

# Effectiveness of resources mobilisation strategies and implementation of competency based curriculum in secondary schools: A case of Kilolo District, Tanzania

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Accepted 23<sup>rd</sup> October, 2022.

**Abstract.** The availability of physical resources is critical to the effective implementation of a competency-based curriculum in secondary education. It is critical to have enough physical facilities in order to improve educational quality through the implementation of a Competency-Based Curriculum. The study adopted a mixed research approach under which a convergent parallel design was used. The targeted population consisted of 689 individuals. 5 public secondary schools from Kilolo District were involved and a total sample of 87 respondents which include 1 District Secondary Education Officer, 5 heads of public secondary schools and 81 teachers were involved in the study. Simple random and purposive samplings were employed. The study used questionnaire, interview and observation to collect data. A pilot study was used to test the validity of the research instrument while the Cronbach alpha technique was used to calculate the reliability in which the Coefficient Index of 0.72 was obtained. Quantitative data was analysed using descriptive statistics with the help of SPSS version 20 while qualitative data was analysed thematically. The study found that fundraisings were not effectively used in acquiring resources required in the CBC curriculum. The study recommended that for secondary schools to implement Competence Based Curriculum (CBC) effectively, there is a need not to rely on a single method in mobilizing resources for secondary schools instead, they have to employ different strategies of resource mobilization to ensure the acquisition of the wanted resources for of competency-based curriculum implementation in secondary education.

**Keywords:** Physical resource, mobilization strategies, public secondary schools, curriculum implementation.

## INTRODUCTION

Competency-based curriculum (CBC) is a curriculum that emphasises the outcomes of the learning process that is knowledge, skills, value and attitudes to be applied by students rather than mainly focusing on what students are expected to learn about in terms of traditionally-defined subject content (Samudera, 2017). According to Moshia (2012), the Competency-Based Curriculum (CBC) seeks to develop students' skills of knowing, learning and how to interact in a socially diverse world. Thus, a

competency-based curriculum is a design of teaching and learning activities that are learner's centered rather than teacher-centered and is described with the following aspects knowledge, understanding, skills, value, attitudes and interest.

The implementation of a Competence Based Curriculum (CBC) in secondary education involves the mobilization of required resources including physical resources like classrooms, libraries, laboratories, toilets,

and dormitories as well as chairs and tables to achieve the pre-determined educational goals. This is because it is not possible to implement a curriculum more efficiently without having the important resources to aid the implementation process. Batti (2014) contends that resource mobilization is the key to sustainability as schools without resources cannot be able to attain their curriculum goals. Therefore, change in any education process is a complex issue as it may require members of the schools such as teachers and students to change their practices, beliefs, use new materials, and corresponding learning outcomes in the direction of some sought-after change” thus in the school context, things to be put in place towards the realization of Competency Based Curriculum (CBC) is the provision of sufficient resources and ensure proper allocation and utilization of educational resources to avoid wastages and improve the quality of the teaching-learning process (Batti, 2014).

According to Oladeji (2019), physical resources are the school plant which includes the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning and teachers to effectively teach. However, Jagero (2013) argues that the quality and quantity of school input, status and process variables are the major determinants of the quality of output. This infers that the quality of facilities supplied to different secondary schools, proper allocation and utilization of such resources would positively influence the quality of the outputs. This is because proper teaching and learning cannot take place without adequate resources in the education sector such as secondary schools that are important in fostering favourable environments for teachers and students in academic settings.

### **Development of competence based curriculum**

In African countries including Tanzania competency-based curriculum (CBC) can be traced to the colonial era. A study done by Tambwe (2017) contends that from independence Tanzania has been working hard towards quality education as a response to societal needs and awareness, new ways of thinking, practice, and methods of inquiry in education. Generally, Competence Based Curriculum (CBC) put much emphasis on the application of the learned knowledge to the actual situation in the field. This means that it focuses on students' ability to apply what he or she has learned from school to real situation in the field. For instance, if students were taught to make an electrical circuit when he or she was in school they will be tested if they can do so in the actual situation in the field.

