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Challenges and Experiences in the Implementation of the Competency-Based Curriculum in Rural Secondary Schools in Ngororero District

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Curriculum,
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This study aimed to explore the challenges and experiences faced in curriculum implementation in rural day secondary schools in order to identify the challenges faced in the implementation of the curriculum and to identify the most effective strategies for the effective implementation of the curriculum. In terms of methodology, the study adopted a descriptive research design. The quantitative approach was used. The target population of this study was 24 respondents. Purposive sampling was used to get the sample size of 24 respondents. The questionnaire was used. Statistical analysis was used to analyze the data. In relation to the first objective, 87.5% agreed, 12.5% disagreed that teachers and learners are key factors, 83% agreed and 17% disagreed that resource materials and facilities are another factor. In relation to the second objective, 95% agreed. 5% disagreed that textbooks were not supplied, 83% agreed and 17% disagreed that limited support available to schools. Results related to the third objective effective strategies for effective implementation of the curriculum where the following are results from respondents, 96% agree while 4% disagree with research and planning, 87.5% agree 12.5% disagree with curriculum design and alignment, 91% agree while 9% disagree that professional development and capacity building. The colleges in Ngororero District are scattered for the duration of the agricultural vicinity. The research was carried out during the term period, the respondents were extremely busy with their teaching and getting-to-know activities which may also have had a negative impact on the results, to triumph over this the researcher administered the data series equipment to the lecturers during the breaks used after the coaching length. Implementation takes place when the learner has the deliberate or supposed stories, know-how, capabilities, ideas and attitudes a good way to allow that learner to permit the same learner to characteristic correctly in a society. The unique contribution of curriculum implementation in rural day secondary schools is that it helps to ensure that learners receive relevant content, achieve set goals and are properly assessed; learner engagement, teachers can collaborate with others, teachers can create an appropriate learning environment for students. The curriculum should stimulate intellectual curiosity, critical thinking and informed decision-making.

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INTRODUCTION

The creation of the Competence-Based Curriculum (CBC) within the schooling region displays a change in teaching and studying strategies, especially in the context of the English language inside Tanzania. CBC prioritizes the development of competencies and skills, emphasizing tangible outcomes over traditional rote memorization practices (Ramos Solis, 2020). This academic paradigm shift underscores the urgency of comparing the volume to which CBC has been integrated into teaching and getting to know English in secondary faculties across Tanzania. With the Ministry of Schooling of Tanzania helping to take into consideration CBC, following its implementation within the Tanzanian instructional setting is a crucial step.

CBC isn't always handiest the policy; it serves as a pedagogical framework designed to decorate the general satisfaction of schooling and equip college students with the competencies needed to meet the needs of the twenty-first century (Godfrey, 2018). Thinking about the globalized international, wherein English frequently serves as the lingua franca for commercial enterprise, science, and diplomacy, the successful integration of CBC in English language education assumes vital significance. This comprehensive evaluation was undertaken to offer well-known expertise on the implementation of CBC in coaching and learning the English language within Tanzanian secondary colleges. It also seeks to light up the opportunities and limitations associated with this implementation, subsequently contributing to the ongoing discourse on the evolution of schooling within the Tanzanian context. Within the Tanzanian academic context, the advent of the CBC reflects a

broader commitment to improving the high quality of education and aligning it with the needs of the twenty-first century (Ochieng'Opalo, 2022).

Furthermore, in recent years, the Ngororero District has witnessed a trend characterized by way of a huge range of college students continuously acting poorly in the Form Four examinations through the years now (Chiwamba, 2022). This issue raises critical questions on first-rate training and the elements contributing to this determined underperformance. Moreover, insufficient English talent hinders college students' comprehension of lesson content and their capability to engage efficaciously in lecture room activities, which could extensively affect their overall performance in assessments, particularly in English topics. Concurrently, the effectiveness of CBC implementation hinges on factors along with teacher schooling, educational methodologies, and assessment practices. Assume English instructors lack the important schooling or war to combine CBC principles into their coaching. If so, college students will not completely enjoy the curriculum, main to gaps in their mastery of vital abilities. Accordingly, addressing those challenges requires a complete approach that goals both improving English language abilities among college students and improving instructors' capacity to enforce the CBC successfully.

