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Competence Based Teaching and Learning Strategies of Commerce Subjects in Enhancing Entrepreneurial Competencies in Public Ordinary Secondary School in Dodoma City Tanzania

L. Warantse^{1*}, S. Mwinjuma¹

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ABSTRACT

This paper explored the Competency Based Teaching and Learning (CBTL) Strategies of Commerce Subject in Enhancing Entrepreneurial Competencies in Public Secondary Schools in Dodoma city. The study was guided by constructivism learning theory established by Vygotsky in 1978. Data was collected using semi-structured interviews, observation and document review on lesson plan, scheme of work and syllabus. Sixty participants were selected from five public secondary schools teaching commerce subject including five head of schools, five commerce teachers and fifty commerce students. Data analysis was done qualitatively using thematic procedures. CBTL strategies explored were real examples, teaching aid and simple supportive language, using ICT device, demonstrations, and guest speakers. The role of effective CBTL strategies explored enable students to keep long term memory, arouse learners interest and make student creative, innovative and critical thinker. The financial deficit, limited in service-training, overcrowded class, poor ICT device use and shortage of commerce teacher at schools challenges the implementation of CBTL strategies of commerce subject. It is concluded that ICT device should be used effective in teaching commerce subject, regular inservice training to commerce teachers and equal distributed of teachers in schools. It was recommended that head of schools should support commerce teachers to ensure that ICT device such as computer and projector are available in classrooms. Assist student and commerce teachers to attend workshops and seminars on entrepreneurial matters. Regular in-service training to commerce teachers on schools about CBTL strategies should be done in order to equip them with proper knowledge on CBTL strategies.

INTRODUCTION

The Tanzania Development Vision 2025 set priority to the education sector which is considered to be essential in bringing about social and economic transformation. Education should be strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge to solve the development challenges which face the countries. In this light the education system should be restructured and transformed qualitatively to promote creativity and problem solving (URT 2000). Issac (2010) explains that CBTL teaching strategies are that traits of the teachers in the class that means the developments of the teaching tactics giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. Competency-based strategies demonstrated mastery of a competency which means skills, abilities and knowledge needed to perform a task in a specific context (Soares, 2012). CBTL strategies as art or skills employed by commerce teachers to enable students understand well and being competent in learning are very important in teaching commerce subjects especially now unemployment is a problem in the country hence supporting students to attain entrepreneurial competencies such as innovation, creativity, critical thinking, self-efficacy, risk - taking, opportunity recognition, competencies will enable student to be

self-independent Hodge (2007) states that CBTL has its societal origins in the United States of America during the 1950s, 60s and 70s due to problem with the quality of education in the United States then German, the United Kingdom and Australia in the 1990. In England CBTL has been focused on the growth of skills rather than subject content (Johnstown & Soares, 2014). CBTL aims to encourage pupils to think and to employ the skills, knowledge and attitude they learn in new and different situations (Byrne, J. Downey, C. & Souza, and A. 2013). In Africa CBTL was firstly adopted in South Africa in 1998 to cope with youth unemployment challenging issues in the 21st century. South Africa accepted the CBTL approach so that people could be able to change attitudes and apply the new method especially in teaching and learning (Komba & Mwandani, 2015).

Tanzania began implementing the CBTL in 2005. It has been focusing on competence learning methods, strategies, and assessment at all levels of education (Kafyulilo, Moses, & Rugambuka, 2012). The changes were geared to improve the learners' ability to understand how to study, to organise things, and to cooperate with others from low level to higher level of studies (Kira & Komba, 2013). CBTL in Tanzania is connected to education for self-reliance policy due to the fact that the skills, attitude and knowledge acquired to the learners should be used in real life situations (Mkonongwa, 2018).

¹ University of Dodoma, P.O BOX 259, Tanzania, United Republic of

* Corresponding author's email: warantsehilian@gmail.com

Ministry of Education Science and Technology MoEST (2016) added Entrepreneurship topics in commerce subjects from form one to form four. Entrepreneurial learning on secondary school has three main objectives; raising learners' awareness of self-employment as a career option, promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk-taking and responsibility and providing the technical and business skills that are needed in order to start and run a new business. Mohammad (2015) asserted that visiting industries and inviting guest speaker can help student in understanding how enterprises and factories provide the students with the experiences of the real world. According to Rekha (2014), project activity and experience is the first and the most natured form of learning. The use of school based mini enterprise is regarded as an entrepreneurial-directed approach that can be used as a strategies to teach commerce subject. Teachers who are competent create the appropriate task to connection between activities that conducted in the class and practical environment (Mohammad, 2015). The use of improvised materials develop competencies among learners include teaching aids, technological tools such as computers and other real objects (Mkonongwa, 2018).

