



Management of the Implementation of Competence Based Curriculum in Enhancing Community Engagement: A Case of Tengeru Institute of Community Development and Jamii Outreach Digital and Innovation Center (TICD & JODIC)

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Abstract: *The study focused on management of the implementation of competence-based curriculum (CBC) to enhance community engagement. Tengeru Institute of Community Development has partnered with Jamii Outreach Digital and Innovation Centre (JODIC) as a centre to appraise the skills gained in the classroom and apply them in the field. Two research objectives guided the study: identifying strategies and skills used in implementing competency-based curriculum at Tengeru Institute of Community Development, and examining strategies in competency-based curriculum that enhance community engagement at Jamii Outreach Digital and Innovation Center. Administrative management theory and constructivist models underpinned the study. The study adopted a qualitative research approach and a case study design. The study used a sample size of 165 participants (155 students, 8 tutors, and 2 JODIC personnel). The data was collected using structured interview guides and questionnaires. Thematic analysis and descriptive statistical analysis were employed to scrutinize the data. The findings reveal that the application of CBC to improve community engagement necessitates the use of diverse strategies and abilities by tutors, while students acquire skills that they can utilize in community engagement. However, the results showed that tutors face time constraints in fulfilling curriculum requirements, and there is ambiguity in their understanding of community engagement, which posed challenges in the implementation of CBC. The study recommends for regular training tutors at least one training seminar per semester to build capacity for CBC implementation.*

Keywords: *Management of the Implementation, Competence Based Curriculum, Community Engagement and Jamii Outreach Digital and Innovation Center*

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1. Introduction

Education is a tool for social and economic change. Economic and scientific advancement have been spectacular in nations with superior growth education programs. Therefore, it is crucial to regularly evaluate the curriculum to meet the demands of modern society. Competence-based education first emerged in the United States of America in the early 1970s, marking the beginning of the history of Competence-Based Curriculum (CBC). Competence Based Curriculum is an educational movement that defines educational goals in terms of precise, measurable descriptions of knowledge, skills, and behaviors that students possess at the end of the course of study. Subsequently, the movement expanded into European countries like the United Kingdom and Germany 1980s (Mkonongwa, 2018).

The ever-changing technology and global market for human capital have motivated other countries worldwide to implement competence-based curricula in schools. Some of the countries' education outcomes are based on the skills a student gains rather than the content of the subject. In England, CBC has been focusing on the expansion of skills rather than the content of a topic (Johnstone & Soares, 2018). This implies that acquiring skills requires classroom instruction and hands-on practice that is why the implementation of competence-based curriculum is not flawless.

In 1998, South Africa adopted CBC for the first time in Africa to address challenging issues of the 21st century, due to the critical scarcity of experts like engineers, technicians, and artists. Specifically, Africa embraced the competence-based curriculum, enabling all African countries to adapt and implement the new approach, particularly in teaching and learning (Fafunwa & Aisiku 2022). Different African countries have undergone a paradigm shift from a content-based curriculum to a competency-based curriculum, which incorporates elements of the former. However, due to overcrowded classes, a lack of available teaching and learning materials, and the presence of unqualified teachers, teachers continue to use the lecture method which do not suit the CBC context (UNESCO, 2020). As a result, students at various levels graduate with inadequate self-employment skills.

In Ghana, the recent curriculum reform (the New Standard-based Curriculum) in education has brought about an enormous call for creativity in learning. The core competence areas include critical thinking and problem solving, creativity and innovation, communication and collaboration, cultural identity and global citizenship, personal development and leadership, and digital literacy.

Therefore, in-service teachers are to nurture creativity, innovation, critical thinking, and problem-solving skills in students to help them achieve the Government of Ghana standards goals (Ghana Education Service, 2019; Ministry of Education, 2018; National Council for Curriculum and Assessment, 2019). This implies that students must cultivate Ghanaian educational standards under the guidance of in-service teachers, and students may not achieve perfection unless they directly enter the field.

Furthermore, the government Kenya stressed the importance of providing quality education to all. Kenya's responsibilities in the education sector are both international and regional. Kenya needed to revamp its education curriculum to a more competency-based one in order to achieve this vision and meet these targets (Wamuyu, 2020). The aim is to inspire national values, create an environment for innovation, enable lifelong learning, and provide opportunities for learners to be the best in their areas of expertise and talent. Consequently, the Kenya Institute of Curriculum Development (KICD) took the responsibility of reforming the curriculum to enable teachers to enhance, acquire, and maintain knowledge, skills, attitudes, and values that align with the competencies of the curriculum (Wamuyu, 2020). This study evaluates the management of TICD CBC implementation to enhance community engagement.

