The Impact of Teachers' Professionalism on the Alignment between Syllabus content and Classroom Instructions: A Case Study of ~~Few~~ Selected Secondary Schools in Mvomero District

The Influence of Teacher Professionalism on the Alignment between Syllabus Content and Classroom Instruction: A Case Study of Selected Secondary Schools in MvomeroDistric

ABSTRACT: *This study determines the impact teachers'professionalism on alignment between syllabus content and classroom instructions. Syllabusalignment is critical in ensuring that the content taught in classrooms meets educational standards and prepare students for assessments. Effective alignment guarantees students receive a coherent education and teachers can deliver lessons that support learning goals. The topic is significant as it explores how teachers' skills, knowledge, and professional conduct directly influence the accuracy and effectiveness of teaching, which is essential for improving educational outcomes and policy development,The study adopted a case study research design using a qualitative approach for data collection and analysis. The study was conducted in the Mvomero District in the Morogoro region, and the target population was biology teachers and academic teachers. The study used simple random sampling to select schools and purposive sampling techniques to select respondents. The study collected data from 19teachers using semi-structured interviews, classroom observation, and documentary review and 24 academic teachers by using open-ended questionnaires. Findings revealed that teachers professionalism impact the alignment between the syllabi and classroom instructions.It showed a significant positive correlation between teacher professionalism and the alignment of classroom instruction with syllabus content. Higher levels of professionalism among teachers lead to better alignment. It is recommended that the government should enroll the students according to their learning environment. It is also recommended that the government plan for in-service training for teachers to be conducted several times.Moreover, teachers should take the initiative to develop creative solutions in their classrooms to facilitate learning.*

Comment [MO1]: The study was conducted using qualitative study whereas the findings are reporting in quantitative manner.

Keywords:*Alignment, Syllabus, Classroom, Biology*

1. **INTRODUCTION**

General Introduction

Aligning the biology syllabus with classroom instructions is essential for fostering student achievement and ensuring educational objectives are met. This alignment allows students to effectively grasp and apply biological concepts, which is crucial for academic success. Several factors can influence the alignment between the syllabus and classroom instructions. Recent literature highlights that strong and effective leadership from school heads, as well as active engagement from the community and stakeholders significantly contribute to the alignment between the syllabus and classroom practices (Kilag *et al*., 2023). Moreover, Andrews (2020) emphasizes that professional development for teachers and leadership capacity building are critical to the delivery of curricula, ensuring that classroom instructions align with the syllabus.

UNDER PEER REVIEW

In addition to leadership and capacity building, selecting appropriate teaching strategies is also pivotal in ensuring the effective delivery of the syllabus content (Tumuheise*et al*., 2023). However, several challenges can impede this alignment. Among the most significant obstacles are inadequate infrastructure (Fasinro*et al*., 2024; Piala*et al*., 2023), a shortage of teaching staff, and resistance to change among existing staff (Nebolisa, 2024). Additionally, the lack of qualified teachers who can accurately interpret and deliver the syllabus content poses a significant barrier (Piala*et al*., 2024; Fasinro et al., 2024; Kilag *et al*., 2023). Furthermore, inconsistencies in educational policies and frequent changes in educational frameworks can disrupt the alignment process (Kilag *et al*., 2023). Cultural and linguistic diversity plays a role in complicating the alignment between the syllabus and classroom instruction (Llorito *et al*., 2022; del Valle, 2022).

While existing literature has provided valuable insights into the factors that influence the alignment between syllabus and classroom instruction, there is still limited understanding of the impact of specific elements such as school culture and student engagement. These study how these factors influence the alignment between the biology syllabus and classroom instruction in secondary schools. The research will focus on schools in the Mvomero District of the Morogoro region in Tanzania, addressing key questions such as: How do teachers use teaching methods to deliver the biology syllabus? Do teachers useassessment methods outlined in the syllabus? Do teachersmanage class during the lesson? Do teachers use effectively time located in the syllabus?