Therefore, such ordinary underachievement not simplest affects the individual prospects of those college students but also has broader implications for the high quality of training inside the district and the country as a whole. Furthermore, English skill ability is pivotal for college students, where English

is the medium of practice and an important talent in a globalized international (Adamson, 2022). Therefore, given the significance of English skill ability for academic achievement and potentialities, there is an urgent want to explore and examine the extent to which English language instructors effectively put into effect CBC procedures, which prioritizes practical capabilities and competencies over rote memorization. Expertise in the relationship between curriculum procedures, in particular within the context of English language coaching, and student overall performance is vital for developing powerful strategies to cope with this chronic problem and enhance the overall great of education in the Ngororero district.

The Competence-primarily based Curriculum (CBC) in secondary schools has emphasized getting to know and teaching via practice, particularly in English language steering. Irrespective of assertions from the Ministry of Schooling regarding the implementation of the CBC in education and gaining knowledge of the English language's average overall performance, decided shortcomings in English topics solid an important shadow on the overall wonderful of education. This paper explores the implementation of CBC in the English Language in the Ngororero District due to college students' terrible ordinary overall performance in English language subjects and confined research on this vicinity based totally on the English language. Furthermore, the studies highlight an opening about the best desires for English language schooling inside the district. Engaging in studies on this area enables English teachers, policymakers, and stakeholders to pick out the basic causes of bad overall performance and broaden-centred interventions. This research is critical for ensuring the powerful implementation of CBC inside the English Language, in the long run, most importantly to improve student effects and higher coaching for destiny instructional and professional endeavours.

Therefore, the theoretical framework, the Communicative Competence version (CCM), presents a comprehensive attitude on language mastering and use. Dell Hymes advanced the CCM in reaction to Noam Chomsky's concept of linguistic competence, which typically centred on grammar

and syntax. Hymes added this model in the 1972s to broaden the understanding of language, emphasizing communicate in actual-world contexts. The model aimed to encompass linguistic proficiency and expand the scope of language mastering past grammar guidelines.

Additionally, Swain and Canale made substantial contributions to the Communicative Competence version by means of emphasizing the significance of language novices actively producing language to increase communicative competence. Swain and Canale accelerated upon Dell Hymes' model by presenting the CCM in 1980. This model described four key additives: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, highlighting their integration in language coaching and assessment for effective verbal exchange in actual-existence situations. Grammatical Competence: This component offers mastery of a language's grammar, vocabulary, and syntax. It encompasses the understanding of linguistic guidelines and structures vital for communicate.

Therefore, Sociolinguistic Competence includes information on the social and cultural components of language use, consisting of the correct use of language in a single-of-a-kind social context, the potential to interpret social cues and the recognition of language variants and sociocultural norms. Discourse Competence is a specialty of the ability to supply and recognize coherent and cohesive prolonged stretches of language, which consist of conversations, narratives, and written texts. It includes talents along with organizing thoughts, structuring conversations, and understanding discourse markers. Strategic Competence offers the capability to use verbal exchange strategies efficiently to conquer obstacles in communicate, together with problems in expressing thoughts or statistics messages. This includes paraphrasing, clarifying, and the usage of repayment strategies to preserve effective conversation. Therefore, those capabilities have been used within the look-at discussion and became a guiding device for exploring the implementation of the CBC (Aboagye, 2020).

Moreover, Grammatical Competence: in the look at, grammatical competence was assessed concerning how nicely students grasped and applied grammatical regulations and structures in keeping with the CBC necessities. As a result, the study intended to explore whether college students are capable of showing skill ability in using appropriate grammar and vocabulary in numerous communicative obligations mandated by the curriculum. Likewise, discourse competence: inside the context of the CBC implementation, discourse competence examines how properly students can prepare thoughts, shape conversations, and apprehend discourse markers in English. The observation might also investigate whether or not students are capable of interacting in significant verbal exchange, maintaining conversations, and conveying coherent written texts aligned with the goals of the CBC.

Similarly, Strategic Competence: inside the examiner, strategic competence explored how college students hire strategies along with paraphrasing, rationalization, and reimbursement to decorate their verbal exchange capabilities as required by way of the CBC. Researchers may also check whether students exhibit the capacity to evolve their language use to extraordinary contexts and effectively navigate a conversation.

