reading and learning, advanced level secondary schools students obtain reading skills as they creates them to have the ability to become editors. Also, speaking skills creates learners with ability to judge critical issues and be confident to defend critical issues logically.* (DSEO Interviewed on July 15, 2021).

This means that English language curriculum objectives when implemented accordingly students will be able to possess logical skills and writing skills as well as have the ability to translate a variety of texts from Kiswahili to English and vice versa. These findings are supported by Muneja (2015) who found that teachers had a limited understanding of the curriculum: they were happy in their teaching profession regardless of competence-based curriculum challenges; they were experiencing multiple challenges, the key ones being lack of participation in curriculum design and implementation; lack of quality text books and lastly, teachers were not motivated to implement the competency based curriculum.

The study found out further that 75% of teachers agreed that students are able to demonstrate basic knowledge of English language and to write creatively for income generation. About 72.5% of teachers agreed that students are able to demonstrate awareness of basic knowledge of

literature. Students are able to apply English language correctly in different situations was agreed by 62.5% of teachers. Majority (70%) of teachers agreed that students are able to develop the habit of reading, appreciating, and creating literary works. This suggests that through demonstration of basic knowledge of English language, awareness of basic knowledge of literature, development of the habit of reading, appreciating, and creating literary works leads to soft, creative writing and analytical skills. Students will be able to demonstrate basic knowledge of English language, basic knowledge of literature, use language for different audiences and purposes relevant to oneself and different subject areas, apply English language knowledge to operate technological devices and apply English language to generate income and advance oneself. These findings concur with Fix, *et al*, (2019) who indicated that teachers pointed out the central position of the student, resulting in individual trajectories, teachers used peer group dynamics, job orientation and sports as tool for student development, and teachers regarded themselves as coaches, as experts in sport activities and as group managers. For positive learning experiences two key curricular characteristics have been identified: equality in the relationship between student and teacher, a positive fit between the curriculum and the students.

Therefore, in view of these findings, the implementation of English language curriculum objectives in the selected schools was effective as students will develop beyond the ability to editing, the translation skills soon after the acquisition of listening and speaking skills, moreover, these students will develop the ability to creative writing the credible and the well grammatically structure of language accordingly, also the analytical support skills, assertiveness skills, the English language should also generate the person with the conflict resolution skills as well as the soft skills as concerned. During the interview one head of school said that:

*When students are able to read, write clearly and logically as the objectives of English language curriculum enhance students' self-reliance skills as it creates students who have ability to judge and reasoning through debating.* (HoS II Interviewed on July 15, 2021).

This suggests that students will have ability to judge and reason logically if they are being involved in reading, write clearly and logically which will enable them to demonstrate basic knowledge of English language. These results are in agreement with the study of Paso *et*



al,(2017) on the results of operations development for teachers in learning management to self-reliance in secondary schools, it was found that teachers planned learning experience for pupils to develop self-reliance from practical implementation. The creation of good behavior, both to themselves and to the public, was a desirable feature.

The study further indicated that teachers rated positively on the statements that shows extent of agreeing on objectives of English language curriculum towards enhancing students' self-reliance skills as students are able to listen to and understand different types of information from different sources, students are able to communicate orally and confidently in different life situations, students are able to read and analyze a variety of texts, students are able to demonstrate independent reading and learning, students are able to write clearly and logically a variety of texts, students are able to translate a variety of text from English to Kiswahili and vice versa, students are able to demonstrate basic knowledge of English language and to write creatively for income generation, Students are able to apply English language correctly in different situations, students are able to develop the habit of reading, appreciating, and creating literary works as the study findings depicts that the grand mean response of 3.555 is ranged at  $(3.5 \leq \text{grand mean} \leq 5)$  which implies that teachers were in agreement that objectives of English language curriculum in advanced level secondary schools enhance students' self-reliance skills in Moshi Municipality. According to findings from Komba & Mwandanji (2015) indicated that the majority of the teachers did not have the proper understanding of the objectives of competence based curriculum as their reviewed lesson plans did not reflect the qualities of a competence based lesson plan. Moreover, the involvement of students in classroom activities by the teachers who were observed was very low. Lastly, teachers practiced formative students' assessments in less than 50% of the observed classroom sessions. Kafulilyo, *et al*, (2013) revealed that pre-service teachers perceived their understanding and ability to implement competency based teaching approaches as high, but during interviews it was revealed that they had difficulties in explaining some competency based concepts.

