

Challenges Hindering Teachers' Effective Implementation of the Competence-Based Curriculum in Public Secondary Schools in Meatu District, Simiyu Region, Tanzania

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Corresponding Author: Joseph Samwel Meatu District Council, Simiyu Region	Abstract: This study examined the challenges hindering teachers' effective implementation of the Competence-Based Curriculum (CBC) in public secondary schools in Meatu District, Simiyu Region, Tanzania. Guided by the Job Demands-Resources (JD-R) Model, the study adopted a qualitative case study design as part of a broader mixed-methods study. The study purposively selected ten public secondary schools, involving 20 participants: 10 Heads of Schools and 10 Academic Masters/Mistresses. Data were collected through semi-structured interviews and analysed thematically through transcription, coding, categorisation, and theme development. The findings revealed four major challenges: inadequate time for lesson preparation and planning, difficulties in conducting continuous assessment and providing timely feedback, limited use of learner-centred teaching methods, and teacher fatigue, stress, and emotional exhaustion. These challenges were associated with heavy teaching loads, large class sizes, extensive assessment and marking responsibilities, administrative and co-curricular duties, and insufficient staffing and instructional support. The findings further indicated that teachers generally recognised the importance of CBC but faced contextual constraints that limited their ability to consistently apply learner-centred and competency-based practices. The study concludes that effective CBC implementation requires supportive working conditions that balance teachers' job demands with adequate resources. It recommends improving teacher staffing, equitable workload distribution, adequate preparation time, professional development, efficient assessment practices, and school-level monitoring of teachers' workload and wellbeing. Keywords: Competence-based Curriculum, Teacher Workload, Curriculum Implementation, Learner-centred Teaching, Teacher Professional Development, Public Secondary Schools.
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Introduction

The implementation of the Competence-Based Curriculum (CBC) has become an important educational reform globally, aimed at preparing learners with knowledge, skills, problem-solving abilities, and competencies required in the 21st century. Unlike traditional education systems that emphasise content coverage, memorisation, and examination performance, CBC promotes learner-centred teaching, active participation, practical learning, continuous assessment, and the application of knowledge in real-life situations (Gleeson et al., 2020; Mitchell & Buntic, 2023). However, the successful implementation of CBC depends largely on teachers' ability to translate curriculum expectations into effective classroom practices. Teachers are expected to prepare learner-centred lessons, organise participatory learning activities, assess learners continuously, provide feedback, and document learners' progress. These responsibilities can create considerable demands on teachers, particularly where they are accompanied by large classes, heavy teaching loads, inadequate instructional resources, limited preparation time, and additional administrative responsibilities. Consequently, challenges related to workload, resources, teacher preparedness, assessment, and classroom management can hinder teachers' ability to implement CBC effectively.

International evidence indicates that teachers commonly experience difficulties when CBC reforms introduce increased instructional and assessment demands without providing adequate institutional support. Large class sizes, extensive teaching responsibilities, administrative duties, and limited professional support may reduce the time available for teachers to prepare learner-centred lessons, conduct formative assessment, provide individualised feedback, and reflect on their teaching practices (Anderson-Levitt, 2020; Sakata et al., 2022). In such circumstances, teachers may adopt traditional teacher-centred approaches because these methods are perceived as more manageable within constrained teaching environments. Studies from different regions have similarly shown that although competence-based education emphasises learner participation and practical skills, classroom practices may remain teacher-centred when teachers face workload pressures, accountability requirements, and inadequate professional support (Anderson-Levitt, 2020; You, 2018; Sakata et al., 2022). These experiences suggest that the existence of a competence-based curriculum policy alone does not guarantee effective classroom implementation unless teachers are provided with sufficient time, resources, training, and supportive working conditions.

In Africa, countries such as Kenya, Uganda, and South Africa have adopted CBC reforms to improve the relevance, quality, and practical orientation of education. Nevertheless, implementation has frequently occurred in contexts characterised by large classes, shortages of qualified teachers, inadequate teaching and learning materials, and limited opportunities for continuous professional development. Such conditions create challenges for teachers who are expected to use learner-centred methods, conduct continuous assessment, and provide meaningful feedback while managing substantial teaching responsibilities (Gulled, 2023; Kathula, 2025; Nsengimana et al., 2024). The situation can be particularly difficult in rural and disadvantaged schools where shortages of teachers and instructional resources increase teachers' workload and limit opportunities for individual learner support. Consequently, challenges associated with teacher preparedness, availability of resources, classroom size, assessment demands, time limitations, and professional support may create a gap between CBC policy expectations and actual classroom practices. Understanding these challenges is therefore important for assessing the extent to which teachers are able to implement CBC effectively in different educational contexts.