Ndibalema (2014) showed that Information and Computer Technology (ICT) teaching and learning process was very crucial helping students solving out their various learning problem, also the teachers could facilitate easy teaching process by projecting real objects. Therefore, teachers must have knowledge on ICT teaching to apply for the betterments of effective implementation of CBTL. Nihuka and Ambrosi (2012) on the study learner centered approaches for Curriculum Implementation in Secondary Schools found out that the majority of secondary school teachers could not relate their lesson to student's daily experiences. The majority of teachers use chalk and talk as a common teaching approach without any effort to link classroom activities with real life examples from students day to day context hence hinder students attaining entrepreneurial competencies. Rwezaura (2016) conducted a study on implementation of CBC in primary schools in Kinondoni Municipality in Dar es Salaam, Tanzania. The author revealed that most of teachers applying the traditional teacher-centered approach in teaching and learning like using lecture methods without using teaching aids which opposing to the competence-based curriculum. Also Komba and Mwandanji (2015) stated that majority of teachers did not use teaching aids in their teaching and learning process the lesson plans did not indicate the list of teaching aids to be used during teaching and learning process to help student competent in learning.

For effective teaching and learning of commerce subjects under the CBTL to enhance entrepreneurial competencies a good choice and application of a variety of teaching strategies is important. Teachers need to be highly proficient in the application of teaching

strategies necessary to make students' learning effective (Kafyulilo, Rugambuka, & Moses, 2012). To continue using traditional strategies does not enhance student to attain entrepreneurial competencies. If the situation is not managed commerce subjects which involves entrepreneurship topics could not be useful for secondary school students. The efforts to enhance CBTL strategies of commerce subject are of the utmost necessity to attain entrepreneurial competencies. Therefore, the current study intends to explore CBTL strategies of commerce subject in enhancing entrepreneurial competencies in Public ordinary secondary schools in Tanzania.

LITERATURE REVIEW

Teaching and learning strategies indicated what the teacher and learner are expected to be doing in the process of teaching and learning.

Killian, (2019) conducted study on influence of a teacher's knowledge and skills of Competency Based Assessment practices on student's achievements in commerce in public secondary schools in Dodoma city. The study showed that the use of teaching aids and supportive language during teaching and learning could help to improve student learning achievement and competencies in commerce subjects. When a commerce subject taught by using teaching aids and supportive language enable students to arouse interest about the subject as well as helping them to understand the subject in a more simplified manner. Teaching process has to change its orientation from content knowledge skills and ability acquisition to skills, attitude and competencies useful for solving real - life problems (Woods, 2008; World Bank; 2011).

Mohammad (2015) conducted study on Experimental methods of teaching business studies: Practical approaches beyond lecturing said that visiting industries and inviting guest speaker was strategies that can help student in understanding well and get the experiences of the real world. This strategy enabled learner to keep memory for a long period. Also the author asserted that teachers who were competent connect between activities that conducted in the class and practical environment.

Rekha (2014) argued that learning by doing activities and experience was the first and the most natured form of learning instead of making the learner stick to his books keep him busy in a workshop where his hands would work to the profit of his mind.

Mkonongwa (2018) conducted a study on Competency-based teaching and learning approach towards quality education. He discovered that the use of improvised materials developed competencies among learners such as books, teaching aids, technological tools such as computers and other real objects. The author also explained that students who use improvised material gain practical skills.

Ndibalema (2014) conducted a study on Teachers attitude towards the use of information communication technology (ICT) as a pedagogical tool in secondary

school in Tanzania. Showed that Information and Computer Technology (ICT) in teaching and learning process was very crucial teachers must have knowledge on ICT teaching to apply for the betterments of effective implementation of CBTL. ICT enable students solve out learning problem, also the teachers could facilitate easy teaching process by projecting real objects.

