School change, education receptivity, and resource capacity as predictors of competency-based curriculum implementation fidelity in Uganda's lower secondary schools

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ABSTRACT

This study was conducted with the aim of examining the role of school change receptivity and resource capacity as predictors of CBC implementation fidelity in lower secondary schools in Uganda. Using a system and change management perspective, the study sought to examine the role of change receptivity and resource capacity in predicting CBC implementation fidelity in lower secondary schools in Uganda. The researcher has used the resource-based theory and fidelity of implementation theory as a basis for the review. An explanatory sequential mixed-methods design was used to examine the relationship between change receptivity and CBC implementation fidelity and how resource capacity influences CBC implementation fidelity with a sample of 972 participants from the National Curriculum Development Centre, comprising teachers, school administrators, and other staff from public and private schools in Wakiso District, Uganda, and 71 participants from in-depth interviews with teachers and school administrators from selected schools. Quantitative data analysis was conducted using IBM SPSS Statistics Version 25, and qualitative data analysis was conducted using Braun and Clarke's framework for thematic analysis to explain and contextualize the findings from the quantitative data analysis. The results revealed that school change receptivity and resource capacity co-acted to predict CBC implementation fidelity. Human resource capacity was a dominant predictor of fidelity in that schools with trained, supported, and confident teachers recorded high levels of instruction consistency and student-centeredness. However, the lack of refresher courses and professional support hindered change receptivity. Physical resource capacity was a moderate predictor in those schools with equipped and functioning physical facilities, which recorded high levels of fidelity despite the lack of physical resources in some schools. Instructional digital and print materials recorded a low but positive effect on fidelity in that they were hindered by the lack of ICT facilities and digital materials. In conclusion, this study argues that in order to enhance CBC fidelity of implementation, there is a need to enhance schools' change receptivity and resource capacity. It is recommended that schools be provided with professional development opportunities to enhance change receptivity and resource capacity in order to enhance fidelity in CBC implementation.

Keywords: Capacity, Curriculum, Efficacy, Fidelity, Implementation, Resources

I. INTRODUCTION

The shift from knowledge-based to competence-based curricula has been informed by the perception that the existing education system fails to prepare learners with appropriate skills to function adequately in modern society and in the workplace (Penuel et al., 2011). The competence-based curriculum (CBC) reform agenda in many countries has emphasized the development of skills, problem-solving skills, autonomy, and application of knowledge in practice, which is a major shift from content-driven and exam-focused approaches to teaching and learning (Kasujja et al., 2025). In Uganda, the competence-based curriculum reform agenda led to the development of a new Lower Secondary Curriculum that emphasized learner-centered approaches, continuous assessments, integration of information and communication technology, and development of generic competencies in various subjects (Namatende-Sakwa et al., 2025; Economic Policy Research Centre [EPRC], 2024). Although the policy environment portrays the competence-based curriculum as a revolutionary approach to address historical concerns about the quality and appropriateness of education in many developing countries, the early experiences with the new curriculum suggest that there are still some challenges that affect the implementation of the new curriculum in secondary schools (EPRC, 2025). To appreciate these challenges, it is important to focus on some of the major factors that affect the outcomes of the curriculum implementation process.

Of these factors, school change entails the process of change and how the school adapts to the curriculum changes. For this study, school change entails the level to which the school adapts to the adoption of new pedagogies, new approaches to assessment, and new approaches to collaborative working (Century et al., 2010). Education receptivity entails the willingness and readiness of the teaching staff and the education management to adopt and engage in the implementation of CBC. For this study, education receptivity entails the attitudes and motivations of the teaching

staff to engage in the training (Penuel et al., 2011). On the other hand, resource capacity entails the availability of resources that are essential to the implementation of the program. For this study, resource capacity entails the availability of instructional resources, ICT, and staffing (Datnow & Park, 2018). These predictors are expected to impact the fidelity of the implementation of the program. Fidelity entails the level to which the program has been implemented and operationalized as classroom observations, lesson planning, and alignment to existing practices (Gilham, 2005). For this study, therefore, a comprehensive framework has been proposed to explore the complexities associated with the implementation of CBC in the lower secondary education sector.

One of the basic requirements for the success of the implementation of CBC is teacher preparedness, given that teachers are the key change agents in the process of curriculum implementation. CBC reform requires teachers to adopt new roles, from instructive teaching to facilitative teaching, and the inclusion of formative assessment in teaching and learning. However, research conducted in Uganda and other neighboring countries shows that teachers were not adequately prepared for the CBC reform process, mainly because of a lack of pre-service and in-service teacher preparation and a lack of information about the curriculum (Namatende-Sakwa et al., 2025; Koros & Achieng, 2023). Research conducted in the region shows that teacher preparedness is also influenced by teacher perceptions, such that teacher perceptions of preparedness are influenced by the availability of training opportunities, curriculum documentation, and teaching support, among other factors that influence teacher preparedness (Koros & Achieng, 2023).

In the Ugandan secondary school system, there are also system factors that affect fidelity in the implementation of CBC in that large class sizes, overcrowded classrooms, inadequate teaching and learning resources, as well as inadequate teaching staff, have all affected the teachers' capacity to use learner-centered and competence-based approaches as outlined in the curriculum framework (EPRC, 2024; EPRC, 2025). These factors have all affected the fidelity in the implementation of CBC in Ugandan schools in that some teachers may be implementing some aspects of the curriculum while failing to implement others (O'Donnell, 2008; Namatende-Sakwa et al., 2025). From the empirical studies conducted in Uganda, there are some aspects that are not clear to teachers in terms of assessment literacy skills.

According to Nakawuki et al. (2025), most teachers in secondary schools are not equipped with the skills to develop competence-based formative assessment tools. This shows that the issues facing assessment practices are creating a vicious cycle where teacher preparedness is affecting the fidelity of curriculum implementation, which in turn is affecting the CBC reforms. From the literature reviewed, it is evident that the implementation of the curriculum in Ugandan secondary schools is affected by the complex interplay of teacher preparedness, system factors, assessment practices, and fidelity of implementation (O'Donnell, 2008; Dusenbury et al., 2003; Penuel et al., 2011).

