

The Universities Pre service Preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania

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Abstract:- The study investigated the extent to which implementation of the curriculum contributes to the quality of education in secondary schools in Kilimanjaro region. The study was guided by one research question. The CIPP evaluation model was used. The study employed an ex-post facto design. The target population included all Pre service teacher trainees, Heads of schools and secondary school students in Kilimanjaro region were randomly sampled. Stratified sampling was used to select trainees. The sample size consisted of 120 Pre service trainees, 135 secondary school students and 10 Heads of schools from five districts in Kilimanjaro region. Data were collected using questionnaires, interview schedule and document analysis. Face and content validity were tested by lecturers in one of the Universities. Reliability was tested using the Cronbach Alpha method. Data were analyzed descriptively and percentages and frequencies computed. Findings show that academic knowledge takes precedence over pedagogical knowledge; Findings show that in secondary schools, the right amounts of graded activities are given to students to master the required skills before moving forward to the next skill. It is concluded that academic knowledge takes precedence over pedagogical knowledge. It is recommended that seminars be held in order to equip teachers with pedagogical knowledge. It is also recommended that more practical activities are given to trainee, in order to train them for the implementation of the curriculum in secondary schools in Kilimanjaro region.

Keywords:- Curriculum, Quality Education, Pre service teacher, Higher Education.

I. INTRODUCTION

According to the National Higher Education Policy (1999), higher education refers to the scope of knowledge and skills imparted within the tertiary level of education. Higher education consists of all post-secondary education, training and research guidance at education institutions such as universities and colleges. It is within these higher education institutions that teachers are trained for the implementation of quality education at different levels of schools throughout the country. It excludes both the primary and secondary level of education but includes full

academic professional training and intermediary professional training provided by universities and non-universities. Universities are the highest level of higher learning institutions, mainly focusing on research, teaching and public services. It is at these universities that teachers are trained for the implementation of the curriculum in secondary schools.

The curriculum in higher education refers to what knowledge is included or excluded in university teaching and learning courses. Le Grange (2006) asserts that 'Curriculum' is, or should be, one of the key major concepts in the language of higher education (Barnett and Coate, 2005: 25). According to Zimbabwe's national report (2011:13), prepared by the Zimbabwe National Commission for UNESCO; the curriculum constitutes a legal framework for the development of teaching and learning activities. It should respond to the needs of the society and the needs of the individuals, in this study the society's need for quality education. The quality of teachers is recognized as one of the critical dimensions for promoting student learning in schools (Mgaiwa, 2018). Teachers are vital components of any education system because they form an important pillar for students' learning by converting national philosophy, educational policy and curriculum goals into instructional objectives and eventually create the environment for students' learning (Richmond & Floden, 2017).

Teachers must be prepared in order to accomplish the stakeholder's quest for quality education. The process of preparing teachers is a continuous process that can last the entire career of the teacher. It is also a life-time process that can be divided into a series of phrases or cycles (Dunking, 1987; Farrant, 2005). According to Farrant (2005), the first cycle is pre-service training, (designed and given before the teacher begins to teach); the second cycle, covers induction training (training given during the teacher's initial teaching experience), the third cycle, is in-service training (special training designed for the practicing teachers as more needs arise during their teaching career). Trainees have to be prepared for the task that lies ahead of them that is building a good teaching career.

Statement of the Problem

Educational stakeholder's including higher education institutions in Tanzania has raised much concern over

university graduates (in education) lack of skills necessary to secure jobs in the labor market which results in mass graduate unemployment (Ndyali, 2016). Heads of secondary schools as one of the educational stakeholders have also showed concern that teacher trainees coming for teaching practice in their secondary schools lack some skills in teaching, which makes it difficult for them to be trusted in teaching students, especially those students that are candidates for the national exam (NECTA). Parents have also shown concern that some of their children also lack basic skills when it comes to reading, writing and arithmetic which are basic to teaching and learning. In 2011, it was reported that some primary school pupils moved to secondary school without having learnt how to read or write at the expected level. This is clearly reflected in the government’s Education Statement No. 14, 2011, which required the heads of ordinary-level secondary schools not to admit students who could not read or write.