In the same vein, Tanzania introduced a competency-based curriculum in 2005 to focus on the development of competence learning and assessment at all levels of education. Tanzania's competence-based curriculum fosters self-reliance by equipping learners with skills and knowledge that are applicable and directly applicable in real-life scenarios (Mkonongwa, 2018). The revised curriculum, which shifted from content-based to competence-based, emphasizes the merging of theory and practice. It provides opportunities for learners to develop skills and competencies in the subject's area studied. Teachers are the CBC's facilitators in the context of competence-based curriculum. This study holds on to see the facilitation of tutors at TICD on CBC.

Also, the Tanzania Institute of Education (TIE), which is the authority responsible for designing curriculum and thus training teachers on the curriculum innovation introduced; admits its failure to orient teachers to the intended curriculum innovation as exhibited in this quotation: "TIE (Tanzania Institute of Education) has, however, been unable to reach all the teachers on a learner-centred basis due to financial reasons. Monitoring reports indicate that the majority of teachers are still using teacher-centered methods as opposed to competence-based demands" (Albert & Tilya, 2014). The aforementioned quote affirms that tutors lack competence-based curriculum experience, leading to

implement the revised curriculum in opposition to its requirements. Without complete in-service training to orient tutors to the intended curriculum reforms, it will be difficult for tutors to pioneer innovative practices in the classrooms.

Therefore, during the implementation of a competence-based curriculum through community engagement, JODIC serves as a center responsible for assigning students to areas that require engagement. A tutor is responsible for informing the JODIC staff about which areas require engagement.

Students must choose their path based on the subject they are studying. Thus, in carrying out these duties, the Centre collaborates directly with community leaders like Community Development Officers (CDO) to identify the need areas and other stakeholders to facilitate the whole process, like finance, or to collect efforts from different people so as to solve the problem.

Currently, during the implementation of the competence-based curriculum at TICD, students are required to engage with the community and share the skills and knowledge they have acquired in class, with the support of JODIC. The students collaborate with the community to find out ways to solve their problems and participate in different activities found in the area as well as the projects at the center. Likisa (2018) argued that CBC is characterized by its responsiveness to a constantly changing world of work and technological advances in society, with a focus on both methods and products. The school setting facilitates the transfer of experiences and activities. The issue arises from the fact that the strategies employed by tutors and the skills students acquire in class do not only benefit the community, but also serve as appropriate solutions to societal problems. The curriculum's implementation, along with the JODIC's role as an assisting center for students, serves as a guide for tutors to understand societal requirements and guide student engagement accordingly. Therefore, the study examines the strategies employed to implement the competence-based curriculum, the skills acquired, the challenges encountered, and potential solutions arising from its implementation.

The majority of previous studies did not concentrate on the implementation of a competence-based curriculum that enhance the practices and activities associated with community engagement rather, majority of the research took place in secondary schools and teaching colleges, leaving out universities and other educational institutions directly attached to community-based learning. Therefore, the researchers addressed this gap by conducting a study on the implementation of a competence-based curriculum to enhance community engagement at JODIC.

This study evaluates the effectiveness of implementing a competence-based curriculum to enhance tutors' strategies and the skills students acquire through JODIC, with the ultimate goal of improving community engagement. In order to enhance the skills and knowledge students acquire in class, the strategies are to align with societal and job requirements, addressing challenges and potential solutions, to alleviate some issues and simplify its execution. Furthermore, the outcomes of this study contribute to the field of research on knowledge about the implementation of competence-based curriculum for community engagement.

Dewey, Vygotsky, Piaget, and Bruner's constructivist learning theory guided this study. Constructivists hold the belief that basic skills and problems for students to solve problems are essential for learning (Marczak, 2023). Constructivists advocate that student cannot develop competencies without activities, both inside and outside the classroom. This study applies constructivist theory, suggesting that tutors and students work together with materials to generate fresh concepts in the classroom and enhance teaching and learning. Tutors should play a major role in preparing a good environment with appropriate learning materials and methods, ensuring that learners receive the materials effectively. This theory maintains students to acquire knowledge through interactive approaches that allow them to be involved in developing their own understanding, skills and creativity. Hence, effective management of CBC implementation is crucial under whole students' life endeavors.

According to Fayol, the hierarchy of authority is the core value of any organization because it provides a clear career path and responsibilities for each employee (Edward, 2018). To effectively manage the implementation of CBC, a hierarchy of authority is necessary for the supervision of various activities within the organization and practical learning centers like JODIC. It is a fact that the institute administrator cannot effectively manage the implementation of CBC without the support of subordinates, such as the tutors. Furthermore, in order to achieve organizational goals, both administrators and subordinates are to collaborate in improving effective communication and teamwork.

The study designed to investigate students' skills practices during community engagement with JODIC as a center, with the goal of assessing whether the skills acquired in the classroom using the competence-based curriculum at TICD are effective and applicable in addressing various community challenges.

