

INFLUENCE OF STAKEHOLDERS' PARTICIPATION AND IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN KAMULI MUNICIPALITY

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STUDENT'S DECLARATION

I, Gumasi Fred Owor, hereby declare that this is my original work, is not plagiarized and has not been submitted to any other institution for any award.

Signed:  Date: 21st May, 2025

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APPROVAL

This is to certify that this research titled “Stakeholders Involvement and Competency Based Curriculum Implementation in Kamuli Municipality”, has been done under my supervision and is now ready for submission.

Signed: 

Mr. Lugemwa Patrick

Date: 23rd/05/2025

ABSTRACT

The study aimed at examining the stakeholders' involvement in the implementation of the Competency-Based Curriculum (CBC) in Kamuli Municipality, Uganda. It specifically sought to provide insights into the roles of various stakeholders in the implementation process, assessing their impacts in the curriculum implementation and identifying challenges faced by these stakeholders. The research utilized a case study design, adopting qualitative methods such as in-depth interviews and focus group discussions to explore the details of CBC implementation within the natural setting. The approach enabled an exploration of local socio-economic and cultural factors influencing curriculum implementation. The source of data was mainly on primary data from interviews and focus groups involving diverse participants, and data analyzed qualitatively, basing on thematic content analysis.

The findings revealed that the implementation of the Competency-Based Curriculum (CBC) in Kamuli Municipality though involved various stakeholders; they were few with uneven roles. While the National Curriculum Development Centre (NCDC) led teacher training and workshops, challenges arose from inconsistent content delivery and confusion during sessions. The findings revealed that head-teachers facilitated internal training and learner supervision but lacked external monitoring support. Parents and school boards offered financial backing, though many parents were inadequately sensitized about their roles. Stakeholder collaboration, including teacher involvement in assessment, strengthened CBC delivery despite limited initial consultation.

The study concluded that the Competency-Based Curriculum (CBC) in Kamuli Municipality being implemented though several stakeholders; where, headteachers facilitated internal training and learner supervision; however, they lacked external monitoring support.

Key recommendations would benefit policy makers and education officials after implementing strategies such as such as; standardized teacher training, peer-led mentoring, strengthened supervision frameworks, sensitization through workshops, funding through partnerships, and infrastructure development which were found to be crucial.

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LIST OF ACRONYMS

AOI	Activity of Integration
ASSHU	Association of Secondary Schools' Headteachers of Uganda
CAI	Continuous Assessment Item
CAPS	Curriculum Assessment Policy Statement
CBC	Competency-Based Curriculum
DEO	District Education Officer
DES	Directorate of Education Standards
DOS	Director of Studies
EFA	Education for All
ERC	Education Review Commission
ESA	Education Standards Agency
ICT	Information Communication Technology
KBC	Knowledge Based Curriculum
MoES	Ministry of Education and Sports
MoLG	Ministry of Local Government
NCDC	National Curriculum Development Centre
NCS	National Curriculum Statement
NEC	National Executive Council
NERDC	National Education Research Development Council
NUT	Nigerian Union of Teachers
RNCS	Revised National Curriculum Statement
SDGs	Sustainable Development Goals
TRCN	Teachers Registration Council of Nigeria
UACE	Uganda Advanced Certificate of Education
UNATU	Uganda National Teachers' Union
UPE	Universal Primary Education
USE	Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The section covers historical background, theoretical background/conceptual background, contextual/contemporary review, statement of problems, purpose of the study, objectives of the study, research question, the justification of the study the scope of the study, and significance of the study.

1.1 Background of the Study

This study was about the implementation of a newly introduced curriculum. By casing lower secondary curriculum, the searcher carried out the research to understand the stakeholders influence in the implementation of Competency Based Curriculum (CBC) and the factors influencing the implementation of this curriculum.

1.1.1 Historical Background

The Lower Secondary School Curriculum in Uganda is a new curriculum policy which is intended to redirect the teaching - learning strategy from knowledge to competency-based learning. In other words, it is a Competency Based Curriculum (CBC). Education reform is not a new phenomenon around the world in general and in Africa in particular. For most African countries, the education review processes began as soon as the countries got political independence from their colonial masters (Sendagire, 2023). A close look at countries gives a picture of how the Competency Based Curriculum is being and or was handled; -

In the USA, according to Mulenga and Kabombwe (2019), the idea of competency-based curriculum can be traced as far back as 1957. This was activated by the launching of the first satellite—Sputnik I into Earth’s orbit by the former Soviet Union in 1957, of which the United States, through this event realized that it had fallen behind in the space race. It was further established that that action, by the Soviet Union challenged the American society that responded by holding its educational system answerable to this challenge. The discussion of this study questioned the relevance of the American system of education, consequently leading to the development and implementation of the competency-based curriculum in American schools and in all teacher educational institutions. Mulenga and Kabombwe (2019) argued strongly that the origin of CBC in American schools, has a close connection to the 1950s’ movement of behavioral objectives, arising from the philosophy of educationalists such as Benjamin Bloom who emphasized that value of intended learning outcomes, where low learner achievements and poor teacher training quality are stimulated by a need to restructure learning outcomes in a way to encourage a teacher to express his objectives of teaching in terms of observable learner behaviors.

For Indonesia, Simarmata and Mayuni (2023) established that the idea of learner centered method of teaching for empowerment in the national curriculum developed only after independence. In this study, it was revealed that the national educational system of Indonesia had already been reformed several times; however, the research pointed out that the reforms were implemented in response to the requirements and challenges of their respective periods of time.

Furthermore, the study established that the capture of Indonesia by Portugal in 1537 marked the beginning of education policy under colonial rule although it was implemented locally in limited areas such as in Ambon, in the eastern region which was the center of the colony. In this research, it was indicated that the kind of education offered was no education at all but to serve the purpose of protecting the colonial economic interests. In 1945, Indonesia gained its independence from the Dutch that ruled the country after the Portuguese, and education started to change in line with the country's ideology. Simarmata and Mayuni (2023) stated further that in 2004, the government piloted a competency-based curriculum where Competency was used as a guideline for curriculum implementation and indicator for the development of numerous education domains, like knowledge, skills, and attitudes at all educational courses and levels. Indonesia, therefore is one of the countries that embraced CBC early enough, focusing on learner's development of certain competencies, resulting into the curriculum that included a diversity of competencies and a set of learning objectives that would lead to producing Indonesians who were effective, inventive, creative and productive through the observable integrated knowledge, skills and attitudes.

In Africa, Amunga et al. (2020) established that South Africa was the first country in 1998 to adopt the competency-based curriculum called Curriculum 2005 (C2005). The study states that due to the critical shortage of professionals such as artisans, technicians and engineers after apartheid rule, South Africa adopted CBC which was also known as Outcome-Based Education (OBE) in a bid to change the attitudes of the South Africans and to equip them with employment skills to cope with the challenging issues of the 21st century. According to Ngobeni et al. (2023), C2005

featured both everyday knowledge and disciplinary knowledge as symbols of balanced representation of democracy in education and politics. The study revealed that South Africa had had Bantu education which was known for its undemocratic practices as characterized by both physical abuses and hostile knowledge systems.

Subsequently, according to this study, there was compulsory use of English and Afrikaans as instructional languages in the Bantu education, that led to symbolic violence and mental inequalities as some sections of learners joined and succeeded in the circumstances that led to learning interruptions. Approving ordinary knowledge was therefore the C2005's primarily concerned with aligning the formerly marginalized groups of people more than it did with vertical discourses or academic knowledge leading to further injustices and surface learning especially for the ones who attend schools for social mobility, according to the study. Ngobeni et al. (2023) observed that the C2005 was compromised by inadequate resources, lack of orientation between the teaching and assessment guidelines, a skewed design and structure and inadequate teacher preparation and orientation plans. The finding was that the use of confusing jargons and difficult language, congested with eight learning areas which left inadequate time for developing core skills like numeracy, writing and reading tainted C2005.

While the CBC was thought about in many countries like the USA and German decades ago, Nyaboke et al. (2021) reported that in Zambia, it was only in 2013 that the country's system of education started to review its curriculum from the knowledge-based, that was being used from 1964 when it gained her political

independence from the British, to a competency-based curriculum. The study further reported that the reformed curriculum of Zambia created two career corridors, that is to say; the academic and vocational pathways. According to the study, the academic pathway was intended for students who had desire to follow academic subjects in pursuit for careers in the subject professional direction, and the vocational pathway was for students with passion for hands-on and other technical subjects.

In Tanzania, Nkya et al. (2021) stated that its education passed through different periods in three categories, and these categories were; - pre-colonial, colonial and post-colonial education systems. The study reported that the system of education after independence aimed at training learners' capabilities applicable and useful in development process. However, the first change brought about by the introduction of education for self-reliance in 1967, the introduction of the Competency-based education in Tanzania was the second major educational change in the country, that involved some pedagogical changes in the curriculum and teaching methods. Similarly, Mulenga and Kabombwe (2019) believed that ideals of CBC were drawn from the Education Development Sector Programme and the Tanzania Development Vision 2025. In this regard, by 2006, the CBC had become operational in both primary and secondary schools. Human and financial resources were committed to the education sector to support and re-train teachers, head-teachers and other education professionals to develop the necessary confidence and competency to successfully handle the competency-based education. It is therefore clear that the Tanzania education sector introduced the CBC so as to respond its Education Development Sector Programme and the Development Vision 2025.

According to Tabaro (2018), Rwanda launched CBC in April 2015. The study however, established that the implementation of the policy began at the start of 2016 school year, although the journey to revise the old school curriculum by the department of curriculum and pedagogical materials was embarked on in July 2013. This journey, that lasted for two years involved the in-depth investigation and study of curricula in other East African neighboring countries and in the leading world economies like the USA, UK, Singapore and South Korea. Tabaro (2018) argued that the mission of the study was to find out the best practices that Rwanda could replicate in order to produce effective result in the quality of education provided to its people. It can therefore be concluded that the Rwanda Education Board (REB) members thought about a need to change the curriculum to match national policies like the education sector strategic vision 2020 and the Seven-Year government programme and planning.

In addition to the above, Rwigema and Andala (2022) reported that the change of the educational program moved Rwanda from attainment of information and gaining abilities, to long-lasting learning skills, relational fundamental abilities, participation, examination and critical thinking, creation and development, correspondence and decisive reasoning. This means that the presented competences go hand in hand with the societal cross-cutting issues such as monetary and normalization culture training, harmony and values, comprehensive, climate and maintainability, sexuality and sex.

In Uganda, Kintu (2016) noted that the Uganda's secondary school curriculum, apart from minor changes made to it, for a long time had remained unchanged. The lower secondary school curriculum, according to the study had over the last 30 years been changed simply by adding some contents. Despite of new subjects being introduced and new contents being added, the essential key areas, for example, an area of emerging economic importance in the sciences such as earth sciences where the key elements like research and project work, remained excluded. The study further highlighted that the curriculum was old-fashioned due to its solid emphasis on the subject contents at the expense of learners' acquisition of marketable competencies and skills. Contemporary reform efforts have taken the method of making an attempt to reduce the overall number of subjects, generally by combining and grouping the existing ones.

To overcome that, the government of Uganda rolled out the CBC in lower secondary education in February 2020 aiming at meeting the needs of learners, particularly as regards to the enhancement of skills (Sendagire, 2023). It was noted that the Education Ministry had presented a policy statement to the Parliament indicating that the curriculum review was overdue because there had not been a major reform on the curriculum since the introduction of formal education system by the missionaries. According to the study, the old curriculum was producing graduates who had limited practical skills that could compete in the labour markets. In addition, the teaching subjects in the lower secondary were reduced from 43 in the old curriculum to 21 in the new curriculum. In CBC policy, schools are required to teach 12 subjects in Senior One and Two, of which 11 are compulsory and one optional. Learners in Senior Three and Four take a minimum of

eight subjects and a maximum of nine subjects, seven of which are compulsory. In addition, CBC methodology requires that teachers record the achievements of the students for the Formative Assessments that cover a four-year cycle. The average scores are calculated and submitted to the UNEB for final national examinations grading of which they contribute 20% (Sendagire, 2023). It is therefore important that the teachers are methodically competent to take up their roles in the formulation of suitable instructional tasks and designs.

1.1.2 Conceptual Background

The Conceptual background aims at providing a detailed overview of the critical ideas that informed the study, ensuring a common understanding of the terms and their implications. The study focused on a framework which was integral to comprehending CBC, and in it there these terms: -

Curriculum

Sihombing et al. (2023) while referring to John Kerr (1968) defines curriculum as all learning experiences which are planned and guided by schools, whether they are carried out individually or in groups, inside or outside the school. When the term curriculum is used in the educational context, it means a course of study or program that needs to be completed by learners within a set period (Kimario and Otieno, 2022). In this study, curriculum was referred to as an educational program planned by the government of Uganda aimed at producing a set of subjectivities.

Competency

According to European Qualification Framework, competency is defined as the proven ability to apply knowledge, skills, and personal methodological or social

skills in learning situation or work for personal and professional development (Ruth and Ramadas, 2019). In this research competency was regarded as systematic combination of understanding, knowledge, skills and abilities embedded in lower secondary school curriculum.

Stakeholders in education

In education, stakeholders are individuals who have interests in the success and prosperity of an educational system or school, or those who are impacted by education system in some way. Stakeholders include people who are directly involved in education like as, teachers, students and parents; and those indirectly impacted such as government officials, local business leaders, and representatives of different organs, alumni, professional associations and private enterprises (Ulewicz, 2017). In this study, stakeholders were restricted to teachers, learners, parents and MOES officials.

1.1.3 Contextual Background

The schools in Kamuli Municipality, both private and public are increasingly focusing on curricula that integrate academic knowledge with practical, life-oriented competencies. This aligns with the global movement for Sustainable Development Goals (SDGs) as reflected in international frameworks (Verger et al. 2018). In Kamuli, the reform to equip learners with skills to meet 21st-century workforce demands, has been significantly embraced. The Competency-Based Curriculum (CBC) introduced in secondary schools has fostered critical thinking, literacy, and adaptability skills, addressing the limitations of traditional education

systems that prioritized rote learning over practical skill development (Namubiru et al., 2024).

The secondary schools in Kamuli Municipality have adhered to the CBC guidelines to emphasize active learning strategies, hands-on evaluations, and the integration of life skills and values alongside academic knowledge to develop learners' potential. However, its implementation has faced challenges, including stakeholder resistance, inadequate funding, insufficient teacher preparation, and varying levels of support from parents, community members, and school administrators. The effectiveness of CBC in Kamuli depends heavily on the collaboration and commitment of stakeholders to overcome these obstacles (Nafula, 2022). The Municipality schools are striving to meet the requirements of the CBC, but further research was needed to identify the specific factors influencing its implementation. The success of CBC in Kamuli, which aims to improve learner outcomes in areas such as literacy and life skills, could serve as a model for other regions. Achieving this success requires active stakeholder participation, adequate resources, and the ability to address the unique contextual challenges faced by schools in Kamuli Municipality. In the next section, statement of the research problem was addressed.

1.2 Statement of the Research Problem

In 2020 the government took a conclusive decision of rolling out Competency Based Curriculum (CBC) with an aim of shifting from knowledge-based curriculum to a comprehensive and broader curriculum that could meet the societal and individual needs of the 21st Century (Sendagire, 2023). The government put in efforts to

support the Curriculum implementation through various trainings organized by MEOS through NCDC with the aim of broadening, developing and updating the knowledge of teachers. However, even when the government tried to train teachers, it had less trainings, and all other stakeholders were left out (Namubiru et al., 2024).

In addition, the Ministry of Education and Sports set up training courses for trainers of trainers but the instructors frequently lacked the necessary tools to train the participants in their duties and responsibilities involved in carrying out CBC best practices (Kidega et al., 2024). In addition, regular training programs should be ongoing which was not the case, moreover not even comprehensive packages had been developed to guide stakeholders on their roles after the CBCs inception (Wambi et al., 2024). The stakeholders had no choice but to manage their responsibilities on their own depending on the resources at their disposal (Nafula, 2022). The acknowledgement by Mubangizi (2020) that one of the challenges facing CBC implementation was the stakeholders' resistance to embrace it, provided a clue into the limited participation of the stakeholders in CBC implementation. In addition, Wambi et al. (2024) recommended a study on the influence of Stakeholders' participation and implementation of the Competency Based Curriculum in some selected secondary schools in Uganda.

This study therefore was aimed at assessing the influence of stakeholders' involvement in CBC implementation in Kamuli Municipality selected schools, linking the roles of stakeholders in curriculum implementation to the challenges they encounter and suggestion of strategies to address those obstacles.

1.3 Purpose of the study

The study aimed at examining the influence of stakeholders' participation and implementation of the Competency Based Curriculum in selected secondary schools in Kamuli Municipality.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To explore the roles of different stakeholders in supporting the implementation of the Competency Based Curriculum in Kamuli Municipality Secondary Schools.
- ii. To establish how stakeholder roles affects the development and adoption of meaningful and inclusive learning opportunities under the Competency Based Curriculum in Kamuli Municipality Secondary Schools.
- iii. To identify the challenges that the different stakeholders face in the implementation of Competency Based Curriculum in Kamuli Municipality.

1.5 Research Questions

The study was guided by the following questions:

- i. What roles do different stakeholders play in supporting the implementation of the Competency-Based Curriculum in secondary schools in Kamuli Municipality?