In the same vein, Kitta and Tilya (2021) argue that the current secondary education curriculum is a Competence Based Curriculum which was introduced in 2005 to produce well-equipped graduates with adequate knowledge and life skills that could enable them to

survive in the ever-changing world. Largely, Competence Based Curriculum embraces features of constructivist approaches to teaching and learning since, in the constructivist approaches, learners are assumed to have the capability to construct the knowledge rather than being mere assimilators of knowledge transferred from the teacher. Consequently, the aim of Competence Based Curriculum implementation is to promote the acquisition of useful and applicable knowledge in students' real-life settings.

Tilya and Mafumiko (2010) claim that learner-centered teaching strategies which should be adopted for the implementation of a Competence-Based Curriculum in secondary schools include: role plays, problem-solving, projects, case studies, simulation, discussion, and outdoor activities. The above-advocated pedagogy for the implementation of the Competence Based Curriculum is considered by many teachers to be time-consuming. Adoption of these strategies will only be possible if teachers will ensure that students are well engaged in the process of teaching/learning even though this kind of teaching has too much to teach within a short time. Moreover, for the teacher to be able to implement Competence Based Curriculum he or she will be required to teach while taking into consideration the differences in the students he or she teaches. He or she must realize that there are students who understand quickly and others who take longer to understand what is being taught.

Sudsomboon *et al.* (2007) as cited in Kafyulilo, Rugambuka and Moses (2013) identify seven roles of competency-based curriculum to students as follows; learners acquire experience and knowledge in their lives, curriculum designer provides an experience that will tap learners' values and ideas, learners experience new situations and match new experience with previous learning, learners acquire new values and new knowledge, learners try out new behaviours and acquire new experiences and knowledge in both simulated and “real world” environments, learners continue to process experience and knowledge as the basis of original knowledge and experience and lastly learners apply new behaviours in “real world” environment” (Sudsomboon *et al.*, 2007). Therefore, due to the uniqueness of CBC, different countries in the world including Tanzania have decided to change their national education curriculum from a content-based curriculum to a competency-based curriculum to produce graduates who are capable to apply what they have learned in secondary schools to the real situation in the field.

### **Importance of resources in the implementation of competence based curriculum**

The importance of physical resources in the implementation

of a Competency Based Curriculum (CBC) cannot be over-emphasized (Yang, 2014). This is because the school or individual teacher cannot implement Competence Based Curriculum more effectively without having adequate resources including physical resources such as classrooms and furniture (i.e. chairs and tables) among others as they provide favourable environment that facilitates the implementation of a Competence Based Curriculum in secondary schools and other education sectors. Magala (2010) observes that, well-constructed and maintained physical resources in secondary schools play part in facilitating teaching and learning practices as well as making learning more interesting. From this argument, it can be maintained that in public secondary schools physical resources are important factors that one should not take for granted as they help a school increase its efficiency. In other words, it can be said that the presence of quality and sufficient physical resources in public secondary schools contributes to the attainment aim of a Competence Based Curriculum.

Martin (2017) declared that there is a great relationship between the availability of resources and the implementation of a Competence Based Curriculum. Specifically, this shows that physical resources are among the essential factors that are needed to be available in adequacy in educational institutions such as secondary schools since they help teachers to ensure that Competence Based Curriculum is effectively implemented. In addition to that, for a successful educational implementation of a competency-based curriculum, the availability of adequate physical resources cannot be overemphasized.

Osuji (2016) maintains that physical resources are essential factors in secondary schools as; they create a conducive environment for teaching and learning as well as help learners to develop skills through extra-curricular activities. They also motivate teachers in the performance of their duties. In addition to that physical resources helps in the retention of teachers through a friendly teaching environment. They also help to reduce vices, truancy and drop-outs among learners. Moreover, physical resources enhance the activities of teaching and learning as well as help to reduce the fear of insecurity in the school environment. Additionally, physical resources contribute to job satisfaction for teachers. They also help in the actualization of educational goals through learners' and teachers' high performance.