In this context, school culture refers to the environment where teachers and administrators work collectively towards common educational goals. This includes motivating teachers and students to achieve academic success and fostering creativity among teachers to enhance learning. Additionally, student readiness is defined by their intrinsic motivation to learn and excel academically without requiring external pressure. It is essential to understand the context of the schools involved in this study. In Tanzania, secondary schools are categorized into four types: those under the Ministry of Education, ward secondary schools managed by local governments, private schools owned by individuals or NGOs, and religious secondary schools affiliated with churches or religious organizations. Despite all using the same national syllabus, these schools differ significantly in terms of student enrollment, teaching and learning environments, category of ownership, and funding systems. This study focused on ward secondary schools, which are managed by local governments and have been associated with lower academic performance compared to other types of secondary schools. The Mvomero District, like many other districts in Tanzania, faces several challenges that adversely affect the quality of secondary education. Addressing these challenges is crucial not only for improving student outcomes but also for the broader societal benefits.

Comment [MO2]: Sentence structure issue

Comment [MO3]: Please check your tenses. The study had been completed right?

Comment [MO4]: I would suggest moving this paragraph as closure remark for this section

Comment [MO5]: Please add citations where necessary, other wise the arguments are very much perception

Comment [MO6]: ??

2. LITERATURE REVIEW

Theoretical Framework

The study employed two theories, these are; Tyler's Model of Curriculum Development (Tyler, 1949) and Schwab's Curriculum Implementation Theory (Schwab, 1969). The following are four fundamental questions of the Tyler Curriculum Model (1949);

a. What educational purposes should the school seek to attain?

b. What educational experiences can be provided that is likely to attain these purposes?
c. How can these educational experiences be effectively organized?
d. How can we determine whether these purposes are being attained?

The model asserts that a well-structured curriculum is essential for effective teaching and learning. At its core, Tyler's Model emphasizes the importance of aligning the curriculum elements such as the purpose of education, the content, the teaching strategies, assessment, and other elements required for quality education. Tyler's model is significant in this study because this study intends to look at teachers' ability to align all the components of the curriculum when they facilitate students' learning process. On the other hand, the primary aim of Schwab's curriculum implementation theory is to understand the complexities involved in translating curriculum plans into actual educational experiences. Schwab emphasized the importance of recognizing the unique context of each classroom and the need for flexibility in implementing curriculum ideas effectively.

Conceptual Framework

Comment [MO7]: Why do you need conceptual framework in qualitative study. Having theoretical framework would be more appropriate.

https://gradcoach.com/theoretical-framework-vs-conceptual-framework/

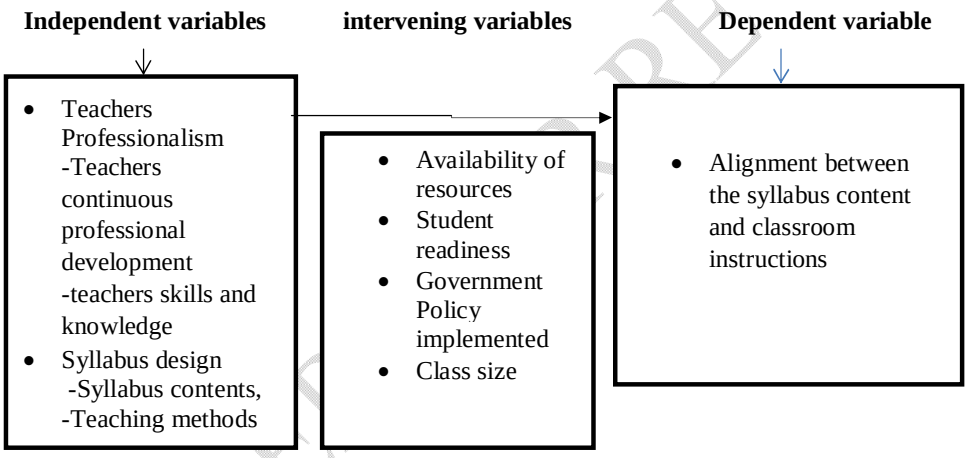

Fig. 1. Conceptual framework

Source: Designed by researcher, 2024

UNDER PEER REVIEW

Empirical Review

The alignment between syllabus and classroom instruction is crucial for ensuring that educational objectives are met effectively. However, various literatures have shown different factors that influence curriculum alignment. Below is a short discussion of those factors:

Teacher Professionalism on the Alignments of the Syllabus and Classroom Instructions

A study by Ball et al (2022) titled Developing Practice, Developing Practitioners: Toward a Practice-based Theory of Professional Education, also showed the importance of teachers'

professionalism in the alignment of syllabus and classroom instructions. Their study used conceptual analysis and synthesis of research on teacher development. Their study proposed a practice-based theory of professional education that emphasizes the importance of teachers' understanding of subject matter and instructional strategies in aligning with curriculum goals. Their study highlighted the role of ongoing reflective practice and collaborative inquiry in improving instructional alignment. Their study suggested integrating subject-specific knowledge and pedagogical skills in teacher preparation and professional development to enhance alignment between syllabus expectations and classroom practices.