Past studies carried out by various scholars like Gilham (2005), Akampurira (2016), Penuel et al. (2011), EPRC (2024), EPRC (2025), among others, have focused on the general challenges that face the implementation of the curriculum. However, the issue of the role of the instructional resources is missing in the studies. The issue is considered a critical but neglected factor in the curriculum implementation process. Instructional resources are very important in supporting the teachers and the students in the change to the new curriculum, as noted by Akampurira (2016). For example, in most of the secondary schools in Uganda, the resources are insufficient and out of date. The library and other facilities might not have resources that can be used in the implementation of the CBC. This limits the potential to promote experiential and technology-based learning approaches (United Nations Children's Fund, Ministry of Education and Sports [UNICEF, MoES & VVoB], 2023). In addition to the problem of resource insufficiency, the other problem is the huge difference between the curriculum as it should be, as conceptualized by the curriculum developer, and the curriculum as it is, as implemented by the teachers. This gap acts as a constraint to the successful implementation of the curriculum, hence creating a gap in the student's learning outcomes and the achievement of the desired competencies.

According to Cohen et al. (2011), a good CBC will not produce the desired results if it is not implemented properly. As the instructional resources play a crucial role in bridging the gap between the intended and the actual curriculum, this study seeks to investigate the relationship between resource capacity, receptivity to school change, and the implementation of the CBC in lower secondary schools in Uganda. The problem is important in ensuring the relevance of the curriculum, the quality of education, and equipping students with the skills required for success in the 21st century.

1.1 Statement of the Problem

For it to be effective, it is not only the curriculum but the intricate interplay between the structures of the institution, the traditions of the school, and the roles of the individuals involved (UNICEF 2025) Uganda report, 2024). Research done by Century et al. (2010) has indicated that the challenges facing teachers include a lack of funding, lack of qualified personnel, and lack of basic teaching and learning resources. These challenges have also been supported by the research done by VVOB (2024) and Akampurira (2016), which showed that there was a negative effect of the lack of instructional resources, such as the lack of enough teachers and learning materials like books, on the implementation of the curriculum. Most of the teachers involved showed that they lacked the confidence and ability to effectively implement the CBC due to the lack of resources, which has been worsened by the increase in the number of students

without an increase in learning materials and enough space (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2024). These challenges, based on the resource dependence theory of curriculum implementation, have an effect on the teaching and learning culture of the lower secondary schools involved. Failure to address these gaps, therefore, will undermine the success of the CBC, which will have an impact on the quality of teaching and the development of the basic competencies of the students. It is, therefore, the main objective of this study to examine the relationship between educational resources, receptivity to school change, and fidelity to implement the CBC in the lower secondary schools in Uganda, specifically Wakiso District, with the aim of establishing the underlying causes of the challenges associated with its implementation.

1.2 Research Objective

To assess the influence of school change educational receptivity, resource capacity on Competency-Based Curriculum Implementation Fidelity in Uganda's Lower Secondary Schools

II. LITERATURE REVIEW

2.1 Theoretical Review

The theoretical review of the research focuses on the frameworks that guide the implementation of the curriculum, with particular reference to the impact of organisational resources, teacher readiness, and prescribed practice on the fidelity of competence-based curriculum delivery. The researcher has used the Resource-Based Theory and Fidelity of Implementation Theory as a basis for the review.

2.1.1 The Fidelity Model

The Fidelity Model focuses on the extent to which the curriculum is implemented based on the initial plan, and the success of the implementation depends on the strict adherence to the guidelines provided (O'Donnell, 2008). The Fidelity Model is based on the knowledge of the curriculum, which is created by experts outside the classroom, and the teacher has to follow the designs to deliver the learning outcomes. For the Uganda CBC curriculum, the Fidelity Model has provided a guideline for the practice of the teacher, which ensures uniformity of practice among all the schools (Dane & Schneider, 1998). This is particularly necessary for the country of Uganda, which has an educational equity problem and all the students need to be given an equal opportunity to learn regardless of the geographical location of the school (Carroll et al., 2007). It is worth noting, however, that the extent to which an organization is able to strictly adhere to the Fidelity Model is also dependent on the availability of the resources, as addressed by the Resource Dependence Theory (RDT). From the integration of all the ideas, it is possible to deduce that although the main goal of the Fidelity Model is to provide a guideline for the implementation of the curriculum, the element of resource dependence should also be considered, which suggests that schools with sufficient and well-trained personnel, teaching resources, and learning environments are in a better position to implement the CBC, contrary to those with inadequate resources.

2.1.2 Resource-Based Theory (RBT)

Resource-Based Theory (RBT) and Fidelity Theory provide complementary lenses for understanding curriculum implementation in secondary schools in Uganda. Resource-Based Theory posits that an organisation's performance is largely determined by its possession and effective utilisation of valuable, rare, inimitable, and well-organised resources, including human capital, infrastructure, instructional materials, and institutional capabilities (Barney, 1991). Applied to secondary schools in Uganda, RBT suggests that disparities in teacher competence, availability of learning materials, ICT infrastructure, and financial support significantly influence schools' capacity to implement curriculum reforms such as the competence-based curriculum. Schools endowed with skilled teachers, adequate instructional resources, and supportive leadership structures are more likely to translate curriculum intentions into effective classroom practices than under-resourced schools. Fidelity Theory, on the other hand, emphasises the degree to which an intervention or curriculum is implemented as originally designed, arguing that deviations from core components undermine expected outcomes (Carroll et al., 2007).

The theory assumes that successful implementation requires adherence to curriculum content, pedagogical approaches, dosage, and quality of delivery, while also recognising that contextual factors such as training, support, and organisational capacity mediate fidelity levels. In the Ugandan secondary school context, Fidelity Theory highlights how insufficient teacher preparation, limited instructional time, large class sizes, and contextual constraints lead to partial or modified implementation of the curriculum, thereby affecting learner outcomes. When combined, RBT explains why schools differ in their ability to implement the curriculum, while Fidelity Theory explains how variations in adherence to curriculum design affect educational outcomes, making both theories highly applicable for analysing curriculum implementation challenges and inequities across secondary schools in Uganda (Barney, 1991; Carroll et al., 2007).

2.2 Empirical Review

2.2.1 School Change Educational Receptivity and Curriculum Implementation

Receptivity to school educational change can be defined as the level at which teachers, students, and the school community are receptive and open to new educational changes, such as the competence-based curriculum (Akampurira, 2016). According to Nakawuki et al. (2025), teachers play a crucial role in the implementation of the curriculum. If they fail to understand the goals of the curriculum, they will not be able to implement it effectively in the classroom. This, therefore, explains the significance of teacher awareness in the implementation of the curriculum. In support of this, Koros and Achieng (2023) stated that when developing a curriculum, the developer should consider the difficulties that teachers, who are the end-users, are facing. In this regard, other researchers, such as UNICEF, MoES & VVOB (2023); Atibuni et al (2024) and VVOB (2025), have also supported the argument that for a curriculum to be implemented effectively, it should be well interpreted by the teachers, especially in the context of a competence-based curriculum, which requires teachers to be sensitive to new approaches in teaching and learning. There, however, remains a major gap in understanding how well teachers in different regions are being sensitized on the new curriculum. Despite the existence of clear theoretical foundations, the empirical study does not manage to identify the complexities and differences in teacher readiness for change, hence the need to undertake further research to investigate the level of curriculum sensitization in Wakiso District, Uganda.