Although, investigations have been carried out by many different researchers, Ahmed (2012) carried out a research based on the implementation gaps in Educational Policies of Pakistan, Abdul, (2019) An Assessment of the Implementation of 2014 Education Policy in Attaining Quality Education in Tanzania, In the same manner, Nigicser (2017) assessed teachers’ perspectives on quality in secondary education in Tanzania with reference to policy and reality. Mollel (2015) investigated the quality of education practices in Tanzania with reference to community secondary schools in Arusha region. However, there is insufficient information on the actual implementation of the curriculum that the teacher trainees

faces at the universities in Kilimanjaro and how it reflects the quality of education in secondary schools in Kilimanjaro. Therefore, this research investigated the Universities pre services preparation of Teacher Trainees for the implementation of the secondary school curriculum in Kilimanjaro region.

Research questions

- i. How do university lecturers prepare trainees for the implementation of the secondary school curriculum in Kilimanjaro?

II. THEORETICAL FRAMEWORK

The Stufflebeam CIPP model was adapted. The model originated in the late 1960s by Daniel Leroy Stufflebeam. It was to address the limitations of traditional evaluation approaches (Stufflebeam, 1971). The components of the model include Context, Input, Process, and Product. All four components of Stufflebeam’s CIPP model play an important role in planning, implementation, and assessment of an educational training programme. According to Stufflebeam (2003), the context component facilitates examination of existing situation which influences teacher education. Input on the other hand comprises what needs to be done, and how it should be done, the resources that are needed to meet the needs. Process evaluation affords opportunities to assess periodically the extent to which the training is being carried out appropriately and effectively. Product evaluation identifies and assesses training outcomes, both intended and unintended (Stufflebeam, 2003).

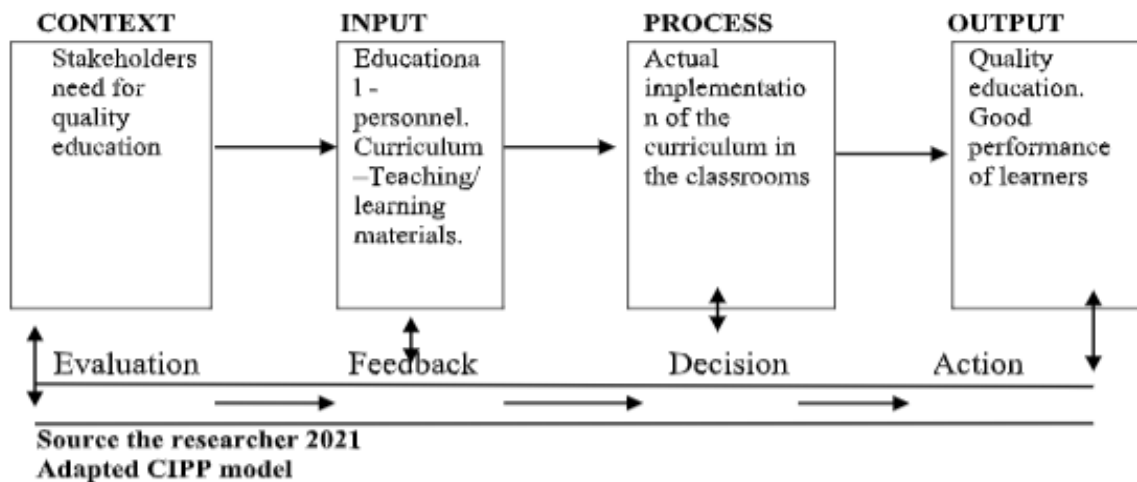


Fig 1. Conceptual Framework

The CIPP model stresses assessment of the quality of the plans that have been made for quality education, the extent to which the plans are carried out and the value of the outcome. The model adoption attempts to look at the universities pre service preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania. The context has to do with the needs of the society identifying needs of students and the society that has not been met. The society concern is that of quality education and this has been identified through the

following; products, employability, required competence and discipline on the job, which reflects on their learners. Accomplishing the objectives of teacher education and the vision, motto & aspirations in the two universities accomplish the objectives of the schools for quality education.

