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RESEARCH ARTICLE

Illustrated Perspectives on Challenges in Mainstreaming Curriculum Objectives in Teaching and Learning of Literature in English in Mwanza Tanzania

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Author's Contributions

All authors contributed equally to this research.

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ABSTRACT

This paper draws from a study anchored on the principles of the Pragmatic research paradigm. It contributes to the ongoing discourses on the enduring centrality of literature as a strategic product of society that continues to play significant roles in propping and propelling society through the variegated complex experiences of times. The paper speaks to the challenges that hinder smooth realization of key objectives of the Tanzanian curriculum for Literature in English by illustrating stakeholder perspectives on some of the challenges including those arising during the middle phase of the implementation process by school managers and teachers while cascading the objectives by preparing and applying professional documents to actual teaching and evaluation. Qualitative and quantitative data are collected in Mwanza Region of Tanzania through observation of curriculum activities at school, interviews and documentary review which at school as well as from the vertical government offices. Data are then analysed showing the challenges and related perspectives for which concomitant illustrations are given mainly qualitatively and partly quantitatively. The paper concludes that the curricular objectives remain noble and implementable, Literature in English is appropriately included among the disciplines implementing the curriculum objectives but, as a subsector of the Ministry, it is inadequately resourced and managed and, in the current state, has no capacity to perform better for realisation of the objectives. The paper recommends that the government develops a comprehensive staffing plan which should begin with facilitating other universities in Tanzania to supplement efforts by university of Dar es salaam in offering postgraduate programmes in literature so as to supply more teaching staff to the existing teacher training institution to boost admission numbers for trainee teachers of the subject. It further recommends urgent engagement of all levels of Quality Assurance stakeholders for identification and address of performance gaps while considering introduction of the contracting model of performance management in public service. Related studies are recommended in other disciplines for interdisciplinary synergy with a view of better performance in cascading and implementing curriculum for realisation of its objectives. A shift to paradigm based approach to research is recommended.

Keywords: Curriculum; Objectives; Cascading; Spirit; Challenges.

INTRODUCTION AND BACKGROUND

Education plays a most critical role in the positive transformation of individual citizen, communities and ultimately entire nations. The need for such transformation is one of the main reasons why

governments the world over invest heavily in developing and reviewing curricula, appropriate human resources as well as requisite structures, systems and processes, and contextualizing them within formalised education as the main space for managing most of the

key aspects of this transformation. It is the desire of each government that desired formal education succeeds and curriculum objectives sustainably realised. To guarantee the transformation, to this end, perspectives and views of key stakeholders have continuously informed government policies and programmes on education which guide the continuous facilitation of the education sector through adequate budgetary and resource allocations, and through appropriate monitoring and evaluation for feedback are a mandatory practice. This is captured aptly by the Tanzanian Ministry of Education Science and Technology in *The 2014 Education and Training Policy; 2023 Edition*:

...the opinions of education stakeholders along with the changes that have occurred have prompted the need for a new direction in the Education and Training Policy. Therefore, the 2014 Education and Training Policy; 2023 Edition, has incorporated various issues that have emerged since 2015, aiming to address the identified educational challenges and align them with the national plans as well as regional and international needs. Therefore, the policy provides guidance to enhance the education and training system with the goals of providing diverse opportunities for education and training, delivering education of nationally, regionally, and internationally recognized quality standards, preparing a competent and skilled human resource in line with national priorities, and strengthening the effective management and operation of education and training in the country(3).

The several efforts highlighted in the above policy to address challenges in education blueprints, review curricula and address its implementation weaknesses attempt to prevent failure in the education sector which would lead to failure in transformation of citizens which would lead to serious negative outcomes for individuals, communities and the entire nation.

Tanzanian national vision and mission (spirit) in the context of the education sector are represented by statements (letter) of education goals and objectives as encapsulated in the curriculum documents cascaded from the national level documents. It is important to note that according to the 2023 syllabus for Literature in English for Advanced Level, Ministry of Education,

Science and Technology (2023) states that the main objective of the 2023 curricular review was to ensure that through the implementation of the part of the new curriculum contained in this syllabus, the graduates acquire skills, knowledge and attitude that will enable them to create self-employment, employ others, be employed and able to sustain themselves. It is towards realisation of this, as well as other objectives that Literature in English is strategically included in the education curriculum.

Literature is an art as well as an academic discipline in Tanzania which the government has been gradually developing based on its unique capacity to impact the success of other disciplines and, thus, the potential to foster realization of the said desired transformation. In Tanzania, the discipline is mainly offered in secondary and high school and is called Literature in English due to the main language of instruction as well as the core teaching and learning materials and literary texts. This paper explore how this creative art and academic discipline plays such central role by analysing data that shows how national goals are addressed in the teaching and learning processes, the challenges faced in the process particularly by the teachers directly presiding over the teaching and learning of the art and discipline. At the end, the paper recommends strategies for mitigation.

Studies have been conducted to ascertain the effectiveness of curriculum implementation. One such study focused on evaluating the effectiveness of teachers of literature in English in aligning their schemes of work and lesson plans to the goals and objectives provided in the curriculum and the findings presents useful data for this paper. This study was conducted in Mwanza Region (Simon & Wilbert, 2018) and the findings revealed that, unfortunately, only a small number of teachers faithfully prepare schemes of work and lesson plans. Many either do not do it at all or they prepare inconsistently and rarely. If, and when they do, many of their documents reveal either lack of knowledge of the national goals or gross disregard of their implications to the teaching and learning processes at the secondary school level. Further scrutiny revealed several serious inconsistencies and contradictions therein among the national goals, learning outcomes, specific lesson objectives and the activities undertaken in class.

In addition. Komba (2015) conducted a study on the implementation of curriculum in Tanzanian Secondary Schools and obtained equally worrying findings. He

found that majority (86%) of the teachers interviewed lacked proper understanding of the objectives of curriculum and that 78% of the reviewed lesson plans were not aligned to the curriculum. His conclusions seem to have hesitated to declare that there was insignificant preparedness to proceed with the Competence Based Curriculum in the entire country because teachers who are the key implementers did not understand it and would therefore not implement it appropriately. They would be implementing an unknown contraption of a curriculum with very damaging long term impacts. This scenario includes teachers of Literature in English.

Documentary review of the report prepared by the Committee of Literature in English for Ilmela Municipal Council (2019) noted that the situation on the ground was more complicated than what had been presented by several major researches. For instance, under the section on challenges, the committee report, among other things, indicated as follows:

Literature in English has been stereotyped by some educationists that it is the simplest subject. This notion makes the teachers and students feel relaxed expecting to pass the exams without much prior teaching and learning. This has been a great challenge because some teachers think that a single book copy is enough for 100 students just because the subject is too simple. As the result, books are scarcely bought and a big number of students fail the exam (5).

The generalisations and absence of specific data in the report notwithstanding (another evidence of gaps in competence), the implied attitude of members of the curriculum implementation team in the schools as well as the Municipal Council demonstrate perspectives on the very many key aspects of the very curriculum whose implementation the nation has hired them to manage. The questions of whether such implementers understand the curriculum, its objectives, and whether they have the capacity to cascade it to their professional documents begs. This innocently (or ignorantly) generated and nurtured anti curriculum scenario reveals one major reason for what other researchers such as Komba (2015) and Simon & Wilbert (2018) found as poorly done professional documents and the lack thereof.