- ii. How do stakeholder roles influence the development and adoption of meaningful and general learning opportunities under the Competency-Based Curriculum in Kamuli Municipality secondary schools?
- iii. What challenges do stakeholders face in the implementation of the Competency-Based Curriculum in Kamuli Municipality secondary schools?

1.6 Scope

The scope covered mainly three areas that include, geographical scope, content scope and time scope.

1.6.1 Geographical Scope

The study was geographically limited to Kamuli Municipality in the Busoga sub-region of Uganda. This area was selected due to its unique social and economic context, which provided insight into the localized challenges faced in CBC implementation. Two of the four schools were government and the other two were private schools. The findings from this area might highlight the region-specific barriers and could be used as a reference for similar settings across Uganda.

1.6.2 Content Scope

This research focused on the implementation of the Competency-Based Curriculum in secondary schools within Kamuli Municipality. It explored the identification and roles of key stakeholders involved in the process, such as teachers, school administrators, parents, government officials, and community members. The study further examined the contributions of these stakeholders and how their involvement influenced the effectiveness and outcomes of CBC implementation.

Additionally, it investigated the challenges faced by stakeholders, including resource limitations, insufficient training, and resistance to change, and assessed how these challenges impact the overall success of the curriculum implementation.

1.6.3 Time Scope

The study covered the time from May 2024 to January 2025. Attention was given to scholarly articles published within the period ranging from 2020 to 2024 on the implementation of CBC in Uganda to provide data that enriched the research. However; the main data was collected from the field from July 2024 to December 2024.

1.7 Justification

I chose this research topic after learning from a meeting of the Association of Secondary Schools' Headteachers of Uganda (ASSHU) - Kamuli, held on 18th September, 2023 at Busoga High School, Kamuli Municipality that the implementation of CBC was facing challenges. During this meeting, it was discussed that teachers had remained confused and uncertain about how to effectively teach and assess the learners under the CBC, despite undergoing several trainings by the Ministry of Education and Sports.

The challenges were particularly pronounced regarding Activities of Integration (AOI), observation checklist for Continuous Assessment Items (CAI) and the scoring of AOI's and projects. And even bigger concern arose around the proper storage and management of recurrent scores for progressive reports to parents and the final marks considered by the Uganda National Examinations Board (UNEB). The

issue of students transferring to other schools before completing Senior further complicated the score issues. Concerns were also raised about instances in which students who had previously submitted their continuous assessment results to UNEB chose not to take the final exams but instead wanted to do so the following year. Head-teachers asked if the grades those students had previously submitted would remain valid or if they would have to retake the tests (ASSHU-K/Min/05/09/2023).

I decided to carry out this study in order to investigate stakeholders' opinions of the CBC and the factors influencing its implementation in Kamuli Municipality because of those difficulties. In line with Uganda's larger vision for economic growth and development as set forth in Vision 2040, the intention of this was to assist the governments' initiatives to improve educational standards and foster skill development among students in the nation.

1.8 Significance of the Study

The findings of the study shall help several sectors and people if considered:

The finding may inform the department of education in Kamuli District, quality assurance representative of Ministry of Education and Sports (MoES) on the dangers associated with implementing curriculum with inadequate resources and appropriate human capital.

The study shall assist school administrators of education institutions to appreciate the development of Competency Based Curriculum to curb any negative feelings that the teachers and students have regarding implementation procedures of the curriculum.

This research may provide feedback to the curriculum developer, NCDC in order to improve on the contents for further considerations.

The study could be published to enrich the available literature and to be used by future scholars as a source of information in a bid to bridge any gaps that would have not been exhausted by the study.

1.9 Theoretical Framework

This study was grounded on two theories; the theory of Social Constructivist, and the Theory of Visible Learning, which provided a comprehensive viewpoint for exploring the dynamics in competency-based learning. These theories enlist learning as a social activity that begins with and ends in the community. Through these theoretical lenses, the study aimed at examining different stakeholders' options on the CBC implementation challenges.

1.9.1 Theory of Visible Learning (John Hattie)

According to Hattie (2023), when teachers see learning through the eyes of their students and help them become their own teachers, visible learning occurs. In doing so, the theory supports the idea that students should be able to think through and solve problems, collaborate with others, communicate through dialogue, take initiative and contribute different points of view to their learning environment. As they become more proficient at assessing their own instructions, teachers will play a better role in visible learning. One important aspect of becoming a lifelong learner, which is also the attribute of CBC is allowing teachers to see what their

students are learning so they can assess whether or not they are having an impact on learning.

In visible teaching, the learner is aware of both the process and the outcome. The teacher can determine whether or not learning is occurring when there is visible learning. According to this theory, it is only when the teacher and student collaborate to accomplish the goals, provide feedback and determine whether the learner has met the goals, does the teaching become evident. Learning is most successful when students are both their own teachers (through self-monitoring and self-evaluation) and the teachers themselves are students of their own instructions which is possible only in effective classrooms (Atak, 2021).

The foundation for competency-based curricula is laid by this theory. It offers guidelines for how the teacher, students and environment should approach the learning setup. A competency-based curriculum is built on a formative criterion-referenced assessment which is designed using this framework. Additionally, competency-based curriculum is based on instructional design theory. It discusses designs that provide recommendations for promoting cognitive learning

1.9.2 Social Constructivist Theory (Lev Vygotsky)

According to Saleem et al. (2021), Social constructivism is a sociological theory of knowledge whereby the construction of knowledge is through interaction with others, and human development is socially situated. He submitted that social construction of knowledge takes place at different locations and in various ways. This study adapted Social Constructivism because of its attributes of knowledge construction through teamwork activities and group discussions, which are also

learning attributes of the CBC. The theory urges that socioeconomic disparities create significant barriers to learning. Students from low-income families may lack access to necessary educational materials, technology, and even basic school supplies, which put them at a disadvantage in collaborative learning environments. This economic divide came up as one of the barriers to equal participation in group activities, discussions, and project-based learning, leading to unequal opportunities for knowledge construction.

Holbrook et al. (2022) regarded Social Constructivism as philosophy of collective learning because it provides opportunities for interactions, sharing and discussions among the learners and teachers. The research argued that social constructivism philosophy of education allows a wide range of collaborative methods such as small group discussions and class discussions or learners working in pairs on research for given assignments or projects. In this regard, the application of digital knowledge is essential in carrying out the research and project assignments. The success of social constructivism in a CBC environment in that context depends on the digital literacy of both teachers and learners. If teachers are not well-versed in using technology for collaborative learning, the potential of social constructivism would not fully be realized. Training and professional development in digital tools and platforms are essential to overcoming this barrier.

The fundamental factor to the theory according to Holbrook et al. (2022) is that learning involves a number of people as the students work in groups as they share ideas, brainstorm in an attempt to discover the cause and effect, search for solutions to challenges or to create new ideas to add to existing knowledge. The

availability of learning resources, such as textbooks, project materials, and access to laboratories or libraries, is crucial for implementing social constructivism within the CBC framework. A lack of these resources means students may miss out on hands-on experiences and opportunities for collaborative problem-solving, which are vital components of social constructivism.

1.10 The Limitations of the Study

Timing Conflicts with UNEB Examinations: The study targeted Senior Four candidates, but data collection coincided with the Uganda National Examinations Board (UNEB) exams. As a result, the students were not available for participation, which limited the scope of student insights. This timing conflict reduced the representativeness of student perspectives in the study. In this case I incorporated feedback from Senior Three and teachers familiar with Senior Four practices.

Restricted Access to Schools: Access to schools was limited due to exam-related restrictions. Examination protocols meant that certain areas and resources within the schools were inaccessible to researcher, constraining opportunities for gathering observational data and interacting with potential participants. However, I used telephone calls and also, I had to re-schedule research activities outside the examination days and hours to ensure the full participation of the available students and teachers.

Limited Availability of Head Teachers: Head teachers, who were key participants, were occupied with examination-related duties, including collecting exams each morning and returning answer sheets to police stations. This responsibility restricted their availability for interviews, creating challenges in gathering

leadership perspectives and insights from school administrators. Moreover head-teachers from government schools were not at their respective stations at the time of collecting the data. However, in those schools, the study engaged deputy head-teachers, senior teachers and Directors of Studies (DOS) as key participants.

Suspicion toward Researchers: Some schools exhibited suspicion, perceiving researchers as potential spies. This mistrust created an environment where some participants might have withheld information or responded cautiously, which could impact the authenticity and completeness of the data especially in one of the schools where the Director of Studies was present at the student focus group discussion.

NCDC Participants' Limited Availability: Participants from the National Curriculum Development Centre (NCDC), who were important for the study's examination of the Competency-Based Curriculum (CBC), were preoccupied with preparing for CBC examinations and examiners, and were later engaged in monitoring the UNEB examinations. Their limited availability might have affected classified in-depth insights from the curriculum development perspective, potentially affecting the comprehensiveness of the study's findings regarding the CBC. But the emails I used were answered with the stipulated timeframe.

These limitations collectively might have impacted the study's ability to capture a comprehensive set of perspectives and may have affected the depth, representativeness, and reliability of the findings. Future research could consider planning outside the examination schedules preferably in second term of the academic year.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of relevant literature to contextualize and support the research objectives. The review focuses on the key aspects of stakeholder involvement, their impact on the implementation of the Curriculum, and the challenges encountered during its implementation in secondary schools within Kamuli Municipality. The discussion draws from empirical studies, theoretical perspectives, and documented experiences from diverse educational environments. It conjointly presents an outline of the salient gaps identified within the literature review that this study sought to fill.

2.1 Theoretical Review

2.1.1 John Hattie's Visible Learning Theory

John Hattie's Visible Learning Theory was used by Atak (2021) in clarifying the success criteria, which was achieved by breaking down the criteria in the rubric into multiple achievable standards. This breakdown allowed learners to better understand what was expected of them at each stage of their learning journey.

Furthermore, the incorporation of self-assessment and peer assessment practices encouraged students to independently evaluate their progress and performance. By engaging in these reflective practices, learners were empowered to take ownership of their learning processes, developing critical thinking skills and becoming active participants in their education.

By breaking down the criteria in the rubric into several attainable standards, Atak (2021) believed that John Hattie's Visible Learning Theory made it easy for students to clarify the success criteria. Using this breakdown, students were able to understand the existing opportunities for each phase of their learning processes. In addition, students were stimulated to independently assess their performance and progress by integrating peer and self-assessment practices. Through these reflective exercises, students gained the confidence to take charge of their education and to sharpen their critical thinking abilities and become involved in their education. As a result, they began to act as their own teachers, effectively embodying the principles of visible learning. Students were able to see themselves managing the skills and acting as their own teachers thereby bringing visible learning both to them and to the teachers.

2.1.2 Vygotsky's Social Constructivism Theory

This theory was used by Wambi et al. (2024) who noted that for the success of learner-centered approaches emphasized by CBC in lower secondary schools in Uganda, there should be the facilitation of teacher and collaborative learning environments set as priority.

Wambi et al. (2024) believed that attributes of Social Constructivism Theory enable CBC educators to act as mentors who encourage and support students rather than merely impart knowledge as they transition the learners from knowledge to competency based. It was established that when head-teachers encouraged teachers to autonomously interpret NCDC materials, and assisted the students with both theoretical and practical work, they became facilitators. In addition, schools

that began using collaborative problem-solving as a response to the real-world difficulties in both science and arts subjects, sourced materials and created improvised learning solutions. This illustrates how teamwork produces meaningful learning environments. In keeping with Vygotsky's scaffolding theory, some schools encourage teachers and students' creativity by coming up with creative ways to satisfy CBC requirements, like asking parents for donations for lab supplies or using local resources for art education.

2.2 Objective One: The roles of different stakeholders in Curriculum implementation

2.2.1 Learners

According to Tirado and Barriga (2016), Mexican learners were essentially considered not only as a target group but as active participants of the curriculum developments and its management. In that study, learners were celebrated as dynamic subjects with sound understanding of the educational environment they were living in, who wrote and re-wrote their own stories and shaped daily their identities as learners; as teenagers and as young adult who understood and re-evaluated their own schooling, searched a sense for their duty, and lived extremely their school vocation. This study involved assessment, summary and the role of students in curriculum development by employing qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 170 participants hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

Tirado and Barriga (2016) study described education as a learner-centered activity with an emphasis on treating students as independently engaged and thoughtful persons. This approach stresses the students' contributions to the curriculum's implementation and recognizes their influence on the way they learn. Additionally, it supports the kind of education that fosters students' holistic growth in addition to imparting knowledge. The learners develop into critical thinkers who are capable of making significant contributions to their communities by recognizing and forming their identities. The methodology utilized in that study was cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted, unlike this study that is based on thematic content analysis.

In addition to the above, the study shows a substantial advancement in teaching methods by switching from a pattern in which learners are passive consumers of knowledge to an active learning process. This change requires a curriculum that is adaptable, student-centered and able to meet the various aspirations and needs of learners. Barriga's observation emphasizes how important this change is, especially in higher education where the effects will be most noticeable.

Equally, Moreno (2020) argued that the learners who were facing the educational reform process first played the roles of observers, and only after becoming familiar with the reformed curriculum that they began to prescribe to it. In this regard, the significance of implementing curriculum reform in stages allows learners ample opportunity to observe, comprehend and gradually incorporate the modifications into their learning process. The study used descriptive survey design this was like

this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy.

2.2.2 The Roles of Teachers

Karakus (2021) studied the education system of Turkey and noticed a new change in the roles of teachers in the implementation of curriculum activities. He noted that the teachers were no longer transmitting information but instead managing the process of learning. To meet the expectation of delivering the activity-based teaching where work collaboratively on cause and effect, it was established that teachers were supported to occasionally make some adjustments in the curriculum implementation process. They could identify possible challenges, observe the social and political structures of school, evaluate applicability and adequacy of curriculum, use creativity and pedagogical knowledge for their professional development and determine how they could support learning and students' development at desired levels. The 2004 WERS information was investigated to test the effect of criticisms on teachers' roles and accomplishment by using package STATA for windows which did not give satisfactory results since is more complex and tedious compared to thematic content analysis where soft wares like Atlas Ti is simple to use and accurate hence the choice for the current study.

The assertion of modifications made to the Turkish educational system, signify a forward step towards a more participatory student-centered classroom. However, the study noted that for this change to be successful, teachers must receive enough support so that their increased responsibilities do not become too much to handle (Chale, 2018). The reform of the curriculum may fail to achieve its intended

objectives in the absence of this support. The Kruskal - Walli's test and ordered logical regression were utilized to test the relationship. This study was conducted in a profit-making organization but not in nonprofit making institution such as school. This gives a gap to be filled by this study.

For the case of Nigeria's education system, Ndifon et al. (2021) believed that teachers are critical resources for the effective implementation of any curriculum, accomplishment of educational objectives and realization of educational policies at the practical classroom levels. The research recommended a teacher should take the leading roles in the interpretation and implementation of the policy as represented in the school curriculum designed for the actualization of the goals of education. The study established that teachers were professionals who deliberately and consciously used their knowledge, interest, attitudes, competences, skills, training, wealth of experience of context with the help of applicable tools, instructional materials and methods to impart knowledge to less experienced people. The study is similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the Atlas Ti program which has more features and is accurate.

In this case, Teachers' involvement in education policy issues was essential for attaining the desired educational outcomes. Effectiveness of a teacher had a major bearing on the success of the educational system. In addition, the study also described the difficulties that could occur if teachers were not given the necessary tools or assistance in their capacities. Therefore, the quality and professionalism of the teachers as well as the tools and support networks available to them,

determine how well the educational system performs. According to this, a concentrated effort must be made to fund teacher preparation, professional development and the provision of sufficient resources in order for educational goals to be fully achieved.

Chale (2018) believed that Tanzania's education system originated from its education for self-reliance ideology, with belief that the participation of teachers in the curriculum development and implementation process has its roots from the writings of educationalists, curriculum leaders and education reformists one-century ago. According to the study, the paradigm of democracy in education by Dewey in 1903 declared that the question of curriculum development and implementation process should be submitted to the discussion and decision of those actually engaged in the work of teaching, who were the teachers. The basis this argument lies on Dewey's democratic principles as well as Tanzanian educational ideology, which emphasizes how crucial it is to take a participatory approach to education in which the implementers are the ones to have a say in how the curriculum is developed. In this study, a total number of 300 teaching staff was selected from a population of 1200 through random sampling, unlike this study that used manageable number of participants.

In addition, Ramzan et al. (2015) believed that misunderstanding could continue in the reformed curriculum for some times when repeated and questionable information about the changes, training required for teachers, the new content and the influence of such a curriculum on the consumers continued to exist. These study findings highlight the complexity and potential drawbacks of curriculum

reform with emphasis on how important is it to draw clear lines of communication and provide teachers with sufficient support when they shifted to a new curriculum. Missing out these components increases the likelihood of resistance which compromises the curriculum's efficiency and the intended results. It is therefore important to include all relevant parties in order to guarantee a whole and effective implementation. The study conducted by Ramzan et al. (2015) presented a methodological gap by using a triangulation approach using both open and closed ended items while the current study used a qualitative approach utilizing open ended items in structured interviews.

In Ugandan context, Tumuheise et al. (2023) believed that, teachers are the facilitators in the discussions in which process, they help the learners to set goals for the learning processes and explore the topics. In the classrooms, they provide learner support services which are result oriented. Without teachers, classroom organization and management can be in disarrays. He argued that during his study group discussions, it was established teachers moved from one group to another while engaging in direct instructions with a few learners at a time. These are a portion of the concerns that this study meant to investigate further for similar investigation.

