TEACHERS' EXPERIENCES OF IMPLEMENTING THE COMPETENCE-BASED CURRICULUM IN UGANDA: A CASE OF SELECTED SECONDARY SCHOOLS IN WESTERN UGANDA

AHABWE MONICA

MED-TE (AKU); BED (MAK); DIP IN EDUC (ITEK)

18/U/GDED/19647/PD

A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY OF EDUCATION OF KYAMBOGO UNIVERSITY

OCTOBER, 2025

DECLARATION

This dissertation is my original work and has never been presented for a degree award in any other University.

Signature: _____ Date: _____

APPROVAL

We as university supervisors confirm the work was done by the candidate under our supervision.

Signature:_____Date:_____

Dr. Lydia Namatende-Sakwa

Department of Curriculum, Pedagogy and Education Media, School of Education-Kyambogo University.

Signature_____Date:_____

Dr. Rebecca Florence Kirunda

Department of Languages and Communication Studies, Faculty of Arts and Humanities-Kyambogo University.

DEDICATION

I dedicate this dissertation to my dear children Louisa, Louella, Joel, Lauren and my dear husband Dr. Kariisa Henry Ampeire.

ACKNOWLEDGEMENT

I am deeply grateful to God for the gift of life, strength, and grace that have sustained me throughout this academic journey. I extend my sincere appreciation to the Ministry of Education and Sports for granting me employment and study leave, which enabled me to undertake this course. My gratitude also goes to Bishop Stuart University for fostering the advancement of my academic career.

I am greatly thankful to my supervisors, Dr. Lydia Namatende-Sakwa and Dr. Rebecca Kirunda, for their unwavering support, commitment, and constructive feedback. Dr. Namatende, thank you for the "tough love" that has challenged me and many other PhD students to produce credible academic work. You helped me discover a side of myself I never knew existed. Dr. Kirunda, thank you for believing in my ability to persevere and succeed. I would like to thank Dr. Luyiima Jimmy-the head of department Curriculum, Pedagogy and Education media as well as Associate. Professor George. W. Kasule-the Dean-School of Education for their unwavering support.

My gratitude goes to the 2018 cohort for their collegial spirit. Aziz, Kato, Harriet, Rosemary, Nkambwe, Sylva, Richard, Isabirye, and Wilberforce, thank you for your critical "eyes." I am equally grateful to Rose Akullo, Mercy Sharon Nansubuga, and the Higenyi family for standing by me with moral, physical, and social support. I wish to acknowledge my former head teacher, Mr. Bitarinsha Charles, for being understanding when the PhD journey became more demanding. To Lukier, Janerose, Mande, Christine, and Frida, thank you for your encouragement and prayers. My heartfelt thanks also go to my social support team members: Mrs. Dina Byaruhanga, Fabu Christine, and Atukunda

Judith, for your unwavering moral, spiritual, and emotional support. To the Mbarara Lift Up Jesus Church family, and the family of Mr. and Mrs. Birikwija, thank you for your prayers and encouragement.

Lastly, I deeply appreciate my dear husband, Dr. Kariisa, for creating an environment in which my PhD studies could flourish. To my siblings, Edwin, Apophia, Eva, Carol, Kenneth, and Arnold, thank you for your prayers and goodwill. To my beloved children, I am grateful for your prayers and inspiration.

TABLE OF CONTENTS

LIST OF TABLES

OPERATIONAL DEFINITION OF TERMS

Teachers: Teaching staff that have undergone teacher training and are qualified to teach at secondary school level in Uganda.

Experiences: The realities teachers undergo during the process of curriculum implementation, as they perform their roles of planning, teaching and assessment of learners.

Curriculum Implementation: The process of enacting the prescribed curriculum through the teacher's role of planning for teaching, teaching and assessing learners.

Planning: The activities a teacher engages in to prepare for the teaching-learning process with a focus on the activities of making a scheme of work, lesson plans, and selection/use of teaching resources.

Teaching: The teachers' act of supporting the process of learners' knowledge construction and understanding by building on the learners' previous knowledge (UNESCO, 2013) through teaching strategies and use of teaching materials.

Assessment:: The teachers' actions of gathering information about students' learning with the aim of determining students' progress, as well as helping them to reach their learning goals.

Competence-Based Curriculum: An approach to teaching and learning that emphasises development and application of knowledge, skills attitudes and values through learner-centered pedagogy.

ACRONYMS

CBA	Competence-Based Assessment
CBAM	Concerns-Based Adoption Model
CBC	Competence-Based Curriculum
CBE	Competence-Based Education
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
OECD	Organisation for Economic Co-operation and Development
UNESCO	United Nations Educational, Scientific and Cultural Organisation

ABSTRACT

This study explored teachers' experiences in implementing the Lower Secondary Curriculum (LSC) in Mbarara City in Uganda with a focus on planning for teaching, teaching and assessment. Underpinned by a constructivist research paradigm which enabled interpretation of subjective meanings of participants, this study employed a qualitative multiple case study design. Data was collected using in-depth interviews, classroom observations and documentary analysis from teachers of English and Mathematics from a well-resourced, averagely resourced and low resourced school. The study was guided by the following research questions: How do secondary school teachers experience planning for teaching using the Lower Secondary Curriculum in Mbarara City in Uganda?; How do secondary school teachers experience teaching using the Lower Secondary Curriculum in Mbarara City in Uganda?; How do secondary school teachers experience assessment using the Lower Secondary Curriculum in Mbarara City in Uganda? Data were analyzed following analysis procedures in qualitative research. With regard to planning, findings revealed that the LSC planning involved occasional lesson plan development, internet use, scheme of work construction, collaborative scheming and engagement with generic skills. While teachers found planning beneficial for readiness and teaching competences, it was constrained by inadequate resources and time. Teachers required training opportunities and availability of resources to optimize planning. Teaching involved adoption of learner-centered, teacher-centered methodologies as well as integration of both; use of authentic and non-authentic materials. It further fostered critical thinking, and a conducive environment but part-timing, resource inadequacy, large classes and low achieving students limited its application. Enablers included resource access, LSC design, learner nature and supportive school environment. Assessment involved examinations, activities of integration, daily class activities, peer assessment, triangulation methods. Teachers perceived assessment of the LSC as fair, motivating, required commitment and small numbers coupled with providing an avenue for studying the learner. Enablers to assessment included teachers' desire to conduct assessment, teacher knowledge of their students, some formative assessment methods and collaboration. However, assessment was constrained by the use of RACE, inadequate teacher competences in assessing projects, large classes, insufficient guidelines on how to set exams, and failure to fully follow stipulated guidelines. Teachers needed training in assessment. This study recommends that the Ministry of Education and Sports (MoES) allocates more funding to teaching resources and facilities especially in the low resourced schools to support teaching and assessment, intensify teacher training to equip teachers with competencies in planning, teaching and assessment. Furthermore, collaborative support structures be designed at school level to aid teacher planning and assessment. The MoES should reduce the teacher-learner ratio to increase teacher commitment to assessment as well as strengthen instructional supervision and monitoring to enhance compliance to stipulated assessment practice of the LSC.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education systems contribute to societal advancement by prescribing curricula that specify subjects and/or courses of study with defined objectives, content, modes of instruction, as well as assessment measures (Lashley, 2019; Stabback, 2016). These stipulations are executed through the curriculum implementation process, in which content, modes of instruction and assessment measures are taken up to achieve the aims and objectives of the curriculum (Calugan, 2013). This proces is carried out through instructional strategies, teaching-learning activities, resources and/or tasks (Nevenglosky, 2018; Nnabuike et al., 2016). In addition, curriculum implementation involves broader aspects such as supervision to ensure adherence to policy and prescribed instructional standards as well as the provision of adequate resources including human, material, and equipment to facilitate teaching and learning (Bediako, 2019).

However, unless a prescribed curriculum is translated into classroom practice with fidelity, it may fail to attain the purposes for which it was designed (Konokman et al., 2017; Nnabuike et al., 2016). The teacher, therefore, is at the heart of the curriculum implementation process (Alsubaie 2016; Mandukwini, 2016) as it is the teacher who translates, adopts and/or adapts the planned curriculum into meaningful learning experiences during curriculum implementation (Stabback, 2016). In this regard, the teacher performs three major roles related to the implementation process; that is, planning, teaching

and assessment (Konokman et al., 2017; Solon, 2013). Consequently, the ways in which a teacher plans for teaching, undertakes the teaching and assesses learning, determines how well a stipulated curriculum is implemented.

Uganda began implementing a Competence-Based Curriculum (CBC) at the secondary level in February 2020-the Lower Secondary Curriculum (LSC) (National Curriculum Development Centre [NCDC], 2021). The curriculum emphasises learner-centered methodologies and formative assessment, departing from the previous examination-oriented, teacher-centered approach. The Government of Uganda (GOU) has supported implementation through teacher professional development and distribution of course books, among other support measures. However, emerging evidence suggests a persistent disconnect between CBC implementation and classroom realities. For instance, Ahabwe (2022) found that teachers possessed limited knowledge of formative and summative assessment approaches, while Wambi et al. (2024) reported continued use of lecture and "chalk and talk" methods rather than the recommended learner-centered strategies. Although both quantitative and qualitative studies report low uptake of formative assessment techniques among other challenges (Namubiru et al., 2024; Wambi et al., 2024), qualitative insights into how teachers navigate planning, teaching, and assessment under the LSC remain scarce. This study, therefore, explored teachers' experiences in implementing the LSC with a focus on the three aforementioned aspects to inform more responsive support mechanisms and policy interventions. This study is timely, given the paucity of such studies in Africa, where several

governments are grappling with curriculum reforms (Kibuna, 2013; Owala, 2013).

1.1 Background

To further understand curriculum implementation, the study first examines the historical perspective to illustrate how curriculum implementation has evolved over time. It then presents the theoretical framework that underpins the study. The conceptual perspective follows, operationalising the key terms used in the study. Next**,** the contextual perspective is presented, leading into the statement of the problem, purpose of the study, research questions, scope, and significance of the study.

1.1.1 Historical Perspective

In the early 20th century, curriculum was viewed as a body of subject matter prepared by teachers for students to learn (Calugn, 2013). Traditional approaches emphasised the teacher as the primary controller of classroom activities and students as passive listeners during classroom discourse (Mapesos, 2017). Memorisation, recitation, and skill acquisition of skills were emphasised (Dagar & Yadav, 2016), with learning measured by reproduction of memorized information (Nzulumike, n.d.). Instructional planning centered on specifying objectives, selecting and organising learning experiences, and evaluation (Anfara et al., 2009). Assessment was separate from teaching, primarily through testing (Brooks & Brooks, 1999), and textbooks served as the main instructional material.

The traditional approach in curriculum implementation was later criticized by Dewey in his progressive philosophy of education in 1938,

emphasising the idea of "learning by doing" (Khasawneh et al., 2016). The idea of "learning by doing" began influencing American progressive education in the late 19th and early 20th centuries after the publication off Dewey's works on "The School and Society" (1899), "The Child and the Curriculum" (1902), and "Democracy and Education" (1916) (Fallace, 2020). Since the 1990's there has been more emphasis on preparing learners through the development of a wide range of competences which require development and application of new understanding (Stabback, 2016) to solve problems encountered in everyday life (Fleish et al., 2019).

As such, contemporary curriculum implementation emphasises the development of competences such as critical thinking, collaboration, problem-solving, communication, creativity, cross-cutting issues knowledge, management and appreciation of diversity, lifelong learning, and Information Communication and Technology (ICT) proficiency (Fleish et al., 2019; Stabback, 2016). This approach to implementation is embedded in the practice of Competence-Based Education (CBE) that encourages learning where students discover, discuss, appreciate and verbalise their knowledge, as well as construct their own knowledge basing on their schema (Gazibara, 2018; McLeod, 2019). Teachers act as guides and facilitators, with assessment integrated into the learning process (Bhattacharjee, 2015). Planning is viewed as a continuous mental process that considers resources, learner needs, and other aspects of the instructional context (Ball et al., 2007). While textbooks remain useful, emphasis is placed on authentic materials to enhance meaningful learning.

Competence-Based Education (CBE) has been adopted in developed countries such as Finland, Canada, Malaysia, and New Zealand (Fleish et al., 2019), and more recently in developing contexts including South Africa (1998), Tanzania (2005), Ethiopia (2009), and Kenya (2016). In South Africa, the reform sought to produce skilled graduates but its implementation was undermined by limited resources, inadequate teacher preparation, and weak orientation (Komba & Mwandanji, 2015; Fleish et al., 2019). Ethiopia introduced CBE to address economic demands, yet large class sizes hinder effective continuous assessment (Fleish et al., 2019). In Tanzania, teachers' focus on content rather than competences has raised concern about the capacity of the reform to foster 21st-century skills (Komba & Mwandanji, 2015). Similarly, Kenya's child-centered curriculum aimed at problem-solving has struggled with inadequate resources, insufficient teacher capacity, and overcrowded classrooms (Njeng'ele, 2017; Okoth, 2016).

In 2020, Uganda introduced the CBC for lower secondary to prepare graduates for the 21st-century world of work. This reform built on earlier efforts to reorient education towards practical relevance. The 1989 Education Policy Review Commission (EPRC), chaired by Prof. Senteza Kajubi, noted that the system was producing graduates who lacked self-reliance and practical skills for national development, and recommended a shift to skills-based, employment-oriented education (Kajubi Report, 1989). The 1992 Government White Paper responded by emphasising vocationalisation of education through integrating practical subjects at all levels (Republic of Uganda, 1992). This agenda was advanced by the 2008 Business, Technical and Vocational

Education and Training (BTVET) Act, which advocated for the establishment of community polytechnics to support school leavers, the under-employed and unemployed (MoES, 2012). However, vocational education faced adoption challenges, as many Ugandans preferred academic pathways (Kim, 2021). Unlike vocational education, which targeted learners after school, the LSC seeks to equip students with employable skills while in school.

