

TEACHERS' RESOURCE USE COMPETENCE AND LEARNERS' ACQUISITION OF COMMUNICATION AND DIGITAL LITERACY SKILLS IN PUBLIC PRIMARY SCHOOLS IN ILEJE DISTRICT, TANZANIA

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ABSTRACT

This study examined the influence of teachers' resource use competence on learners' acquisition of communication and digital literacy skills in public primary schools in Ileje District, Tanzania. This study used a convergent parallel mixed methods design with a pragmatism paradigm. Questionnaires were used to collect quantitative data and classroom observations, focus group discussions and interviews were used to collect Qualitative data. Quantitative data were analysed using descriptive statistics, whereas qualitative data were analysed thematically. Results revealed that teachers typically developed teaching materials in line with the learning objectives ($M = 4.05$, $SD = 1.20$). The schools, however, had poor computer laboratory facility ($M = 1.32$, $SD = 0.47$), limited electricity and internet facility ($M = 1.41$, $SD = 0.82$), and poor teacher training in educational technology ($M = 1.52$, $SD = 0.51$). These constraints limited effective resource utilization and learners' opportunities to develop communication and digital literacy skills. The study concludes that teachers' resource use competence is essential for developing these competencies but depends on adequate instructional resources, digital infrastructure, and continuous professional development. The study suggests for more investment in digital infrastructure and instructional resources, in conjunction with regular in-service teacher training to strengthen technology-enhanced instruction.

Keywords: Teacher resource use competence; communication skill; digital literacy skill; competency-based curriculum; instructional resources; Ileje-Tanzania.

1.0 INTRODUCTION

Communication and digital literacy are among the twenty first century skills highlighted in education, as the skills that empower students to access information, communicate effectively, solve problem creatively, and contribute meaningfully to social and economic development.

(González-Salamanca et al., 2020; Sardar, 2024 & Shobirin, 2025). International education frameworks, including the Sustainable Development Goals (SDG 4), advocate equitable access to quality education that develops relevant skills through learner-centered pedagogical approaches supported by adequate educational resources. As stated by Chansa Chanda et al., (2024), communication skill is the ability of the learners to express their ideas effectively in speaking, writing, listening, reading, and interpersonal communication in various social and academic situations. Digital literacy is the ability of learners to access, assess, produce, share and manage information responsibly and ethically through digital technologies.

Despite the growing importance of communication and digital literacy skills in modern education system, their successful acquisition among primary school learners remains a concern, particularly in contexts where schools face limitations in instructional resources and teachers' capacity to utilize them effectively. Within Tanzania's Competence-Based Curriculum (CBC), teachers are anticipated to use different instructional resources to enable learner-centered, interactive, and practical learning experiences. Teachers are therefore, expected to possess strong content knowledge and demonstrate proficiency in the selection, adaptation, use, and management of instructional materials for meaningful learning. The study aimed to provide empirical evidence of the level of teachers' competence in selecting, adapting and using instructional resources in supporting the development of these essential twenty first century skills in primary school learners.

Teacher resource use competence comprises a critical dimension of professional teaching practice because teaching resources bridge the gap between theoretical concepts and practical understanding. Effective utilisation of teaching resources including textbooks, teacher guides, visual aids, manipulatives, libraries, laboratories, computers, internet-based learning platforms, and locally developed instructional materials; enhances learner engagement, improves conceptual understanding, and promotes higher order thinking skills (NORBI, RUZAINA, & ABDULLAH, 2025). Within competency-based curriculum, instructional resources create authentic learning environments that encourage communication and digital skills among learners.

1.1 Theoretical Framework

This study is anchored in Shulman's Pedagogical Content Knowledge (PCK) Theory (1986), which postulates that effective teaching extends beyond mastery of subject matter or general pedagogical skills to include the ability to change subject content into forms that are understandable and meaningful to learners. Shulman (1986) argues that the transformation occurs when teachers select and use appropriate instructional resources, illustrations, examples, demonstrations, and teaching strategies that are suitable for the needs and prior knowledge of learners. Instructional materials, including textbooks, digital technologies, visual aids, libraries, and locally developed materials are used as pedagogical tools to support active engagement, communication, collaboration, and real-world problem-solving in the Competence-Based Curriculum. Therefore, teachers' competence in selecting and effectively using instructional resources is a critical component of pedagogical content knowledge, enabling learners to acquire communication and digital literacy skills through authentic and learner-centered learning experiences.