Furthermore, the committee report documents evidence of implementers of curriculum objectives

whose passion is in improving the ranking of their schools regionally and nationally based on schools' mean scores in subjects even if achieving that objective involves actively sabotaging realisation of the key curriculum objectives. The following extract from the section on analysis of 2018 national examination results in the report illustrates this worrying reality:

The students who specialized with art subjects only, their grade C or D of Literature in English has been helpful to most of them as it replaced Basic mathematics; the subject which most of them scored grade F. This has proven the fact that while these pure artist students have a limited number of 07 subjects, those who study Literature in English as their eighth (8th) subject substitute it with any other failed subject especially Basic mathematics hence they escape from division 0 (4).

This committee is evidence of the creativity of the managers of education in the Municipal Council in trying to improve academic performance which also improves ranking of schools. The report has evidence of some very selfless measures proposed and even piloted in addressing scarcity of competent teachers of Literature in English in schools as well as lack of set books among other challenges. While that is commendable, the apparent celebration of replacement of Basic Mathematics with Literature in English solely for achievement of a higher ranking of the school is as unfortunate as the apparent comfort with students scoring D in Literature in English just because, in their view, it seems to help them address the problem of poor performance in Basic Mathematics. The question here is, do these supposed implementers of curriculum act this way with full appreciation of the curriculum objectives as well as related provisions? This has a bearing on the perspectives on the challenges of interpretation and cascading of the said curriculum.

In spite of the matters emerging from the observation as well as the review of documents, the recent dynamics leading to sudden and significant increase in the number of schools offering literature in English is evidence that the society as well as their government consider the art and the discipline very critical for our lives. It is important to note that Literature in English was being offered as an examinable subject in less than 20% of secondary and high schools in only a few regions in Tanzania until 2015 when a deliberate

sensitization drive was initiated by the Department of Languages and Linguistics at St. Augustine University of Tanzania (I was Head of Department) through its alumni and graduates who studied literature courses in their Bachelor of Arts with Education degrees (my students), and with government support.

The following table presents the 2019 data on schools

offering Literature in English in Mwanza Region. Ilemela Municipal Council was leading with no significant change in its statistics in 2023. In addition, the table helps corroborate research documents that we have reviewed and which capture this status of Literature in English in Ilemela in 2018/19. It also shows the students' performance in Literature in English per school.

Table 1. Population of Mwanza Schools Students of Literature in English and Performance in Form Four National Examinations.

S/N	SCHOOL	REG.	SAT	PASS	FAIL	REG.RANK	NAT. RANK
ILEMELA							
1	Ibungilo Secondary school	57	57	53	04	06/37	111/1232
2	Green View Secondary School	51	51	45	06	08/37	136/1232
3	Bugogwa Secondary school	109	107	94	13	10/37	206/1232
4	Ibinza Secondary School	23	23	20	03	12/37	307/1232
5	Shibula secondary school	56	55	39	16	13/37	327/1232
6	Nyasaka Secondary School	149	148	81	67	17/37	511/1232
7	Kirumba Secondary School	10	10	08	02	18/37	522/1232
8	Buswelu Secondary School	95	93	60	33	19/37	524/1232
9	Lukobe Secondary School	69	63	31	32	21/37	650/1232
10	Pasiansi Secondary School	49	48	23	25	24/37	751/1232
11	Bujingwa Secondary School	79	74	26	48	27/37	869/1232
12	Nyamanoro Secondary School	130	118	46	72	30/37	890/1232
13	Tabasamu Secondary school	38	38	13	25	31/37	907/1232
14	Lumala Secondary School	232	226	65	161	32/37	961/1232
15	Kangaye Secondary School	86	83	23	60	33/37	1001/1232
16	Mnarani Secondary School	111	103	20	83	34/37	1125/1232
17	Nundu Secondary School	137	106	07	99	37/37	1209/1232
	TOTAL	1481	1403	654	749		
NYAMAGANA							
18	Mirongo Secondary School	14	14	11	03	11/37	238/1232
19	Igogo Secondary School	52	48	37	11	14/37	379/1232
20	California Hills secondary School	45	41	21	20	25/37	754/1232
	TOTAL	111	103	69	34		
MAGU							
21	Lubugu Secondary School	16	15	15	00	07/37	114/1232
22	Bukandwe Secondary School	72	70	45	15	16/37	480/1232
23	Ng'wamabanza Secondary School	36	36	19	17	22/37	663/1232
24	Kongolo Secondary School	29	26	11	15	26/37	816/1232
25	Bujashi Secondary School	130	116	22	94	35/37	1137/1232
	TOTAL	283	263	112	151		
SENGEREMA							
26	Busis Secondary School	83	75	13	62	36/37	1159/1232
KWIMBA							
27	Nyamilama Secondary School	11	11	11	00	01/37	07/1232
28	Igongwa Secondary School	10	10	10	00	03/37	45/1232
29	Mhande Secondary School	08	08	08	00	04/37	63/1232
30	Malya Secondary School	11	11	11	00	05/37	85/1232

31	Walla Secondary School	12	12	11	01	09/37	151/1232
32	Bujiku Sakila Secondary School	54	53	21	32	20/37	608/1232
33	Tallo Secondary School	30	29	10	19	28/37	884/1232
34	Ngudu Secondary School	110	108	39	69	29/37	887/1232
TOTAL		246	242	121	121		

Source: Research 2024.

In the process of midwifing expansion of access to the discipline by as many students as possible in as many regions as possible, an association of teachers of literature in English was formed and duly registered by government (TALETA 2020) as part of this positive effort to improve service delivery while supporting sustainability of ongoing multisector efforts to expand access to quality education in Tanzania..

While this was going on, the government was involved in efforts to implement is 2014 Education and Training Policy through various interventions to facilitate the availability of human resources for the expanding population of students in the education sector (MoEST 2023). These interventions include: The Pre-Primary and Primary Teacher Deployment Strategy 2019 – 2021, the Guidelines for Volunteer Teachers in Pre-Primary, Primary, Secondary, and Community Development Colleges in Mainland Tanzania 2023, employment and training for teachers, trainers, and professionals, as well as the National Skills Development Strategy (NSDS) 2016/17 - 2025/26.

According to the Ministry of Education Science and Technology, the implementation of these interventions has resulted in several achievements: first, graduates from various fields in universities increased from 46,294 in 2016/17 to 57,742 in 2021/22. Second, graduates from various technical education fields increased from 114,656 in 2016/17 to 123,919 in 2021/22. Third, graduates from vocational training increased from 111,025 in 2016/17 to 47,767 in 2021/22. Certificate and diploma graduates from teacher training colleges increased from 10,427 in 2016/17 to 19,193 in 2021/22. Sadly, the government (MoEST 2023) admits that although the number of graduates in 20 various fields has increased, stakeholders including employers have complained about the lack of the required skills to meet the demands of the job market. Moreover, some graduates produced in various fields and levels have failed to secure employment or self-employment.