The LSC emphasises learner-centered pedagogy, formative assessment, and competence development among other aspects. The curriculum has so far been implemented for five years amidst challenges and concerns. Wambi et al. (2024) study for instance found that most teachers struggled with lesson planning and continued to rely on lectures, question-and-answer, and "chalk and talk" methods rather than learner-centered methods like small group work. This suggests that the LSC has not yet transformed classroom practice, highlighting the need to explore teacher experiences to understand the contextual realities shaping its implementation.

1.1.2 Theoretical Framework

This research was underpinned by the Concerns Based Adoption Model (CBAM), developed by a team of researchers at the Research and Development Center for Teacher Education at the University of Texas in the USA in the 1970's and 80's. The CBAM is a set of tools and a theoretical model that is largely concerned with explaining, monitoring, describing and understanding the implementation process of curriculum material and instructional practices as experienced by teachers within the context of change (George et al., 2013). Central to the CBAM is the idea that the teacher is the main agent in curriculum

implementation at school level (George et al., 2013). Successful implementation according to the CBAM requires more than providing training, resources and materials but giving attention to the human element-the people who actually do the work (American Institute for Research [AIR, 2015]).

As a set of tools, the CBAM comprises three components: “the stages of concern,” which describe the feelings and perceptions individuals experience during implementation of change; “the levels of use,” which capture the behavior individuals exhibit in relation to the innovation; and the “innovation configuration,” which outlines the various ways the new practice may be enacted in real settings (Hall & Hord, 2015). In addition to these tools, the CBAM is grounded on six key assumptions that offer a conceptual basis for understanding and observing the dynamics involved in implementation of change (Hall & Hord, 2015). First, change is a process that unfolds over time, and not a one-time event. Second, individuals are the drivers of change that need to be focused on during the change process. Third, the change process is extremely a personal experience and how it is perceived by the individual will strongly influence the outcome. Fourth, Implementation involves developmental growth in skills and feelings. Fifth, change must be understood in operational terms through diagnostic approaches. Sixth, people responsible for the change process must work in an adaptive and systematic environment and progress monitored constantly.

While the CBAM offers both diagnostic tools and guiding assumptions, this study was informed by the model’s assumptions rather than its tools. The diagnostic components are primarily prescriptive in nature, and their use could

have constrained the ability to capture rich, in-depth narratives of teachers' experiences about implementing the LSC. Moreover, these tools are typically employed to evaluate progress in implementation (for instance, by locating teachers along the concern continuum), yet the purpose of this study was not to measure implementation fidelity. Instead, the study sought to explore teacher experiences from a broader, more holistic perspective.

This study drew on assumptions 1, 2, 3, and 6 of the CBAM, as they align with the central premise that teachers' personal experiences significantly shape curriculum implementation and that change is a process that requires time. Assumptions 4 and 5 were not used as the study did not focus on developmental growth in skills as well as examining teacher diagnostic approaches but teacher experiences from a broad perspective. Assumptions 1, 2, 3 and 6 emphasise the importance of giving attention to teachers during the implementation of the LSC, since they are best positioned to understand the realities that influence implementation processes. They also highlight the need for adaptive environments that support teachers' work, which informed the purpose of this study on exploring teachers' experiences as a basis for guiding policy and practice in subsequent phases of the LSC implementation. In this regard, the four CBAM assumptions provided a lens as well as framed the research questions, data collection and analysis that focused on examining teachers' experiences in terms of their perspectives, practices, concerns, enablers, challenges, and forms of support required in the implementation of the LSC for a particular period of time.

Although the CBAM does not offer a lens for studying systematic policy dynamics or cultural influences, it helps to describe the implementation processes, generate timely feedback and data driven recommendations for continuous improvement or support of implemented programmes (Olson et al., 2020). Since emerging evidence about the LSC suggests a persistent disconnect between CBC implementation and classroom realities coupled with teacher implementation challenges (Nantambi, 2022; Wambi et al. 2024), it is a pointer that teachers might be having concerns about its implementation, making the CBAM suitable for foregrounding this study. By exploring teacher experiences in implementing the LSC with regard to their perspectives, practices, concerns, challenges and forms of support required, the CBAM helped to describe the implementation processes, provided feedback and evidence-driven recommendations for the subsequent phases of implementation of the LSC.

1.1.3 Conceptual Perspective

This section illuminates how the concepts, curriculum implementation, CBC, experiences, planning, teaching and assessment, were taken up in this study. Curriculum implementation is the process of translating the planned course of study into syllabuses, schemes of work and lesson plans to support teaching-learning (Garba, 2004). Similarly, Chaudhary (2015) defines curriculum implementation as putting into practice the officially prescribed course of study, syllabus or subjects to enable learners acquire knowledge and experience. In this study, curriculum implementation was operationalised as the process of enacting the prescribed curriculum through the teacher's role of

planning for teaching, teaching and assessing learners as stipulated in the implementation guidelines of the LSC.

Experience refers to the skill, knowledge, or mastery gained through involvement or exposure to an event (Mandukwini, 2016), as well as the everyday flow of happenings lived through without reflection (Van-Manen, 2014; Tomkins & Eatough, 2013). It is the reality inseparably tied to one's consciousness of it (Schram, 2006). Dewey (1934, as cited in Dahal & Gerrit, 2005), defines experience as "the result, the sign and the reward of that interaction between organism and environment, a transformation of interaction into participation and communication" (p.2). In this study, Dewey's ideas illuminate how teachers' experiences shape their enactment of the LSC. Similarly, the CBAM emphasises that implementation is an intensely personal experience, with individual perceptions strongly influencing outcomes (Hall & Hord, 2015). Thus, this study operationalised experience as the individual and contextual realities teachers encounter during curriculum implementation.

Competence-Based Curriculum refers to "the mastering of skills, ability, knowledge and capabilities which enable a leaner in solving different problems in the society." (Chunga, 2020 p.230). Makunja (2016) conceptualises CBC as a curriculum that emphasises what learners are expected to do rather than majorly focusing on what they are expected to know. Mulenga and Kabombwe (2019) define it as a curriculum that is designed with a view to help learners acquire knowledge, skills, values and attitudes that are likely to equip them with competences that they can effectively use to serve society. In this study, a CBC was conceptualised as an approach to teaching and learning that emphasises

development and application of knowledge, skills, attitudes and values through learner-centered pedagogy.

Planning is the preparation for instruction, involving the development of schemes of work and lesson plans, identification of instructional objectives, selection of materials, assessment tools, and teaching methods (Kimosop, 2015). Gentzler (2015) adds that it encompasses all activities a teacher undertakes to organise and fulfill their teaching role. In this study, planning referred to the activities teachers engage in to prepare for teaching. According to LSC guidelines, this includes developing schemes of work and lesson plans, selecting instructional materials, and organising classrooms. Planning was operationalised by analyzing teachers' planning activities, lesson plan and scheme of work documents, and their selection and use of instructional resources.

Teaching is "a complex endeavour involving classroom management, lesson preparation, organisation of activities, evaluation and feedback" (Kimosop, 2015). Smith (2018) defines it as attending to learners' needs, experiences, and feelings while helping them to learn. In this study, teaching was understood as the teacher's role in supporting learners' knowledge construction and understanding by building on their prior knowledge (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2013), as required in the LSC through teaching strategies and use of instructional resources. Teaching was operationalised by examining teachers' methodologies, their use of instructional materials, and classroom arrangement.

Assessment is the "planned and systematic process of gathering and interpreting evidence about learning for the purposes of making judgement about that learning" (Isaacs et al., 2013, p.1). Similarly, Black and Wiliam (1998) define it as the activities undertaken by teachers and students that provide feedback to modify teaching and learning. According to the LSC, teachers conduct formative assessment by gathering information on learner progress using triangulation and activities of integration; summative assessment through end-of-year exams and projects; and assessment as learning through self and peer assessment. In this study, assessment referred to teachers' actions in gathering evidence of student learning to monitor progress and support learning goals, operationalised by observing formative triangulation and activities of integration, as well as summative and assessment-as-learning practices.

1.1.4 Contextual Perspective

Uganda's education system, rooted in the British colonial model, has been in place since the early 1960s (MoES, n.d.). It comprises pre-primary, seven years of primary, six years of secondary education (divided into four years of lower and two years of upper secondary), and, then tertiary or university education as illustrated below:

Table 1. 1
The Structure of Education in Uganda

Level	Duration (years)	Award
Pre-primary	3	--
Primary	7 (P. 1- P. 7)	Primary Leaving Education (PLE) Certificate
Lower Secondary	4 (S.1-S.4)	Uganda Certificate of Education (UCE)
Upper Secondary	1 (S. 5-S. 6)	Uganda Advanced Certificate of Education (UACE)
Tertiary/University	2-5	Certified Diploma/Degree

Source: Uganda Education Sector Profile

At secondary level, Ugandan schools are categorised as Government-aided (founded by religious or community bodies but supported by Government through infrastructure and staff salaries); Government-owned (established directly by the GOU); and Private (run by non-governmental entities). Government-aided schools include non-Universal Secondary Education (USE), seed, or community schools, while Private schools may be non-USE, USE partners, or international. The average class size is 62 learners (MoES, 2015), a figure that theoretically supports learner-centred approaches but in practice constrains effective curriculum delivery due to overcrowded classrooms (Atuhura & Nambi, 2024; Tumuheise et al., 2023). This study focused on curriculum implementation at lower secondary (S.1-S.4), where the LSC is currently being implemented, using Mbarara City as a case. The city was chosen for its active adoption of the LSC and its diverse school contexts, providing valuable insights into teachers' practices, challenges, and support needs in implementing the curriculum.

1.1.4.1 The Lower Secondary Curriculum in Uganda

In 2020, Uganda introduced a competence-based, learner-centered curriculum for lower secondary education (S.1-S.4). The Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE) report showed that the old secondary curriculum was ineffective in contributing to the acquisition of competences demanded by the 21st Century changing work place, overloaded and inadequate in addressing secondary school student needs, among other criticisms (Clegg et al., 2007). To address these issues, a review based on the Education Sector Strategic Plan (ESSP, 2009-2018) by the MoES, through the NCDC, was carried out and this resulted into the LSC (NCDC, 2021). The NCDC is a corporate autonomous body under the MoES that develops, reviews and coordinates implementation of curricula for primary, secondary and some tertiary institutions (NCDC, 2022)

This reform sought to move away from a traditional knowledge-based approach towards one that prioritises skills development and active learner engagement (NCDC, 2018). In this regard, the teaching subjects were reduced from 43 to 21 to decrease curriculum overload and allow for talent and competence development (NCDC, 2018). At the heart of every subject are generic skills to inculcate the 21st Century skills, including creativity and innovation, cooperation and self-directed learning, communication, critical thinking and problem solving, mathematical computation and ICT proficiency. In addition, learners are expected to acquire knowledge on cross cutting issues, such as the environment, health awareness, and values (NCDC, 2018). The teaching approaches recommended under the LSC include use of debates, small

group discussions, class discussions, quality questioning, cooperative learning among many other methods and approaches (NCDC, 2018). Assessment is criterion based aimed at rewarding achievement at all levels. It takes three forms: assessment for learning, assessment as learning as well as assessment of learning. Teachers conduct formative assessment by administering Activities of Integration (AOI) at the end of every taught chapter. They as well conduct project assessment. The scores from the AOI's plus project work contribute 20% of the end of cycle score, with 80% being derived from the end of cycle examination. Overall, the LSC is a reform in the Ugandan education curriculum, which seeks to transform planning, teaching and assessment from an emphasis on knowledge acquisition toward competence development.

The implementation strategy involves training in-service teachers through a cascade model, distribution of course books among other forms of support to enhance teacher implementation competences. Despite these efforts by the GOU, emerging evidence suggests a persistent disconnect between CBC implementation and classroom realities. A study by Ahabwe (2022) revealed that teachers possessed limited knowledge of the newly introduced assessment approaches, particularly in applying both formative and summative methods as stipulated in the curriculum. Similarly, Wambi et al. (2024) observed that teachers were struggling with planning, assessment and continued to rely on traditional pedagogical methods such as lecture, question and answer, "chalk and talk", to deliver the curriculum instead of embracing learner-centered strategies like group work. Such findings suggest that the transformation envisaged by the introduction of the CBC may not be taking root as intended,

raising concerns about its sustainability and adoption. These concerns called for a deeper investigation into how teachers were actually experiencing and enacting the LSC in diverse school contexts. By focusing on teachers' perspectives, practices, concerns, challenges, enablers to implementation as well as required forms of support, this study aimed to generate insights into the realities shaping curriculum implementation. This would help to inform more context-appropriate policies and targeted support mechanisms to strengthen the reform process. To achieve this, the study adopted a case study research design focusing on Mbarara City, one of the urban centers actively implementing the LSC in Uganda.

1.2 Statement of the Problem

Curriculum implementation involves the participation of multiple stakeholders, including teachers, learners, policy makers, school administrators (Chepkemoi & Juma, 2019; Johnson et al., 2021), but teachers play the most central role, particularly in planning, teaching, and assessment (Konokman et al., 2017). Their knowledge, understanding, readiness, experiences, and attitudes toward a new curriculum are critical to its successful implementation (Alusbaie, 2016; Bett, 2016). The GOU introduced the LSC in 2020 and has supported its implementation through teacher professional development and distribution of course books, in anticipation that such measures will enhance teacher understanding and fidelity of implementation (NCDC, 2022).