Nihuka and Ambrosi (2012) researched on learner centered approaches for curriculum implementation in secondary schools and revealed that the majority of secondary school teachers could not relate their lesson to students' daily experiences. The majority of teachers use chalk and talk without any effort to link classroom activities to students day to day context hence hinder students attaining entrepreneurial competencies

Tambwe (2017) did a study on the challenges for the implementation of the Competency-Based Education and Training (CBET) in Tanzania. Used a mixed research approach with an exploratory research design was applied. The study revealed that there are numerous challenges facing teachers on implementing CBET in Tanzania example low understanding of the CBTL concept and overcrowded classrooms.

Paulo (2014) conducted a research on the disjunction between policy and practice on curriculum reform in Tanzania discovered challenges delaying actual implementation of Competence- Based Curriculum (CBC) such as insufficient teaching and learning resources, focus on acquisition of knowledge rather than application of knowledge among learners, and shortage of training among the teachers.

Makunja (2016) studied on the implementation of competence-based curriculum in Tanzanian secondary schools. The study used qualitative research approach and case study research design. The author discovered challenges such as inadequate teacher, in-service training on CBC, unsatisfactory teaching and learning materials, overcrowded classrooms, and student's willingness to admit learner-centered approach. Additional study was conducted by Komba and Mwandani (2015) for the purpose of revealing the carrying out of CBC in Tanzanian secondary schools. The findings of this study showed that many teachers lacked understanding of CBC due to limited in-service training.

Rwezaura (2016) conducted a study on implementation of CBC in primary schools in Kinondoni Municipality in Dar es Salaam, Tanzania. The study used descriptive research design and qualitative and quantitative research approach. The study revealed that most of teachers applying the traditional teacher-centered approach in teaching and learning like using lecture methods which opposing to the competence-based curriculum.

Luhambati (2013) conducted a phenomenology study on his study focused on exploring teachers' ideas of the curriculum change from a knowledge-based approach to competencebased approach in secondary education in Tanzania. The findings revealed that teachers seemed to know that the curriculum has changed but some

participants regarded the change as being complex and impractical.

Another study on competence-based curriculum was done by (Muneja, 2015) who applied the descriptive case study design, face-to-face interviews, non-participant observation and document analysis for data collection. The study discovered some challenges that hinder effective implementation of the competence-based curriculum such as limited participation of teachers in curriculum design, lack of quality text books, lack of motivation for teachers to implement the CBC and limited in service training.

Shemwelekw (2008) found that majority of teachers named lecture method followed by questions and answers as the teaching methods they most frequently used. Monitoring reports by TIE (2011) which stated that majority of teachers were still using content based methods as opposed to CBTL also confirms the findings repeatedly reported by (Banda, 2011; Kahwa, 2009; Timothy, 2011).

Mosha (2012) found that when CBTL was not effectively implemented there was often the risk for teachers to slide back to traditional teaching strategies. However, studies conducted to assess the implementation of CBTL in Tanzania have confirmed that there was very minimal use of CBTL approach (Kafyulilo *et al.*, 2012; Komba & Mwandani, 2015; Makunja, 2015; Mosha, 2012; Tilya & Mafumiko, 2010)

MATERIALS AND METHODS

The study used Phenomenological research design. It is a qualitative strategy in which the researcher identifies the essence of human experiences about a phenomenon as described by participants in a study. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon (Giorgi, 2009; Moustakas, 1994). The study specifically, conducted in Dodoma city because Dodoma city has large number of public ordinary secondary schools teaching commerce subject and the student enrolment is large compared to other councils found in Dodoma Region such as Chemba, Bahi, Mwapwa, Chamwino, Kongwa, Kondoa Town and Kondoa District (PORALG, 2020) Table 1, hence enable a researcher to investigate the study in researchable area. Also Dodoma City is growing city due to increasing population day to day as a capital city of Tanzania. CBTL of commerce subject will be very useful for students to engage in entrepreneurship activities hence create entrepreneurship opportunities for youth to employ themselves and reduce poverty in society. The study used purposive sampling for commerce teachers and head of schools and commerce students. This study guided by the ideas of social constructivism learning theory. The theory is related to the study due to the fact that constructivism was the view that students were in the position of interacting and understanding the world in which they live by imitating the experiences they attained in their study.

This study presents its findings from observation, interviews and document review. In research, techniques or measures are devices that are used to gather information from participants (McMillan & Wergin, 2010). In this study, 5 head of schools were interviewed and 5 commerce teachers and 50 commerce students were observed in the classroom. The actual sample size is 60 participants. Document reviewed were lesson plan, scheme of work, and syllabus.