Shulman's Pedagogical Content Knowledge (PCK) Theory is appropriate for this study because it recognizes instructional resources as essential pedagogical tools that enable teachers to translate curriculum content into learner-centered experiences that promote competence acquisition. Moreover, PCK offers an appropriate theoretical framework to describe and explain the way teachers effectively use instructional resources to promote active learning, engagement of learners, and cultivation of twenty first century skills in public primary schools. The theory, therefore, directly supports the study's underlying assumption that competent resource utilization is one of the core requirements for successful implementation of the Competence Based Curriculum and the acquisition of modern skills by learners.

1.2 Related Literature

Empirical studies across diverse educational contexts consistently demonstrate that effective teachers who are able to use instructional resources effectively in their classroom environments have higher levels of learner participation, learner achievement, and learner competency (Xushnazarov, 2026; Cabrillos, 2026). Stavytska, (2023) add that digital technologies further expand opportunities for interactive learning by enabling learners to access diverse information sources, collaborate beyond classroom boundaries, and develop independent learning skills. The successful integration of instructional resources, however, relies not just on their availability, but also on the teachers' professional competence, confidence, pedagogical knowledge and institutional support.

In Sub-Saharan Africa, efforts to strengthen competency-based education have encountered considerable challenges associated with inadequate educational resources, limited infrastructure, insufficient funding, and disparities between urban and rural schools (Wawire, 2026 & Zickafoose et al., 2024). While a number of countries have formulated policies that encourage the application of technology in the teaching and learning process, there are several factors that limit its implementation such as unreliable electricity supply, weak internet connection, restricted access to digital devices and absence of teacher training (Syinta, & Imam, 2026; Sepadi, Kgaphola, & Molapo, 2025). The contextual issues are disproportionately affecting rural schools, where limited resources may limit opportunities for students to develop communication and digital literacy skills.

A study carried out in Gasabo District in the year (2023), investigates the correlation between the use of instructional materials and students' academic performance in selected ordinary level public secondary schools in Rwanda's Gasabo District. By using correlation research design with 264 participants, the study discovered that the integration of instructional materials during teaching significantly impacts learners' academic performance (R-Square of 0.532). Further, inadequate instructional resources in schools contributes to lower the quality of education. This is evident from the study by Mwaniki, Ogola and Nyerere (2022) who conducted research in Kenya, their correlational research design found that, low provision of resources has compromised the general quality of secondary education in the region.

Tanzania has undertaken substantial educational modifications designed to improving the quality and relevance of basic education through execution of the Competence-Based Curriculum (CBC) (Hamidu, & Péter, 2025). The curriculum focuses on learner-centered learning, active participation, cooperative learning, problem solving, creativity, communication, and digital literacy. These reforms are supported by national education

policies that promote the application of information and communication technologies and the effective use of a variety of teaching and learning materials to facilitate the achievement of skills. As such, teachers play an essential role in aligning curriculum intentions with effective classroom practice, which involves the selection and use of appropriate resources.

In spite of these policy initiatives, empirical evidence proposes that execution of competency-based teaching in many Tanzanian public primary schools remains constrained by deficiencies of instructional materials, insufficient technological infrastructure, inadequate professional development opportunities, and limited educational funding (Mwangi, & Barasa, 2026). Rural districts continue to experience greater encounters due to limited access to electricity and internet services, geographical isolation, and inadequate provision of teaching and learning resources. This implies that traditional teaching practices, which minimise the opportunities for interaction, communication, and digital engagement with the learner, are often used by teachers.

The education sector has been growing steadily since the introduction of the Fee-Free Basic Education Policy (FBEP) in Tanzania in 2015. However, the rapid increase in the school age population has created greater demand for educational resources and institutional capacity, which has not been adequately met (A World Bank Policy Note for Tanzania, (2023); Julius & Kinwiko, (2024); Katera & Msafiri, (2020); Rodriguez-Segura & Mbiti, 2022). Although the reviewed literature seems to be informative, none of them was addressing teacher resource competence and its influence in the acquisition of communication and digital skills among primary school learners. This study therefore, is designed to fill this gap, the findings may contribute to the growing body of knowledge on competency-based education implementation and provide empirical evidence to inform educational policy, teacher professional development, and resource allocation strategies aimed at improving learning outcomes in Tanzanian public primary schools.