The following objectives guide the study: To identifying the strategies and skills used in implementing

competency-based curriculum at the Tengeru Institute of Community Development, and to examining how competency-based curriculum enhances community engagement at Jamii Outreach Digital and Innovation Centre.

2. Literature Review

It has been understood that the community has nothing to contribute to the process of implementing competence-based curriculum in any learning institution. However, it has been observed that community has a role to play in implementing competence-based curriculum. This is because only social and cultural values are considered in implementing curriculum and are obtained from the community itself. Based on the study conducted by Nkya and Huang (2019) who investigated on Community Awareness for Competency Based Curriculum in Arusha; communities are aware of the competence-based curriculum and insisted that the major challenge is political interference by people who are not expert in education but they think that the mode of education used nowadays is the same as the old one. This shows that the community has positive attitude with the new approach of curriculum and they understand its impact on the community. As a result, parents and community are both very important when preparing and implementing competence-based curriculum and must be involved through asking the question, dialogue so that community may understand the reason for implementing the new model of curriculum.

According to Richards and Rogers (2001) as cited by Nkya and Huang (2019) the competency-based curriculum focuses on the outcomes of learning. It addresses on what the learners are expected to do rather than on what they are expected to learn about. The competence-based curriculum advocates defining educational goals in terms of practical measurable descriptions of knowledge, skills and behaviors that students should possess at the end of a course of study. Therefore, community involvement in competence-based curriculum has a number of advantages. According to Wanyonyi and Thinguri (2025) some of the advantages may be obtained when members of the community collaborate with the institution, these includes; Self-growth among parents as they develop leadership skills, satisfaction in parenting, families get connected, school climate and programs get improved and more involvement in adult education. These advantages may be used as ways of combating some challenges facing community members when implementing competence-based curriculum in collaborating with the institutions surrounding them such as universities, secondary schools among others. Gitonga et' al (2025) urge parents'

engagement not only provides support to children academic achievement but also enhances development of lifelong love of learning. For this reason, community engagement is very important when improving competence-based curriculum in any institution.

According to Cleopatra and Elina (2019) implementing competency-based curricula successfully in most third-world countries is a difficult task because the government needs to raise a lot of money to build teaching and learning infrastructures that influence comprehensive interaction between students, teachers and teaching and learning materials. Although improving school infrastructure to meet the demand for competence-based curricula is a difficult task, most third-world nations, including Tanzania, continue to struggle with the issue of overcrowded classes. Due to this circumstance, the challenges for the implementation of competency-based curriculum persisted because of the policies of providing extensive access to education and free primary and lower secondary education. Something caused the increase in student enrolment at the school together with the staff shortages, making it challenging for the few working teachers to teach the classes with a large number of students (Bosco et al, 2019).

According to the study done in USA, Ekpo-Eloma, et' al. (2023), primary tools for bringing competence-based curricula to life are teaching and learning resources. They occur in a wide variety of forms and dimensions, but they all share the capacity to assist learning. It includes textbooks, additional reading materials, computer applications, movies, recordings, flashcards, stories, and more. Its goal and significance are to make classes engaging, learning simple, and give teachers the freedom to simply explain ideas in both theoretical and practical terms. As a result, instructional materials serve as a guide for both teachers and students because they can offer a useful routine in the process of teaching and learning. Hence these instructional materials may differ in terms of using that depend on the subject or the available materials for leaning that brings the competence-based curriculum to be implemented during the class and to the practical areas or ways

Additionally, according to Rurangababo (2024) novice teachers successfully apply student-centered teaching and learning strategies, therefore, in-service training or staff development programs for teachers are essential for the successful implementation of competence-based curriculum. Beginning teachers are entering the classroom for the first time lacks the confidence necessary to involve students in the learning process through interactive approaches. Even if they may be extremely knowledgeable in their fields of expertise, they might

not be able to adequately explain or communicate their knowledge to students.

Furthermore, several strategies are used to successfully implement a competency-based curriculum. Assey (2022) identified the following as:

Heads of schools regularly receive pedagogical leadership training, improve in-service teacher training, improve school-based indoor training, employ enough teachers, improve school infrastructure, provide enough teaching and learning materials, ensure effective partnership between schools and parents improve library services and improve use of information technology, improve schoolbased assessment procedures and establishment of school-based quality assurance department. (p.13)

These are the strategies that influence effective community engagement in the implementation of competence-based curriculum in different levels include secondary school and higher learning institutions. These kinds of strategies are applicable in different environments including communities and learning institutions. This is for the purpose of building a basis for the no excuses in achieving the millennium development goal (GD 4) which aims at helping students to learn social and practical skills to deal with real economic challenges in their societies and communities.