### Thematic Coding Analysis

**Table 2 Verbatim Quotations Coded into Themes for Data Analysis**

Transcripts (Verbatim Quotes)	Themes	Code
<i>English language curriculum objectives are designed to</i>	Teachers	Occupied TOOELC

---

<i>enhance students' self-reliance skills but Teachers have occupied those objectives, instead of reaching out to students they do it on their own. For example, a student should develop the ability to speak and write, this as an objective should be the main activities done by the student himself but the teacher turns out to be the chief executive instead of the students. (HoS I).</i>	Objectives of EL Curriculum
<i>Reading skills obtained by advanced level secondary schools students creates them to have the ability to become editors. Also, speaking skills creates learners with ability to judge critical issues and be confident to defend critical issues logically. (DSEO)</i>	Development of Skills through Objectives of EL Curriculum DSOELC
<i>The objectives of English language curriculum enhance students' self-reliance skills as it creates students who have ability to judge and reasoning through debating. (HoS II)</i>	Objectives of EL create Ability to Judge and Reasoning OELCAJR

---

**Source: Field Data (2021)**

The study set out to gather qualitative data from the respondents by using structured interview guide. The qualitative data were thematically coded into themes as follows: Teachers Occupied Objectives of EL Curriculum (TOOELC), Development of Skills through Objectives of EL Curriculum (DSOELC) and Objectives of EL create Ability to Judge and Reasoning (OELCAJR).

**5. Conclusions**

The study has established that the available objectives of English language curriculum in advanced level secondary schools enhance students' self-reliance skills in Moshi Municipality as by the end of advanced level secondary schools, students should demonstrate ability to listen to and understand different types of information from different sources, communicate orally and confidently in different life situations, read and analyze a variety of texts, independent reading and learning, write clearly and logically a variety of texts, translate a variety of text from English to Kiswahili and vice versa, demonstrate basic knowledge of English language and to write creatively for income generation, apply English language correctly in different situations, develop the habit of reading, appreciating, and creating literary works. Hence students will possess different skills such as soft skills, analytical skills, translational skills, editing skills, creative writing, technological skills, interpretation skills, linguistic ability, logical skills and self-confident if the objectives of English language curriculum are implemented effectively.

## 6. Recommendations

Based on the findings and conclusions of the study, the researcher makes the following recommendation.

The available English language curriculum objectives should be implemented accordingly by the teachers so as to promote the acquisition and appreciate use of literacy, scientific, vocational, technological, and professional and other forms of knowledge, skills and attitude for the development and improvement of the conditions of man and society. For example, when students are able to communicate orally and confidently in different life situations as well as to read and analyze a variety of texts it leads to the development of competency in linguistic ability and effective use of communication skills in English language.

## References

- Afianmagbon, B. and Obiukwu, F. E. (2014). Assessment of Extent of Skill Acquisition for Self-Reliance by Students in Junior Secondary Schools in Ohafia Education Zone of Abia State, Nigeria. *International Conference on 21<sup>st</sup> Century Education at Dubai Knowledge Village*, 2(1): 10-20.
- Brekke, I. (2014). Long Term Labour Market consequences of dropping out of upper secondary school: minority disadvantages? *Acta Sociol*, 57(1):25–39.
- Creswell, J. W. and Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (5<sup>th</sup> Ed)*. Los Angeles: SAGE Publications, Inc.
- Curtis, S. (1968). *An Introduction to the Philosophy of Education*. London: University Tutorial Press.
- Elfers, L., Oort, F. J. and Karsten, S. (2012). Making the connection: the role of social and academic school experiences in students' emotional engagement with school in post-secondary vocational education. *Learn Individ Difer*, 22(2): 242–250.
- Fix, G. M., Ritzen, H. T. M., Pieters, J. M. and Kuiper, W. A. J. M. (2019). Effective curricula for at-risk students in vocational education: a study of teachers' practice. *Empirical Research in Vocational Education and Training*, 11(1): 1-17.
- Gibbs, G. R., (2007). 4 Thematic coding and categorizing. *Analyzing Qualitative Data*. London: SAGE Publications, Ltd
- Ibhawoh, B. and Dibua, J. I. (2003). Deconstructing Ujamaa: The Legacy of Julius Nyerere in the Quest for Social and Economic Development in Africa. *African Journal of Political Science*. 8(1), 59-83.