Data analysis is a systematic process of selecting, categorizing, comparing, synthesizing, and interpreting data to provide explanations of a single phenomenon of interest (Leedy and Ormrod, 2001). Thematic analysis used, it is a process for systematically identifying, organizing, and offering insight into, pattern of meaning (themes) across a dataset (Braun & Clarke, 2006). The analysis involved familiarization with data, the researcher engaging in reading and re-reading thoroughly

the transcription of data and noting down the initial ideas, this followed by generating initial codes and the researcher engage with coding interesting features of data in a systematic fashion by putting labels on the data relevant to each code. The generation of initial codes, the researcher check the similarities and differences then the data were organized by reducing them into small portions of meaningful and systematic codes. Coding here a researcher was categorize important data while dropping and omitting irrelevant statements. The themes reviewed as next stage in which the researcher checked if the themes worked in relation to the codes extracts and producing the report. Similar repeated ideas were organized into themes and sub-themes. The themes were identified inductively from the data collected interviews, observation, and documentary review to support organized, rigorous, and analytical sound of qualitative research.

Table 1: Public secondary school, Student enrolment (form one) schools teaching commerce subject in each councils in Dodoma region

Councils in Dodoma Region	Public secondary school in Dodoma Region	Student form enrolment one 2020	Schools teaching commerce subject in each Council
Bahi	20	1062	2
Chemba	22	1041	1
Kondoa Town	9	586	1
Kondoa	25	1251	3
Kongwa	26	2268	2
Mpwapwa	24	1981	3
Dodoma Council City	39	4121	10
Chamwino	27	1893	2

Source: PORALG (2020) Regional data

Table 2: Description of the study participants

School	Participant	Gender	Education Level	Working experience
	Bari school head	Female	Masters	1 year
	DegeraCommerce Teacher	Male	Degree Secondary Education	9 years
	Commerce students	Male&Female		
Faidika	Affa,school head	Male	Masters	3 years
	Bobacommerce teacher	Female	Diploma Secondary Education	10 years
	Commerce students	Male&female		
Uzalendo	Arange,school head	Male	Masters	6 years
	Namu,commerce teacher	Female	Degree Secondary Education	5 years
	Commerce students	Male&female		
Maendeleo	Miyangusa,school head	Male	Degree	10 years
	Tamba,commerce teacher.	Male	Degree Secondary Education	11 years
	Commerce students	Male&female		
Uhuru	Gele school head	Male	Degree	10 years
	Leba,commerce teacher	Male	Degree teacher Secondary Education	2 years
	Commerce students	Male&female		

Source field data (2022).

The table 2 Describes the demographic characteristics of participants and schools. the participant which involve aspect of pseudonyms both

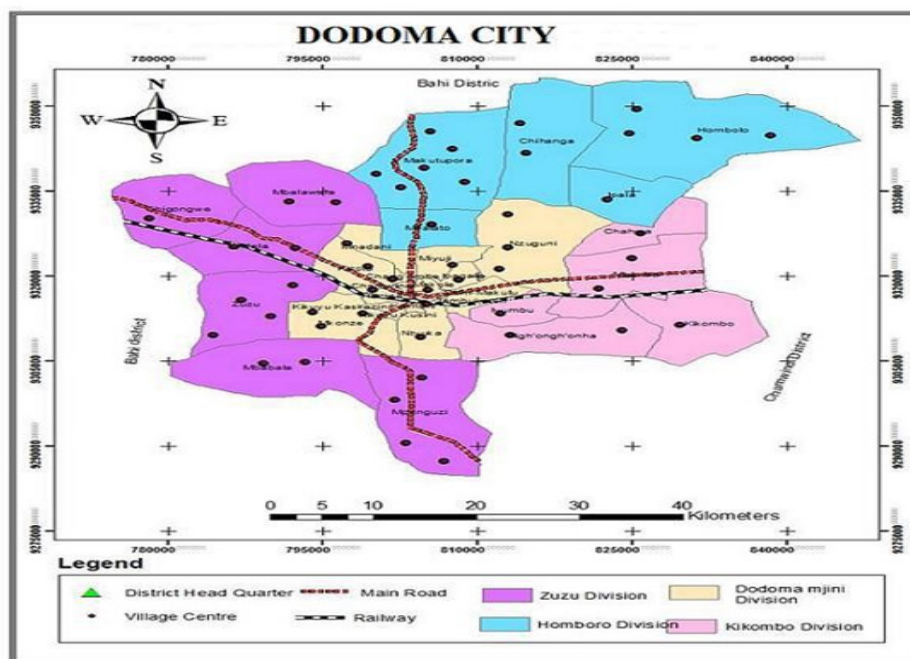


Figure 1: Map showing Dodoma City as the area of the study

Source: From Dodoma Profile Book (2018).