Despite these efforts, emerging evidence suggests a persistent disconnect between the intended LSC implementation and classroom realities. A study by Ahabwe (2024) revealed that teachers possessed limited knowledge

of the new assessment approaches, encompassing both formative and summative methods. Teachers in that study for instance mentioned that they faced difficulties in designing activities of integration and cumulative compilation of summative assessments at the end of the year. Wambi et al. (2024) study among teachers, head teachers and Directors of Studies (DOS) from 12 randomly selected schools in Uganda about implementation of the LSC showed that the teachers were using lecture, question and answer, "chalk and talk" to deliver the curriculum instead of the recommended learner-centered methods.

Efforts to facilitate LSC implementation may barely be realised unless teachers' perspectives are captured, as it is the teachers that best understand the realities that shape classroom practice. Without systematically examining teachers' experiences, concerns, and practices, implementation strategies risk remaining superficial or misaligned with on-the-ground realities (Bett, 2016). This may derail the LSC implementation and in turn thwart the achievement of the goals that the GOU seeks to realise through the LSC. This exploratory qualitative case study therefore sought to elicit teachers' experiences in the implementation of the LSC to provide insights into planning, teaching and assessment to inform more responsive support mechanisms and policy interventions.

1.3 The Purpose of the Study

The purpose of this qualitative case study was to explore teachers' experiences in implementing the LSC in Mbarara City in Uganda with a focus

on planning, teaching and assessment to inform more responsive support mechanisms and policy interventions.

1.4 Research Questions

This study was guided by the following research questions:

1. How do secondary school teachers experience planning for teaching using the Lower Secondary Curriculum in Mbarara City in Uganda?
2. How do secondary school teachers experience teaching using the Lower Secondary Curriculum in Mbarara City in Uganda?
3. How do secondary school teachers experience assessment using the Lower Secondary Curriculum in Mbarara City in Uganda?

1.5 Scope of the Study

1.5.1 Geographical Scope

This study was conducted in Mbarara City, located in South Western Uganda approximately 270km from Kampala, Uganda's capital city. The research sites included selected private and government secondary schools across three divisions that is Nyamitanga, Biharwe and Kakiika. Mbarara City, which was granted city status in 2019 but effected in July 2020, was selected because it is implementing the LSC and has a cross-section of school categories, which would provide diverse insights into teachers' experiences. The three divisions reflected both urban and peri-urban contexts in order to capture potential contextual variations across Mbarara City. Specifically, Biharwe and Kakiika represented peri-urban settings, while Nyamitanga represented an urban setting. Three schools, a well-resourced (located in an urban setting), averagely resourced and low resourced school (peri-urban setting) were selected

as part of the sample for this study. The exploratory nature of the study as well as the principles of qualitative research informed site selection. Scholarship on qualitative inquiry observes that site selection should be based on the extent to which the setting provides access to the phenomena under investigation, ensuring alignment between the study focus and the selected sites (Marshall & Rossman, 2016; Creswell & Creswell, 2018). The purposive approach emphasises selection of contexts that facilitate flexibility and openness, while offering adequate opportunities for in-depth engagement (Given, 2008). Access, defined as the process by which researchers, sites, and participants relate to one another to facilitate data collection, influences both the research process and findings (Riese, 2019).

Thus, Mbarara City and the selected divisions facilitated accessibility, flexibility, and opportunities for in-depth engagement as suggested by Creswell and Creswell (2018), Given (2008), as well as Marshall and Rossman (2016). In this study, data collection involved conducting classroom observations and one-on-one in-depth interviews, both of which required multiple and sustained interactions with teachers and DOS. Therefore, accessibility of the site was critical to ensure that the researcher could spend sufficient time in the field, gain rich insights, and maintain the depth and quality of data necessary for an exploratory case study. The selection of Mbarara City, thus, ensured methodological rigour, aligning with the purposive approach to site selection in qualitative research. The three school categories (well-resourced, averagely and low resourced) provided insights into how different school categories in Uganda were engaged in implementation of a new curriculum as well as enabled

comparison of teachers' experiences of planning, teaching, and assessment within and across diverse school contexts.

1.5.2 Content Scope

This study elicited information on teachers' experiences in implementing the LSC, with a focus on planning, teaching, and assessment. The research questions focused on exploring teachers' perspectives, practices, enablers, challenges, and support mechanisms available in relation to these core aspects of curriculum implementation. The study particularly focused on teachers of English Language and Mathematics due to their compulsory status on the LSC curriculum menu and their foundational role in learning. These two subjects served as a lens for examining teacher experiences in implementing the LSC.

The aim of teaching English Language in Uganda is to develop learners' abilities to understand speech for specific purposes, express themselves effectively, read extensively for information and enjoyment, and write creatively, correctly, and effectively (NCDC, 2008; 2018). English also serves as the official language of instruction in Ugandan schools. Mathematics aims to enable learners to acquire skills applicable in everyday life and work, develop reasoning and logical thinking skills across learning areas, and foster problem-solving, analytical thought, and mathematical understanding (NCDC, 2018). Both subjects are allocated the greatest number of instructional hours on the school timetable, providing ample opportunities to capture a diverse range of teacher experiences in LSC implementation.

Moreover, English, as the medium of instruction and the foundation for communication, reading comprehension, and writing, is essential for learners to access and succeed in other subjects. Mathematics, on the other hand, develops logical reasoning, problem-solving, and analytical skills, which are applicable across sciences, technology, and even daily. National policy frameworks and global education emphasises literacy and numeracy, making these subjects critical benchmarks for examining curriculum reforms. By focusing on teacher experiences in English and Mathematics, this study addressed subjects of high national and global significance. Although the two subjects may not have fully represented teacher experiences in other subjects, the insights generated could be transferable to broader curriculum contexts.

1.5.3 Time Scope

The study focused on collecting data from teachers who implemented the LSC between 2020 and 2023. This timeframe was chosen as it would enable the researcher capture teachers' early experiences of working with the revised curriculum within its initial stages of implementation. This period as well allowed the researcher to explore how teachers were adapting to the curriculum as teachers who began in 2020 were among the first to deliver the LSC.

1.6 Significance of the Study

This study is significant in several ways. By identifying teachers' experiences in implementing the LSC, the study provides school administrators, NCDC as well as the MOES with an evidence-based understanding of the implementation process, by illuminating the strengths, concerns or challenges associated with implementation. This may consequently contribute to the design

of responsive strategies through such tools as training manuals, policy briefs, and reflective tool kits to support teachers in implementing the LSC effectively at both school and national level. Abraham (2016) argues that adequate management plans and practices contribute to the fulfillment of the overall aims of education. This can be informed by teacher input using their experiential narratives as regards curriculum implementation.

For secondary school teachers, this study offers a platform to share experiences, reflect on practice and exchange best practice, which can empower them to address challenges and design effective strategies. Indeed, as Konokman, et al., (2017) contend teachers are not only active curriculum implementers but also provide feedback concerning how to improve implementation. Thus, this research will provide a pathway for feedback about the implementation of the LSC. In this regard, this study will be an important resource that can be used to inform both in-service and pre-service teacher education programs based on the experiences of teachers in the field as well as their recommendations as regards supporting the implementation of the LSC.

Further, the students of the LSC are likely to benefit from this study as a result of teachers sharing their experiences in using the curriculum. When teachers' voices and practical challenges are systematically documented, the study provides valuable insights into how the curriculum is actually enacted in classrooms, as opposed to how it is conceived at policy level. The findings from this research may therefore contribute to enriched student learning outcomes and, in turn, to the attainment of the goals for which the LSC was designed.

More so, this study will contribute to the growing body of knowledge on the implementation of new curricula, particularly CBC reforms in developing countries. By exploring teachers' experiences with planning, teaching, and assessment under the LSC in Uganda, the research will provide evidence-based insights into what teachers encounter in adapting to implementation of new curricula in resource-constrained environments. The study will enrich scholarly discourse on CBC implementation by highlighting the contextual factors that influence how teachers enact new pedagogies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to teachers' experiences in curriculum implementation in CBC. It begins by presenting a theoretical review. The rest of the review is organised in three major sections following the research questions, which focused on curriculum implementation in terms of planning, teaching and assessment.

2.1 Theoretical Review

Several theories have informed scholarship on curriculum implementation (Govender, 2018; Mugisha & Mugimu, 2015), among which is Gross, Giacuinta and Bernstein's 1971 theory of Curriculum Implementation as well as Fullan's (2006) Change Theory. Gross et al., (1971) theory of advances that successful implementation of any educational programme depends on five key factors: the availability of resources, the support of management, the implementation capabilities and competencies of school personnel, the attitudes of stakeholders, and the clarity of the curriculum's scope and content for all members of the school organisation. According to Gross et al., management needs to plan, support, motivate teachers, structure the process of deliberation, monitor the innovation process, as well as provide resource materials. Some scholars have used this theory to inform scholarship on curriculum implementation (Kiragu, 2016; Ruto, 2013). While Gross et al.'s (1971) theory identifies both human resource and institutional factors necessary for effective curriculum implementation, it overlooks classroom level dynamics in low

resourced settings. Hence, Gross et al.'s (1971) theory of curriculum implementation was not appropriate in underpinning this study that explored implementers' realities in implementing curricula at classroom level.

Established by Fullan (2006), the Change Theory is based on seven core premises that underpin change processes: capacity building focused on results, motivation, reflective action; learning and changing context, tri-level engagement of school, community and district as well as flexibility and persistence in staying on course. According to Fullan, initiatives are dependent on conditions and contexts and, before implementers implement or embrace initiatives they must fully believe in the principles identified above. Nair (2019) based on the premises of Fullan's (2006) change theory to study educational change in some Malaysian schools and colleges. Although the theory provides a comprehensive lens on how schools, districts, and communities manage change, its seven premises are wide-ranging and collectively oriented. This breadth makes it less suited for studies that would want to focus in depth on one aspect of implementation like teachers only.

In this study, a theoretical model the CBAM was used to inform the process of research as discussed in chapter one under section 1.1.2.

2.2 Planning in Curriculum Implementation

Planning for instruction is an integral and contributory aspect to the complex activity of teaching (Kanellopoulou & Darra, 2018; Zazkis et al., 2014). Planning is an activity that engages teachers in preparation to perform their teaching role (Gentzler, 2015). Additionally, Cicek and Tok (2022) explain it as the systematic process of deciding what and how students should learn. In

a more expounded way, Savage (2014) defines it as a process in which teachers think and write down the strategies they would wish to employ to attain the lesson goals by focusing on such aspects as learning needs, the number of students and the time when the lesson is supposed to occur. The aforementioned definitions denote planning as a double-function phase involving teacher preparation, as well as teacher actions and decisions about instruction.

Thus, the planning phase aids decision making and execution of instructional preparatory activities, including preparation of schemes of work and lesson plans, selection/use of teaching-learning resources, consideration of certain factors, as well as teaching and assessment strategies (Abraham, 2016; Gentzler, 2015; Kimosop, 2015; Savage, 2014). These activities can be carried out collaboratively or by individual teachers (Aquino & Bautista, 2023; Kimosop, 2015; Rusman, 2015). In the context of the LSC, according to the implementation guidelines, the teacher is expected to plan, organise, facilitate and assess learning using both formative and summative methods (NCDC, 2021). The planning process in particular entails selection, development and storage of relevant instructional materials as well as designing activities for classroom assessment among other preparatory activities (NCDC, 2021).

2.2.1 Teacher Planning Practices

The act of planning as a preparatory activity for teaching can be contextualised in the work of Taylor (1949) which considered lesson planning as a linear process (Anfara et al., 2009; Zazkis, et al., 2014). Taylor proposed that planning for instruction should be based on four essential elements: specifying objectives, selecting learning experiences, organisation and

evaluation of the learning experiences. Echoing Tyler's ideas, Milkova (2010) identified three key components of a lesson plan, including identification of objectives, teaching/learning activities and strategies to check student understanding. Some researchers, however, have criticised the use of linear models as a procedure for instructional planning. Yinger (1980), for instance, argued that planning is a process of discovery, in which teachers deliberately process information involved in planning rather than set goals, formulate alternatives, predict outcomes and evaluate each alternative. Eggan and Kauchack (2003), additionally, pointed out that planning is a continual nested process and not a discrete and linear one. Ball et al. (2007) further affirmed that teachers spend more time thinking about available resources, student needs and interests, and other aspects of the instructional context rather than objectives and assessment during the planning process.

In response to these criticisms, planning for instruction began to be studied from a range of angles, including teachers' thought processes during planning, factors that influence planning as well as teachers' experiences in planning, among others. Yinger (1980), for example, described the mental processes of one elementary first and second grade teacher in a Michigan school district while making pre-active planning decisions. Yinger found that the teacher repeatedly approached planning decisions in consistent and regular ways, as well as engaged in five levels of planning, including termly, unit, weekly, yearly and daily planning. Yinger concluded that planning is a three-stage mental cyclic process involving: the problem-finding, the problem formulation and solution, as well as implementation, evaluation and

routinisation stages. Yinger's findings were later reiterated by Ball et al. (2007) in a qualitative case study on the nature and influences on planning among 15 novice and intern teachers in Illinois. Ball et al. found that both novice and intern teachers planned as a mental process and utilised a daily or hourly planning approach and such factors as teacher knowledge and experience, technology, resources, and teacher personality influenced their nature of planning.