3. Methodology

This section covers the design, samples and sampling, data collection tools, data collection procedure, data analysis, and ethical considerations. This study employed qualitative approach to provides a deeper understanding of the issue investigated, honoring the voices of its participants, who are JODIC personnel, showing students' community engagement practices and support of their studies. A case study design fit this study as one of the most widely used and accepted qualitative research methods in the social sciences (Bloomberg & Volpe, 2022). This approach is particularly useful when there is a need to gain an in-depth understanding of an issue, event, or phenomenon within its natural, real-life context. In this study, the researchers investigated the implementation of the competence-based curriculum by administering questionnaires to 155 students, 8 tutors, and 2 JODIC personnel. Additionally, qualitative data were collected through interviews with the 2 JODIC personnel.

Furthermore, the study was conducted in Meru district Council in Arusha Region, which is located in the northern part of Tanzania. The data was collected from

Tengeru Institute of Community Development and JODIC. The reason for selecting Meru District Council is due to the fact that TICD is located in the district and the availability of JODIC personnel who provided detailed information related to the research problem. The study employed purposive sampling to make choices about the research participants with knowledge and the experiences on CBC and community engagement. Purposive sampling entails identifying and selecting individuals or groups of people who are particularly knowledgeable about or experienced with a phenomenon of interest (Tajik, Golzar, & Noor, 2025). The participants selected for this study are knowledgeable and experienced on CBC and community engagement practices.

3.1 Data Collection Tools

Data were collected using structured interview guides and closed-ended questionnaires. The interview schedule included both structured and open-ended questions, which elicited views and opinions from research personnel at JODIC. The researchers employed open-ended interviews and closed-ended questionnaires with students and tutors to gather information on the strategies used and skills gained during the implementation of CBC. For example, the *Guideline for Community Engagement in Community Development and Social Work Training Institutes* from the Ministry of Community Development advises institutes to use community engagement practices similar to those observed at JODIC. This document assists in carrying out activities in a practical and straightforward manner. Another guideline referenced is a sample competency-based curriculum from the National Technical Award (NTA) Level 4, which illustrates how CBC strategies are applied and the skills acquired.

3.2 Data Analysis Methods

Researchers used thematic analysis and descriptive analysis to analyze qualitative and quantitative data respectively. Researchers use thematic analysis as an approach that sorts data and compares different pieces of information to summarize into meaningful information (Holsti, 2017). In content analysis, researchers collected verbal information from the research respondents and started to analyze through the following steps: first, selected the content to analyze; second, defined the units and categories of analysis; third, developed a set of rules for coding; fourth, coded the text according to the rules; and finally, analyzed the results and drew conclusions from the findings (Cohen et al., 2018). The method's flexibility allowed for a wide range of analytic options, and the data supported the interpretation of the themes.

The descriptive statistics method helped to describe and understand the features of a specific data set by providing short summaries of the sample and measures of the data (Creswell, 2014). The researchers used descriptive statistics method to analyze and present research findings focusing on the mean, and standard deviation, as presented on tables basing on Likert scale of four levels.

3.3 Ethical Considerations

According to Cohen et al. (2018), ethical research concerns is what researchers ought to and ought not to do in research and research behavior. Cohen et al (2018) contend that ethical issues require attention before starting a study, during data collection and analysis, and during reporting, sharing, and storing the data. The researchers adhered to research ethical consideration. The study addressed ethical issues throughout the data collection, analysis, presentation, and discussion phases. The researchers obtained an introduction letter from the Makumira University for data collection, the researchers presented the letter to specific institutions used to collect data from. Furthermore, the researchers considered all forms of academic paper writing that resulted in maintaining academic honesty, integrity, anonymity of the participants including the use of APA referencing system.

3.4 Informed Consent

Informed consent is one of the founding principles of research ethics. Its intent is that human participants can enter research freely (voluntarily) with full information about what it means for them to participate and that they consent before they participate in the research. The participants' understanding of the research and their consent are the minimum requirements for informed

consent. Thus, the researchers obtained the consent of both the participants and the institutions before the data collection began which is available upon request from the correspondent author. Anonymity and confidentiality were observed throughout the study.

4. Results and Discussion

The study examined the use of competence-based curriculum to improve community engagement, utilizing JODIC as a center to evaluate the skills acquired in the classroom at TICD. The study was guided by the following research objectives:

4.1 Strategies and Skills for Implementing a Competency-Based Curriculum

The study identified the strategies and skills needed to implement a competency-based curriculum for both tutors and students. The descriptive statistics used to determine the tutors' attitudes towards the strategies tutors employ and the skills students acquire while implementing the competency-based curriculum. The scale of interpretation of the mean of tutors and students based on the follow four scale level;

- 4.00 -3.50 strongly agree with the statement which indicate high level
- 3.49 -2.50 agree with the statement which indicate moderate level
- 2.49 -1.50 Disagree with the statement which indicate low level
- 1.49 -1.00 strongly disagree with the statement which indicate very lower level

Table 1. Reveals the Strategies used in Implementing Competence-Based Curriculum N=8