In Tanzania, the Competence-Based Curriculum was introduced in 2005 at primary, secondary, and teacher education levels to shift education from content-oriented and examination-driven approaches towards the development and application of learners' knowledge, skills, and competencies (Assey, 2022; Lupeja & Komba, 2021). The curriculum emphasises activity-based and learner-centred teaching, competency development, and frequent formative and authentic assessment of learners' knowledge, skills, and attitudes (Paulo & Tilya, 2014; Nyoni, 2023). Despite these policy intentions, empirical studies have reported several challenges affecting effective CBC implementation in Tanzanian secondary schools. These include inadequate teacher preparation, difficulties in designing learner-centred activities, large classes, limited teaching and learning resources, demanding assessment requirements, and multiple administrative and non-teaching responsibilities (Komba & Mwandanji, 2015; Makunja, 2016; Nkya, 2021; Majiwa et al., 2025). Furthermore, extensive teaching loads, continuous assessment and marking, administrative reporting, and other school responsibilities can reduce the time available for lesson preparation, formative feedback, and reflective teaching (Nyoni, 2018, 2021, 2023; Issa et al., 2024; Shiboko & Mrema, 2024). These challenges may consequently encourage teachers to rely on conventional teacher-centred practices, making it difficult to consistently implement CBC as intended.

The challenges may be more pronounced in rural districts such as Meatu District in Simiyu Region, where public secondary schools operate under conditions that may include teacher shortages, high teacher-student ratios, limited instructional resources, and multiple responsibilities assigned to teachers. The reported teacher-student ratio of approximately 1:85 in public secondary schools in Meatu District may increase classroom management demands and the amount of assessment, marking, and feedback required from individual teachers. Teachers may also be required to manage several classes or subjects while undertaking administrative, co-curricular, and other school-related responsibilities. These conditions can constrain teachers' capacity to prepare interactive lessons, provide individual learner support, conduct continuous assessment, and use other learner-centred strategies required by CBC. Although previous studies have identified workload, time constraints, overcrowded classrooms,

inadequate resources, and multiple responsibilities as challenges to CBC implementation (Nyoni, 2018, 2021, 2023; Issa et al., 2024; Shiboko & Mrema, 2024; Juma et al., 2025), limited attention has been given to examining how these challenges collectively hinder teachers' effective implementation of CBC in rural districts. Therefore, there is a need for context-specific evidence on the challenges experienced by teachers in implementing CBC in public secondary schools in Meatu District. The present study focuses on these challenges with the aim of generating evidence that can inform appropriate teacher support, resource provision, professional development, and strategies for strengthening effective implementation of CBC in rural secondary schools.

Literature Review

Theoretical Review

This study was underpinned by the Job Demands-Resources (JD-R) Model, originally developed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001), to provide a robust theoretical lens for examining the challenges hindering teachers' effective implementation of the Competence-Based Curriculum in public secondary schools in Meatu District, Simiyu Region, Tanzania. The model posits that working environments consist of two primary categories: job demands, which require sustained physical or psychological effort (such as excessive teaching loads, large class sizes, intensive assessment requirements, and administrative duties), and job resources, which help achieve work goals and mitigate demands (such as professional support, instructional materials, and manageable staffing). In this study, the JD-R Model explains that when systemic job demands, magnified by rural resource constraints and the rigorous requirements of the Competence-Based Curriculum, severely outweigh available institutional resources, teachers experience stress, fatigue, and burnout, which subsequently constrain their capacity to execute learner-centred pedagogy and continuous assessment effectively.