The classrooms had flexible seating arrangements designed by particular teachers to enable learners take part in decisions about how and where they would like to learn. In such environment, teacher was just a guide supporting his/her learners to take risks and explore new things without fears of failures. This investigation reveals that the success of the CBC heavily relies on the effectiveness and active

involvement of teachers. Their ability to facilitate learning, manage classrooms, and support students in a flexible and encouraging environment is pivotal to achieving the goals of the curriculum.

2.2.3 The Roles of Parents and Community Members

Islam (2017) believed that Pakistan community in any given school must participate in various school matters and argued that there was no reason for not involving them in matters pertaining academics in particular. According to this study, community involvement in education had two forms - formal and informal. The formal involvement of community in school matters was in the form of; Parent-Teacher Associations (PTA); School Councils or Village Education Committees, School Management Committees (SMCs) and Board of Governors that had been established to deliberate on critical issues. The informal involvement, on the other hand had for long time been in practice, as the local communities taking part in educational efforts by offering land, manual and material help in constructions and even financial contributions.

This article emphasizes the importance of community involvement in education both formal and informal. It was suggested that community participation be increased by involving them in more aspects of school operations such as curriculum implementation rather than just infrastructure support. This strategy sought to maximize community involvements potential to improving educational outcomes and experiences. Incorporating the communities more actively into school activities is meaningful as opposed to restricting their involvement to building construction and land donations.

In addition to the above, change is necessary and potential when it concerns the improvement of the learning processes and to answer the issues that are important for the school community and the society as a whole. Tirado and Barriga (2016) stated that, change could face many obstacles when the policies of educational nature turns into models which are very innovative from the viewpoint of the experts who designed it but established forcibly by policies which are intimidating for the change actors. The study by Tirado and Barriga (2016) bridged the conceptual gaps that existed in the field of roles of parents and guardians in Kenyan education sector. In any case, it zeroed in on the adequacy of parents' involvement while this study centers around the role of parents on curriculum implementation. Their investigation was directed in primary teachers yet not secondary schools which is the focus of the current research, bridging this existing gap in education sector.

2.2.4 School Management and Administration

Ndifon et al. (2021) argued that in Nigeria, the role of the school administrators could never be ignored. One of the roles school principals, was to be a curriculum manager performing the functions of procuring materials and equipment, admitting learners, selecting and recruiting new teachers and above all carrying out the actual supervision of curriculum implementation. It was observed that principals also planned for the enhancement of physical plants, general school facilities and guided in all the school activities.

The school administration was the final decision-making organ in terms of how the curriculum was implemented. The also established that school heads also shared

their ideas on curriculum implementation with colleagues during the routine all Nigerian Conference for Principals of Secondary Schools. In this case, multi-layered roles of school administrators including decision-making, professional collaboration, facility improvement and curriculum management were emphasized for achieving educational objectives. Interestingly, no single school management and administration in curriculum implementation can be pointed to, to be responsible for this paucity something that this research study delve in.

2.2.5 The role of Professional Bodies in the Implementation of Curriculum.

According to Ndifon et al. (2021), the professional bodies such as the National Education Research Development Council (NERDC), Teachers Registration Council of Nigeria (TRCN) and Nigerian Union of Teachers (NUT) played key roles and showed great influence in the curriculum implementation in Nigeria. Bestowed upon them were the responsibilities of contributing in the curriculum reviews because of their voice in endorsing examinations and were directly concerned with the curriculum improvements. The NUT ensured that teachers were relevant in the community by acknowledging their efforts towards improving the education standards.

TRCN strived to make sure that all teachers in the classrooms at all levels of education were dully qualified to teach. The NERDC, on the other hand ensured that the relevant materials for the innovative curriculum were available and the reading materials were simplified in the language that the teachers can easily interpreted. In this case, Involvement of professional bodies in hiring qualified teachers and providing relevant teaching materials was important to ensure that the curriculum was both well-designed and successfully implemented.

For the case of Uganda, Kambasu (2021); and Kakiga (2024) established that since her commencement, Uganda National Teachers' Union (UNATU) has been involved in advocacy engagements, its success of the activism work was through partnership, evidence and research-based advocacy. Because of this, a number of interventions came up, some of which led to major reforms in education. Key among them are; Thematic Curriculum intervention, teachers' salary enhancement, education of the girl child, child labor interventions, advocacy on school feeding and the customized performance targets. However, Kambasu (2021) argued that UNATU sometimes caused a shift in the focus of teachers from classroom to more abstract and even distant issues. Although it organized and lobbied for higher salaries and improved working conditions, it called sit down strikes.

Basing on the above study, UNATU played a pivotal role in advocating for remarkable reforms within the education sector. By concentrating on a broad range of topics such as gender equity, curriculum development, and teacher welfare, UNATU played a role in improving education in Uganda in a comprehensive manner. However, through some of its advocacy programs, teachers' attention was diverted from their classroom responsibilities to more general advocacy issues that had negative impacts on the quality of their instruction. This can make it difficult to strike a balance between advocacy work and the primary duty of teaching.

2.2.6 The Role of Government in the Curriculum Implementation

According to Birabil and Ogeh (2020), the governments of Nigeria had a substantial role to play towards the effective implementation of curriculum. The finding of

this study was that Immediately after gaining her independence in 1960, the Federal Republic of Nigeria (FRN) issued directive that from the local level to the Federal government, the Ministry of Education should ensure that all the country's policies listed in the curriculum be implemented at all education levels. That meant that the Local, the State and the Federal Governments was charged with the responsibilities of making sure that the curriculum in schools were effectively implemented including supervision, staffing and financing of schools.

Similarly, in Uganda, Bagaya et al. (2020) established that the Directorate of Education Standards (DES) in Ministry of Education and Sports (MoES) was charged with the responsibility of collecting, analyzing and disseminating information on education; and to transmit the information to and guide educational authorities, professionals and the public matters of education importance. DES has been carrying out school inspections together with the District/Municipal Inspectorates in order to maintain quality of disciplinary and academic standards in the education sector in both Government and Private aided schools/institutions. The directorate interacts with the teachers, heads of institutions and proprietors of educational institution sin the process of inspection. This places the government in the center of curriculum implementation ensuring the intended education goals are achieved.

2.3 Objective Two: Contributions of stakeholders roles in CBC Implementation

2.3.1 The Impact of Parental Involvement in Curriculum Implementation

In Malaysia, parental participation in school matters is linked to several benefits for academic performance such as reduced absenteeism, improved attitudes toward education and reduced dropout rates (Naranthiran et al. 2023). In Kenya,

intentional programs of involving parents in educational activities improve other aspects of school performance in addition to academic results (Wairimu, 2022). In addition, de Dieu et al. (2024) believed strongly that parental involvement is frequently demonstrated by participation in governance committees or groups like the Parents Teachers Association (PTA) which offer forums for collaborative engagement as the case in Rwanda. These studies associate parents' involvement in school activities various benefits that include encouraging improvements in the teaching and learning processes, motivating teachers and assisting learners in overall growth and behavior. Schools that actively involved parents in curriculum implementation and in school governance and decision-making processes should significant impacts in the communities. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

In South Africa, involvement of parents is mandated by the South African Schools Act. In a study on the effect of black parents' involvement on their kids' academic results, Singh et al. (2024) found that students' academic performance suffered when parents participated little or not at all in homework and other study programs. Similarly, Mahuro and Hungi (2016) examined parental engagement in two rural districts of Uganda using Epsteins framework for parental involvement. In both cases, parental involvement was found to be significantly and positively connected to the students' improved literacy. In addition, Mwarari (2020) argued strongly that the vital role that parental involvement plays in improving academic achievement, offers additional support to these observations. However, this study was conducted outside Uganda and based on secondary schools and carried out

almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

2.3.2 The Impact of Students Involvement in Curriculum Implementation

Studies have established that students who actively participated in establishing their learning objectives and monitoring their progress, increased their motivation and deeper comprehension of competencies, which in turn have positive effects on their engagement in CBC programs (Su and Chen, 2018). This study underscores the importance of active student involvement in the learning process as a critical factor for the successful implementation of CBC. The study took two methods, both quantitative and qualitative approaches; data was collected by use of questionnaires and interviews, unlike this study, that used qualitative approach.

Similarly, positive learning outcomes among students have been associated with their parents' involvement. Ngeiywa (2024) who studied a South Korean CBC program in students' engagement in their education with active parental support established that when parents and schools collaborated to understand CBC goals, learners performed better and gained more competencies, which illustrates how significant parental and student participation is to increasing the effectiveness of CBC programs. However, this study was carried out outside Uganda, not entirely secondary school based, which constitute literature gaps to conduct the similar survey in Uganda.

2.3.2 The Impact of Administrators' Involvement in Curriculum Implementation

Ngeiywa (2024) argued that when school administrators actively engage in collective leadership, the effectiveness and availability of their support services

improve. This research emphasized the critical role of administrators in fostering a supportive learning environment, highlighting that multi-stakeholder engagement, led by effective leadership contributes to the improvement of student support services and the successful implementation of CBC (Ngeiywa, 2024). This therefore means that CBC is significantly influenced by the involvement of administrators, particularly in the provision of student and teacher support services such as tutoring, counseling, and career guidance. However, this study was based on a triangulation; unlike this study, data was analyzed thematically to provide qualitative findings.

2.3.3 The Impact of Parental Community Involvement in Curriculum Implementation

In Kenya, study on community involvement in the CBC implementation showed that local community involvement was essential in raising the standard and applicability of education. VanLeeuwen et al. (2020) stressed that involving the community in educational processes promotes civic engagement in addition to high-quality learning which increase the educational systems responsiveness to societal demands. The study took descriptive, analytical and normative approaches to explore the practices of a representative sample of school stakeholders while identifying a number of distinctive intervention strategies that existing theoretical models only limit; however, this study was conducted in Kamuli Municipality applying a single method.

In another similar study, Muchira et al. (2023) noted the benefits of community involvement in modifying the curriculum to suit regional demands and the labor

market as a cooperative strategy in increasing the relevance of CBC and making it more connected to the socioeconomic context of the community. These findings highlight the importance of incorporating community input into the implementation of CBC indicating that by adjusting the curriculum to local priorities, results are more effective and long-lasting in educational reform, explaining the reason for this research.

2.3.4 The Impact of Teachers Involvement in Curriculum Implementation

According to Ngeiywa (2024), a study on the value of the strategic implementation process on CBC education system in Nairobi City, student results greatly improve when teachers are active participants in the curriculum. The study found that teachers who showed a strong commitment to the CBC were more likely to apply CBC methodologies successfully which improved student learning outcomes. The result is improved sense of accountability which leads to effective implementation of the CBC. For any curriculum to be implemented successfully teachers are essential because the curriculum's success depends on their comprehension, acceptance and active participation. The study took a mixed method research design (qualitative and quantitative), data was collected by use of questionnaires and interviews. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used qualitative approach.

In another development, teachers' participation in curriculum implementation is essential in ensuring effectiveness of the process and sense of ownership. Muchira et al. (2023) noted in his study that insufficient teacher participation in curriculum development affected an effective implementation CBC. The recommendation of

this study was identification of curriculum gaps that included the pedagogical practices should be identified of which teachers' participation at different stages of the process was paramount. However, this study by Muchira et al. was conducted outside Uganda and based on tertiary institutions and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

In addition to that, So et al. (2017) described South Korean teachers' participation in government-sponsored action study as helpful in recognizing curriculum problems and coming up with solutions. By taking part financially supported action-oriented CBC research, teachers were able to overcome school-specific obstacles using the provided funds, leading to the creation of knowledge. As a result, they felt more confident in their abilities to impart important skills like creativity, critical thinking and problem-solving. Such experiences of teacher inclusion are important aspect of in curriculum design that has for long be neglected. The studies have shown how important teacher involvement is to the curriculum implementation as well as to its shaping and usefulness through ongoing research and professional development. Therefore, on the above note, so this called for further research to establish at what extent teachers involvement can influence curriculum implementation, with particular reference to selected secondary schools in Kamuli Municipality.

2.3.5 The Impact of Policy Makers in Curriculum Implementation

The successful implementation of a new curriculum depends on government participation in offering opportunities for professional development. According to

Nevenkosky (2018), governments can greatly improve teachers' competence and confidence in implementing curriculum changes by providing them with focused professional development programs. The adoption of educational reforms is more consistent and successful as a result of this practical support which helps address common issues related to curriculum implementation. According to this study, the government's role in facilitating teachers' transitions was significant and eventually helped curriculum reforms to succeed as a whole. With regards to the policy makers in question, the researcher developed a sense of concern in achieving knowledge on the impact of policy makers in curriculum implementation in Kamuli Municipality.

2.4 Objective Three: Challenges in the implementation of Competency Based Curriculum

In Uganda just as other developing countries which started CBC implementation earlier, a number of challenges have so far been encountered in the implementation curriculum policy and this is because of:-

2.4.1 Effects of national assessments

According to Makunja (2016), Tanzania faced assessment challenges at the start of CBC implementation because of the element of national examinations. A number of schools were regularly administering assessments to their learners in order to enhance the pass rates instead of knowledge and skills acquisition. He urged that the practice of giving regular assessments was more common in privately owned schools than in government-aided schools. In this case, Tanzanian schools, instead of using assessment results as a formative tool for teaching and learning process,

they used them as marketing tools. In such as setting, the assessment activities have very distant relationships between gaining the information on one end and on the other side acquiring the skills that learners need in CBC. And this also affects the pedagogy used in the teaching/learning processes because of the need the schools to prepare as much learners as possible to pass the national examinations in order to attract more learners, thus explaining the reasons for this study in Kamuli Municipality to ascertain the situation at the ground.

2.4.2 Socio-economic Factors:

Tromp (2018) believed that urban-rural disparities and poverty rates affect equal access to education, which has effects on competency-based curriculum and impacts on the attitudes of the stakeholders. In his study he found out that some parents were able to afford the curriculum requirements while some could not. He also found out that the schools that could provide the requirements of CBC were considered to be very expensive and had only learners whose parents could afford. The disparities that define low tuition fees or low costs are highly subjective, and it is universally unclear at which point a school can be considered as high or low by different stakeholders. The determination of such a threshold depends on the structures of socioeconomic contexts in which a school operates, as well as on the economic situations of particular families. It is on the basis that the researcher identified literature on the socio-economic factors in implementation of CBC.

2.4.3 Insufficient Funding

Tumuheise et al. (2023) revealed that inadequate funding for CBC can hinder the acquisition of new technology, equipment and materials which are prerequisite for

the implementation of CBC. When instructional materials are insufficient, learning becomes ineffective. Tumuheise et al. (2023) underscores the importance of adequate funding in ensuring the successful implementation of the CBC. There is need for adequate financial resources to acquire the required technology, equipment, and materials, without which the goals of curriculum may not be fully realized, leading to unsuccessful learning outcomes. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current investigator to consider the path of the research survey.

2.4.4 Cultural and Linguistic Diversity:

Tromp (2018) argued that the Thematic Curriculum of which CBC is the brain child introduced the use of local languages as the medium of instruction at lower primary classes. The report revealed the possible limited involvement and interactions with the teachers and fellow students in curriculum activities by learners who migrated from rural areas to urban areas with poor proficiency hence affecting effective curriculum implementation.

Linguistic diversity is a reality in most heterogenous nations. Most schools in urban areas and especially in Kampala, Uganda have continued to teach in English because of the diversities of ethnic and linguistic grouping while in rural schools continue to teach in local language. It is crucial to address these cultural and linguistic differences that affect the curriculum implementation. However, this study was carried out outside Uganda, not entirely secondary schools based and carried out almost four years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

2.4.5 Instructional Materials and Teachers' Capacity

The study Kidega and Khaing (2022) argued that the responsibility of teachers under CBC is to design and prepare projects to be accomplished under CBC, topics for debates, things for learners to observe, books for reading, instruments for experiments, quizzes and assignments. The study however, established that most of the teachers lacked appropriate knowledge and skills to handle the new reform, and had difficulties in using the pedagogy and the instructional materials, making it difficult for them to prepare relevant schemes and to facilitate the lessons. When a teacher lacks of suitable knowledge, he/she will be forced to basically rely on his/her own teaching experiences, and this can affect the effective implementation of CBC with risks of sliding back to the traditional methods of teaching. However, this study was carried out outside Uganda, not entirely secondary schools based, which constitute literature gaps to conduct the similar survey in Uganda.

2.4.6 Instructional Materials and Learning Environment

Kidega & Khaing (2022) believed that without proper resources like learning materials and teachers' guides, the stress and anxiety levels of the teachers increase. This implies that when lack of instruction materials can force a teacher to use the old traditional textbooks in the implementing CBC. No teacher is able to implement any curriculum without resources that enhance the classroom learning processes. Regrettably, all these have hitherto remained an allegation, prompting the current investigator to ascertain the situation at the ground.

2.4.7 Overcrowded Classrooms

Makunja (2016) established that overcrowded classroom was a challenge to the effective implementation of CBC. In his study, noted that the teacher-learner ratio in some government-aided schools was as high as 1:90 when most classroom capacity design was for forty-five learners. Teacher mobility in the classroom is paramount but a situation where a classroom doubled its designed capacity is dramatic. It is very difficult for teachers to effectively apply competency-based methods in the teaching and learning processes; however, the research need to ascertain the situation in schools in Kamuli Municipality.