2.0 METHODOLOGY

This study adopted the pragmatism research philosophy, which permits the combination of quantitative and qualitative approaches to obtain a complete understanding of the phenomena (Creswell & Creswell, 2023). Pragmatism was considered appropriate because it recognizes that no single method is sufficient to explain complex issues surrounding teacher competence and learners' acquisition of communication and digital literacy skills.

2.1 Design

The study employed a convergent parallel mixed methods research design in which quantitative and qualitative data were collected at the same time, analyzed separately and then linked during interpretation to give complementary evidence about the competence of teacher resource use and its contribution to the development of communication and digital skills in public primary schools. The convergent design allowed the researcher to compare quantitative data collected from questionnaires with qualitative data collected from interviews, observations, and document analysis to enhance the credibility and completeness of the findings (CASIO & Pidor, 2025; McLaughlin, Kane-Gill, & Snyder, 2025; Zhang & Ibarra, 2024).

2.2 Research Philosophy

The study used the pragmatism research philosophy, which was considered appropriate because it aimed to solve a practical educational problem by using quantitative and qualitative evidence. This philosophical approach enabled the researcher to select research methods according to their suitability for addressing the research problem, without being confined to a single methodological tradition (Pragmatism as a Compatible Theoretical Lens for Mixed Methods Research in Prehospital Care, 2024). In this study, quantitative data were employed to determine the level of teachers' competence in using instructional resources, while qualitative data provided insights into the extent of technology integration in teaching and learners' experiences in developing communication and digital literacy skills. Thus, the pragmatic approach facilitated the integration of numerical and experiential evidence, resulting in a more comprehensive understanding and interpretation of the study findings.

2.3 Research site

The study was carried out in Ileje District, Songwe Region, Tanzania. Ileje District is mainly rural and consists of public primary schools based on the Competence-Based Curriculum (CBC). Despite the efforts of the government to improve the quality of education by changing the curriculum approaches, still several studies indicate that, graduates from different levels leave schools without acquiring twenty first century skills; including digital literacy and communication skills (URT, 2025; Mduwile et al., 2023). Several studies have researched on competence-based curriculum implementation, leaving aside teacher competencies and its influence on skills acquisition among learners. Since teacher's competence is among the critical factors that enhance effective curriculum implementation, this study aims to bridge that gap. These characteristics made the district appropriate for investigating how teachers' resource use competence influences learners' acquisition of communication and digital literacy skills among learners.

2.4 Target Population and sampling strategies

The study targeted educational stakeholders directly involved in the implementation and supervision of teaching and learning in public primary schools. The target population comprised:

1. Public primary school teachers;
2. Head teachers;
3. Standard seven learners

Teachers constituted the key respondents because they are directly responsible for instructional resource utilization and implementation of competency-based teaching. Head teachers offered supplementary information on resources of instruction, teacher professional development and school management practices. Learners were included because they are the primary beneficiaries of the education system and the direct recipients of teachers' instructional practices. Their inclusion was essential to examine whether teaching practices actually support the development of communication and digital literacy skills.

The study employed both probability and non-probability sampling techniques. Stratified simple random sampling was used to select 44 subject teachers and 212 standard seven learners from 18 public primary schools. This strategy was appropriate because it ensures that all key

subgroups of the population are adequately represented in the sample (Agustina, Sembiring, Sakti, & Iyanuar, 2025). After dividing the population into homogeneous groups (strata), respondents are selected randomly from each stratum, giving every individual an equal chance of being chosen. This method reduces sampling bias, improves the representativeness of the sample, increases the accuracy and reliability of the findings, and allows meaningful comparisons between different groups within the population. Purposive sampling was used to select 18 head teachers, because of their administrative responsibilities and extensive knowledge regarding instructional resource management and curriculum implementation.

2.5 Data collection methods

Four complementary instruments were employed to collect data.

2.5.1 Questionnaire

A structured questionnaire was administered to teachers to obtain quantitative data regarding teacher resource use competence and learners' acquisition of communication and digital literacy skills. The questionnaire comprised of closed-ended items measured on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) and few open-ended items. According to (Koo, & Yang, 2025). Questionnaire is suitable data collection technique for research as it is easy and efficient to use in investigating opinions and attitudes when well designed and administered.

2.5.2 Interview Guide

Semi structured interview guides were administered to head teachers. This research tool was appropriate as it provides a systematic framework for the interview process, ensures comprehensive coverage of key research themes, and facilitates consistent data collection while allowing flexibility to explore emerging issues (Adamova, 2025 & Jo, 2019). Thus, interviews focused on the school heads' perception of instructional resource availability, teacher preparedness, technology integration, institutional challenges, and potential interventions to enhance the competency-based approach.