Chitera (2013) stated that the implementation of the Competency-Based Curriculum involves two major types of resources namely human resources, which imply the availability of trainers as well as teaching and learning resources which include laboratories, workshops, libraries, classrooms as well as chairs and tables with the necessary equipment. This shows that a Competence Based Curriculum requires a lot of teaching and learning

materials as it emphasises practical and immediate assessment. Therefore, for the effective implementation of a Competence Based Curriculum sufficient resources of all kinds including physical resources, human and financial resources are to be looked at with special eye as they have major contributions to the realization of the stated educational goals and objectives.

Likewise, the study conducted by Sigilai (2013) confirmed that schools with adequate resources such as laboratories, classrooms, libraries, dormitories, administration blocks as well as tables and chairs have a better chance of performing better in examinations than poorly equipped schools. This is because the availability of physical resources as well as teaching and learning resources enhances the effectiveness of schools which in turn brings about good academic performance among the students. This also shows that the effectiveness of schools depends on the availability of all educational resources which bring about effective curriculum implementation that outcomes in better academic performance

It should also be understood that Competency Based Curriculum (CBC) is a resource-intensive system. The implication here is that the implementation Competence Based Curriculum requires a lot of resources in terms of human and material resources (Rutayuga, 2012). This implies that effective implementation of the Competence Based Curriculum demands a lot of resources including adequate trainers whose numbers are in the right proportional to the number of students. Also, adequate physical resources such as functioning laboratories and libraries, books, computers, classrooms and internet resources are balanced with the number of students. Therefore, the government and school administrations will need to use different methods of resource mobilization to ensure the availability of adequate physical resources to manage the implementation of a Competence Based Curriculum in secondary schools.

Generally, adequate physical resources in a school set up influence the process of teaching-learning which in turn results in effective and meaningful learning, especially within the CBC. In line with this view, Igwe (2015) maintains that curriculum resources are essential in the teaching-learning practice. Unfortunately, the shortage of physical resources in many public secondary schools makes teachers use the talk and chalk method which in turn the purpose of a Competence Based Curriculum seems to be not well achieved. With this information, it is clear that effective implementation of the Competence Based Curriculum goes hand in hand with the availability of sufficient physical resources and other learning materials which are important for the realization of the aim of the introduction of the Competence Based Curriculum in secondary schools.

In Kenya, Mwende (2014) in the study of school-based factors that influence the quality of education in public

secondary schools in Kitui County discovered that physical facilities have a great impact on the quality of education. Therefore, to ensure the provision of quality education through the implementation of a competency-based curriculum the availability of physical resources and other educational facilities is necessary due to the fact that the physical resources available in school determine the educational outcomes.

Uko and Ayuk (2014) revealed that the school curriculum will not be meaningful and functional if required resources such as human, physical, material and financial are not provided inadequate quality and quantity at appropriate times. Karoye and Boro (2016) further added that a good environment of the school and physical resources significantly influence students' academic performance. For that reason, it can be recommended that the government should ensure that adequate and relevant physical resources are provided to public secondary schools on time to facilitate the implementation of secondary curricula to attain academic excellence.

In Tanzania, a study conducted by Ilomo and Mlavi (2016) shows that a shortage of physical resources such as dormitories, laboratories, libraries, staff houses, and classrooms in most public secondary schools leads to poor performance in national examinations for secondary school students. Moreover, the study by Timothy (2011) indicates that most secondary schools in Tanzania are facing an acute shortage of teaching and learning resources relevant to the implementation of a competence-based curriculum. The lacking resources include books aligned with the revised curriculum, laboratory supplies and equipment, models, and charts among others. This is to say that an individual or a school cannot be able to achieve the implementation of a Competence Based Curriculum without having adequate resources because resources are the central tools for knowledge and skills acquisition.

### **Statement of the problem**

The availability of physical resources is critical to the effective implementation of a competency-based curriculum in secondary education. It is critical to have enough physical facilities in order to improve educational quality through the implementation of a Competency Based Curriculum (Muhmd *et al.*, 2021). This is because the availability of physical facilities enhances the effectiveness of schools as they are the basic resources that bring about the acquisition of CBC competencies. CBC was adopted in Tanzania in 2008 performance of students in CBC core competencies is being questioned. Teachers who are key implementers of the CBC curriculum continue to complain about inadequate resources they are in short supply, which limits the

implementation of a Competency-Based Curriculum (Chacha and Onyango, 2022). This has led to the need to carry out this study to determine the effectiveness of strategies deployed by schools to mobilise physical resources.