Relatedly, Bagaya et al. (2020) investigated the influence of school inspection on lesson planning in Western Uganda and found that experienced teachers used to engage in mental planning rather than design blue prints of lesson plans. In another study, Zondo and Adu (2024) explored how teaching practice can better equip students to meet academic needs of learners. Their findings revealed that student teachers focused on basic principles of lesson planning such as objectives, values and presentation. Yet, while these studies dominantly elicit information on thought processes in planning, planning influences, they largely overlook teacher experiences in planning, which are likely to illuminate the teachers' enablers, as well as challenges to planning, which can, respectively, be reinforced and addressed to optimize planning for teaching. This study, therefore focused on teachers' experiences, highlighting enablers, challenges and establishing their planning processes, specifically for this new curriculum in an African, specifically, Ugandan context, which has been under-researched.

Shen et al. (2007) reported that Chinese teachers carried out lesson planning at both macro and micro levels. The teachers began by mapping out

the content for the whole semester and, then, went on to plan for the unit and finally planned for each lesson in the unit. Drawing on a mixed methods research design, Bagaya et al. (2020) investigated the influence of school inspection on lesson planning in Western Uganda secondary schools. Their study found that teachers occasionally engaged in lesson planning. Their findings were as well reported by Khanum (2020) whose study revealed that majority of the teachers did not plan for their lessons on a daily basis. Rusman (2015) used a quantitative approach through a survey questionnaire to study how teachers engaged in lesson planning while implementing a CBC in Bandug city. Rusman's study focused on identifying "best practices" with regard to planning, teaching and evaluating the curriculum.

This study, however, focused on gaining insights related to teachers' planning practices and did not concentrate on a particular aspect related to the practices. Rusman's research findings revealed that some of the best practices teachers engaged in for planning were collaboration, making reference to the teachers' and learners' books prepared by the government, as well as development of additional materials. Teachers also engaged in in-house training for the improvement of their planning practices. Interpreted through the CBAM lens, Rusman's (2015) findings align with the assumption that effective change requires adaptive and systematic environments in which progress is supported and monitored. The teachers' reliance on collaboration, in-house training, and official instructional materials illustrates how supportive structures and resources create an enabling environment for planning practices to improve. These contextual factors demonstrate that change is sustained not by individual

effort alone but by ongoing institutional support and mechanisms that adapt to teachers' needs.

Furthermore, research on teacher planning practices shows that teachers engage in designing schemes of work, which involves laying out a blue print of how a teacher is going to conduct lessons for a particular period of time (Byrne et al., 2012a; Diffang, 2019; Feruzi & Li, 2019; Wiysahnyuy, 2021). Byrne et al. (2012a) in a qualitative study about teacher planning processes while planning for day-to-day competence based lessons in four urban secondary schools in England found that teachers engaged in designing schemes of work collaboratively according to the subjects they taught. Collaborative scheming, according to Byrne et al. enabled teachers to design "good" schemes of work. Byrne et al. further concluded that school support structures are responsible for enhancing teacher "best" practices in planning. Informed by such scholarship on planning practices for implementing competence based lessons, this study set out to explore teacher planning practices while implementing a CBC within the context of curriculum change. However, a contextual gap was identified. Most studies that have investigated teacher planning practices for competence based lessons have been carried out in the developed countries and there was dearth in research about this area with regard to the African continent, more specifically in Uganda, where the implementation of CBC at secondary school is currently still novel.

Additionally, some studies have shown that teachers use digital technologies when engaged in preparation for teaching (Adannur, 2024; Kemi et al., 2020). The DfE Commissioned Cooper Gibson Research ([CGR, 2018])

to explore the types and formats of curriculum resources used mostly by individual teachers in primary, secondary and special needs schools across England revealed that teachers used the internet for locating video clips, subject specific information and activities to support individual lessons. On a narrower scope that focused on investigating how teachers selected and used text books for supporting the teaching of Mathematics using a phenomenological study while implementing a CBC, for grade 4 learners in East London education district, Kemi et al. (2020) found that teachers supplemented the prescribed textbooks with computer games. In the context of East Africa, Kalinga's (2024) study on investigating teachers' integration of ICT in implementing a CBC in Tanzania demonstrated that the commonly used ICT tools for planning were smart phones, computers and lap tops among secondary school teachers. This study leveraged on both local and international scholarship, as shown above, to explore teacher planning practices with a focus on identifying the tools, resources or materials they used to support planning.

2.2.2 Teacher Perspectives towards Planning

Research on planning has, as well, focused on identifying teacher perspectives towards the planning process (Chinofunga et al., 2022; Hussain, 2021; Sahin-Taskin, 2017). Chinofunga et al. adopted a convergent mixed methods approach to investigate teachers' perceptions of how a planning framework on content sequencing informs teaching and learning of Mathematics in Queensland, Australia. The teachers who participated in this study were of the view that the frame work enhanced elements of content sequencing, as well as collaborative planning among teachers within same year

and across year levels. Similarly, Hussain et al. (2021) examined benefits of planning for teaching as perceived by teachers. Some of the teachers' perceptions towards planning included: planning provided a framework for lesson delivery, supported management of instructional time, aided in management and organisation of students' learning, promoted achievement of student learning outcomes as well as enhanced teaching quality. These perceptions align with the CBAM assumption that individuals are the drivers of change**,** as teachers' own recognition of the benefits of planning motivated them to engage with it as an essential professional practice.

Sahin-Taskin (2017) widened his scope of study in the area of planning by exploring pre-service teachers' perceptions towards planning in primary education. Sahin-Taskin's study revealed both positive and negative perceptions towards the planning process. Although teachers in this study mentioned that planning enabled them to determine how to conduct the instruction process and remain organised, developing a lesson plan was considered a challenging task. This was because teachers found it difficult to organise activities that were appropriate to students' learning interests, needs and levels. This resonates with CBAM's view that people responsible for change must work in adaptive and systematic environments, where progress is monitored and support is available. The challenges reported by pre-service teachers highlight the need for adaptive support systems (such as mentorship, resources, and feedback) to help teachers overcome difficulties in translating planning into effective practice. Byrne et al. (2012a) echoed Sahin-Taskin's (2017) study findings when they reported that planning for teaching competence

based lessons was a demanding task. Byrne et al. study revealed that teachers in well-resourced schools viewed planning to be a demanding task because it consumed much of their time as they prepared activities and engaged in collaborative planning. Nsengimana et al. (2023) research, as well, revealed that planning for teaching a CBC was demanding for teachers because it required selection of teaching materials. Byrne's et al. study was a case study of well-resourced schools. This study, however, employed a multiple case study of a well-resourced, averagely resourced and low resourced school to understand teachers' experiences in planning for teaching a CBC.

2.2.3 Challenges and Support forms in Planning

Scholarship in the field of planning for teaching highlights the constraints of the planning process (Abbas et al., 2021; Atuhura & Nambi, 2024; Cunadol & Abocejo, 2019). Abbas et al. employed a qualitative descriptive method to investigate the problems faced by teachers in developing lesson plans in SMP Neger 3, Malunda and revealed that teachers faced difficulties using learning media and even the media were inadequate. Similarly, research carried out to identify the factors affecting lesson planning competence, strengths and challenges of lesson planning among students offering English Major at Sophomore University reported that teacher access to instructional materials was a major factor affecting students' lesson planning competence (Cunadol & Abocejo, 2019). Cunadol and Abocejo further reported other hindrances to students' lesson planning competence, including their abilities and experience in planning, as well as consumption of time. The aforementioned findings align with the CBAM assumption that the change process is a personal experience

and how it is perceived strongly influences outcomes. Student teachers' struggles with resources, time, and competence shaped their attitudes of considering planning as challenging. A study carried out among secondary and primary school teachers to explore the types and formats of curriculum resources used and accessed by teachers in a range of school settings in the USA revealed that adapting and identifying teaching resources was a time-consuming task during preparation for teaching (CGR, 2018). Such a finding was echoed by Nsengimana (2021), as well as Atuhura and Nambi (2024), in the context of implementing a CBC in developing countries.

While these studies provided insights on challenges affecting teachers during the planning process, some of them were conducted in developed countries, leaving a gap in the developing country context. Nsengimana's; Atuhura and Nambi's studies, however, were conducted within the African setting and on the implementation of competence-based curricula. This study leveraged on such scholarship to understand the challenges that were limiting teachers' planning processes while implementing a CBC in Uganda, one of the countries on the African continent. However, it went further beyond just identifying challenges to exploring teacher perspectives, planning practices and the kind of support forms teachers considered instrumental in optimising planning.

Kimosop (2015) used survey method by employing multiple data collection instruments including interviews, observation and questionnaire to find out whether Christian Religious Education teachers in Kenya set instructional objectives and structured content to be taught during the planning

phase. Kimosop found out that 48.6% of the teachers never accomplished the learning objectives, 66.6% wrote schemes of work, but majority 55.5% never referred to them, while 86.7% never wrote lesson plans. Although Kimosop used multiple data collection methods, she majorly presented her findings statistically. However, such questions as to why teachers never accomplished learning objectives, never referred to schemes of work and never wrote lesson plans still remain unanswered. Informed by Kimosop's study, this study employed multiple methods of data collection and presented findings as revealed from the different research instruments to enhance corroboration of findings, as well as presented detailed information of participants' accounts to provide profound insights of teachers' experiences in planning.

In a study to assess the impact of effective lesson planning on teaching and learning among selected secondary school teachers in Ethiopia, Innocent (2021) recommended that teachers be provided with in-service training opportunities through workshops and seminars to help them to become familiar with guidelines and procedures of effective lesson planning. Nsengimana et al. (2023), on the other hand, recommended cost effective forms in supporting teachers' planning processes, such as school communities of practice. In line with Nsengimana et al. Ding and Carlson (2013) identified collaboration with coaches and peers as an effective strategy for improving teachers' lesson planning processes. In other studies, provision of teaching resources was considered as key in aiding lesson planning (Diffang, 2019; Mandukwini, 2016). These findings align closely with the CBAM assumption that people responsible for the change process must work in adaptive and systematic

environments where progress is constantly monitored and supported. Training opportunities, collaborative networks, and access to resources create adaptive environments that reduce the challenges of planning and sustain teachers' engagement.

The findings as well reflect the CBAM assumption that individuals are the drivers of change who must be the focus during the process. When teachers receive targeted support whether through professional development, peer collaboration, or resource provision, their capacity to plan effectively is strengthened, thereby increasing the likelihood of successful curriculum implementation. The aforementioned studies provided a framework for identifying the forms of support teachers consider to be effective in supporting the planning processes while implementing a new curriculum in the Uganda context.

2.3 Teaching in Curriculum Implementation

The teaching phase involves putting into action the decisions made by the teacher at the planning stage in relation to the teaching methods, classroom management strategies, teaching materials and activities (Ababio, 2013; Kimosop, 2015). Contemporary scholarship on teaching conceptualise it as an interactive process involving both teacher's and learners' participation, and the teacher's role is to facilitate, guide and support learners in constructing their own knowledge (Sequeira, 2012; Stabback, 2016; UNESCO, 2013).

2.3.1 Teacher Pedagogical Practices

Teacher pedagogical practices, have dominated research on curriculum implementation, as Koya (2015), Tess et al. (2015) and Shamatov (2015) illustrate. These studies reveal that, although teachers are aware of the significance of learner-centered teaching methodologies, a small portion of teachers employ them. Most teachers predominantly use teacher-centered teaching approaches due to limited teaching resources, pressure to complete the prescribed subject syllabi, large class sizes and examination pressure, among others (Koya, 2015; Malunda 2019; Shamatov, 2015). Even in implementing a CBC where teachers are aware of the fact that it is supposed to take on a learner-centered approach, teachers continue to employ teacher-centered methodologies (Kabombe & Mulenga, 2019; Nantambi, 2021; Wiysahnyuy, 2021).

Shamatov (2015) examined whether curriculum reforms that emphasised competence-based teaching approaches had had an impact on primary and secondary teachers' teaching methods in three districts in Kyrgyzstan, Central Asia. The findings indicated that although some teachers in secondary schools engaged learners in a high level of student activity and active interaction, the majority of primary and secondary school teachers mainly used teacher-centered approaches of lecture method, explaining concepts and having their students retell and memorisation. These findings align with the CBAM assumption that the change process is a deeply personal experience, and how it is perceived by individuals strongly influences outcomes.

Although teachers recognize the importance of learner-centered approaches, their experiences of facing challenges such as lack of resources,

time constraints, and examination demands shape their reliance on teacher-centered methods. Further, the findings also reflect the assumption that change unfolds over time rather than as a one-time event. Teachers' gradual and uneven adoption of learner-centered practices illustrates that pedagogical transformation is a slow process requiring sustained support. It can as well be deduced that the persistence of teacher-centered practices underscores CBAM's emphasis that individuals are the true drivers of change: unless teachers are adequately supported to internalize and apply learner-centered practices, curriculum reforms risk remaining superficial. Shamatov used a study sample of 10 teachers and employed structured-interviews and document analysis to collect data. This study extended this work by focusing on teachers' teaching methods, using unstructured interviews for data collection as well as observation, for an etic and/or outsider perspective, to gain a picture of the actual teaching methods in secondary school classrooms using a new curriculum within the secondary school context in Uganda.

On the other hand, literature on the implementation of CBC shows that, to some extent, teachers have taken up learner-centered teaching methodologies in lesson delivery (Anane, 2013; Nsengimana, 2021; Nzima, 2016; Jessica et al., 2023). Jessica et al. assessed the use of competence-based teaching approaches and student-teachers' academic performance in Public Grade A teachers' colleges in Lake Zone-Tanzania. The researchers employed a mixed methods approach and used a questionnaire, interviews and documentary analysis. The findings revealed that teachers were using interactive methods of teaching such as think-pair-share, group discussion, jig-saw, role play, project-

based learning. Nsengimana (2021) used the Gross et al. (1971) Theory of Curriculum Implementation and employed questionnaire and focus group discussions to identify opportunities and challenges in relation to the implementation of CBC in Rwanda. The study findings showed that teachers employed interactive teaching methods, including group work and presentations. This study, extended this scholarship on teaching practices in CBC to explore the personal experiences of teaching in alignment with the CBAM.