After discussing CCM, the discussion turns to empirical research which has targeted CBC and investigated teachers' endorsed assessment strategies in implementing a CBC; the researcher used a go-sectional research design, used 1193 instructors, and gathered records through a dependent questionnaire. The findings revealed that enforcing a CBC isn't always proper for the reason that instructors use traditional tools in assessment like checks, oral examinations, and inside the analysis of texts and essays. Also, assessed college students' oral talent within the CBC. The findings discovered that faculties no longer use exceptional oral talent strategies to decorate competence-based totally college students, like function play and dialogues, which can assist in establishing coaching and getting to know conditions. Similarly, explored the implementation of coaching and getting to know English-speaking capabilities. The studies used

mixed technique evaluation and descriptive design; statistics were gathered through a questionnaire and attention discussion. The result discovered that instructors do now not use extraordinary techniques to educate speaking abilities via a CBC (Bulbula, 2022).

Moreover, researched the volume of enforcing a CBC in English at the thing of starting stage teaching and getting to know manner evaluation. The researcher used a cross-sectional survey and a combined approach; facts were collected through questionnaires, commentary, interviews, and documentation, and 34 instructors were used. The results show that via the 2013 planning curriculum, teachers applied a CBC in English subjects. additionally, observation aimed to analyze the outcomes of competence-primarily based training on the student's pleasure concerning the great of education guidance and development and the quantity of competence-based schooling implemented to mediate the relationship between a teacher and college students in gaining knowledge of activities. six hundred sixty- teachers were used inside the have a look at. The outcomes suggest that, to some degree, they fulfilled the promise of better-preparing college students for destiny workplaces and teachers' crew getting to know to assist similar implementation.

Therefore, empirical studies lack integration of CBC into teaching practices, specifically in assessing and enhancing English language abilities (Van Griethuijsen, 2020). Despite the emphasis on CBC in academic rules, the existing research reveals that many instructors nevertheless predominantly rely upon traditional assessment strategies and teaching strategies in preference to incorporating progressive approaches recommended underneath CBC, such as role-play, dialogues, and varied oral proficiency strategies. This shows a disconnect between policy intentions and schoolroom practices, highlighting the need for similar research to attention to the volume to which CBC is carried out in English language coaching and gaining knowledge in English secondary faculties. Consequently, the current studies explore the implementation of CBC in Tanzanian secondary faculties: A case of Ngororero District.

A Competence-based totally Curriculum (CBC) is designed to increase learners' competencies as opposed to simply their information. That is the ability to use studying with confidence in a variety of situations. The focal point on what novices can do ensures their learning has more cause and is deeper than it would be otherwise. A competency-based curriculum is characterized by using approaches which might be largely learner-targeted, criterion-referenced, constructivist, and targeted upon gaining knowledge of effects (in preference to content definition) and with an emphasis on formative evaluation (Uztosun, 2023).

The Ministry of Schooling through the Rwanda Schooling Board undertook the undertaking of a complete review of the pre-number one, primary and secondary education curriculum beginning in July 2013. The underlying principle in the back of the curriculum overview procedure became to make certain that the curriculum is aware of the desires of the learner, society and hard work market. This necessitated shifting from objective and understanding-based studying to competence-based studying. The emphasis turned to building more on information, talents and attitudes, and to streamlining the coherence in the current syllabi by benchmarking them with the ones from different international locations with exceptional practices.

According to, Rwanda, as a country in sub-Saharan Africa, is dealing with new challenges, be they environmental, financial, fitness or social. Weather trade and useful resource depletion are challenging our consumption conduct, and the improvement of the latest technology is hard to our conventional notions of labour (Saidin, 2022), as globalisation maintains, migration, urbanization and increasing range are shaping international locations and economies. (Akadiri, 2022). If kids continue to research in school what their mother and father taught them, they may no longer be effectively organized for a more uncertain destiny, characterized by an ever-changing environment (OECD, 2018). In reality, numerous middle-profit nations in Africa have engaged in curriculum reform in recent years, including Rwanda, Eritrea, Kenya, Botswana, Nigeria and Ghana. More than 40 international locations are collaborating in the

OECD-led Schooling 2030 mission, an effort to become aware of the abilities and competencies that children will want to be successful in the 21st century (OECD, 2018).