Empirical Review

One of the major challenges hindering the effective implementation of the Competence-Based Curriculum (CBC) is excessive teacher workload. CBC requires teachers to undertake several activities, including lesson preparation, learner-centred instruction, continuous assessment, marking, provision of feedback, record keeping, and learner support. However, excessive workload reduces the time available for these activities. Creagh et al. (2023), through a systematic review of 40 empirical studies, found that teachers commonly experience workload intensification and time poverty, with increasing amounts of time devoted to administrative and accountability tasks rather than core teaching activities. Similarly, Allen et al. (2020) found that planning, marking, assessment, and data-entry requirements were major contributors to teachers' excessive workloads. In Tanzania, Myeya and Rupia (2022) reported that overloaded work, over-utilisation of human resources, managerial duties, inadequate preparation time, and difficulties completing tasks on time hindered teachers' effective performance. These findings suggest that excessive workload can restrict teachers' capacity to devote sufficient time to the preparation and implementation of learner-centred activities required by CBC.

Another important challenge is inadequate teacher preparedness and professional development. Effective CBC implementation requires teachers to understand competency-based pedagogy, develop appropriate learning activities, prepare

competency-based lessons, and apply suitable assessment approaches. However, inadequate training and limited professional support can make it difficult for teachers to translate CBC principles into classroom practice. [Keter and Wabuke \(2025\)](#) found that teacher preparedness, including CBC training, understanding of competency-based pedagogy, assessment skills, and access to teaching and learning materials, positively influenced CBC implementation. Teachers with inadequate training and limited instructional support experienced difficulties in implementing learner-centred teaching, continuous assessment, and competency-based lesson planning. Similarly, [Ronguno \(2025\)](#) identified inadequate teacher preparedness and insufficient in-service training among the major constraints to effective CBC implementation. In Tanzania, [Kigwilu and Mokoro \(2022\)](#) also found that inadequate professional training constrained teachers' ability to apply CBC-aligned assessment practices. Therefore, insufficient professional preparation and continuing support may hinder teachers' ability to implement the curriculum as intended.

Large class sizes and inadequate instructional resources also present significant challenges to effective CBC implementation. Competence-based teaching requires teachers to engage learners in participatory activities, provide individual support, conduct continuous assessment, and give meaningful feedback. These activities become more difficult when teachers are responsible for large numbers of learners and have limited teaching and learning materials. [Ronguno \(2025\)](#) found that large class sizes and limited instructional resources significantly constrained CBC implementation, making it difficult for teachers to apply learner-centred pedagogies and continuous assessment. [Kigwilu and Mokoro \(2022\)](#) similarly identified large class sizes and limited assessment resources as major constraints to effective CBC-aligned assessment practices among Tanzanian secondary school teachers. [Issa et al. \(2024\)](#), in Mtama District, also reported that large classes and limited teaching and learning resources constrained the implementation of CBC, particularly because teachers had insufficient time to prepare lessons and conduct continuous assessment. These challenges are particularly relevant to rural contexts where limited resources and high numbers of learners may increase the demands placed on teachers and reduce opportunities for effective individual learner engagement.

A further challenge is the difficulty of implementing learner-centred teaching and continuous assessment within existing examination-oriented practices. CBC requires a shift from teacher-centred instruction and knowledge transmission towards active learning, competency development, formative assessment, and practical application of knowledge. However, existing teaching practices and curriculum pressures may encourage teachers to prioritise content coverage and examination preparation. [Thummaphan et al. \(2022\)](#) found that a standards-based and content-driven curriculum environment reinforced examination-oriented and fast-paced teaching, thereby limiting opportunities for experiential and competency-focused learning. In Tanzania, [Kigwilu and Mokoro \(2022\)](#) found that although teachers were generally aware of competency-based assessment approaches, classroom practices remained largely examination-oriented, with limited use of formative, continuous, and learner-centred assessment methods. Similarly, [Issa et al. \(2024\)](#) reported that competing instructional, administrative, and extracurricular duties limited teachers' ability to use learner-centred strategies and formative assessment. Thus, the persistence of examination-oriented practices, combined with limited time and competing

responsibilities, can hinder the transition towards the learner-centred practices required by CBC.

Finally, administrative, extracurricular, and other non-teaching responsibilities constitute an additional challenge to effective CBC implementation. Teachers are increasingly required to undertake planning, reporting, assessment, data entry, administrative duties, and extracurricular activities alongside their core teaching responsibilities. [Fitzgerald et al. \(2018\)](#) found that expanding administrative, reporting, programming, and compliance demands contributed to increasingly unmanageable workloads and created emotional, cognitive, and professional pressures for teachers. [Creagh et al. \(2023\)](#) similarly reported that growing administrative and accountability tasks reduced the time available for lesson preparation and learner support, while teachers balancing teaching, marking, administrative duties, and extracurricular responsibilities often resorted to traditional lecture-based approaches. In Tanzania, [Myeya and Rupia \(2022\)](#) found that managerial duties interfered with teachers' ability to attend classes, prepare adequately, and complete tasks on time, while [Issa et al. \(2024\)](#) reported that administrative and extracurricular responsibilities competed with instructional activities and continuous assessment. In the context of Meatu District, such multiple responsibilities may therefore reduce teachers' available time and energy for effective lesson preparation, learner-centred instruction, assessment, and feedback, thereby hindering the effective implementation of CBC in public secondary schools.

