

**TEACHERS' PREPAREDNESS IN DELIVERY OF COMPETENCE BASED CURRICULUM
IN SELECTED GOVERNMENT- AIDED SECONDARY SCHOOLS IN
SOROTI DISTRICT, UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
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DECLARATION

I, Basil Omoding, hereby declare that this Dissertation titled *“Teachers’ Preparedness in Delivery of Competence Based Curriculum in selected Government- aided selected secondary schools in Soroti district, Uganda”* is my original work and has never been presented to any Institution for any other award.

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APPROVAL

We, the undersigned declare that this Dissertation titled *“Teachers’ Preparedness in Delivery of Competence Based Curriculum in selected Government- aided selected secondary schools in Soroti district, Uganda”* has been developed with our guidance and under our supervision.

Signature..... Date

DISAN KUTEESA (PhD)

Signature..... Date

JOSEPH RWOTHUMIO (PhD)

DEDICATION

This Dissertation is dedicated to my parents; Mr. Eladu William, Mrs. Akao Joyce and all my siblings, friends and all my teachers.

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ABBREVIATIONS /ACRONYMS

CBC:	Competence Based Curriculum
CBET:	Competence-Based Education and Training
KICD:	Kenya Institute of Curriculum Development
NCDC:	National Curriculum Development Centre
SESEMAT:	Secondary Science and Mathematics
UK:	United Kingdom
UNEB:	Uganda National Examinations Board
UNICEF:	United Nations International Children’s Emergency Fund
USA:	United State of America
USAID:	United States Agency for International Development

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ABSTRACT

The study was epistemological and in particular it aimed at exploring teachers' preparedness in delivery of Competence Based Curriculum in selected Government-aided secondary school in Soroti district, Uganda. Three objectives guided the study; to explore teachers' preparedness to use learner centered methods, to establish teachers' preparedness to use instructional materials and to examine teachers' preparedness to use appropriate assessment modes during the delivery of Competence Based Curriculum in Government- aided secondary schools. This study was guided by Lev Vygotsky's Constructivism Theory. The study also used Phenomenological research design. The sample populations comprised of twenty-five participants; 02 head teachers, 02 directors of studies and 21 teachers in senior three classes who dispense episteme in the seven compulsory subjects in Competence Based Curriculum; Mathematics, English, Physics, Chemistry, Biology, History and Political Education and Geography. Data collection methods included; In-depth interviews, Observation and Document analysis. Trustworthiness was done through triangulation, entailing the use of multiple methods of data collection as well as multiple sources of data. Credibility or dependability, the researcher constantly compared data with the codes to ensure consistent coding. The findings of the study were; teachers tried to provide learners with an opportunity to actively participate through working in pairs and groups. The research findings further indicate that, most teachers still do not know the different techniques in the learner methods and so, they became teacher centered during the lesson delivery by considering learners as blank slates (*tabula rasa*). Besides, there is still a challenge on the teachers' preparedness to use instructional materials this was observed as teachers were not using the modern technologies like smart phones and internet. They also had a difficult in improvising the instructional materials from the local environment and yet according to Naturalistic philosophers, education should be conducted within the learners' natural environment. Most teachers were unable to set scenario- based questions and track learners' performance using criterion- based reference assessment. The study therefore, concludes that, teachers have at least had training in the delivery of Competence Based Curriculum in terms of using learner centered methods, instructional materials and appropriate assessment modes, though they are still not yet well versed with the new delivery of the Competence Based curriculum. Key recommendations were; the Ministry of Education and Sports and NCDC should continue to support teachers' preparedness to deliver Competence Based Curriculum, through regular re-trainings. Finally, the teacher training institutions should integrate Competence Based Curriculum in to their teaching syllabus so as to produce teachers who are well versed with the Competence Based Curriculum which is the postmodern philosophical teaching and learning paradigm.

CHAPTER ONE

1.0 Introduction

The earlier known formal teaching method was the tutorial method (Knowles, 1970). For thousand years, the tutorial method continued to dominate but later Jonh Lock (1632-1707) recommended its use and eventually introduced the concept of *tabula rasa* thus getting experiences and knowledge from without in (*educere*) (Hensan, 2003), so John Locke gave birth to a term known as experiential education which is similar to the Competence Based Curriculum (Garforth, 1964). A point to note is that, Government of Uganda through Ministry of Education and Sports rolled out Competence Based Curriculum in February 2020 which is a philosophical Postmodern teaching and learning paradigm from the mechanized paradigm (teacher centered), due to the need for twenty-first century skills and the effects of labour globalization (MOES, 2020). However, there are still big gaps seen in teachers' preparedness in delivery of Competence Based Curriculum; most teachers still do not know how to use the different learner centered methods with their techniques and so, they tend to become teacher centered. They were also not using the modern technologies like smart phones and internet to enrich the teaching learning process. Lastly, most teachers were unable to set scenario- based questions and track learners' performance using competence-based criterion reference assessment. This chapter then presents the study's background, problem statement, objectives, research questions, scope of the study, significance of the study and operational definitions of terms.

1.1 Background of the Study

1.1.1 Historical Perspective

The emergence of the postmodern teaching and learning paradigm in the United States of America (USA) in the early 1970's can be credited with establishing the history of Competence Based Curriculum (Fein, 2015). Jean Francis Lyotard is credited with being the first to use the term postmodern (Connor, 2013). However, in the United States of America in order to build an educational system that allows for personalization of learning by the learners, Americans had to shift from a Philosophy that focuses on the theoretical transmission of knowledge to a more constructivist paradigm of teaching and learning that believes in the learners being at the center of learning introduced by the Pragmatists and the Empiricists which is the Competence Based Curriculum (Jengere, 2017). This was done particularly to build the American educational system to incline towards a program that promotes resilience, as well as the ability for learners to grow and develop intellectually regardless of whether they are in the educational system or they are out of the educational system.

The teachers were therefore, retrained and prepared to deliver Competence Based Curriculum using learner centered methodologies, instructional materials from the learners' environment and have appropriate assessment mode for learners according to their individual learning abilities so as to apply what they have learnt in classroom to real-life situations (Jengere, 2017).

Besides, during various periods of their school days in the United Kingdom (U.K) teachers and learners encountered a collision of cultures due to these competing subject,

content and pedagogical viewpoints of the old curriculum (mechanized teaching and learning paradigm) delivery and the Postmodern teaching and learning paradigm (Competence Based Curriculum) (Ketelaar et al., 2012). However, adoption of Competence Based Curriculum approach to teaching and learning and teacher preparedness was crucial since the teachers were used to traditional techniques of instruction and assessment of learners. As a result, examination in terms of how teachers are prepared to interact with and collaborate with their learners in the classroom was crucial (Ketelaar et al., 2012). Therefore, a focus on what learners can do with their knowledge is prevalent in the UK (Katrina, 2018). In the UK, knowledge is only useful if it addresses societal problems and has long-term effects on the Gross Domestic Product of the nation (GDP) (Katrina, 2018). Therefore, the delivery of Competency Based Curriculum has established a strong foundation in the United Kingdom with teachers' preparation to deliver it being paramount.

In Africa, while education based on competences grew further throughout Europe, it did not lag behind (Ondimu, 2018). According to Cheptoo (2019), the delivery of Competence Based Curriculum in the majority of African nations is an adaptation of a model of teaching and learning similar to that used in developed nations. For example, in Zimbabwe, teachers' preparedness to deliver the Competence Based Curriculum was examined by Hwande and Mpofu (2017). They found out that teachers' preparedness to deliver the Competence Based Curriculum was insufficient to help them learn how to use constructive learner centered methodologies, instructional materials and appropriate assessment mode as per the Competence Based Curriculum.

In Tanzania, knowledge acquisition was the foundation of the colonialist education system that was embraced since independence (Kafyulilo et al., 2012). Besides, there have been many educational reforms, but since 1995, when the Education and Training Policy was established, majority of these changes have been aimed at increasing access, equity, quality and capacity of teachers' preparedness to deliver the Competence Based Curriculum (Kafyulilo et al., 2012). In 2004 Tanzania revised its educational curriculum at various educational levels in response to the changing educational demands around the world. The review's objective was to improve educational standards by assisting learners in gaining the knowledge and abilities required for the world of work. The review led to a paradigm shift from traditional content and teacher knowledge- based curriculum to competence-based education. In 2005, the educational system formally adopted this novel method of instruction and teachers' preparedness was paramount (Ondimu, 2018).

In Uganda, as part of the agenda to reform the secondary school education curriculum to make it more relevant, the Ministry of Education and Sports undertook a comprehensive reform of Competence Based Curriculum in 2018 (MOES, 2020). This decision was taken to reform the lower secondary school curriculum as a major shift from the colonial and traditional mode (mechanized paradigm) of secondary school education, overloaded with a menu of 43 subjects to a Competence Based Curriculum (Postmodern teaching and learning paradigm) from Senior one up to Senior four. The new curriculum was an effort to improve Ugandan education practice to produce holistic learners ready to thrive in the world of work after school and be problem solvers in society (MOES, 2020).

However, the roll-out of Competence Based Curriculum was delayed by 18 months due to Covid-19 pandemic outbreak (NCDC, 2020). The schools closed which affected

physical training, preparedness and engagement practices for teachers, school administrators and other stakeholders to adopt Competence Based Curriculum delivery (MOES, 2020).

However, before the roll-out of this Competence Based Curriculum, 90 national facilitators, 1600 master trainers and 2000 teachers were trained (NCDC, 2022). The training used a cascade model because of inadequate resources and therefore, it took place in the twenty-seven Secondary Science and Mathematics Schools (SESEMAT) regional training centers across the country (NCDC, 2022). An average of 4-5 teachers from the 6020 schools both Government-aided and Private schools across the country were trained and prepared to deliver this new curriculum and Soroti district inclusive (MOES, 2022). Following the reopening of schools in 2022, the curriculum started to roll out in the secondary schools in a phased-out approach with some teachers still unable to deliver Competence Based Curriculum in terms of using learner centered methods, instructional materials and appropriate assessment modes.

Therefore, according to Ondimu (2018) a transition from a knowledge-based to a Competence-based educational system is accompanied by relatively creative approaches to learning designs, which call for proper teacher preparation to deliver Competence Based Curriculum in terms of using learner centered methods, instructional materials and appropriate assessment modes which the researcher was interested to find out whether the lower secondary school teachers who dispense episteme in the seven compulsory subjects; Mathematics, English, Physics, Chemistry, Biology, History and Political Education and Geography in senior three were prepared to deliver this Postmodern teaching and learning paradigm since they have taught it for the period of three years now

and the first cohort is in senior four now preparing to sit for the first National examinations in this new curriculum.

1.1.2 Theoretical Perspective

This study was guided by the Constructivism theory founded by Lev Vygotsky (1896). It states that learners can learn by constructing their knowledge only when the materials to be used have a relationship with what they are learning and that, learners construct knowledge rather than just passively taking in information from the teacher through use of learner centered methodologies (Babakr, 2019). The learner, who should be at the center of attention in any learning scenario, tends to take a center stage instead of the teacher. The classroom is no longer a place where the teacher, who is viewed as “an expert,” deposits knowledge to the passive learners, who sit there waiting like empty vessels to be filled ‘*Tabula rasa*’ (Skolverket, 2018).

In a constructivist learning environment, learners are made to feel actively engaged in the learning process through use of learner centered methods, instructional materials and continuous assessment (Lev Vygotsky, 1896). The teacher’s role is that of a coach, a guide, a mentor and a facilitator and part of his job is "asking provoking questions" that ignite the curiosity of learners by using instructional materials and creating meaning out of them because learners have innate knowledge, knowledge is from within out (Abou, 2017).

Teachers and learners in a constructivist classroom therefore, view knowledge as a dynamic, continuously changing viewpoint of the world they live in as opposed to abstract facts to be remembered and memorized (Skolverket, 2018). Furthermore, the

theory asserts that learning occurs when learners actively engage with content and instructional materials rather than passively absorbing information from teachers thus building on prior knowledge and experience as they assess one another (Abou, 2017).

The Constructivist Theory was therefore, used in this study to enable the teachers to prepare well on how to deliver Competence Based Curriculum to the learners. This would help teachers to deliver Competence Based Curriculum using learner centered methodologies, instructional material and appropriate assessment modes during the teaching and learning process.

1.1.3 Conceptual Perspective

Teachers' preparedness is a philosophical orientation which considers the level of readiness, competence and confidence that teachers possess to effectively teach Competence Based Curriculum to their learners as facilitators (Ondimu, 2018). It encompasses a wide range of factors that contribute to a teacher's ability to deliver lessons and facilitate learning experiences in the classroom such as using learner centered methods, instructional materials and appropriate assessment modes of the postmodern learning environment.

However, in order to deliver the Competence Based Curriculum effectively, teachers must be highly prepared, trained and skilled, according to Kafyulilo (2012). This calls for the use of pertinent teaching strategies which are crucial for assisting learners in efficiently acquiring the lesson competences. This can be done through continuous reconstruction of experiences, workshops, seminars, upgrading and trainings of in-service teachers.

Besides, prepared teachers have the necessary expertise and skills to deliver Competence Based Curriculum. They are able to use appropriate teaching resources, such as textbooks, supplementary materials, multimedia aids and technology to support the curriculum delivery effectively and more so use the local environment to relate to learners' experiences and the content learnt since epistemologically, knowledge can be informed by empirical sources such as the phenomenon of observation, experimentation and use of senses.

However, the effectiveness of teaching activities is enhanced by teachers' preparedness which enables teachers to create pertinent lesson plans and equips them with the knowledge and abilities to conduct curriculum delivery with greater assurance (Kafu, 2013). This suggests that teachers may become aware of content mastery throughout the lesson design phase in order to carry out the instructional practices successfully (Kimosop, 2015). Therefore, the paradigm shifts from teaching to learning must be conceptualized by teachers within the context of Competence Based Curriculum in terms of using learner centered methodologies, instructional materials and conducting appropriate assessment modes of learners' progress so as to facilitate relevant content and achieve competence development among learners (Zeiger, 2018).