Items	Mean	Std. Deviation
You are able to cope with CBC requirements	2.75	.886
You are able to cover all the topics	2.75	1.035
You are able to engage students when implementing CBC	2.88	.835
You are able to engage students with the community activities	2.38	.916
You are able to identify covered objectives and goals to students	2.63	1.061
You are able to prepare a lesson or to plan before teaching	3.13	.991
You are able to expose different problems to students	2.75	.886
You are able to engage them when solving problems	2.88	.991
You are able to use JODIC as a center when performing CBC	2.38	.916
You are able to use group discussions	3.13	.991
Total	2.76	0.86

Table 1. reveals that, the average response from tutors regarding the strategies used to implement competence-based curriculum is the mean of 2.76. This mean level aligns with the interpretation scale, which spans from 3.49 to 2.50, that confirms the use of these strategies, with a standard deviation of 0.86. This indicates a moderate use of these strategies in the implementation of the Competence-Based Curriculum at the Tengeru Institute of Community Development.

The outstanding mean in this case ranges from 3.13, 2.75, and 2.88, respectively, on strategies such as preparing a lesson or planning before teaching, exposing pupils to various challenges and involving them in problem-solving activities, engaging students in the implementation of CBC, being able to cover all topics, exposing different

problems to students from real-life experiences, and coping with the scope of CBC with standard deviations of 0.886 and 0.991. This also implies a modest level of response variability. The other statements, such as using JODIC as a center for practice, received a mean of 2.38 with the interpretation of low level indicating inadequate of tutors in competencies CBC implementation strategies.

Comprehensively, Part a of Objective One shows that participants generally showed a reasonable level of agreement with their capacity to handle CBC requirements as well as other aspects of teaching and community engagement. The standard deviations show some variation in the responses, suggesting that the participants' perceptions were somewhat variable accordingly.

Table 2. Skills gained by students when implementing Competence-Based Curriculum N=8

Items	Mean	Std. Deviation
Ability of students to master the subject	2.63	.916
Ability to express themselves and their ideas	2.38	1.061
Ability to cooperate with one another through groups	2.63	.916
Ability to manage all the tasks given	2.63	.916
Ability to engage with the community	2.25	.886
Ability to use the skills gained from the class to the community	2.63	.916
Ability to express their new ideas	2.75	.886
Ability to use digital skills learned to the class and expose them	2.88	.991
Ability to solve different issues found in the community	2.38	.916
Ability to do the work assigned on time	2.75	.707
Total	2.6	0.891

Table 2 reveals that, the average score for tutors' abilities in implementing competence-based curriculum is 2.6 in skills gained by the students. This score, based on the interpretation scale ranging from 3.49 to 2.50, aligns with the skills learners develop through the application of these strategies. The standard deviation of 0.891 showed that the participants are expressing moderate agreement when it comes to students' abilities to express themselves and their ideas, as well as to cooperate with one another. Groups, task management, community engagement, and the application of class-learned skills in the community enable this. However, other mean scores ranging from 2.25 to 2.38, indicating a second low level of agreement.

The standard deviations, at 1.061, were relatively high, indicating a lower level of variability in the responses to these items, which allow students to express their ideas and address various community issues. These two items yielded a low mean and a high standard deviation, indicating that students may face additional personal challenges in addressing community issues.

Furthermore, the data indicates that tutors generally have moderate levels of agreement regarding students' abilities in mastering the subject, expressing themselves, and cooperating with others. "I am responsible for managing tasks, engaging with the community, using skills in the

community, expressing new ideas, using digital skills, solving community issues, and completing assigned work

on time” Interview with T₁ at TICD on 15 April 2023).

Table 3. Skills gained by Students from the implementation of CBC at JODIC N=155

Items	Mean	Std. Deviation
You are able to engage with the community	3.39	.650
You are able to work by using the knowledge taught in class	3.41	.671
You are able to work with different organizations	3.41	.671
You have abilities to work with any organizations by using the knowledge you taught from the class	3.39	.618
You are able to cope with the activities found in your work place	3.37	.635
You are able to meet the at least few of the organization’s goals	3.27	.562
Ability to communicate new ideas	3.39	.628
You are able to found out problems from the community	3.41	.631
You are able to help the NGO’ s to solve the problems	3.30	.685
You are able to suggest possible solutions	3.36	.602
Ability to communicate with the other staff	3.49	.687
Ability to work with other workers	3.49	.638
Ability to work under the deadlines	3.28	.719
Ability to express your ideas to the managers	3.35	.726
Ability to critically associate with the community	3.35	.651
Ability to use digital skills when dealing with the community problems	3.37	.712
Ability to learn new things and adopt them	3.41	.622
Ability to use communication skills to handle community needs	3.40	.726
Ability to handle community issues and handle them to the managers	3.32	.644
Ability to be creative when solving the problems	3.31	.698
Ability to work under pressure	3.27	.750
Ability to be on time at work	3.39	.618
Total	3.36	0.66

Table 3 reveals that the average student response to the skills acquired through the competence-based curriculum is 3.36. According to the scale of interpretation ranging from 3.49 to 2.50, students are in agreement with the skills they have acquired. The implementation of a competence-based curriculum yielded a standard deviation of 0.66. This seems to suggest that participants indicated a moderate level of agreement on the mean scores and low standard deviation, which suggests that

students gain skills from the implementation of CBC at TICD at a moderate level. The standard deviations for these items were relatively low, ranging from 0.56 to 0.66, indicating less variability in responses.