2.4.8 Teachers negative attitudes

Mabonga (2021) revealed that teachers refer to CBC as tiresome when it comes to preparation of lessons and instructional materials. The finding of the study was that the negative attitude affected the teachers' efforts towards the effective implementation of the curriculum. It was further established that most teachers were interested in old teaching methods while others chosen to hold on to the same teaching materials which they used the previous years. This is supported by, Tirado and Barriga (2016) finding that teacher in Mexico were finding it hard to change what was appealing to them. The combination of these factors, structural inactivity, attachment to old methods, and regarding CBC as tiresome can lead to unsuccessful curriculum implementation. If teachers are resistant to change or are not fully involved, the goals of the CBC may not be fully realized. The study took a mixed method (both quantitative and qualitative survey design), unlike this study that considered a qualitative approach, whereby the findings been analyzed thematically.

2.4.9 Electricity to run ICT devices

Wambi et al. (2024) reported that when a school is situated in an area where electricity, it would be a dream for the school to implement CBC because ICT devices use electricity. The research reported that when solar systems would be purchased, they would be stolen before or immediately after installation. This study involved assessment, summary and the development of the work of an teaching staff qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 110 participants hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

2.5 Gaps and areas of controversy in the existing literature

Despite extensive research into curriculum implementation, significant gaps and controversies persist regarding the roles and contributions of various stakeholders. These knowledge gaps emphasize the need for continued investigation to enhance the effective development and implementation of competency-based curricula across diverse educational systems.

2.5.1 Gaps in Literature

Despite the fact that some studies have acknowledge students as active agents, the majority of the studies have presented them in CBC contexts as passive recipients rather than co-creators. Therefore, the lack of emphasis on learner-centered implementation strategies is one noticeable gap.

Furthermore, the long-term effects of continuous professional development for CBC settings have not been given enough consideration in terms of analysis of teacher support and training.

In addition, little investigations have been made about parental and community involvement in curriculum implementation particularly in the rural areas with limited resources. The majority of the studies have ignored strategies appropriate for low-resource environments but concentrating on urban and wealthy communities.

Likewise, even though school administrators have been recognized as curriculum implementers but more research is required to ascertain how they can strike a balance between their administrative duties and curriculum supervision.

Socioeconomic factors influencing CBC implementation are underexplored, with limited studies examining urban-rural disparities and socio-economic barriers. Professional bodies' roles, such as those of NERDC and TRCN, also lack empirical investigation despite their potential influence.

Challenges related to CBC assessments and technological integration are prominent but inadequately addressed in the literature. The focus often remains on traditional assessments rather than innovative, competency-aligned evaluation models. Additionally, little research exists on using digital tools to support competency acquisition and evaluation.

2.5.2 Areas of Controversy

Resource allocation is another point of dispute, with significant discrepancies between urban and rural schools. Ensuring equitable access to CBC despite limited resources remains a persistent challenge.

CBC evaluation methods are controversial, as traditional exams often dominate despite the curriculum's focus on practical skills. Achieving consensus on assessment practices that align with CBC goals has proven difficult. Finally, concerns about the sustainability of CBC reforms persist, particularly in low-income contexts where maintaining financial and infrastructural investments may be challenging.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, area of study, sample population and techniques, sample size, research instruments, data collection procedure and data analysis.

3.1 Research Design

The study used case study research design, that employed qualitative research method of an in-depth-interview that enabled the inquiry to be conducted in a natural setting. Since previous studies had not focused on Kamuli Municipality, a case study approach was ideal for capturing the region-specific dynamics of stakeholders' involvement in CBC implementation, which vary basing on local socio-economic and cultural conditions. The flexibility of case study design allowed multiple data collection methods, that included interviews, focus groups and observations. This combination provided a comprehensive understanding of CBC implementation, allowing the researcher to triangulate findings and gain a fuller picture of the process in Kamuli Municipality.

3.2 Area of Study

The study was conducted in Kamuli Municipality located 62 km from Jinja city, the region of Busoga, Eastern region of Uganda. According to UNDP, (2014), the region had a poverty rate of close to 25%, which placed it in the lower ranks of Uganda's poorest regions. That statistic was that out of the population of 486,319 living in Kamuli, only 59,816 lived in urban areas, most of which were found within Kamuli

Municipality. 426,958 lived in rural areas and were basically farmers. Kamuli Municipality had a population of 59,361 persons (UBOS, 2014). However, according to data from UBOS (2017), the education in Busoga sub-region (in which the study district of Kamuli was located) required attention due to high non completion rate of 95.8% at UACE Level. Kamuli District which is about 97 kilometers from Uganda Christian University, Mukono is 118 kilometers from Kampala capital city. The district is bordered by the districts of Jinja, Kayunga, Buyende, Luuka and Kaliro.

3.3 Sources of Information

According to Creswell (1994), a source of information refers to an existing and recognized literature whether published or unpublished, provided it has been acknowledged by the academic for its good reputation and organization. The researcher used both primary and secondary data sources for in the investigation. Data for this study was collected from the following sources; -

3.3.1 Primary data

Primary data comprised of data collected and observed from first-hand experience. The data was obtained through the designed Interview Guides and the notes that were taken during the focus group discussions and the interview sessions.

3.3.2 Secondary data

Equally, the secondary data was gathered from the existing literature that the researcher reviewed. Much of the secondary data sources were used in writing chapters one and two of this report. The data was extracted from online articles, magazines, newspapers, journals and text books.

3.4 Study Population and Sampling techniques

3.4.1 School Selection

The study was carried out in Kamuli Municipality, Kamuli district which had a population of 19 secondary schools with diverse statuses. Stratified Sampling was applied where the 19 schools were divided into relevant strata based on the location (urban areas and semi urban areas, and then ownership; public and private. Two schools were randomly selected schools from each stratum to ensure balanced representation. In the urban category, Secondary School A (government Day and Boarding school) and Secondary School B (Private Day and Boarding school) were picked. In the semi urban category, Secondary School C (Government Day school) and Secondary School D (Private Day and Boarding School) were picked.

3.4.2 Population

The study population included Head-teachers and teachers from the selected secondary schools in Kamuli Municipality, Directors of Studies, Board of Governors Chairpersons, curriculum specialist from National Curriculum Development Center were the other categories of participants.

These are distributed in the table below; -

Table 1: Category of participants

Category
Teachers from Secondary School A
Teachers from Secondary School B
Teachers from Secondary School C

Teachers from Secondary School D
Head teachers
Directors of schools
NCDC Official
Board of Governors Chairpersons
Parents' representatives (PTAs)

3.4.3 Sampling Techniques

Sampling is defined as a method that is used in the selecting of a model or sample from individuals or from large population groups for particular kind of research purposes (Cash, 2022). The following technics were used during the study; -

Purposive Sampling

The purposive sampling technique was used to choose the participants which included the parents, Board of Governor Chairperson, School Owners and NCDC Official.

Parents (3 in each school): To ensure balanced representation from each school, 3 PTA members were selected, giving a total of 12 parents. Stratified purposive sampling was used to capture diverse perspectives basing on the parents' characteristics relevant to the study, that is to say; executives who are actively involved in school activities, the classes of their children and socioeconomic diversity. Within each of the 3 stratified groups at each school, 1 parent was picked to represent each unique groups relevant to the study.

Board of Governor Chairperson (1 person): Since there was only one Board of Governor Chairperson per school, purposive sampling was appropriate. However, only one was preferred who was directly involved in CBC-related decisions to provide valuable insights into governance perspectives on curriculum implementation.

School Owner (1 person): The researcher interviewed the school owner purposively chosen from one of the selected schools. His perspective was crucial in understanding the resource allocation and policy adherence in support for CBC implementation.

NCDC Official (1 person): Since the role was specialized, purposive sampling was used to select the National Curriculum Development Centre (NCDC) official responsible for overseeing or supporting CBC in secondary schools. The official offered insights into the broader implementation strategy, training, and support from a policy and regulatory perspective.

Head Teachers (3 Head Teachers): Three out of the four head-teachers of the selected schools, were interviewed to get their perspective because they are the over all in charge of school programs.

Teachers (9 teachers per school) were selected to achieve a sample population total of 36 teachers across the 4 schools. To ensure diversity in the teacher sample, that is to say selecting teachers with different subject specializations, purposive sampling of teachers from different categories such as; Compulsory Subject

category; Faith Based Subject category; and Vocational Based Subject category was used.

3.5 Procedure/Protocols for Data Collection

The researcher obtained research authorization letter from REC, Uganda Christian University. The researcher proceeded to the sites beginning NCDC. He introduced himself to the persons in authority to get access to the participant in respective sites. After a brief interaction with the participants, the researcher scheduled the dates when he could have interactions with the participants.

The interview guide was emailed the staff of NCDC as previously arranged. From the correspondence emails, the data was collected and copied in a prepared folder with given pseudo name to hide the identity of the participants. They were later destroyed.

For other sites, interviews and discussion notes were recorded in the note book with the identity of the participants hidden with pseudo names. The recorded audio files were used to match the transcribed data.

3.6 Data Collection Instruments

The instruments of data chosen for this research were Interview Guides, and Focus Group Guides.

3.6.1 Interview Guides

Face-to-face structured interviews were held at each school. The participants for the interview were selected on the basis of the content analysis of discussions, one who was least active in the group and one who was more active in the group. These

participants were approached by their teachers and asked for their participation. They were informed about the goal and purpose of the study. During the interviews, data was recorded using voice recording device and note pads. The languages of interviews were English and Lusoga. The interview process took around 20 to 25 minutes for each of the selected participants. The interviews aided the researcher in getting deeper information about the subject matter.

3.6.2 Focus Group Discussions

During the discussions, the researcher assigned a moderator to lead the discussion. The discussions were among the parents, teachers and learners. The parents of students in the four schools were called for a meeting and all them were interviewed on the same day. Teachers' groups were the smallest with only nine members per school. By conducting the interviews on the focus groups, the researcher gained understandings by listening to group of teachers who were the policy implementers, the group of students were the receivers and the community (parents) who were beneficiaries of the curriculum. They were chosen because through their views, the researcher got firsthand information on the description of the problem research was designed for. In all the dialogues, irrelevant information and topics were minimized.

3.7 Quality/Error Control

To ensure high-quality results, the researcher designed a well-structured quality control plan that was used at different. Below was significant quality/error control measures designed for this particular study in Kamuli Municipality:

Sampling Quality Control: The Selection of the four secondary schools was representative of the 19 secondary schools in Kamuli Municipality. The selection procedure ensured diversity in terms of the location (urban and semi-urban, status (boarding and day), demographic characteristics (mixed); and ownership (government and private). There was a broad and balanced representation of stakeholders, including school administrators, teachers, government officials, parents, and learners for comprehensive insights.

Data Collection Quality Control: Pilot test interview was conducted with few head-teachers and Directors of Studies to identify and correct any ambiguities or issues in question wording, ensuring clarity and relevance. Adjustments were made accordingly and the tools that were used were the refined versions.

Informed Consent was thoroughly explained to ensure that participants understood the purpose of the study and permission to contribute, and this promoted ethical and reliable responses.

The study applied various data collection tools that included interviews guides, focus groups discussion and observation schedules to triangulate data and improve reliability.

Data Management Quality Control: During that data entry process, the data was double-checked to avoid the errors arising from transcription. This process was intended for verification of data accuracy. All collected data was stored in a secure

digital storage encrypted with password. In addition, backing up data in the cloud storage system was regularly done to prevent data loss.

Data Analysis Quality Control: The researcher had assistants with whom regular review meetings were scheduled. Most interviews with parents were done in Lusoga and so it was necessary to review findings, resolve discrepancies, and validate interpretations. The researcher cross-verified findings across data sources, for example comparing interviews with observation results to strengthen validity. Triangulating different sources of data or information by scrutinizing evidence from those sources was important in building a rational justification for the themes.

Reporting Quality Control: All data collection and analysis procedures were clearly documented to ensure reproducibility and transparency.

The researcher presented the preliminary report to a sample of stakeholders such as Head-teacher and teachers for feedback. That was done to ensure that the report reflected an accurate understanding of their perspectives.

The researcher involved external experts in reviewing the research report and methods to identify any potential biases or gaps.

Ethical and Compliance Quality Control: Prior to the commencement of the research, the proposal was presented to the Research Ethics Committee (REC) to seek their approval. REC confirmed that the study was adhering to ethical standards, and areas that needed revisiting were clearly indicated in the comment page. Assurance of the use coding for the schools and anonymization of participant

data, protected participants' identities and ensured privacy that allowed the free share of the experiences in the CBC implementation.

3.8 Strategies for Data Processing and Analysis

According to Rossman and Rallis (1998), data analysis is a fragmentary process that involves repetitive reflection about the data, asking critical questions, and writing notes all the way through the study. The researcher had the following steps:

Step 1: Organizing and preparing the data collected for analysis. The researcher transcribed interviews and typed the discussion notes that came from Teachers, students and parents' focus groups.

Step 2: At this stage, the researcher read through all the data in order to reflect on its general meaning, ideas of the participants, the quality of the ideas, the credibility of the data, and the usefulness of the information. The researcher took notes he read through the scripts.

Step 3: At this stage the researcher captured the text data, paragraph or segment sentences into categories and mark the categories with a code representing identity of the participant. It involved; reading all the transcriptions carefully while jotting down some ideas as they unfolded; going through all the interview scripts while scrutinizing the information and its underlying meaning; clustering together similar topics that were formed into columns and arranged as major topics, minor topics, and others. The list was integrated with the main data and the topics

abbreviated with codes written next to the suitable text segments. The researcher reduced the total list of categories by regrouping related topics.

Finally, the material data belonging to each category was gathered in one place, a preliminary analysis performed and recoding of the existing data was done.

Table 2: Topic Classification

Purpose	Objectives	Major Topic	Minor Topic	Others
Challenges in CBC implementation	Roles of different stakeholders	1A	1B	1C
	Stakeholders' Impacts in CBC	2A	2B	2C
	Challenges of CBC Implementation	3A	3B	3C

Step 4: During the coding process, description of themes for analysis or people as well as categories or the setting was generated. It involved a detailed interpretation of information about events and places in the setting. The themes that appeared as the major findings in the study were stated under separate headings in the sections of findings of the study. Multiple perceptions from participants were displayed supported by specific evidence varied and quotations.

Step 5: The narrative passage was used to deliver the analytic findings of the study. One of the narratives was a discussion by the members of NCDC that mentioned a timeline of procedures. The detailed dialogue of a number of themes

(a discussion with interconnecting themes, completed multiple perspectives from individuals, quotations), with sub-themes.

Step 6: The final step of data analysis involved making the interpretation of the data. The lessons were the researcher's personal interpretation, understood in the specific concepts that the researcher brought to the study from his, experiences, theories and literature. The researcher used the themes (topics) to draw suggestions with illustrations from the findings.

3.9 Ethical Consideration

The study proposal was submitted to the Department of Education of Uganda Christian University for review and approval.

3.9.1 Ethical Clearance

Approval and permission to carry out the research was sought and obtained from the Uganda Christian University Research Ethics Committee (REC). Permission to carry out the study in selected schools was obtained after the signing of consent forms by the Head-teachers. During the process of actual data collection, the researcher ensured that the relevant and school authorities were fully informed about the study and its objectives to gain their support.

3.9.2 Informed consent

Verbal consent was sought from the parents of the selected schools to allow their children who had been sampled to participate in the focus group discussions. Meanwhile written consent was sought from the participants. In addition, the

participants were also notified that participation in the study was voluntary and that they had a right to accept or decline to take part or withdraw their participation at any time they wished.

3.9.3 Protecting participant confidentiality

The record of each participant was given a unique code. The data that identified the subject of the individuals was restricted to only those involved in the study. Names and other identifying data from participants were attained for the purposes of quality assurances only and no any other unauthorized individual was allowed access to the information. In addition, no names of the participants were identified in the study report.

3.10 Methodological Constraints

Interviews: The researcher used interviews to get deeper information about the competency Based Curriculum implementation challenges. However, this methodology was affected by language barrier especially among the parents who were not well conversant with English. The intentional use of this methodology was to collect declarative data from the participants (especially parents) who could neither write nor read both Lusoga and English.

The group expectation was high among the participating students. Many students who were not part of the selected focus group members attempted to join the discussion. However, this was minimized by setting the discussion meeting in a controllable environment, laboratories in the subsequent meetings. Assessments at the end of each discussion were made to address any forthcoming issues in the subsequent discussions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the data gathered for the study what was thoroughly analyzed, presented and interpreted. The research objectives were addressed by organizing the findings into three thematic areas. These include; the responsibilities of various stakeholders in curriculum implementation their influence on the successful implementation of CBC and the challenges faced during implementation.

4.1 The Roles of Stakeholders in the Implementation of CBC Municipality

The first specific objective aimed at establishing the roles of stakeholders in the implementation of the CBC in Kamuli Municipality selected schools. For purposes of generating responses that would identify key stakeholders, a question, What roles did key stakeholders play in the implementation of the CBC? was posed.

The responses by NCDC, head-teachers, teachers, parents, and learners regarding their roles in CBC implementation revealed critical insights into the collaborative aspects of implementing CBC. In their responses, different stakeholders held the following categorical views:

4.1.1 Training and Professional Development

In the area of training and equipping human resource necessary for the implementation of CBC, the participant had this to say:

“----prior to the implementation of CBC, we as NCDC emphasized the mobilization of expertise by identifying and training teachers to serve as national master trainers. By empowering the master trainers to lead workshops, NCDC ensured localized capacity building, making the curriculum more accessible to teachers and minimizing regional disparities in implementation quality. This strategic move built a knowledgeable workforce capable of disseminating CBC knowledge nationwide. Ongoing training sessions confirms our commitment to continuous professional development, ensuring teachers remain supported beyond initial workshops...” (NCDC Participant, 2024).