Input refers to competent lecturer, university programmes, teaching and learning material and environment. The right policies set in place for enhancing

quality education as well as teacher trainees who are the implementers of quality education and other resources to support quality education as well as time allocated for the training. The Process include the training at the universities in order to equip teachers with the skills, attitudes, values and knowledge that is required, teaching practice that will prepare the trainees by giving them the skill and experience of what goes on in the classroom, in order for them to implement quality education. Product the fulfillment of the societies need that is, teachers that are trained for implementing quality education in secondary schools, trainees that are educated people with better values and attitudes, citizens equipped to serve the society, which leads to development of individuals as well as the society as a whole, citizen that have confidence and discipline and are ready to join the world of work. All of the components input, process and product work under the context.

III. LITERATURE REVIEW

The extent to which a teacher trainee has acquired the skills and the knowledge in a particular subject (content) that was learnt at the university, and is able to teach the subject to help learners gain an understanding in that subject, without distorting the content of the curriculum requires proper implementation of the curriculum. Chapman et al., (2010) asserts that, in most of the secondary schools in Tanzania, especially community based, the number of teachers are not sufficient to be able to assist in the implementation of education following an increase in the number of students. There are also reported cases by URT (2010) that teachers are in school but their classroom work (delivery, sharing and relationship with learners) is not effective and efficient enough.

Nevenkosky et al., (2019) studied on the need to identify barriers preventing full curriculum implementation in the United States. Using the concerns-based adoption model (CBAM). Results indicated that teachers required additional information before the expected implementations occur and an understanding of demands on their personal time. Common themes showed a desire for professional development (PD), peer-collaboration, and access to curriculum resources, which served as the basis for the project. The resulting project integrated PD to address concerns connected to reoccurring themes. Implications for social change include change at a systematic level by providing administrators with data to support teachers during curriculum changes and substantiation for the benefits of understanding concerns prior to a change for improving curriculum fidelity. With the use of peer-collaboration it is difficult to assess and identify the contribution of each individual. It also takes a lot of time and effort to design activities or questions for peer – collaboration. There is a possibility of not getting the correct information needed because of plagiarism, when compared to other instruments like interview or questionnaires.

Febriana et al., (2017) studied the implementation of the curriculum at three schools in Yogyakarta, Indonesia. Schools were selected based on the use of different

curriculum in each school. Questionnaire was used to analyze eight national education standards (NES), to find out how the curriculum was implemented in the schools, and to find out whether or not the implementation was done in accordance with the expectations of the curriculum. The questionnaires were distributed in the form of indicators on each NES. These indicators include, Content Standards, Process Standards, Graduates Competency Standards, Teacher and Education Staff Standards, Facility and Infrastructure Standards, Management Standards, Financing Standards and Assessment Standards. Results of the observation indicated that there is a discrepancy between the expectations and the reality of the three schools observed. The use of questionnaires alone makes it difficult to triangulate. Moreover, questionnaires are used only for those respondents who can read and write. Similarly Nghobi et al., (2013) in a study in Uganda, focused on establishing how the university teacher-education curriculum affects the performance of secondary school teachers. The study established that most lecturers and secondary school teachers use lecture (teacher-centred) methods. It was recommended that lecturers undergo short pedagogical courses and that school practice be improved upon. The university teacher education curriculum and the examination system needed to be reviewed. It does not specifically mention which type of descriptive survey designed was used.

Switbert (2013) in his study in Dar es Salaam region, investigated the effects of teachers training and development on students' performance in Tanzania Secondary schools, sought to determine the extent the teachers training and development programmes had on job improve performance and determined the extent the teachers experience on job improved performance and determining the way teachers commitment on their job improved job performance. Results found that the teachers training and development policies were not implemented or not available at all in most of the sampled schools. Most of the respondents agreed that the implementation of teachers' training and development programmes affects the performance of learners in Tanzania. Case study method is the most widely used method in academia for researchers interested in qualitative research (Baskarada, 2014). One of the main criticisms is that the data collected cannot necessarily be generalized to the wider population. This leads to data being collected over longitudinal case studies not always being relevant or particularly useful.