A study by Hargreaves and Fulan (2020) titled Professional Capital: Transforming Teaching in every school, showed the impact of teachers' professionalism on the alignment of syllabus and classroom instructions. Their study used case studies and qualitative analysis of schools and teachers. Their findings emphasized the role of teacher professionalism, including knowledge, skills, and professional collaboration, in aligning syllabus goals with classroom practices. Their study found that schools with a strong professional capital (collective knowledge and practices) tend to have better alignment between syllabus expectations and actual teaching practices. Their study advocated fostering a culture of professional learning communities within schools to enhance teacher collaboration and improve alignment between curriculum goals and classroom instructions.

A study by Buchanan (2020) titled Teachers' Professional Development in a Climate of Educational Reform, showed the importance of teacher professionalism on the alignment between syllabus and classroom instructions. The study used longitudinal case studies and interviews with teachers. Their study explored how teachers' professional development influences their instructional practices and alignment with curriculum goals. Their study highlighted the importance of going professional learning in helping teachers adapt their classroom instructions to meet evolving syllabus expectations. Their study recommended structured professional development programs integrated into teachers' daily work and aligned with curriculum changes to support continuous improvement in instructional alignment.

A study by Darling-Hammond et al (2017) titled Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad showed the importance of teacher professionalism in the alignment of syllabi and classroom instructions. Their study used a comparative analysis of teacher professional development practices in the US and other countries. Their study examined various models of teachers' professional learning and their impact on instructional alignment. Their study found that sustained and job-embedded professional development opportunities enhance teachers' capacity to align their classroom practices with curriculum expectations. Their study urged policymakers and school leaders to invest in comprehensive, ongoing professional development that supports teachers in translating curriculum guidelines into effective classroom instruction.

Smith et al. (2021) conducted a study on the Impact of Professional Development on Syllabus Alignment and Classroom Practices in High School, they applied a Longitudinal study design with mixed methods (quantitative surveys and qualitative interviews) approach in the United States. The study involved 150 high school teachers across ten (10) schools. The study found that professional development programs significantly improved teachers' ability to align their syllabi

with state standards, which in turn positively affected classroom instructions. Teachers reported increased confidence and competency in their instructional practices.

A study by Wang and Li (2022) investigated teacher Professionalism and Curriculum Alignment in Urban China. It employed a Case study design with a Qualitative approach (in-depth interviews and classroom observations in Beijing, China. The study involved 30 middle school teachers. This study revealed that teachers' professionalism, characterized by their dedication to ongoing learning and reflective practices, significantly enhanced their ability to align classroom instructions with the syllabus. The alignment led to more coherent and effective teaching strategies that improved student outcomes.

Gomez and Hernandez (2023) investigate the alignment of syllabus and instruction by examining teacher professionalism in rural schools. It employed an Experimental study design with quantitative (pre-test and post-test evaluations in rural regions of Mexico involving 200 elementary school teachers, the experimental study demonstrated that targeted professional development initiatives focusing on syllabus alignment significantly improved teachers' instructional quality. The findings indicated that teachers participating in these programs were better at implementing aligned instructional strategies, leading to higher student engagement and achievement.

Comment [MO8]: This section is very much reporting the findings retrieved from the published article. The idea of comparing, contrasting and synthesising the published studies is missing. Follow below guideline to write up an interesting paragraph in this section:

Rule of thumb for a single paragraph in LR chapter
1-2 sentences for thesis statement
3-4 sentences (at least 4-5 literatures discussed on the current phenomenon or studied issues)
2-3 sentences (arguments based comparing, contrasting and synthesizing: this would be your part).