The head-teachers who were interviewed confirmed that those workshops were indeed organized at district levels; and they also said that they were involved. The Head-teacher of school A, who sent his teachers to attend those workshops, underscored the need for continuous professional development to ensure that teachers remain supported beyond initial workshops. He had this to say:

“...teachers need to be well-equipped to design tailored learning activities, emphasizing differentiated instruction strategies. And as, a head-teacher, I have always sent my teachers to CBC implementation workshops. And also, as a school, we always organize similar internal workshop where I also participate as a facilitator.....” (Head-teacher School A).

However, although several teachers interviewed confirmed that they participated in CBC implementation workshops, they complained their applicability. One participant said:

“...I have always been sent by my head-teacher to attend those CBC workshops but challenges such as confusion during training sessions and disagreements among facilitators have made the whole process difficult. Sometimes when we attend two different workshops, we get different contents on the same subject matter....” (Teacher School C).

The participants highlighted the importance of involving and equipping teachers, who are human resource for CBC implementation. By identifying and mobilizing expert teachers, NCDC laid a foundation for continuous training and professional development, which when done well, could ensure that teachers had not only been involved in curriculum development but also better equipped for its effective delivery.

4.1.2 Monitoring and Evaluation:

NCDC highlighted their roles concerning effective monitoring and evaluation of curriculum activities. A participant from NCDC said:

“...as NCDC, we are responsible for evaluating textbooks to ensure that they align with CBC goals. By involving teachers, educational experts, and publishers in the book evaluation process, we believe that the availability of culturally appropriate and high-quality resources is ensured...” (NCDC Participant, 2024).

The need for supervision was also emphasized by the Head-teachers who were interviewed. One participant said:

“...in order to monitor the students’ project work, which is research based, the administration assigned a given number of students to be mentored/supervised by a particular teacher who may not necessarily be their teachers but rather come from other departments for the purpose of guiding them through their research work...” (Head-teacher F, School B).

However, although some of the participant teachers acknowledged that they were indeed supervised, they said that supervision was only done by their administrators. They said that no official from higher education authorities had come to their schools to supervise. One participant said:

“....there has been no education official who has ever come to our school to check whether learners are engaged in different project works as demanded by the CBC policy. The only supervision we get is from our administrators, and as a result, we teachers are left with no option than to evaluate themselves. Meeting the expectation of guiding learners through project-based activities and ensuring that lesson plans meet CBC objectives of integrating real-world applications cannot go without checks and balances that, unfortunately we are not getting them from the ministry....” (Teacher, School B).

The participants reported that self-evaluation without external guidance was creating inconsistencies in assessments. However, the idea of forming consultative panel by NCDC, was picked by one of the schools that came up also with its team of project supervisors to oversee the quality of students’ work during project implementation. Like the NCDC panel, the team was a local administrative structure for evaluation through which the school administration got feedback to make necessary adjustments to align the curriculum with classroom realities.

4.1.3 Stakeholder Engagement and Support:

On the question as to whether the private school owners or Board of Governors of government schools were involved in CBC in implementation, the participants said that they had roles to play in the implementation. One participant said:

“....as a team, we, the Directors of this school have financial obligation to facilitate school’s activities, including budgeting for workshops and co-curricular activities. But sometimes we are constrained because we are adjust learning about the requirements of CBC. This has affected us in a way that we have continuously adjusted budgets to accommodate the ever emerging educational demands associated with CBC to ensure that head-teachers secure materials for teachers, evaluate resource usage,

evaluate teacher efficacy and improve the students' performance..." (Director School C).

On the same issue of stakeholder engagement, most of the teachers interviewed said that CBC implementation was no one man's show. One participant said:

"...we acknowledge that fact that we were not involved from the onset of this curriculum design but we are devising means of working as a team to guide learners all way through their projects, Activity of Integration (AOI) and Continuous Assessment Items (CAI) and with the help from parents, we have fostered learner-centered education. That cannot be done only by one teacher or teachers alone without involving other stakeholders...." (Teacher, School A).

However, the parents of school D who were interviewed said that they had never been sensitized properly on the matters concerning material support expected from them to their children. One participant said:

"...we do not get communication in time, yet we have always been asked to give money for the purchase of the recipes and other requirements for practical lessons. Nevertheless, we have always supported our children by allowing our smartphones for take-home research tasks given by the school and allocating time for take-home assignments often given to them....." (Parent, School D).

The research established that involvement of school directors, or board of governors and participation of parents demonstrated a collaborative approach. By including these players in the curriculum process, there was evidence of fostered ownership and support for curriculum implementation in the classrooms.

4.1.4 Provision of Learning Materials

Regarding the question about the provision of instruction materials, different stakeholders interviewed had divergent responses. They all acknowledged the need for innovations in order to narrow the gap that could exist in the provision of learning aids. One head-teacher responded:

"...while the government has provided learner guides, the materials are insufficient. For us as a school, we have decided to photocopy the guides to match the number of learners in each class and this has helped us a lot...."
(Head-teacher A, School C).

This was supported by the teachers interviewed also acknowledged the need to be innovative in the absence enough resources. One teacher said:

"....though much preparation is aided by the existing frameworks, I develop most of my visual aids from local resource materials from the environment. CBC has a lot of paperwork that a teacher cannot just wake up and go to class. I also direct my learners to carry out research and encourage them to share with peers in the class...." (Teacher B, School D).

The study established that learners were playing a critical role in seeking and sharing information from diverse sources, enhancing their research skills and contributing to independent learning. However, the successful implementation of the CBC relied on head-teachers addressing material shortages through innovative solutions, teachers enhancing learning through diverse teaching aids and technology, and learners actively engaging in research and information-sharing to foster independent and critical thinking skills.

4.1.5 Recruitment of Personnel

On the question on other areas where the stakeholders had ensured that the implementation of CBC is effective, the responses were on hiring of qualified personnel. One executive of a school BOG said:

“...we collaborate with school administration, under Parents Teacher Association (PTA) facilitation arrangement to hire qualified teachers proficient in CBC pedagogy to reduce the student-teacher ratio....we also hire technical staff like computer technicians to support both teachers and learners....” (BOG Participant, 2024)

This argument was supported by the response from private school director, who said:

“...we employ teachers almost at every beginning of the year because of high competition from other schools. However, when this is done, our budget sometimes gets affected and has to be adjusted to meet salary demands....” (Director F, School C)

Human resource was seen as important in the successful implementation of the CBC. This was illustrated by the fact that NCDC mobilized and trained experienced teachers as national trainers and the recruitment of qualified teachers and technical staff by the Directors and BOGs to support the adoption of learner-centered teaching methodologies, thereby creating a robust foundation for effective curriculum delivery.

4.1.6 Assessment

The research established that continuous assessment was part and parcel of CBC. After compiling the marks, teachers presented the marks to Director of Studies who

later sent to the Head-teacher to be submitted to UNEB. One Head-teacher when asked for his role, said:

“CBC implementation involves carrying out continuous assessment. As a head-teacher, I am expected to collect and compile assessment scores provided by the class-teachers, which are then prepared for submission to UNEB. It has been my roles to ensure that all the teachers compile and submit the marks for all students. This is because these scores constitute 20% of the total marks in the national examinations...” (Head-teacher E, School A).

This was supported by another head-teacher of school C who said:

“...I ensure that the marks that the teachers present to the office for the submission to UNEB are actually the marks that each student scored, and not a fabricated marks for a learner who did not participate in the AOI...” (Head-teacher B, School C).

The study established that involving classroom practitioners in curriculum development demonstrated a supportive role on the assessment of the curriculum’s effectiveness. The teachers, with direct classroom experience, were instrumental in shaping a curriculum that was practical and adaptable to real-world teaching scenarios.

4.2 The Impact of Different Stakeholders in CBC Implementation in Kamuli Municipality

The second specific objective aimed at establishing the impacts of stakeholders' involvement in the implemented of the CBC. For purposes of generating responses, the question of how the contributions of various stakeholders influenced the CBC implementation in Kamuli Municipality was asked. The following impacts were established;

4.2.1 Effective Resources Utilization

The research established that the involvement of stakeholders led to effective supervision of curriculum implementation. When asked about its impact, one head-teacher stated:

“...we oversee the development and delivery of lesson plans to ensure teacher use the available resources to promote the desired learning outcomes. Regular monitoring of teachers' performance helps us to identify areas that need support or improvement and the resources needed to ensure compliance with the curriculum...” (Head-teacher, school B).

In addition, the National Curriculum Development Centre (NCDC) participant emphasized that they should be involved because they take the responsibility for maintaining the quality of learning materials used in schools. He said:

“NCDC does not aim at curriculum development phrase only but it collaborates with various stakeholders like in the case of evaluating textbooks and other learning resources, ensuring they are relevant, are of high quality, and meet the necessary curriculum standards that align with the CBC's goals. By involving NCDC in the curriculum

implementation, there is guarantee that teachers use these resources in accordance with the set objectives. There are guidelines for selection of subjects, and observation checklists that must be monitored to ensure that they are used appropriately...” (NCDC Participant, 2024).

This collaborative approach ensures that all schools have access to consistent, well-prepared educational content.

4.2.2 Enhanced Accountability

The research established that Head-teachers were responsible for the continuous assessment of teachers, and their involvement of led to proper teacher evaluation and reporting system. When explaining his impact on CBC implementation, one head-teacher said;

“...I conduct periodic appraisals to ensure that my teachers maintain high standards and that CBC implementation is upheld. These appraisals provide me with valuable insights into the strengths and areas for improvement for the teaching staff, helping to refine their professional practice. In addition, teachers need to be assessed because they are accountable for their roles in preparing progress reports that are sent to parents, and in some cases submitted to relevant municipal educational authorities, fostering transparency. These reports ensure accountability in the execution of the CBC curriculum....” (Head-teacher A, School C).

This was emphasized by the Director of a private school who explained;

“...I focus on recruiting teachers who are skilled in CBC pedagogy and therefore conducting regularly performance reviews helps to maintain teaching quality. By employing teachers who understand and are trained in the CBC framework, I ensure that the school remains aligned with the curriculum’s requirements...” (Director F, School D).

The directors and board of governors were critical in ensuring the teaching staff was equipped with the necessary competencies for CBC delivery.

4.2.3 Meaningful learning opportunities

It was established that the NCDC played an active role in resource development prior to and during the implementation process. NCDC participant said;

“...we have engaged a wide range of stakeholders in the curriculum implementation to ensure the curriculum is inclusive and reflects the realities of the classroom. NCDC has ensured that all secondary schools whether private or government receive learners’ guides. This ensured that students are learning with the most relevant and effective resources available...” (NCDC Participant, 2024).

In the selected schools, it was established that, teachers contributed significantly to the provision of learning materials, preparing a variety of teaching aids to enhance learner engagement. One teacher shared,

“...we design learner-centered projects that encourage critical thinking, creativity, and problem-solving skills. Our role is to engage students in meaningful learning experiences.” By doing so, we create an interactive and dynamic learning environment that promotes participation and skill development....” (Teacher G, School D).

Meanwhile parents also played an important role in providing additional resources outside of school for their children’s education. One parent stated that:

“I have help bridge the technology gap by allowing my children use my smartphone and internet data, so that they can access the digital tools required for their studies....” (Parent T, School D).

Those responses show that the collaborative efforts among the NCDC, teachers, and parents played the crucial role of shared responsibility in enhancing the curriculum's effectiveness. The NCDC ensured equitable access to standardized learners' guides, teachers enriched these efforts by developing diverse, learner-centered teaching aids that promote critical thinking and engagement, while parents supported these initiatives by providing technological resources such as smartphones and internet access to facilitate learning beyond the classroom.

4.2.4 Ownership and Stakeholder Engagement

It was established that schools whose head-teachers coordinated with directors and boards of governors in all pertinent issues concerning of CBC implementation, were investing or had plans to invest in appropriate infrastructure to support CBC implementation. One director said:

“...right now, the school is building laboratories, and buying computers, and various resources that will enable our staff and students equipped for CBC because we have been involved in the curriculum programs and have understood the details of the curriculum, making us to be part of it...”
(Director C, School B)

Recognizing the impacts of involving the directors as highlighted by the Director of School B and parents from School A, proposed a policy advocacy that could lead to the establishment of community resource centers equipped with Wi-Fi. One parent said:

“...to complement school facilities, the government or community-based organizations should aim at establishing community resource centers, equipped with Wi-Fi and enabling students to access to additional learning resources and opportunities, especially in resource-limited areas. This

initiative can be compared to the Public Libraries of those days...” (Parent R, School A).

The research established that schools which prioritized coordination and invested in infrastructure, such as laboratories and digital tools, showed a strong commitment to supporting CBC. In addition, community-driven proposals, such as the establishment of Wi-Fi-equipped resource centers, demonstrate the critical role of a wider community in addressing resource gaps and enhancing access to learning opportunities, particularly in underserved areas.

4.2.5 Capacity Building

The report from the schools regarding workshops and district-level training was associated with the NCDC’s involvement in organizing them, which demonstrated its decentralized approach to CBC implementation. One Head-teacher said:

“...by empowering master trainers to lead workshops, I believe NCDC ensured localized capacity building, making the curriculum more accessible to teachers and minimizing regional disparities in implementation quality...” (Head-teacher A, School D).

The results of such training were noticed in school A, whose teachers formed locally school-based capacity-building programs that strengthened their teaching skills. One teacher stated:

“...we have always organized our internal workshops and peer-to-peer support programs to continuously improve our understanding of CBC teaching strategies. These efforts allow us to develop our skills in a collaborative and supportive environment, further enhancing the quality of teaching...” (Teacher T, School A).

From the responses, the decentralized approach by the NCDC in organizing workshops and empowering master trainers proved instrumental in enhancing the accessibility and quality of CBC implementation across regions. The localized capacity-building efforts enabled schools like School A to complement these initiatives with internal workshops and peer-to-peer support programs, fostering continuous professional development among teachers. That collaborative and supportive framework not only bridged regional disparities but also strengthened teaching strategies, ultimately improving the overall quality of education under the CBC.

4.2.6 Effective teaching Methodologies

While responding to the demands of CBC implementation, school directors indicated that they prioritized the recruitment of qualified staff to ensure effective delivery of the curriculum. One director explained:

“...I ensure that I hire teachers who are skilled in CBC methodologies, and I also recruit technical staff to support the implementation of digital tools. This ensures that the school has the expertise necessary to effectively deliver CBC and support both teachers and learners....” (Director F, School A).

By prioritizing the hiring of personnel proficient in CBC methodologies and capable of supporting digital integration, school directors, such as the one from School A, ensured that their institutions were equipped with the expertise needed to enhance teaching, learning, and overall curriculum delivery

4.3 Challenges in the implementation of Competency Based Curriculum

During a Focus Group Discussion, and interviews questions about challenges faced in CBC implementation in Kamuli Municipality was asked in an attempt to elicit responses from the stakeholders. Their responses revealed major themes within which different stakeholders expressed their views.

4.3.1 Mindset and Adaptation Challenges

Learners' Resistance to Change: Head-teachers reported that some learners' mindsets were influenced by peers and siblings who studied under the old curriculum, significantly hindering the adoption of CBC. One head-teacher stated:

“Some learners especially in Senior One are viewing the CBC as more difficult because they have been told that it is difficult. This resistance is compounded by the learners' earlier focus on exam-centric teaching methods in primary schools where they were passively taking notes dictated or written on chalkboards by teachers, making the transition to independent learning under CBC very challenging” (Head-teacher C, School A).

Parents' Confusion with CBC Structure: Teachers reported that parents were struggling to understand the CBC report format. One teacher said:

“When learners take home report cards, their parents complain that they cannot determined the value for their money paid as fees because they do not report system” (Teacher R, School C).

His view was supported by parents who said in the focus group that they were not understanding progressive report cards at all. One parent said:

“My child, in one of the terms, got mainly 1.0 scores and I appreciated him for what I thought was an excellent performance because I thought that the

smaller the value, the better the performance how it had been. Little did I know that he performed poorly...” (Parent Y, School D).

Teachers' Resistance and Capacity Gaps: Resistance among some teachers stemmed from unfamiliarity with CBC was reported, as highlighted by One Head-teacher:

“...some teachers are reluctant because they are unsure of how to implement CBC, and the training has not been consistent. They complain that during the trainings even their facilitators disagree on right contents...” (Head-Teacher F, School C).

4.3.2 Supervision and Support Deficiencies

Lack of External Supervision: Teachers lamented the absence of supervision from education authorities. One teacher commented:

“We have not received in our school any official from the municipal education authorities to check whether the scoring of projects marks and observation of Continuous Assessment Items (CAI) checklists are in line with CBC principles. When we are left to evaluate themselves without external guidance or support, we cannot compete with other schools under such circumstances because no officials assess our CBC activities...” (Teacher B, School B).