Despite the recognition of the significance of curriculum knowledge and teacher training as crucial for the successful implementation of the curriculum, there still exist many teachers who are not cognizant of the complexities involved in the implementation of the competency-based curriculum (Koros, & Achieng, 2023). Penuel et al. (2011) suggests that "if the teacher is not aware of the curriculum goal, the implementation of the curriculum will be poor." Despite the recognition of the significance of teacher training and sensitization, little has been understood concerning the strategies that can be employed to fill the gap that exists between the teacher and the process of curriculum implementation. Little has also been understood concerning the teacher's degree of resistance to the implementation of the competence-based curriculum, whether due to a lack of knowledge or external factors such as institutional support, resources, and culture, which can contribute to improving the strategies of curriculum implementation in Wakiso District, Uganda.

The exploratory qualitative study conducted by Namatende-Sakwa et al. (2025) on the transfer from a knowledge-based to a competence-based curriculum (CBC) in the Lower Secondary Curriculum in Uganda found that, although it has the potential to facilitate a learner-centered curriculum, skills development, collaboration, and the integration of information and communication technology (ICT), its implementation is not consistent in schools. Although teachers acknowledged the potential of the CBC to improve teaching practices, there are circumstances in which teachers went back to conventional teaching practices due to the absence of learning resources, infrastructure, ICT facilities, and support for teachers' professional development implementation that does not measure up to the intended competence-based outcomes of the curriculum (Koros, & Achieng, 2023; EPRC, 2024).However, it is worth noting that despite the above findings, the current study does not adequately examine the significance of the variance between school leadership support and capacity in teacher compliance with CBC implementation. Additionally, there is a lack of adequate emphasis on subject-specific classroom practices and how teachers implement competence-based outcomes. As a result, a knowledge gap exists regarding the process through which school factors influence the implementation of a competence-based curriculum.

III. METHODOLOGY

3.1 Research Design

The research design used for the proposed study was the explanatory sequential design, which falls within the class of the mixed method research approach. Creswell and Creswell (2017) defined the explanatory sequential design as a research approach where the researcher begins with the collection and analysis of the quantitative data, then the collection and analysis of the qualitative data, and finally the interpretation of the data collected by the researcher. With the help of the research approach, the researcher is able to determine the results of the quantitative data to be further analyzed.

3.2 Population

The proposed study's population for the proposed research was 8,693, comprising the Teachers, Headteachers, and the NCDC Officials. In total, the researcher targeted a population of 7,992 Teachers, 580 Headteachers, and 121 NCDC Officials for the proposed research study. There are 7,992 teachers in the Wakiso District, teaching in the lower secondary schools within the District (VVOB Report, 2024). The curriculum of focus for the proposed research was the competency-based curriculum for lower secondary education (Ragin, 2014).

3.3 Sample Size and Selection

A stratification matrix has been provided which outlines the comprehensive sampling plan which will be followed to ensure the representativeness and statistical rigor in examining the impact of educational resources in the implementation of the Competence Based Curriculum (CBC). The stratification factors include the type of school, location of the school, and category of stakeholders, which are critical factors in this regard.

Table 1

Stratification Matrix for Sampling

Stratum Level	Categories	No. of Strata	Population Size (Estimated)	Sample Size	Probability Proportional to Size
School Type	Public, Private	2	Public: 57 schools Private: 523 schools Total: 580	238	Public:23 schools Private: 215 schools
School Location	Urban, Rural	2	Urban: 201 schools Rural: 379 schools Total: 580		Urban: 82 schools Rural: 156 schools
Stakeholder Category	Teachers	2	Teachers Public: 783, Teachers Private: 7,209 Total: 7,992	734	Teachers Public: 72 Teachers Private: 662
Stakeholder Category	Teachers	2	Teachers Urban: 2,765, Teachers Rural: 5,227 Total: 7992		Teachers Urban: 126, Teachers Rural: 241 Headteachers: 580 NCDC Officials: 120
Stakeholder Category	Headteacher	2	Headteacher Public: 57 schools Headteacher Private: 523 schools Total: 580	238	HeadteacherPublic:23 schools Headteacher Private: 215 schools
Stakeholder Category	Headteacher		HeadteacherUrban: 201 schools Headteacher Rural: 379 schools Total: 580		HeadteacherUrban: 82 schools Headteacher Rural: 156 schools
Stakeholder Category	NCDC Officials	1	NCDC Officials 121	12	

Source: UNEB Center Registration and Validation Statistical Data (2024)

Each of the stratification levels is made up of a certain number of strata, with two for school type and location and four for the stakeholders, making a total of eight strata. This process ensures that there is the ease of random sampling of these subgroups and that Probability Proportional to Size is applied to cater for the different school sizes, especially when selecting the teachers. This process enhances the precision and validity of the findings and is inclusive. It is therefore consistent with the purpose of the research to inform the implementation of CBC equitably, as proposed by Creswell and Creswell (2017).

Mechanism of Selection: This process involves the application of a random number generator to the class registers or people in a given category. Step 1: Establish the population size, Step 2: Calculate the sampling fraction for each category. This fraction is a measure of the population sampled for the purposes of the research. Step 3: A random number generator is used to sample the required number of people from the established populations. This is done based on the proportional distribution of people to the total population size. Step 4: Assign the sampled populations to the research was conducted based on a sample size of 998 respondents. The sample size was determined by applying the Krejcie and Morgan Formula. Confidence Interval = 95%, Margin of Error = 5%, and population size.

Using this Formula: $n = (N * X) / (N + X - 1)$

Where: n = Sample size to be determined, N = Total population, $X = [Z^2_{\alpha/2} * P (1-P)] / MOE^2$

$X = [(1.96)^2 (0.5) (0.5)] / (0.05)^2$

$X = 984$

Table 2

Showing Category of Respondent, Target Population, Sample Size, and Sampling Techniques.