In another development, studies on curriculum implementation reveal that the dominant use of the text book and the chalkboard as major instructional materials still exists in educational settings (Bukoye, 2019; Oryema & Picho, 2015) even in CBC implementation (Atuhura & Nambi, 2024; Saware, 2021). Bukoye employed a survey questionnaire to find out the utilisation of instructional materials as a tool for effective academic performance, and the findings from her study revealed that the most commonly used and available teaching materials were the textbook and the chalkboard. Oryema and Picho echoed Bukoye's findings when they reported that the course book was the main instructional material used in Universal Secondary Schools in Uganda. Drawing on a case study, Atuhura and Nambi investigated the challenges encountered in the implementation of the CBC in Uganda and, as well, reported that the text book was the main instructional material teachers of English used in their classrooms.

While these tools have traditionally supported instruction, their overuse limits the effectiveness of CBC, which emphasizes learner-centered, activity-

based, and experiential learning. The dominance of textbooks and clack boards limits the teacher from using a variety of teaching methods, reduces learner engagement, and hinders the attainment of competences. Even though these tools remain useful, CBC delivery requires their integration with a wider range of learner-centered resources and methodologies. Most of the studies about teacher utilisation of teaching materials have used quantitative methods (Bukoye, 2019; Oryema & Picho, 2015, Malunda & Atwebembeire, 2018), leaving a gap in investigation using a qualitative approach that this study exploited. Even though Atuhura and Nambi's study used a qualitative case study research design, their case was teachers implementing the English language curriculum at secondary school level in Uganda. The case in this study, however, focused on different school contexts among teachers of Mathematics and English.

2.3.2 Enablers of Competence Based Teaching

With regard to factors that facilitate CBC implementation, research shows that one critical factor is the availability of facilities and resources (Mgaya et al., 2022). Rusman's (2015) study on "best practices" done by elementary teachers when implementing a CBC, for instance, revealed that availability of resources facilitated lesson delivery of a CBC. In the aforementioned study, availability of rooms in some schools where students interacted with instructional materials triggered learners' enthusiasm in learning and the presence of resource books facilitated the teaching and learning process. Namubiru et al. (2024) echoed Rusman's findings when their study showed that availability of resources, for example textbooks and other instructional

materials, supported CBC implementation across selected secondary schools in Uganda. In a study to explore factors affecting implementation of the LSC using a case study of a municipality in Uganda, Tumuheise et al. (2023) revealed that teachers were of the view that instructional materials help to make hard concepts to become easily understood by students and they promote active participation of students in the lesson. On the whole, Mwita and Onyango (2022) contend that teachers who do not access necessary resources and/or materials during CBC implementation have low motivation towards teaching a CBC. Mwita and Onyango further concluded that, the more adequate the teaching resources, the better teachers could implement a CBC. The findings from the above cited studies align with the CBAM assumption that people responsible for the change process must work in adaptive and systematic environments where progress is constantly monitored and supported. Teachers' ability to adopt learner-centered methods and sustain CBC implementation is highly dependent on access to resources that make the curriculum practical and manageable.

However, Busingye and Najjuma (2015) advanced that instructional materials can only contribute to achievement of learning outcomes if teachers possess the appropriate skills in using them. This body of work about the place of instructional materials in teaching and learning informed this study which focused on establishing the kinds of materials and/or teaching resources/facilities teachers from diverse schools have taken up or are using to teach this new competence-based learner centered curriculum, which unlike the old curriculum requires greater use of instructional resources. It was interesting

to establish how teachers in the low-resourced schools were navigating the teaching terrain as compared to well-resourced schools.

Furthermore, scholarship on teaching a CBC shows that a supportive school environment is critical in enabling teachers utilise CBC teaching approaches (Byrne et al., 2013a; Timothy & Hollan, 2024; Rusman, 2015). These forms of support can range from providing teachers with appropriate and adequate teacher training, as well as avenues for sharing experiences, engaging teachers in team teaching, and other forms of peer support to provision of adequate instructional resources or materials, among many other forms. In a study to ascertain how teachers in four schools in England were meeting CBC implementation related challenges, Byrne et al. revealed that the physical arrangement of classrooms facilitated teaching. The closeness of a Year 7 group classrooms enabled teachers to share resources, and engage in impromptu classroom observations of their colleagues so as to learn from one another. In addition, practices such as sharing of experiences about teaching and peer evaluation of colleagues' teaching, enabled teachers to give advice for improvement of teaching practices in Elementary schools in Bandung City (Rusman, 2015). Availability of resources provided by the government and other resource books facilitated the teaching and learning process in Bandung City during CBC implementation (Rusman, 2015). This study leveraged on such scholarship to establish the enablers to the teaching process of the LSC.

2.3.3 Teacher Perspectives towards Competence Based Teaching Approaches

Another area of research interest in curriculum implementation is teachers' perspectives towards teaching processes. Awuonda et al. (2023) conducted a study on teacher perceptions towards implementing a CBC using a mixed methods research approach among primary school teachers of Grade 1-5 in Honabay, Kenya. Their results showed that teachers had positive attitudes towards the teaching methodologies of CBC in the sense that they promoted learner autonomy in learning. Relatedly, Nsengimana (2021) found that teachers perceived the CBC as being beneficial to the students because it improved their quality of learning with a shift from memorisation of subject content to taking on practical activities. The two aforementioned study results were echoed by Wambi et al. (2024) study among teachers, head teachers and DOS in selected schools in Uganda. Their study showed that CBC provides hands-on learning, its methodologies are involving, and they enhance active learning, as well as enrich teachers' and students' research skills.

Additionally, some studies on teachers' perceptions towards CBC teaching approaches reveal that CBC contributes to the development of learners' soft skills. Namubiru et al. (2024) study in Uganda showed that CBC enables learners to work in teams, as well as enhances problem solving, critical thinking, communication and creativity among other skills. Wambi et al. (2024) study as well, showed that CBC enhances critical thinking, creative thinking and practical skills. In identifying opportunities and challenges related to CBC implementation, Nsengimana (2021) generally found that CBC contributed to the development of students' skills, attitudes and values. These teacher positive perceptions towards adoption of CBC teaching methodologies according to

Awuonda et al., (2023) are influenced by such factors as peer collaboration, access to curriculum resources and professional development.

Furthermore, teachers' perceptions towards CBC implementation have as well been reported to be negative. Awuonda et al. (2023) employed a mixed-method convergent research design to investigate teacher perceptions of teachers who taught grades 1-5 in Kenya. The findings revealed that teachers disliked the CBC because of the increased workload that is characteristic of it during implementation. In a related study, Namubiru et al. (2024) documented teachers' perspectives on the implementation of CBC in two districts in Uganda. The study findings revealed that secondary school teachers felt that CBC would have been a good curriculum but it was difficult to implement as it required the use of a variety of instructional materials during the teaching process yet most Ugandan schools were facing scarcity of the same currently. Namubiru et al. study further concluded that teacher perceptions in implementing CBC directly influence how CBC is executed in the classroom.

These findings about teacher perceptions in implementing CBC resonate with CBAM assumptions. First, they illustrate that the change process is a deeply personal experience, and how it is perceived by individuals strongly influences outcomes**.** Teachers' positive attitudes toward CBC and recognition of its benefits for learners directly shape their willingness to adopt and sustain new teaching methodologies. Conversely, teachers who associated CBC with workload burdens and resource scarcity formed negative attitudes, which limited their willingness to adopt learner-centered methodologies Secondly, the role of collaboration, resources, and training as demonstrated in Awuonda et al.,

(2023) study reflects the CBAM assumption that people responsible for change must work in adaptive and systematic environments where progress is monitored and supported. Teachers' perceptions improved when they had access to supportive systems and professional learning opportunities. Finally, the gradual shift from teacher-centered to learner-centered methodologies underscores the CBAM view that change is a process that unfolds over time, not a one-time event, requiring continuous adaptation and reinforcement. Informed by such scholarship and the CBAM about teacher perceptions towards CBC implementation, this study as well sought to understand the kind of perceptions teachers possessed toward CBC, and how teachers' perceptions influenced adoption of CBC teaching methodologies across various school categories.

2.3.4 Challenges in Competence Based Teaching

The aspect of challenges teachers encounter in curriculum implementation has been investigated on a wide scale especially with CBC on the African continent (Atuhura & Nambi, 2024, Diffang, 2019; Nsengimana, 2021; Nzima, 2016). The challenges reported to have impacted on the adoption of competence based teaching approaches are as a result of structural, contextual, pedagogical factors or owe to the fact that CBC is a new approach to curriculum delivery in most of the countries on the African content.

2.3.4.1 Pedagogical Challenges

Mathias et al. (2023) found that teachers faced difficulties in monitoring learners engaged in group discussions due to large student numbers in the classroom in public secondary schools in Mwanza, Tanzania. In the Rwanda

context, Nsengimanaa's (2021) study showed that it was not possible for all groups in a CBC classroom to present their work because of the large number of students in the classroom. Furthermore, large classes make it difficult for teachers to provide individual attention for personalised support during the teaching and learning process of CBC implementation (Baghoussi, 2021; Kidega et al., 2024). Such constraints make it difficult for the teacher to enable learners attain their learning outcomes or provide targeted support. Muneja's (2015) study on how teachers experienced CBC implementation in Arusha, Tanzania on the other hand showed that teachers spent a lot of time supporting learners in large classes because learners were at different learning levels- some were slow, while others were fast. In some instances, teachers are compelled to take on teacher-centered methodologies due to large classes. Muneja, for instance, demonstrated that due to large classes, teachers, sometimes used more of lecture method in the CBC classrooms. Due to the overcrowded classrooms in Mostaganem District in Algeria of more than 30 students, teachers rarely used learner-centered teaching methods, such as group work, pair work, role plays, puzzles and games.

These findings about large class limiting the application of competence based teaching relate to the CBAM assumptions in several ways. To begin with, they illustrate that the change process is highly personal, and how it is perceived by individuals strongly influences outcomes**.** Teachers' perception of large classes as a barrier affected their ability to implement learner-centered methodologies. Next, the findings highlight that teachers are the drivers of change: their engagement and decisions determine how effectively CBC is

implemented, yet structural constraints like class size limit their agency. Finally, these studies underscore the assumption that change requires adaptive and supportive environments where progress is monitored**.** Without manageable class sizes, sufficient instructional support, and adaptive strategies, teachers struggle to apply learner-centered practices effectively, which in turn limits implementation fidelity. This study as well leveraged on the scholarship about the impact of large classes on competence based teaching to understand how class size impacted on or contributed to lesson delivery in the context of the LSC.

In addition, scholarship on CBC shows that the nature of students is one of the challenges that affects the adoption of competence based teaching approaches (Kidega et al., 2024; Makunja, 2016; Muneja, 2015). Makunja (2016) investigated the challenges teachers encountered while implementing a CBC in secondary schools in Tanzania using a qualitative case study in 6 community secondary schools with a sample of 102 respondents. Makunja's study revealed that teaching students with a low academic level was challenging. It was difficult to support such students, especially when teachers entirely utilised learner-centered methodologies. Such findings were later reiterated by Kidega et al. (2024) in Uganda when investing challenges teachers were facing in CBC implementation in Gulu City. Nsengimana et al. (2020) study of theoretical and empirical literature about CBC as well found that students with low academic ability affect learning under CBC.

Torres et al. (2015) further assert that students in CBC need self-regulation and metacognition skills to track their own progress and reflect on their learning, respectively. Without these skills, Torres et al. argue that

achievement gaps potentially increase between high-performing students who already possess them, hence, they are more likely to be successful in CBC than students from low-performing academic contexts, who need more time to progress through a CBC. They, therefore, proposed that struggling students be given adequate personalised support to enable them to master required competences.

The issue of the nature of learners influencing CBC teaching approaches seems to contradict some of the principles of CBE, with regard to the teachers' role. The teacher is supposed to become an instructional designer by designing authentic tasks that encourage learners to explore and be active in their learning (Kellaghan et al., 2019; Nkambwe et al., 2019 as cited in Muwanguzi et al., 2023). The teacher, as an instructional designer, is, therefore, responsible for enhancing the desire, zeal and willingness that learners require to engage in learning. These findings further highlight the CBAM assumption that individuals are the drivers of change. In this case, the teacher's role as an instructional designer, able to adapt tasks and provide personalized support, determines the success of CBC implementation. More so, scholarship on CBC implementation advances that with appropriate professional training and improved teaching conditions, teachers might apply more purposeful and thoughtful classroom strategies (Duong & DeJaeghere (2022). Informed by this body of scholarship on the challenges that impede competence based teaching, this study as well sought to explore the challenges teachers faced in implementing the teaching approaches under a CBC.

2.3.4.2 Structural Challenges

The lack of resources in CBC implementation is a major constraint to the application of CBC teaching methodologies (Atuhura & Nambi, 2024; Diffang, 2019; Opondo et al., 2023; Nzima, 2016). Manquele (2017) and Phelokzi (2013), for instance, observed that the lack of resources in less resourced schools made teachers remain stuck in the traditional teacher-centered approaches. Nsengimana (2021) employed qualitative data collection methods including focus group discussions, and classroom observations to identify opportunities and challenges related to CBC implementation in Rwanda. Nsengimana found that due to a lack of resources, science teachers taught their subjects theoretically. Majority of the teachers barely conducted experiments due to inadequacies in science laboratories, reagents and materials. Further, teachers in this study indicated that learners did not fully acquire skills as a result of lack of materials and some topics were not taught effectively at school level. The findings in the aforementioned works underscore the CBAM assumption that people responsible for change must work in adaptive and supportive environments where progress is monitored and facilitated. Without sufficient teaching and learning resources, teachers cannot fully implement learner-centered approaches, hindering the transformative goals of CBC.