Limited Monitoring by NCDC: The NCDC admitted its inability to effectively monitor and support CBC implementation due to financial limitations. They highlighted the lack of widespread training as a major barrier. NCDC participant said:

“While the NCDC identifies various challenges, such as gaps in teacher Competency and curriculum delivery during monitoring and evaluation, its abilities to address those issues are often constrained by financial

limitations. Training is one of the key strategies used to bridge gaps in curriculum understanding and teaching practices. However, financial constraints have always hindered the proposed widespread, consistent and effective training programs. Moreover, some teachers attending training sessions often request transport refunds and facilitation, further complicating the planning programs” (NCDC Participant, 2024).

4.3.3 Resource Constraints

Inadequate Learning Materials: Teachers and head-teachers pointed out that the government provided learner guides which were insufficient. One teacher remarked:

“We are encouraged to improvise using local materials, but sometimes the environment where the school is, lacks suitable resources for a particular activity. It is worse with science subjects because in most cases, the materials to be used, like chemicals cannot be improvised” (Teacher E, School B).

Financial Challenges in Digital Access: Teachers and learners noted that continuous online research required by CBC is costly. This disproportionately affects learners from low-income families, creating inequalities in access to quality education. One teacher Stated:

“Implementing the CBC approach, particularly in the research and Activity of Integration components, is expensive for both schools and families in Kamuli Municipality. The need for continuous access to digital resources and online research places significant financial pressure on both teachers and learners, limiting their participation in the projects and research activities as intended. This challenge exacerbates inequalities in access to

quality education, especially for learners from low-income families” (Teacher T, School A)

Space Limitations for Project Storage: Schools were struggling with storing project materials as highlighted during a Focus Group Discussion. One teacher emphasized:

“Our school with large student population faces significant space constraints when storing learners’ project items. The hands-on, project-based nature of the CBC requires the storage of physical items such as science experiments, artworks, and agricultural products produced during learning experiences, for assessment purposes. However, insufficient storage facilities, coupled with limited spaces for conducting science practical, lead to organizational challenges that compromise the quality of project execution. This school, without adequate storage struggles to manage and preserve learners’ work, thereby hindering the effective implementation of the curriculum especially when it comes to assessments” (Teacher R, School A).

4.3.4 Curriculum Implementation Burdens

Time Demands: During Focus Group Discussion, teachers reported that CBC’s individualized approach was time-consuming, making it difficult to cover the syllabus. One teacher said:

“The CBC has too much paperwork that demands a considerable amount of time for tasks such as organizing learners, planning lessons and guiding research activities. In addition, CBC approaches require each learner to be treated individually, rather than as part of a group, to address their unique learning needs. This heavy workload significantly slows down progress, making it challenging to cover the syllabus within the expected timeframe. Adhering strictly to CBC principles often makes it difficult to complete the syllabus by the time learners reach Senior Four, raising the possibility of

not fully covering the curriculum. Furthermore, pressure to meet academic timelines sometimes forces some of us to deviate from CBC practices and slide a little back to traditional teaching methodologies, which ultimately compromise the intended outcomes of the CBC..” (Teacher R, School C).

Challenges with Research-Based Learning: It was reported that CBC’s focus on learner-generated notes created issues. One teacher noted:

“CBC approach encourages learners to take the ownership of their learning by generating their own notes through research. However, for students in Senior One, transitioning from the primary curriculum to this new method poses significant challenges. According to me, the notes created by Senior One students cannot be trusted because they often lack accuracy, in-depth and consistency. This challenge is further compounded by the CBC requirement that learners in the same class should not have uniform notes, which makes it difficult to ensure the quality and completeness of the subject contents that students produce...” (Teacher D, School B).

Large Class Sizes: Large classes hindered individualized attention. One teacher lamented:

“...large class sizes posed a significant challenge to CBC implementation, as they affect learner participation during presentations and hinder the teacher’s ability to provide individualized follow-up to ensure all learners are on the same page. Large classes are also associated with difficulties in acquiring sufficient teaching resources and materials to meet the diverse needs of individual learners in the entire class. This makes the implementation of CBC so tiresome...” (Learner S, School A).

Learners similarly expressed concerns about large class sizes. One learner shared:

“During group presentations, teachers create few groups with many members to minimize time taken for presentation. However, many students shy away or hide and therefore do not contribute. This is common

with students who fear, or have low confidence to present in front of peers and teachers. As a result, a few students often end up presenting on behalf of the group, while others avoid participation...” (Learner A, School A).

4.3.5 Assessment and Grading Issues

Unfair Group Work Assessment: Learners expressed frustration over group work grading, where non-contributing students received equal marks. One learner said:

“...when a group work assessment is given, some students fail to contribute to group tasks but still receive the same marks as their more hardworking peers, leading to frustration among those who bore the workload. I think this situation results in an unfair assessment of individual skills and competencies, as marks do not accurately reflect each learner’s contributions...” (Learner, School A).

Scenario-Based Questions: Learners found CBC exam questions difficult to interpret, especially for those with limited English proficiency. A student explained:

“...the questions we were accustomed to in primary school were very direct, making it difficult for us to adjust to the new scenario-based questions introduced in Senior One. Furthermore, learners with limited proficiency in English find it even harder to interpret questions across all subjects, including mathematics. The CBC emphasizes defining concepts within scenarios, which adds to the difficulty for learners struggling with English...” (Learner F, School B).

4.3.6 Staffing and Training Challenges

Teacher Turnover and Part-Time Work: School owners reported that resources spent on training teachers were wasted as they left for government schools. The Director Said:

“...the government pays a lot of money as salaries enhancements that cannot be compared with the amount that the private schools can offer. We can spend a lot of resources to build the teacher’s capacity only to lose when the government advertises for the recruitment. In addition, those who remain teach in multiple schools making them unavailable for consultations....” (Director B, School B).

This challenge was also observed by Directors of studies (DOS) who stated that part-time work among teachers was disrupting activities. One DOS noted:

“...teachers who take on multiple part-time roles often misuse the project activity time allocated in the CBC timetable, as they leave early to fulfill their obligations in other schools” (DOS E, School C).

Inconsistent Teacher Training: Teachers reported confusion during training sessions, where facilitators provided conflicting information. A private school director criticized this as a “trial-and-error” approach.

4.3.7 Learners' Research and Guidance Gaps

Lack of Research Skills: Learners reported struggles they faced to differentiate credible sources from unreliable ones. One learner explained:

“While we are often assigned research tasks but teachers rarely guide us on which websites or sources to find information. As a result, we access various online sites with unsimilar contents, making it difficult to identify the

accurate information. We struggle to differentiate between credible and inaccurate sources, and in some cases, teachers are also unable or unavailable to assist us in verifying the correct information” (Learner E, School A).

Research difficulties were reported among student who thought CBC was making some of their teachers reluctant to prepare learning materials. One learner said:

“...I think some teachers appear confused and not fully conversant with certain concepts in their respective subjects. We can know when we approach them for assistance, and instead of providing clear guidance, they often hide behind the CBC policy of promoting research, frequently instructing us to simply go and do research...” (Learner T, School A).

Limited Access to Technology: Boarding students faced disadvantages compared to day scholars who could use family members' smartphones for research. One learner stated:

“In this school, which is a Day and Boarding School, for us who are in boarding section face limitations as we do not have access to smartphones, unlike our Day Scholar counterparts who can use their family members’ devices at home for research, yet the school does not have functioning computer laboratory..” (Learner E, School B).

4.3.8 Parental Financial Constraints

Impact of School Fees on Attendance: Parents noted that continuous assessment required consistent attendance, yet children were sent home for unpaid fees. One parent said:

“...the new curriculum requires continuous assessment, but our children are often sent home for even small balance of fees, causing them to miss

important lessons. Unfortunately, after paying the required dues which are typically paid in full, the missed lessons are not compensated...” (Parent R, School C).

The effect of absenteeism was reported by the teachers who said it was affecting mostly private schools. One teacher elaborated:

“...being a private school, the school runs on the fees paid by the parents. However, the impact of absenteeism caused by school fee issues, with some students missing up to a week, disrupts the implementation of the CBC program and affects its overall effectiveness. When the majority of the learners in the class are sent for fees, we are forced to repeat the lesson, and this gives extra load on the already loaded teachers...” (Teacher S, School C).

4.3.9 Transfer Challenges

Project Marks for Transferred Learners: Head-teachers highlighted difficulties in assigning project marks to students transferring in mid-term, without score. One Head-teacher said:

“..when learners transfer especially in the middle of the term, it is very difficult to give such a child the project marks for the project he or she did not do in the receiving school...” (Head-teacher D, School B).

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This Chapter covers inclusive discussion of the study findings regarding the efficiency of CBC implementation in the selected secondary schools in Kamuli Municipality. The results were examined and interpreted in light of the theories that underpinned the investigation as well as the body of existing literature. The main themes of discussion include the roles and impacts of different stakeholders' roles and challenges to CBC implementation in Kamuli Municipality.

5.1 Discussion on the stakeholders' roles

Training and Professional Development: According to the report, NCDC was instrumental in deploying and preparing teachers who serve as master trainers, a strategy that is consistent with the literature recommendations. Tumuheise et al. (2023) emphasized the need for ongoing professional development to prepare teachers for the implementation of CBC in Uganda. Similarly, the findings noted the difficulties with inconsistent workshop content that hampered the effective learning which is consistent with the concerns raised by Karakus (2021) that curriculum reforms demand coherent and well-aligned teacher training.

In addition, the finding is supported by the principles of Hattie's *Visible Learning Theory*, which emphasizes teacher development through feedback and assessments of their instructional impact. Continuous professional development ensures teachers become better facilitators of student-centered learning.

Monitoring and Evaluation: The participants emphasized the need for proper supervision and evaluation to ensure alignment with CBC objectives. Teachers acknowledged the administrator's supervision but they expressed concerns about the absence of outside supervision which resulted in inconsistent self-evaluation. Supervision aligns with the study findings of Ndifon et al. (2021) in Nigeria, where school administrators were entrusted with overseeing the implementation of the curriculum and assessing learning outcomes. In addition, the report indicates a lack of structured external monitoring which challenges the DES mandate to ensure quality curriculum implementation through school inspections as reported by Bagaya et al. (2020).

Stakeholder Engagement and Support: The study concluded that for CBC to be implemented successfully, the engagement of stakeholder like school owners and BOG members was crucial. This report is consistent with the assertion by Islam (2017) that community involvement both formal and informal was crucial to curriculum implementation. Similarly, the report showed a lack of parental awareness which made material support more difficult. This collaborative approach is consistent with Vygotsky's Social Constructivist Theory which emphasizes the importance of social interactions and teamwork in education. When stakeholders actively participate, a supportive environment is created for students to conduct research and engage in problem - solving activities.

Provision of Learning Materials: The researched discovered inadequate instructional materials, that prompted head-teachers to devise the alternative solutions like photocopying of the learner guides. Teachers also developed visual

aids using local resources. This is supported by Tumuheise et al. (2023) who stated that teachers played a key role in creating flexible learning environments to accommodate CBC demands. The findings are also supported by Hattie's assertion that visible learning requires teachers to create engaging environments where students can take ownership of their learning through research and independent tasks.

Recruitment of Personnel: In this study, the roles BOG, parents and school administrators was highlighted as working together to hire qualified staff members which is consistent with Ndifon et al. (2021) who highlighted the importance of staffing for curriculum implementation. A practical measure that aligns with research findings from other educational systems is the focus on hiring teachers who are skilled in CBC pedagogy in order to lower the student-teacher ratio.

Assessment: The findings showed that CBC heavily relied on continuous assessment with grades contributing to national exams grading system. This practice is consistent with Vygotsky's theory which emphasizes the value of formative assessments in supporting learner's progress. In addition, the Head-teacher's role in authenticating the scores is supported by Hattie's Theory which asserts that assessment should provide insightful information for enhancing teaching and learning.

Conclusion

Finally, the findings of the research highlighted the importance of stakeholder collaboration to the successful CBC implementation. Creating a learner-centered environment, ongoing professional development, and stakeholder engagement were

stressed as vital for overcoming implementation challenges. The theories, Social Constructivist Theory and Visible Learning Theory and the literature illustrated that. However, the deficiencies in monitoring and parent awareness drew attention to areas that required improvement.

5.2 Discussion on the impact of different stakeholders roles in the Implementation of the CBC

Monitoring and supervision to ensure appropriate use of resources: The study found that stakeholder participation such as that of head teachers and the NCDC resulted in improved supervision of CBC implementation. While the NCDC maintained the quality of the instructional materials, head-teachers made sure that lesson plans complied with CBC standards and focused on teachers' performance. These reports are consistent with the findings of Ngeiywa (2024) who highlighted the vital role that administrators play in improving the teacher performance through collaborative supervision and leadership. According to Hattie (2023) in *Visible Learning Theory*, the report further emphasized how significant it was for teachers to evaluate how their teaching affected students' learning outcomes. NCDC's emphasis on guaranteeing the quality of educational materials is further supported by Hattie's idea of giving teachers the resources they need for evidence-based teaching and practical learning outcomes.

Improved accountability teacher evaluation and reporting: The study found that directors and head teachers were able to actively evaluate teachers and uphold transparency by implementing reporting systems. The hiring of competent teachers and conducting regular teacher evaluations were two important tactics employed

to guarantee efficient CBC delivery. This finding is supported by Muchira et al. (2023), who emphasized that teacher involvement in curriculum delivery and assessment is significant for identifying curriculum gaps and improving pedagogical practices.

In addition, the Social Constructivist Theory by Vygotsky Saleem et al. (2021) reinforces this point by highlighting the value of structured feedback and collaboration. Teacher evaluations supported a culture of learning in which both learners and teachers used reflective practices to improve educational opportunities.

Provision of Learning Materials and Resources for Meaningful Learning: The NCDC, teachers and parents worked together to provide resources which were essential to the implementation of CBC. The NCDC ensured equitable distribution of learners' guides, while teachers developed diverse teaching aids to promote learner engagement. Parents supplemented these efforts by providing technological resources. These findings echo the work of Naranthiran et al. (2023), who highlighted the role of parental involvement in bridging resource gaps and enhancing student learning. Furthermore, the study reported that the access to the technology needed by learners for CBC success was facilitated by the parents' provision of digital tools is corroborating with Holbrook et al. (2022), who noted the importance of digital literacy in facilitating group learning.

Ownership and Stakeholder Engagement led to Infrastructural Development: Schools that placed a high priority on collaborating with directors and Boards of Governors showed investments in digital tools and classrooms. In addition,

community-driven ideas like setting up resource centers with Wi-Fi supports Muchira et al. (2023) as well as VanLeeuwen et al. (2020) who noted the importance of community involvement in forming curriculum infrastructure to suit local requirements. The proposal for establishing community resource centers reveals how crucial community - school partnerships were to reducing resource inequalities and improving educational opportunities.

Capacity Building: According to the study, regional differences in CBC implementation were reduced by NCDC's decentralized approach to capacity building which involved workshops and empowering master trainers. It was also established that some schools had an ongoing teachers' professional development supported by internal school-based capacity-building programs. The report is in consistence with the findings of Nevenglosky (2018) who noted the significance of targeted professional development for effective curriculum reforms. Holbrook et al. (2022) also emphasized that collaborative learning and digital knowledge application are essential in CBC environments, underscoring the need for ongoing teacher training in digital tools.

Effective teaching methodologies: School directors prioritized hiring educators skilled in CBC methodologies and technical staff for digital tool integration. This proactive approach ensured the effective delivery of CBC. This finding aligns with Ngeiywa (2024), who emphasized the importance of recruiting competent educators for effective curriculum implementation. It also aligns with the principles of Hattie's (2023) Visible Learning Theory, which advocates for skilled educators who can assess and enhance learning outcomes effectively.

5.3 Discussions on the Challenges in the Implementation of CBC in Kamuli Municipality

Challenges with Mindset and Adaptation: The findings showed that students in Kamuli Municipality were having troubles in adjusting to the CBC having previously been exposed to the Knowledge Based Curriculum (KBC) in their former primary schools. This resistance aligns with Mabonga (2021), who found that learners who were accustomed to passive learning methods often struggled to adapt to more learner-centred approaches. Moreover, the Theory of Hattie (2023) of Visible Learning supports the need for visible learner engagement and feedback loops to ease such transitions.

Furthermore, the research reported that parents were having troubles comprehending CBC report cards which is consistent with Tromp (2018) who noted that ignorance of the stakeholders hindered the implementation of curriculum. In addition, the report noted the resistance among teachers as a result of insufficient training which aligns with Kidega and Khaing (2022) who stressed the importance of consistent teacher training which can also be done during stakeholder orientation meetings. Hattie (2023) emphasized reflective teaching which highlights the significance of competent teachers in ensuring successful curriculum delivery.

Supervision and Support Deficiencies: The absence of municipal education authority oversight is a critical challenge. This issue matches the finding by Tumuheise et al. (2023), that stressed the role of external support in CBC success. Furthermore, the NCDC's financial constraints that affected the comprehensive support and training for curriculum implementation is consistent with investigations

made by Tumuheise et al. (2023) that noted the importance of sufficient funding for curriculum implementation.

Resource Limitations: The grievances of teachers' regarding inadequate learners' guides and difficulties with developing local instructional material are consistent with those of Kidega and Khaing (2022). This research noted how the capacity of teachers to apply CBC is adversely impacted by the inadequacy of instructional materials. The barriers to digital access are consistent with Tromp (2018) observation that socioeconomic disparities pose a challenge to the implementation of CBC. The way that digital inequality restricts opportunities for collective learning is highlighted by Vygotsky's Social Constructivist Theory. Meanwhile, difficulties in storing project materials and large class enrolments leading overcrowded classrooms are structural challenges that Makunja (2016) identified as barriers to effective CBC implementation.