In this study therefore, teachers' preparedness was conceptualized in terms of teachers' knowledge, attitudes and skills, level of readiness, competence, confidence and training that teachers have gained to effectively deliver Competence Based Curriculum to their learners as facilitators since knowledge is *educere* within out or innate in the learners' minds.

On the other hand, the delivery of Competence Based Curriculum referred to the process of how educational content, knowledge, and skills are presented, taught and facilitated to learners in a learning environment so as to achieve the individual learner competences (NCDC, 2020). The goal of effective curriculum delivery is to ensure that learners understand and absorb the content, leading to meaningful learning outcomes which should be done by a well-prepared teacher.

In this study, delivery of Competence Based Curriculum was conceptualized as the postmodern teaching and learning process where teachers facilitate knowledge, content and skills to learners through using learner centered methods that withdraw the learners' innate knowledge from the learners' minds (*educere*), use of instructional materials from the learners' natural environment and appropriate assessment modes during the process of teaching and learning where the learners are the evaluators of their knowing process (*episteme*) and their experiences. The Competence Based Curriculum then places a greater emphasis on learning outcomes rather than simply completing a set number of subjects or hours of study. It is intended to be more learners centered and interactive, with a greater focus on hands-on learning, relevant content and critical thinking among learners (MOES, 2020). The curriculum also incorporates the use of technology and digital resources in the classroom (Abou, 2017). The curriculum is designed around these competences, with learning activities and assessments that are tailored to help learners develop and demonstrate their mastery of learning competences (Zeiger, 2018). The goal is to prepare learners for real-world situations where they will need to apply their knowledge and skills in practical ways in order to solve the postmodern society's problems.

1.1.4 Contextual Perspective

The adoption of Competence Based Curriculum is not only to instill knowledge but also to develop in learners on how to apply appropriate skills to solve real life problems in the society (MOES, 2020). However, its stage of effective delivery still remains quite challenging (MOES, 2020). According to the study done by UNESCO (2019) Uganda needed Competence Based Curriculum in order to unlock the potentials that have been lying dormant for decades and centuries because of the mechanized teaching and learning paradigm where the teacher was the sole provider of knowledge(banking concept) and learners were considered empty(*tabularaza*). Besides, according to UNESCO (2019) report, Uganda's secondary education sector has been characterized by being overloaded with many subjects, failing to meet the social and economic needs of the country, being too theoretical, use of teacher centered methods that discourage active learning and the acquisition of skills and competences that cannot be applied to today's challenges of the postmodern era.

Some critics also claim that the country's secondary school education system was overly colonial and out of touch with the goals for national development outlined in the Government's main policy document, Vision 2040 (Mubangizi, 2022). Therefore, teachers ought to be well prepared to enhance the delivery of Competence Based Curriculum so as to facilitate the values of Ugandan Vision 2040 in terms of using learner centered methods, instructional material and appropriate assessment modes (NCDC, 2022).

However, the Government started preparing the in-service training for teachers following the cascade model because of inadequate resources (NCDC, 2022). This approach was

used to train a small number of representatives of teachers, who were subsequently entrusted with training others. The model is perfectly fit due to its characteristic cost-effectiveness (NCDC, 2022). However, it is criticized for having a "trickle-down effect," which is the weakening of the content as it is taught to trainees. The original content frequently gets "adulterated" during the transmission of knowledge from master trainers to trainees, which renders it ineffective.

This therefore, created the need for a study on teachers' preparedness in delivery of Competence Based Curriculum in Government-aided secondary schools in Uganda and Soroti district in particular since the teachers are delivering the Competence Based Curriculum and their preparedness has not been sought and yet they were prepared using a cascade model.

1.2 Statement of the Problem

The Competence Based Curriculum aims at providing the learners with 21st century skills which include; critical thinking, creativity, collaboration or teamwork, communication and ICT skills so as to be problem solvers in society (NCDC, 2020). However, the success of Competence Based Curriculum in impacting to learners' practical knowledge, skills and the desired competences is largely dependent on adequate teachers' preparedness to deliver this curriculum (MOES, 2020).

Ideally, teachers who are to deliver the Competence Based Curriculum are supposed to be well conversant with the contents and pedagogies of delivery of the Competence Based Curriculum for its success (MOES, 2020). This would adequately translate to enhancement of effective delivery of the curriculum in terms of teachers acting as

facilitators during the teaching learning process through use of learner centered methods with their various techniques which the Postmodern teaching and learning paradigm advocates because learning is *educere* where learners have innate knowledge to be withdrawn by the teachers as a facilitator (Jengere, 2017).

Besides, crucial to the delivery of Competence Based Curriculum, are the use of instructional materials, which serve as the basic channel of communication used in the classroom to facilitate successful teaching and learning (Zeiger, 2018). It is not practical to teach without instructional materials during the delivery of Competence Based Curriculum (Ondimu, 2018). The teachers' preparedness to use instructional materials helps them to catch and sustain learners' interest as they gain first-hand experience with the learning environment and materials in the competence learning environment since learners' experiences are embedded in the metaphysical experiences of nature (Smith, 2020).

Finally, in the delivery of Competence Based Curriculum, is also use of appropriate assessment mode that precisely and consistently determines how well a learner is able to complete his or her tasks is emphasized in the mastery of knowledge, skills and competences (Casey, 2018). With the paradigm shift to the Competence Based Curriculum, there is need to align assessment mode to formative assessment with emphasis on competences development through setting up scenario-based questions and use of criterion-based reference assessment (NCDC, 2022). Assessment must change from being an isolated, occasionally timed, given normally at the end of term which should be done by a well-prepared teacher (NCDC, 2021).

It was therefore, deemed necessary to explore teachers' preparedness in selected Government- aided secondary schools in order to identify the gaps as well recommend for continuous training of teachers to adopt this new postmodern teaching and learning paradigm.

1.3 Purpose of the Study

The purpose of this study was to explore teachers' preparedness in delivery of Competence Based Curriculum in Government-aided secondary schools in Uganda and particularly in Soroti district.

1.4 Objectives of the Study

The study was guided by the following set of objectives.

- i. To explore teachers' preparedness to use Learner Centered Methods during delivery of Competence Based Curriculum in Government- aided secondary schools.
- ii. To establish teachers' preparedness to use Instructional Materials during delivery of Competence Based Curriculum in Government- aided secondary schools.
- iii. To examine teachers' preparedness to use appropriate Assessment Modes during delivery of Competence Based Curriculum in Government- aided secondary schools.

1.5 Research Questions

The study focused on the following research questions.

- i. How are teachers prepared to use Learner Centered Methods with their techniques during delivery of Competence Based Curriculum?

- ii. How are the teachers prepared to utilize Instructional Materials during delivery of Competence Based Curriculum?
- iii. What are teachers' levels of preparedness towards use of appropriate Assessment Modes during delivery of Competence Based Curriculum?

1.6 Scope of the Study

1.6.1 Content Scope

The content scope included teachers' preparedness in delivery of Competence Based Curriculum in the selected Government-aided secondary schools.

1.6.2 Geographical Scope

The study was conducted in the selected Government-aided secondary schools in Soroti district. This was because Competence Based Curriculum is already being implemented by the teachers and yet they were not well prepared to deliver this Competence Based Curriculum (NCDC, 2021). Government- aided secondary schools were selected because it was government initiative to adopt this new philosophical paradigm of teaching and learning which is the Competence Based Curriculum (MOES, 2020). Therefore, the research findings from this study would help government to appreciate the paradigm shift and prepare well the teachers.

1.6.3 Time Scope

The study covered two years between 2023-2024 because these years reflect the initial development of Competence Based Curriculum and teachers' preparedness to deliver it well needed to be sought. Besides, the first cohort of this curriculum is sitting National

examinations (UNEB) for the first time so teachers' experience on their preparedness in the delivery of this curriculum was paramount (NCDC, 2022).

1.7 Significance of the Study

The findings will guide curriculum developers and planners towards constructively designing and structuring on-going courses to teachers in order to help them adopt pertinent learner centered methods with their different techniques during the delivery of Competence Based Curriculum.

The study findings will also guide the Government through the Ministry of Education and Sports to support teachers' preparedness by providing them with relevant instructional materials like, laboratories, textbooks, modern technologies and how to use local environment to enhance the delivery of the Competence Based Curriculum.

The study shall also help to bridge the gap between teachers' traditional assessment modes to the postmodern appropriate assessment modes of the Competence Based Curriculum.

The study findings will also help the teacher training institutions to integrate the Competence Based Curriculum in to their teaching syllabus.

1.8 Operational Definition of Terms

Assessment rubric

Assessment rubric is a form of scoring guide or tools used by teachers that are structured and specifically designed to assess learners as they acquire a certain set of competences.

Competence Based Curriculum

Competence Based Curriculum is the curriculum that places emphasis on the application of knowledge, skills, attitudes and values in real-world circumstances rather than learners' learning the content only through memorization and cramming.

Government-aided secondary schools

These are secondary schools funded and controlled by the Government or the state.

Mode of assessment

Mode of assessment denotes to the techniques that teachers would employ to determine how the competence is being met. They include scenario- based questions, on-going assessments with criterion-based reference assessment.

Teachers' preparedness

Teachers' preparedness pertains the collective and specialized knowledge, skills, perspectives, and competence of the teaching staff to support the adoption of a Competence Based Curriculum as facilitators.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents theoretical and literature review as written by other scholars, researchers, academicians and other authors. The review was done based on the key study themes in relation to the study objectives.

2.1 Theoretical Review

This study was underpinned by the constructivism theory of learning. The theory was developed and expanded upon by various scholars over time. Some of the key figures associated with the development of constructivism include Jean Piaget (1896-1980). Piaget's work in the early to mid-20th century laid the foundation for constructivism. He focused on cognitive development in children and described how they actively construct their understanding of the world through assimilation and accommodation. Piaget's theories significantly influenced the constructivist approach to education. Jerome Bruner (1915-2016): Bruner, an American psychologist, further developed constructivist ideas in the context of education. He proposed the concept of "scaffolding" and argued for a spiral curriculum that revisits key concepts over time to deepen understanding. Papert (1928-2016), a computer scientist and educator, is known for his work on constructionism, a subset of constructivism. He believed that learning is most effective when learners actively engage in constructing tangible artifacts, such as computer programs or physical models.

The Constructivism Theory's strength is that takes into account the prior knowledge of learners, encourages teachers to prepare and devote more time to the areas where learners are interested in and encourages them to work together as knowledge constructors using their individual experiences so as attain the desirable competence which is emphasized in the postmodern teaching and learning paradigm. Besides, given that learners are compelled to organize and clarify their ideas when they explain them to others, the Constructivist Theory was paramount in this study. This was because when teachers are prepared and they encourage learners to interact with one another, they are exposed to other's points of view. They are also encouraged to elicit knowledge and experiences from others, formulate hypotheses, and draw logical conclusions.

Although the constructivist theory may lead to unequal learning opportunities among learner as well as require well-trained and knowledgeable teachers who can facilitate learning (Ameri, 2020), Continuous teachers' preparedness was really critical in the delivery of the Competence Based Curriculum so as to make teachers facilitators during the delivery of Competence Based Curriculum as required by the Constructivism Theory.

2.2 Review of Related Literature

2.2.1 The Teachers' Preparedness in relation to Usage of Learner Centered Methods

It is the duty of teachers to create learning environments that encourage learning experiences and transform students in ways that support lifelong learning and development (Dewey, 1916).

Learner centered methods has a very long history. Two of the first educators put emphasis on learner centered, were Confucius and Socrates in the 4th and 5th century BC (Dunn, 2005). European educators like Pestalezzi, Hegel, Herbert and Froebel designed and popularized experience, learner centered curriculum and finally John Dewey shaped the existing learner centered teaching in the program known as Constructivism (Dewey, 1916). Besides, teachers' competences in instructional methodologies influence effective delivery of Competence Based Curriculum. According to the study findings by Kemboi and Nabwire (2017) who explored the North Rift region of Kenya on teachers' preparedness to deliver the Competence Based Curriculum (CBC), teachers' competence in pedagogical knowledge found out that most teachers were not employing learner centered methods like Inquiry, Project work, Group work, Dialogues and Demonstrations very well. Besides, according to Sitenei (2020), the majority of Kenyan teachers participated in one-week training programs, with a smaller percentage attending two weeks. This suggested that most of the teachers were ill-prepared to teach the new curriculum since they had not had enough training on it. Furthermore, according to Momanyi and Rop (2019), teachers in the Bomet East sub-county lacked the necessary training to effectively implement learner-centered techniques within the CBC educational system. They recommended that additional training be required to close the current gaps. Further, according to a study conducted in 2017 by KICD, which explains that in order to make learning engaging and successful, teachers must not only intentionally incorporate the components of the CBC into their lesson plans, but also possess a high level of expertise when it comes to implementing the teaching strategies that are required. Jengere (2017) asserts that pedagogical knowledge and abilities about the integration of CBC

elements, such as the core competences in instruction, are necessary for teachers to have in order to successfully facilitate teaching and learning in schools. This implies that training of teachers is imperative for successful implementation of CBC in schools.

Similarly, in Zimbabwe, Zhuwale and Shumba (2017) who researched the qualities of teachers that hampered the smooth roll-out of the Competence Based Curriculum in Zimbabwe's rural secondary schools, the study findings shown that teachers' the biggest problem that hampered the delivery of the new curriculum was a lack of preparedness in pedagogical understanding on how to infuse curriculum features into instruction. The teacher centered methods of delivery remain predominant making learners' passive listeners during the teaching and learning process. Besides Sifuna and Obonyo's (2019) study looked at the obstacles to CBC's successful implementation in Kenya. It was determined that the curriculum was not prepared and administered in a methodical manner. There was minimal training of teachers on the curriculum content and teaching methodologies.