Additionally, studies have revealed that inadequate time allocated for syllabus coverage in CBC hinders teaching and learning (Diffang, 2019; Nsengimana, 2021; Nzima, 2016). Atuhura and Nambi's (2024) research on challenges teachers encountered in CBC implementation for instance revealed that time allocated for lessons was inadequate to cover all the content stipulated

in the Uganda English language curriculum. This was, especially, so if teachers had to take on learner-centered methods. The time allocated for the subject, according to the teachers, was not adequate to engage in time consuming activities of role play, group work and class presentations. Similarly, a study to investigate tutors' teaching practices in teachers' colleges in Tanzania found that limited instructional time limited syllabus coverage in fairly resourced and low resourced contexts (Nzima, 2016). This study further revealed that sometimes teachers were compelled to use teacher-centered methods to be able to complete the stipulated content within the indicated timeframe. Such a finding was echoed by Nsengimana (2021). This suggests that the reliance on teacher-centered methods, often resulting from inadequate instructional time allocated for CBC lessons, compromises the fidelity of curriculum implementation and consequently hinders the realisation of the intended goals of the CBC.

Further, Diffang (2019) revealed that the little time allocated for the CBC lessons did not allow for monitoring large groups of students. Although most of the cited studies are within the context of Africa, most of them, for the most part, focused on establishing the challenges teachers faced in the implementation of a CBC. This study, however, extended the area of focus to teachers' perspectives, concerns, enablers to teaching, forms of support, to gain a broader spectrum of teachers' experiences in taking on competence based teaching in a country where CBC was being implemented for the first time at secondary school level.

2.3.5 Teacher Support Forms

Research shows that teachers need a lot of support, especially, when they are implementing a new curriculum (Lashely, 2019; Mandukwini, 2016). One such form of support that is emphasised is provision of adequate resources. Chitera (2013 as cited in Mgaya et al., 2022), identified such resources as trainers, libraries, laboratories, workshops, classrooms and furniture necessary for effective CBC implementation. Most studies on CBC implementation reveal that the lack of resources to support CBC execution in Sub-Saharan Africa is a daunting reality (Diffang, 2019; Tumuheise et al., 2023; Nzima, 2016). Majority of the countries on the African continent implementing CBC require resource support, including Tanzania, Uganda, Cameroon, Rwanda, and Kenya, among many others (Diffang, 2019; Kidega et al., 2024; Nsengimana, 2021; Opondo et al., 2021).

Research on CBC implementation further suggests that teachers need to be supported through teacher training when implementing a CBC (Kidega et al., 2024; Ngeno, 2023; Nsengimana, 2021). Kambombwe and Mulenga (2019) carried out a study in Lusaka District, Zambia to investigate the implementation of CBC by History teachers. The authors utilised a mixed methods research approach among 99 respondents and used questionnaires and interviews for data collection. The findings revealed that some teachers had not been trained on competence based approaches of teaching because the curriculum had been implemented hurriedly with little training offered to the teachers. The study suggested that most teachers required proper training to have knowledge of CBC. In the same vein, Isaboke et al. (2021) conducted a study to establish the

preparedness of pre-primary school teachers in implementing CBC in Nairobi City using a correlational research design among 180 participants. The study recommended that the Ministry of Education in collaboration with the Nairobi City county government needed to create a regular in-service and comprehensive training programme for teachers in pre-primary public schools. The gradual development of teacher competence through ongoing professional development reflects the CBAM assumption that change unfolds over time rather than as a one-time event**,** hence, sustained capacity-building and monitoring is necessary to support teacher adaptation to curriculum change.

Diverting from a quantitative approach, Nsengimana et al. (2023) examined the knowledge, understanding and perceptions of Rwandan science teachers with respect to CBC using a qualitative case study design. The authors used classroom observations, documentary analysis and in-depth interviews for data collection. Their findings revealed that the, somewhat, inadequate knowledge and skills on learner centered approaches and how to develop generic skills was attributed to the limited training that dilutes the content, as well as, pedagogical knowledge related to CBC. This particular study, thus, recommended that teachers be trained according to their needs and for sustainability of the teachers' professional development, cost-effective support forms as school communities of practices be established to respond to schools' diversity. Informed by these studies, my study as well investigated implementation of a CBC and focused on examining the support forms teachers required for optimizing the teaching of CBC in Uganda.

2.4 Assessment in Curriculum Implementation

While assessment is largely often narrowly regarded as tests and examinations (Beets et al., 2014; Stiggins, 2002), it, in fact, encompasses a wide spectrum of activities with the purpose of measuring or improving learning (Yambi, 2018). Aloovi (2016) conceptualizes assessment as the process of gathering and interpreting evidence or information to make judgments about learners' learning. Similarly, Ioannou-Georgia (2003) considers assessment as a term, which includes all methods of gathering information about learners' knowledge, skills, understanding, dispositions, and motivation.

Literature in the field of assessment, majorly, identifies two types of assessment: formative or continuous and summative assessment. Formative assessment or assessment for learning, which takes place during the teaching and learning process, entails assessing learners' progress, as well as providing them with feedback to inform the next steps in teaching and learning (Caffrey, 2009; Yambi, 2018). Summative assessment (assessment of learning) on the other hand, occurs at the end of an educational activity and is designed to judge the learner's overall performance or achievement, as well as to make decisions for grading and to determine readiness for progression (Caffrey, 2009; Organisation for Economic Cooperation and Development [OECD], 2008). Summative assessment is used to communicate students' abilities to external stakeholders, such as administrators, parents, examination bodies and employers (Darling-Hammond, 2006). The most commonly noticeable type is summative assessment (OECD, 2008). In recent years, however, there has been a shift in focus of attention from restricted forms of tests to assessment for

student learning by teachers, educational policy makers, and researchers (Black & Wiliam, 1998; Heritage, 2010).

In the Uganda context assessment within the LSC takes on three forms: formative, summative and assessment as learning. In formative assessment teachers are required to conduct triangulation which involves the activities of observation, conversation and giving of feedback on student product during the teaching and learning process. In addition, teachers administer scenario based activities to students at the end of every chapter or theme called Activities of Integration (AOI) and these contribute 20% to the end of cycle results. Formative assessment also involves project work. Summative assessment on the other hand is stipulated to be conducted at the end of every year and the cycle.

2.4.1 Practices and Tools

Research on CBC implementation has shown that there is still a common practice of sticking to the use of traditional methods of assessment in conducting Competence Based Assessment (CBA). Using a cross-sectional survey research design, Kigwilu and Mokoro (2022) investigated the teachers' use of recommended assessment methods while implementing a CBC in public secondary schools in Arumeru District in Tanzania. Kigwilu and Moroko used a semi-structured questionnaire among 111 teachers from rural and urban settings. The two researchers found that majority of the teachers in the sampled schools, primarily utilised such methods as, oral examination, analysis of texts and essays, as well as written texts. The recommended CBC assessment methods, including use of rating scales, portfolios, checklists, projects and practical task methods were rarely used in assessing student learning.

Relatedly, Paulo's (2014) study had reported that there was low adoption of recommended assessment methods during the implementation of CBC across secondary schools in Tanzania. Paulo attributed this practice to the teachers' conservative culture of sticking with the traditional forms of assessment. Paulo's findings suggests that the persistence of traditional assessment practices may not merely be a resource or logistical issue, but also a mindset and habitual practice issue. Kigwilu and Moroko study, however, indicates that even in both rural and urban contexts, teachers tend to default to conventional assessment practices. Both studies highlight a gap between curriculum policy and classroom practice, showing that CBC implementation has not fully translated into changed assessment behavior.

While exploring teachers' competencies and experiences of implementing CBE in rural under-resourced schools in Tanzania using qualitative interviews, Lukindo (2016 as cited in Kinynyu, 2020) revealed that the most frequently used assessment methods were oral questions and written assignments. In another context, still on the African continent, Kabombwe and Mulega (2019) investigated teachers of History implementation of competence based teaching and learning in Lusaka, Zambia using a mixed-methods research approach. Their findings revealed that teachers of History were still using traditional paper and pencil methods such as tests, class exercises and examinations to assess learners' competences. This practice was attributed to teacher inadequate training in CBC teaching and assessment approaches. Lukindo's study showcases how resource limitations and the rural context may shape assessment choices while the Zambian study emphasises training gaps,

suggesting that teacher preparedness is a significant determinant of assessment practice. Overall the two studies underscore that teacher assessment practices are influenced by both contextual constraints and professional competence. Overall, the slow shift from traditional to CBA highlights the CBAM assumption that change unfolds over time, requiring ongoing reinforcement, support, and professional development to achieve meaningful transformation in assessment behavior.

Relatedly, Opolot-Okurut's (2010) survey investigation on assessment and grading practices of primary and secondary school teachers in Statistics classrooms in Uganda exemplifies sub optimal practices in assessment**.** Such practices include: teachers relying more on paper-and-pencil assessment, overlooking the provision of feedback and explanation of purpose for assessment to their students, as well as mainly using assessment for grading and promotion rather than for diagnostic purposes. Such suboptimal assessment practices may hinder desirable student learning (Alkharusi, 2011). In this regard, regular, appropriate assessment training is recommended for upgrading teacher information base and skills in assessment (Kibuna, 2013; Matsenjwa & Thwala, 2013; Opolot-Okurut, 2010). According to these researchers, assessment training should be carried out during pre and in-service training, taking on various forms such as networking, coaching and mentoring. This study leveraged on this scholarship on teacher assessment practices to establish what kinds of assessment practices have been taken up in the new curriculum, given the difference in assessment requirements between the new and old curricula. It was also essential to establish the teachers' practices in both

formative and summative assessment as stipulated in the LSC frame work, in order to propose responsive strategies for optimising assessment.

Furthermore, research on CBC implementation reveals that teachers use both summative and formative methods of assessment to conduct CBA. Namubiru et al. (2024) explored and documented teachers' perspectives on the implementation of CBC in two districts in Uganda. The study employed a mixed-methods approach using group discussions and interviews as data collection methods. The findings revealed that the teachers conducted continuous assessment by administering activities of integration to the learners at the end of every theme/unit. A study by Villamero (2014) on three primary school teachers in Negros Oriental-Philippines showed that, teachers conducted formative, diagnostic and summative assessment through tests, observations and portfolios. This study was underpinned by a constructivist epistemology and the researcher utilised qualitative data collection methods including structured interviews and classroom observations.

In a more recent study, taking on both qualitative and quantitative approaches, Adnan et al. (2019) examined teacher competences in authentic and integrative assessment among 52 Indonesian language teachers at senior high school level. The findings revealed that, almost all the teachers used performance based assessment, self-assessment, portfolios and project assessment. Teachers, however, were not using rubrics during assessment. These studies indicate that while teachers in different contexts are implementing both formative and summative assessments, the extent, variety, and fidelity of CBA practices differ, which could be attributed to differences in resource

availability, training or teacher competence. This variation aligns with CBAM assumptions in some ways. First, it reflects that change is a highly personal experience, as teachers' perceptions, skills, and confidence influence how fully they adopt CBA practices. Furthermore, that change occurs most effectively in adaptive and supportive environments demonstrating that when teachers have the necessary resources, guidance, and professional development, they will implement new practices consistently. Adan et al.'s research was underpinned by a constructivist paradigm to allow for subjective experiences of the teachers to be explored. This study was also underpinned by the constructivist approach but expanded on the methods of data collection to include documentary analysis to allow for data and findings corroboration in a bid to increase on the credibility of the research process and trustworthiness of the findings.

2.4.2 Teacher Perspectives towards Assessment

Research on assessment shows that, teachers possess various perspectives towards assessment, especially, in CBC implementation. Nyikadzino (2023) conducted a study to explore teachers' and leaders' experiences of the implementation of CBC in selected primary schools in Harare Metropolitan Province, Zimbabwe. The researcher employed a case study research design and data was collected using interviews. The study participants viewed CBA as beneficial to the teachers. The teachers, for instance, felt that CBA assists them in making decisions about student learning, as it provides all the information about each learner from observation records. In a study to find out how secondary school teachers experience the implementation of a CBC in the Arusha Region in Tanzania, Muneja (2015) found out that teachers

possessed positive attitudes towards assessment as a result of the motivation to see learners' scores on assessment tasks as well as to help out those with low scores. Muneja employed a qualitative case study and used interviews, observations and documentary analysis for data collection.

Eleni and Ifigenia (2020) extended the depth of their qualitative research by using a variety of data collection methods, including questionnaires, rating scales, anecdotal records, checklists and classroom observation, to conduct an action research. The purpose of their study was to examine the extent to which English as a Foreign Language (EFL) learners speaking and writing skills can be enhanced through implementation of observation as an alternative method of assessment. The educators in that study were of the view that observation offered an impression of the students' communicative and linguistic development, provided the teacher with evidence of students' gradual improvement of their writing skills, as well as enabled the teacher to identify learners' strengths and weaknesses in speaking and writing. These findings resonate with the CBAM assumption which illustrates that change is a highly personal experience, as teachers' perceptions of assessment practices influence how they adopt and use CBA strategies in classrooms. Teachers who see the benefits of CBA and alternative assessment methods are more likely to implement them effectively.