Burdens of Curriculum Implementation: The research established that implementation of CBC was time-consuming which is consistent with Mabonga (2021) who established that the individualized approaches of CBC put a lot of strain on teachers. Furthermore, the difficulties that students encounter in producing precise notes highlight the issues that Holbrook et al. (2022) noted for the successful implementation of research-based education.

Assessment and Grading Problems: The research established that learners were frustrated with group assessments and this is consistent with research by Holbrook, et al. (2022) who emphasized the difficulties in ensuring impartial evaluations in

group settings. Also concerning assessment are learners' difficulties with scenario-based questions that connect with findings by Tromp (2018) on the challenge of language proficiency in CBC environments.

Staffing and Training Challenges: The issue of teacher turnover due to better government salaries is consistent with Wambi et al. (2024), who noted resource wastage in teacher capacity-building efforts. And also, the teachers' confusion due to inconsistent training underscores the emphasis of Kidega and Khaing (2022) on consistent and effective training.

Learners' Research and Guidance Gaps: The inability to distinguish credible sources highlights the need for digital literacy emphasized by Holbrook et al. (2022). And also, the trouble faced by boarding students is supported by findings of Wambi et al. (2024) regarding the necessity of reliable ICT resources.

Parental Financial Constraints: The issue of absenteeism due to unpaid fees aligns with Tromp (2018) observation of socioeconomic factors affecting CBC participation. The problem of absenteeism resulting from unpaid fees is consistent with Tromp, (2018) observation that socioeconomic factors influence CBC participation.

Transfer Challenges: The difficulty in assigning project marks to transferred learners underscores the organizational challenges identified by Makunja, (2016).

In conclusion, the findings in Kamuli Municipality highlighted several challenges connected with existing literature and theoretical perspectives. Effective

implementation of CBC required addressing issues related to mindset adaptation, resource constraints, teacher capacity, and equitable access to learning opportunities. The application of Hattie's Visible Learning Theory and Vygotsky's Social Constructivist Theory prompt the need for a learner-centered, collaborative, and resource-supported approach to curriculum implementation.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusion and recommendations based on the research findings aligned with the objectives of the study. The research focused on examining the involvement and impact of various stakeholders in the implementation of the Competency-Based Curriculum (CBC) in selected secondary schools in Kamuli Municipality. It also explored the challenges stakeholders face and proposed practical recommendations to address those challenges for effective CBC implementation.

6.1 Conclusion

The implementation of the CBC in Kamuli Municipality has brought to light both opportunities and challenges in advancing Uganda's education system.

6.1.1 Conclusion on the roles of different stakeholder in curriculum Implementation in Kamuli Municipality

Despite these cooperative efforts the study found that according to the majority of stakeholders, there was little stakeholder consultation during the CBCs initial design phase. It was difficult to comprehend and properly align roles during implementation because many of the parents and teachers who were interviewed mentioned that they were excluded at this point.

The study report showed that not only a few teachers head teachers and other important stakeholders participated in the Kamuli Municipality's CBC

implementation, and even those who participated, did do to varying degrees which showed significant gaps and irregularities in their participation. It was noted that the NCDC, head-teachers, teachers, few parents and Boards of Governors were among the stakeholders who had significant roles to play in the implementation process. In order to provide teachers with the CBC knowledge they needed, NCDC organized workshops and teacher - led training through national master trainers. However, difficulties with effective implementation were caused by inconsistent training material and misunderstandings during workshops.

In addition to organizing supervision for students' project work, head-teachers actively participated in CBC workshops and led internal training sessions in their schools. However, the feedback system was undermined by the lack of supervision by external education authorities, leaving teachers to evaluate themselves without the right support.

Head-teachers and teachers' work together to submit test results to the Uganda National Examinations Board (UNEBC) and continuous assessment was a fundamental part of the CBC. Because they were directly involved in curriculum development and assessment, teachers made sure that real-world classroom experiences informed the implementation of CBC.

Financial and resource support was shown by parents and school administrators who frequently modified budgets to meet CBCs requests. Nonetheless some parents expressed concerns about delayed communication and insufficient sensitization about their responsibilities in providing tangible assistance for hands-on learning.

School boards and directors focused their recruitment efforts on hiring qualified staff who were skilled in CBC pedagogy but the intense competition for qualified teachers had an effect on school budgets.

6.1.2 Conclusion on the Impacts of key stakeholder in CBC Implementation

The study concluded that innovations and efficient curriculum delivery were greatly influenced by decentralized teacher training by NCDC and hiring of skilled staff by Directors and BOGs. The strategic engagement of technical staff and ongoing professional development were essential for staying up to date with changing teaching methodologies and educational technologies. However, maintaining that momentum by making sure that capacity-building projects received enough money and support was still a major challenge.

Therefore, the study concludes that that for the CBC to improved educational outcomes through capacity building, resource allocation and structured supervision, stakeholder involvement was essential. Head-teachers and Directors' involvement fostered accountability by making sure that lesson plans were in line with CBC standards and encouraging teachers' professional development through frequent assessments. For these initiatives to continue to have an impact and handle new issues, it was established that regular monitoring and follow-up were necessary.

By guaranteeing the availability of high-quality teaching materials and resources, the study established that contributions of collective stakeholders like NCDC teachers, parents and community members improved the educational ecosystem.

However, the inequalities in resource distribution and technology access continued to be major obstacles underscoring the need for a more inclusive approach.

Although, investments in digital tools and infrastructure showed commitment to CBC implementation, more community-driven efforts were needed to close ongoing resource gaps. Proposals for resource centers and Wi-Fi-equipped resource centers were discussed as the first steps of extending resource assistance to ensure that all students have fair access to contemporary teaching resources.

6.1.3 Conclusion on the challenges affecting the CBC Implementation

The issues with learner - teacher ratio continued to be challenging because it was taking a lot of time to implement individualized learning approaches big numbers were slowing down the coverage of the syllabus and frequently forcing the teachers to switch back to more conventional approaches which was appealing to them. This problem was further worsened by students' lack of research skills and inconsistent teacher training.

The research therefore concludes that there were many obstacles to the CBC implementation especially as far as the willingness of the stakeholders to change their mindset. The shift from conventional exam-centric methods to the CBCs learner-driven model presented challenges for the learners which were worsened by peer misinformation and past primary school experiences. The parents were confused with the report format and frequently misunderstand their kids' academic achievement.

Inadequate supervision and assistance further affected the successful implementation of CBC in Kamuli Municipality. Guidance given to schools was limited by financial constraints and the absence of routine oversight by local education authorities. Without external supervision, self-evaluation strategy by teachers isolated schools and made it difficult for them to meet CBC standards. It is imperative to close these gaps through improved inspection procedures and regular adequately funded teacher preparation programs.

The delivery of the curriculum was greatly impacted by resource limitations. Practical learning opportunities were hampered especially for low-income families by the lack of suitable educational resources and the high expense of digital access. Furthermore, the hands-on learning methodology that is essential to CBC was compromised by insufficient storage facilities and a lack of space for science practical in one of the schools.

6.2 Recommendations

The effective implementation of the Competency-Based Curriculum (CBC) requires deliberate and coordinated efforts from various stakeholders, including policymakers, educators, parents, and community members. The following recommendations offer actionable strategies to address stakeholder roles, challenges and impacts: -

6.2.1 Recommendations on roles of stakeholders in curriculum Implementation

The National Curriculum Development Centre (NCDC) should standardize teacher training sessions to ensure uniformity in the content delivery and increase the

efficiency of the CBC. This will ensure that CBC is implemented consistently across schools and help all teachers receive the same high-quality instruction. In addition, in order to keep teachers informed about new advancements within the CBC framework, refresher courses ought to be offered on a regular basis.

Another important suggestion is to create peer-led mentoring systems. By enabling seasoned CBC, teachers can mentor and assist their less experienced peers. These systems would encourage knowledge exchange and cultivate a collaborative teaching environment, and can help alleviate the pressure on teachers who are still adjusting to the CBC while also enhancing their professional development. Incentives must be put in place to draw and keep skilled teachers if CBC is to continue.

Monitoring and supervision are critical components for ensuring that CBC standards are adhered to. The Ministry of Education and Sports, in collaboration with municipal education authorities, should establish a routine framework for school supervision. This will help maintain uniformity in CBC implementation across schools and give teachers external guidance. Furthermore, a digital platform for monitoring should be created so that schools can report their progress and get prompt feedback from education officials.

Schools should be categorized in clusters and specialized curriculum supervisors be appointed to manage particular school clusters to provide more direct assistance. These supervisors would be tasked with helping schools successfully implement CBC and making sure that teachers have the tools and information they require to be

successful. Their function in monitoring the quality of CBC implementation and offering support on the ground will be vital.

There should be a planned workshop to sensitize parents on critical CBC issues that includes how to read report cards and how they can help their kids with their schoolwork. To ensure parents are actively involved in their children's educational journey, communication channels like WhatsApp groups that should be set up and made operational. This will help parents stay informed about their children's education and respond in a timely manner.

The absence of infrastructure and resources is a major obstacle to the implementation of CBC. Partnerships with private sector might also be considered to give schools access to the internet and digital resources. The development of community resource centers with Wi-Fi and shared learning spaces is also necessary to assist low-income students who encounter technological obstacles.

6.2.2 Recommendation on the impacts of stakeholder involvement

Bridging the technological divide especially that results from socioeconomic disparities, requires a concentrated effort. In order to guarantee that all students irrespective of their location or financial status have access to the digital resources necessary for CBC success, stakeholders should work together to create more inclusive approaches. Such approaches include, government grants for technology resources, joint ventures with telecommunication companies through corporate social responsibilities or for reasonably priced access to bring internet connectivity

to underprivileged areas. Planning trainings for parents and teachers on how to use these resources effectively will also help them reach their full potential in the classroom.

It is important to set up a more systematic and ongoing follow-up system in order to optimize the impacts of stakeholder involvement. Regular opportunities for capacity development and the provision of resources for efficient supervision are essential for head teachers and school administrators. A stronger system for keeping track of how well lesson plans match CBC standards will also guarantee accountability and assist in quickly resolving any issues. In order to guarantee that these procedures are regularly followed and updated as needed, local education authorities should take a more active role.

6.2.3 Recommendations for Challenges faced in the CBC Implementation

To enhance the effective implementation of CBC in Kamuli Municipality, various and context-sensitive approach should be adopted. The following recommendations are proposed:

Integrate National and International Best Practices: Take advantage of lessons learned from other nations that have effectively implemented CBC while coordinating them with Uganda's Vision 2040. To guarantee their applicability and efficacy modify these procedures to fit Kamuli Municipality's local circumstances.

Kamuli Municipality schools should focus on grouping students and conducting research-like activities in order to document and share best practices that can be used as models for other areas.

Encourage more project-based learning and mentorship programs to support learner-centered approaches and collaboration. This will help them better align with the CBCs competency-driven approach.

Improve Supervision and Accountability: To guarantee that CBC is applied successfully fortify the monitoring and assessment mechanisms. Educational officers and school inspectors ought to be given the resources and power to promptly advise and assist schools.

Create Customized Intervention Plans for Local Situations: To address the particular socioeconomic issues facing Kamuli Municipality a framework that is tailored to the area should be created. This entails offering financial aid or scholarships to underprivileged students and implementing flexible learning plans to meet a range of needs.

Sensitization of the Community and Stakeholder Engagement: Run awareness programs to educate parents and community members about the goals and advantages of CBC. To foster a cooperative learning environment stakeholders' active involvement—including that of parents, school officials and local leaders—should be promoted.

Developing Teacher and Mentor Capacity: To give educators the tools they need to make the shift from conventional pedagogies to CBC approaches regular focused training sessions should be planned. Mentors should also receive training on how to

use the creative approaches already used in Kamuli schools to assist students in group projects and research-style activities.

Enhance Resource Allocation and Utilization: To close resource gaps the government should work with stakeholders to give priority to more funding for teaching resources educational infrastructure and ICT tools. Providing enough CBC-aligned textbooks building well-equipped classrooms and guaranteeing that schools have access to cutting-edge learning tools are all part of this.

6.3 Recommendations for Future Research

Longitudinal Studies on CBC Impact: Future research can aim at conducting long-term studies to assess the impact of CBC on learner outcomes, focusing on literacy and life skills development across diverse regions, including Kamuli Municipality.

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Appendix 1: Consent Form

Title of Research: Stakeholders Involvement and Competency Based Curriculum Implementation in Kamuli Municipality.

Principle Investigator: Gumasi Owor Fred, Tel: 0772 966193 a student of Uganda Christian University, College of Graduate Studies and Research, P.O Box 4, Mukono, Uganda.

1. Introduction and Purpose of the Study

My name is **Gumasi Owor Fred**, a student at Uganda Christian University Mukono, pursuing a Masters' Degree in Educational Administration and Planning, carrying out research on “**The influence of Stakeholders’ Participation and Implementation of the Competency Based Curriculum in Kamuli Municipality**”. The researchers kindly request you to provide them with the necessary information. This will be treated as confidential and used for academic purposes only.

The general objective of this study is to examine the influence of stakeholders’ participation and implementation of the Competency Based Curriculum in selected secondary schools in Kamuli Municipality.

The information that you will give to the researchers, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell the researchers will remain anonymous. The researchers shall ask questions about implementation of CBC. If you do not

want to respond to a particular question, you can simply say so, and they will not insist.

2. Description of the Research

This is a case study qualitative design survey of influence of stakeholders' participation in the CBC implementation in Kamuli Municipality Secondary Schools.

3. Subject Participation:

Participants will be NCDC officials, BOG members and Directors, Head-teachers, DOS, Teachers Parents and Students of secondary schools in Kamuli Municipality.

4. Potential Risks and Discomforts:

This is a study that will involve two-way conversation between the researchers and the participants on stakeholders' involvement and the Competency Based Curriculum implementation in Kamuli Municipality Secondary Schools.

5. Potential Benefits:

The findings will inform the Ministry of Education and other stakeholders thereby contributing to the ongoing efforts to improve education quality and promote skills development among learners in Uganda, ultimately contributing to the realization of the vision for economic growth and development outlined in Vision 2040.

6. Authorization:

Every participant will be asked to sign a written study informed consent form before participating in the study as this ensures voluntarism and acceptability to participate in the study. By signing this form, you will be authorizing me to use the information from this research.

7. Participation:

Your decision to participate in this study is completely voluntary. If you decide not to participate in this study, it will not affect your work in any way.

8. Withdrawal from the Study and/or Withdrawal of Authorization:

As a participant in this study, you can withdraw at any point if you choose not to continue.

9. Whom to contact in case of ethical related concerns:

In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Mr.

Lugemwa Patrick on 0703 068117 or 0778 288710 or patsonlug@gmail.com or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

I voluntarily agree to participate in this research program; to tick

Yes

No.

I understand that I will be given a copy of this signed Consent Form.

Name of Participant (Optional);

Signature: Date:

Appendix 2: REC - Approval Notice



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

Office of the Vice Chancellor
Research Ethics Committee UG-026

FRED OWOR GUMASI
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15th November, 2024

UG-REC-026 APPROVAL NOTICE

To: Fred Owor Gumasi, Principal Investigator

Re: UCU-REC Application titled: *Factors Affecting the Competency Based Curriculum Implementation in Kamuli Municipality Secondary Schools*

Application Number: UCUREC-2024-949

Version: 4.1

Type: [] INITIAL REVIEW
[] Protocol Amendment
[] Letter of Amendment (Loa)
[] Continuing Review
[] Material Transfer Agreement
[] Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 15th November, 2024, to 15th November, 2025

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



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Office of the Vice Chancellor
Research Ethics Committee UG-026

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 15th November, 2025 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are **not** required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-07-02
2	Informed consent form	English	1.0	2024-07-02
3	Interview Guide	English	1.0	2024-07-02

Signed and Stamped

Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug



Appendix 3: Data Collection Tools

INTERVIEW GUIDES FOR HEADTEACHERS

A. Establishing the roles played by Head-teachers in the implementation of Competency Based Curriculum in Kamuli Municipality.

- What specific actions have you as head-teacher in Kamuli Municipality taken to facilitate the implementation of CBC?
- How do school administrators ensure that teachers receive adequate training and resources for CBC?
- How does your action influence the implementation of the Competency-Based Curriculum in Kamuli Municipality?

B. Establishing the challenges faced by the Head-teachers in the implementation of Competency Based Curriculum in Kamuli Municipality.

1. Implementation Challenges:

- What challenges have you faced in implementing the CBC in your school?
- How have these challenges been addressed, and what support is needed to overcome them?

2. Teacher Support and Development:

- What professional development opportunities are provided to teachers to help them implement the CBC?
- Are there areas where additional support or training needed?

3. Resource Allocation:

- What additional resources or materials are needed to improve CBC implementation?

4. Enhancement Strategies:

- What strategies do you recommend to enhance the effectiveness of the CBC in your school?
- Are there specific initiatives that you could introduce to further CBC programs?

INTERVIEW GUIDES FOR TEACHERS.

A. Establishing the roles played by the teachers in the implementation of Competency Based Curriculum in Kamuli Municipality.

- What training and professional development opportunities have been provided to teachers in Kamuli Municipality to support the implementation of CBC?
- How do teachers in Kamuli Municipality adapt their teaching methods to align with the requirements of CBC?
- In your experience, what impacts have those adaptations caused to the implementation of CBC in your school?