3. METHODOLOGY

A strategy for responding to the question using qualitative approach data was selected. The study engaged a case study design to gather qualitative data. The study area is the Mvomero District Council in Morogoro Region, Tanzania, with a total population of 96 members (51 academic teachers and 45 biology teachers). For the easy study of the population, a minor representative sample was selected to symbolize the entire group. Sampling allows data to be collected at a speedy and lower cost than dealing with every member of the population (Kothari, 2014). For this study, the sample was taken from nine selected secondary schools using a simple random sampling technique. On the other hand, academic teachers and biology teachers were selected using purposive sampling techniques. The sample sizes of the study included 24 academic teachers and 19 biology teachers from secondary schools. Semi-structured Interviews, open-ended questionnaires, and classroom observation were used to obtain primary qualitative data and document review to obtain secondary data. Ethical standards were observed by obtaining informed consent from the participants (academic and biology teachers) before collecting data, ensuring confidentiality and the participants' anonymity in reporting and storing data, and obtaining approval from the JUCO Head of Department.

Comment [MO9]: Not a good reason of sampling reasoning

Comment [MO10]: Major revision is needed on this section. Why do you need an open-ended questionnaire? Should you focus only on interview as the main data collection?

4. RESULTS AND DISCUSSION

This section focuses on the presentation of the results from the study mainly concentrating on the impact of teachers' professionalism in the alignment of the syllabus and classroom instructions which is a critical aspect of effective teaching and learning. Teachers face numerous issues that impact their ability to achieve this alignment. Understanding these factors is essential for developing strategies to support teachers and improve educational outcomes. Therefore this analysis aims to explore how various aspects of teachers' professionalism such as qualifications, experience, and ongoing professional development affect the degree to which classroom

instructions align with the prescribed syllabus. To achieve this objective, three themes were merged: Class Management, Continuous Professional Development, and Teachers' involvement in Syllabus Design.

4.1 Class Management

Classroom management refers to the techniques and strategies that teachers use to maintain an organized, focused, and productive learning environment. It involves establishing clear expectations, routines, and procedures to promote positive behavior and maximize instructional time. The impact on teachers' professionalism in the alignment of syllabus and classroom instructions must go hand in hand with class management. It was observed that teachers with large numbers of students in the classroom were not in a position to manage the class compared to teachers who had a reasonable number of students in the classroom. One teacher said:

> *Class management is very important for effectively learning, however, the number of students we have in the classroom to most of us is very large, which makes it impossible to manage the class. Although we are teachers professionally, and one of the things required is to manage class, it has become a challenge.*

The findings showed that Effective classroom management is crucial for creating a good learning environment. It involves organizing the classroom, managing students' behavior, and ensuring that instructional time is used effectively. However, teachers are struggling to manage their classrooms effectively due to the large number of students but the sheer volume of students makes it difficult to handle. Tanzania's education and Training policy (2014), emphasizes the importance of teacher professionalism, which includes effective classroom management. The policy advocates for ongoing professional development, equipping teachers with the skills and strategies to handle classroom dynamics, maintain students' discipline, and enhance the learning environment. It also underscores the need to improve teacher-student ratios and provide sufficient resources to support classroom management. This finding aligns with Ball et al (2022) who claimed that the management of classes with a large number of students is a challenge to most teachers. Lack of classroom management among some teachers implies that teachers' professionalism hurts the alignment of syllabus and classroom instructions. Biology being one of the science subjects requires a better understanding of the students from the teacher. Now when it turns out that the teacher is not in a position to handle the classroom due to a large number of students in the classroom, then it is very difficult to do the alignment between syllabus and classroom instructions.

4.2 Continuous Professional Development

Continuous professional development is the second theme related to objective two. Knowledge changes from time to time. Teaching methods also change from time to time due to technological changes. In this manner no way out we can neglect continuous professional development. Continuous professional growth enables teachers to be updated from time to time. The researcher wanted to know whether there is continuous professional development for teachers. One teacher claimed that:

UNDER PEER REVIEW

> *Since I was employed, I have never attended any training. Things are changing from time to time, but we are still using the skills we got from the college to teach students. Training can happen once in many years to a few selected teachers, and in most cases, it is not about syllabus analysis.*

Findings revealed that there is very rare continuous professional development for few teachers and in most cases if training occurs usually not about syllabus analysis. This showed that teachers are still relying on outdated skills learned in college, despite the evolving nature of education and student needs. It points out that training opportunities are infrequent, limited to few teachers, and do not focus on critical aspects like syllabus analysis. The Tanzania Education and Training Policy (2014) emphasize the importance of continuous professional development as a key element of teachers' professionalism. It advocates for regular in-service training programs to update teachers' knowledge and skills, ensuring they can meet modern teaching demands. This finding aligns with Biswas and Saha (2022) who claimed that in many schools teachers are lacking continuous professional development to update their understanding of the subject matter. This finding likewise aligns with McCain (2016) who claimed that the number of teachers who received training in schools is always very small and does not occur continuously. The lack of continuous professional development for teachers shows that teachers are not updated on their teaching skills. This implies that teachers are teaching depending on the earlier knowledge they have when they are in college. By doing so it is obvious that the impact of teacher professionalism on the alignment of syllabus and classroom instructions is negative.