When it comes to meeting the organization's goals, participants expressed a slightly lower level of agreement, with a mean score of 3.27, but still at a moderate level. The standard deviation for this item was 0.562, suggesting

some variability in responses. Participants reported a moderate level of agreement with a mean score of 3.30 in their ability to help NGOs solve problems. While the ability to critically associate with the community received a mean score of 3.35, indicating a moderate level of agreement. The standard deviations for these items were 0.685 and 0.651, respectively. Regarding the ability to work under deadlines, express ideas to managers, use communication skills to handle community needs, and be on time at work, participants reported a moderate level of agreement, with mean scores ranging from 3.28 to 3.39. According to the interpretation scale, students agree with these statements. Standard deviations for these items were between 0.618 and 0.726, suggesting some variability in responses.

In summary, the data indicates that participants generally reported moderate to high levels of agreement due to the scale of interpretation regarding their abilities related to community engagement and work performance. The standard deviations suggest some variability in responses for certain items. Overall, participants perceive themselves to possess these abilities to a moderate extent.

4.2 Strategies Used in CBC to Improve Community Engagement at JODIC

The researchers conducted an interview with JODIC personnel to find out the extent to which competency-based curriculum skills gained can improve practices at Jamii Outreach Digital and Innovation Centre (JODIC). The results are presented as follows:

4.2.1 Awareness of Community Engagement

The Jamii Outreach Digital and Innovation Centre (JODIC) is responsible for overseeing community engagement practices and providing guidance to tutors regarding vulnerable areas to specific students. The findings indicate that students lack a clear understanding of community engagement. Additionally, the findings demonstrated that students attempt to apply the knowledge and skills learned in class to participate practically during community engagement. Students collaborate with community members to address existing issues within the community. The JODIC personnel clarified the definition of community engagement to students in practice.

Presented evidence from the findings, suggesting that students can theoretically address community issues by applying what they have learned in class to real-world situations. However, “students do not work alone, rather, they work alongside community members to use the resources at hand to address issues.” (Interview with JODIC₂ personnel on March 22, 2023). Students engage

in practical experiences beyond the traditional classroom setting, enabling them to connect theory with practice and contribute to the well-being of their communities. Therefore, Community engagement provides numerous benefits to students, communities, and education institutions, as well as helping students gain practical experience, critical thinking skills, and a deeper understanding of the community's needs. It was clear from the interview that for effective implementation of CBC, tutors are to design a well-structured project that align with course objectives and community needs. The plan that provides guidance and support to students during the process, as well as encourage learners towards thoughtful reflection on their experiences and application.

4.2.2 Procedures for Community Engagement

The JODIC personnel accept and recommend community engagement procedures for any tutor who wants students to engage with community activities. The findings indicated the procedure of doing a community profile with the JODIC and the tutor to find the perfect place. The findings also demonstrate that community leaders can initiate community engagement by requesting the institute to participate in their desired activities, which would involve financial contributions, manual labor, and/or even identifying potential donors. The participants expressed their acceptance in the following manner:

...By making a community profile, the relevant tutor is the one who needs to prepare the place for the students to go to learn in collaboration with the people of JODIC and the procedures they need to follow, such as by doing research or collecting data using prepared questionnaires. They need to follow all required procedures for data collection, after getting permission we collect the data, and then they come to summarize to get answers from the resources they have with the project that they have at the moment, through the report system. Then we return the feedback on the problems they have to hold a meeting with the leaders and then with the citizens to give them feedback on which problem need to be prioritized ... (Interview with JODIC₁ on 22nd March 2023).

Therefore, JODIC people contended that, they have to address the most important need first. The JODIC people continued that, “the goal is to effectively tackle these issues using available resources and ongoing projects” (Interview with JODIC₂ on 22nd March 2023). The tutors collaborate with JODIC and the community to collect, analyze, and provide feedback on the identified problems in the community. This means that, collaborative

approach guarantees a comprehensive understanding and efficient resolution of the community's needs.