B. Establishing the challenges faced by the teachers in the implementation of Competency Based Curriculum in Kamuli Municipality.

1. Training and Professional Development:

- Have you received adequate training to effectively implement the CBC?
- What challenges do you face in understanding and applying the CBC framework?

2. Resources and Materials:

- Are there sufficient teaching materials and resources to support the CBC?
- What specific resources are lacking or insufficient?

3. Workload and Time Management:

- How has the CBC affected your workload and time management?
- Are there any challenges in balancing curriculum demands with other responsibilities?

4. Support and Guidance:

- What kind of support and guidance do you receive from school administration and education authorities?

FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

A. Establishing the roles played by the Parents in the implementation of Competency Based Curriculum in Kamuli Municipality.

- How familiar are you with the Competency-Based Curriculum (CBC) implemented in your child's school?
- How involved are you in your child's learning process under the CBC?
- How does your engagement impact of the implementation of CBC?

B. Establishing the challenges faced by parents in the implementation of Competency Based Curriculum in Kamuli Municipality.

1. Implementation Challenges

- What challenges have you faced in understanding the CBC and its requirements?
- How difficult has it been for you to help your child with their homework or school projects under the CBC?
- How has the CBC impacted your child's study habits and routines at home?
- How does your contribution influence the implementation of the Competency-Based Curriculum in Kamuli Municipality?

2. Communication and Support

- How effectively do you feel the school communicates with you about the CBC and your child's progress?
- Have you had any opportunities to attend workshops or meetings to understand the CBC better? If yes, were they helpful?

3. Financial and Time Constraints

- Have you faced any financial challenges related to the implementation of the CBC, such as purchasing additional learning materials or paying for extra tutoring?
- How has the CBC affected your daily schedule or routine in terms of time spent supporting your child's education?

4. Suggestions and Feedback

- What improvements would you suggest for the CBC to better support your child's learning?

INTERVIEW GUIDES FOR PROPRIETORS AND BOARD GOVERNORS OF SECONDARY SCHOOLS

A. Establishing the roles played by Directors and Board Members in the implementation of Competency Based Curriculum in Kamuli Municipality.

1. Resource Adequacy and Human Resource Management

- Do you believe the learning materials provided for Implementing CBC are sufficient and effective?
- What support and professional development opportunities do you provided to teachers to help them implement the CBC effectively?
- How does your participation in school activities influence the implementation of the Competency-Based Curriculum in the school?

B. Establishing the challenges faced by the Directors and Board Members in the implementation of Competency Based Curriculum in Kamuli Municipality.

1. Implementation Challenges:

- What challenges have you encountered in implementing the CBC in your school?
- How have these challenges been addressed, and what additional support is needed?

2. Resource Allocation:

- Are there sufficient resources allocated to support the CBC in your school?
- What additional resources or investments are needed to the effectiveness of CBC?

3. Enhancement Strategies:

- What strategies do you recommend to enhance the effectiveness of the CBC in your school?
- Are there specific programs or initiatives that could be introduced to further improve CBC implementation?

INTERVIEW GUIDES FOR NCDC PARTICIPANTS.

A. Establishing the roles played by NCDC in the implementation of Competency Based Curriculum.

1. Curriculum Development and Design

- What specific roles has the NCDC played in designing the Competency Based Curriculum?

2. Training and Professional Development

- What training programs has the NCDC developed to prepare teachers for the implementation of the CBC?

3. Resource Provision and Distribution

- What resources (e.g., textbooks, teaching guides) has the NCDC provided to support the implementation of the CBC?

4. Monitoring and Evaluation

- What mechanisms has the NCDC put in place to monitor and evaluate the implementation of the CBC in Kamuli Municipality?

5. Impacts:

- What impacts have your contributions in curriculum caused to its implementation?

B. Establishing the challenges faced by the NCDC in the implementation of Competency Based Curriculum.

1. Resource Allocation

- How has the availability of teaching materials and resources impacted the rollout of the CBC?

2. Teacher Training and Development

- What challenges has NCDC encountered in training teachers to effectively deliver the CBC?

3. Stakeholder Engagement

- What has been the level of engagement and support from key stakeholders, including parents, local government, and community leaders, in implementing the CBC?

4. Funding and Budget Constraints

- How have budget constraints affected the NCDC's ability to implement the CBC as planned?

5. Feedback and Improvement

- How has the NCDC incorporated feedback to improve the implementation process?

Appendix 4: Work Plan for Research Activities

The research will take four phases and these are; -

- A. Preparation Phase
- B. Data Collection Phase
- C. Data Compilation and Interpretation Phase
- D. Quality and Error Control Phase
- E. Final Reporting Phase

A. PREPARATION PHASE

1. Obtain Introductory Letter

- **Task:** Obtain an introductory letter from the Faculty of Education, Uganda Christian University.
- **Duration:** 1 day
- **Responsible Person:** Researcher

2. Site Visits

- **Task:** Visit the National Curriculum Development Centre (NCDC) and other research sites.
- **Duration:** 3 days
- **Responsible Person:** Researcher

B. DATA COLLECTION PHASE

1. Introduction and Access

- **Task:** Introduce yourself to the persons in authority at the respective sites to gain access to participants.
 - **Duration:** 1 day per site
 - **Responsible Person:** Researcher
-

2. Interview Question Distribution

- **Task:** Distribute Interview Guides to participants after a brief interaction.
 - **Duration:** 2 days
 - **Responsible Person:** Researcher
-

3. Conducting Interviews

- **Task:** Schedule and conduct face-to-face interviews with parents and students on different dates.
 - **Duration:** 5 days
 - **Responsible Person:** Researcher
 - **Tools:** Voice recording device, note pads
-

4. Emailing Interview Guides

- **Task:** Send interview guides to NCDC staff in regions far from Kamuli and follow up.
 - **Duration:** 2 days
 - **Responsible Person:** Researcher
-

5. Focus Group Discussions

- **Task:** Conduct focus group discussions with teachers, students, and parents in three separate groups.
 - **Duration:** 3 days
 - **Responsible Person:** Moderator and Researcher
-

6. Data Collection and Organization

- **Task:** Collect and organize data from the interviews, and focus group discussions.
 - **Duration:** Ongoing throughout the data collection phase
 - **Responsible Person:** Researcher
-

C. DATA COMPILATION AND INTERPRETATION PHASE

1. Data Compilation

- **Task:** Compile data from the interviews, and focus group discussions.
 - **Duration:** 5 days
 - **Responsible Person:** Researcher
-

2. Data Interpretation

- **Task:** Interpret data and prepare it for analysis.
 - **Duration:** 5 days
 - **Responsible Person:** Researcher
-

D. QUALITY AND ERROR CONTROL PHASE

1. Third-Party Audit

- **Task:** Have a third-party auditor review the entire research project.

- **Duration:** 3 days
 - **Responsible Person:** Third-Party Auditor
-

2. Peer Debriefing

- **Task:** Engage a peer debrief to review and ask questions about the study.
 - **Duration:** Ongoing throughout the research process
 - **Responsible Person:** Researcher and Peer Debrief
-

3. Spending Time at the Site

- **Task:** Spend considerable time at NCDC and the schools to develop an in-depth understanding of the research matter.
 - **Duration:** 2 days
 - **Responsible Person:** Researcher
-

4. Member-Checking

- **Task:** Take the themes or specific descriptions and the final report back to the participants for validation.
 - **Duration:** 3 days
 - **Responsible Person:** Researcher
-

5. Triangulation

- **Task:** Triangulate different sources of data to build a rational justification for the themes.
 - **Duration:** Ongoing throughout the data collection and interpretation phases
 - **Responsible Person:** Researcher
-

E. FINAL REPORTING PHASE

1. Prepare Final Report

- **Task:** Prepare and compile the final research report.
 - **Duration:** 7 days
 - **Responsible Person:** Researcher
-

2. Submit Final Report

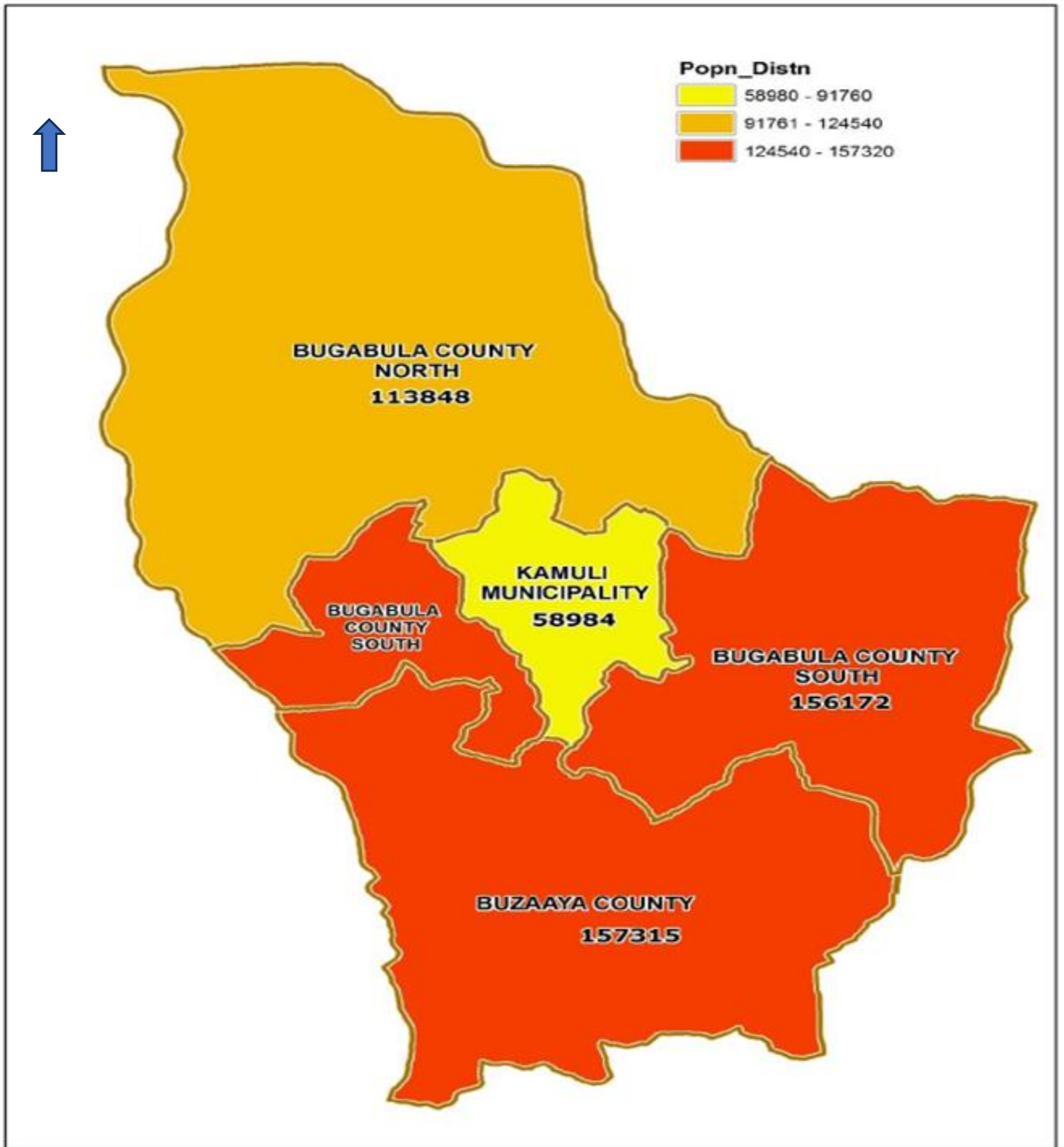
- **Task:** Submit the final research report to the Faculty of Education, Uganda Christian University.
 - **Duration:** 1 day
 - **Responsible Person:** Researcher
-

3. Publishing the Research Finding

- **Task:** Publish the research on online platform
 - **Duration:** 2 days
 - **Responsible Person:** Researcher and Supervisor
-

Appendix 5: The Location of Kamuli Municipality







PAPER NAME	AUTHOR
Gumasi Dissertation Final Version	Gumasi Owor Fred
WORD COUNT	SIZE
133 Pages	8.63MB
SUBMISSION DATE	REPORT DATE
Feb 09, 2025 09:39 PM GMT+1	Feb 09, 2025 09:49 PM GMT+1

• 17% Overall Similarity

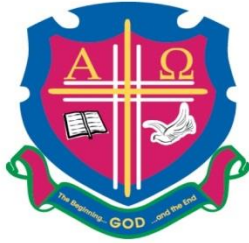
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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 22nd May, 2025

Name of Candidate: GUMASI OWOR FRED. Reg. No: RJ22M06/010

Title of Dissertation: The Influence of Stakeholders' Participation and Implementation of the Competency Based Curriculum in Kamuli Municipality.

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR Eg. Cover page Page 1, etc corrected
1	There is need for the candidate present the preliminary sections of the dissertation in a correct manner as per the UCU DRGT guidelines e.g. the candidate should present the declaration and approval sections first before presenting the study abstract.	Abstract has been shifted and it is now after the approval section	The Abstract page number has shifted to page (iii) from page (i)
2	The Table of Content need to	The table of contents	- It is now indicating study

	be revised appropriately.	revised	abstract as page iii - “List of Appendices” corrected. Page viii - Item page numbers changed from 148 to 132.
3	There is need for the candidate write all the references correctly following the APA 7th Edition Format.	Revised to APA 7 th Edition Format with addition of Digital Object Identifier (DOI). This was missing in the “submitted to external examiner” version	- The Reference corrected. Pages 103 - 111 - Most of the references have DOI save for the ones without

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR Eg. Cover page Page 1, etc corrected
1	There is need for the candidate present the preliminary sections of the dissertation in a correct manner as per the UCU DRGT guidelines e.g. the candidate should present the declaration and approval sections first before presenting the study abstract.	Realigning Abstract	Abstract corrected, page iii
2	The Table of Content need to be revised appropriately.	Revising the Table of Contents	Tables of Contents revised accordingly Pages v - viii
3	There is need for the candidate write all the references correctly following the APA 7th Edition Format.	Writing the References in APA format	References rewritten and DOI added where appropriate. Pages 103 - 111.
4	The title is a qualitative but the candidate’s presentation is in quantitative language, you need to align your work.	Rephrasing the Title	Cover Page corrected, Page 0, Consent Form corrected - page 112, Data Collection tools corrected -

			Pages 117 - 124.
5	The candidate's objectives are not qualitative.	Rephrasing Objectives	Objectives rephrased Page 12
6	There is no random and quota sampling techniques in qualitative approach.	Re-writing Sampling Techniques	Sampling techniques revisited. Pages 50 - 52.
7	There is no formula for determining population in qualitative approach.	Removing the population calculations	Slovin's formula that the candidate had included has been removed. Page 49
8	The student needs to rewrite the methodology chapter. <ul style="list-style-type: none"> - Population should be removed from the table of participants - The learners should not be included in the list of stakeholders because they are not implementers. 	Deleting population figures Deleting learners from the list of participants	Population deleted. Pages 49 - 50 Learners deleted from the participants list. Pages 49 - 50.

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR Eg. Cover page Page 1, etc corrected
1	The title is a qualitative but the candidate's presentation is in quantitative language, you need to align your work.	The word "AND" that required correlation should be removed and the title rephrased. The word "results" which is a quantitative language be removed in the book and replaced with "findings". The word "respondents" has been replaced by "participants"	- The word "results" has been replaced by "Finding" on Chapter Five, page 83. - The rephrased Title
2	Rephrase the topic but without	The topic has been rephrased and the revised	Cover page corrected - Page 0; Consent Form corrected,

	losing the contents	topic reads “The influence of Stakeholders’ participation and implementation of the Competency Based Curriculum in Kamuli Municipality”.	page 112
3	The candidate’s objectives are not qualitative,	The objectives have been changed to ; - i) To explore the roles of different stakeholders in supporting the implementation of the Competency Based Curriculum in Kamuli Municipality Secondary Schools. ii) Objective ii) changed in wording but maintained the original information in the literature review and collected data.	The objectives i) and ii) and purpose of the study on page 12 changed.
4	There is no random and quota sampling techniques in qualitative approach.	Quota and random sampling were removed.	Only one sampling technique, “Purposive Sampling” is indicated, pages 50 - 51.
5	There is no formula for determining population in qualitative approach.	The Slovin’s Formula that had been shown below population table has been removed.	- The “List of Appendices corrected Page viii. - Appendix 4 which was on page 129 is now on page 125
6	The student needs to rewrite the methodology chapter. - Population should be removed from the table of	- Population has been removed from the table of participants - The students have been removed from the list of	- Population (table 1) deleted - Table title changed from “Study Population” to “Category of Participants”

	<p>participants</p> <ul style="list-style-type: none"> - The learners should not be included in the list of stakeholders because they are not implementers. - There should be only purposive sampling. - Quota Sampling should not be included because it is not one of qualitative sampling techniques. 	<p>participants.</p> <ul style="list-style-type: none"> - Only purposive sampling has been maintained. - Quota Sampling has been removed from the list of sampling techniques. 	<p>on page 49.</p> <ul style="list-style-type: none"> - Table 2 whose title was “Total Population, Sample Population (determined by Slovin’s Formula)” has been deleted. - Page number of “Sampling Techniques” has changed from page 51 to page 50 - The students Focus group guides which was on page 123 has been deleted.
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Gumasi Owor Fred
Candidate’s Name


Signature

Mr. Lugemwa Patrick
Supervisor’s Name


Signature