Furthermore, even with such development, it is again important to take note of the details and implications of the results of the 2023 Form Four Literature in English Examination released by the Ministry of Education

Science and Technology through the Executive Secretary of NECTA on 25th January 2024 because they confirm existence of serious challenges that need urgent stakeholder address. The pass rate dropped from 42.52 in 2022 to 42.40 in 2023. The worst issue here is that that number reflects the total percentage of students who scored between Grades A and C. the results indicate that those who scored Grade A also dropped from 1.29% in 2022 to 0.87% in 2023. Majority scored between Grades C and F. clearly, these results give a negative signal to the prospects of desirable implementation of any curriculum in the country unless corrective action is taken urgently.

The synergy indicated earlier has seen a dramatic increase in the number of schools offering the discipline at the examination level of form four and form six in over 80% of Tanzanian regions by November 2023. However, this positive development over a short period has inevitably increased the deficit of qualified teachers of the subject to alarming proportions and going by the low output of such graduate teachers from the few teacher education institutions, the problem further complicates the challenges related to quality of curriculum implementation across the country. This puts the desire by government to achieve national goals and objectives in jeopardy. These challenges do not find reprieve due to the comparatively poor performance in English language itself as a subject in the entire country over the last two decades and beyond as is evident from an analysis of the NECTA results. Not to say that mere performance in a subject at the national examination is an education objective regarded superior to other curriculum objectives.

PROBLEM IN CONTEXT

Based on the foregoing background, there arises a feeling that Literature in English as a subject does not adequately contribute to the synergy of the diverse kinds of academic effort towards realisation of national goals and objectives as expected. The government has been looking for the causes of this discrepancy by considering findings and recommendations of various researches and by soliciting and using related

stakeholder views and opinions for the last 5 decades, yet a final solution has not been reached. It is this problem that this paper addresses by presenting perspectives from a unique research anchored on the Pragmatic paradigm. The perspectives are on reasons for the stated discrepancy and they are based on outcomes of illustrated interpretation of the spirit and letter of curriculum and syllabuses.

This strategy specifically helps to explain how professional documents in the processes of teaching and learning of Literature in English ought to be, against the actual current status of many of those documents. This prevalence of inappropriate documents, and in some cases their complete absence, is evidence of challenges in cascading the syllabus which manifests further as challenges in the teaching and evaluation of students achievement of the curriculum content and objectives. In the perspective of this paper, the urgency and the local, national as well as international weight of this is situation are rapidly approaching a critically dangerous point for individuals who are products of the curriculum, their families, communities and the nation. Due, more deliberate and more strategic attention and actions must be identified and taken to address the situation and ensure that the transformative curriculum is implemented appropriately and the objectives thereof realised sustainably. This is why the Pragmatic paradigm of research was preferred for the study from which this paper draws.

OBJECTIVES

To be able to illustrate perspectives on challenges in mainstreaming curriculum objectives in teaching and learning of Literature in English in Tanzania, the paper focuses on the following specific objectives.

- i. To explain challenges in interpreting and cascading curriculum objectives to teachers' professional documents for Literature in English.
- ii. To analyse the interface relationships of the curriculum objectives and professional documents of teachers of Literature in English.
- iii. To highlight the links between challenges in evaluation of curriculum implementation among students and challenges in cascading curriculum to teachers' professional documents
- iv. To unearth pro curriculum and anti-curriculum perspectives of key stakeholders.

PARADIGM AND METHODOLOGY

This study joins the increasingly popular approach to

social science and education research which begins by identifying and adopting a paradigm which informs the entire research process including how phenomena are observed, problem identified, questions formulated as well as determination and application of theories, methodology and methods (Mackenzie & Knipe 2006). Paradigm guided research abandons the spurious choice between qualitative and quantitative data to focus how to deploy their combination carefully determining at which points to adopt the one, and at which the other approach in order to makes use of the most valuable features of each (Merton & Kendall 1946).

In addition to adopting mixed approached, the study benefits from the provision of flexibility to adopt a less limiting set of options in methods and procedures for sampling, data collection and analysis. As Mackenzie & Knipe (2006) and Creswell (2003) note, the pragmatic paradigm places "the research problem" as central and applies all approaches to understanding the problem, and that With the research question 'central', data collection and analysis methods are chosen as those most likely to provide insights into the question with no philosophical loyalty to any alternative paradigm or theoretical orientation. That is why this study employed purposive, random, convenience, and snowball sampling as convenient at specific stages in the research process.

With a clear and contextualised research problem as highlighted above, and with the technological advantage of today, access to data was easy. Ten schools were sampled but random respondents of similar type from non-sample schools provided useful data with convenience. The network of graduates from my department working in schools and government offices in neighbouring Ilmela and Nyamagana facilitated access to documents and to information on the documents some as purposeful and others as random respondents. Head teachers helped to gather teachers' professional documents and to arrange for interviews with staff. The study was not bound by the traditional saturation of information. Therefore, when, in my considered view, there was enough of one type of data to provide illustrations and perspectives, the research process moved on without the traditional academic guilt. Schools that have offered the subject for long as well as the recent entrants were sampled in both areas. The provisions of the curriculum, its goals and objectives provided principles and basis for data analysis and conclusions. Analysis was both qualitative

and quantitative and so was presentation.

Understanding the Letter and Spirit of Curriculum in Syllabus Goals, Objectives and Competencies

For implementers and supervisors of curriculum to provide the right service delivery, they need to understand and interpret the curriculum not only correctly but also harmoniously with the stakeholders represented by the drafters of the documents. Since the goals and objectives are key parts of the basis for all other sections and aspects of the curriculum, it is critical that teachers are sufficiently clear with those goals and objectives for these will need to be considered as they prepare themselves for, and as they implement, the actual teaching process. They also need to consider the goals and objectives when preparing their students for the learning as well as when students engage in actual learning. To ensure there is clarity and harmony, the government has regularly organised curriculum based forums and even provided for appointment of staff to positions of curriculum masters/mistresses at the school level.

At this point, it is important to look at the objectives of education in Tanzania as well as how these are interpreted and cascaded to the school level to generate, for instance, objectives of advanced secondary and of high school education. An accurate and clear understanding and appreciation of these objectives will help to prepare managers, teachers, students and other stakeholders to interrogate the dynamics of implementation, including anticipation and address of challenges in the context of Literature in English.

To be able to illustrate perspectives on challenges in mainstreaming curriculum objectives in teaching and learning of Literature in English in Tanzania, we need to have a clear understanding of the mother objectives at the national blueprint and policy level as well as their cascaded versions in downline documents. We also need to understand the process of cascading and the interpretive dynamics involved which enable undiluted and uncorrupted cascading to ensure that the original spirit of the letter of the mother objectives is retained downline and is made clear to all key stakeholders and implementers for appropriate, complete and harmonised curriculum implementation. Any corruption, misinterpretation, distortion or mutilation at any level of cascading or stage of the implementation process will lead to multiple compromises and ultimate failure of the curriculum to lead the government towards its transformative vision for her people as well as the

others with shared visions.