RESULTS AND DISCUSSION

Basing on interview, observation and document review three main themes emanated which are: effective teaching and learning strategies of commerce subject, role of effective strategies in enhancing entrepreneurship

competencies and challenges to implement teaching strategies of commerce subject.

Each of the major themes comes out with their own sub-themes as shown in the table 3.

Table 3: Summary of themes and sub-themes

Themes	Sub-themes
CBTL strategies of Commerce subject.	• Real examples • Teaching aid and Supportive language • Seminar and workshops • Using ICT device • Demonstration • Guest speaker
Role of CBTL strategies in Enhancing Entrepreneurship competencies.	• Arouse the interest of learners • Enhance student understanding
Challenges to implement CBTL strategies of commerce subject.	• Financial deficit • In -service training • Shortage of teachers • Poor using ICT device • Overcrowded class

Source: Field Data 2022

CBTL strategies of Commerce Subject

The study revealed that CBTL strategies employed by commerce teacher enable student in classroom to understand well and being competent in learning. CBTL strategies help students to attain academic knowledge, skills, and attitude. CBTL strategies play a great role in enhancing entrepreneurial competencies. Teachers differ

in using these strategies in teaching.

Real examples

The study showed that most of commerce teachers use real examples in clarification of lesson during teaching and learning process linking subject with the real-life context.

Bari said that:

These examples in teaching could assist students to Understand the lesson in a more simplified manner hence facilitate Students learning achievement and competencies. (Head of school, Tumaini secondary school 2022)

During classroom observation Leba a commerce teacher was using real example in clarifying concepts to facilitate student to keep long term memory and understand well the lesson, example teacher use real example to clarify transportation topic by asking student which means of transport they use to come to school. (Leba, Uhuru secondary school, 2022).

Also during document review, Leba indicated in lesson plan that he will use real example as a strategy to help student linking subject with the real life context. Accordingly teachers prefer most the real example as a strategies in teaching commerce subject.

Teaching aids and supportive language

The study findings discovered that teaching aid and supportive language facilitate the process of teaching and learning. Arrange the head of school from Uzalendo secondary school and Bari the head of schools at Tumaini secondary school had these to say during interview sessions.

Arrange said that;

Teaching aids and supportive language help to improve the Learner competencies in the subject. He also insists that when teaching aid and supportive language used during teaching and learning commerce it will assist students to understand well the lesson (Head of school, Uzalendo secondary school, 2022).

These findings align with, (Killian, 2019) who asserted that when commerce taught by using teaching aids and supportive language could help to increase students interest about the subject as well as helping them to understand the subject in a more simplified manner hence this improved the students learning competency in commerce subject.

Also Bari said that;

Teaching aids help students to understand in areas when the word/ explanation from the teacher seems to be insufficient to help the students to understanding, but the challenge is the availability of the material for preparing teaching aid sometimes material are not found due to financial constraints in schools (Head of school, Tumaini secondary school, 2022)

Moreover during classroom observation only one teacher used teaching aids which was sample of mission and vision of Bakhresa Company which influence active participation of learners in classroom, in the topic of business management. (Boba, from Faidika secondary school, 2022)

Furthermore during document review Boba a commerce teacher showed in lesson plan teaching aids to be applied in the lesson plan. The findings of the study revealed that most teachers are not indicating teaching aids in lesson plan to be used in classroom.

From the findings it revealed that commerce teachers are not using teaching aids in classroom. The findings are

in line with that of Komba and Mwandanji (2015) who asserts that majority of teachers did not use teaching aids in their teaching and learning process the lesson plans did not indicate the list of teaching aids to be used during teaching and learning process to help student competent in learning.