Besides, According to Chrappan (2015) study on teachers' preparedness to deliver the Competency Based Curriculum in secondary schools, teachers are the least enthusiastic and supportive of competence-based classes. Chrappan explains that, the teachers' lack of enthusiasm for competency-based education was as a result of their lack of conviction in the uniqueness of the newly developed approach. As they were trained, teachers much prefer teaching learners using the chalk and talk method. Similarly, as a result of teachers' unfavorable attitudes, the shift from knowledge-based to competency-based learning may be slowed. Besides, Momanyi and Rop (2020) viewed teaching as a task focused solely on the transfer of knowledge. Therefore, it is vital to provide teachers (both in-service

and pre-service) with the required abilities for addressing new teaching paradigms in order to address the need for changes in instructional approaches or methods. The findings discovered that most teachers have the competences to handle learner centered methods during the delivery of Competence Based Curriculum and the teachers have accessed training on how to deliver Competence Based Curriculum though some still use the teacher centered methods.

In a study by Day and Sachs (2018), teachers need to have expertise and preparedness while using the methods of instruction necessary to help learners learn successfully. This necessitates continuous training for teachers, especially when a new curriculum has been developed. Therefore, the researcher was anxious to know whether educational administrators visit schools to gather information about the extent of curriculum delivery and whether or not teachers are receiving the support they need at the school, classroom, and individual levels. Besides, have most teachers been trained on how to deliver the Competence Based Curriculum in terms of use of learner centered methods with their different techniques as facilitators. The findings were in agreement with the literature.

Besides, Kurt (2017) found in another study that teacher preparedness enhances instructional methods in content delivery. In a similar vein Abuya's (2017) research confirms that professional and knowledgeable facilitators are necessary for the efficient delivery and implementation of Competence Based Curriculum when they have the capacity to use learner interactive methodologies with their techniques. Casey (2018) who emphasizes that the successful delivery of Competence Based Curriculum heavily depends on teachers' readiness to embark on a new coaching role of facilitation rather than dictation of knowledge through the use of learner-constructive and interactive

methods. This propelled me as a researcher to delve into the Ugandan context to ascertain the reality in terms of content delivery by use of instructional techniques which was less of facilitation than dictation of knowledge by the teachers.

Conclusively, teachers need to have a wise selection of learner centered methods with their techniques to ensure successful learning, particularly as part of the Competence Based Curriculum. It is believed that, in order to ensure learners are learning effectively, teachers must possess a high level of expertise and preparation in terms of teaching methods which the research finding indicated that most teachers tried though some are still using teacher centered methods.

2.2.2 The Teachers' Preparedness in relation to Utilization of Instructional Materials

The instructional materials are essential for promoting teaching and learning of Competence Based Curriculum. Through using contemporary technology that enhance instructional resources, instructional materials assist the teacher in facilitating learning by enticing learners and arousing their curiosity and excitement (Muneja, 2015) therefore, to ensure access to the most up-to-date technologies, including computers and the internet, it is necessary to help prepare teachers as well as advance their research ability through enhancing distance learning programs (Cator, Schneider, & Vander Ark, 2014). The finding ascertained that instructional material greatly supported teaching and learning. However, it is clear that the teachers were not prepared to use the latest technologies like computers and internet in the selected Government-aided secondary schools due to the challenge of smart phones, computers and internet connectivity. Besides, the school administration does not provide the teachers with the relevant instructional materials.

Besides, According to Ondimu (2018), the purpose of educational materials is to help learners communicate more effectively by reducing the complexity of complicated phenomena, bringing abstract context into harmony, bridging the gap in time and space between phenomena, and facilitating classroom activities.

Furthermore, (Muneja, 2015) in his study in Tanzania secondary school Competence Based Curriculum observed that, it is untenable to not use instructional materials in the teaching and learning process since they spark and maintain the curiosity of learners. Only a well-prepared teacher can deliver a Competence Based Curriculum and allow learners to find their own identities and skills throughout the teaching and learning process. Since this was carried out in Tanzania, it was necessary to establish whether it was the same case with Uganda's context in terms of using instructional materials in secondary schools. The findings indicated that much as instructional materials were essential most teachers were teaching without the instructional materials and they were not creative to use the local environment to access the teaching materials.

According to the study by Makunja (2015) asserts that instructional materials can include two-dimensional items including photographs, illustrations, charts, books and posters. They could also be physical objects, models, or audio-visual tools such as television, video, computers, and the internet that promote learning in the Competence Based Curriculum. Therefore, teachers' preparedness to use instructional materials effectively such as digital tools is essential to helping learners make progress that will stick in the Competence Based Curriculum (K.I.C.D, 2017). However, there is still a challenge on the teachers' preparedness to use instructional materials as observed by Ambei and Kim (2018) in their studies to determine the extent to which the teachers were delivering

Competence Based Curriculum in secondary schools in Cameroon. The results shown that most teachers still didn't know what Competence-Based Curriculum was all about. According to the findings, even for teachers who had received training and had some familiarity with the curriculum, effective delivery remained a significant difficulty in the majority of classes due to a lack of resources and expertise on how to improvise them from the local environment which is an epistemological empirical source.

According to the study by Ambei and Kim (2018) it is crucial for Cameroon's educational stakeholders to come up with ideas to make sure teachers are knowledgeable about how to deliver the Competence Based Curriculum effectively, and make sure they have access to sufficient teaching resources. The findings reveal it was the same case with Uganda's context in terms of using instructional materials in secondary schools. The teachers received training but they lacked resources to deliver the curriculum, the learners' text books were few, and some text books were missing relevant content. The teaching aids were also not there in some lessons and yet the teachers also have a difficult in improving the learning aids from the local environment.

According to Kyobe and Rugumayo (2015) the unique setting and instructional materials required for the delivery of Competency-Based Education may not be available in most secondary schools. This is due to the fact that, a move to Competency Based Curriculum necessitates use of modern technology, laboratories, creative centers, smart boards and classrooms at all levels. Infrastructure and material resources that are insufficient could make it difficult to deliver the transition as intended. The majority of teachers, however, work in a limited environment with little instructional resources; chalk is the sole teaching item that is regularly provided. Few teachers have access to lesson planning

materials, teachers' manuals, dusters, geometry rulers and tools, dictionaries, wall maps, pens, and manila papers (Zeiger, 2018). The findings are in agreement with the literature, the teachers were not creative and they used the charts with drawn pictures as illustrations and yet the new curriculum mandates them to be pragmatic to use the local environment.

Besides, teachers who are digitally literate may use computer systems and platforms to generate, assess, and take advantage of information technology (Knobel & Lankshear, 2016). Teachers need to be able to employ a wide range of ICT abilities in the twenty-first century. The use of digital technology in educational institutions to advance and create the skills necessary for efficient learning has increased dramatically. According to Chemagosi (2020), current educational institutions are modifying their curriculum as well as their methods of instruction in order to create a more sophisticated framework. Information management tools and objects are combined in technological sciences. It comprises devices such as computers, radios, television satellites, phones, and projectors. Much as the literature suggest this, the findings showed that the teachers are not able to blend their lessons with the use of digital gadgets like cellular phones, projectors and computers since these gadgets were not provided in the schools by the government.

Ondimu (2018) conducted study to investigate the elements influencing the preparedness of teachers to use ICT in the classroom in public secondary schools in Kiambu County's Gatundu North District. The results showed that 13.75% of teachers reported feeling confident in their abilities to use ICT, which further suggests that a significant portion of the teaching staff lacks the technological know-how necessary to use ICT in the classroom. However, because they are products of knowledge-based curriculum, the majority of teachers are clueless when it comes to creating instructional materials. These

activities cannot, however, be left to curriculum designers and subject matter specialists as this would limit teachers' creativity and role in competence-based education (Kasule, 2015). It is crucial that teachers have adequate training before assuming their responsibilities and that they should receive support as they learn the approach and develop the right teaching materials. The findings affirmed that the teachers were not well prepared to use the latest technologies in getting the instructional materials since most of them were not well versed with the latest technologies and did not have them.

Additionally, the requirement to create, develop, and identify technological platforms such as social media platforms (WhatsApp groups, Instagram, LinkedIn, Tweeter, and Facebook), that support teachers' readiness to deliver knowledge- to competency-based education, was also noted in a study by Cator, Schneider, and VanderArk (2014). Though these are good for the modern classroom, the aspect of affordability and maintenance is a key especially in the Government-aided secondary schools of Uganda. The findings are in agreement with the literature, the classrooms are not having the modern technologies. This is related to a study by Lim, Chai and Churchill (2011) who argued that teachers are expected to develop a technology-based atmosphere to enhance teaching and learning of the Competence Based Curriculum. HakiElimu (2012) argues that teachers, who are the implementers, lack the knowledge and abilities needed to integrate technology into the curriculum to allow for successful curriculum delivery.

Besides, Chemagosi (2020) examined technology and discovered strong evidence to back up idea that technology could influence the acquisition of useful abilities that add spice to life, which is the core of education in the Competence Based Curriculum. He cited a number of resources, including videos, online forums, smart cards, texting, and email that

all teachers in Competence Based Curriculum should take advantage of in order to spice up teaching and learning. Henceforth, it is convinced the technology enhancing productive teaching and learning is prudent for Competence Based Curriculum.

2.2.3 The Teachers' Preparedness in relation to Usage of appropriate Assessment Modes

The direction of the teacher's choice of delivery strategies is determined by appropriate assessment (NCDC, 2021). The teacher is expected to use a variety of formal and informal assessment modes to track learner's progress towards learning goals (Jengere, 2017). Besides, assessment also looks at learners' problem solving and reasoning abilities. The teachers have to be prepared with these skills so as to administer successful appropriate assessment rubrics by setting scenario- based questions. The findings are in agreement with the literature however, the teachers could not design their own assessment rubrics; they depended on the ones on the teacher's and learner's text books which were already predetermined. This makes them unable to design their own assessment during the course of the unit hence individual learner competences are not easily identified hence a big gap during the delivery of Competence Based Curriculum.

Competence Based Curriculum, according to KICD (2017), exclusively concentrate on learners' mastery of a competency rather than assigning grades based on credit hour fulfillment to determine whether or not a theme of learning has been successfully completed. Besides, the mode of assessment and delivery of Competence Based Curriculum is different from traditional curriculum, as it focuses on learners' performance and achievements rather than on memorization and theoretical understanding (NCDC, 2021). In the delivery of Competence Based Curriculum, performance tasks assessments

require learners to demonstrate their skills and knowledge through real-world applications. These tasks are designed to assess a learner's ability to apply their learning to solve problems or complete projects and this can be done by the teachers who are prepared to deliver Competence Based Curriculum. According to Furtak and Herodia (2014), appropriate assessment modes are the administration of observations in which teachers see learners execute a task or display skills that are difficult to assess using traditional examinations, such as communication, critical thinking, collaboration or teamwork. It is important to think about self-assessment as a method that involves learners' assessing their own learning and performance. This method encourages learners to take ownership of their learning and to develop self-reflection and self-assessment skills this can be done by the prepared teachers who uses appropriate assessment mode (NCDC, 2020).

Besides, Kelly (2018) emphasizes the need of preparing teachers to utilize valid rubrics for assessment as they deliver Competence Based Curriculum. As they prepare to roll out Competence Based Curriculum, teachers must have a thorough review of learning outcomes, identify learners' abilities, levels and demonstrate the capacity to generate a diverse range of assessment ratings this will help to ascertain the competences the learners have gained. According to a study by Zeiger (2018) teachers need to be skilled in creating assessment rubrics that execute much more than simply grade or scores of learners because they reflect each learner's level of progress and allow for the identification of individual learner specific areas of needs rather than group needs. Designing assessment rubrics is a complex skill that involves good training, direction, and formative assessment by teachers.

In order to have learners thinking critically about what they have just learned and where they are going in the teaching-learning process, the assignments rubrics are designed with particular scenario-based questions that prompts learners' creative thinking (NCDC, 2021). The findings show that teachers are still not prepared and well-grounded with the knowledge on how to carry out assessment following the current rubrics of setting scenario- based questions as per the Competence Based Curriculum. Muneja (2015) conducted another study in Tanzania that brought attention to the difficulties secondary school teachers encounter while implementing the CBC into practice. According to the survey, teachers faced numerous difficulties that had an adverse effect on how the curriculum was implemented. Teachers' inadequate knowledge of teaching and assessment procedures is one of the most prominent difficulties facing Tanzanian teachers. In the context of the CBC, Zeiger (2018) asserts that teachers are essential in giving learners the chance to learn and reach their full potential. Teachers must also comprehend the paradigm shift from teaching to learning and carry out formative assessments of learners' development.

In addition, teachers can use assessment rubrics to collect evidence that a learner has learned a specific competency from both formal and informal learning situations, such as observation, questioning, extended work, peer and self-assessment, conversations, demonstrations, projects, portfolios, performance and the establishment of success criteria and rubrics, which can only be carried out by a well-prepared teacher who is knowledgeable about assessing the competence-based curriculum (NCDC, 2022). A study conducted by Kasule (2015), who asserted that assessment of the learner's level of competency mastery is also crucial in the paradigm shift of Competence Based

Curriculum, progress is key, there is a need to link assessment with continuous assessment, which includes moving away from being an isolated, occasionally timed examination at the end of a term of study to a competence-based assessment. Besides, Kelly (2018) emphasizes the need of preparing teachers to utilize valid rubrics.

However, Sabola (2017) did a study in Malawi to see how well-prepared teachers were to teach the Competence Based Curriculum. The study's goal was to determine whether secondary school teachers in Malawi had the capacity to create acceptable assessment instruments for the new curriculum. The survey found out that there was little curriculum deliver in schools since teachers lacked the necessary training to design assessment rubrics in the new curriculum. As a result, they continued to use outdated assessment methods from the prior curriculum. This suggests that it is essential to prepare teachers on how to administer a curriculum, particularly when it requires a shift in assessment techniques. The findings are in agreement with the literature as most teachers agree on the difficult in assessing learners. It is clear that teachers are not prepared to set scenario - based questions within the unit when they are delivering Competence Based Curriculum.