In view of the above, we proceed to the following two sets of objectives, which stakeholders and implementers must understand. They are drawn from Ministry of Education, Science and Technology (2023). *Literature in English Syllabus for Advanced Secondary Education Form V–VI*. Tanzania Institute of Education as interpreted and cascaded from the national curriculum and blueprints.

OBJECTIVES OF EDUCATION IN TANZANIA

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the constitution of the United Republic of Tanzania and international conventions.

Objectives of Advanced Secondary Education

The objectives of Advanced Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well

as theoretical and technical knowledge;

(d) Improve the use of language in academic communication;

(e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;

(f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and

(g) Develop readiness to continue to a college education.

These sets of revised objectives are cascaded from broader review at the national level which result from monitoring and evaluation of the previous curriculum and its implementation processes. As the Ministry of Education Science and Technology notes in the *2014 Education and Training Policy; 2023 Edition*:

...since the implementation of the 2014 Education and Training Policy began, education stakeholders have been expressing various opinions and concerns regarding the adequacy and relevance of the policy's content and the curricula at different levels of education and training. A significant argument from education stakeholders is that the content of this policy does not meet the requirements of economic, social, scientific and technological changes. Additionally, there have been opinions that there have been numerous changes in the political, economic, technological and social realms both within and outside the country that have not yet been incorporated into the education and training system. In this context, the opinions of education stakeholders along with the changes that have occurred have prompted the need for a new direction in the Education and Training Policy. Therefore, the 2014 Education and Training Policy; 2023 Edition, has incorporated various issues that have emerged since 2015, aiming to address the identified educational challenges and align them with the national plans as well as regional and international needs(3).

It is such new direction by the national policy that national curriculum is revised leading to concomitant revision of syllabuses. A syllabus like the one from which the two sets of objectives of illustration are drawn is developed from the huge curriculum documents by

extracting the irreducible elements which encapsulate the spirit of the curriculum. These elements include the general goals and objectives of education that stand out in the syllabus as the only legitimate beacons and road signs delimiting the direction of education which is explicitly mandatory to follow by all players. Fidelity to the existing curriculum, as it is and with the changes as and when they are introduced, is such a fundamental requirement for all players that creating a different set of goals/aims and objectives of education in Tanzania would not only destabilize the sector but it would also pose a threat to the nerve of social fabric and create a recipe for anarchy.

Through curriculum monitoring and evaluation there has emerged an important discovery that a key accompaniment, indeed an essence, of the education objectives that was enshrined in the spirit of the curriculum; in other words, that which had informed inclusion of certain components in the curriculum, had been overlooked and not expressly stated. It seems that this oversight for a long time had been playing a role in making strategic, smooth and harmonised implementation difficult and in many occasions (expectedly) that implementation was tending towards a whimsical and thus an eclectic exercise with different teachers doing different things and pulling in different directions (Simon & Wilbert, 2018, Ilemela Municipal Council, 2019). This was an unavoidable result of unregulated and disharmonised interpretation of the curriculum partly because of that missing statement. In fact the government admits that based on the evaluation of implementation of the previous curriculum, problem was discovered and it states in the 2023 syllabus for Literature in English for Advanced Level, Ministry of Education, Science and Technology (2023. p vi) that the main objective of the 2023 curricular review was to ensure that through the implementation of the new curriculum, students will deliberately be guided and mentored in a better way to “acquire skills, knowledge and attitude that will enable them to create self-employment, employ others, be employed and able to sustain themselves” their country and their broader society.

The Government, thus informed, made amendments and introduced an express statement of competence into what we have now as Ministry of Education, Science and Technology (2023). *Literature in English Syllabus for Advanced Secondary Education Form V–VI*. Tanzania Institute of Education. Going forward, it

becomes not only easier but also more logical for the implementers of the secondary school curriculum, especially the teachers, to conceptualise, in advance of the lesson, the specific competence (skill or ability) envisaged for the learner taking Literature in English. This advance determination informs appropriate planning for materials and activities that will enable alignment of teaching and learning processes with the curriculum goals and objectives and, subsequently, with the national goals and objectives.

One aim of secondary education in Tanzania has been stated since the years of the Ministry of Education and Culture (1997: i) as follows: "To prepare students for tertiary and higher education, vocational, technical and professional training". The technical training, for example, involves operators of tractors who plough land for food production hoping to meet the needs of Tanzanians. Professional training involves artists who produce works to meet entertainment and educational needs of the people. Whereas the validity and importance of the aim are not in doubt, it is not clear what each teacher of Agriculture or of Literature in Advanced Level in each school will decide to do to prepare the students for the next level of academia and training. This scenario is the equivalent of the light missing in the ocean beacon or the invisibility of an important road sign to a motorist. Competencies were considered to clarify guidelines in the aims and to harmonize learning. Hence, the syllabus today presents these competencies (some need review) for implementers to design pedagogical strategies of ensuring their students demonstrate them by the end of the specified pedagogical periods.

For a form six candidate to be adequately prepared to join training in film and theatre production, he should demonstrate ability to analyse different aspects of society through the prisms of literary texts, particularly the different types of texts of drama genre he has successfully interacted with while learning literature. This ability is the competence in the spirit of the curriculum and is presently expressed explicitly in the syllabus to give life to the aims and objectives as they guide the teaching and learning processes. As indicated earlier, teaching and learning include testing, measurement and evaluation. Therefore, even the evaluation items such as quizzes, tests and exams must faithfully align themselves to the aims, objectives and competences so that the final results from students evaluation can present a credible determination of the competencies in a candidate and point, without doubt,

to the suitability or otherwise of the candidate for tertiary and higher education, vocational, technical and professional life.

It is common knowledge that currently there are candidates who scored marks, high or low, in total contradiction of the actual competencies they had gained during their study. As such, many are selected, or forced to select to join tertiary institutions for programs only suitable to their examination score and not to their competence. The results for literature is a mere increased population of incompetent unmotivated graduate teachers of literature, or what Liyong (1990) laments as a contemporary absurdity of our education systems from which a person is graduating with a BA but cannot even scan a line of poetry.

Liyong made a statement that every teacher of literature should carefully contemplate. He contended that whereas successful students and trainees in other disciplines such as Medicine, Engineering, and Architecture are clear about what they will ultimately become, it is not the same with students of literature. I have had to address this matter of who we (students of literature) are and our central and crosscutting place in the professional and non-professional sectors. A clear understanding of the centrality of literature in all aspects of life and particularly in the teaching and learning of English begins with a clear understanding of the curriculum and its cascade in the syllabus. A teacher of literature who is ignorant of the immense functions of literature as an art as well as an academic discipline is an academic disaster because he discourages potential artists and, even worse, does not identify and nurture creativity and literary talent among learners. This is the kind of teacher who has not sufficiently interacted with the curriculum and the syllabus, if at all, in order to internalise the letter and the spirit thereto.

Failure to study and internalize the curriculum for literature by some teachers, for whatever reason, is one of the greatest challenges facing the teaching of the discipline and development of the art as well as the teaching of English language and other subjects. Majority of respondents from all schools sampled indicated lack of facilities and resources needed for teaching and learning were a major source of the challenges faced in Literature in English, including the poor performance of students in national exams and the hesitation by several schools to offer the subject. In 3 out of the 10 schools sampled, responses were specific about their schools lacking the syllabus document for English which contains a section for Literature in

English.