Using ICT device

The findings from the study revealed that there were no ICT device used during teaching and learning process in classroom. Due to the spread of science and technology the students have to be familiar with computer knowledge. This aids the occurrence of effective classroom interaction process to take place. In this line teachers supposed to teach using the available ICT devices like projectors and computer so that students can be in a position of observing real objects during teaching and learning process.

Arrange said that,

Using ICT device in class example video clip, the use of projector presentation arouse the interest of learner to subject hence enable student to be innovative and creative. (Head of school, Uzalendo secondary school, 2022).

The findings are in line with Ndibalema (2014) who asserted that teachers could facilitate easy teaching process by projecting real objects. Information and Communication Technology (ICT) in teaching and learning process was very crucial helping students solving out their various learning problem. Thus, teachers must have knowledge on ICT teaching to apply for the betterments of effective implementation of CBTL.

Attending seminars and workshops

The findings from the study discovered that Seminar and workshops gather people for the purpose of discussing a stated topics, such gathering involve interactive sessions where participants engage in discussion about the delineated topic. Though these strategies are essential and known to teachers the study revealed that is not used in schools and reason behind is financial deficit in school therefore head of school fail to support commerce student and teachers to attend seminars and workshops on entrepreneurship.

Bari had this to say;

Attending seminars and workshops on entrepreneurship is essential to students to interact with other person with different views in order to attain entrepreneurial Competencies but the problems is financial to support teachers and student to attend seminar and workshops (Head of school, Tumaini secondary school, 2022)

Consequently seminars and workshops have always been an excellent way to impart knowledge to different types of people regardless of age, ethnicity, gender and occupation. Therefore could be very essential in CBTL strategies of commerce subject.

Demonstration

The findings from the study revealed that Demonstration help learners to observe how subject or lesson is done

in order to help learner to transfer theory to practical application.

During classroom observation a researcher revealed that teachers not used demonstration to help learner to promote self-confidence provide opportunity for targeted questions and answers permit attention to be concentrated on specific details rather than general theories.

The study correspond to (Adekoya & Olatoye, 2011) they asserted that moreover demonstration strategy involves the teacher showing learners how to do something thus help learner to imitate how teacher is doing.

Guest speaker

The study discovered that guest speaker are among the teaching strategies of commerce subject to enhance entrepreneurial competencies. Inviting guest speaker into the classroom is a classic teaching strategy. Welcoming other voices into the classroom provides students with access to other perspectives, add variety to the classroom routine and demonstrates that learning is a collaborative enterprise.

Gelle had this to say,

Guest speaker method makes lessons interactive. This is because, through this method, students are able to ask questions and receive answers on the time that may not be available in a text book or on video (Interview with Gele, Head of school, Uhuru secondary school, 2022).

Thus guest speaker help student to apply what they are studying to different context, thus providing enrichment and an opportunity to expand learning and supplement the curriculum.

Role of CBTL strategies in teaching commerce subject

CBTL strategies is designed to help students learn academic knowledge, the skills, and ability and apply in lifelong learning that needed to prepare student for college, career and life. Effective strategies in teaching commerce subject play a great role in enhancing entrepreneurial competencies as analyzed.

Arouse the interest of learner

During interview Arange said that;

Using ICT device in class example computer and projector in teaching arouse the interest of learner, hence make student attentive and active in classroom. (Head of school, Uzalendo secondary, school August 2022).

The findings are in line with Ndibalema (2014) who asserted that teachers must have knowledge on ICT teaching to apply for the betterments of effective implementation of CBTL in classroom.

Enhance students understanding

During interview Bari said that;

Teaching aids help students to understand in areas word/ explanation from the teacher seems to be insufficient to enable students to understanding, but the challenge is the availability of the

material for preparing teaching aid at schools are rarely provided. (Head of school, Tumaini secondary school August 2022)

These findings align with, (Killian, 2019) who asserted that when commerce taught by using teaching aids and supportive language could help to increase students interest about the subject as well as helping them to understand the subject in a more simplified manner hence this improved the students learning competency in commerce subject.

Keep long term memory

The findings revealed that during classroom observation, teachers use real examples as a strategy which supported student to keep long term memory and even use that memory to link subject in real life situation. (*Leba, Uhuru secondary school August 2022*).

Furthermore the findings from the study revealed that learners can understand well the lesson if they can relate what the teacher teaches in the classroom during teaching and learning process with what is actually taking place in their real-life situation. This can be possible by giving learners examples which come from their real-life situation and experiences.