While each of us has a distinct trajectory of reform, to mitigate the uncertainty, along with decreasing content overload, touch hours in the school room, promoting learner-concentrated pedagogy, competence-based totally technique and criterion-referenced evaluation (Kools, 2018). The purpose of the curriculum assessment is to supply a secondary faculty leaver with employable skills, which can be aggressive within the labour marketplace. It is also supposed to enhance instructors' practice and self-efficacy in teaching the curriculum. The similarities and differences in curriculum reform between international locations mirror a broader complexity of curriculum reform, which concerns the interplay of global and local impacts (OECD, 2018). On the other hand, curriculum reform is a countrywide affair, as it is far anticipated to outline the knowledge and competencies, which are considered maximum valuable in a society and essential to prepare for the future (OECD, 2018). On the other hand, it can be motivated with the aid of international traits, which include globalization, and trends in worldwide mathematics and science take a look at, progress in global analysis Literacy have a look at (DeBoer, 2018). Curriculum reform is an intersection among these forces (Wiseman, 2021)

Further to this complexity, a prime problem encountered in Rwanda whilst seeking to reform the competency-based curriculum issues implementation of the reform. Implementing the competency-primarily based curriculum corresponds to the approach to accomplish preferred objectives, and for the brand-new curriculum to undergo fruit, it needs to be translated into lecture room practices (Fullan, 2019). The subject of implementation has been extensively studied in fields, which include public control, public policy, organizational change and education. Echoing traditions and conversations in these fields, curriculum reform has formerly been seen from a "pinnacle-down" perspective, in which the "fulfilment" of the implementation became measured with the aid of the "fidelity" and

“adherence” to the reformed curriculum with the aid of implementers, which include teachers (Kirby, 2018). However, this method does not shape the fashion of autonomy-targeted curriculum enactment, where the critical position of teachers inside the procedure, each as enactors and mediators of the coverage, makes out of date the idea of fidelity itself (Gouëdard, 2020).

Implementing the competency primarily based curriculum involves the implementation of officially prescribed courses, curricula and subjects. Consistent with , the technique entails assisting the learner to gather expertise or experience, it is critical to notice that curriculum implementation cannot take vicinity without the learner. The learner is therefore the imperative discernment in the curriculum implementation system. Implementation takes region when the learner has the planned or supposed reports, expertise, abilities, thoughts and attitudes with the purpose of allowing that learner to have equal learning characteristics correctly in society (Becker, 2019). From this attitude, curriculum implementation also refers to the stage at which the curriculum itself, as an academic programme, is positioned into effect. The implementation of the curriculum requires an enforcement agent. In step with , identifies the teacher as the agent inside the manner of curriculum implementation. She argues that implementation is the way in which the trainer selects and mixes the numerous aspects of know-how contained in a curriculum record or syllabus (Johnson, 2021). Implementation takes location whilst the syllabus constructed by the trainer, the persona of the trainer, the teaching materials and the teaching surroundings interact with the learner. Curriculum implementation consequently refers to how the planned or officially designed direction of have a look at is translated through the trainer into syllabuses, schemes of work and lessons to be delivered to newbies (Crawford, 2017).

Consistent with , the have a look at of curriculum control models of tuned schooling institutions remains unexplored. A few training establishments simplest connected importance to transient pastimes, the coaching nice was bad and the phenomenon of "one-shot deal" became extreme. A few unlawful training institutions, which do not have standardized

textbooks, courseware or teaching methods, normal teachers or checking out systems that meet the necessities of the mainstream software environment, are flourishing in large numbers. This now not only disturbs the market order, but also additionally seriously influences the wholesome development of the training industry (Sadeq, 2021). According to , curriculum control is the making of plans, steerage, selection-making, supervision, coordination and other measures followed by means of applicable departments (or establishments) and employees to all operational components of the curriculum. It consists of the control of curriculum technology gadgets, curriculum implementation gadgets and curriculum assessment machines (Deng, 2017). According to , considers teachers and college students as agents inside the practice of curriculum.