### **Purpose of the study**

To determine the effectiveness of strategies used to mobilise resources required in the implementation of the competency-based curriculum in secondary schools.

## **LITERATURE REVIEW**

### **Effectiveness of strategies used to mobilize physical resources**

#### ***Purchasing***

According to Khan and Iqbal (2012), school physical resources in schools are mobilized to facilitate the teaching-learning process. Different methods can be applied by the government and schools, in particular, to mobilize the required resources for the implementation of a competence-based curriculum. According to Wayua (2015), resources can be mobilized through purchases by schools using government funds and donations by NGOs. Also, Wayua found that the major challenges in mobilizing school resources are shortage of enough funds and large class size enrolment. Therefore, to minimize the problem, Parents and community involvement and prioritizing critical areas of teaching and learning were suggested as the major possible ways of curbing the challenges. Based on this viewpoint it can be deduced that secondary schools have all necessary resources the required for the implementation of a competence-based curriculum is knowing what kind of resources should be mobilized first is critical.

#### ***Government capitation grants***

In Kenya financing in secondary education is outlined in the Basic Education Act 2012, where secondary education is currently financed through capitation grants from the government under FDSE programme and boarding user fees by households. The private sector, FBOs, NGO's and CBOs too, invest in secondary education and complement financing by the government and parents (Republic of Kenya, 2012). Under government capitation, the resources mobilized are allocated according to the guidelines issued by the Ministry of Education. This is done to ensure that the fund provided to public secondary schools are properly used in

the mobilization of the required resources and the mobilized resources aid in the effective implementation of a Competence Based Curriculum to produce well-equipped graduates.

### ***Donor funding and income-generating activities***

Donor funding and income generating activities are important areas that entail close attention by the information professionals in Africa. According to Lwoga and Chilimo (2003) funds from donors can be acquired through writing project proposals and soliciting funds from donors. Information professionals should learn and acquire skills in project write-ups to take advantage of this strategy. The proposal should have a detailed project description, including the qualification of the organization requesting funds a timeline budget and information on staffing and project evaluation. The proposal should also conform to the interest of donors at that particular time. Through this strategy, it is possible to acquire funds that can be used for physical resource mobilization in secondary schools and therefore to achieve the goals of the implementation of Competence Based Curriculum in the country.

Chikati (2011) identified some of the methods of resource mobilization such as; donor funding, earned income from various income-generating activities by schools, membership fees, general public and careful planning. From this point of view, it can be assumed that donor funding and income-generating activities are one of the methods that can be used by secondary schools to acquire the money that can be used to mobilize the needed physical resources for the implementation of a Competence Based Curriculum. In doing so, the government and schools as well will be able to solve the problem of shortage of physical resources and teaching and learning facilities in order to simplify the implementation of Competence Based Curriculum as well as the provision of quality education in secondary education.

Kiiru (2011) argued and identified some close friends who have ties with institutions, both locally and overseas, encouraging the sale of services and products which meet the needs of the educational institution and the local community is the strategy that can be explored. Moreover, according to Kiiru (2011), the resource mobilization strategies also extend to establishing income-generating activities and practical investment projects which will enable the school to earn money which will be used to mobilize physical the required resources to ensure that Competence Based Curriculum is effectively implemented according to the plan.

### ***Community involvement***

It is best and most effective to involve the community in

the process of physical resource mobilization. Their presence is very important in contributing to the development of the school. The community can contribute ideas of what can be done to achieve the goals. It can contribute money or manpower to ensure that CBC is well implemented in secondary schools particularly public secondary schools. According to International Labor Organization (2012), there is a need to acquire resources through several sources including local communities, private sectors, decentralized government budgets, national and international organizations as well as development partners.

