

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

ABSTRACT: This study determines the impact teachers' professionalism on alignment between syllabus content and classroom instructions. Syllabus alignment 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 in Tanzania, and the target population was all biology teachers. The study used simple random sampling to select schools and purposive sampling techniques to select respondents. The study collected data from 19 teachers using semi-structured interviews, classroom observation, and documentary review. Findings revealed that teachers' professionalism impact the alignment between the syllabi and classroom instructions. 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.

Keywords: *Alignment, Syllabus, Classroom, Biology, Teachers' Professionalism, Alignment, Classroom Instructions*

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.

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 how the specific elements such as school culture and overcrowded classroom affect teachers' professionalism in Mvomero District, in Morogoro, Tanzania. The study was guided by four questions: do teachers use teaching methods outlined in the syllabus to deliver the biology content? Do teachers use assessment methods outlined in the syllabus to assess students understanding of the content? Do teachers manage class during the lesson? Do teachers use effectively time located in the syllabus to deliver 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 (Kim & Lee, 2020). In Tanzania, secondary schools are categorized into four types: those under the Ministry of Education, community (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 teachers professionalisms in community secondary schools which are under local government, 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.

2. LITERATURE REVIEW

Theoretical Framework

The study employed two theories, these are; Tyler's Model of Curriculum Development (Tyler, 1949). 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.

According to Tyler, the first step in curriculum development is identifying clear and measurable educational objectives. These objectives are derived from three sources which are student needs, societal needs, and subject matter (Tyler, 1949). For this study on teacher professionalism involves understanding and interpreting the objectives outlined in the syllabus. Teachers with higher professional qualifications and experience are likely to have a deeper understanding of the learning objectives set out in the curriculum. The research can explore how teacher professionalism impacts their ability to interpret these objectives accurately and ensure that classroom instruction is targeted toward meeting these objectives. Professional teachers are expected to align their instruction more effectively with the curriculum because they are trained to do so.

Tyler emphasizes that once objectives are established, teachers must select appropriate learning experiences that help students achieve these objectives (Tyler, 1949). These learning experiences must align with the syllabus content. Professional teachers possess the expertise to choose learning activities that effectively convey the syllabus content. They are equipped with pedagogical skills to incorporate diverse instructional methods (e.g., lectures, discussions, experiments) that align with curriculum objectives. This study assesses how teacher professionalism influences the selection of learning experiences that align with syllabus goals. Highly professional teachers may be more skilled at selecting experiences that cater to both syllabus content and students' learning needs.

Subsequently selecting appropriate learning experiences, Tyler emphasizes the need for effective organization of learning experiences; this involves structuring learning experiences in a logical and sequential order to facilitate learning (Tyler, 1949). Teachers with strong professionalism often have better organizational skills, enabling them to structure their lessons in a way that progressively covers the syllabus content. They can sequence lessons to ensure that foundational knowledge is built upon throughout the course. The study investigates whether teachers with a higher degree of professionalism are more adept at organizing instruction that adheres to the syllabus. Professionalism could contribute to the teacher's ability to plan lessons that cover the entire syllabus without omitting key content due to poor organization or time constraints.

The Tyler model concludes with evaluation, which involves assessing whether the learning objectives have been met (Tyler, 1949). Effective evaluation helps teachers determine if their instruction has been successful in covering the syllabus content. Professionalism in teaching includes the ability to design and implement assessments that accurately reflect the syllabus objectives. Professional teachers may be more capable of using formative and summative assessments to evaluate whether their instruction aligns with the syllabus. In study, this component of the model can be used to evaluate how well professional teachers assess student

learning in alignment with the syllabus and adjust their teaching based on the results of these evaluations.

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

The Influence of teacher professionalism on the alignment between syllabus content and classroom instructions in secondary schools in Mvomero District highlights key challenges teachers face in aligning syllabus content with classroom instruction, particularly due to large class sizes, lack of training, and outdated teaching methods. Ball et al. (2022) emphasized the importance of ongoing reflective practice and collaboration to ensure alignment between instructional strategies and curriculum goals, proposing that teachers integrate subject-specific knowledge and pedagogical skills in professional development. Similarly, Hargreaves and Fulan (2020) stressed the role of professional collaboration and strong professional capital in fostering effective alignment. Buchanan (2020) and Darling-Hammond et al. (2017) both underscored the importance of continuous, embedded professional learning as key to adapting teaching practices to evolving syllabus requirements. Additionally, Smith et al. (2021) and Wang and Li (2022) demonstrated that targeted professional development significantly improves syllabus alignment by enhancing teachers' instructional competency and confidence.