Methodology

This paper presents the qualitative component of a broader mixed-methods study and adopted a qualitative case study design to explore challenges hindering teachers' effective implementation of the Competence-Based Curriculum (CBC) in public secondary schools in Meatu District, Simiyu Region, Tanzania. The study was conducted in the predominantly rural Meatu District, where teacher shortages, large class sizes, and workload-related challenges provide an appropriate context for examining CBC implementation under demanding working conditions. Ten public secondary schools were purposively selected based on their active implementation of CBC and relevance to the study, involving 20 purposively selected participants comprising 10 Heads of Schools (HOS) and 10 Academic Masters/Mistresses (AM), with one participant from each category selected from every sampled school due to their direct involvement in workload allocation, instructional supervision, and monitoring of CBC implementation. Data were collected through semi-structured interviews guided by questions addressing workload allocation, lesson preparation, continuous assessment and feedback, learner-centred teaching practices, and teacher wellbeing, and were analysed thematically through transcription, data familiarisation, coding, categorisation, and development of themes aligned with the study objective. Trustworthiness was enhanced through an audit trail, systematic coding, peer review of emerging themes, and careful interpretation of participants' experiences. Ethical approval was obtained from the Open University of Tanzania, and participants were informed about the study purpose and assured of confidentiality, anonymity, and voluntary participation. Alphanumeric codes were used to protect participants' identities, including HOS1–HOS10 for Heads of Schools and AM1–AM10 for Academic Masters/Mistresses.

Results and Discussion

This section presents and discusses the findings on the challenges hindering teachers' effective implementation of the Competence-Based Curriculum in public secondary schools in Meatu District, Tanzania. The findings were generated from semi-structured interviews with 20 participants, comprising 10 Heads of Schools and 10 Academic Masters/Mistresses. Thematic analysis revealed four major challenges: inadequate time for lesson preparation and planning, difficulties in conducting continuous assessment and providing feedback, limited use of learner-centred teaching methods, and teacher fatigue, stress, and emotional exhaustion. These themes illustrate how workload pressures influence teachers' capacity to translate CBC requirements into classroom practice. Participants' identities were protected through the use of alphanumeric identifiers, and the findings are discussed in relation to the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001) and relevant empirical studies.

Inadequate Time for Lesson Preparation and Planning

Inadequate time for lesson preparation and planning emerged as a major challenge affecting teachers' effective implementation of CBC in public secondary schools in Meatu District. Participants explained that heavy teaching schedules, assessment responsibilities, and administrative duties reduced teachers' available time to prepare competency-based lessons. Unlike traditional teaching approaches that mainly emphasise content delivery, CBC requires teachers to design learner-centred activities, prepare teaching and learning materials, and plan assessment strategies that promote competency development. Participants indicated that these requirements demand additional preparation time, which becomes difficult to achieve under conditions of high workload.

One Head of School explained:

Several teachers in our school handle many teaching periods and also perform administrative responsibilities. As a result, they have limited time to prepare competency-based lessons adequately. CBC requires teachers to design interactive learning activities and teaching materials, but workload pressures often make thorough lesson preparation difficult, affecting the quality of instruction. (Interview: HOS1, 15th May, 2026)

Similarly, an Academic Master/Mistress explained:

Teachers frequently experience difficulties finding enough time for lesson planning because much of their time is spent teaching and marking students' work. Preparing competency-based lessons requires considerable effort and creativity, yet workload demands leave limited opportunity for proper preparation and reflection before classroom instruction. (Interview: AM9, 17th May, 2026)

The participants' accounts indicate that teachers generally recognised the importance of competency-based lesson preparation and were willing to implement CBC requirements; however, limited preparation time constrained their ability to consistently apply these practices. This suggests that the challenge was not primarily related to teachers' acceptance of CBC but rather to the mismatch between increased curriculum demands and the time available within teachers' working conditions.