4.3 Teacher Involvement in Syllabus Design

Teacher involvement in syllabus design is the third theme related to objective two. It refers to the active participation of teachers in creating, revising, and implementing the syllabus that guides instruction. This includes selecting content, determining learning objectives, choosing instructional materials, and planning assessments.When teachers contribute to syllabus design, they can align the syllabus with effective teaching strategies and assessments that promote deeper understanding and retaining material.This part explores the extent to which teachers participate in the development and revision of the syllabus and how their involvement influences the implementation of the syllabus in their classrooms. So, the researcher wanted to know if teachers are involved in syllabus design. One teacher said:

> *Mmmh, since I was employed, I have never been involved in syllabus design. I do not know who and how the syllabus is designed, possibly some special people are the designers of the syllabus. Teachers in my school just use the syllabus designed by others.*

The finding showed that most of the teachers who are teaching in schools are not involved in syllabus design. Instead, only a few special working in educational authorities might be involved. This finding aligns with Jugar et al (2022) who claimed that in the syllabus design; only a small number of teachers are involved. The majority of the teachers are not given the chance to participate in syllabus design. This finding aligns with Rowley (2014) who claimed that syllabus design involves only a small number of teachers. The majority of the teachers are just implementers of the syllabus and not designers. The non-involvement of the majority of teachers in the design of the syllabus may be a reason for the non-alignment of the syllabus and classroom

UNDER PEER REVIEW

instructions. For that matter, we can say that if a large number of teachers are exempted in the syllabus design then the alignment of syllabus and classroom instructions becomes difficult.

4.4 Pedagogical Approaches

Pedagogical approaches are a fourth theme related to this objective. This refers to the various methods and strategies that are used by teachers to facilitate learning. They encompass the approaches and strategies that teachers use to deliver content and facilitate student learning. In this study, these approaches are critical in determining whether educational goals are being met as intended. A thorough review of instructional practices, lesson plans, and student engagement in the classroom about the outlined syllabus, provides a valuable insight into the coherence and implementation of educational strategies. Some teachers employ project-based learning to increase student engagement and practical understanding. While beneficial for engagement and deeper learning, this approach results in some syllabus content being overlooked or not fully covered. For example, one teacher said: *'I sometimes use project-based learning to include students, but if I do so, it consumes a lot of time, and thus I cannot teach all the content per the time specified in the syllabus".*

The finding reflects a common challenge in modern educational practices. For instance, project-Based Learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which students acquire deeper knowledge through active exploration of real-world challenges and problems. However, the time-intensive nature of PBL can lead to difficulties in covering all prescribed syllabus content within the limited timeframe of a school term. The Tanzania Policy of Education (2014) emphasizes the need for pedagogical approaches that are student-centered, aiming to enhance active participation, critical thinking, and problem-solving skills among students. The policy encourages methods like project-based learning (PBL), cooperative learning, and other interactive techniques that engage students more deeply with the subject matter. The policy underscores that these approaches are integral to developing skills applicable beyond the classroom, such as teamwork, communication, and the ability to apply knowledge in real-life situations.

However, the policy also highlights the importance of curriculum coverage, which creates a balancing act for educators between using time-intensive, student-centered methods and ensuring that all syllabus content is covered within the academic year. The finding aligns with the policy's endorsement of project-based learning as an effective pedagogical approach. The recognition that students understand the content better through collaborative, project-based methods reflects the policy's emphasis on deeper learning and skill development. The challenge noted in the finding that project-based learning sometimes leads to incomplete syllabus coverage highlights a potential tension with the policy's requirement to cover all syllabus content. While the policy encourages active learning methods, it also implicitly demands that educators manage time effectively to ensure that the entire syllabus is covered. Various studies realized that, the effectiveness of PBL dwells in enhancing student engagement and fostering critical thinking, collaboration, and problem-solving skills. The finding similarly aligns with Condliffe et al. (2017) who highlighted that, PBL can lead to significant gains in student motivation and achievement, particularly in science, technology, engineering, and mathematics (STEM) subjects. However, the implementation of PBL also poses challenges. One of the main barriers teachers face when using PBL is time management. This issue of time management is echoed by

UNDER PEER REVIEW

Ambusaid et al (2021) who observed that PBL enhances students' engagement and understanding and it often requires more time than traditional teaching methods.