Category	Population	Sample Size	Sampling Techniques
Head teachers	580	238	Probability Proportional to Size (PPS)
Teachers	7992	734	Probability Proportional to Size (PPS)
NCDC Officials	121	12	Probability Proportional to Size (PPS)
Total	**8,693**	**984**	

Source: Wakiso DEO Report (2024) & NCDC Statistical Abstract (2024)

The study used the Probability Proportional to Size (PPS) sampling method, as depicted in Table 1, to ensure that the sample collected is representative, meaning that the probability of selection is proportional to the size.

3.4 Data Collection Methods

The data collection methods used were divided into two phases, the first phase, and the 2nd phase. The first phase entailed the collection of quantitative data through the administration of questionnaires, while the second phase entailed the collection of qualitative data through interviewing. The data collection methods used in this study included the use of survey questionnaires, interviewing, and document review to obtain data on the topic.

3.5 Validity

Quantitative validity for this study was established by the expert review, factor analysis, and criterion validation approaches. The quantitative data, which included the high factor loadings, good KMO values, significant Bartlett's test, good Eigenvalues, correlations, indicates that the instrument used to collect the data is valid because it measures the constructs well. This will form a good basis to carry out the inferential analysis that will investigate the link that exists between educational resources and competence-based curriculum development in lower secondary schools in Uganda.

3.5.1 Content Validity Index

Validity is defined as "the measure of the accuracy with which a particular approach or technique is used to measure a particular variable." In the current research, the researcher will be able to determine the Content Validity Index based on the above definition. The most commonly used quantitative method of evaluation is the "Content Validity Index." In the current research, content validity was achieved through the process of carrying out a critical analysis of the research. Initially, the items on the questionnaires were based on the findings of the empirical research done in similar contexts, policy guidelines of the Ministry of Education of Uganda, and guidelines of the National Curriculum Development Centre on the implementation of CBC. In order to determine the relevance of the items on the questionnaires, a panel of expert examiners comprising experts in curriculum development, experienced teachers, and researchers based at universities was used. The content validity index (CVI) was calculated by finding the average of the items that were highly rated for their relevance and very high for their relevance. In the current research, the content validity index was achieved through attaining an index of 0.86, which is much higher than the 0.80 index recommended by Byrne and Ragin (2009).

3.5.2 Cronbach Alpha Reliability Test

The test for reliability based on the Cronbach's Alpha Coefficient test was carried out to test the reliability of the data based on the results obtained for the reliability of the data based on the test carried out. Although studies proved that any value of 0.5 and above was considered the best, the researcher considered a value of 0.70 and above as good, 0.70 as good, and 80 as better. In qualitative research, reliability is considered the consistency of the data sets coded by the researcher and the coders. This is ensured by the use of detailed field notes and the use of recording devices to obtain the data and transcription of the digital data.

3.6 Data Analysis

3.6.1 Quantitative Data Analysis

Quantitative data analysis was carried out using IBM SPSS version 25 software for the analysis of the data. The correlation and hierarchical regression analysis would be carried out to analyze the objective of the data. This would require the researcher to assess the influence of change education receptivity between resources capacity and curriculum implementation

3.6.2 Qualitative Data Analysis

For the qualitative data analysis, the method used was Thematic Analysis. Thematic analysis is an approach to analysis that is concerned with the identification and interpretation of patterns or themes within the data (Creswell & Creswell, 2017). Thematic analysis is flexible and easy to use, making it the best method of analysis for qualitative research data. It is composed of six steps, which include familiarization with the data, initial coding, searching for themes, reviewing themes, definition and naming of themes, and writing the report. It is an extremely useful method of analysis for the identification of themes within the data, allowing the researcher to comprehend the manner in which participants perceive and react to particular phenomena. Moreover, according to Ragin (2014), thematic analysis is an extremely useful method of analysis that allows for the use of both inductive and deductive techniques. It is an extremely straightforward method of analysis that allows for the easy identification of themes within the data, making it an extremely useful method of analysis for the comprehension of the underlying meanings of qualitative data on complex phenomena such as educational practices. In the current research, thematic was employed to identify, code, and group

recurring patterns or themes from the interviews and FGDs, permitting a detailed examination of the participants' experiences and perceptions.

3.7 Ethics Considerations

In order to ensure that the respondents are fully protected from any form of physical and psychological harm, all the ethical considerations were taken into account. Permission was sought prior to the process to ensure that the necessary preparations are made for the respondents to indicate their consent to the research process. Ethical considerations that were taken into account include voluntary participation, harmlessness, risk of harm, informed consent and assent, anonymity, confidentiality, respect for privacy, conflict of interest, and balancing of risks and benefits. Voluntary Participation and Harmlessness. The research participants were made aware of the fact that their participation in the research process was purely voluntary and that they could withdraw at any given time and that their involvement in the research process could in no way harm them.

Informed consent form that clearly explained the participant's right not to participate and the right to withdraw. The anonymity and confidentiality of the participant in this case ensured that the interest of the participant was well considered. This was not made public along with the real names of the schools and the participants in the writing of the final report. Any form of communication was done with honesty and transparency. There was no deception and exaggeration of the aims and objectives of the research. All the works of the authors were well acknowledged through the use of the APA referencing style. The researcher showed the highest level of objectivity in the discussion and analysis of the research. The researcher also abided by the Data Protection Act of Uganda.

IV. FINDINGS & DISCUSSION

4.1 Findings

This segment presents the empirical findings of the current study regarding the efficacy of instructional efficacy and resource capacity as predictors of CBC implementation fidelity for lower secondary schools in Uganda. The findings are informed by the quantitative and qualitative strands of the explanatory sequential mixed-methods design used for the current study, with the former used for identifying patterns, relationships, and strength between the key variables of interest, while the latter offers depth to the trends identified from the quantitative strand of the data.

Table 3

Showing Disparities between Rural and Urban Schools for all the Constructs

Construct	SubTheme	Rural Schools (%)	Urban Schools (%)	Disparity (%)
1. Human Resources	Teacher competency	65	90	25
	Staff motivation	60	85	25
	Professional support	55	88	33
2. Physical Infrastructure	Classroom adequacy	50	92	42
	Facility maintenance	45	89	44
	Learning spaces	48	91	43
3. Digital/Printed Resources	ICT availability	35	85	50
	Textbook sufficiency	60	90	30
	Use	40	88	48
4. Curriculum Implementation	Lesson match	55	87	32
	Pedagogical practices	50	85	35
	Assessment consistency	52	88	36
5. School Change & Education Receptivity	Innovation openness	45	80	35
	Stakeholder engagement	50	88	38
	Flexibility	48	85	37
	Cultural/Values Integration	80	72	8

It is very clear from the table that the disparities between rural and urban schools are consistent in all the major constructs related to the quality of the education system. For example, the competency level of the teachers, staff motivation, and professional support in rural schools are significantly lower, i.e., between 55-65%, whereas in the case of urban schools, these factors are higher, i.e., between 85-90%. This indicates that the rural teachers might be facing problems in terms of accessing these facilities, which might directly influence the quality of teaching. Physical infrastructures in the schools are also one of the major areas where disparities are seen; for example, the quality of classrooms in rural schools is significantly lower by approximately 40-50% in comparison to their urban counterparts.