Native instructors who absolutely apprehend the requirements of tune training are very uncommon. This has been the "bottleneck" that has restrained the development of excessive-stage education. Followers will come after some schooling establishments with studies and development skills develop a good schooling undertaking and promote this sort of assignment inside the market. However, observant and conscientious humans can also find that the teachers appointed by means of such followers are little extraordinary from those appointed by using the forerunners. Grieshaber (2018) pointed out that the blessings of conventional knowledge of techniques and virtual knowledge ought to be mixed to each provide play to the dominant function of teachers inside the system of guiding, inspiring and supervising teaching and to absolutely reflect the initiative, enthusiasm and creativity of students as the subject of the gaining knowledge of the system. For a few excessive-end tasks, there can be just a few teachers in the us. Who can educate such initiatives? Beneath such instances, it usually increases the value of instructors in schooling institutions and restricts the additional development of education institutions. A few education establishments practice "copinism". They copy the curriculum however do not have the independently developed middle curricula. Neighbourhood instances are very few, and such instances are not focused or systematic (Gage, 2019). Within the present take a look at, the

curriculum control of a music education institution changed into investigate.

Leung (2019) examined the neighbourhood's state of affairs and recommended the want to rethink the focus of the curriculum from 'knowledge-centred' to 'society-focused' and 'pupil-concentrated'. The connotations of the cutting-edge curriculum are changing, emphasizing curriculum as reveal in further to a goal or plan. In this paper, the curriculum is defined as the academic environment designed for the coaching and gaining knowledge of teachers and college students, in addition to a wide variety of tutorial sports and reviews that take vicinity in such an environment (Handler, 2019). imposing the competency-primarily based curriculum refers to the method of putting curriculum plans and strategies into exercise to bring about changes in students' knowledge, competencies and attitudes (Nasution, 2023). It consists of the sports achieved by using instructors and other stakeholders to make certain that the curriculum is delivered efficiently and that the meant studying effects are finished (Akasahtia, 2023). The fulfilment of curriculum implementation relies upon elements inclusive of the availability of statistics about the implementation plan and the assistance of all of the assets involved. It additionally entails curriculum-making plans, agency, staffing, and control. Implementation of curriculum programs involves diverse teaching and getting to know sports, in addition to evaluation and tracking to reveal the development and effectiveness of the curriculum (Tanjung, 2023). Curriculum implementation is a complicated system that may be influenced by different factors and requires the energetic involvement and cooperation of instructors, faculties, and the network (Dayao, 2022)

In 2015, Rwanda delivered a competency-based curriculum (CBC) from a knowledge-primarily based curriculum . By converting the curriculum, Rwanda shifted from learning expertise and abilities to acquisition learning to crucial thinking, creation and innovation, research and hassle solving, verbal exchange, collaboration, interpersonal life skills, and lifelong mastering abilities those talents had been delivered together with pass-reducing problems consisting of genocide research, environment and sustainability, gender, sexuality, inclusion, peace

and values, monetary and fashionable tradition education

5 years after the government of Rwanda determined to implement CBC at some point in the training machine, less is understood approximately the progress of its implementation. It's miles very vital to assess the cutting-edge situation so that you can. This paper aims to fill the space and offer preliminary facts on the implementation of the CBC in Rwanda. The CBC is preferred for presenting dynamic gaining knowledge in line with the destiny employment wishes of Rwanda and the global economic system (REB, 2015). The CBC is likewise valued for helping graduates overcome the demanding situations they face inside the labour marketplace and to sell standards in abilities required at the international level (REB, 2015). The advent of the CBC changed expected to put more emphasis on the wishes of students therefore, it turned into conceived as a method to deal with the aspirations of Rwanda and its human beings to fulfil their desires through a progressed schooling device

In Rwanda, the CBC is centred on higher order and critical wondering talents that broaden the knowledge and allow powerful studying, whereas competencies studying targets use greater difficult and active verbs which could assist beginners to assume deep (REB, 2015). The CBC targets also to transport from memorization and consider the better level of thinking that contributes to deep and lasting learning. The key aim of the CBC is that students ought to attain a competence level in all subjects they learn, and shift from memorization and recalling statistics to the understanding and alertness of getting to know sensible situations. These require gaining knowledge of their surroundings which lets college students generate their own ideas and propose answers to unique troubles (REB, 2015), and as a result address activity-associated demands. In this regard, they end up problem solvers inside society. Connection with research performed in Ethiopia and Tanzania. The development of the CBC must be accompanied by its evaluation and assessment. The evaluation entails amassing statistics and creating a judgement or choices primarily based on the information collected to determine how well the curriculum is performing

(Kentucky Department of Schooling, 2013). The feedback from the assessment would possibly serve to change the curriculum, provision of sources or provision for education to the in-carrier instructors. Inside the assessment segment, statistics are gathered from teachers, students and faculty administrators (Likisa, 2017).