2.5.3 Focus Group Discussion (FGDs)

Twelve students from every school were engaged in the Focus Group Discussions (FGDs). The Focus Group Discussions (FGDs) were used because they enabled primary school learners to freely share their experiences, opinions, and perceptions regarding teachers' use of instructional resources and how these influenced the development of their communication and digital literacy skills. The group interaction also enabled learners to expand on what others were saying, giving the group detailed and collective information which could not be easily captured in questionnaires. In addition, FGDs allowed the researcher to probe for clarification and gain a deeper understanding of learners' classroom experiences, thereby complementing the quantitative data and enhancing the credibility of the study findings (Alam, Asmawi, & Fatema, 2025).

2.5.4 Observation Guide

The classroom observations were conducted using an observation guide to assess the availability and utilization of instructional materials, computer laboratories, libraries, electricity supply, internet access, and teaching practices in the classrooms. This research instrument was appropriate because it is recognized as effective methods for improving research outcomes (Tarusha, & Bushi, 2024). Classroom observations served to triangulate and verify information obtained through questionnaires, interviews and Focus Group Discussions (FGDs).

2.6 Data analysis

Quantitative data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to describe the respondents' perceptions of teacher resource use competence. Qualitative data obtained through interviews, observations, and focus group discussions (FGDs) were analyzed using thematic analysis. Interview transcripts were verbatim-transcribed, coded, categorized and sorted into emerging themes, which matched the study objective. Qualitative findings were combined with quantitative findings during interpretation to give a complete explanation of the observed relationships.

3.0 FINDINGS AND DISCUSSION

3.1 Findings

The results presented in this section are based on data collected through teachers' questionnaires comprising closed-ended items measured on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The responses were analysed using descriptive statistics, specifically percentages, frequencies, means, and standard deviations, to describe teachers' perceptions of the study variables.

Table 1: Teachers' Views on Their Resource Use Competence(n=44)

Resource use competence	SD	D	U	A	SA	Mean	SD
Prepares teaching resources that match lesson objectives	3 6.8%	4 9.1%	0 0.0%	18 40.9%	19 43.2%	4.05	1.20
Computer labs, libraries, and workshops are fully equipped	30 68.2%	14 31.8%	0 0.0%	0 0.0%	0 0.0%	1.32	0.47
Uses inclusive materials for learners with diverse needs	12 27.3%	20 45.5%	3 6.8%	7 15.9%	2 4.5%	2.25	1.16
School has consistent electricity and internet	31 70.5%	11 25.0%	0 0.0%	1 2.3%	1 2.3%	1.41	0.82
Trained in using technology to teach	21 47.7%	23 52.3%	0 0.0%	0 0.0%	0 0.0%	1.52	0.51
Utilizes available school instructional resources effectively	12 27.3%	16 36.4%	4 9.1%	9 20.5%	3 6.8%	2.43	1.28
Suggested books & teaching guides are sufficient and useful	27 61.4%	9 20.5%	0 0.0%	4 9.1%	4 9.1%	1.84	1.35
Overall Mean Score						2.12	0.97

Key for Mean: 4.21– 5.00 =SA; 3.41– 4.20 =A; 2.61– 3.40 =U; 1.8 -2.60 =D; 1.00-1.80 =SD

Source: Field data 2026

Table 1 indicate that teacher resource use competence in public primary schools was generally low $M = 2.12$, $SD = 0.97$, implying that the existing instructional environment is inadequate to facilitate learners' acquisition of communication and digital literacy skills. In relation to Shulman's Pedagogical Content Knowledge (PCK) framework, the results suggest that teachers encounter challenges not only in accessing instructional resources but also in effectively selecting, adapting, and integrating them into learner-centered instructional practices.

Although majority of respondents 84.1% reported that they prepared teaching resources aligned with lesson objectives $M = 4.05$, $SD = 1.20$, classroom observations revealed a contrasting situation.

For example, 88.9% of the 18 classrooms observed used almost all the textbooks, with very little or no use of supplementary teaching aids (OBV 2 & 8).

Similarly, the teaching method in the majority of cases was lecture teaching, and only 11.1% of teachers used learner-centered teaching methods such as group discussion and simple experiments in the classroom. The results show that there is a gap between teachers reported instructional practices and their actual implementation in the classroom, suggesting that preparation of instructional resources does not necessarily lead to their effective use in teaching.