These responses, while meant to highlight some causes of the challenges in curriculum implementation were critically analysed to generate various perspectives on the said challenges. For instance, while the respondents were attempting to play safe by apportioning blame elsewhere, they were also confessing to have been operating unprofessionally and non-creatively without critical appropriate information and resources in their teaching of English and Literature in English. To apply our beacon and road sign analogy, this kind of teaching is akin to driving without observing any road sign or traffic rules or sailing a ship towards the port at night without observing the buoyed beacon lights and lighthouses. The guaranteed result of such behaviour is accident in which avoidable losses inevitably occur. Their illustrated perspective on failure to prepare professional documents or to prepare erroneous ones is flawed when compared to the contrary perspective as illustrated in later sections of this paper.

A teacher of literature is entrusted with the management of the curriculum wherever he/she is posted. It is expected that each teacher will study these documents in and out of college, and particularly more keenly when in active practice in the teaching service. It is criminally dishonest to develop another set of curriculum and not only purport to, but actually implement it. This is the simple interpretation of teaching without express reference to the syllabus of Literature in English with the excuse that there is no copy in the school. It is unlikely that there are more than a few schools which provide clothes, cars, homes, etc. to facilitate a teacher. A syllabus which was observed to be available in many local bookshops in Mwanza and whose cost was observed to be about ten thousand Tanzanian shillings should not be difficult to buy where the school has failed, not that the failure by the school administration is excused in any way.

The Spirit of the Curriculum and the Scheme of Work for Literature in English

The spirit and wisdom of the curriculum and the syllabus is that the scheme of work for literature is a document that is better prepared by the teacher of Literature in English who has the advantage of the insight into the intricate dynamism in the variety of functions, relationships and interfaces at play when a literature lesson is underway. For example, when a class is analysing poetry/song, they ought to enjoy singing and dancing, first and foremost. The fact of the song

appearing in class does not dilute its entertainment value. Indeed, a more fulfilling entertainment is good for critical analysis of literary works. A literature 'laboratory' is different from a chemistry laboratory because different rules apply and so are the principles of scheming for the discipline. That is why a teacher of chemistry should not scheme for literature even if he is the academic master or head of school. Scheming for literature should consider the role of literature in teaching and learning of English language in the same way that the teaching of English language should consider the reciprocal input to literature. It requires ability to read and understand a variety of English language constructions to be able to appreciate *A Man of the People* by Chinua Achebe. Preparing an appropriate scheme of work for literature calls for an intricate balance of the goals/aims and objectives of secondary education, competencies specific to literature, and necessary technical interdisciplinary alignments. The content of the various columns of the scheme of work represent certain aspect (s) of this professional jigsaw.

Having partly addressed the challenge in the principles of who prepares scheme of work, and having emphasised the need for direct involvement of teachers of literature in preparing schemes of work, a look at the columns will shed more light to the process of cascading the spirit of the curriculum through the syllabus and into the scheme of work for literature in English. This will help us address another challenge of the actual interpretation of the curriculum and recreating it in the form of schemes of work. Without dwelling on the minor challenge in the fact that there are different formats of the scheme of work document across institutions, suffice it to say that most of them attempt to include the basic columns which transport the curriculum document for implementation by the parties involved in a classroom. The order of the columns, though assumed to matter less by some teachers, needs to be designed in a way that presents some logical value input both to the teacher and the students, i.e., to the spirit of the letter of the curriculum. The section below addresses several challenges related to the nature and functions of the scheme of work for Literature in English in Tanzania as faced by teachers, particularly those with limited understanding of the spirit of the letter of the curriculum as discovered from documentary review, including the review of teacher's professional documents and lack there off. These challenges appear to be contentious issues

calling for continuous broad stakeholder consultation and this paper attempts to address them as contextualising them within the framework of the schemes of work. The rationale of this contextualisation is that the schemes of work constitute the first level of documentary cascade of the syllabuses at the school level and mainly done by the specific course teacher. In addition, the schemes of work constitute the first level of cascade of the spirit of the letter of the goals and objectives spelt in the curriculum. They include:

1. Determining the number of columns to use.
2. Determining the kind of content of each column with adequate curriculum-based justification.
3. Determining the appropriate name of each column in line with the spirit of the letter of the curriculum.

4. Determining the limits of under scheming and over scheming the quantity of the type of content identified.
5. Determining the relationship and interfaces of columns.

Formats and Contents of Schemes of Work as Cascade of Curriculum

The following section addresses the process of scheming particularly in view of the related challenges and it provides possible options for development of schemes that align well with the curriculum for better implementation at the classroom level and for ultimate realization of the spirit and letter of the goals and objectives in that curriculum.

Table 2. Draft 12 columns of scheme of work for Literature in English.

Introductory information											
Week & Date	Lesson No.	Competence	Topic	Sub topic	Objectives	Teachers activities	Learners activities	Educational Media	Assessment Methods	References	Remarks
1	2	3	4	5	6	7	8	9	10	11	12

Source: Research 2024.

Table 3. Draft 11 columns of scheme of work for Literature in English

Introductory information										
Week & Date	Lesson No.	Competence	Topic & Sub topic	Objectives	Teachers activities	Learners activities	Educational Media	Assessment Methods	Reference	Remarks
1	2	3	4	5	6	7	8	9	10	11

Source: Research 2024

In the following section we present an illustration of how the format and the content of the drafts of the schemes of work above relate to the curriculum where they are extracted from and how they deliberately attempt to guide implementation of that curriculum with the national goals and objectives in mind.

Column 1: Week & Date

Curriculum justification of the position of Week & Date on first column

The spirit of the letter of the curriculum provides for complete coverage of the material presented through the syllabus holding all other factors constant. Since complete coverage of syllabus is not negotiable, it is our

contention here that determining the time available should come first so that once the teacher is certain of the number of weeks available in a school term; he/she can distribute all the syllabus material for that term appropriately to the weeks. Indeed, further justification is in the fact that the syllabus avoids dictating the precise week in which to cover particular content.

Only committed and well informed teachers are able to handle the great and challenging task of rearranging the flow and clusters of syllabus content and to fit them for coverage within the time available in a term and academic year. The research cited earlier indicate that there are weak teachers scheme poorly, if at all they do

it, leading to non-coverage of content or poor coverage at their best. The results of this incompetence is also evident in the national examination results for literature in English. We can conclude that a miscalculation or major error in one column will lead to failure in the implementation of the entire scheme of work, the syllabus and ultimately the curriculum. Consequently, the society will be denied the service for which the curriculum was designed; realisation of set goals and objectives. Sadly, this failure appears to raise little alarm and seems to be the norm rather than the exception.