The disparities are even more evident in the use of digital and printed materials, as well as the implementation of the curriculum. The availability of ICTs in rural schools is only 35% against 85% in urban schools, and the actual

use of these materials is also low at 40%. The adequacy of textbooks and alignment with the curriculum are also lower, which indicates the challenges in implementing the curriculum as planned. The teaching practices and consistency in assessment are also lower in rural schools, which indicates that the students may not be getting the same quality as their urban counterparts. Moreover, the measures of receptiveness to change and innovation, as well as flexibility, are lower in rural schools.

Table 4

Factor Analysis of School Change Educational Receptivity

	Rotated Component Matrix[a]		
		Component	
		Leadership support	Staff attitude
SA4	Teachers are open to feedback and continuous learning in adapting to CBC.	.838	
SA3	School culture promotes innovation in teaching and learning practices.	.784	
SA1	The school provides adequate time for teachers to adjust to curriculum changes.	.663	
LS2	Teachers in my school are receptive to curriculum reforms.	.618	
SA2	My school encourages staff to embrace new teaching practices aligned with CBC.	.580	
LS5	The administration provides adequate support to help teachers adapt to CBC.		.900
LS4	My school supports teachers in experimenting with new teaching strategies.		.848
LS3	There is a school-wide culture of embracing educational change.		.734
	Total	2.712	2.154
	Eigen Value	32.233	28.589
	Cumulative %	32.233	60.822
	KMO	.657	
	Approx. Chi-Square	2880.050	
	Df	28	
	Sig.	.000	

The factor analysis in this study explores the factors of school receptivity to educational change with particular emphasis on how leadership support and staff attitude are involved in adapting to the new curriculum reforms introduced in the system. The results of the factor analysis indicate that two factors were extracted in this study: Leadership Support and Staff Attitude, which explained a total of 60.822% variance in the total data set. KMO measure of sampling adequacy is high at .657, indicating that the data set is adequate to perform factor analysis. Moreover, the results of the Bartlett's Test of Sphericity are significant at $\chi^2 = 2880.050$, $p < .001$, indicating that the correlation among the variables is sufficient to perform factor analysis.

On the basis of the rotated component matrix, the items SA1 to SA4 and LS2 loaded heavily on the Staff Attitude factor, as their loadings varied from .580 to .838. This indicates that the statements assess the attitudes of the teaching staff towards change and their openness and innovative ideas towards change in the curriculum. On the other hand, the items LS3 to LS5 loaded heavily on the Leadership Support factor, as their loadings varied from .734 to .900. This indicates that the administration and the support of the school towards change are important factors of this dimension. The findings of the analysis indicate that the attitudes of the teaching staff towards change and the leadership support structures are important factors of the change process towards the implementation of the Competency-Based Curriculum (CBC).

4.1.1 Descriptive Statistics on School Change Educational Receptivity

This section displays the descriptive statistics on perceptions of school leadership and openness to curriculum reforms among teachers. N represents the total number of respondents or data points in the data set. In the minimum and maximum columns, the smallest and largest values are indicated, respectively. The sum is the total or the sum of all values in the data set, and the mean is the average value. The standard deviation is a measure of the spread or variation in a data set and indicates how much the values in a data set deviate from the mean. The variance is the square of the standard deviation.

Table 4

Descriptive Statistics on School Change Educational Receptivity

Items	N	Minimum	Maximum	Mean	Std. Deviation
My school leadership encourages innovative teaching practices.	972	3.00	5.00	4.1615	.46243
Teachers in my school are receptive to curriculum reforms.	972	3.00	5.00	4.0298	.30128
There is a school-wide culture of embracing educational change.	972	4.00	5.00	4.5000	.50026
My school supports teachers in experimenting with new teaching strategies.	972	2.00	5.00	3.9177	.75903
The administration provides adequate support to help teachers adapt to CBC.	972	3.00	5.00	3.9300	.51471
The school provides adequate time for teachers to adjust to curriculum changes.	972	2.00	5.00	3.9979	.69424
My school encourages staff to embrace new teaching practices aligned with CBC.	972	2.00	5.00	3.9043	.75814
School culture promotes innovation in teaching and learning practices.	972	3.00	5.00	4.2284	.61503
Teachers are open to feedback and continuous learning in adapting to CBC.	972	3.00	5.00	4.2593	.52208
Valid N (listwise)	972				

The statement "My school leadership encourages innovative teaching practices" (mean = 4.16) reflects the importance of the role that the administration plays in providing support to innovative teaching practices as a valuable resource to the school. From the perspective of the RBV model, providing support to innovative teaching practices by the administration reflects that it is a valuable resource that is rare and difficult to imitate and can be leveraged to enhance the competitive advantage of the school in implementing the curriculum. From the perspective of the Fidelity Model, providing support to innovative teaching practices by the administration reflects that there is fidelity in implementing innovative teaching practices in the school. From the policy perspective, investing in the capacity building of the administration is important to leverage the administration's resources to the full.

The statement "Teachers in my school are receptive to curriculum reforms" (mean = 4.03) reflects the importance of the role that teachers play in providing support to the implementation of curriculum reforms as a valuable resource to the school. From the perspective of the Fidelity Model, providing support to curriculum reforms by teachers reflects that there is fidelity in implementing curriculum reforms in the school.

“There is a school-wide culture of embracing educational change” (mean = 4.50) is the collective intangible dimension in the RBV model. The Fidelity Model also supports the need for a culture that will help in the effective implementation of the change in the school organization. The school culture in the context of change-oriented school cultures needs to be encouraged through policy initiatives. The school organizations need to focus on instilling the values of change through the development of a culture of change. The school statement “My school supports teachers in experimenting with new teaching strategies” (mean = 3.92) is related to the level of support that varies based on the availability of resources. In the context of the RBV model, it is important to provide the teachers with the required autonomy to experiment with new strategies to develop the innovative capabilities in the school organizations. The Fidelity Model also supports the need to maintain the boundaries within the experiments to sustain the curriculum standards. The policies need to provide the required resources for the teachers to experiment with new strategies. The school organizations need to provide a safe environment for the teachers to conduct the experiments.