According to Kafyulilo et al. (2012) teachers in Tanzania seldom created assessment rubrics, and when they did, they found the following barriers to the implementation of competence-based programs: The competence-based program's guiding principles are not understood by the teaching staff. A large number of teaching staff still apply the previous knowledge-based assessment methods which were the case in Uganda's context.

According to NCDC (2021) as teachers prepare to roll out Competence Based Curriculum, they must have a thorough review of learning outcomes, identify learners'

abilities, levels and demonstrate the capacity to generate a diverse range of assessment ratings which include assessing of individual learner performance inform of criterion reference assessment using identifiers like 3 for accomplished, 2 for moderate and 1 for basic gotten from the competences of relevancy, accuracy, coherence and excellency as per Competence Based Curriculum. The research findings affirms that teachers are not adequately prepared to deliver the new curriculum since they have challenges in tracking learners' assessment, documenting and computing learners' marks for summative reporting. This this was clear after observing the record books of teachers. It is clear that teachers are still using the old system of tracking learners' performance and a few were just putting marks without understanding what they were doing which was a big gap. In conclusion, basing on the above, the Ugandan teachers are still employing traditional Assessment Modes which do not promote Competence Based Curriculum delivery.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was employed to collect the relevant data. It included the study area, research approach, research design, target population, sample size, sampling techniques, data collection methods and instruments, research tools, data collection procedure, limitations, delimitations of the study and ethical considerations.

3.1 The Study Area

The Government-aided secondary schools from Soroti district were studied, they were two in total this was because of the level of saturation achieved. These schools were selected for two reasons; first, there was minimal delivery of Competence Based Curriculum in Soroti district (NCDC, 2022). Second, the extent to which secondary school teachers were prepared to deliver Competence Based Curriculum in Government-aided secondary schools was low and done in a cascade model with some master trainers of teachers unable to train well others teachers (MOES, 2022).

3.2 Research Approach

The researcher employed the qualitative approach to gather data since it entailed exploring and understanding the meaning that particular people or groups of people assign to the social or human situation (Creswell, 2018). For this case the teachers' preparedness in the delivery of Competence Based Curriculum. The research objectives also informed the research approach.

3.3 Research Design

The researcher specifically used Phenomenological research design. Creswell (2018) asserts that, Phenomenology design enables the researcher to comprehend the meanings that individuals have created about their world and their experiences as well as how those people interpret their own experiences. Phenomenology's research design strength lies in calling attention to aspects of lived experiences which was teachers' preparedness in the delivery of Competence Based Curriculum (Creswell, 2018).

3.4 Target Population

The target population consisted of thirty-five participants who were the secondary school head teachers, directors of studies, teachers in the lower secondary school classes in selected Government-aided secondary schools. The afore mentioned participants' categories were deemed suitable for this study since they were in charge of delivering Competence Based Curriculum. Besides, within the selected schools, the study focused on teachers' preparedness in the delivery of Competence Based Curriculum specifically teachers of senior three who dispense episteme in the seven compulsory subjects; Mathematics, English, Physics, Chemistry, Biology, History and Political Education and Geography (NCDC, 2021). This is because these are classes where the Competence Based Curriculum is being delivered and so far for the period of three years and all learners study those compulsory subjects in senior three and later do them at the end of senior four National Examinations (MOES, 2020).

3.5 Sample Size

Sample size for individual interviews comprised of twenty-five respondents drawn from the two selected Government-aided secondary schools with one school having another

one senior three stream with different teachers who taught the seven compulsory subjects. The numbers of the respondents were subjected to increase or reduce when the point of saturation was reached (Guest & Johnson, 2017). Saturation occurred when adding more participants to a study did not result in to new findings or information (Creswell, 2018). These included, head teachers, directors of studies and the lower secondary school teachers in senior three who dispense episteme in the seven compulsory subjects in the selected Government-aided secondary schools.

Table 3. 1 Distribution of respondents, target population, sample size and sampling techniques.

S/N	Group	Target population	Sample size	Sampling techniques
1	Head teachers	05	02	Purposive sampling
2	Directors of studies	05	02	Purposive sampling
3	Teachers who dispense episteme in the seven compulsory subjects in senior three	25	21	Purposive sampling
Total		35	25	

Source: Designed by the researcher, 2024

The table 3.1 above shows that, the researcher had the target population of 35 participants from which 25 were sampled. This was because in qualitative research, the number was

prone to increase or reduce when the level of saturation was reached. The sample size for qualitative data, according to Creswell (2018) should be minimal of participants so as to get in-depth examination of qualitative data. Creswell (2018), asserts that, the fewer the number of participants studied, the more valuable data would be collected from each individual participant.

3.6 Sampling Techniques

Creswell (2018) asserts that sampling is a method that enables researchers to make judgments about a population based on information from a sample of the wider population without looking at every individual. The researcher mainly used purposive sampling for all the participants.

3.6.1 Purposive sampling

Purposive sampling also known as judgmental, selective or subjective sampling, was a sampling approach in which the researcher selected study participants from a population based on his judgment (Black, 2018). The researcher used purposeful sampling to assist in gathering data from the most appropriate participants and the findings were pertinent to the research setting. Purposive sampling involved identifying and purposively selecting lower secondary school teachers who dispense episteme in the seven compulsory subjects in Competence Based Curriculum in senior three because of their three years experiences in the delivery of Competence Based Curriculum and being the ones teaching the compulsory subjects in Competence Based Curriculum in senior three (NCDC, 2020). Besides, head teachers and directors of studies were also purposely selected because they guided the teachers in preparation for the delivery of Competence Based Curriculum in terms of technical provision of teaching materials and organizing

training workshops for the teachers as mandated by the Ministry of Education and Sports (MOES, 2020).

3.7 Data Collection Methods and Instruments

Data are defined by Creswell (2018) as anything that provided factual information on which a research influence was based. To gather data from the field, the researcher made use of in-depth interviews, observational guides and document analysis. The study questions and objectives also governed the choice of these data collection methods and instruments.

3.7.1 In- depth interview

The researcher used an interview guide to collect qualitative data from the head teachers, director of studies and teachers of the lower secondary school classes who dispense episteme in the seven compulsory subjects in senior three because they had detailed experience in the delivery of Competence Based Curriculum for a period of three years. Interviews were considered suitable for data collection, since they provided the simplest and most direct technique of obtaining complete and thorough data on a specific phenomenon (Vasileiou et al., 2018). The interview guide was structured with different sections like respondents' bio-data and information regarding each objective for example, teachers' preparedness to use of learner centered methods, instructional materials and appropriate assessment modes (see appendix I & 2). It was anticipated that in-depth interviews would help in the exploration of matters that were unique to the experiences of teachers in Soroti district. The interviews involved open-ended questions and they were done ones for the entire twenty-five participants on how teachers are prepared to deliver

the Competence Based Curriculum in terms of using learner centered methods, instructional materials and appropriate assessment modes.

3.7.2 Classroom observation

According to Creswell (2018) an observation guide is a tool that enables the researcher to obtain data through witnessing on-going behaviors regarding areas of interest for the study. Through observation, the researcher was able to uncover details that participants frequently missed and gained access to information that participants would be reluctant to share in an interview. An observation guide was used to record all the instructional practices of the teachers, in terms of their preparedness to using learner centered methodologies, instructional material and appropriate assessment modes at all stages during the delivery of Competence Based Curriculum lessons (see Appendix 3). The observation guide facilitated in the collection of a rich mass of data on the teachers' preparedness to deliver Competence Based Curriculum, which would otherwise have not been collected by interviews and document analysis alone. The researcher observed each teacher delivering the Competence Based lessons once for the period of eighty minutes.

3.7.3 Document analysis

As a method of triangulation, document analysis was used in conjunction with other qualitative research techniques. In this study, a document analysis tool was used to study written documents like lesson plans and schemes of work of the lower secondary school teachers who dispense episteme in the seven compulsory subjects in senior three. The tool was designed to find out how the teachers' work books; schemes of work and lesson plans reflected their preparedness to deliver Competence Based Curriculum in terms of use learner centered methods, instructional materials and appropriate assessments modes

(See appendix 4). Special attention was paid to establish whether the information in the lesson plans matched with that in the schemes of work and the actual delivery of Competence Based Curriculum and also how teachers were prepared to compute and record learners' marks as per the Competence Based Curriculum.

3.8 Research tools

Data was collected from the individual participants using tools and devices such as a voice recorder and writing materials like pens and note books. According to Creswell (2018) a voice recorder is used for audio recordings to capture voices of respondents which were transcribed purposefully. Lesson observations and document analysis were also done to supplement voice recordings by ensuring correctness in the data. Lastly, the researcher sought permission from the interviewee before recording or writing the proceedings of the interview.

3.9 Data Collection Procedure

Data collection, according to Creswell (2018) is the procedure of acquiring and assessing relevant information in a predetermined systematic way that enables one to respond to specified research questions and assess outcomes. As a requirement, the researcher obtained an introductory letter from the Directorate of Research and Graduate Training at Kyambogo University. The obtained letter was then used to get permission for identifications of the schools, head teachers, director of studies and lower secondary school teachers who dispense episteme in the seven compulsory subjects in senior three.

The researcher introduced himself to the respondents; this was followed by arranging the interview time and dates. After scheduling the interview date and time, the researcher

conducted the interview exercise to the interviewee while noting down their responses and with the respondents' consent, the researcher recorded the individual interviews using voice recorder. Besides, the researcher also observed the lessons of the teachers during the teaching learning process to see how teachers were prepared to deliver Competence Based Curriculum in terms of using learner centered methods, instructional materials and appropriate assessment modes. This was meant to collect some of the information that the respondents were not comfortable to discuss during the interview. Document analysis was done through checking on the schemes of work and lesson plans of teachers of senior three who dispense episteme in the seven compulsory subjects and the learners' exercise books to ascertain which learner centered methods, instructional materials and appropriate assessment modes teachers were prepared to use during the delivery of Competence Based Curriculum.

3.10 Quality Control

3.10.1 Validity and Reliability of the Instruments

Validity indicates whether the results are correct from the researcher's perspective, participants, or the readers of an account (Setia, 2016). In qualitative research, the word "trustworthiness" was used in place of validity (Creswell, 2018). Reliability on the other hand, indicated that the researcher's approach was dependable across various projects and researchers. However, qualitative research uses the term "credibility" in its place (Creswell, 2012).

3.10.1.1 Trustworthiness of the Instruments

Triangulation, entailing the use of multiple methods of data collection (In depth-interviews, Observations and Document analysis) as well as multiple sources of data (Head teachers, Director of studies and teachers), was used to validate findings (Yin, 2012). Member checking, which involves sharing some of the emerging themes as well as sections of the report with some of the respondents, was also used to confirm the data (Creswell, 2014). Additionally, the use of a rich, thick description, involving detailed descriptions for example of the settings, procedures, and events of the study was used to provide a clear picture (Dodge, 2011). The researcher also employed prolonged engagement in the study sites and ceased data collection upon saturation.

3.10.1.2 Credibility

In order to ensure credibility or dependability of the data, the researcher, built rapport with the participants which made it possible to collect data from the participants. Secondly, the researcher also checked transcripts against the audio recordings to correct mistakes made during transcription. Additionally, the researcher checked definitions or descriptions of the codes to ensure that they captured the targeted meaning. Finally, the researcher constantly compared data with the codes to ensure consistent coding.

3.11 Data Analysis and Interpretation

Shamoo and Resnik (2007) define data analysis as a systematic application of logical or statistical techniques to summarize, compress, explain, and assess data. For this study, given the themes and objectives of this study, only qualitative data was gleaned and analyzed.

3.11.1 Qualitative analysis

The process of meticulously searching and organizing interview transcripts, observation notes, and document analysis was done in order to better understand the phenomenon. The majority of qualitative data processing involved coding or categorizing the material. As a result, it required processing enormous amounts of data by reducing the amount of raw data, identifying pertinent patterns, drawing conclusions from the data, and ultimately creating a logical chain of evidence (Creswell, 2018). Therefore, Data from observations, document analysis and interviews were analyzed using Creswell's (2014) six-step data analysis procedure below.

The first step, which involved organizing and preparing the data for analysis, transcription of interviews to produce written transcripts. This step also included typing up field notes, cataloguing all the visual materials such as observation checklists, document analysis, sorting and arranging the data.

The second step involved reading through the data in order to reflect on the overall meaning and to gain a general sense of the information and ideas that the observations, document analysis and participants conveyed during interviews.

Thirdly, coding of notes from the observations, document analysis as well as interview transcripts followed, to reflect emerging themes.

In the fourth step, which was generalization, the researcher integrated the codes and sought to establish the relationships between them in a bid to form broader themes.

Fifthly, the researcher provided descriptions of the themes and included quotable quotes (participants' voices) from the transcripts to illustrate them.

The sixth step, which was interpretation, where the researcher used relevant literature to make sense of as well as support the themes.

3.12 Study Limitations and Delimitations

3.12.1 Limitations

The researcher found a challenge in obtaining information from respondents amidst their busy schedules in their daily activities. However, through exercising patience, the researcher successfully re-programmed, and rescheduled the interview time so as to fit in the respondents' time frame. This was done through constant remaindering of participants by use of phone calls. Besides, the researcher anticipated high costs in travelling to meet the respondents in their schools, air time for communication and some printing of interview guides. The researcher had to travel and meet the respondents, sent messages which were less costly and also maximized the printed copies to avoid extra costs.

3.12.2 Delimitations

The study was confined to the selected Government-aided secondary schools in Soroti district. Therefore, small qualitative sample was un-generalizable to all Government-aided Secondary Schools in other parts of Uganda and Private Secondary Schools.