The study also found that the schools had a significant lack of instructional and technological infrastructure. All 100% participants disagreed that libraries, computer laboratories, and workshops were adequately equipped $M = 1.32$, $SD = 0.47$, whereas 95.5% specified that schools lacked reliable electricity and internet connectivity $M = 1.41$, $SD = 0.82$. In addition, all respondents 100% testified that they had not received adequate training in technology integration for instructional purposes $M = 1.52$, $SD = 0.51$. These findings suggest that inadequate infrastructure, compounded by insufficient teacher preparedness, significantly constrains learners' opportunities to engage with digital technologies and develop digital literacy competencies.

The qualitative findings corroborate the quantitative results. Most head teachers 94.4% identified shortages of libraries, computer laboratories, workshops, playgrounds, and other instructional facilities as major constraints to effective execution of competency-based curriculum. In schools where electricity was available, technology use was still constrained due to the lack of internet connectivity and digital instructional devices. One of the head teachers said that:

My school is powered but no internet connectivity, thus it helps in printing examinations and giving light to teachers who teach during late hours particularly to standard four and seven who are preparing for National Examinations every year" HT 10.

The findings of this study propose that the presence of basic infrastructure is not enough, as digital resources and institutional support mechanisms are necessary.

The study further revealed inadequate provision and use of inclusive instructional materials in schools. Nearly three-quarters of the respondents 72.8% disagreed that teachers utilized instructional materials that addressed the diverse learning needs of pupils $M = 2.25$, $SD = 1.16$. These findings are consistent with classroom observations. Teaching documents, including lesson plans, schemes of work, and examination rubrics representing 83.3% of schools, reflected a content-based rather than a competency-based approach. They mainly emphasized syllabus coverage and knowledge acquisition, with limited focus on developing learners' practical skills and applying knowledge to real-life situations.

Previous studies indicate that these challenges also affect secondary schools in Tanzania, limiting teachers' ability to effectively implement competency-based teaching and learning (Likuru, & MwansaMwila, 2022). For instance, during the focus group discussions, it was found that there was not much participation of primary school learners in sports and games. Learners from schools with playgrounds reported participating in sports only twice a week after class hours, while those from schools without playgrounds did not participate at all. Responses from participants were almost the same, for instance, few learners from different groups said:

“Many of us do not get involve in games because they have scheduled them after studies. Therefore, if parents notice that some of our friends returned home early, they punish those of us who come late. So, we just decided not to play so that we won't be punished” **FGD 13, 14 & 18**

Further, results show that learning objectives were primarily knowledge-based in nature, while assessment was based primarily on written testing and recall rather than on communication, creativity, collaboration, and problem-solving investigation.

Teachers' competence in utilizing available instructional resources was also perceived to be inadequate. Most respondents 63.4% disagreed that teachers effectively utilized the instructional resources available in their schools, $M = 2.43$, $SD = 1.28$. The mean score reflects overall disagreement with the statement while the standard deviation suggests some variation in respondents' perceptions. The study result proposes that resource use competence extends beyond the availability of instructional materials to include teachers' ability to select, adapt, and integrate such resources into effective classroom instruction.

Furthermore, 81.8% of the respondents perceived the recommended textbooks and teachers' guides as inadequate for supporting implementation of the Competence-Based Curriculum, $M = 1.84$, $SD = 1.35$. Interview data confirmed delays in the distribution of revised curriculum materials, forcing many schools to continue using outdated textbooks and teachers' guides. one school head commented that:

“We still have not received the grade one to three text books and teachers' guides for the improved curriculum up to now, to avoid conflicts with our superiors we continue using the old curriculum books until they feel like bringing the books that follow under the new curriculum.”HT1

As a result, teachers' ability to design learner-centered instructional activities that foster communication and digital literacy skills is considerably constrained by the limited availability of relevant curriculum resources.

3.2 Discussion

The findings indicate that teacher resources competence is still low to facilitate the acquisition of digital literacy and communication skills in public primary schools in Ileje District. While teachers reported using instructional resources which matched the objective of a lesson, observation in the classrooms indicated that there was limited use of a variety of teaching materials during instruction. This gap suggests that while teachers recognise the significance of instructional resources, they struggle to translate this awareness into effective classroom practice. According to Shulman's Pedagogical Content Knowledge (PCK) theory, the effective teacher must make the content of the subject matter meaningful for students by using suitable instructional materials and pedagogical methods (Shulman, 1986). This reliance on textbooks and lecture-based methods is therefore observed as a limitation in teachers' pedagogical content knowledge, especially in the selection, adaptation, and integration of resources in teaching.