Curriculum spirit justifying week together with date as content of the column

Since all weeks are equal and similar, a scheme of work which does not distinguish one week from another is likely to mislead the teachers as well as the quality assurance personnel. The spirit of the letter of the curriculum is that the first week of the school term is identified by the date of the first day of opening of the school. The curriculum anticipates coverage of syllabus to commence immediately upon opening and end on the closing date as the last day of the term. Therefore, each week should be clearly identified by the actual date from and to. For instance, if secondary schools open on Tuesday 5th, week 1 should be identified by the accompanying dates; 5th March 2024 – 8th March 2024 making it clear that the teacher will have only four days to scheme for in that week.

A mere mention of week 1 without the actual dates can mislead the teacher to scheme for five days just to realize when it is too late that he over schemed. This error would impact the entire process of curriculum implementation negatively leading to inevitable loss to society. For a teacher of Literature in English, the negative impact affects the teaching and learning of English, perhaps more that it does to some other subjects. Without showing dates together with the week, some unscrupulous teachers would refer to the third week of the term as the first week if that is when they would opt to start their active school term. In addition, public holidays are identified by dates. As such, it is easier for the teacher to remove working days falling on such dates from their weeks at the scheming stage.

Curriculum spirit justifying the number of weeks to include

The spirit of the letter of the curriculum is that with proper and informed scheming, all weeks of the academic year can, and should be allocated an aspect of curriculum for implementation. The rest of the time is

deliberately set aside for necessary holiday breaks for refreshment and other equally important social matters. The teacher of Literature in English should commit to surmount these challenges and scheme appropriately for the benefit of the society.

Curriculum spirit justifying the relationships and interfaces of week and date with other columns

The relationship between the first column and the second column is that with clear week dates indicated, it is easy to determine the lessons available for scheming based on the master time table. This further facilitates accuracy in scheming. If literature appears on Monday and the schools are to open on Tuesday, lesson number 1 will be skipped during scheming for that week because lesson number 2 will be the first one available for that week. With the week indicated and the date not indicated, the teacher would be forced to scheme for a lesson which in reality will not be conducted. Therefore, the second column is determined by the first column. In other words, the first column is necessary for the development of the second one. Schemes of work which indicate a cluster of periods for the coverage of certain topics run the risk of some periods missing because they are less precise.

Column 2: Lesson Number

Spirit of curriculum justifying column position, column entries and column interfaces with other columns in the scheme of work

When the framers and designers of the curriculum placed the lesson column immediately after the week column, the spirit behind it was; One, to make it easy for implementers, especially teachers, to determine the number of lessons available by close reference to each specific week in the immediately preceding column; Two, facilitate a logical and practical allocation of a number to each lesson available within each specific week because some weeks have fewer working days than others based on the calendar of the specific school as drawn in consideration of the national calendar and other factors that affect availability of time; Three, to make it easy for teachers to refer to the content of the column when determining distribution of curriculum (syllabus) content in the immediate succeeding column; Four, to facilitate easy self-evaluation by teachers and administrative monitoring and evaluation for accountability to national goals by ensuring that there is a clear and logical allocation of adequate time to each week of the school term for purposes of curriculum implementation.

Framers of the curriculum were professionally guided to

allocate 40 minutes as a single lesson for secondary school. With the conviction of the centrality of literature in the education and nurturing of our children, and in order to facilitate literature in English to participate adequately in the efforts to realise specific national goals, the curriculum provides for lesson time every week of the school term. The curriculum provides for two modes of implementation of lesson time utilization; One, a single lesson with a minimum of 40 minutes; Two, a double lesson with a maximum of 80 minutes. These provisions are not random but highly professional considerations which foster fair treatment of the youth for their mental and physical health. The students' concentration span on one subject in one ordinary theory content sitting is 40 minutes, lessons of 1 hour would compromise health and well-being of the children and become counterproductive to the spirit of the curriculum. In furtherance of this spirit at the school level, the curriculum provides for one continuous session of either double or single lesson for literature in English per day.

In any case, whereas, as much as possible, there should be a double lesson, there should not be more than one double lesson for literature in English per week. By providing for a double lesson for literature in English, the curriculum facilitates the teacher to allocate the longer (double) lesson for certain unique syllabus contents with teaching and learning activities which requires longer than 40 minutes of uninterrupted flow for the best results. Lessons with stage performances and oral renditions require longer sessions for the theoretical and practical elements to be realised. It is during these sessions that the teacher identifies emerging literary talents among students and makes arrangement for their further development in order to produce professionals in the entertainment and related sectors in the spirit of the curriculum for national goals and objectives.

Column 3: Competence

Spirit of curriculum justifying column position,

column entries and column interfaces with other columns in the scheme of work

Designers of the models of scheme of work that contains a column for competence responded appropriately to the curriculum desire for optimal and structured coverage of syllabus in class. One way of facilitating the coverage was by providing operational guidance to teachers particularly in their effort to extract curriculum content from the syllabus and place it in schemes of work in a way that ensures not just coverage but strategic coverage targeting realisation of curriculum goals and objectives. Their proposal to have it in the third column foregrounds the centrality and prominence of competences as the main point of reference when the teacher is planning how to utilise the limited lesson time provided in the immediate preceding column. The closeness of the two columns facilitate ease in the delicate task of balancing the number of lessons and their location in the week with the number of competencies presented in the curriculum for achievement by learners. It is by successfully acquiring the competencies that the broader goals in the curriculum will be realised. Indeed, specific competencies whose attainment indicates a milestone towards realisation of national goals are provided. This prevents guesswork by implementers this far so that guidance for determining content in the immediate next column (Topic) as well as the rest of the succeeding columns is sufficiently provided and the teachers' task simplified. At that position, therefore, appropriate coverage of curriculum is made possible and fulfilling.

Having illustrated the relationship of scheme of work format and content to the spirit of the goals and objectives in the curriculum, the following section helps with a demonstration of the illustration for clarity. The examples are not exclusive and final but practical and realistic guideline for implementers of the curriculum to use as they apply their own creativity in the exercise.

Table 4. Sample entries for column 1, 2 and 3 of 12 column scheme of work for Form 2 literature.

Week & Date	Lesson No.	Competence
2	1	Ability to discuss basic concepts in literature
10/11/2024 –		(also stated as)
14/11/2024		The student should demonstrate knowledge of basic concepts in literature

Source: Research 2024.

Table 5. Sample entries for column 3 and 4 of 12 column scheme of work for Form 2 literature

Competence	Topic & Sub topic
Ability to discuss basic concepts in literature or The student should demonstrate knowledge of basic concepts in literature	Genres of literature - Prose

Source: Research 2024.

Table 6. Sample entries for column 4 and 5 of 12 column scheme of work for Form 2 literature.

Topic & Sub topic	Objectives
Genres of literature - Prose	By the end of the lesson, the learner should be able to: - Define the term genre acceptably - Mention at least 3 genres of literature - List at least 3 types of prose - Explain at least 4 characteristic features of prose

Source: Research 2024.

Table 7. Sample entries for column 5, 6 and 7 of 12 column scheme of work for Form 2 literature.