While the Mvomero study reveals practical barriers, such as lack of access to training and difficulties managing large classrooms, Ball *et al.* (2022) and Hargreaves and Fulan (2020) focus more on the conceptual and collaborative dimensions of professionalism. The contrast highlights that while professional learning communities and reflective practices are theoretically advocated, the real-world constraints like overcrowded classrooms and infrequent training limit their application. However, all studies converge on the necessity of structured, continuous professional development to enhance the alignment between syllabus expectations and classroom instruction. This shows that addressing these practical challenges could enhance teachers' effectiveness in aligning their instructional practices.

3. METHODOLOGY

A strategy for responding to the questions using qualitative approach data was selected. A qualitative approach was selected because the research seeks to understand complex phenomena like teacher professionalism and syllabus alignment in-depth. It allowed for an exploration of context specific realities, aligning well with the study's goal. The study engaged a case study design to gather qualitative data. The design was useful in exploratory this research in which the goal was to investigate how and why things happened. The case study method allowed for a detailed exploration of how teacher professionalism and syllabus alignment manifest in specific schools in Mvomero District Council in Morogoro Region, Tanzania,. Simple random sampling was employed to select nine secondary schools from the district. This method gives each school an equal chance of being included, which helps to avoid selection bias and ensures that the

schools selected are representative of the larger population. By randomly selecting schools, the study captures different teaching environments, which is crucial for generating findings that can be generalized to the broader district context. Purposive sampling was employed to select 19 biology teachers. This technique was appropriate for identifying participants with specific characteristics relevant to the research objectives namely, teachers with expertise in biology instruction. This method ensures that the sample consists of individuals who possess the necessary knowledge and experience to provide in-depth insights into the subject matter. A total population of 96 teachers and a sample of 19 biology teachers were selected. This provides a manageable group for qualitative data collection while still representing a significant portion of the population. In qualitative research, sample size is determined based on the need for detailed, in-depth data. The data were collected using semi-structured interviews, which allowed for flexibility in questioning, enabling the researcher to probe deeper based on participants' responses. This ensured that rich, qualitative data could be collected. This method allows for the collection of detailed, context-specific information that was crucial for case study research. Also, data were collected using classroom observations which provided firsthand insights into teachers' instructional practices and the alignment of their teaching with the syllabus. Observing teachers in their natural teaching environment added a layer of authenticity to the data. It allowed the researcher to witness the application of professionalism in real time, offering a direct way to evaluate syllabus alignment and teaching practices. Document review was used to collect secondary data, such as lesson plans and official reports, which provided context and support for the primary data collected through interviews and observations. Reviewed documents helped to triangulate the data, and enhanced the reliability and validity of the findings. It also provided background information that helped to better understand the instructional environment in which teachers operate. Biology teachers were informed before participating in the study and ensured that they understood the study's purpose, their role, and the potential risks and benefits of participation. Obtaining informed consent was a critical ethical standard in research, and ensured that participants voluntarily agreed to take part. It respects participants' autonomy and rights, enhancing the proper rigor of the study. The study ensured confidentiality by protecting participants' identities and keeping data private. Anonymity in data reporting prevented the identification of individuals or specific schools. Upholding confidentiality and anonymity ensured the participants' privacy and fostered trust, which encouraged honest and open participation. Institutional approval was obtained before data collection, ensuring that the study met academic and ethical standards set by the institution. Gaining institutional approval provides a formal check that the research adheres to academic integrity and ethical guidelines, thus protecting both participants and the researcher.

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:

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 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 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 Komba and Nkumbi (2021) who explored the reasons behind Tanzanian teachers' preferences for traditional lecture methods over student-centered approaches 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 study concludes that the quality of education in secondary schools is severely compromised by several interconnected factors such as classroom management, continuous professional development, teacher involvement in syllabus design, and pedagogical approach. Teachers with a strong knowledge of class management 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.

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 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 study was limited to Mvomero District within Morogoro region, Tanzania, which restricts the generalizability of the findings to entire country or other regions. Consequently, the data collected and analyzed in this research may not fully capture the overall situation regarding syllabus alignment with classroom instructions. In the light of this limitation, the researcher suggests a further 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. By addressing teachers' workload, the government can allocate funds and resources to areas that need support, such as provisional of professional development, and providing necessary teaching materials. Research in this area can help the government set realistic educational standards and accountability measures. It ensures that syllabus guidelines are practical and achievable within the existing educational infrastructure, thereby improving the quality of education nationwide.

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COMPETING INTERESTS

Author has declared that no competing of interests

AUTHOR'S CONTRIBUTIONS

The sole author designed, analyzed, interpreted, discussed and prepared the manuscript

ETHICAL APPROVAL

The research was conducted in accordance with the principles of ethical research practice, including transparency, integrity and respect for intellectual property. In conducting a systematic review, all sources were appropriately cited, and care was taken to ensure that the analysis was conducted fairly and accurately without bias. Furthermore, the review included publicly available data, and no personal or sensitive information was accessed or used in analysis. The study was conducted with a commitment to advancing knowledge while respecting the work of others and authors.

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.

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