Patius (2014) in his study aimed at establishing the factors that influence the implementation of curriculum in public primary schools in Ukwala division of Siaya County Kenya, Descriptive survey design was used. Questionnaires were used in data collection. The findings of the study revealed that lack of teacher training on curriculum, inadequate time allocation, and insufficient teaching and learning materials on the subject impacted negatively on the implementation of curriculum. Projest (2013) Investigated the effects of shortage of teachers on curriculum implementation in Community Secondary Schools in Bukoba Municipality Tanzania. Cross-sectional survey

design was used instrument used were questionnaires, interview and documentary review. The major findings revealed in this research were as follows: the shortage of teachers seemed to be a major factor hindering the implementation of Curriculum as some subjects were taught effectively while others not taught at all, the shortage resulted into student indiscipline. The researcher found that, the school administration used various strategies to alleviate the shortage of teachers such as the use of form six-leavers, part time teachers and remedial classes to reduce the problem.

Although several studies were carried out on the implementation of the curriculum and how it contribute to the quality of education in secondary schools including the need to identify barriers preventing full curriculum implementation, another study on the implementation of the curriculum at schools, others focused on establishing how the university teacher-education curriculum affects the performance of secondary school teachers as well as investigating the effects of teachers training and development on students' performance, again the gap remain in which the present study looked into, that is it looked into how the pre service trainee programmes are effectively implemented in order to provide quality education in secondary schools in Kilimanjaro.

IV. METHODOLOGY

The study employed ex-post facto. The target population for the study included all pre service teacher trainees, all secondary school students, and all heads of schools. The population of the total number of heads secondary schools in Kilimanjaro are 334 while the population of students are 15,259, The population of students in the two universities is 4218. Totalling to 19,811. Probability sampling procedure was used to select the secondary school heads, secondary school students and the pre service trainee. The sample size consisted of 265

respondents. Instruments included questionnaire and interview schedule. Content validity was tested by experts from Mwenge Catholic University. Reliability was tested using the Cronbach Alpha Method. Data was analysed descriptively through percentage and frequencies.

V. IV. DISCUSSION OF THE FINDINGS

In order to therefore understand how the curriculum that is used to train pre service teachers at the universities prepares them for the Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania the participating schools head, "pre-service trainees" and students responded to the extent to which pre service trainees are prepared for the implementation of the curriculum which contributes to the quality of education in secondary schools in Kilimanjaro region. Thus, the research question sought to find out 'how do universities lecturers prepare trainees for the implementation of the secondary school curriculum in Kilimanjaro'. It was important to include pre service trainees in collecting data since they are the ones that will be implementing the curriculum in the secondary schools.

Their responses were in relation to how they responded to always, usually, sometimes, rarely, and never to the following statements. Academic knowledge should take precedence over pedagogical knowledge, lecturers see to it that teacher trainees are well prepared for the teaching field. Lecturers complete the course content at the end of the semester. The teaching week coincides with what has been required in the course content. The curriculum is the main purpose for which the trainees are at the university. The curriculum prepares the trainees for their service. The researcher wanted to know the responses of the pre-service trainees on the implementation of the curriculum to enhance the quality of education in secondary schools in Kilimanjaro. The responses are summarized in Table 1.

Table 1: Responses from Pre service trainees on the universities pre service preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania

(n=108)

Statement	Al		Us		Sm		Ra		Ne	
	F	%	F	%	f	%	F	%	f	%
1. Academic knowledge should take precedence over pedagogical knowledge.	17	15.7	50	46.3	15	13.9	22	20.4	4	3.7
2. Lecturers see to it that teacher trainee is well prepared for the teaching field.	30	27.8	47	43.7	12	11.1	16	14.8	3	2.8
3. Lecturers complete the content that is required in the course at the end of each semester.	35	32.4	47	43.5	10	9.3	13	12.0	3	2.8
4. The teaching week coincides with what has been required in the course content.	24	22.2	48	44.4	16	14.8	15	13.9	5	4.6