However, teachers prefer traditional lectures to interactive, student-centered approaches. This preference can lead to deviations from the syllabus, especially if the syllabus is designed with a more modern pedagogical approach in mind. For example, one teacher said:

> *The syllabus recommends students' group discussion format, but I prefer the traditional lecture approach since it is easier to cover large content in the syllabus within a short time. Other teaching methods outlined in the syllabus consume much time, for that case, If I use them, it is difficult to finish teaching all the content with the limited time we have.*

The finding highlights a common tension in educational practice between innovative, student-centered pedagogies and traditional teacher-centered methods. This was also evidenced through classroom observation on the topic of growth and the subtopic was mitosis and growth. The teaching and learning activity outlined in the syllabus was to guide students to discuss stages of mitosis. But what happened in the classroom is that the teacher used the lecture method to teach while students were only listeners. In addition, the findings from observation shows that most of the teachers do not employ the teaching strategies specified in the syllabus. For example, the syllabus indicates some teaching activities outlined in the syllabus were grouping students to observe a model/picture of DNA, discuss, and lastly draw the structure. But what happened in the classroom is that the teacher explained himself and pulled it on the board while students were copying the drawn diagram.

Furthermore, it was observed that there was no interaction in the classroom. Students were asking questions that a teacher had to respond to. Students were not allowed to respond to the questions asked by their fellows. Alignment between the syllabus and classroom instructions is very important in improving the understanding of students on the subject matter but it is not done properly.

The Policy of Education in Tanzania (2014) advocates for student-centered pedagogical approaches to be used in the classroom; such as group discussions, collaborative learning, and interactive methods. The policy suggests that these methods promote critical thinking, communication skills, and a deeper understanding of the subject matter. Group discussions, in particular, are recommended in the syllabus to actively engage students and facilitate peer learning. However, the policy also acknowledges the importance of ensuring comprehensive coverage of the syllabus. Teachers are encouraged to use innovative approaches but are also expected to manage time effectively to cover all required content. Also, the recommendation of group discussions aligns with the syllabus's emphasis on student-centered learning methods. The intention behind promoting these approaches is consistent with the policy's goals of fostering interactive and engaging learning environments. However, the finding also reveals a gap between policy intentions and practical implementation. Teachers' preference for the traditional lecture approach due to time constraints conflicts with the policy's advocacy for interactive pedagogies. This misalignment highlights the tension between the policy's goal of promoting active learning and the practical challenges of completing the syllabus within limited instructional time. The finding aligns with the study of Kombaand~~&~~Nkumbi (2021) who explored the reasons behind Tanzanian teachers' preferences for traditional lecture methods over student-centered approaches

UNDER PEER REVIEW

like group discussions. The study found that while teachers acknowledge the benefits of interactive methods, they often revert to lectures due to the pressure to cover the syllabus within a limited timeframe. This preference is particularly strong in schools with overcrowded classrooms or limited resources.

5. CONCLUSION, AND RECOMMENDATION

5.1 Conclusion

The findings showed a significant positive correlation between teacher professionalism and the alignment of classroom instruction with syllabus content. Higher levels of professionalism among teachers lead to better alignment. Teachers with a strong knowledge of subject matter and pedagogical skills are more effective in interpreting syllabus objectives into classroom practice. Their expertise ensures that all essential topics are covered comprehensively. Professionalism encompasses a teacher's commitment to their role and positive attitude towards teaching. Committed teachers are more likely to plan lessons accurately and adhere closely to the syllabus. Regular participation in professional development programs enhances teachers' understanding of the syllabus and effective teaching strategies. This ongoing learning process helps maintain high alignment levels. Professional teachers frequently engage in reflective practices, assessing and adjusting their teaching methods to meet syllabus objectives. This adaptability contributes to more consistent alignment.