Table 5

Test of Homogeneity of Variances for School Change Educational Receptivity

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
School Change Educational Receptivity	Based on Mean	2.358	3	968	.070
	Based on Median	1.320	3	968	.267
	Based on Median and with adjusted df	1.320	3	925.837	.267
	Based on trimmed mean	2.082	3	968	.101

The Levene’s test results show that the variances of school change educational receptivity across groups are statistically equal, since all the significance values are greater than 0.05 (e.g., Sig. = 0.070 based on the mean). The results obtained by Levene’s Test for School Change Educational Receptivity indicate whether or not the variances are

equal among the groups being tested. This is essential in validating various statistical tests that require equal variances among the groups being tested or compared. All results obtained by using the different forms of Levene's Test—mean, median, and trimmed mean—have a p-value that is greater than 0.05 (.070, .267, .267, and .101). Thus, it can be established that the assumption that homogeneity exists is met. It can be established that the variance in responses obtained for School Change Educational Receptivity is relatively similar among the various groups being tested. Thus, a conclusion can be made that there is a lack of statistically significant variance among the groups being tested.

Table 6

Combined Hierarchical Multiple Regression Analysis of Human, Physical Infrastructural and Digital/Printed Resources Predicting Curriculum Implementation.

Model	Predictor	B	SE B	β	t	p	95% CI (Lower–Upper)	R	R^2	ΔR^2	F Change	Sig. F Change
1	Constant	1.530	.100		15.31	.000	[1.334, 1.726]	.637	.406	.406	663.686	.000
	HRM1 (Human Resources)	.641	.025	.637	25.76	.000	[.592, .690]					
2	Constant	1.642	.096		17.02	.000	[1.453, 1.831]	.675	.456	.050	88.839	.000
	HRM1 (Human Resources)	.419	.034	.417	12.51	.000	[.353, .485]					
	Physical Infrastructure Availability	.217	.023	.314	9.43	.000	[.172, .263]					
3	Constant	1.558	.106		14.64	.000	[1.349, 1.766]	.677	.458	.002	3.478	.063
	HRM1 (Human Resources)	.404	.034	.402	11.75	.000	[.337, .472]					
	Physical Infrastructure Availability	.198	.025	.287	7.88	.000	[.149, .248]					
	Digital/Printed Resources	.050	.027	.059	1.87	.063	[-.003, .103]					

Dependent Variable: Curriculum Implementation

Model 1 shows that Human Resource Management (HRM1) is a significant predictor on its own, explaining 40.6% of the total variance in curriculum implementation ($R^2 = 0.406$). It is a strong predictor with a statistically significant effect on curriculum implementation ($\beta = 0.637$, $p < 0.001$). It implies that competence, adequacy, and functionality of human resources play a major role in determining the outcomes of curriculum implementation. In Model 2, Physical Infrastructure Availability is added as a predictor variable. Model 2 is a significant improvement over Model 1 because it explains 45.6% of the total variance in curriculum implementation ($\Delta R^2 = 0.050$, $p < 0.001$). Human Resource Management is still a strong predictor ($\beta = 0.417$), and Physical Infrastructure is also a statistically significant predictor ($\beta = 0.314$, $p < 0.001$). It implies that curriculum implementation is not only influenced by competence, adequacy, and functionality of human resources but also by a conducive physical learning environment.

In Model 3, Digital/Printed Resources is included, and in contrast to the other predictors, there is no significant contribution to the model ($\Delta R^2 = .002$, $p = .063$). In fact, while Human Resources and Physical Infrastructure are still significant predictors, their contribution is much less in relation to Digital/Printed Resources ($\beta = .059$, $p = .063$). This would seem to suggest that, while teaching materials and digital resources are certainly useful, their contribution is much less significant in relation to human and physical resource factors. In fact, Model 3 would seem to suggest that in this particular context, curriculum implementation is influenced by human and physical infrastructure, while digital and printed resources do not add anything to the prediction that is not already provided in the first two resources.

These findings provide a strong backing for the Fidelity Model, which highlights the importance of implementation quality, which is rooted in the competence and consistency of those responsible for implementation. The dominant and persistent effect of Human Resources on all the models can be linked to the competence and behavioral consistency focus of the models. The significant impact of Physical Infrastructure on implementation quality can be linked to the contextual focus of the model, which highlights the importance of an enabling environment for implementation quality. From the Resource-Based Theory perspective, the findings point to the strategic importance of internal resources, such as human and physical infrastructure. Human Resources appear to be the most strategic and valuable resource, followed by Physical Infrastructure, which appears to be a secondary resource, while Digital/Printed Resources, which have limited predictive value, appear to have limited strategic value and may not be classified as a critical resource from an RBT perspective.

The implications of these findings are quite simple and have direct application to educational policy and practice. To begin, there is a need to invest in building human resource capacity, and then there is a need to invest in physical infrastructure as a major strategy in enhancing curriculum implementation. Since Digital/Printed Resources do not contribute to curriculum implementation in a significant way, beyond what human and physical resources have already achieved, these are considered secondary investments. In terms of application, there is a need to adopt a layered approach in investing in resources, beginning with human resource capacity, followed by investing in learning environments through adequate physical infrastructure, and finally investing in digital and printed resources.