### ***Fundraising***

Fund raising can also be used to mobilize different kinds of resources necessary for the implementation of Competence Based Curriculum in public secondary schools. Kiondo (2002) points out that fundraising is a popular way of mobilizing resources for schools in America and Europe, but in most African countries it is an area that people have tended to shy away from. The implication here is, fundraising is one of the strategies used in developed countries to raise funds for resource mobilization. The same method can be applied in developing counties, particularly in public secondary schools to gain money from different occasions for physical resource mobilization to ensure effective Competence Based Curriculum implementation.

In Zambia, a study done by Syacumpi (2012) reports that, in an attempt to channel the funding gap, schools have implemented different forms of fundraising ventures to raise added funding for their schools where the methods of resource mobilization can be divided into direct and indirect methods. The direct methods are those in which the learners are directly involved and the school directly receives funds, on the other hand, indirect methods include donations and contributions from non-school participants and do not necessarily imply cash transactions. The fundraising ventures adopted by the schools include agricultural production units in which crops were cultivated at schools for sale, room hire for functions and churches, running a school tuck shop, and wall advertising. Actually, running fundraising requires some creativity which will be used to encourage participants to be well engaged in the whole activity of fundraising in order to mobilize educational resources such as physical resources so as to enable schools to achieve educational goals.

A study conducted in Tanzania by Galabawa (2008) identified seven sources of resource mobilization in the Lake Victoria zone which included parental contribution, school economic projects, school fees, funds from local community development associations and school funding bodies. This shows that for any educational institution

**Table 1.** Effectiveness of strategies used in the mobilisation of resources in public secondary schools.

S/N	Strategy	F SD %	F D %	F NS %	F A %	F SA %
1	Fundraising meetings are organised and used to procure resources to allow effective CBC curriculum implementation.	19(24.1)	35(44.3)	15(19.0)	8(10.1)	2(2.5)
2	Capitation grants are used to acquire resources for effective CBC curriculum implementation.	4(5.1)	11(13.9)	6(7.6)	28(35.4)	30(38)
3	Proposals are effectively used to mobilize resources required in CBC implementation.	9(11.4)	28(35.4)	18(22.9)	16(20.3)	8(10)
4	Community is supports school projects that promote effective implementation of CBC such as laboratories	5(6.3)	9(11.4)	8(10.1)	40(50.6)	17(21.5)

**Source:** Field Data (2021)

**Key:** SA-Strongly Agree; A-Agree; NS-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency

such as public secondary schools to have adequate resources the application of different strategies of resource mobilization is inevitable. This is because, to achieve the stated educational goals one or schools need to work in collaboration with other people, or NGOs.

## MATERIALS AND METHODS

The study adopted a mixed research approach under which a convergent parallel design was used. The targeted population consisted of 689 individuals. Simple random and purposive sampling was employed. The study involved 5 public secondary schools in Kilolo District from which a total sample of 87 respondents is 1 District Secondary Education Officer, 5 heads of public secondary schools and 81 teachers. The study used questionnaire, interview guide and observation checklist to collect data. A pilot study was used to test the validity of the research instrument while the Cronbach alpha technique was used to calculate the reliability in which the Coefficient Index of 0.72 was obtained and considered reliable.

## RESULTS AND DISCUSSION

The main objective of this study was to investigate the effectiveness of strategies used to mobilize physical resources for effective curriculum implementation in public secondary schools in Kilolo District-Tanzania.

Table 1 shows that 24.1 percent of the respondents strongly disagreed that fundraisings are effective in procuring physical resources required for the effective implementation of CBC while 44.3 percent of the respondents disagreed. The results show that fundraisings are not an effective way of mobilizing

resources required in the implementation of CBC. The findings contradict Kiondo's (2002) findings which pointed out that in America and Europe schools are one of the popular methods used in resource mobilization is fundraising. Fundraising is a method of mobilising resources. It involves collecting money support a charity. Gathering of voluntary contributions of money or other resources in order to implement projects. The findings show that the adoption of this strategy to raise resources to finance the implementation of CBC in secondary schools is not effective. The findings controvert with Syacumpi's (2012) findings, where Syacumpi stipulated that fundraising is one of the best methods of resource mobilization in schools. CBC implementation requires various types of resources. The focus should not only be on the collection of money. Donors could be asked to bring materials. Fundraisers should be equipped with interpersonal skills. They should also be resilient and perseverant. There should be a clear job description for the fundraisers.