The information acquired indicates the diploma, to which the curriculum is being implemented and the strengths and weaknesses of the curriculum (Aflatoony, Hawryshkewich and Wakkary, 2018). This examines pursuits on the identity of the opportunities and demanding situations related to the CBC implementation in Rwanda. It follows the curriculum implementation theory developed with the aid of Gross. This idea shows that for a successful implementation of any instructional application, factors along with trainer recognition and attitudes should be taken into consideration. In addition, the principal indicated that if the trainer were not always aware of curriculum changes, the implementation would not be powerful and sufficient. Moreover, instructors would possibly have tremendous attitudes toward the direction of the curriculum and modifications therein and therefore contribute to its implementation. The objective of the study was to explore the factors that influence the implementation of the competency-based curriculum and to identify the challenges faced in the implementation.

STRUCTURE OF THE STUDY

Having discussed the challenges and stories on the implementation of the competency-based model, I now shape the relaxation of the paper as follows. The first segment gives a brief heritage to the introduction of the Competence-based total Curriculum. The second element is literature evaluation, which provides present literature on demanding situations and studies on the implementation of the competency-primarily based curriculum Literature evaluate. The third segment is the method that offers research layout a good deal and pattern length. The fourth phase raises an important evaluation and dialogue on results primarily based on research objectives. The fifth element movements past the barrage of criticisms

against the above findings led the researchers to conclude that for curriculum reforms to achieve success, coverage makers and instructors should work harmoniously to cultivate appropriate teaching practices. This has a look at located that this turned into the case within the challenges and studies of enforcing the competency-based totally curriculum.

LITERATURE REVIEW

Recently, Rwanda has visible the implementation of training for all with a focus on an expertise-based totally for the financial system with precise emphasis on science and generation as drivers of development. In 2016, there was a shift from a knowledge-primarily based to a competency-based curriculum (Board, 2015). Furthermore, it is miles very crucial to consider the modifications, challenges and difficulties that instructors may face, as they're the first implementers of curriculum sports to college students. The Rwandan education philosophy guarantees that freshmen will attain their complete capacity in phrases of suitable information, abilities, values and attitudes with the purpose of permitting them to combine into society and gain employment opportunities upon commencement (Board, 2015). Rwanda's new competency-primarily based curriculum is in step with worldwide traits and the 2013 Harmonized Curriculum Framework for East Africa (Board., 2017). In terms of training, all rules associated with number one and secondary education are set by way of the Rwanda Training Board (REB). As in its challenge to accelerate the development of schooling in Rwanda by enabling the growth of the education region consistent with the hints of the Ministry of Schooling if you want to teach a huge populace of Rwandans (Gahamanyi, 2010) for you to attain the Millennium improvement desires along with schooling for all and unfastened education with nice.

The country has given unique possibilities to every candidate to catch up on gaining knowledge of opportunities to accumulate competencies and qualifications for the destiny in coaching; there may be nevertheless a huge undertaking for teachers to enforce what competence-primarily based curriculum requires (Issa, 2024). The abilities proposed for Rwanda's schooling device are

important and trouble-fixing skills, creativity and innovation, research, verbal exchange in respectable languages, collaboration, interpersonal control and life skills, and lifelong getting to know (Ngendahayo, 2016). These capabilities are constrained to simple and normal abilities. Competency-primarily based curriculum is a curriculum that emphasizes what newcomers are predicted to do, in place of specializing in what they are anticipated to know. This type of curriculum is learner-centred and adaptive to the converting needs of students, college students, teachers and society (Kabita, 2017).