3.13 Ethical Considerations

The researcher ensured that the conduct of the study followed the research ethics. Ethical issues were observed by respecting privacy of respondents, obtaining informed consent, ensuring anonymity and confidentiality as follows:

3.13.1 Privacy

The participants were informed of the reason behind the collection of the research data. Additionally, the participants were made aware that they would only disclose information pertinent to the study's objectives and refrained from sharing any details about their personal concerns. Similar to this, the researcher used pseudonyms rather than asking for the participants' real names.

3.13.2 Informed consent

Informed consent was the choice of a competent potential participant to participate in research after obtaining and comprehending relevant details about the study, without having been exposed to coercion, undue influence, or incentive (Creswell, 2018). Therefore, the researcher informed the participants about the data and the purpose of the study. Participants were informed that the data collected would be used for academic purposes only and that no part of the data would be used for personal financial gain.

For the case of audio recording in the interview session, the researcher explained to the participants that their participation in the recording sessions was voluntary and if they felt uncomfortable continuing with the recording session after it had been started, they were free to notify the researcher so that the recording could be stopped. Finally, the researcher gave the consent form to the participant to consent.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The study findings were presented, analyzed and interpreted according to the study objectives. This chapter also presents analysis and interprets demographic data of the study participants.

4.2 Participants' Demographic Information

The demographic details of the respondents are shown below in this section according to category, sex, teaching experience and qualifications.

Table 4. 1 Respondents by category n=25

Category	No. of Staff	Percentage %
Head teachers	02	8
Director of studies	02	8
Teachers who dispense episteme in the seven compulsory subjects in senior three	21	84
Total	25	100

Source: primary Data

The findings in table 4.2.1 above shows that 25 participants took part in the study, whereby 02(8%) were head teachers, 02 (8%) directors of studies and the teachers who dispense episteme in the seven compulsory subjects in senior three were 21 (84%). The head teachers who participated in the study were all male. There were two directors of

studies; one was a male and the other female. This implies that the composition of school heads was (100%) males and there were no females (00%). This indicates that gender balance is still an issue in Government-aided secondary schools' headship and therefore female head teachers were not involved in teacher preparation during the delivery of Competence Based Curriculum the schools of the study.

Table 4. 2 Respondents by sex n=25

Gender	No. of Staff	Percentage %
Males	14	56
Females	11	44
Total	25	100

Source: primary Data

From table 4.2.2 it was found necessary to determine the gender distribution among head teachers, directors of studies and the teachers in order to establish gender participation of males and females in the delivery of Competence Based Curriculum. The total number of males were 14 (56 %) and 11 female teachers (44%). This implies that there were more male teachers teaching in senior three classes than the female. In such circumstances, gender sensitivity to the unique abilities of either male or female teachers in Government-aided secondary schools should be observed when allocating them to teach in upper classes like senior three.

Table 4. 3 Respondents by experience n=25

Teaching experience	No. of Staff	Percentage %
1-5 years	03	12
6-10 years	07	28
11 years and above	15	60
Total	25	100

Source: primary Data.

This research also aimed at identifying the level of teaching experiences of the participants in order to establish their preparedness in the delivery of Competence Based Curriculum in selected government-aided secondary schools. The findings in table 4.2.3 shows that 25 participants took part in the study with their different teaching experiences as follows; 1-5years 03(12%) 6-10 years 07 (28%) and 11 years and above 15(60%). It is clear that a large number of teachers at 60% had taught for 11 year and above as well as 28 % for 6-10 years. This implied that, there were more teaching staff who had an experience of delivering the old curriculum than those with less teaching experience. Therefore, teacher preparedness to adopted Competence Based Curriculum was really paramount to make the pre-service teachers get acquainted with its delivery since they were used the mechanized teaching and learning paradigm. However, 12% of the teachers taught for 1-5 years. Evidence collected from teaching staff reveal that younger staffs are more prepared since they have not taught for long in the old curriculum and most of them are graduates who just finished campus where the new curriculum is being taught.

Table 4. 4 respondents by qualification n=25

Qualifications	No. of Staff	Percentage %
Masters	02	8
Bachelors	9	36
Diploma	14	56
Total	25	100

Source: primary Data

From table 4.2.4 it was found necessary also to determine the qualification distribution among head teachers, directors of studies and the teachers in order to establish the best ways to prepare teachers to deliver the Competence Based Curriculum in Government-aided secondary schools. The findings show that 25 participants took part in the study, whereby 02(8%) had Masters, 09 (36%) Bachelors and 14 (56%) had Diploma all in secondary school education. Implying that the Diploma teachers with 56% need more training and preparedness in the delivery of Competence Based Curriculum. The findings suggest that the diploma teachers can be more prepared when they enroll for in-service training on Competence Based Curriculum at bachelors' level and masters where the Competence Based Curriculum is being streamed lined.

4.3 The Teachers' Preparedness in relation to Usage of Learner Centered Methods

The first objective of this study aimed at exploring teachers' preparedness to use learner centered methods during the delivery of Competence Based Curriculum. The study sought to establish whether teachers were trained in the delivery of Competence Based Curriculum in terms of how to use learner centered methodologies with their different techniques. Besides, which learner centered methods are teachers prepared to use? Lastly,

do teachers appreciate the use of learner centered methods as opposed to teacher centered methods in the old curriculum during the delivery of Competence Based Curriculum?

The research findings from the selected Government-aided secondary school head teachers, directors of studies and the senior three teachers who dispense episteme in the seven compulsory subjects in Competence Based Curriculum indicated that, the teachers have been trained on how to use learner centered methods of teaching which was done in a cascade model.

One of the head teachers HSM1 in school SS1 agreed that;

“Most of our teachers have had at least a chance of being trained, it was done in a cascade model, where 4-5 teachers were selected to be trained by the officials from NCDC as master trainers for the other remaining staff members, however, most of the teachers have not mastered well this curriculum in terms of being facilitators since they were used to teacher and chalk methods and yet this one requires more of learners themselves helping one another in group work, role plays, demonstrations and project work and the teacher is a facilitator”.

This implies that teachers in senior three classes who dispense episteme in the seven compulsory subjects have at least gotten training on how to deliver Competence Based Curriculum and therefore, expected to employ the ideal learner centered methods of teaching with their different techniques in the postmodern learning environment as being facilitators.

In the similar vein, respondent TT6 in school SS2 agreed that;

“We were trained by the officials from NCDC to be master trainers. They came and facilitated us on how the new curriculum is delivered and asked us to roll it out to our fellow teachers. The training was good and we have tried to train other teachers, however, most of us are also not well versed with Competence Based Curriculum since the facilitation was done once and the master trainers from the NCDC were very fast to cover the given content within the limited time”.

This indicates that much as teachers have been trained as master trainers for the other teachers, it is clear that the first training is not enough for teachers to understand the delivery of Competence Based Curriculum in terms of using learner centered methods with their different techniques. Besides, much as, the cascade model is cheap, the information can be adulterated since those trained were also unable to master the first-hand information from the officials from NCDC, so direct training of all teachers is paramount. Hence force, the more trainings the teachers get, the more a quieted they will be with the delivery of Competence Based Curriculum in terms of paying attention to different techniques in the various learner centered methods.

Another respondent TTX3, in school SS1 who asserted that,

“Some of us have not also mastered the use of learner centered methods with their different techniques since we were trained only once by our fellow teachers but we are trying to copy up with it since it’s the only way to go and at least more training should be conducted every holiday and all the teachers should attend because this is now the only way to teach”.

Basing on the afore mentioned, it is clear that teachers have not mastered the usage of learner centered methods of teaching with their different techniques in relation to the delivery of Competence Based Curriculum. This is because of the number of times the teachers were trained by their fellow teachers is not enough for them to master the Competence Based Curriculum in terms of using learner centered methods with their different techniques. Therefore, there should be more trainings of teachers to help the get acquainted with the Competence Based Curriculum delivery.

Furthermore, on the issue of which learner centered methods are teachers prepared to use in the delivery of Competence Based Curriculum.

Respondents DD2 in school SS2 affirmed that;

“Our teachers are trying to use the learner centered methods of teaching as required by the Competence Based Curriculum delivery, this we can confirm from the schemes of work and the lesson plans the teachers submit to us every week, we also observe them teaching using group work, discussions, demonstrations, role plays and project work”.

This implies, teachers do scheme and lesson plan the various learner centered methods required for the effective delivery of Competence Based Curriculum and they plan to use them. However, through observation and document analysis, it was clear that most teachers do scheme and lesson plan, but they still do not know the different techniques in these methods, for example in group work, techniques like; giving groups tasks to different groups, timing group discussions and presentations, assigning group leadership roles and gender sensitivity during presentations was a big gap. It was clear that teachers are just moving around in the class without paying attention to those techniques which affects the delivery of Competence Based Curriculum since individual learner is not paid attention to by the teachers. This affects knowledge acquisition and learners do not profit from Competence Based Curriculum delivery since they are supposed to be knowledge constructors.

In support of the above respondent TT5 in school SS2 also agreed that;

“I always use learner centered methods of teaching like group work, discussions, role plays, demonstrations and drama during the lesson delivery and we were trained on how to facilitate in these methods though I have not yet mastered the techniques in different learner centered methods since I was used to teacher and chalk methods. Take for example in group work, sometimes I do not pay attention to an individual learner in those groups and few tend to be active. Besides, learners give wrong answers and they claim to be right since it’s the new curriculum which is hard for me”.

This implies that teachers are not prepared to use learner centered methods appropriately, like group work. It is evident that teachers do not know the various techniques in learners centered methods and so tend to become teacher centered, this was seen when they do not enrich the learners' presentations, encourage individual learner participation, link content with learners' experiences and make logical conclusions with relevant examples from society when learners are presenting to their fellow learners during the lesson delivery. This consequently affects the acquisition of relevant knowledge, skills and competences which are to be achieved by the individual learner at the end of the lesson, thus making them not to be problem solvers in society which Competence Based Curriculum advocates as suggested by the constructivist postmodern philosophers.

Besides, it is also further noted that during the delivery of Competence Based Curriculum, teachers have appreciated the use of learner centered methods as opposed to teacher centered methods of delivery in the old curriculum.

Respondents TTX7 in school SS1 acclaimed that,

“For real these learners centered methods in the Competence Based Curriculum are really good, you can go to the class and all learners are all interested in learning, it makes learners active other than being passive and from there you the teacher can also know the level of competences a learner has achieved through group work, discussions and presentations such as problem-solving skills, effective communication and team work. You can also know the faster learners and the time takers”. It is better than the old curriculum where the teacher knew everything”.

From the above, teachers are aware of the importance of using learner centered methods during the delivery of Competence Based Curriculum. This can be evidenced even in their schemes and lesson plans. However, during the lesson development in the lesson

plans teachers plan to use learner centered methods but they do not follow and use them properly with their techniques.

More so, respondent TT1 in school SS2 added,

“I like teaching using learner centered methods because it nurtures all the learners’ potential differences, it caters for a learner’s individual different cognitive experiences and abilities, it is learner centered and it involves learners unlike the old system where the teacher was at center of all learning and learners were passive listeners.

From the above assertion, it was observed that teachers made an effort to provide learners with the chance to actively participate during the lesson delivery by having them work in groups and pairs, sharing resources, looking interested about solving problems through investigation and expressing their personal experiences to address difficult societal issues. However, teachers were not in position to enrich learners’ answers, this was a very big gap in relation to usage of learner centered methods during the delivery of the Competence Based Curriculum.

4.4 The Teachers’ Preparedness in relation to Utilization of Instructional Materials

Regarding this study's second objective, it sought to explore teachers’ preparedness to use instructional materials in the delivery of Competence Based Curriculum. The focus was to find out; are teachers aware about the importance of using instructional materials during their preparedness in delivery of Competence Based Curriculum. Secondly, are instructional materials readily available, do teachers improvise instructional materials, use the local environment, how about teachers’ and learners’ text books, are they enough and lastly, do teachers use modern technologies and internet during the delivery of Competence Based Curriculum.

The research findings indicate that the teachers agreed that they are prepared to use instructional materials since instructional materials support learning.

Respondents, TT6 in school SS2 said,

“Instructional materials bring life to learning in a Competence Based Curriculum. They stimulate a learner to learn, and they even aid the teacher in providing clear explanations of new ideas and content, which improves a learner’s understanding of the material. Besides, instructional materials are crucial because they assist both the teacher and learners in avoiding rote learning and recitation, which may easily take over the entire lesson”.

Implying that teachers know the benefits of using instructional materials during the delivery of Competence Based Curriculum and they make sure they are expected to go to class with relevant teaching aids.

Similarly, respondent TTX1 in school SS1 added

” In this Competence Based Curriculum, instructional materials allow learners to have practical experiences with the content which help them to develop skills, concepts and to work in a variety of ways and to me as a teacher they make me more confident, effective and productive during lesson delivery. Besides, they take away some of the monotony in the class and offer content that makes learners sit up and take notes in a curious manner”.

Basing on the afore mentioned, it can be observed that teachers are aware of the importance of using instructional materials during the delivery of Competence-Based Curriculum and are always prepared to use them in the classrooms. This makes learning real since the learners are able to relate the instructional materials with the content and their daily experiences. It is clear through observation that the teachers were prepared to use the instructional materials during the lesson as planned in their schemes of work and lesson plans and they were displaying for the learners to see and interpret in the charts

and in the learners' text books hence encouraging the philosophical knowing process of acquiring knowledge empirically.

However, on the issue of availability of instructional materials,

Respondent TT5 in school SS2 said,

“Much as the instructional materials are good during the lesson delivery, sometimes I do not have them, take for example you are teaching about the physical features like the mountains, our environment is flat, there are no mountains and yet I am supposed to show to the learners these features practically, so sometimes I end up using pictures, which still does not make it practical for learner to observe and relate to the content taught with their experiences”.

Through observation it is clear that, much as the instructional materials support learning, the findings show that most times it is difficult for the teachers to relate the content to the daily experiences of learners practically hence, some competences may not be achieved by a learner during the lessons, like creativity, critical thinking and problem solving since he or she cannot relate the content with the teaching materials practically. This contradicts the empiricist' view of knowledge acquisition through use of senses by the learner during the teaching and learning process since knowledge is from without in (tabula rasa).