Source: Field research data July 2018

Trainee's responses on the implementation of the curriculum

Key: Al= Always, Us=Usually, St= sometimes, Ra= Rarely, Ne= Never

Regarding academic knowledge taking precedence over pedagogical knowledge 46.3% of the respondents rated that academic knowledge usually take precedence over pedagogical knowledge. If the teachers are not familiar with topics in the syllabus which they are going to teach it will be a challenge to enhance the quality of education in these schools. Regarding teacher trainee preparedness for the profession, 43.7%, of the respondents rated that lecturers usually see to it that teacher trainee is well prepared for the teaching field. With regards to lecturers completing the content 43.5% of the respondent rated that the course content is usually completed by the end of the semester; this coincides with the responses on the trainees being prepared for the profession. Completion of the course outline helps to ensure that the content that was intended to be covered has been covered. The future of any nation looks on how to alleviate poverty to its people by providing quality education which will be the panacea for archiving national development, to accomplish this objective the preparation of quality teachers is inevitable (Ngao & Xiaohong 2020). Without proper training, the implementation of the curriculum is only but a dream, it poses a challenge to the quality of education, which will affect the nation's economy as a whole. There is no education system that can be better than the quality of its teachers. When teachers are inadequate, so will be the quality of the education offered (Bunoti, 2009; Spaul, 2013). The half cooked /baked teachers are the teachers who have been given teaching licenses. They were also nicknamed 'voda faster' because they spent too short a period of time on training.

Most of them did not perform well in their 'A level examination hence could not secure a chance for further studies. Most of these teachers do not join the teaching profession by their wishes, but rather as a way to buy time as they are waiting to re-sit their failed national examination or as they wait for any other opportunities. In principles, these are not teachers and are of course not supposed to be called teachers (HakiElimu, 2007). From a document analysis, courses that are taught for an example Geography courses offered to pre service trainees. Climatology, (O-level they have the concept of climate) Surveying, Cartography and Map Analysis (in O-level they study the concept of map reading) Transport Geography Industrial Geography and Geography of Marketing (in O-level there is Manufacturing Industries and also a topic on Transport). Tourism and Environment as well as population Geography (Tourism form II, Population form III). Research Methods in Geography second year degree whereas in form IV there is introduction to research. Trainees are taught topics that

are within the syllabus taught in secondary schools. Therefore, there is a link between programmes and implementation of what was learnt in the universities to the teachers, since they should have an advanced knowledge. October of every year the universities in Tanzania admit new students into different faculties and programmes. However, the universities do not recruit academic staff at the same rate with which they admit students. Likewise, in an interview with one of the school heads she said that;

'trainees do not have proper teaching ethics, and I think the reason for this is that there are too many students in our classes in the universities with few lecturers, which makes it impossible for them (lecturers) to make a follow up as is done in certificate and diploma programmes at Munduli or Marangu college'. (Interviewed 3rd August 2018). This poses an imbalance and a challenge and special effort on the staff in order to complete the required content.

Concerning the teaching week coinciding with what has been required, 44.4% rated that it usually coincides. Most universities in Tanzania have a semester of not more than 15 weeks of which two additional weeks are set aside for the end of semester exams. It is therefore imperative that the content of a particular course be planned to cover a 15 weeks period of time exams exclusive. Findings from the data show that academic knowledge should take precedence over pedagogical knowledge that lecturers should make sure that trainees are well prepared and course content are completed by the end of each semester, and that teaching week coincides with the requirement in the course.

Responses from the school heads on the universities pre service preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania

The heads of schools were also requested for their responses on the implementation of the curriculum in enhancing the quality of education in secondary schools in Kilimanjaro region,

By responding to the following questions on the questionnaire; Teachers use appropriate teaching strategies for each topic taught, Teachers use audio/visual aids appropriate for the topic taught, Teachers have a good classroom management, Students' performance reflects on what they were taught by their teachers. Heads of schools were also requested for their responses because of their position as the first quality control inspector in their schools. Responses are summarized in Table 2. .

Table 2: Responses from the school heads on the universities pre service preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania (n=10)

Statement	Always		Usually		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
1. Teachers use appropriate teaching strategies for each topic taught.	1	10.0	5	50.0	2	20.0	2	20.0	-	-
2. Teachers use audio/visual aids appropriate for the topic taught.	-	-	4	40.0	2	20.0	4	40.0	-	-
3. Teachers have a good classroom management.	3	30.0	5	50.0	1	10.0	1	10.0	-	-
4. Students' performance reflects on what they were taught by their teachers.	1	10.0	6	60.0	1	10.0	2	20.0	-	-