In another development, assessment has been viewed as a practice that requires commitment, especially, when conducting CBA. In a study to explore teachers' perceptions on the implementation of CBC in selected secondary schools in Uganda, Wambi et al. (2024) in their study showed that CBA requires

the teacher to spend a lot of time conducting individualistic assessment. Hatmanto (2011) observed that in CBC teachers assess both the hard skills through examinations, as well as the soft skills-which is a complex process. According to Hatmanto the use of various assessment methods, including self-assessment, assignments, portfolios, projects makes CBA challenging, and this calls for the teacher's commitment. Anane (2003) argues that switching the role of knowledge transmitter to facilitator in executing CBC implementation practices requires a lot of commitment and determination on the part of the teacher. Once again, Wambi et al., Hatmanto and Anne's findings align with the CBAM's assumption that the change process is extremely a personal experience and how it is perceived by the individual will strongly influence the outcome (Hall & Hord, 2015). When teachers perceive assessment as overly demanding, their level of engagement and effectiveness in conducting it may be compromised. In this regard, some scholars suggest that teachers' salaries and incentives need to be increased as a way of motivating them to work harder to achieve proper implementation of a CBC (Nyikadzino, 2023; Tumuheise et al., 2023).

Furthermore, research on assessment reveals that teachers consider teacher collaboration as an enabler to the execution of CBA (Mutseekwa & Muyengwa, 2024; Micheni, 2021). Micheni employed a mixed methods research design to conduct research on teacher perspectives towards the implementation of CBC in Kenya, with a focus on the support system availed to them. The teachers who participated in this study were of the view that collaborative practices, such as sharing resources and peer observation, helped

them to conduct assessment during the implementation of a CBC in primary schools in Kenya. Another study was carried out by Mutseekwa and Muyenga to explore how co-teaching can be used as a tool to facilitate the cooperation between expatriate tutors and their local counterparts during teacher training for curriculum implementation. This study employed a qualitative multiple case study of two teacher training colleges and utilised in-depth interviews and classroom observations for data collection. The tutors who participated in this study divulged that peer support from one another and expatriate tutors enabled them to mark learners' work effectively. Mandukwini (2016) concluded that teachers depend on peer support to understand new content when implementing a new curriculum. Supporting Mandukwini's assertion, Lature et al. (2024) further argued that encouraging collaboration between teachers is one of the keys to successful implementation of CBC at school level. Whereas the aforementioned studies have provided insights about peer support as an enabler to CBA, they were carried out in different contexts, hence, may not provide the reality of teachers' perspectives towards CBA within the context of Uganda. Moreover, Micheni's study was conducted in primary schools, while Mutseekwa and Muyenga's study in teacher training colleges. This study, however, was conducted in secondary schools and in Uganda which are different context from the reviewed studies.

Lawyer (2021) further observes that CBA is influenced by the number of students in a classroom. In this regard, smaller class sizes have been identified as a key factor facilitating effective assessment in CBC implementation (Kidega et al., 2024; Lawyer, 2021; Wambi et al., 2024). Lawyer (2021) argued that

because CBC is learner-centered, smaller classes are preferable to apply CBE techniques effectively. Kidega et al. (2024) noted that continuous assessment, a core element of CBE, becomes difficult to implement in large classes, while Chemagosi (2020) emphasised that the shift from traditional testing to rubric-based assessment requires manageable class sizes. Viewed through the lens of CBAM, these findings illustrate that successful implementation is deeply shaped by the conditions in which teachers operate. Overcrowded classrooms and limited resources undermine the CBAM assumption that people responsible for change must work in adaptive and supportive environments with progress constantly monitored (Hall & Hord, 2015). Teachers in such contexts struggle to provide individualised attention and engage students effectively in CBA, reducing fidelity of curriculum implementation. Consequently, without systemic adjustments, such as reducing class sizes, the adoption of CBC remains constrained, underscoring the importance of adaptive and supportive environments for effective curriculum change.

2.4.3. Challenges and Support Forms

Research on CBA reveals that teachers face difficulties in using assessment tools and designing assessment tasks (Isaboke et al., 2021; Kigwili & Mokoro, 2021; Opondo et al., 2023). Kigwili and Mokoro, for instance, in a study to investigate teachers' use of recommended methods in CBC implementation in Arumeru District in Tanzania found that teachers from rural low resourced schools faced difficulties in using rating scales, rubrics and checklists. Opondo et al. (2023) investigated challenges encountered by Kenyan primary school teachers in implementing a CBC. The findings revealed

that teachers' empowerment in setting CBA assessment tasks was minimal. Wambi et al. (2024) in a study in Uganda revealed that teachers faced difficulties in designing scenario based tasks for activities of integration as well as assessing generic skills. The difficulties with regard to use of assessment tools and designing assessment tasks were attributed to inadequate teacher training in assessment in all the three aforementioned studies. Gallardo (2020) observes that rubric design and use is a complex process which involves decision making about students' profiles. Gallardo, thus, recommends that teachers ought to participate in workshops, specifically, meant to enable them attain knowledge and skills in designing and utilisation of rubrics. This study leveraged on such scholarship on assessment challenges to explore the assessment challenges teachers experienced in a bid to suggest responsive mechanisms to optimise CBA within the LSC.

Coupled with difficulties in using assessment tools is, is the challenge of unclear assessment guidelines that constrain teacher assessment practices. Using a mixed methods research design, Phelokazi (2013) explored teachers' experiences in the implementation of the New Curriculum in under resourced schools in the Mthatha District in South Africa. The researcher utilised questionnaires and structured interviews for data collection. The findings revealed that lack of clarity on assessment rubrics made it difficult for teachers to conduct assessment effectively. Opondo et al. (2023) in a study on challenges facing implementation of CBA in Kenyan primary schools, showed that poor assessment strategies among primary school teachers were caused by lack of properly written guidelines on how to assess learners. Lukindo's (2016 as cited

in Kinyunyu, 2020) study revealed that teachers in rural secondary schools in Tanzania were not sure whether their assessment techniques conformed to CBE. Although some of these studies like Lukindo's and Phelozaki's employed qualitative methods for data collection, such as interviews, the structured interviews used by Phelozaki may not have provided in depth insights. Structured interviews are more standardized unlike the in-depth interviews which are more open-ended and discovery oriented, hence, provide detailed information about individuals perspectives, experiences or feelings about particular phenomenon (Routledge & Hogg, 2020). The one-on-one interviews used in this study, thus, provided detailed information about teachers' experiences in the implementation of a new curriculum in Uganda.

The observation that large classes constrain CBA has been reported by various researchers (Chemagosi, 2020; Lawyer, 2021; Ngeno et al., 2021; Opondo et al., 2023). Using a qualitative case study research design, Kidega et al. (2024) investigated the challenges confronting teachers during the implementation of a CBC in selected secondary schools in Uganda. Kidega et al. found that teachers were grappling with assessing large classes of about 66 students to one teacher. Teachers said that it was difficult to accommodate individual differences in a large class. In a related study, Opondo et al. (2023) investigated the challenges encountered by teachers in Kenya while implementing a CBC. Opondo et al. also used qualitative research design and data was collected through interviews and classroom observations. The study demonstrated that a large class impedes individualisation of assessment in low resourced schools. In the same vein Mahamat (2011 as cited in Wiysahnyuy,

2021) reported that large class sizes impede individualisation of assessment strategies. Opondo et al. study further revealed that large classes make it impossible to provide timely feedback and conduct frequent assessment. Chemagosi (2020) research demonstrated that teachers were not well versed with assessing large classes in the context of limited resource and time availability. Overall, these studies indicate a common trend across different countries by demonstrating that large class sizes not only overwhelm teachers but also compromise the quality, frequency, and individual responsiveness of assessment practices under CBC.

Research on assessment further demonstrates that teachers face the challenge of inadequate assessment training, which impedes progress on how they conduct assessment (Makunja, 2016; Momanyi & Pop, 2019; Paulo, 2014). Paulo (2014), for instance studied pre-service teacher preparedness in integrating CBC in secondary schools in Tanzania. The findings revealed that teachers were hardly trained on the new assessment methods and as a result they continued to use traditional methods of assessment. This finding was reiterated by Kabombwe and Mulenga (2019). In another study on teacher preparedness for implementation of CBC in lower primary schools in Kenya, Momany and Pop found that teachers were ill prepared for efficient assessment of learners' performance and competences.

More so, Opondo et al. (2023) studied challenges teachers encountered in implementing a CBC in Kenya at primary school level. The findings revealed that teachers were trained for less than a week in CBC assessment and. as such, teacher empowerment in designing assessment tasks was minimal. Teachers in

some schools in Uganda faced difficulties in designing scenario based questions for assessment, as well as assessment of generic skills because they were not adequately trained in those aspects (Wambi et al., 2024). When viewed together, these studies demonstrate that across Tanzania, Kenya, and Uganda, insufficient and superficial training leaves teachers underprepared to design and implement CBA, thereby, reinforcing reliance on traditional practices and undermining the fidelity of CBC implementation. The aforementioned studies therefore underscore the need to engage teachers in assessment training to enable them conduct assessment effectively.

These studies, examined through the lens of the CBAM, illustrate several key assumptions. First, they affirm that change is a process, not an event in the sense that short training workshops or one-off orientations are inadequate for teachers to internalise new assessment practices, as meaningful change requires sustained support over time. Second, the studies highlight that individuals are the drivers of change. Teachers' ability to implement CBC effectively depends directly on their preparedness, competence, and confidence in assessment design. More so, the findings point to the importance of systematic and adaptive support**,** where continuous professional development, clear guidelines, and consistent monitoring are necessary to empower teachers to progress beyond basic compliance toward deeper and more effective use of CBA strategies.

Cherotich et al. (2023) conducted a study to establish the influence of teacher preparedness on the implementation of CBC in public primary schools in Bombet East Sub-county, Kenya. The study findings revealed that teachers

need support in keeping assessment records for summative reporting and designing assessment rubrics. Masika (n.d) found that new forms of authentic assessment require intensive training and coaching. Koloi-Keaikitse's (2016) research, however, revealed contradictory results about assessment training. In a study to determine the relationship between teachers' level of assessment training and the extent to which they used classroom assessment practices, Koloi-Keaikitse (2016) found that taking more than one course in assessment training did not predict the use of such assessment practices as grading learners effectively or use of statistical applications. The same research, on the other hand, showed that teachers who attended in-service training in assessment were more likely to use recommended classroom assessment practices than those who did not. Isaboke et al. (2020) echoed the latter finding in CBC implementation. Their findings demonstrated that teachers who receive training are more likely to engage in both formative and summative assessment practices during the implementation of a CBC. Despite the contradiction in Koloi-Keaikitse's findings about assessment training, the foregoing discussion generally demonstrates that the aspect of assessment training during curriculum implementation is critical especially in effecting CBA.

In affirmation, Orstein and Hunkins (2013) further propose that in any educational reform agenda, teachers need support in upgrading assessment methods. Other researchers recommend that teachers be trained on how to provide feedback that supports student growth and development (Muwanguzi et al., 2023). Gallardo (2020), however, cautions against fast or poor teacher training in assessment. On the whole, intensive, continuous targeted in-service

training in various forms should be provided to augment teacher assessment practices (Masika n.d; Phelozaki, 2013). Interpreted within the framework of the CBAM, the findings from these studies about teacher training for effective CBA assessment confirm that implementation requires an adaptive and systematic environment as well as time. Poorly designed or rushed training programs can hinder adoption, while sustained and targeted in-service training creates the supportive conditions necessary for teachers to progress to higher levels of CBA use. Most of these studies on assessment training were conducted in other contexts and may not provide insights about contextual realities with regard to assessment in Uganda. It was imperative to conduct a study in Uganda to understand the forms of support teachers deemed necessary for assessment to better devise means and strategies of optimising the implementation of the LSC. In addition, this study leveraged on such scholarship on assessment training to understand whether the training teachers had undertaken for the implementation of the LSC was facilitating them conduct CBA.

2.5 Summary

Overall, the reviewed literature provides a strong theoretical foundation but reveals limited qualitative insights into Ugandan CBC enactment, particularly regarding teachers' experiences of planning, teaching, and assessment within the LSC. Most studies have been conducted in developed countries or at educational levels other than secondary school, highlighting a contextual gap. Methodologically, prior research employs both quantitative (surveys) and qualitative (case studies) approaches using questionnaires, interviews, observations, and document analysis, though often in isolation, such

as relying on interviews without corroborating classroom observations. Interpreted through the CBAM, the literature reviewed underscores that teachers are the primary drivers of change, with the success of CBC implementation shaped by their perceptions, experiences, and commitment. The literature further emphasises that change is a process unfolding over time, highly personal, and dependent on an adaptive and systematic environment. Drawing on these insights, the present study used interviews to capture teachers' personal concerns, challenges, perceptions and enablers to planning, teaching and assessment of the LSC. Classroom observations were also employed to document enacted practices, and document analysis to examine planning and assessment processes, ensuring methodological triangulation and aligning the research design with both the literature and CBAM's theoretical assumptions.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the research methodology that was used in this study. It begins by describing the philosophical orientation, research approach and design. The study area, study population, sampling design, data collection methods, as well as data analysis procedures then follow. The chapter concludes by discussing issues related to quality control and ethical considerations. Methodological choices were driven by the CBAM and focused on planning, teaching and assessment.

3.1 Philosophical Orientation

This research was informed by the epistemological position that truth or meaning ascribed to phenomena is constructed rather than discovered (Cotty, 1998). In this regard, the study was guided by the constructivist research philosophy, which holds that, individuals develop varied and multiple subjective meanings of their experiences in relation to particular objects or phenomena (Creswell & Creswell, 2018). These meanings are socially and historically situated (Creswell & Creswell, 2018), and constructive researchers, therefore, engage with participants' realities in order to interpret them within their lived contexts (Cotty, 1998).