4.2.3 Policy or Guide Community Engagement

The findings revealed that the Ministry of Health, Community Development, Gender, Elderly, and Children provides a guide document for community development institutes, which outlines specific practices for community engagement activities. This is illustrated by the field findings; ... "A guide titled "Guideline for Community Engagement in Community Development and Social Work Training Institutes was released in 2019 by the United Republic of Tanzania Ministry of Health, Community Development, Gender, Elderly, and Children "(Interview with JODIC₁ on 22nd March 2023). JODIC people explained that the guideline emphasizes the implementation of community engagement activities, among the activities are; identification of practical areas, Community entry protocol and Community profiling. The guidelines stipulate steps that provide guidance to institutions to engage with communities and work together towards meaningful development for an institution as well as for students' skills development.

4.2.4 Skills and Knowledge to Improve Activities at JODIC

The findings revealed several abilities which are obtained and leaned by students through different subjects that can be practiced in the community like ability to communicate with people, ability to participate in different projects among others. This is extracted from the findings as presented by JODIC personnel who stated that; "yes, the skills that students came with from the institutions are helpful for JODIC because we have the ability to reach many different areas due to the tutor's needs in the projects given to students" (Interview with JODIC₂ on 22nd March 2023). Students, use to come with assignments or projects from what they learned in class. One personnel from JODIC had this to add:

Students may come with a plan to visit a company or council or on various projects for the sake of learning. This is because JODIC is known to interact with many stakeholders who engage in various activities and are connected to identify the projects in the institution and JODIC in general... (Interview with JODIC₁ on 22nd March 2023)

Therefore, the results revealed that skills and knowledge acquired by students from TICD are beneficial to JODIC and do enable the TICD institution to reach diverse areas based on the tutor's requirements of CBC. It is clear from the findings that students have the opportunity to apply and exercise what they have learned in class by engaging

with companies, councils, and various projects for practical learning. Through these engagements therefore, JODIC can establish connections with multiple stakeholders and participate in activities that seems to promote the TICD and its mission on CBC. This involvement also, enhances JODIC's visibility and reputation within the surrounding community and its stakeholders.

4.2.5 Challenges Encountered at JODIC

The findings revealed that, despite of the activities which are done through JODIC, there are some challenges they face during their interaction with community. The findings revealed the issue of transport to be a problem and no exactly data to the specific community engagement practiced. Evidence from the JODIC personnel who illustrates:

"... despite the fact that we have many activities, we find another challenge in finding reliable transportation to reach the places where the students want to learn. The second challenges are the interference with TICD sessions, that, when the students are needed for community engagement activity at the same time it is normal class hours. The students fail to attend the activity with the community. Sometimes the communities believe that students have gone there to help them, while actually students have gone there for study. Therefore, lack of cooperation from local political stakeholders of the area, lack basic information to the community rather than to think that the institution has gone with a lot of money to give them; impede the effective engagement of JODIC. So, in order to get sponsors we must have done many activities that can be seen or explained to donors..." (Interview with JODIC₂ on 22nd March 2023)

Therefore, JODIC must undertake a variety of visible and well-documented activities to effectively communicate to potential donors. Thus, the findings seem to offer ways to address these challenges and attract sponsors. JODIC therefore need to demonstrates the impact and outcomes of community engagement initiatives through clear documentation and reporting that can help to build credibility and attract necessity of financial support.

4.3 Discussion of Findings

Interviews and structured questionnaires for tutors, students, and JODIC personnel, along with a documentary review, provided the findings. This part presents the researchers' speculation on the previous findings in relation to the current findings, examines the relationship

between the conceptual framework and the findings, and explores the connection between the theories used in the study. The data are organized according to the research objectives.

4.3.1 Strategies and skills for Implementing CBC

The curriculum findings demonstrate that the Tengeru Institute of Community Development has been using a competence-based curriculum for some times now; indicating that this approach is not a new one in the region. Syomwene's (2023) paper highlights the significance of competence-based curricula in higher education institutions. This is because CBC is designed for competency-based in higher education (CBHE) and for innovative and transformative, focusing on the expected graduates. The goal is to fully prepare graduates for the job market applying mastered knowledge and skills in real world problems. Effective CBC is practical, needs-centered, and conforms to university graduates' local and global job market expectations. That means that the curricula designed for higher learning institutions correspond to the market needs available according to their area of specialization as revealed in this study.

The management team fully supports the implementation of this competence-based curriculum, ensuring that every tutor can effectively use and apply it. The study by Mugenyi (2013) demonstrates that management is the process of carrying out tasks with the assistance and participation of others. This is evidence in the findings of this study where JODIC work closely with TICD to consume skills and knowledge for dealing with community issues. This conforms to the idea that any educational organization implements its activities with and through the participation of others. Institutions receive guidance on their actions, as well as the necessary tools to carry out the planned activities. For instance, during the process of curriculum reform and development, the management provides full support for the entire process and all activities that contribute to curriculum development.