Source: Field research data July 2018

Responses from school heads on curriculum implementation

Key: *Al= Always, Us=Usually, St= sometimes, Ra= Rarely, Ne= Never*

With regards to the teacher's use of appropriate teaching strategies for each topic taught, 50% of the respondents rated they usually do. Omollo, Nyakrura & Mbalamula (2017) studied on the Application of Participatory Teaching and Learning Approach in Teacher Training Colleges in Tanzania, found that tutors used participatory approach in teaching and learning with the question and answer technique used in the classroom. Joseph & Minja (2018) in their study on the effectiveness of implementing Learner Centered Techniques and approaches among lecturers at Mwenge Catholic University found that to a higher extent the lecturers in the university understudy used learner centered techniques in teaching and assessment. The findings also indicate that Learner Centered Techniques promote students' creativity, critical thinking and independent learning. In response to teachers' control over their students in the class (class management) 50% responded that teachers usually have a good control of their class. The ability for teachers to organize their classrooms and manage the behaviour of the students is critical to achieving positive educational outcomes (Emmer and Stough, 2001). Henderson (2016) in his study on the Effect of Higher Education Classroom Management Behaviour Strategies on Learning found that the instructors needed training on how to better manage uncivil classroom behaviors among students.

Regarding the students' behavior towards teachers, reflecting on what is being taught by their teachers, the majority of the respondents 60% responded that student's behavior toward teachers is usually a reflection on what is being taught. Every tree bears fruits of its kind therefore; a teacher is likely to harvest the fruits of the seeds that he has planted. When teachers build supportive relationships with their students it is likely to reflect on student's behavior, which enable them attain higher levels of achievement. It is common knowledge that a teacher can change a student's

life around either positively or negatively. Findings show that 50 % of the respondents (heads of schools) responded that teachers usually use appropriate teaching strategies. They use audio/visual aids and have a good control of their class. Moreover, lecturers should be included in curriculum development and that student's behavior towards teachers reflects on what was taught since the curriculum is the instrument through which the society via the schools educates its citizens, both adult and young.

Responses from the secondary school students on the universities pre service preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania

Students as the receivers of the curriculum are also important, and that they are the end products of the implemented curriculum taught by teachers and the teachers are the main implementers of the curriculum they are required to exhibit what was learnt at the universities and what was practiced during BTP teaching practice. The students were asked to express their views on their teacher's implementation of the curriculum in enhancing the quality of education in secondary schools in Kilimanjaro region, by responding to the following questions in the questionnaire; Activities done in class helps me learn the subject matter better, explanations of the lessons are clear and in ways that are easy to understand, the teacher gives the right amount of graded assignments, tests, and quizzes in order to fairly evaluate my performance, the grading system is fair and reasonable, the teacher uses a variety of teaching methods appropriate to the lesson, the teacher knows the subject area very well, as seen on how satisfactorily student's questions are answered, the teacher encourages students to think for themselves, and the teacher makes sure that students' master the required skills before moving forward. Responses are summarized in Table 3.

Responses from the secondary school students on the universities pre service preparation of Teacher Trainees for Implementation of the Secondary School Curriculum in Kilimanjaro Region, Tanzania

Table 4(n=135)

Statement	Al		Us		St		Ra		Ne	
	f	%	f	%	f	%	f	%	f	%
1. Activities done in class helps me learn the subject matter better.	64	47.4	52	38.5	8	5.9	10	7.4	1	.7
2. Explanations of the lessons are clear and in ways that are easy to understand.	45	33.3	56	41.5	16	11.9	11	8.1	7	5.2
3. The teacher gives the right amount of graded assignments, tests, and quizzes in order to fairly evaluate my performance.	25	18.5	68	50.4	19	14.1	14	10.4	9	6.7
4. The grading system is fair and reasonable.	60	44.4	43	31.9	14	10.4	14	10.4	9	6.7
5. The teacher uses a variety of teaching methods appropriate to the lesson.	69	51.1	56	41.5	5	3.7	3	2.2	2	1.5
6. The teacher knows the subject area very well, as seen on how satisfactorily student's questions are answered.	51	37.8	54	40.0	18	13.3	8	5.9	4	3.0
7. The teacher encourages students to think for themselves.	50	37.0	58	43.0	11	8.1	12	8.9	4	3.0
8. The teacher makes sure that students' master the required skills before moving forward.	27	20.0	62	45.9	19	14.1	20	14.8	7	5.2

Source: Field research data July 2018

Secondary student's response on curriculum implementation

Key: Al= Always, Us=Usually, St= sometimes, Ra= Rarely, Ne= Never

Implementation is the carrying out of something or the practical application of a curriculum. Loucks and Lieberman (1983) define curriculum implementation as the trying out of a new practice in a school system which involves translating curriculum designs into classroom activities and changing people's attitudes in order to accept and participate in such curriculum activities. Implemented curriculum this is what is taught by teachers and is often described in teachers' schemes of work, lesson plans and students' notebooks.