In support, respondent TTX3 in school SS1 added,

“Even us in our subject, we have always asked the administration to help us to buy the instructional materials but they tell us that there is no money to buy these items and also the learners are too many you can only end up showing them picture from the charts”.

From the above findings it's clear that teachers are not facilitated with the relevant instructional materials during their preparations, this affects the delivery of Competence

Based Curriculum as teachers just go to class with charts and pictures instead of the real teaching instructional materials. This was a very big gap which makes learning to be abstract since learners are not experiencing the content taught pragmatically through the use of teaching materials and yet valid knowledge can be obtained through the phenomena of observation, experimentation and verification through use of instructional materials from the local environment.

On the contrary respondents TTX1, in school SS1 said,

“Much as we do not have enough instructional materials, we try to look around our environment if we can see them around. But it is always difficult to get instructional materials relating to some themes this makes me to go to class without teaching instructional materials”.

From the above, much as teacher know that instructional materials can be gotten from the local environment, it is clearly observed that teachers, were teaching without instructional materials, they were only showing learners pictures in the text books and yet the environment was rich of instructional materials, implying that the teachers are not prepared and creative to think of materials outside the pictures from the text books and yet knowledge can be best gotten by the learners when they use the natural environment empirically.

On the issue of teachers and learners text books.

The head teacher HSM2, in school SS2 said,

“The Government through ministry of education and sports has tried to supply text books for teachers and learners, however, the books are very few and learners are too many. You can find that our teachers have put learners in groups of 7 to 8 but the whole group shares only one text book. But our teachers have at least been trained on how to use those learner’s and teacher’s books”.

Basing on the above, teachers have at least gotten training on how to use the learner's and teacher's text books. However, due to inadequate learners' text books, it is clear that, teachers were forced to make learners share one text book in groups of seven learners to one text book hence, some learners were not concentrating and following the lesson delivery since the scenarios were in the learner's text books which affects the learners' achievement of desired competences during lesson delivery since they lacked the reference and support materials to relate to their experiences.

In a similar vein respondent TT6 in school SS2 agreed that,

“I always have a challenge with the learner's text books, when you are beginning the lesson the learners must all have the text books because most of the content are in scenario form and learners are supposed to read and analyses the scenarios and do research, but because the books are very few and yet we have many learners, you will be forced to give only one learner to hold the book for the rest to see and read, this makes other learners to be left behind and yet they are supposed to make their own notes and research”.

Through observations, it was found out that teachers are prepared to use learners' text books during the delivery of the lessons, however due to limited books, teachers were dictating notes to learners during the lesson. This affects the acquisitions of relevant competences by the learner such as research and critical thinking which the Competence Based Curriculum advocates.

Still on the learners' text books the director of studies DD1 in school SS1 noted that,

“Some text books that we have are not matching, you can find that some themes in the syllabus are missing in the learner's and teacher's books, some text books begin with effects and the causes are not there and most of the text books have only one worked out example, this makes our teachers to use the old text books from the old curriculum”.

From document analysis, it was found out that some learners' text books are missing themes and are having one example given, this means that if the text books are all not matching, teachers' preparedness to use them is hampered, this makes them to make references to the old books which were not written in a competence manner hence it makes teachers preparations and planning difficult and the flow of the content in the themes.

On the issue of use of modern technologies and internet during the delivery of Competence Based Curriculum, teachers acknowledged that, there was inadequate preparedness to use modern technologies during the lesson delivery.

Respondent HSM1, in school SS1 said,

“Teaching using modern technology and internet is a big issue in our school here, our teachers are not well grounded and facilitated with this modern equipment like the laptops, internet is a big issue, they cannot reliably use it because of the network problem and internet bundles are not there and yet they need it to help them do research and get instructional materials”.

This implies that teachers' preparedness to use modern technology has been hampered by the teachers' inadequate modern technologies and internet, meaning teachers cannot easily get instructional materials and yet during the delivery of Competence Based Curriculum most of the learning materials can be accessed online to help teachers and learners enrich the content and achieve the desired competences.

Respondent TTX7 in school SS1 noted,

“For me as a teacher, I even don't have the smart phone, so it is difficult for me to access instructional materials from the internet and yet the teaching aids are also hard to get, the internet would have helped me a lot if I had access to the smart phone and internet”.

In all the schools visited the research finding indicate that the teachers are not prepared to use modern technology and internet during the delivery of Competence Based Curriculum and yet it is critical for teachers to be able to employ a wide range of ICT abilities in the twenty-first century to help them acquire instructional materials during the delivery of Competence Based Curriculum. This was a very big gap in relation to use of modern technology during the lesson delivery so as to access relevant teaching aids and supplement on the content delivery.

4.5 The Teachers' Preparedness in relation to Usage of appropriate Assessment

In third objective of this study, it sought to assess teachers' preparedness to use appropriate assessment modes during the delivery of Competence Based Curriculum.

The main emphasis was to find out whether the teachers were prepared to design assessment rubrics in scenario-based questions which should contain the basic three element like; the problem, the support instructional material to identity the problem and the solution to the problem. Besides, are teachers carrying out ongoing assessment and Compute marks using competence-based criterion reference assessment? However, in order to achieve this objective, the researcher analyzed and observed the lesson plans and schemes of work of teachers, learners' exercise books and interviewed the participants on whether the teachers were prepared to design appropriate assessment mode as per Competence Based Curriculum.

First and foremost, on designing assessment rubrics in scenario-based questions which should contain the basic three element like; the problem, the support instructional material to identity the problem and the solution to the problem. The indicators focused

on whether or not teachers planned to provide appropriate and regular performance scenario-based tasks and activities of integration during the delivery of the Competence Based Curriculum. It is clear that, teachers provided an opportunity for learners to express their understanding and guided learners to self-assessment and understanding of concepts even from peers using assessment tasks and activities of integration.

The respondent TT3 in school SS2 said,

“I always give learners tasks and activity of integration during the lesson; this is because it facilitates the easy execution of the curriculum by giving teachers the chance to identify themes that have been well-taught and covered as well as those that still need to be addressed”.

On the contrary, through observation the findings reveal that, there is no evidence of teachers designing their own criterion for assessing learners. The teachers relied on the samples that were given in the learners’ text books and teachers guides. The teachers are unable to set scenario-based questions during the course of teaching and learning.

This is in agreement with the director of studies DD2 in school SS2 who said;

“The teachers have not yet internalized on how to design tailored assessment rubrics in scenario-based on their own. So, our teachers have not gotten the skills to set these kinds of questions. They only rely on those given in the text books of learners and teacher’s guide”.

This suggests that teachers are unprepared to design their own assessment rubrics because they are not prepared to set scenario- based questions as required by Competence Based Curriculum. The scenario-based questions should contain the basic three element like; the problem, the support instructional material to identity the problem and the solution to the problem which teachers have not mastered. This hinders the acquisition of the relevant competences necessary to make a learner a problem solver in society which the

Competence Based Curriculum advocates. The teachers are used to setting direct questions which require a learner to reproduce the learnt content, which then makes him or her to lack the postmodern essential skills of a problem solver like critical thinking and creativity.

Similarly, respondents TTX2 in school SS1 added,

“For sure we rely on the worked examples given in the learners text books and the teacher’s guide but the challenge is that most of the questions given have only one worked example when you are to beginning the lesson and sometimes the questions require a learner to start from his or her own experiences inform of scenarios but sometimes the scenarios may not be practical , for example when I was teaching about physical features they are not here in our region , for example mountains and yet the task is for the learner to observe and see how its having a creator lake”.

Basing on the afore mentioned, it can be observed that the teachers still need more training on how to design assessment rubrics in a scenario-based, besides those in the text books both during the lesson delivery and at the end of the theme. It is also clear that teachers are not able to ask learner experiencing questions during the delivery of Competence Based Curriculum. Experiential questions help a learner to link the content he or she is learning with his or her personal experiences and the problems in society hence a learner leaves these classrooms when he or she has not gotten the relevant knowledge, skills and competences to be a problem solver in society which the Competence Based Curriculum emphasizes.

Besides, on the side of ongoing assessment, it is evident that this kind of assessment brings in the culture of health competition in classrooms among learners, assist in talent discovery, monitor teachers and learners’ performance during the delivery of the Competence Based Curriculum. Additionally, through continuous assessment, teachers

can obtain verifiable proof of how well an individual learner has learned and applied a particular skill in a formal or informal learning environment through observation, questioning, extended work, learning in group discussions, projects and demonstrations.

As a result, teachers must consistently assign homework to learners and enforce strict deadlines for completion. In addition, administrators need to make sure that learners' assignments are marked and that teachers are regularly tracking learners' experiences.

This is agreement with the response from the HSM1 in school SS1 upon being interviewed, who said,

“As opposed to examination of a particular scope of study in the specific area, Competence Based Curriculum requires teachers to always give learners assignments during and after the lessons which most of our teachers do not give due to the big number of learners we have in our classrooms”.

From the above, during the delivery of Competence Based Curriculum, teachers are mandated to always design and give learners continuous tasks to do, however due to the bigger numbers teachers just teach without carrying out individual continuous assessment which was a big gap.

In support, Respondent TTX5 in school SS1 added,

“In fact, I always give ongoing assessment, with this Competence Based Curriculum it requires teachers to always give learners assignments, continuous assessment always makes me to understand the weaker areas where my learners have not understood but the challenge is that the class is big, you have to mark all the books before you go to the next lesson, for real you cannot proceed to teach unless you first mark the previous work. In fact, this stresses me a lot and yet I have to lesson plan and design the teaching aids”.

This implies that the teachers always give ongoing assessment and they acknowledge its importance. However, teachers are facing a challenge of marking the learners' books because of the big numbers thus making them sometimes to teach without giving continuous assessment this affects the delivery of Competence Based Curriculum because learners are not given appropriate feedback.

Concerning computing marks in criterion reference assessment using identifiers like 3 for accomplished, 2 for moderate and 1 for basic gotten from the competences of relevancy, accuracy, coherence and excellency as per the Competence Based Curriculum.

The directors of studies DD2 in school SS2 upon being interviewed said,

“Most teachers are not well versed with tracking learners' assessment, documenting and computing marks as per the Competence Based Curriculum, they still use the old system of computing results and yet in the new curriculum marks are computed in terms of criterion reference assessment using identifiers like 3 for accomplished, 2 for moderate and 1 for basic gotten from the competences of relevancy, accuracy, coherence and excellency as per the Competence Based Curriculum which teacher do not know”.

This suggests that teachers are not sufficiently prepared to assess the Competence Based Curriculum since they are having trouble in tracking learners' assessment, documenting and computing their marks for summative reporting. This this was clear after observing the record books of teachers and learners' exercise books. The research findings indicate that most teachers are still using the old system of tracking learners' performance and the few were just putting marks without understanding what they were doing. This affects the compilation of marks for summative assessment at the end of senior four for national examinations.

In addition, respondents TT2 in school SS2 affirmed;

“In fact, we have a challenge of computing the learners’ marks as per the Competence Based curriculum, much as we were trained but we still find it difficult to compute the marks, at least we need more trainings on how to track learners’ performance, we are just gambling in computing those marks even in the activities of integration”.

From the above response it is indeed right for the teachers to get acquainted with how to track, compute and record learners’ performance in form of criterion-based reference assessment using identifiers like 3 for accomplished, 2 for moderate and 1 for basic gotten from the competences of relevancy, accuracy, coherence and excellency when learners are learning a given theme as per the Competence Based Curriculum. This is because the assessment is tailored towards a learner’s understanding, reasoning and critical thinking rather than ability to regurgitate memorized facts. The teachers are therefore, expected to document and profile what a learner can do and that which he or she cannot do at the end of a given theme so as to be problem solvers in society.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings on teachers' preparedness in delivery of Competence Based Curriculum in Government-aided Secondary Schools in Uganda and particularly in Soroti District.

This chapter also includes the Conclusion, Recommendations and areas for further research.

5.1 Discussion of findings

5.1.1 The Teachers' Preparedness in relation to Usage of Learner Centered Methods

The research findings from Government- aided secondary school head teachers, directors of studies and the senior three teachers who dispense episteme in the seven compulsory subjects in the Competence Based Curriculum, indicated that, teachers have been trained on how to use learner centered methods of teaching with their different technique which was done in a cascade model. These findings are supported by Day and Sachs (2018) who assert that, teachers need to have expertise and preparedness while using learners' methods of instruction necessary to help learners learn successfully. This necessitates continuous training for teachers, especially when a new curriculum has been developed. This is in line with the study conducted by Kurt (2017) who found out that, teachers' preparedness enhances use of instructional learner centered methods in content delivery. It is further supported by Abuya's (2017) who confirmed that professional and knowledgeable facilitators are necessary for the efficient delivery and implementation of

the Competence Based Curriculum when they have the capacity to use learner interactive methodologies with their techniques. This is also in congruence with Jengere (2017) who asserts that pedagogical knowledge and abilities about the integration of CBC elements, such as the core competences in instruction, are necessary for teachers to have in order to successfully facilitate teaching and learning in schools. This implies that training of teachers is imperative for successful delivery of CBC in schools. This is similar to a study by Momanyi and Rop (2019), who assert that, teachers in the Bomet East sub-county lacked the necessary training to effectively implement learner-centered techniques within the CBC educational system. They recommended that additional training be required to close the current gaps.