Comment [MO11]: The way on reporting the qualitative findings shall be revisited. It is sound more of quantitative reporting

Professionalism also involves the effective use of available resources. Teachers who actively seek out and utilize additional materials and technologies tend to achieve better alignment with the syllabus. Professional teachers often collaborate with colleagues and participate in professional networks, sharing best practices and strategies for aligning instruction with the syllabus. Professionalism is linked to the use of student-centered teaching approaches, which ensure that lessons are engaging and relevant, thereby improving the alignment with syllabus content. Despite high professionalism, challenges such as large class sizes, diverse student needs, and limited time can still impact the extent of the alignment. However, professional teachers are better equipped to diminish these challenges.

The findings indicate significant challenges in the education system, particularly in class management, professional development, pedagogical approaches, and involvement in syllabus design. Teachers face difficulties managing large classes, which hampers effective learning despite their professional training. Additionally, many teachers have not received ongoing training since their initial employment, leaving them to rely on outdated skills amidst evolving educational demands. Training opportunities, when available, are infrequent and often not aligned with current syllabus requirements. Furthermore, teachers are generally excluded from the syllabus design process, using curricula developed by others without their input. Addressing these issues is crucial for improving teaching effectiveness and educational outcomes.

5.2 Recommendation

Since the study exposed the impact of teachers' professionalism on the alignment of syllabus and classroom instructions, to enhance class management and facilitate effective learning, the government should reduce the number of students per classroom. Implementing policies to

UNDER PEER REVIEW

decrease student-teacher ratios will allow teachers to manage classes more efficiently, offer individualized attention, and make a better learning environment.It is recommended that the Ministry of local government authorities should make sure that in-service training for teachers is conducted several times. This training should cover contemporary teaching methods, technological developments, and syllabus analysis to ensure teachers remain current with educational trends and best practices. It is too recommended that teachers reduce the use of lecture methods when teaching science subjects like biology to students.

Likewise, the government should create opportunities for teachers to participate in the syllabus design process. By involving teachers who directly interact with students, the curriculum can be more relevant, practical, and aligned with classroom realities. This collaborative approach will also empower teachers and enhance their sense of ownership and commitment to the curriculum and their performance.

Furthermore, the government should establish regular feedback mechanisms where teachers can voice their concerns, suggest improvements, and share their experiences regarding class management, training needs, and syllabus content. This feedback should be actively used to inform policy decisions and educational strategies.

The school administration should implement mentorship programs where experienced teachers can support and guide newer teachers. This will help in sharing best practices, addressing class management challenges, and fostering a collaborative teaching environment. Also, it is recommended that teachers should reduce the use of lecture methods when teaching science subjects like biology to students.

Suggestions for Further Studies

The researcher invites a similar study on how teachers' workload impacts the alignment of syllabus content and classroom instructions. The study will create more awareness and could help policymakers and education management consider teachers and student ratio.

Comment [MO12]: Way too short for a single section

Consent

Based on international and university standards, respondents' written consent has been collected and preserved by the author(s).

Disclaimer (Artificial Intelligence)

Authors(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of the Manuscripts.

REFERENCE

Andrews, D., Hamilton, L., & Peterson, G. (2020). Sustaining school improvement: Exploring internal and external factors that develop system school alignment in selected SESA schools. *Journal of Educational Administration*, 58(3), 243-259. Doi number is missing

UNDER PEER REVIEW

UNDER PEER REVIEW

Ball, S. J. (2022). *Education Policy and Contemporary Theory: Implications for Research*. Routledge, London

Biswas, R. & Saha, S. (2022). Perspectives of Curriculum: A Review. *International Journal of Creative Research Thoughts*, 10, 318-325.

Buchanan, J. (2020). The Pressures on, and of, Curriculum. In: Challenging the Deprofessionalisation of Teaching and Teachers. Retrieved from https://doi.org/10.1007/978-981-15-8538-8_6

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development.* Palo Alto, CA: Learning Policy Institute.

del Valle, J. L. (2022). Tough teachers care An ethnographic look into the problematic role of Teachers as figures of authority under learner-centered education. *Australian Journal of Teacher Education (Online)*, 47(6), 19-36

del Valle, J. (2022). Tough Teachers Actually Care : An Ethnographic Look into the "Problematic" Role of Teachers as Figures of Authority Under Learner-Centered Education. *The Australian Journal of Teacher Education, 47*(6), 19–36. https://doi.org/10.14221/ajte.2022v47n6.2

Fasinro, A., &Akinkuotu, B. (2024). The challenge in Curriculum Implementation in Contemporary Systems. *International Journal of Education Development*, 40(2), 123-138.