This finding supports the Job Demands-Resources (JD-R) Model, particularly its health-impairment process, which explains that excessive job demands without adequate resources gradually reduce employees' capacity to perform effectively (Demerouti et al., 2001). In this context, teaching periods, administrative responsibilities, and assessment duties represent significant job demands, while adequate preparation time represents an important resource required for effective CBC implementation. When this resource is insufficient, teachers may experience difficulties engaging in reflective planning and developing learner-centred instructional activities.

The finding is consistent with Creagh et al. (2023), who found that work intensification and time pressure reduced teachers' opportunities for lesson preparation and learner support. Similarly, Makunja (2016) reported that inadequate preparation time constrained teachers' ability to implement CBC practices in Tanzanian secondary schools. Therefore, the findings suggest that successful CBC implementation requires not only teacher commitment but also working conditions that provide sufficient professional time for planning and instructional improvement.

Difficulties in Conducting Continuous Assessment and Providing Feedback

Difficulties in conducting continuous assessment and providing timely feedback emerged as another significant challenge affecting teachers' implementation of CBC. Participants explained that although continuous assessment is a central component of CBC, the increasing number of assessment tasks, marking responsibilities, and record-keeping requirements created additional workload pressures. The situation was more challenging in schools with large class sizes, where teachers were required to assess many learners while maintaining accurate records of individual progress.

One Head of School stated:

Continuous assessment is an important component of CBC, but teachers face difficulties implementing it effectively. Large class sizes and numerous assessment tasks increase the workload significantly. Many teachers find it challenging to mark assignments promptly and provide individualised feedback, which is essential for monitoring learners' competency development and progress. (Interview: HOS2, 15th May, 2026)

An Academic Master/Mistress added:

The number of students assigned to each teacher creates difficulties in conducting continuous assessments as required by the curriculum. Teachers are expected to assess learners regularly and maintain records, but the workload associated with marking and documentation often delays feedback and affects effective assessment practices. (Interview: AM5, 17th May, 2026)

The findings demonstrate that participants understood the importance of continuous assessment in supporting competency development; however, excessive assessment demands limited teachers' ability to provide timely and meaningful feedback. This indicates that the challenge was not a lack of understanding of CBC assessment requirements but rather insufficient time and support to manage the assessment workload effectively.

The finding reflects the JD-R Model's argument that high job demands can reduce employees' capacity when adequate

resources are unavailable ([Demerouti et al., 2001](#)). In this study, continuous assessment, marking, and documentation represent additional job demands that require sufficient time and institutional support. Without these resources, teachers may struggle to maintain the quality and frequency of assessment practices expected under CBC.

This finding agrees with [Allen et al. \(2020\)](#), who found that assessment-related duties and administrative requirements were major contributors to teacher workload pressures. It also corresponds with [Issa et al. \(2024\)](#), who reported that heavy assessment responsibilities constrained effective CBC implementation in Tanzanian secondary schools. Therefore, reducing assessment-related workload and strengthening institutional support mechanisms are important conditions for improving teachers' ability to implement CBC effectively.

Limited Use of Learner-Centred Teaching Methods

Limited use of learner-centred teaching methods emerged as a third challenge affecting teachers' effective implementation of CBC in public secondary schools in Meatu District. Participants explained that although teachers understood the importance of learner-centred approaches, workload pressures, large class sizes, and limited preparation time constrained their ability to consistently apply participatory teaching strategies. CBC requires teachers to facilitate active learning through discussions, group activities, projects, problem-solving tasks, and practical experiences. However, participants indicated that implementing these approaches requires additional preparation, classroom management skills, and sufficient instructional time, which become difficult to achieve under demanding working conditions.

One Head of School explained:

Although teachers understand the importance of learner-centred approaches, workload pressures limit their ability to use such methods consistently. Large classes and limited preparation time make it difficult to organise discussions, projects, and practical activities. Consequently, some teachers rely on traditional teaching methods because they are easier to manage within the available time. (Interview: HOS3, 15th May, 2026)

Similarly, an Academic Master/Mistress stated:

The implementation of learner-centred teaching requires adequate preparation and effective classroom management. However, teachers with heavy workloads often struggle to facilitate interactive learning activities. In some cases, they focus on completing the syllabus within the available time, which reduces opportunities for active learner participation and engagement. (Interview: AM4, 17th May, 2026)

The participants' views suggest that limited application of learner-centred teaching methods was not necessarily caused by teachers' lack of understanding of CBC principles. Rather, it resulted from structural and contextual constraints that limited teachers' ability to apply recommended pedagogical approaches consistently. This finding highlights that teachers may recognise the value of learner-centred instruction but may adopt more teacher-centred approaches when workload demands, class size, and time limitations make interactive teaching difficult to sustain.