However, on the use of learner centered methods, teachers are aware of the importance of using learner centered methods during the delivery of Competence Based Curriculum. This can be evidenced even in their schemes and lesson plans. However, the research findings indicate teachers made an effort to provide learners with the chance to actively participate by having them work in groups and pairs, sharing resources, looking interested about solving problems through investigation, and expressing their personal experiences to address difficult societal issues. This finding is in agreement with the study by Casey (2018) who emphasized that the successful delivery of Competence Based Curriculum heavily depends on teachers' preparedness to embark on a new role of coaching and facilitating through use of learner-constructive and interactive methods rather than a traditional teacher approach of being the dictator of knowledge. This is in congruence with Momanyi and Rop (2020) who viewed teaching as a task focused solely on the facilitation of knowledge. Therefore, it is vital to provide teachers (both in-service

and pre-service) with the required abilities for addressing new teaching paradigms in order to address the need for changes in instructional approaches or methods as facilitators.

On the contrary, much as teachers schemed and lesson planned the various learner centered methods as per Competence Based Curriculum, the findings indicate that teachers have a challenge with the use of learner centered methods with their different techniques. This was clear in group work, techniques like; giving groups tasks to different groups of learners, timing group discussions and presentations, assigning group leadership roles and gender sensitivity during presentations which was a big gap. Teachers were just moving around in the class without paying attention to those techniques. Besides, they do not enrich learners' answers, link content with learners' experiences and make logical conclusions with relevant examples from society. This is in agreement with Chrappan (2015) study on teachers' preparedness in delivery of the Competence Based Curriculum in secondary schools, teachers are the least enthusiastic and supportive of competence-based delivery in their classes much as they scheme and lesson plan, they tend to use teacher centered methods. As a result, they lack conviction in the uniqueness of the newly developed approaches of teaching and learning, hence prefer teaching learners using the chalk and talk methods which affects their level of preparedness to deliver the Competence Based Curriculum. This in line with the study by Sifuna and Obonyo's (2019) who looked at the obstacles to CBC's successful implementation in Kenya. It was determined that the curriculum was not prepared and administered in a methodical manner. There was minimal training of teachers on the curriculum content and teaching methods. This is in congruence with the research by

Sitenei (2020), most Kenyan teachers took part in one-week training courses; a lesser proportion took two weeks. This implied that because they had not received enough training on the new curriculum, the majority of the teachers were ill-prepared to teach it.

Besides, the findings further reveal that some learners had difficulty in self-expression both verbally and in writing in terms of what they had been learning in class. Imaginative ability was a limiting aspect of some learners; this implies that the teachers need to infuse some competences through utilization of learner centered methods with their techniques like class projects, group work and demonstrations to allow an individual learner to achieve the desired competences. This is in congruence with the study findings by Kemboi and Nabwire (2017) who explored the North Rift region of Kenya on teachers' preparedness to deliver the Competence Based Curriculum, teachers' competence in pedagogical knowledge is paramount. It was found out that most teachers were not employing learner centered methods with their techniques like, project work, think-pair share, group work, dialogues and demonstrations. Similarly, in Zimbabwe, Zhuwale and Shumba (2017) who researched the qualities of teachers that hampered the smooth roll-out of the new Competence Based Curriculum in Zimbabwe's rural secondary schools, the study findings shown that, the teachers' the biggest problem that hampered the delivery of the new curriculum was their lack of preparedness in pedagogical understanding on how to infuse curriculum features into instruction. The teacher centered methods of delivery remain predominant making learners' passive listeners during the teaching and learning process. This is in line with a study conducted in 2017 by KICD, which explains that in order to make learning engaging and successful; teachers must not only intentionally incorporate the components of the CBC into their lesson plans, but also

possess a high level of expertise when it comes to implementing the teaching strategies that are required.

5.1.2 The Teachers' Preparedness in relation to Utilization of Instructional Materials

The research findings indicate that teachers agreed they were prepared to use instructional materials since instructional materials support learning. They make learning real since the learners are able to relate the instructional materials with the content and their daily life experiences. This is in agreement with a study by Muneja (2015) who discovered that, through using contemporary technology that enhance instructional resources, instructional materials assist the teacher in facilitating learning by enticing learners and arousing their curiosity and excitement. Therefore, to ensure access to the most up-to-date technologies, including computers and the internet, it is necessary to help prepare teachers as well as advance their research ability to have updated instructional materials during the delivery of the Competence Based Curriculum (Cator, Schneider, & Vander Ark, 2014). The finding is further in agreement with the assertion that teachers' preparedness to use instructional materials effectively such as digital tools is essential in helping learners make progress that will stick in their minds in the competence-based learning (K.I.C.D, 2017). This is in congruence with the study by Ondimu (2018), the purpose of instructional materials is to help learners communicate more effectively by reducing the complexity of complicated phenomena, bringing abstract context into harmony, bridging the gap in time and space between phenomena and the content taught and facilitating classroom activities.

On the contrary, through observation it clear that there is still a challenge on the teachers' preparedness to use instructional materials, teachers were not using the modern technologies like smart phones, internet and were unable to improvise instructional materials from the local environment during the teaching and learning process. This finding is in line with an observation by Ambei and Kim (2018) in their studies to determine the extent to which the teachers were delivering Competence Based Curriculum in secondary schools in Cameroon. The results shown that teachers still didn't know what a Competence-Based Curriculum was all about. They did not know how to use the instructional materials from the local environment and modern technologies like smart phones, internet during the teaching learning process. This is also in line with the study by Ondimu (2018), which found that teachers' incapacity to use information and communication technology (ICT) effectively impedes Kenya's adoption of competency-based curricula. Besides, teachers were teaching without instructional materials, they were only showing learners pictures in the text books, charts and yet the environment had them, implying that the teachers are not prepared and creative to think of materials outside the text books and charts. This finding vehemently agrees with the study conducted by Kyobe and Rugumayo (2015) who said that, the unique setting and instructional materials required for the delivery of Competence Based Education may not be available in most secondary schools since teachers are not creative to use the local environment and resources. Kyobe and Rugumayo (2015) contend that, Competence Based Curriculum necessitates the use of modern technology, laboratories, creative centers, smart boards, and classrooms at all levels. However, infrastructure and material resources that are insufficient could also make it difficult for teachers to deliver the

transition as intended. Teachers however, work in a limited environment with little instructional resources, chalk is the sole teaching item that is regularly provided by the schools and yet Competence Based Curriculum mandates teachers to use the real instructional materials so as to make the learners achieve the desired competences. Besides, few teachers have access to lesson planning materials, teachers' manuals, dusters, geometry rulers and tools, dictionaries, wall maps, pens, and manila papers (Zeiger, 2018). The findings reveal it was the same case with Uganda's context in terms of teaching resources. The teachers received training but they lacked resources to deliver the curriculum effectively for instance, learner's text books were few and yet learners were very many in the class this forced teachers to make learners share one text book in groups of seven learners to one book hence, some learners were not concentrating and following the lesson delivery since the scenarios were in the learner's text books. According to the study by Ambei and Kim (2018) it is crucial for Cameroon's educational stakeholders to come up with ideas to make sure teachers are knowledgeable about how to deliver the new Competence Based Curriculum effectively, and make sure they have access to sufficient teaching resources. This is in congruence with a study by Makunja (2015) who asserts that instructional materials can include two-dimensional items including photographs, illustrations, charts, books and posters. They could also be physical objects, models, or audio-visual tools such as television, video, computers, and the internet that promote learning in the Competence-Based Curriculum. Therefore, teachers' preparedness to use instructional materials effectively such as digital tools is essential to helping learners make progress that will stick in the competence-based curriculum.

5.1.3 The Teachers' Preparedness in relation to Usage of appropriate Assessment

Modes

The indicators focused on whether or not teachers were prepared to use appropriate assessment modes like, designing assessment rubrics in the scenario-based questions, use ongoing assessment and Compute marks using competence criterion- based reference assessment. The research findings from teachers indicate that, they were providing an opportunity for learners to express their understanding and guided them to self-assessment and understanding of concepts even from peers using assessment rubrics in scenario-based and activities of integration from the learner's text books. It is important to think about self-assessment as a method that involves learners' assessing their own learning and performance. This is in agreement with the study by KICD (2017) who asserts that Competency Based Curriculum focuses solely on learners' mastery of a competence rather than grade on completion of credit hours to determine successful completion of a theme of learning. More so, the assessment rubrics in delivery of Competence Based Curriculum is different from traditional curriculum, as it focuses on learners' performance and achievements rather than on memorization and theoretical understanding. This is in line with NCDC (2021) report on the delivery of Competence Based Curriculum; performance tasks require learners to demonstrate their skills and knowledge through real-world applications of the content. These tasks are designed to assess a learner's ability to apply his or her learning to solve problems in society or complete projects and this can be done by the teachers who are prepared to deliver Competence Based Curriculum.

On the contrary, through observation, there is no evidence of teachers designing their own criterion for assessing learners using scenario-based questions which should contain the basic three element like; the problem, the support instructional material to identify the problem and the solution to the problem. The teachers relied on the samples that were given in the learners' text books and teachers guides. It is also clear that teachers are not prepared to ask learners experiencing questions and yet experiencing questions help a learner to link the content with his or her individual daily experiences. This is in agreement with the study by Zeiger (2018) who asserts that, teachers need to be skilled in creating assessment rubrics that execute much more than simply grade or scores for learners. This is because assessment rubrics reflect each learner's level of progress and allows for the identification of individual learner's specific areas of need and experiences rather than group needs. This is also in line with Sabola (2017) who did a study in Malawi to see how well-prepared teachers were to teach the new secondary school curriculum. The study's goal was to determine whether secondary school teachers in Malawi had the capacity to create acceptable assessment instruments for the new curriculum. The survey found out that, there was little curriculum deliver in schools since the teachers lacked the necessary training to design assessment rubrics in the new curriculum. As a result, they continued to use outdated assessment methods from the prior curriculum. This suggests that it is essential for teachers to know how to administer a curriculum, particularly when it requires a shift in assessment techniques. This is in congruence with study by Muneja (2015) from Tanzania brought attention to the difficulties secondary school teachers encounter when putting the CBC into practice. According to the survey, teachers faced numerous difficulties that had an adverse effect

on how the curriculum was implemented. The highlighted challenges faced by the teachers in Tanzania include; teachers' lack of adequate knowledge on teaching and assessment methods.

Furthermore, research findings indicate that ongoing assessment bring in the culture of health competition in classrooms among learners, it assists in talent discovery, monitor teachers and learners' performance during the delivery of Competence Based Curriculum Government-aided secondary schools. This is in agreement with the study conducted by Kasule (2015) who asserted that assessment of the learner's level of competency mastery is also crucial to link assessment with continuous assessment, which includes moving away from being an isolated, occasionally timed examination at the end of a term of study to a competence-based assessment.

Besides, the research findings show that, most teachers are still using the old system of tracking learners' performance even in the activities of integration and the few were just putting marks without understanding what they were doing. Indeed, it's right for the teachers to get acquainted with how to track, compute and record learners' performance because as per Competence Based Curriculum the results of progressive assessments are part of the summative results at the end of the senior four (MOES,2020). According to NCDC (2021), as teachers prepare to roll out Competence Based Curriculum, they must have a thorough preview of learning outcomes, identify a learner's abilities, levels and demonstrate the capacity to generate a diverse range of assessment ratings which include assessing of individual learner performance inform of criterion -based reference assessment using identifiers like 3 for accomplished, 2 for moderate and 1 for basic gotten from the competences of relevancy, accuracy, coherence and excellency when a

learner is learning a given them as per the Competence Based Curriculum. Besides, the mode of as assessment and delivery of Competence Based Curriculum is different from traditional curriculum, as it focuses on a learner's performance and achievements rather than on memorization and theoretical understanding (NCDC, 2021). The new curriculum's assessment mode requires the use of methodologies that test a learner's comprehension, reasoning, and critical thinking rather than their capacity to retrieve facts from memory. The assessment methods stressed include portfolios, rating scales, checklists, project work, oral presentations, writing reports, analysis of text and practical tasks for demonstrating performance which needs adequate teacher preparedness. This is also in line with the suggestion by Jengere (2017) in his study that, the direction of the teacher's choice of delivery strategies is determined by assessment and the teacher is expected to use a variety of formal and informal assessment methods to track a learner's progress towards successful learning outcomes.

5.2 Conclusion

The study was epistemological and the purpose was to find out teachers' preparedness in delivery of Competence Based Curriculum in selected Government- aided selected secondary schools. Based on the three research questions of the study, the findings from the first research question reveal that, the teachers who dispense episteme in the seven compulsory subjects in senior three have at least been trained on how to deliver Competence Based Curriculum in terms of how to use learner centered methods of teaching which was done in a cascade model. This model helped to reach each teacher through the master trainers and trainers from NCDC. However, teachers have not mastered the usage of learner centered methods with their techniques during the delivery

of Competence Based Curriculum. They tended to be teacher centered which they were used to in the mechanized teaching and learning paradigm of teaching by considering learners as blank slates (tabula rasa) which is against the Postmodern teaching and learning paradigm where the teacher's role is that of facilitator, a stage setter, a mentor, a guide and the learners are co-constructors of knowledge with their teacher which the Competence Based Curriculum advocates.

In the second research question, the findings indicate that teachers agreed that, they were prepared to use instructional materials since instructional materials support learning. They make learning real since the learners are able to relate them with the content and their daily experiences. However, it was observed that teachers were unable to improvise instructional materials from the local environment and yet according the Naturalist philosopher's, education should be conducted within the natural setting of the learners since their essence has the oneness with nature's experiences which is acquired through the phenomena of observation, experimentation and verification by use of instructional materials from the local environment. However, teachers were showing learners pictures in the text books and yet the environment was rich with the instructional materials, implying that the teachers are not prepared to creatively think of materials outside the text books and charts during the teaching and learning process.

Lastly, from the third research question, the findings revealed that, teachers planned to provide appropriate and regular performance tasks and activities of integration during the delivery of Competence Based Curriculum. However, it is clear that, there is no evidence of teachers designing their own criterion for assessing learners. They have a challenge of setting scenario-based questions and computing marks based on criterion-based reference

assessment using identifiers like 3 for accomplished, 2 for moderate and 1 for basic gotten from the competences of relevancy, accuracy, coherence and excellency when a learner is learning a given theme as per the Competence Based Curriculum. This therefore, was a big gap yet these assessment marks constitute 20 percent of the final marks for summative assessment at the end of senior four National examinations.