The curriculum is the manner through which a country equips its citizens with the essential knowledge, competencies, attitudes and values that lead them to be empowered for non-public and country-wide improvement. The curriculum has to absolutely be aware of the needs of individual citizens and the United States (Kabita, 2017). Competency-based totally schooling might suggest an institutional procedure that shifts education from focusing on what academics trust graduates simply need to recognize to what they need to recognize and be capable of doing in any easy or complex conditions (Hoogveld, 2016). Within the competency-based curriculum, a trainer is required to educate many talents (Can J, 2024). A competency-based curriculum is seen as an extraordinary method to meeting the aspirations of a society and its younger humans, as youngsters do now not divide the arena into domains of expertise to meet their needs, because the faculty device does. However, the previous goals of training in standards had been to equip young generations with the ability to develop the understanding that the human mind has accumulated over millennia of improvement (Singer, 2017). The traditional methods for teachers are not suitable to supply the deep expertise that may help college students end up as smart users of the information notion by way of faculties. Consistent with the competency-based curriculum for high-quality education in Rwanda, instructors want to transport away from traditional coaching techniques and adopt participatory and interactive strategies that interact with college students in a getting-to-know manner (education, 2016). However, no empirical

studies have been performed to discover teachers' struggles (Uworwabayeho, 2009). Furthermore, most educational systems in all societies have followed a separate and issue-primarily based approach to instructional improvement, which has been the failure of many instructional reforms (Wesselink, 2017)

METHODOLOGY

This research used the descriptive statistic method. The research describes the characteristics of the population or phenomenon being studied and attempts to gather quantifiable information for statistical analysis of the population sample. The researcher explored the challenges and experiences faced in curriculum implementation in rural day secondary schools. This research was quantitative. A quantitative approach is a research method that uses numerical data and statistical analysis to understand and predict phenomena. This study employed quantitative because it used numerical data to present findings.

According to Mann (2017), a descriptive statistic (in the sense of a count noun) is a summary statistic that quantitatively describes or summarizes features from a collection of information. In this study, descriptive statistics were used to present the collected data in percentages so that it can be easily interpreted. The target population of this study was teachers from eight schools in Ngororero District as mentioned above. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. The purposive sampling method was used to select teachers who taught in eight schools from Ngororero who provided first-hand information and experiences taken into consideration. The sample size of this study was 24 teachers who teach in Ngororero District in selected schools.

RESULTS AND DISCUSSIONS

The tables below present demographic information of respondents based on gender, age and qualification level.

Gender of Respondents

Gender of Respondents	Number of respondents	Percentages (%)
Male	13	54%
Female	11	46%
Total	24	100%

Source: Primary, 2024

In this study, gender was respected where 54% are male while 46% are female and this showed variation between male and female.

Age of Respondents

Age of Respondents	Number of respondents	Percentages (%)
25-31	8	33.5%
32-40	7	29%
41 and more	9	37.5%
Total	24	100%

Source: Primary, 2024

In this study different age was taken into consideration 33.5% are between 25-31 year's, 29% are 32-40 years old and 37.5% are 41 and above years old.

Qualification level of Respondents

Level of qualification	Number of respondents	Percentages (%)
Advanced Diploma	8	33%
Bachelor's degree	23	77%
Total	24	100%

Source: Primary, 2024

In this study, different levels of qualifications were taken into consideration where 33% are Advanced Diplomas and 77% are Bachelor's degrees who contributed in this study.

Years of work experience

Interval of working experience	Number of respondents	Percentages (%)
1-5	6	25%
6-10	9	37.5%
11-15	7	29.1%
16 and above	2	8.4%
Total	24	100%

Source: Primary, 2024

In this study, different years of working experience were taken into consideration where 25% are between 1-5, 37.5% are between 6-10, 29.1% are 11-15 and 8.4% are between 16 and above year's working experience.

3.2.1 The factors that influence the implementation of the competency-based curriculum

Statements	Agree	Percentages (%)	Disagree	Percentages (%)
The instructor and the newbies,	21	87.5	3	12.5
resource materials and facilities	20	83	4	17
The college environment	22	91	2	9
culture and beliefs	23	96	1	4
academic supervision and assessment	24	100	0	0

Source: Primary, 2024

Academic supervision and assessment in this table highlighted above the factors that influence the implementation of the competency-based curriculum following results from respondents, 87.5% agreed while 12.5% disagreed that the teacher and the learners are key factors, 83% agreed while 17% disagreed that Resource materials and facilities

are other factors, 91% agreed while 9% disagree that the school environment. In addition, 96% agreed while 4% disagreed that culture and ideology work as factors and 100% agreed that instructional supervision and assessment are the main factors that influence curriculum implementation.