Table 7

Descriptive Statistics and Correlation Matrix

No	Variable	Mean	Std. Dev.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Human Resource	3.97	0.59	**															
2	Teacher–Student Ratio	3.79	0.78	.749**															
3	Teacher Competency Score	3.87	0.91	.897**	.504**														
4	Quality of Teacher Lesson Plan	4.27	0.56	.639**	.144**	.494**													
5	Physical Infrastructure Availability	3.54	0.85	.749**	.897**	.639**	.703**												
6	Classroom Space	3.18	1.00	.565**	.287**	.650**	.320**	.919**											
7	% of Classrooms with Learning Tools	3.62	0.82	.705**	.344**	.791**	.450**	.971**	.827**										
8	Facility Readiness	3.82	0.87	.730**	.396**	.795**	.451**	.941**	.754**	.933**									
9	Digital/Printed Resources	4.18	0.69	.577**	.212**	.610**	.525**	.640**	.466**	.686**	.687**								
10	Textbook Availability	4.20	0.51	.567**	.208**	.597**	.523**	.624**	.459**	.666**	.663**	.970**							
11	No. of Students per Tool	4.17	0.65	.590**	.197**	.615**	.580**	.648**	.463**	.698**	.702**	.976**	.947**						
12	Digital Resource Integration	4.17	0.70	.557**	.204**	.586**	.511**	.618**	.454**	.661**	.658**	.983**	.988**	.950**					
13	Curriculum Implementation	4.08	0.59	.637**	.240**	.576**	.729**	.607**	.519**	.582**	.619**	.474**	.490**	.530**	.464**				
14	Degree of Curriculum Implementation	4.25	0.54	.694**	.211**	.584**	.932**	.542**	.423**	.546**	.576**	.543**	.546**	.602**	.526**	.868**			
15	% Curriculum Implementation Standard	3.94	0.76	.538**	.220**	.525**	.529**	.581**	.527**	.543**	.569**	.330**	.358**	.386**	.326**	.931**	.700**		
16	% Curriculum Standard Evaluation	4.03	0.65	.505**	.217**	.443**	.562**	.502**	.428**	.477**	.523**	.448**	.453**	.481**	.439**	.891**	.679**	.750**	

From the results provided by the descriptive statistics, it can be seen that most of the variables associated with the implementation of CBC have positive responses from the respondents, as shown by the range of the mean score from 3.18 to 4.27 on a 5-point scale. The variables that have the highest mean scores include Quality of Teacher Lesson Plan, which has a mean score of 4.27 and a standard deviation of 0.56, followed by the variable on the Degree of Curriculum Implementation, which has a mean score of 4.25 and a standard deviation of 0.54, and finally the variable

on Textbook Availability, which has a mean score of 4.20 and a standard deviation of 0.51. These results indicate that teachers have been developing lesson plans, implementing the curriculum, and textbooks are readily available, which could be an indication that learning is taking place. On the other hand, the variables that have the lowest mean scores include Classroom Space, which has a mean score of 3.18 and a standard deviation of 1.00, and Physical Infrastructure Availability, which has a mean score of 3.54 and a standard deviation of 0.85, indicating that overcrowding and lack of infrastructure could be a major challenges in many schools, potentially constraining effective teaching and learning.

From the correlation matrix above, it is seen that the variables are highly correlated with one another. This shows the interdependence of the factors in the successful implementation of CBC. The Human Resource factor is highly correlated with Teacher Competency Score (r = 0.897), Teacher-Student Ratio (r = 0.749), and Facility Readiness (r = 0.730), which shows the management of the school's human resources is a critical factor in the success of the teachers. Although the Teacher-Student Ratio is not highly correlated with any factor, it still has a moderate effect on the success of the teaching. But the factors like Digital/Printed Resources, Textbook Availability, and Number of Students per Tool are extremely highly correlated with a correlation coefficient greater than 0.95.

Furthermore, the variables in the category of curriculum implementation, namely Curriculum Implementation, Degree of Curriculum Implementation, Percentage of Curriculum Implementation Standard, and Percentage of Curriculum Standard Evaluation, are all highly interrelated (r = 0.679-0.931). This indicates that the implementation of the curriculum is directly linked to the evaluation and standards established in a systematic way. The Quality of Teacher Lesson Plan is also highly interrelated with the variables of curriculum implementation (r = 0.729-0.932), indicating that the quality of planning is directly linked to the implementation of the curriculum.

Generally, these results suggest that the success of CBC depends on the relationship between human resource management, teachers' competencies, lesson planning, provision of resources, and readiness of facilities. Despite the high correlations between human resource management and lesson planning, provision of resources, there are challenges in classroom space and facilities, which may impact on the provision of learning opportunities. From the perspective of stakeholders' analysis, these results suggest that there is a need to ensure a synergy between teachers' efforts, management, policymakers, and the community at large since progress in one area is associated with progress in another area. In this regard, it is important to address the challenges of disparities in classroom space and facilities while sustaining high levels of teaching and planning competencies to ensure success in CBC.

4.1.2 Qualitative Data on School Change Educational Receptivity

The insights from the teachers on embracing feedback and engaging in continuous professional development (CPD) can be associated with the current state of the education sector in Uganda, specifically concerning the implementation of the Competency-Based Curriculum (CBC). In Mpigi District, it was found in a study that there were issues in the development of formative assessment materials aligned with the CBC due to low proficiency and limited training opportunities. The study suggested workshops and seminars to enhance the skills of the teachers in developing CBC-aligned assessment materials, such as rubrics in evaluating competency in problem-solving and critical thinking skills.

Moreover, there is a survey conducted by the Economic Policy Research Centre (EPRC) concerning the implementation of the CBC in Ugandan schools. Although the confidence of the teachers in implementing the CBC is gradually increasing, there is low coverage in training. The schools are utilizing in-house training through peer workshops, but there is still an issue concerning the project requirements of the National Curriculum Development Centre (NCDC) and the Uganda National Examinations Board (UNEB), which are low resources and the absence of textbooks (EPRC, 2025).

Due to these challenges, organizations like VVOB Uganda have been working with the UNITE campuses in Mubende, Unyama, and Muni to offer CPD courses to in-service school leaders and teachers in lower secondary schools (VVOB, 2025). This is in line with the provision of CPD courses to in-service teachers in lower secondary schools through a blended mode that includes face-to-face and online learning (VVOB Uganda, 2025). This shows the importance of fostering a culture of reflection among teachers to assist them in coping with the CBC requirements to improve educational outcomes.

On the other hand, there are challenges in accepting feedback, which might be a barrier in the adoption of CBC practices. One teacher explained that *"Not all teachers take feedback positively. Some feel criticized rather than supported, especially when observations focus more on mistakes than encouragement. A few colleagues resist new ideas or changes suggested after supervision, which slows down progress in adopting CBC practices across the staff."* (Code: INT001, 10/12/2025, Wakiso). The acceptance of feedback by teachers is very important in the adoption of CBC practices, but there are challenges in accepting feedback, which might be a barrier in the adoption of learner-centered practices. Professional development and mentoring are very important in improving teaching practices, but there are challenges in accepting feedback, which might be a barrier in the adoption of learner-centered practices. According to the Fidelity Theory (EPRC, 2025), low acceptance of feedback might be a barrier in the adoption of learner-centered practices since teachers might not be able to make changes in accordance with the curriculum. Positive feedback is very

important in the adoption of CBC practices, which might help teachers become reflective teachers, leading to positive changes in teaching practices.