Curriculum implementation is also the process whereby the content of the curriculum is interpreted by the teacher. Regarding the activities done in class, which include homework and class work which helps the student learn the subject matter better, 47.4% responded that teachers always gives them activities done in class which helps them learn the subject matter better. 38.5% responded that it is usually done, this shows a constructivist class whereby the learner develops her/his own understanding through experience encountered with the use of the curriculum. However, in another interview the head of school she showed her concern that "trainees do not like to mark therefore; they do not give enough work for the children (students). Trainees are afraid to mark exercises of students'; even class work. They think it is too much work for them. They therefore, mark only a few exercise books" (Interviewed 3rd August 2018).

Referring to the teacher giving the right amount of graded assignments, tests, and quizzes in order to fairly evaluate their performance 50% of the respondents agreed, which can be seen in many secondary schools both private and public where the private schools students are given tests on a weekly and monthly bases together with the regular terminal and annual exams. Private school students are also given homework every day according to the time table to be completed by the students and submitted the following day. Public schools because of the large number of students in their classes are given monthly tests which they sometimes have to pay for especially when the test/ exam need to be typed and printed. With the private schools sometimes parents might ask for their children's exercise books or test results in order to know the progress of their child.

Half of the respondents 51 % responded that their teacher always uses a variety of teaching methods which are appropriate to the lesson (discussion, group work, lecture, labs, and simulation); during class time. This can be true since teachers are required to go for teaching practices during the course of their training, where they are assessed. As a teacher trainee, the usage of different methods of teaching are one of the areas in which trainees are assessed; hence have a good experience when it comes to teaching methods. On the issue of teaching method one of the heads of schools briefly made a comment that; "trainees normally write in their lesson plan that they will use a certain method to teach but they do not, most of the time use it. They

pretentiously say time could not allow” (Interviewed 3rd August 2018).

Concerning the implementation of the curriculum in enhancing the quality of education. Secondary school student’s respondents mentioned that they usually have class activities, that help in the process of learning, explanation of the lessons are clear and understandable; the right amount of graded work is given and fairly graded. And the uses of a variety of teaching methods are used. The teacher knows the subject matter and encourages students to think for themselves and the teachers make sure that students’ mastery of skill is important before moving to another topic.

VI. CONCLUSION OF THE STUDY

Based on the findings and discussion of this study, the following conclusions are made on how the university lecturers prepare trainees for the implementation of the secondary school curriculum. The study concluded that lecturers have the pedagogical competence to influence teacher trainees. In order for a teacher to perform their task of teaching professionally teachers must have the required competence, one of which is pedagogical competence, without this competence it will be a challenge when it comes to the implementation of the curriculum. Lecturers must know what they should do and how it should be done. They need to have the appropriate knowledge and skills to mould their trainees and make them better equipped for the realization of quality education in the secondary schools in Kilimanjaro region. A lecturer’s performance will have a big impact on the effectiveness of the implementation of the curriculum. Lecturer should have a wide and deep knowledge regarding the courses they teach. They can help change student attitude and help them to accomplish better performance.

It is concluded that academic knowledge takes precedence over pedagogical knowledge hence; a challenge for the programs to cater for the needs of the trainees to implement quality education in secondary schools in Kilimanjaro region.

RECOMMENDATION OF THE STUDY

It is recommended that seminars be held in order to equip teachers with pedagogical knowledge which will assist them while implementing the curriculum. It is recommended that trainees have both academic and pedagogical competences and be holistically trained for the implementation of the curriculum. It is also recommended that more practical activities are given to trainee, in order to train them for the implementation of the curriculum in secondary schools in Kilimanjaro region

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