5.3 Recommendations

Basing on the findings, the teachers should put emphasis on critical inquiry and critical pedagogy because they play a vital role in teaching and learning process as a facilitator. This is because professional and knowledgeable facilitators are necessary for the efficient delivery of Competence Based Curriculum when they have the capacity to use different learner interactive methodologies with their techniques. The Ministry of Education and Sports should therefore, continue to support teachers' preparedness through re-training of teachers even as they work in the educational situations. This is because Philosophically teachers are supposed to be facilitators and guides who withdraw knowledge from the learners because of their innate nature, knowledge is from within out (*Educere principles*).

There is also a need for the Government to provide Realia and other instructional materials to Government-aided secondary school in terms of teacher's and learner's text books, laboratories, apparatus and also encourage teachers to use the local environment to get the instructional materials. This is because according to Postmodern philosophers the learner is not blank and learning takes place when he or she uses his or her senses to inform the knowing process during the teaching and learning process.

Besides, in the postmodern learning environment, a learner controls and assesses his or her own learning activities and therefore, teachers need to relinquish control of the old teacher paradigm of assessment. There should be more continuous in-service trainings for teachers given by NCDC on how to set scenario-based questions, use ongoing assessment and compute learners' marks using criterion-based reference assessment as per Competence Based Curriculum so as to help teachers track and record marks from activities of integration for the National examinations at the end of senior four.

Finally, the teacher training institutions should integrate Competence Based Curriculum in to their teaching syllabus so as to produce teachers who are well versed with the Competence Based Curriculum which is the postmodern philosophical teaching and learning paradigm.

5.4 Areas for further research

Basing on the study's findings, there is need for researchers to conduct further research on the following areas;

- i. The same study should be done in Private secondary schools to ascertain the level of teachers' preparedness to deliver Competence Based Curriculum.
- ii. Learners' perceptions on the delivery of Competence Based Curriculum Government-aided secondary schools.

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APENDICES

APPENDIX 1: INTERVIEW GUIDE FOR ADMINISTRATORS (Head Teachers and Directors of Studies)

Dear respondent,

I am Basil Omoding, a student pursuing Master of education in foundations of education from Kyambogo University. I would like to get information about **Teachers' Preparedness in Delivery of Competence Based Curriculum in selected Government-aided secondary schools in Soroti district, Uganda.**

You have been identified as the best source of this information since you are the support supervisor of the teachers who deliver Competence Based Curriculum. Information obtained will be kept confidential and your names are not required.

Section A: Background information of respondents

1. Gender identity: Male Female

2. Experience: 1 to 5 years. 6 to 10 years. 11 and above

3. Subject taught.....

4. Class:

5. Education level: A. Masters B. Bachelors C. Diploma D. Others (Specify)

SECTION B:

Subsection 1. Teachers' Preparedness to use Learner Centered Methods

1. a) How are your teachers prepared to use learner centered methods of delivering Competence Based Curriculum?
 - b) In which ways do the teachers exhibit this preparedness?
 - c) Which kind of teaching methods do your teachers use?
 - d) In your view, what are the importance of using learner centered methods during the delivery of the new lower secondary curriculum?
2. Have your teachers been trained in the use of learner centered methods and their techniques during the delivery of the new lower secondary curriculum?

Subsection 2. Teachers' Preparedness to utilize Instructional Materials

3. Are teachers trained on how to make and use instructional material as per Competence Based Curriculum?
4. Are the instructional materials readily available in your school?
5. What is the importance of teachers using instructional materials?
6. Are your teachers using the modern technologies for getting instructional materials?
7. Are your teachers prepared to design and improvise the instructional materials during the delivery of the new curriculum?

Subsection 3: Teachers' Preparedness towards use of appropriate Assessment Modes

8. In your opinion, are your teachers prepared to carry out assessment during the delivery of Competence Based Curriculum?
9. Which kind of assessment do they administer?
10. What is your teachers' preparedness towards assessment in relation to;
 - i) Ability to design assessment rubrics and set scenario-based questions.
 - ii) Ability to give activities of integration.
 - iii) Record and computing marks a competence based on criterion reference assessment mode.

THANK YOU FOR YOUR RESPONSES

**APPENDIX 2: INTERVIEW GUIDE FOR LOWER SECONDARY SCHOOL
TEACHERS**

Dear respondent,

I am Basil Omoding, a student pursuing Master of education in foundations of education from Kyambogo University. I would like to get information about **Teachers' Preparedness in Delivery of Competence Based Curriculum in selected Government-aided secondary schools in Soroti district, Uganda.**

You have been identified as the best source of this information since you are the implementers of Competence Based Curriculum. Information obtained will be kept confidential and your names are not required.

SECTION A: Background information of respondents

1. Gender identity: Male Female
2. Experience: 1 to 5 years. 6 to 10 years. 11 and above
3. Subject taught.....
4. Class:
5. Education level: A. Masters B. Bachelors C. Diploma. D. Others (Specify)

SECTION B:

Subsection 1. Teachers' Preparedness to use Learner Centered Methods

1. a) Have you been re- trained to use learner centered methods of delivering the new lower secondary curriculum?

- b) In your opinion, what are the importance of using learner centered method when delivering the Competence Based Curriculum?
2. Which methods do you always use and preferably, why?
 3. Are you able to give every learner individual attention during instructions?
 4. Are you able to use different techniques in the learner centered methods?

Subsection 2. Teachers' Preparedness to utilizing Instructional Materials

- 5 Are the instructional materials readily available?
- 6 Are you always prepared to use them during the teaching and learning process?
- 7 Are you using the latest technologies for getting instructional materials?
- 8 Do you always improvise instructional material?
- 9 Are there benefits of using instructional materials during the delivery Competence Based Curriculum?
- 10 What is the learner's textbook ratio?
- 11 Are digital devises sufficient and are they in use?
- 12 Are teachers guides available for all the subjects?

Subsection 3. Teachers' Preparedness towards using appropriate Assessment Modes

- 13 In your opinion, are you prepared to carry out appropriate assessment during the delivery of Competence Based Curriculum?
- 14 Which kind of assessment do you always administer?
- 15 What is your preparedness towards assessment in relation to;
 - i. Ability to design assessment rubrics and ask scenario- based questions.

- ii. Ability to give activities of integration.
- iii. Record and computing marks using competence criterion reference assessment mode.

16 Do you always allow learners to assess themselves during the delivery of Competence Based Curriculum?

17 Have you received any training on how to assess learners using the new Competence Based Curriculum?

THANK YOU FOR YOUR RESPONSES

APPENDIX 3: DOCUMENT ANALYSIS TOOL FOR LOWER SECONDARY SCHOOL TEACHERS

Study topic: Teachers’ Preparedness in Delivery of Competence Based Curriculum in selected Government-aided secondary schools in Soroti district, Uganda.

SECTION A: Background information of respondents

- 1. Gender identity: Male Female
- 2. Experience: 1 to 5 years. 6 to 10 years. 11 and above
- 3. Subject taught.....
- 4. Class.....
- 5. Education level: A. Masters B. Bachelors C. Diploma D. Others (Specify)

SECTION A: SCHEMES OF WORK

- 7 (a) Does the scheme of work indicate the teachers’ preparedness in delivery of Competence Based Curriculum in terms of?
 - i. Use of learner centered methods with their techniques.
 - ii. Use of instructional materials from the local environment and the modern technologies
 - iii. Assessment modes (Setting scenario- based questions and computing learners marks using criterion reference assessment)

SECTION B: LESSON PLANS

8 (a) Does the Lesson plan indicate how teachers are prepared in delivery of the Competence Based Curriculum in terms of?

- i. Use of learner centered methods with the techniques.
- ii. Use of instructional materials from the local environment and the modern technologies
- iii. Appropriate Assessment mode (Setting scenario- based questions and computing learners marks using criterion reference assessment)

b) Does the Lesson plan specify the lesson activities/tasks learners will do during the delivery of Competence Based Curriculum in terms of?

- i. Use of learner centered methods with their techniques
- ii. Use of instructional materials
- iii. Appropriate assessment mode and techniques.

END

APPENDIX 4: DELIVERY LESSON OBSERVATION TOOL FOR THE LOWER SECONDARY SCHOOL TEACHERS

Study topic: Teachers’ Preparedness in Delivery of Competence Based Curriculum in selected Government-aided secondary schools in Soroti district, Uganda.

SECTION A: Background information of respondents

1. Gender identity: Male Female

2. Experience: 1 to 5 years. 6 to 10 years. 11 and above

3. Subject taught.....

4. Class.....

5. Education level: A. Masters B. Bachelors C. Diploma D. Others (Specify)

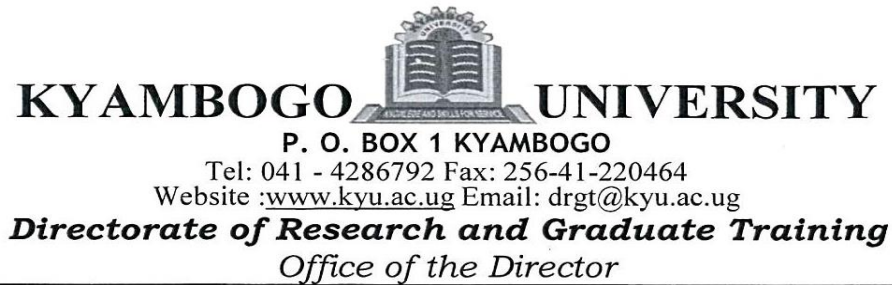
SECTION B: Observation points for Teachers’ Preparedness to Deliver the Competence Based Curriculum during the teaching learning process.

Delivery of the Competence Based Curriculum.	Implemented	Not implemented	Remarks
Teachers’ preparedness to use of Learner Centered Methods			
Which learner centered methods are teachers using during the delivery of the Competence Based Curriculum.			

Teachers providing collaborative tasks to learners in groups.			
Learners constructing knowledge on their own while the teacher is facilitating.			
Teachers using learner centered method with their different techniques.			
Teachers' preparedness to use Instructional Materials			
Availability of instructional materials during the delivery of the new curriculum.			
The textbook: learner to learner ration.			
Presences of teachers guides as per the Competence Based Curriculum.			
Use of digital devices to learn (digital literacy).			
Ability for teachers to improvise instructional materials from the local environment during the teaching learning process.			
Teachers' Preparedness towards using			

appropriate Assessments Modes			
Assessment rubrics designed by teachers on their own.			
Teachers asking scenario- based questions to learners in order for them to apply learnt knowledge and skills (critical thinking and problem and solving) during the lesson.			
Conducting formative assessment and giving activities of integration during the end of the theme.			
Computing marks using competence based- criterion reference assessment as per the Competence Based Curriculum.			

APPENDIX 5: INTRODUCTORY LETTER



APPENDIX 4

Date: March 18, 2024

TO WHOM IT MAY CONCERN

RE: OMODING BASIL

Dear Sir/Madam,

This is to introduce to you the above named student Reg: No **20/U/GMEF/14312/PD** pursuing Master of Education in Educational Foundations, Department of Foundations and Psychology, Kyambogo University.

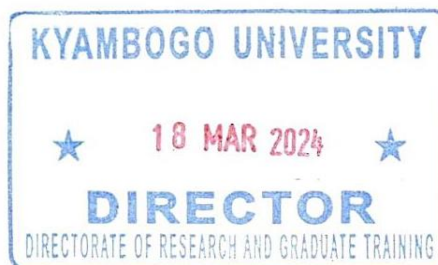
He intends to carry out research on **Teachers' Preparedness to deliver the New Lower Secondary School Curriculum in Government Aided Secondary Schools in Soroti District** in partial fulfillment of the requirements of the award of Master of Education in Educational Foundations.

The purpose of this letter therefore is to request you to grant him permission to carry out his study in your institution.

Any assistance rendered to him will be highly appreciated.

Yours sincerely,


Prof. Bosco Bua
AG. DIRECTOR





Department of Foundations of Education and Education Psychology

APPENDIX 6: INFORMED CONSENT FORM

The purpose of this study is to **explore Teachers’ Preparedness in Delivery of Competence Based Curriculum in Soroti district, Uganda.**

Participant Selection:

You have been selected because of your experience which can contribute much to our understanding and knowledge regarding teachers’ preparedness in the delivery of Competence Based Curriculum. Your participation is entirely voluntary and you have the right to decline or to end the interview without penalty.

Anonymity and Confidentiality: Your identities will be kept completely confidential and will remain anonymous because pseudonyms will be used instead of names.

Access to Confidential Records: Only the researcher will have access to the data.

Contact Information: +256788682391 or email basilioomoding@gmail.com
Head of Department, FED & PSY, KYU (Dr. Kutesa Disan, 0772397972)

Participant Consent:

I have read and had the opportunity to ask questions regarding this consent form. I also consent to the audio taping of the interview.

I agree to be audio recorded I do not agree to be audio recorded

Signature	Pseudonym	Date
_____	_____	_____

Name of the researcher _____

Signature _____

APPENDIX 7: BUDGET FOR THE ACTIVITIES OVER THE PERIOD OF RESEARCH

ITEM	COST
Proposal writing	130,000shs
Construction of tools and data collection	120,000shs
Drafting report	40,000shs
Final report	300,000shs
Feeding	150,000shs
Transport	400,000shs
Total	1,140,000shs

APPENDIX 8: TABLE FOR ACTIVITIES OVER THE PERIOD OF RESEARCH

The table below shows the researcher's activity work plan which guided him to enhance the completion of the research in the year 2024 under the listed months.

Tasks	To be Completed By (Month/Week)																					
	April, 2023				February, 2024				March, 2024				April, 2024				May, 2024					
Weeks in the month	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Proposal writing	→																					
Construction of tools				→																		
Data collection											→											
Data analysis											→											
Drafting report													→									
Final report													→									