The challenges faced in the implementation of the competency-based curriculum

Statements	Agree	Percentages (%)	Disagree	Percentages (%)
Failure to deliver textbooks	23	95	1	5
limited support available to schools	20	83	17	21
under-qualified teachers	21	87.5	3	12.5
Teacher recruitment and management	23	96	1	4
Drop-out rates and hours of instruction	24	100	0	0

Source: Primary, 2024

In the table highlighted above are challenges confronted within the implementation of the competency-based totally curriculum where the following are results from respondents. 95% agreed while 5% disagreed with Failure to deliver textbooks, 83% agreed while 17% disagreed that

limited support available to schools. 87.5% agreed while 12.5% disagree with under-qualified teachers. 96% agreed while 4% disagree with Teacher recruitment and management, and 100% agreed with dropout rates and hours of instruction.

Powerful techniques for the powerful implementation of the competency-based curriculum

Statements	Agree	Percentages (%)	Disagree	Percentages (%)
Research and Planning	23	96	1	4
Curriculum Design and Alignment	21	87.5	3	12.5
Professional Development and Capacity Building	22	91	2	9
Pilot Implementation and Evaluation	21	87.5	3	12.5
Scaling and Full Implementation	23	96	1	4

Source: Primary, 2024

In this table above are highlighted effective strategies for effective implementation of the curriculum where the following are results from respondents, 96% agree while 4% disagree with research and planning, 87.5% agree while 12.5% disagree that curriculum design and alignment, 91% agree while 9% disagree that professional development and capacity building. In addition, 87.5% agree while 12.5% disagree with pilot implementation and evaluation, and 96% agree while 4% disagree with scaling up and full implementation.

CONCLUSION

The above findings led the researchers to conclude that for curriculum reforms to be successful,

policymakers and teachers need to paint harmoniously to domesticate appropriate coaching practices. This examination determined that this changed into the case within the challenges and stories of implementing the competency-based total curriculum, as teachers and other stakeholders had been involved to make certain that all the necessary ideas were harnessed to facilitate the implementation of the competency-based total curriculum. The involvement of instructors turned into specifically essential as they are at the 'chalk face' stage inside the implementation of the competency-based curriculum. Related to instructors inside the implementation of the competency-based curriculum will facilitate addressing their issues, which are crucial to the implementation of the

curriculum. Most significantly, this observation found that the achievement of the new competency-based totally curriculum, in line with the facts on this observation, became specifically predicated on instructor involvement, which was neglected in earlier post-colonial curriculum reforms such as the information-based curriculum.

In light of the above discussion, we consequently recommend the lively involvement of instructors in the implementation of the competency-primarily based curriculum. Coverage planners should be trying to find to contain teachers in the course of the implementation of the competency-based curriculum which will seize their issues and interests at some point of the implementation, as they will be overseeing the implementation of the competency-based totally curriculum. Involving teachers will facilitate addressing their issues, which are essential to a successful curriculum implementation. Despite the fact that the scope of this take a look at turned into restricted to one province out of the 5 provinces inside the country, one district out of the seven districts, and 8 faculties out of the thirty-4 colleges inside the Ngororero district, it can provide vital insights into the implementation of the competency-based curriculum. The implementation of a competency-based curriculum (CBC) is important because it helps students develop the ability to apply their learning in real-world situations. A CBC focuses on developing students' skills, attitudes, and values, rather than just their knowledge. This approach can help students achieve greater learning outcomes and prepare them for the globalized future. Teachers report that a CBC helps students develop the skills they need to create and compete for jobs in a learner-centered way. A CBC uses teaching methods such as role-playing, problem-solving, and projects that put the learner at the centre of the learning process. The implementation of a competency-based curriculum facilitates self-paced learning and allows students to learn at their own pace, which can reduce the cost and time it takes to earn a degree. Here are some other benefits for future research on implementing a CBC: Improves the quality of learning, Teachers appreciate that a CBC shifts the focus from memorization to practical activities. Future researchers will develop personal skills, implementing a competency-based

curriculum helps students develop their personal skills and connect social values to their subject matter. Especially in view of the curriculum adjustments in teaching and learning of various topics in Rwanda.

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