Openness to change in the curriculum and school administration support are also crucial for the success of CBC implementation. A teacher noted, *"The school administration in our school is very supportive of our efforts to adopt new approaches in teaching. We get constant advice from the head teacher, and the school supports some of us to attend workshops. The message is clear that we should always be improving, and we are given opportunities to try out new approaches that are innovative and CBC-focused."* (Code: INT002, 10/12/2025, Wakiso)

Teachers also noted that support and encouragement from the administration are crucial for the success of innovation and for making it easy to adopt CBC approaches. A teacher noted, *"Our school administration supports innovation by giving us time to work together on lesson planning. We are encouraged to try out CBC approaches such as project-based learning and peer assessment. Our review meetings give us opportunities to share what works, and this has encouraged many teachers to adapt easily."* (Code: INT003, 10/12/2025, Wakiso).

Leadership support is vital in the effective implementation of the CBC curriculum. UNICEF Uganda (2025) and UNESCO (2025) underscore the need to design professional development and leadership support in order to create receptiveness among teachers towards curriculum change. According to the Fidelity Theory (Caroll et al., 2007), effective leadership and support increase the fidelity of CBC implementation in the classroom. When leaders in schools champion innovation and provide opportunities for trying out new approaches, this would increase the adoption of child-centered approaches among teachers, thus improving learning outcomes.

On the other hand, some of the schools offer little or no practical support to the teachers, and as a result, the implementation of CBC is done independently by the teachers. A teacher said, *"Although the school discusses how it will support teachers to adjust to CBC, there is minimal support. There are few workshops, and teaching materials are not adequate. Teachers are left to implement CBC independently, which results in inconsistencies and frustration among staff."* (Code: INT004, 10/12/2025, Wakiso). Minimal practical support for the teachers is a major factor that affects the implementation of CBC. UNICEF Uganda (2025) indicated that the lack of enough workshops, mentoring, and teaching materials in most of the schools is a major barrier for the teachers as they are forced to implement the curriculum independently. UNESCO (2025) indicated that there is a need for the teachers to be provided with the necessary training to improve their capacity. According to Fidelity Theory proposed by Dusenbury et al. (2003), the implementation of the curriculum is affected as the teachers are not able to implement the learner-centered and competency-based approach independently.

4.2 Discussion

From this study, it was observed that textbooks played an important role in the effective implementation of the Competency-Based Curriculum (CBC). There were enough textbooks to cover the curriculum in some of the schools. The textbooks were either in hard or soft copy and could be used in performing some learner-centered activities such as group discussion and problem-based learning. There were also some schools that were using old textbooks to perform the implementation of the CBC. There were also some schools that had more than 3 students per 1 textbook, which was the recommended number of students per textbook. There were also some schools that had 1 student per 294 textbooks (Namatende-Sakwa et al., 2025). This was also supported by the Fidelity of Implementation Theory, which asserts that the success of the curriculum depends on the availability of the required resources (O'Donnell, 2008). The resource-based theory perspective on textbooks as an asset to enhance the capacity of the teacher to improve the learning of the students suggests that textbooks played an important role in the effective implementation of the CBC (Barney 1991; Akampurira, 2016).

The research also recognized the significance of the role of leadership in terms of its receptiveness and flexibility to the CBC. In quantifying its findings, the research also recognized that the highest mean value existed in terms of support from leadership, which shows that the educational system recognizes the role of leadership in terms of its encouragement of the adoption of innovations and reforms. This is in agreement with the theory of the Resource-Based View, which recognized the significance of the role of leadership in terms of its provision of a valuable, rare, and difficult-to-imitate resource in terms of attaining a competitive advantage in the adoption of reforms in the education sector (Barney, 1991, Penuel et al, 2011, Atibuni et al., 2024). In addition, the research also recognized the role of leadership in terms of its facilitation of the adoption of innovations through the theory of Fidelity Leadership in terms of the implementation of curriculum reforms (Carroll et al., 2007; Nakawuki et al., 2025).

Another factor which contributed to the receptiveness of the school change was the attitude of the teachers towards curriculum change. From the results obtained, it can be deduced that the value derived from the mean score of the component on 'Staff Attitude' and factor loadings indicate that the attitude towards feedback and learning contributes to the receptiveness of the school change. These findings of this study are in agreement with the findings of previous studies which suggested that teacher engagement and attitude have a direct effect on the success of educational reforms and innovations in education (VVOB, 2025; UNICEF, MoES & VVOB, 2023). The qualitative findings emphasized

that teachers who learn and reflect on feedback and learning can easily adapt their learning styles to conform to the CBC innovations and reforms (EPRC, 2024; VVOB, 2025).

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

Therefore, on the basis of findings, it is recommended to the Ministry of Education and Sports and other stakeholders that they invest more in improving infrastructure to support the implementation of CBC. This includes increasing classroom space, developing rooms for laboratories and ICT rooms, and providing adequate classroom furniture and sanitation facilities in all schools. Training should be provided on how to maximize resources and enhance high fidelity implementation, especially in resource-constrained contexts. Strategies should be employed by the MoES to invoke policies that will promote collaborative planning among schools, local governments, and NGOs in support of infrastructure development and its impact on learning outcomes.

5.2 Recommendations

Thus, it is recommended that the government and schools should focus on the equitable provision of print and digital learning resources to all schools. These learning resources include CBC textbooks and ICT materials. In addition, the government should invest in developing internet connectivity infrastructure and teacher professional development programs in digital literacy and pedagogy. Furthermore, it is recommended that the MoES should focus on developing strategies to monitor and evaluate the use of learning resources and the implementation of the curriculum. These strategies could be enhanced to improve the identification of areas of improvement. Collaborative strategies are needed to develop support mechanisms that can help all schools in delivering the CBC.

Based on the findings, it is recommended that the MoES should focus on developing the leadership skills and practices that promote the use of innovative strategies. There is a need for the MoES to expand professional development programs to improve the skills of the teachers as well as create a positive attitude towards feedback and change. Schools should consider developing a platform that enables the teachers to share and improve their engagement and adaptability towards the curriculum reforms. Schools should consider providing sufficient resources for effective implementation by the MoES. Schools should consider developing strategies to improve the receptivity of the curriculum reforms by some of the teachers, such as mentorship and positive reinforcement, which could improve the receptivity of the curriculum reforms. Developing a positive and adaptive school culture by the school management, which is balanced between leadership and empowerment, could improve the implementation of the curriculum reforms.

Declaration of Interest

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