According to Fayol, the hierarchy of authority is the core value of any organization since it provides a clear career path and responsibilities for each employee in the organization. To manage the implementation of CBC effectively, a hierarchy of authority is essential for overseeing various tasks as revealed in this study.

Activities within the organization and JODIC are critical. It is a fact that the institute administrators would not manage the implementation of CBC effectively without the support of subordinates like tutors. Furthermore, in order to achieve organizational goals, both administrators and subordinates have to collaborate by improving

effective communication and teamwork. Therefore, the findings indicate that the institutional management, with the assistance of its subordinates, contributes to the implementation of a competence-based curriculum to align with its current capabilities.

Also, the findings show that students are able to use digital skills as well as other skills to solve some community problems. Wambua (2019) expects CBC to align with the proposed worldwide curriculum, which aims to impart knowledge to students so that they can develop essential skills in this technological era, compete in the job market, and create social change. This suggests that their curriculum is based on competence-based learning, equipping students with the problem-solving skills necessary to compete in the job market. The study by Masika (2018) on CBC asserts that, the curriculum aims to address societal needs, meet technological and social-economic demands, and foster advancement. Therefore, CBC is found to cater for and support technological advancement in solving societal challenges.

4.3.2 Strategies in CBC Improve Community Engagement at JODIC

The findings indicate that students must engage with the community outside the classroom after receiving instructions on the subject matter. These demands came from the Ministry of Health, Community Development, Gender, the Elderly, and Children in the United Republic of Tanzania, which provides guidelines for community engagement in community development and social work training institutes. The Tengeru Institute of Community Development is among the institutions under the ministry that perform community engagement.

However, the results indicate a lack of well-defined methods or approaches that outline the timing of community engagement and the necessary steps for each student to participate. That is why previous studies recommends for identifying methods for monitoring and assessing activities and establishing specific outcomes that students must meet to successfully complete the activity (Rinaldo et' al., 2019). It is with the support that students have to engage in an ongoing reflection both during and after their projects, which is a crucial aspect of community engagement or service-learning activities.

The findings revealed that, after getting the knowledge from class and practicing it, students develop different kinds of skills that they are able to practice through different activities as coordinated by JODIC at different places or organizations. The study by Cheptoo and Ramsden (2020) shows that CBC focuses on developing students' critical thinking, nurturing students' passions, and developing their talents and competence. During the

CBC, the learner becomes independent and practical to understand skills to prepare for their future.

Additionally, CBC concentrates on students' assessment and grading, helping them acquire skills and their tutors serves as their supervisor to report to the ministry of education. Mulenga and Kabombwe's (2019) highlight on the importance of exposing learners to practical classroom experiences in order to enhance their life skills. This exposure does not only transform students but also foster their self-reliance and competence skills necessary for the new CBC. This implies that schools and universities implementing CBC are also required to extend its reach to homes as authentic world. Students develop the ability to be independent, not relying on tutors to deliver all the information, rather, students learn to search for educational information, from libraries and online educational documents to become educational investors, instead of relying on tutors to provide directions about life skills and other topics.

Furthermore, community engagement strengthens partnerships between the institutions and the community (Quillinan et al., 2018). During the engagement, the time spent creates a strong bond between institutions and their outside partners (Morrell et al., 2015). Three studies suggest that community engagement facilitates students accessing fruitful research information (Furco, 2010; Mbah, 2016; Tarus et al., 2017). Similarly, research studies indicate that community engagement creates opportunities for students to get closer to the community and brands the community's institutional image (Franz et al., 2012; Goddard & Kempton, 2016; Selvaratnam, 2013). This suggests that when students engage in community activities, they positively influence the bond by introducing community to the institution and its works, branding themselves as TICD students, and promoting the institute to a wide audience.

5. Conclusion and Recommendations

5.1 Conclusion

Community engagement is considered the most important procedure for implementing competence-based curriculum at TICD. Therefore, this study established strategies and skills tutors use during the implementation of CBC. The students acquire new skills while implementing the CBC. The management implemented these procedures while carrying out community engagement activities. Students apply the skills and abilities acquired in class during community engagement activities. From the findings, it has been understood that implementation of CBC in enhancing community

engagement requires both tutors to use different strategies and abilities, and students to gain skills that can be practiced during the community engagement. The strategies for resolving specific issues arose during the execution of CBC and its community engagement activities.

5.2 Recommendations

Therefore, the study recommends that TICD establish assessment tools that support community engagement, which every student has to practice. Tutors from TICD and JODIC personnel are to educate the community on how to conduct community engagement and the activities that fall under this category. Effective communication with various community leaders to familiarize the JODIC members with community activities. As a result of enabling them to identify issues that are relevant to their community engagement practices. The study's findings can provide valuable insights for the institution management and other educational stakeholders to leverage community engagement and positively impact students and the broader community. Therefore, it's crucial to regularly conduct trainings and workshops to enhance the quality of CBC implementation.

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