Objectives	Teacher's Activities	Learner's Activities
By the end of the lesson, the learner should be able to: - Define the term genre acceptably - Mention 3 genres of literature - List at least 3 types of prose - Explain at least 4 characteristic features of prose	Teacher to ask questions on definition of literature; e.g. What is literature? Give some examples of material in which such creative language is used What are the differences between creative language in story books and in TV programs? What name is given to the kind of TV programs in which the creative language is used by people speaking to others and doing things? Teacher to give a brief explanation solidifying the students responses then introduce the continuing topic and new sub topic Teacher to play a comedy video clip for the class on the projector	Learner to answer the question orally; e.g., Literature is the art that uses language creatively in addressing human experiences. Story books, TV programs, church In the TV people speak to others as we listen and see them do things while in the story book we have to read Movie, video, cinema, film Learner to pay attention and take notes Learner to watch the clip attentively

Source: Research 2024.

Table 8. Sample entries for column 6, 7 and 8 of 12 column scheme of work for Form 2 literature.

Teacher's Activities	Learner's Activities	Educational Media
Teacher to ask questions on definition of literature; e.g., What is literature?	Learner to answer the question; e.g., Literature is the art that uses language creatively in addressing human experiences.	A laptop A projector A flash drive
Give some examples of material in which such creative language used	Story books, TV programs, church In the TV people speak to others as we listen and see them do things while in the story book we have to read	Handouts of transcription of episode one of <i>Moses</i> by Kanumba Copies of <i>Passed Like a Shadow</i> by Bernard Mapalala already with students
What are the differences between creative language in story books and in TV programs?	Movie, video, cinema, film	
What name is given to the kind of TV programs in which the creative language is used by people speaking to others and doing things?	Learner to pay attention and take notes	
Teacher to give a brief explanation solidifying the students responses then introduce the continuing topic and new sub topic		

Source: Research 2024.

Table 9. Sample entries for column 9, 10 and 11 of 12 column scheme of work for Form 2 literature.

Assessment Methods	References	Remarks
Observation	Mapalala B. (2007) <i>Passed Like a Shadow</i>	All objectives achieved in an active class
Questions		
Prose reading exercise	Kiura M.(2018) <i>Critical or Approaches in Poetry</i>	
Oral narration exercise		Objective three and four not achieved due to interference by heavy rain. Weekend class will be arranged for their coverage

Source: Research 2024.

Major Curriculum Interfaces in Schemes of Work Introduction

Having presented examples of entries in the columns of the scheme of work, it is important to briefly highlight how major interfaces occur as the scheme of work cascades goals and objectives in the curriculum to practical implementation in class.

Interface between objective and competence in Literature in English

Curriculum linked objective/competence interface are shown in table 10.

Interface between objective and activities in Literature in English Class

Similarly curriculum linked lesson objective/lesson activity interface is covered in table 11 while table 12 covers Interface between educational media and class activity in Literature in English.

Table 10. Curriculum linked objective/competence interface.

Education Objective	Competence	Narrative
(a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education;	Ability to discuss basic concepts in literature	At this level the basic concepts will be increased in number and the level of exploration of each concept deepened. The new definition of literature will be interrogated so that each of its 5 major components is clarified and its presence justified. That way, their future discussions on the nature and functions of literature will be deeper and broader in line with the curriculum.

Source: Research 2024.

Lesson Objective	Class Activity	Narrative
By the end of the lesson, the learner should be able to: - Define the term literature acceptably	Teacher to ask students to explain their understanding of the meaning of the term literature Students to answer orally	From the different answer given by the students, the class will be guided to pick the correct aspects of the definition the teacher wishes them to learn from their variety of responses. If some components are missing, the teacher will guide the class in getting them. Finally, the better definition will crystallise through participatory learning.

Source: Research 2024.

Table 12. Curriculum linked media/activity interface.

Education Media	Class Activity	Narrative
Projector and flash drive with a clip of scene 1 of the movie <i>Moses</i> by Kanumba Copies of Passes Like a Shadow by Bernard Mapalala	The teacher to ask students to watch the clip projected Students to watch the clip keenly Teacher to ask the students to read page 1 of the novel given Students to read the page silently	The teacher selects the most appropriate activities for the lesson objectives and then identifies the most appropriate media to facilitate the activities for the realisation of objectives. The order of activities should be such that learning takes place in an interesting environment.

Source: Research 2024.

Challenges in Linking Literature Professional Documents to Evaluation Processes

Evaluation in literature is meant to give feedback about the level of achievement of the specific objectives as a reflection of the scheme of work and the syllabus. Evaluation here refers to both in-class assessments as well as the formative and summative examination of students' achievement. This feedback helps further planning including remedial work for underachievement and reinforcement and motivations for good

performance. This feedback is not just about literature; it is also about English language which highly benefits from success in literature. It is only a good evaluation which can guarantee accurate feedback. A good evaluation is that which covers all objectives and key areas of the syllabus and which obeys the principles of good evaluation as exemplified in tables of specification. Analysis of data collected through the key strategies revealed evidence of challenges related to interpretation and cascading of the syllabus to teachers'

professional documents and to teaching and learning activities in class. This includes the very crucial students' performance evaluation process in literature. These challenges are summarised in table 13 below alongside a summary of the effects of those challenges derived from analysis findings. The third column

presents a summary of the impacts of the effects of the challenges on the curriculum goals and objectives as arrived at through comparison of professionally expected impacts with the actual impacts unprofessionally generated by implementers.

Table 13. Evaluation challenges and effects.

Curriculum Cascade Documents Challenge	Effects	Impacted Objective
Lack of schemes of work	- Incomplete coverage of syllabus	All objectives and goals are compromised
Use of under loaded schemes of work	- Non coverage of syllabus content	
Use of ineffective entries in columns of schemes of work	- Coverage of non-syllabus material	
Gross inconstistence in preparation of schemes of work	- Waste of resources	
Gross inconsistencies in use of schemes of work	- Ineffective use of resources	
Ineffective cascade of scheme of work to lesson plan	- Compromised students management	
Ineffective entries in the lesson plans	- Compromised students evaluations	
Lack of lesson plans	- Unknown students achievements	
Ineffective cascade of lesson plans to teaching and learning activities		
Lack of students' progress records		
Ineffective entries in students' progress records		
Teacher incompetence in curriculum		
Teacher/implementer professional indiscipline		
Students Evaluation Challenges		
Lack of structured formative evaluation	Unclear students' performance	All objectives and goals are compromised
Inadequate formative evaluation	Faulty presentation of students' performance	
Formative evaluation outside syllabus content	Misuse of resources	
Replacing teaching time with evaluations	Wrong placement of students	
Evaluation of uncovered content	Unidentified students talents	
Poor distribution of evaluation items to syllabus content	Failure in summative evaluations	
Poor levels of difficulty of evaluation items		
Poor wording of evaluation items		
Failure to mark evaluations		
Poor marking of evaluation		
Failure to record evaluation results		
Failure to give feedback on evaluation		
Failure to analyse evaluation results		

Source: Research 2024.

Perspectives Illustrated in Table 13 Above

In this paper, perspectives are construed to be the considered understanding and explanation of each challenge in column 1, singularly or collectively, in length, breadth and depth by the various curriculum interested parties and stakeholders, including the Tanzania MOEST (Central Government) and its core agents, The Parliament of the United Republic of Tanzania, The Tanzania Judiciary, school managers and teachers,

academicians and researchers as well as the Civil society. Whereas school managers, teachers, students, academicians and researchers can (and they actually do) develop perspectives based on their immediate contact and direct interaction with the last few curriculum documents and target recipients (students), the other major parties have to rely on researches and monitoring and evaluation reports to guide development of perspectives on the challenges involved.