The finding is consistent with the Job Demands-Resources Model, which suggests that employees are more likely to maintain

effective performance when sufficient resources are available to meet job demands ([Demerouti et al., 2001](#)). In this study, learner-centred teaching represents a CBC expectation that requires adequate preparation time, manageable class sizes, and instructional resources. When these resources are insufficient, teachers may reduce the use of demanding instructional strategies and rely on approaches that require less preparation and classroom management effort.

This finding supports Komba and Mwandangi (2015), who observed that Tanzanian teachers continued to use teacher-centred approaches despite the introduction of CBC because of limited resources and implementation challenges. Similarly, [Anderson-Levitt \(2020\)](#) noted that curriculum reforms requiring active learner participation often face difficulties when teachers operate under conditions where instructional demands exceed available support. Therefore, improving CBC implementation requires attention not only to teachers' pedagogical knowledge but also to the working conditions that enable them to apply learner-centred practices effectively.

Teacher Fatigue, Stress, and Emotional Exhaustion

Teacher fatigue, stress, and emotional exhaustion emerged as the fourth challenge affecting teachers' effective implementation of CBC. Participants described how the combination of teaching responsibilities, assessment duties, administrative activities, meetings, and co-curricular responsibilities created considerable pressure on teachers. They explained that continuous exposure to multiple responsibilities reduced teachers' energy, motivation, and capacity to consistently engage in the additional planning, assessment, and instructional activities required by CBC.

One Head of School explained:

The combination of teaching responsibilities, assessment duties, administrative work, and co-curricular activities places considerable pressure on teachers. Many experience fatigue and stress, especially during examination periods. This situation affects their motivation, productivity, and ability to effectively implement the requirements of the Competence-Based Curriculum in classrooms. (Interview: HOS6, 15th May, 2026)

An Academic Master/Mistress further explained:

Teachers perform multiple tasks simultaneously. Besides teaching, they are involved in assessment, record keeping, meetings, and school activities. Such workload pressures create physical and mental exhaustion, which affects their commitment and effectiveness in implementing curriculum requirements. (Interview: AM1, 17th May, 2026)

The findings indicate that teacher fatigue and stress were not isolated problems but rather cumulative outcomes of continuous workload pressures across different professional responsibilities. Participants' experiences demonstrate that when teachers are required to manage multiple demands without adequate support, their ability to engage fully in CBC practices may decline. This affects not only teachers' wellbeing but also the consistency and quality of curriculum implementation.

The finding strongly reflects the health-impairment process of the JD-R Model, which explains that excessive job demands can gradually exhaust employees' physical and psychological

resources, leading to reduced performance and wellbeing (Demerouti et al., 2001). In this study, teaching load, assessment responsibilities, administrative duties, and co-curricular activities represent interconnected job demands that require appropriate resources, including adequate staffing, supportive leadership, and manageable workloads.

The finding is consistent with Creagh et al. (2023), who linked work intensification with increased stress and reduced teacher effectiveness. Similarly, Bakker and Demerouti (2017) argued that prolonged exposure to high job demands without sufficient resources contributes to exhaustion and reduced work engagement. The present study extends this understanding by showing that fatigue and stress among teachers in Meatu District are closely connected with the cumulative effect of inadequate preparation time, heavy assessment responsibilities, and limited opportunities to apply learner-centred teaching practices.

Conclusion and Recommendation

The study concludes that effective implementation of the Competence-Based Curriculum (CBC) in public secondary schools in Meatu District is hindered by inadequate preparation time, continuous assessment demands, limited learner-centred practices, teacher fatigue, large classes, and insufficient staffing. Therefore, the Ministry of Education, Meatu District Council, and school leaders should improve teacher staffing, distribute workloads equitably, provide adequate preparation time, strengthen professional development, and support efficient assessment practices. School leaders should also monitor teachers' workload and wellbeing to sustain effective CBC implementation.

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