Table 1 equally indicates that 35.4 percent of the respondents agreed that capitation grants are used to ensure the effective implementation of CBC while 38.0 percent of the respondents strongly agreed. The results show that capitation grants are an effective way of mobilizing resources required in the implementation of CBC. Capitation grants are amounts of money given to an organization to enable it to deal with certain expenditures for example free secondary education funds. The findings are supported by the information provided by the Republic of Kenya in 2012, that financing in secondary education is outlined in the Basic Education Act 2012, where secondary education is currently financed through capitation grants from the government. The information shows that the capitation grants provided to schools ensure the availability of resources in schools. If they are adequate they make it easier for schools to

procure materials. Their utilisation should be guided by an operational manual. This will guide how funds are supposed to be used.

Table 1 also shows that most respondents at 35.4 percent disagreed that project proposals are effectively used to mobilize resources for their schools while 11.4 percent strongly disagreed with the statement. The findings show that public secondary school proposals are not effectively used in mobilizing physical resources for curriculum implementation in secondary schools. The findings are different from a study by Lwoga and Chilimo (2003) who found that funds from donors can be acquired through writing project proposals and the funds can be used to enhance effective resource mobilization. A funding proposal is a document that is written by individuals or institutions to persuade or encourage people to join a course or an activity. The document must provide all the information required by the donor. The proposal must be persuasive and encourage people to support the given project.

Table 1 indicates that 50.6 percent of the respondents agreed that the community is involved in—physical resource mobilization activities. The findings are reinforced by the information provided by International Labor Organization in 2012, that schools should acquire resources from the local community which will be used to enhance CBC implementation in schools. This shows that the community can be effectively used to support CBC implementation. Parents must be encouraged to support innovation. Parents and the community can help in many ways. They should provide physical resources and volunteer in school activities and also help out in class activities. In Nigeria, parents are not supportive because strategies for involving them are poorly implemented. Resource mobilization is a key tool for secondary school sustainability and it is the core part of the lifespan of an educational institution which greatly depends on the strategies set by the educational institutions such as secondary schools to acquire the needed resources to accomplish the pre-determined educational goals. Resource mobilization strategies ensure the availability of essential resources in schools to inspire teachers to teach and students to effectively learn. Moreover, resource mobilization strategies are the key instruments that enable schools to acquire funds to be used in the mobilization of the wanted physical resources for the implementation of Competence Based Curriculum in schools as it is impossible to implement Competence Based Curriculum without having sufficient and quality physical resources.

Strategies of physical resources mobilization mentioned when employed by public secondary schools can be a source of finance in schools which in turn can aid in the acquisition of the important resources for the implementation of Competence Based Curriculum.

Therefore, the efforts of mobilizing more physical

resources would lead to improvement in the implementation of Competence Based Curriculum in public secondary schools in Kilolo district, Tanzania. To improve on physical resources mobilization, the study suggests that there is a need for public secondary schools to take into consideration the employment of different strategies of resource mobilization such as mobilization of the fund, community involvement, and bagging donations from donors among others so as to be able to mobilize sufficient resources in public secondary schools so as to attain the stated educational goals and objectives.

## CONCLUSIONS

The purpose of the study was to determine the effectiveness of strategies used to mobilise resources required in the implementation of CBC in sec schools. The study found that only two strategies were effectively used to mobilise financial resources and that is the involvement of the community and the use of capitation grants.

## RECOMMENDATION

Schools cannot excel if resources are inadequate it is therefore important to effectively use the methods of mobilising resources that have been put in place in order to acquire needed resources. School personnel must be trained on how to use these strategies of resource mobilisation in order for them to be effective. Once schools have adequate resources, implementation of curriculum innovations such as CBC will be easy and national goals of education will be achieved.

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