For that reason, we present perspectives of this research, school managers and teachers because they were involved directly or in close relation in providing the data for this study. The perspectives are categorised in two groups based on either the data provided directly by teachers and school managers as a perspective on

the challenges, or the conclusion made by the study from data analysis that a perspective is evident. The two categories are: 1) pro curriculum perspectives, and, 2) anti curriculum perspectives. The Table 14 below presents the summary of the perspectives on the challenges summarised in column 1 of Table13 above.

Table 14. Summary of perspectives of the study, teachers and school managers.

Research		School Managers and Teachers	
Pro curriculum		Anti-curriculum	
Poor implementation of Teacher training curriculum is a major reason for inability to cascade Literature in English syllabus	As in column 1	Masterly of subject content and creativity in teaching strategies matter more than preparation and use of professional documents because even the Teachers who taught them at all levels were neither preparing nor using professional documents and they did not fail their exams	
Inadequate implementation of management training programmes contributes to weak frontline quality assurance at school	As in column 1	Preparation and use of professional teacher's documents is risking exposing one's own non-conformities dangerously to quality assurance personnel	
Undertaking teacher education based on reasons other than passionate interest in the profession contributes to lack of motivation for commitment to professional teacher standards		Some teachers are impossible to change no matter the number of reminders and if you sanction them then they are transferred on discipline, getting a new teacher might never happen.	
Prevalence of general culture of impunity in other sectors of the society turns even potential professional to unaccountable self-seekers		Transfer to a station without documents in the middle of the term makes it difficult to know where to start, what to include and what to exclude	
Normalisation of open contempt in regard, treatment and remuneration of teachers by government agencies and the political class compared to other professions breeds frustration and demotivation in curriculum delivery among teachers	As in column 1	Literature in English is an easy subject in which students can pass in their exams without a lot of investment in teaching and learning.	
Hypocritical application of double standards by society in expecting and demanding certain social standards with financial implications from teachers alone forces curriculum implementation resources to be redirected to looking for extra incomes away from curriculum spaces and activities to address teacher budget deficit for addressing society's selective demands	As in column 1	Improving performance of students in Literature in English national examinations is the topmost priority for teachers.	
Prevalence of corruption in the dynamics of staffing and promotions creates compromised legitimacy of authority and power of heads of departments and schools leading to teacher apathy and low morale in curriculum implementation	Teachers and school managers should continue spearheading the ongoing campaign to increase access to literary knowledge to more citizens through increase in the number of schools offering Literature	School managers are helpless to the greater extent with regard to acquisition and management of resources for	

Lack of critical material and budgetary resources can weaken quality of teachers professional documents cascading curriculum	in English.	teaching and learning of Literature in English.
The entire country has registered their need for continued development of literary arts and teaching of Literature in English as is evident in the exponentially growing numbers of institutions involved in teaching and training of its scholars and artists.		With the many commitments and needs of teachers, structured internal evaluation of students' performance is not mandatory.
		Any teacher of humanities and arts can teach and evaluate Literature in English.

Source: Research 2024.

CONCLUSIONS

Anchoring this study on the Pragmatic paradigm has enriched and simplified the entire research project as highlighted under the section on paradigm. This approach to research is less restricting while being more rewarding.

The paper has provided highlights on the effort by Tanzania Government to anchor positive transformation of her people on provision of quality education with ambitious but achievable objectives clearly outlined in curriculum documents to facilitate easy and accurate cascading to implementers at the school level. The paper has highlights the recognition of Literature in English as an important discipline for the realisation of the curriculum objectives although findings from the data collected present evidence of inadequate preparedness of teachers of Literature in English to make a significant contribution to realisation of these objectives since performance of candidates in national examination, which is mistaken by many to be the sole indicator of success in curriculum implementation, has continued to fall.

In addition, findings show prevalence of incompetent teachers of Literature in English particularly with regard to curriculum matters. The paper has presented justified examples of how cascading of the spirit of the letter of the objectives in the curriculum should be done as a way of juxtaposing with the data collected in order to determine the rating of the process of cascading. It has given justifications for each act of cascading objectives by preparing appropriately interfaced professional documents for teachers of Literature in English. The illustration have served to confirm that the task requires adequate appropriate training and professionalism to undertake and implement faithfully.

Based on the challenges reported with regard to poor

or lack of schemes of work and lesson plans, and with the weak performance of candidates of Literature in English in national examination, the paper has presented perspectives on the negative multiplier effect stemming mainly from challenges in development and implementation of appropriate schemes of work, lesson plans, progress records to a compromised students curriculum achievement evaluation process. Finally the impact is failure to realise any curriculum objective among students under such flawed curriculum implementers.

The paper has presented various perspectives (pro curriculum and anti-curriculum) based on the understanding that perspectives are construed to be the considered understanding and explanation of each challenge singularly or collectively, in length, breadth and depth by the various curriculum interested parties and stakeholders. For our purpose here the perspectives are those of this research, the teachers as well as the school managers of the representative sample.

The paper presents a grim conclusion that the possibility of the situation of having adequate ratio of students (whose population is rapidly growing) and competent teachers of Literature in English worsening is very high. With only one university providing postgraduate programmes in literature, it will take a very long time to train enough teachers of the discipline in the various teacher training institutions to catch up with the increase in students' population. Furthermore, it is evident that monitoring and evaluation of curriculum implementation are inadequate and have become another weak link. The curriculum objectives remain very useful but their appropriate cascading and effective implementation, while possible, remain a great national challenge.

RECOMMENDATIONS

In order to realise the curriculum goals through sustainable and consistent effective implementation of syllabus at school level, it is recommended as follows:

Adequate number of qualified and competent teachers of Literature in English should be employed the soonest possible. In this regard, it is recommended that the Government should pursue and fast-track development of teacher training capacity in the existing teacher training institution. One way to achieve this is by facilitating increased provision of postgraduate programmes in literature by enabling more universities to offer such programmes. Production of more PhDs and Master of Arts in Literature graduates will help to increase literature staff capacity in institutions offering teacher training in the discipline leading to higher admissions and higher graduation of teachers of Literature in English for secondary schools.

Some challenges in curriculum implementation are as a result of some teachers' attitude towards doing the right thing without supervision. To address this attitude, it is recommended that the government introduces a contracting model of performance management in which every government employee negotiates and signs a performance contract with clear reward system for achievement of performance targets and equally clear sanctions for failure to meet performance targets. This will revolutionize performance culture and teachers of Literature in English will reform and perform. In the meantime, all actors in the quality assurance line should be engaged to establish where their service is failing and appropriate action taken.

It is also recommended that more studies on curriculum implementation in other disciplines should be conducted to compare findings and to synergize efforts to address challenges together. Such studies should be encouraged to adopt a paradigm led approach for a more flexible research process with a richer outcome.

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