Standard classrooms

The study finding during classroom observation, showed that standard classrooms, having number of student which is suggested that means not exceeding 45 enable teacher to use teaching strategy effective, manage the class and easy to help learner in their weakness of learning and become competent. (*Observation from Faidika secondary school August, 2022*)

The findings also revealed that in Faidika secondary school there were only 13 form four students in the classroom, therefore in such kind of classroom is easy for teacher to help each student effectively and demonstrate teaching aids to be seen well with students compared to in overcrowded class. The study findings from observation showed that in Faidika secondary school class size was only 13 form four student hence support CBTL. Hence the overcrowded class challenges were in form one and two only because all student learn commerce subject however in form three and form four is optional subject.

Challenges to implement teaching strategies of commerce

It's important to discover the factors limiting the implementation of CBTL strategies, in order to find way to overcome those challenges. The factors discovered were.

Financial deficient

Fund allocated in secondary schools by the Government was insufficient. Thus a shortage of funds is experienced in cases where the received income became insufficient compared to the actual expenses required to a school.

Bari said that;

Insufficient fund hinder using other strategies such as inviting guest

speaker, attending seminars and workshops on entrepreneurial matters. Thus head of School should support commerce teachers and students to attend workshops and seminars on entrepreneurship education (Head of school, Tumaini secondary school August 2022)

The same view come from Arange who said that; *Lack of money to train teacher on how to use ICT device using ICT device example the use of projector as a teaching strategy to arouse the interest of learner in most of school, failed due to financial deficit.* (Head of school, Uzalendo secondary, August 2022)

From the findings of the study on financial problems, Government should come up with plan of action to support commerce subject by providing amount of fund to support commerce teachers to invite guest speaker to school, attend seminars and workshop on entrepreneurship at least twice per year so as to be current with entrepreneurship matters.

Shortage of commerce teachers

Availability of commerce teachers has relationship with students' competence in commerce subject. Commerce teachers should be trained professional so as to teach effectively. The findings showed that there are shortage of commerce teachers as stated by some of head of schools, therefore commerce teachers should distributed equally at school.

Regarding this shortage, Gele said that:

Shortage of teachers is another challenge in implementing effective CBTL method and assessment because teachers are the ones who implement CBTL. In our school there is only one teacher. We hire part time teachers to assist us in teaching commerce subject. Therefore, the government should train more commerce teachers and distribute them equally in schools (Interview with Gele, the Head of school, Uhuru secondary school, 2022)

The study revealed that there are shortage of commerce teachers in Public secondary school which force the head of schools to hire party time teachers to teach students and sometimes these part time teachers are not professionals teachers they just studied commercial subjects hence not able to use CBTL strategies effectively in classroom to help students attain entrepreneurial competencies.

In-service training

In-service training of teachers have a big impact on student competencies. This aspect is vital in ensuring that teachers are kept aware on contemporary changes in their professional after their pre-service training (Mrutu *et al.*, 2005). The study showed that training provided to teachers are insufficient to make them competent on CBTL.

Affa had these to say:

Teachers are given training that aim to transform teacher centred to learners' centred teaching. But such trainings are insufficient. Therefore, the training should be provided often on CBTL. These trainings make commerce teachers competent in CBTL methods and assessment (Interview with Affa, the Head of School, Faidika secondary school, and 2022).

Miyangusa also said that;

Training provided to teachers on CBTL are not regularly provided which make them incompetent in using CBTL strategies (Head of School, Maendeleo secondary school. August 2022).

The study revealed that teachers training on CBTL strategies should be conducted regular to raise teacher's awareness and make their confidence in applying CBTL strategies in teaching and learning process. Also MoEST should ensure that implementation of any changes in education sector involve stakeholders like teachers, parents, City Education Officers (CEOS) and Regional Education Officers (REOS) to be aware about the changes and how to implement.

The underlying study is in line with Mosha (2012), who said that teachers need to be trained and retrained wherever there is curriculum innovation so that they can successfully carry out the innovations. Only few teachers got training due to lack of fund to train all teachers.