- Kafyulilo, A. C., Rugambuka, B. I., & Moses, I. (2012). The implementation of competence based teaching approaches in Tanzania. *Makerere Journal of Higher Education*, 4(2), 311-326.
- Kavindi, A. E. (2014). The Implementation of Competence Based Curriculum in Certificate Teachers Colleges in Tanzania: The Case of Two Teachers Colleges in Mbeya Region. University of Olso.
- Kimaryo, L. A. (2011). *Integrating environmental education in primary school education in Tanzania: Teachers' perceptions and teaching practices*. Finland: Abo Akademi University Press.
- Komba, S. C. & Mwandanji, M. (2015). Reflections on the Implementation of Competence Based Curriculum in Tanzanian Secondary Schools. *Journal of Education and Learning*, 4(2); 73-80.
- Komba, S. C. & Kira, E. (2013). The Effectiveness of Teaching Practice in Improving Student Teachers' Teaching Skills in Tanzania. *Journal of Education and Practice*, 4(1); 157-163.
- Lamb, S., Markussen, E., Teese, R., Sandberg, N., and Polesel, J. (2011). School dropout and completion. *International comparative studies in theory and policy*. Springer, New York.
- Makunja, G. (2015). Challenges facing Teachers in Implementing Competence-Based Curriculum in Tanzania: The Case of Community Secondary Schools in Morogoro Municipality, *the International Journal of Education and Social Sciences*, 3(5),30 - 37.
- Muneja, M. S. (2015). *Secondary School Teachers' Implementation of the Competency-Based Curriculum in the Arusha Region, Tanzania*. Thesis: University of South Africa.
- Murungi, J. (2019). Pedagogical approaches and Self-reliance: A Decolonizing Perspective on Education in Kenya. *International Journal of Education and Research*, 7(6): 295-308.
- Nyerere, J. K. (1967). *Education for Self-Reliance*. Dar es Salaam, Tanzania: Government Printer.
- Nyerere, J. K. (1968). *Ujamaa Essays on Socialism*. London: Oxford University Press.
- Nzima, I. (2016). *Competence-based Curriculum (CBC) in Tanzania: Tutors' Understanding and their Instructional Practices*. Linnaeus University Dissertations: Linnaeus University Press.
- Paso, C., Chantarasombat, C. & Tirasiravech, W. (2017). Strengthening Teacher's Learning Management for Self-Reliance of Students in Thai Secondary School. *International Education Studies*, 10(3); 165-175.
- Paulo, A. & Tilya, F. (2014). The 2005 Secondary School Curriculum Reforms in Tanzania: Disjunction between Policy and Practices in its Implementation. *Journal of Education and Practice*, 5(35).

- Polikoff, M. S. & Porter, A. C. (2014). Instructional Alignment as a Measure of Teaching Quality. *Educational Evaluation and Policy Analysis*, 36(4); 399-416.
- Rweyemamu, A. (2012). *Poor delivery of curricula, not faulty exams, explains failures*. IPPMedia.
- Sifuna, D.N. (2016). Why Kenya Wants to Overhaul its Entire Education System.
- Su, Y., Zheng, C. and Liang, J. (2018). Examining the relationship between English language learners' online self-regulation and their self-efficacy. *Australasian Journal of Educational Technology*, 34(3): 105-121.
- Tanzania Institute of Education. (2013). *Curriculum for Ordinary Level Secondary Education in Tanzania*. Dar es Salaam: Ministry of Education and Vocational Training.
- Waldrup, B., Cox, P., Deed, G., Dorman, J., Edwards, D., Farrelly, C., and Yager, Z. (2014). Student perceptions of personalised learning: development and validation of a questionnaire with regional secondary students. *Learn Environment Research*, 17: 355–370.
- Wangeleja, M. J. N. (2010). The teaching and learning of competence based mathematics curriculum: Methods and techniques. *A paper presented at the annual seminar of the mathematical association of Tanzania at Solomon Mahlangu Campus of Sokoine University of Agriculture, Morogoro 13-18/9/2010*.
- Woods E. (2008). Tanzania case study. In UNESCO, country profile commissioned for the EFA global monitoring report 2008: Education for all by 2015, will we make it? Paris: UNESCO.
- World Bank. (2011). A regional exploration of pathways toward harmonization of mathematics and science curriculum in the East African Community. *Discussion Paper*. Washington D.C: World Bank.