The predominance of teacher-centered instructional approaches observed in this study appears to limit learners' opportunities to engage in discussion, collaboration, experimentation, and problem-solving, which are central to the development of digital literacy and communication skills within the Competence-Based Curriculum. These findings differ from previous studies, which reported that effective utilization of instructional resources enhances learner participation, competency acquisition, and development of twenty-first-century skills (Ohazurike & Igwe, 2024). The difference may reflect contextual variations in teacher preparation, resource availability, and institutional support between the study setting and those reported in earlier research.

The results also show that lack of instructional and technological facilities is still a major obstacle to competency-based teaching and learning. Limited access to computer labs, libraries, workshops, a stable electricity supply, and internet access limited the opportunities for teachers to incorporate digital technologies into classroom instruction. Furthermore, teachers lacked the professional training needed to effectively use the digital resources available. This finding emphasizes the claim that successful incorporation of digital learning depends not only on the availability of technological infrastructure but also on teachers' digital pedagogical competence (Rawal, 2024; Ó Ceallaigh et al., 2025).

These findings were reinforced by qualitative evidence, which showed that schools, even those with power, had limited access to the internet and digital instructional equipment, and consequently, technology was not used to support teaching. This proposes that infrastructure alone is inadequate for promoting digital literacy skills, unless accompanied by sufficient institutional support, instructional technologies, and continuous teacher capacity development. Similar observations have been conveyed in studies examining technology integration in developing countries, where insufficient infrastructure and inadequate institutional support continue to constrain implementation of competency-based education (Kinoti et al., 2025; Namatende-Sakwa et al., 2025; Juma et al., 2025).

Another critical result concerns the inadequate availability and utilization of inclusive instructional materials. The evidence suggests that the teaching was mostly content rather than competency based with focus on what was covered in the syllabus and exam preparation rather than application of knowledge. Classroom documents further showed that learning objectives and assessment practices primarily focused on factual recall rather than communication, collaboration and digital literacy skills. The results corroborate previous research that found that poor instructional materials, low level of ICT integration and inadequate teacher preparation were significant challenges to the successful implementation of competency-based curricula.

The study also found that teachers experienced difficulties in effectively utilizing the instructional resources available in their schools. This finding implies that the use of resources is not merely a matter of their physical accessibility, but also of teachers' competence in selecting, adapting and using them in meaningful learning experiences. While previous research has found generally positive teacher engagement with instructional resources and open educational resources, the current results suggest that poor pedagogical skills and insufficient professional development continue to hinder effective use in classrooms (Tlili et al., 2023; Tabia et al., 2024).

Furthermore, the inadequacy of recommended textbooks and teachers' guides emerged as an important challenge affecting curriculum implementation. However, some teachers were forced to continue using the old curriculum materials due to the delay in delivery, which reduced the opportunity to plan and prepare lessons that facilitate communication and digital literacy skills. The results indicate that the curriculum reform must be accompanied by timely provision of supportive instructional materials, if teachers are to effectively implement competency-based teaching.

Generally, the findings indicate that teacher resource use competence is influenced by the interaction between teachers' pedagogical knowledge, availability of instructional materials, digital infrastructure, and institutional support. Although teachers established commitment to lesson preparation, the broader teaching and learning environment restricted effective execution of learner-centered pedagogy. Therefore, interventions to improve the communication and digital literacy of learners must be holistic, supporting teachers' pedagogical competence, continuous professional development, access to current instructional materials, and expand digital infrastructure in public primary schools. Such interventions would strengthen implementation of the Competence-Based Curriculum and improve opportunities for learners to acquire the skills required for lifelong learning and participation in the digital society.

4.0 CONCLUSIONS

This study concludes that teacher resource use competence is a key determinant of learners' acquisition of communication and digital literacy skills in public primary schools. While teachers showed commitment in preparing lessons, the effective application of competency-based teaching was limited by the lack of utilization of instructional resources, digital infrastructure, inclusive learning materials, and training on technology integration. These challenges restricted teachers' ability to create learner-centered learning environments that foster communication and digital literacy skills. Therefore, the study recommends the need to

boost teacher competence in using instructional resources, increase access to instructional resources, digital infrastructure, and continuous professional development to improve communication and digital literacy competencies among learners in Tanzania's Competence Based Curriculum.

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