Poor use of ICT device

The findings revealed that during classroom observation it is noted that there is no ICT device in classroom such as computer and projector. These device arouse the interest of learner, make student creative and innovative in the classroom. (Observation from Tumaini, Faidika, Uzalendo, Maendeleo and Uhuru secondary school August 2022)

During interview Arange had this to say;

Teachers rarely use ICT devices in teaching the commerce subject. This would help students be creative, innovative, think critically and keep long term memory. It is time now for commerce teachers to wake up and use this device in the classroom, also head of schools should support commerce teachers to ensure that ICT device such as computer and projector are available in classrooms, (Interview with Arange, Head of school, Uzalendo secondary school, 2022)

Moreover during classroom observation the study found that there is no ICT device such as computer and projector as a teaching strategies that add skill, knowledge attitude to student (Observation from Faidika, Tumaini, Uzalendo, Maendeleo and uhuru secondary, August 2022) The findings correspond to the observations made by Akudolu and Ololube (2007) who asserted that Information and Communication Technology (ICT) is another essential competency area as a strategy in secondary schools. With the technologies, the teaching profession is evolving from an emphasis on teacher-centered to student-centered and interactive learning environments.

Overcrowded classroom

Teachers faced the challenge of teaching the large classes where there is no teacher-student good ratio. Many students are over congested in a single classroom, so it is hard for teacher to use strategies during teaching and learning process. Furthermore, it is hard to conduct teacher student interactions and students to student interaction.

Affa had these to say:

The challenge of overcrowded classrooms is not a problem to all commerce subject classes. This is because commerce is an optional

subject. Thus, the number of students tends to decrease as they move to form three and four (Interview with Affa the Head of school, Faidika secondary school)

During classroom observation, the study showed that there was overcrowded classroom, students are combined in one class at Uhuru secondary school there was 93 students and at Maendeleo secondary school there was 83 students because there is shortage of teacher, only one teacher is teaching from one up to form four. (Classroom observation in Uhuru and Maendeleo secondary, August 2022)

The study findings are the same as those found by Mosha (2012) who said that the classroom size was excessively large to the extent that it was not support implementing CBTL strategies in public ordinary secondary schools. The author add that in order to solve this problem, teachers had been required to divide the number of students into groups, for example to make a class consisting of maximum number of forty (45) students in order to make the learning process efficient to every student.

CONCLUSION

This study was set out to explore CBTL strategies of commerce subject in enhancing entrepreneurial competencies in public ordinary secondary school in Dodoma City. The findings revealed that most of commerce teachers use real example in clarify concepts as a strategies which facilitate students to keep long term memory which could be applied in the real context of the life. The findings from this study showed that linking classroom teaching and learning activities with real - life examples and experiences can help the student attain entrepreneurial competencies in commerce subject. The study also revealed that the use of teaching aids and supportive language during teaching and learning could help to improve student competencies. Teaching aids and supportive language increase students' interest about the subject as well as helping them to understand the subject in a more simplified manner. The findings of the study revealed that strategies commerce could be taught to enhance entrepreneurial competencies; these strategies are using ICT device in class example video clip, the use of projector and computer in teaching which arouse the interest of learner to the subject hence make student attentive, innovative, and creative and think critically in classroom. Therefore, teachers must have knowledge on ICT for the betterments of effective implementation of CBTL strategies of commerce subject. The findings also discovered challenges facing effective application of CBTL strategies in enhancing the entrepreneurial competencies; these challenges are financial constraints example using other strategies such guest speaker, attending seminars and workshops on entrepreneurial matters is problem in the sense that it's impossible for school to provide money for teachers and student to attend training. Shortage of teacher is another challenge in implementing effective CBTL strategies the study revealed that teachers are the one who implementing CBTL strategies, the study discovered that in some schools there are only one

teacher. Therefore they hired part time teachers to assist in teaching commerce. Moreover insufficient training on CBTL strategies these training enable commerce teachers to be competent in CBTL strategies. Teachers training on CBTL should be provided often to enable teachers cope with changes from TCBTL to CBTL.

It was recommended that head of schools should support commerce teachers to ensure that ICT device such as computer and projector are available in classrooms. Assist student and commerce teachers to attend workshops and seminars on entrepreneurial matters as well as purchasing enough materials for preparing teaching aid. Regular in-service training to commerce teachers on school level about CBTL strategies should be done in order to equip them with proper knowledge on CBTL strategies. In addition commerce teachers should be distributed equal in school to ensure that the problem of shortage of commerce teacher not affect schools in provision of commerce subject effectively

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