Fasinro, M. A., Adegbite, T. O., & Olufemi, K. A. (2024). Curriculum implementation: Challenges and prospects of education resource centers to aid effective implementation in Lagos, Nigeria. *African Journal of Curriculum Studies*, 15(1), 77-91.

Gomez, M., & Hernandez, R. (2023). Aligning syllabus and instruction: Teacher professionalism in rural schools. *International Journal of Educational Development*, 58(2), 87-102.

Hargreaves, A., &Fulan, J (2020). *Professional capital*: Transforming teaching in every school. Jossey-Bass.

Jugar, R., Cortes, S. &Pineda, H. (2022). Alignment of the revised secondary teacher education curriculum and the hiring qualifications for SHS teachers in the Philippines: A theoretical gap analysis. *Journal of Education Naresuan University*, 24(1), 1-19.

Kilag, O. K., Catacutan, A., Miñoza, M. L., Arcillo, M., Espinosa, S., & Figer-Canes, R. M. (2023). Optimizing the Teaching of Values Education Strategies for Integration and Contextualization. Excellencia: *International Multi-disciplinary Journal of Education* (2994- 9521), 1(1), 65-76.

Komba, W. L., &Nkumbi, E. (2021). Teachers' Preferences and Time Constraints in Implementing Student-Centered Learning in Tanzania. *Journal of Educational Research and Practice*,10(2), 245-261.

Comment [MO13]: Please use APA 7th edition.

Comment [MO14]: This is a complete reference style according to APA 7th edition. Please check all your references.

UNDER PEER REVIEW

Kothari, C. R. (2014). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers Ltd.

Llorito, A. J. F., Agnes, A. H., Tediong, A. U., Fadrigo, A. L., Suanzon, B. L., Galayugo, C. G., ... &Cahapay, M. B. (2022). Instructional Design of Selected Senior High School Lesson Plans: A Multiple Case Study. *Journal of Human-centric Research in Humanities and Social Sciences*, 3(1), 1-16.

McCain, K. (2016). The Importance of Understanding the Nature of Scientific Knowledge. In: The Nature of Scientific Knowledge. *Springer Undergraduate Texts in Philosophy*. Retrieved fromhttps://doi.org/10.1007/978-3-319-33405-9_1

National Examination Council of Tanzania (NECTA). (2021). *Form Four National Examination Results*. Dar es Salaam: NECTA.

Nebolisa, E. (2024). Challenges affecting the implementation of the new business education curriculum in colleges of education in South East Nigeria. *Journal of Educational Research and Practice*, 10(3), 45-58.

Piala, M., Chisulo, B., & Mulenga, M. (2023). Limited resources and their impact on educational outcomes: A study of resource constraints in rural schools. *Journal of African Educational Studies*, 18(4), 67-82.

Rowley, J. (2014). Bridging the Gap: Improving Students' Learning Experience through Shifting Pedagogical Practices in Higher Education. *International Journal of Learning and Development*, 4, 28-39.

Schwab, j. j. (1969). The practical: A language of curriculum. *School Review*, 78(1), 1-23

Smith, J., Roberts, A., & Turner, L. (2021). The impact of professional development on syllabus alignment and classroom practices in high schools. *Journal of Educational Research and Practice*, 15(3), 124-138.

The United Republic of Tanzania, Ministry of Education and Vocational Training. (2014). Education and Training Policy Dar es Salaam: Ministry of Education and Vocational Training.

Tumuheise, R., Namanya, J., & Karyeija, G. (2023). Factors affecting implementation of competence-based curriculum in selected secondary schools in Kabale Municipal, Kabale District, Uganda. *Journal of Educational Research and Development*, 14(2), 112-128.

Tyler, R.W (1949) *Basic Principles of Curriculum and Instruction*. University of Chicago Press, Chicago.

Wang, H., & Li, Q. (2022). Teacher professionalism and curriculum alignment: A case study in urban China. *Asia-Pacific Journal of*

UNDER PEER REVIEW