In this study, truth and meaning were co-constructed through an interactive process between the researcher and the teachers implementing the LSC. Teachers generated subjective accounts of their practices, concerns, and challenges, as well as, enablers and forms of support required for

implementation. The researcher then interpreted these narratives through dialogue, probing, and reflexive engagement. In this way, the teachers' experiences were not treated as fixed facts, but as evolving interpretations shaped by their contexts, beliefs, and professional realities. The process of meaning-making, thus, occurred through cycles of description, clarification, and interpretation, whereby teachers shared their perspectives and the researcher engaged critically with them to co-create understanding. This collaborative construction of knowledge enabled a deeper appreciation of how teachers themselves ascribed meaning to the implementation of the LSC within their unique school contexts.

3.2 Research Approach

The study took on a qualitative research approach, which is concerned with how the social world is interpreted, understood, experienced, or constituted and the meanings individuals or groups assign to the social or human problem (Creswell, 2014; Mason, 2002). In this regard, this study explored teachers' experiences in implementing the LSC in order to understand the meanings teachers ascribe to this phenomenon. Unlike quantitative surveys that reduce experiences to measurable variables, qualitative inquiry enables a deeper uncovering of teachers' subjective meanings over time, as described in the CBAM. This is because teachers' experiences are dynamic and context-bound, requiring methods that capture evolving interpretations, emotions, and practices rather than static snapshots. More so, qualitative

Research, typically, uses multiple data collection methods, such as observation, interview, and document analysis, rather than rely on a single

method (Creswell, 2009), and data is mostly non-numerical (Gay et al., 2006). By collecting data through observations, interviews and documentary analysis, the researcher was able to capture participants' experiences in depth, thereby generating insights into how teachers' realities shape curriculum implementation that quantitative methods alone could not adequately capture.

3.3 Research Design

This study adopted a case study research design to explore teachers' experiences in implementing the LSC. Case study is an in-depth investigation in which researchers describe, explain or explore a contemporary phenomenon within its real-life context using multiple sources of information (Creswell & Creswell, 2018; Yin, 2018). This research explored teachers' experiences in implementing the LSC within school contexts, used multiple sources of data, as well as provided in-depth descriptions of the research sites to provide profound insights about the LSC implementation. Hence, the study lent itself to case study research design. Schoch (2020) observes that case study, typically, focuses on a specific event, place, person, thing or organisation, which the researcher intensively and comprehensively analyses. Relatedly, this study focused on an organisation-a school, where different categories of schools (well-resourced, averagely- resourced and low-resourced) were studied to understand the implementation of the LSC within individual and across multiple cases.

Drawing on Ngendo's (2011) framework, which examined the relationship between educational resources and teachers' productivity, the researcher designed a rubric with varying degrees of resource allocation to categorise schools. In her study, Ngendo classified resources into physical (for

example, classrooms, administrative blocks, libraries, laboratories), human (for example, teaching staff, bursar, laboratory attendants), and material (for example, textbooks, chalk, maps, audio-visual and electronic instructional tools). Building on these categories, the present study also integrated insights from scholarship on curriculum implementation, which underscores the central role of educational resources in shaping effective implementation (Isaboke et al., 2021; Tumuheise et al., 2023) as well as the implementation guidelines of the LSC. Accordingly, the researcher developed a rubric (Table 3.1) based on these dimensions to classify schools as well-resourced, averagely resourced, or low-resourced, thereby providing a systematic and theoretically grounded approach to case selection and analysis.

Table 3. 1
School Resource Indicators

Resource Category	Indicators	Well-resourced	Averagely Resourced	Low Resourced
Physical	Classrooms	Adequate permanent Classroom buildings reliable electricity & clean water, good sanitation facilities	Permanent classrooms with irregular electricity/water; basic sanitation	Mostly poor structures; without reliable electricity/water inadequate sanitation
	Science laboratories	Fully equipped science laboratories	Partially equipped	No science lab or not enough to teach Biology, Physics and Chemistry separately
	ICT laboratories	Fully equipped ICT laboratories with internet connectivity and stable power supply, has projectors and e-resources	Partially equipped ICT laboratory, with irregular internet; occasional projector use	No or very few functional computers, unstable internet connectivity and power supply
	Library and reading space	Well-stocked library; quiet reading space for learners	Small library or book corner; limited seating	No library and reading space
Human	Teacher-student ratio	At least 1:50	1: 60	1:60+
Material	LSC student-textbook ratio	At least 1:2	At least 1:4	More than 1:4
	Electronic	Has adequate computers and other ICT resources	Fairly adequate computers and other ICT resources	Has no computers or a few functional ones without other ICT materials

Source: Adapted from Ngendo (2011)

The unit of analysis within each case was the teachers, focusing on their experiences of planning, teaching and assessment of the LSC within that resource context. Overall, a case study research design was appropriate for this study as it allowed studying multiple cases, which in turn provided a broader picture of teachers' experiences in implementing the LSC (Dare et al., 2018).

3.3.1 Selection of the Case

This study, which comprised three cases, was conducted in selected private and government secondary schools in Mbarara City, particularly, in Nyamitanga, Kakiika and Biharwe divisions, as these areas encompassed the different school categories relevant to this study. More so, these divisions allowed for the interaction of mental processes of the researcher and the participants as well as meaningful communication, upon which the findings depend in qualitative research (Riese, 2019). The cases of the study in table 3.2 below:

Table 3. 2
Cases of the Study

Cases	School A	School B	School C
Type of School	Well-resourced	Averagely-resourced	Low-resourced
School Ownership	Government-aided	Private	Government-aided
Sex	Single	Mixed	Mixed
Location	City suburb	City suburb	Semi-urban
Academic Performance	Highly-rated	Less highly-rated	low-rated
Average Class Size	65 students	45 students	58 students

Source: Primary data (2024)

School A is a government-aided single sex secondary school located about 2.5km from the city centre. The school has a total of about 1, 500 students with an average class size of 65 students. In terms of academic performance, it is a highly-rated school in the city and was categorised as a Well-Resourced School. In this study, a well-resourced school was identified as one which has a considerable number of facilities that aid implementation of the LSC with a focus on the computer laboratory, library, science laboratories, textbook to learner ratio and ample classroom space. School A has two libraries, adequate classroom space for most classes, a computer laboratory, three science laboratories (Physics, Chemistry, Biology) and a room for access to WIFII, ICT materials as well as teachers for consultation. The textbook to student ratio is averagely 1:2.

School B is a private mixed day and boarding school located about 2 km from the city centre, with an enrollment of about 600 students and a class size of 45 students. It is a moderately rated school with regard to academic performance in the city and was categorised as an Averagely-Resourced School in this study. This school facilities are fairly adequate in terms of supporting the implementation of the LSC and specifically the computer laboratory, science laboratories, classroom space, and a library. School B has one room for a computer laboratory with about 45 functional computers connected to the internet, a library that sits about 80 students, three science laboratories and fairly adequate classroom space. The textbook to student ratio is averagely 1:5.

School C was categorised as a Low Resourced School, given the inadequacy of resources to aid the implementation of the LSC. School C is a

government-aided USE, day and mixed school located approximately 12km from the city centre in a semi-urban area. It has a school enrolment of about 450 students. It is a low-rated school in the city with regard to academic performance. The school has one science laboratory and a computer laboratory with about 25 functional computers connected to the internet but with unstable power supply and internet availability. The book store, which also serves as a "library" and is about 457cm by 304.8 cm, too small to accommodate students, who consequently use it to mainly borrow books. The classroom space is generally inadequate to accommodate the number of students in a class. The textbook to student ratio is averagely 1:7.

Scholarship on curriculum implementation suggests that availability of resources- human and infrastructural considerably shapes teachers ability to adopt new curricula (Ngao & Kirimi, 2020). Thus, the above school categories were selected because their school features could have shaped the way teachers were implementing the LSC. Well-resourced schools often have adequate facilities and supportive structures that can facilitate implementation. Low resourced schools, on the other hand, usually grapple with various challenges while averagely resourced schools represent the mid-point along the continuum. The three school categories were selected because they would provide insights into how different school categories in Uganda were shaping implementation of a new curriculum. Furthermore, the three school categories enabled a comparison of patterns in relation to the aspects of planning, teaching, and assessment both within and across diverse school contexts. This facilitated a rich and in-depth exploration of the implementation of the LSC in varied school

contexts. By examining different school categories, the study aimed to provide research-based evidence that can guide the design of support mechanisms responsive to the specific school contextual realities.

Data was collected from teachers of Senior 3 since Senior 3 had used the LSC for more than a year. The assumption was that the teachers of senior 3 have used the LSC for a longer time than their counterparts teaching Senior One or Two, hence, have more varied experiences that the researcher could elicit. More so the teachers of senior three would provide reflections on their longitudinal experiences with regard to planning, teaching and assessment. The teachers from different streams and schools provided a sufficient number for saturation purposes.

3.4 Study Population

The study population comprised secondary school teachers of English and Mathematics that have used the LSC for at least two years in schools located in Nyamitanga, Kakiika and Biharwe divisions as these areas encompassed the different school categories relevant to this study. The DOS provided secondary data to triangulate the teachers' information, as regards the implementation of the LSC.

3.5 Sampling Design

Purposive sampling was used to select participants for this study. According to Schoch (2020), selecting the participants purposively in case studies helps the researcher to engage in an in-depth investigation of a phenomenon. More so, purposive sampling allows for exploration of information-rich cases from which a researcher can learn a great deal about the

issues that are critical to the research (Patton & Cochran, 2002). Thus, teachers of Senior Three English and Mathematics were purposively selected, since they were among the first teachers to use the LSC, which they were using for the third year at the time of the study, as opposed to Senior One teachers who had been using it for a year. Teachers of English and Mathematics were selected given their central role in teaching the two subjects as compulsory subjects, and also have a relatively greater time allocation of the timetable compared to other subjects. These teachers were likely to provide richer insights, given their greater opportunity to interact with the LSC, compared to their counterparts. The director of studies from each school was also purposively selected given their roles in supervision of curriculum implementation within schools. Thus, purposive sampling allowed for exploration of rich information from the participants in this study (Patton & Cochran, 2002), which provided profound insights about the implementation of the LSC in Mbarara City.

3.4.1 Sample Size

Given that some schools have streams for each class/year, the researcher purposively interacted with each teacher from the different streams. The Senior Three class in the well-resourced school comprised four streams with different teachers of Mathematics and English, making a total of 8 teachers. However, 7 teachers participated in this study-4 teachers of English and 3 of Mathematics. Two DOS from the well-resourced school also participated in this study making a total of 9 participants. The averagely-resourced school comprises two streams for Senior Three with a different teacher of Mathematics and English for each stream, making a total of 4 teachers that participated in this study including one

director of studies. The low resourced school does not comprise streams for Senior Three so two teachers from that school (one for English, one for mathematics) took part in this study as well as their director of studies. In total, the study participants were 17 (13 teachers and 4 DOS). Subedi (2021) argues that the purpose of research, theoretical and analytical strategy, data saturation, as well as methodological choices, among other factors, determine the choice of participants in qualitative inquiry. Thus, the methodological choice of selecting individual that differ on some characteristic or trait (maximal variation sampling) (Creswell, 2013) determined the choice of the participants and school categories (located in three different divisions) in this study.

Additionally, what is important to most case study researchers, as Aguboshim (2021) argues, is that the sample size, whether large or not, provides the best opportunity for data saturation, which Hennink and Kaiser (2022) found out that it can be attained between the 9-17th interview in qualitative studies. In this study, data saturation was attained at the fourteenth interview for the teachers and at the third interview for DOS, hence, the sample size was appropriate for the study. Moreover, the sample size provided richness of data (Alele & Malau-Aduli, 2023).

As a researcher, I acknowledge that my background as a secondary school teacher may have influenced how I interpreted the participants' experiences. However, throughout the study, I engaged in reflexive practices to mitigate bias and co-construct meaning with participants. I maintained a research journal to record reflections after interviews, used memos during data coding to note potential biases, and held peer debriefing sessions to challenge

my interpretations. Additionally, member checking with participating teachers ensured that the findings accurately reflected their experiences. These strategies helped maintain transparency and rigor as well as allowed for a co-constructed understanding of the implementation of the LSC. The table below shows the participants of the study.

Table 3. 3
Study Participants

No	Pseudonym	Designation	Gender	Age bracket	Sch.	Highest qualification	Subject taught	Teaching experience (years)
1.	Imeyisha	Teacher	M	30-40	A	Bachelor's degree	English	12
2.	Wondoka	Teacher	F	30-40	A	Bachelor's degree	English	6
3.	Zawadi	Teacher	F	40-50	A	Bachelor's degree	English	23
4.	Momo	Teacher	F	30-40	A	Bachelor's degree	English	4
5.	Tabu	Teacher	M	30-40	A	Bachelor's degree	Math	13
6.	Maisha	Teacher	F	40-50	A	Bachelor's degree	Math	20
7.	Mambo	Teacher	F	40-50	A	Bachelor's degree	Math	13
8.	Nyanzi	Teacher	F	20-30	B	Bachelor's degree	English	4
9.	Muwa	Teacher	F	30-40	B	Bachelor's degree	English	9
10.	Kafu	Teacher	M	30-40	B	Bachelor's degree	Math	7
11.	Majani	Teacher	M	30-40	B	Bachelor's degree	Math	6
12.	Nadu	Teacher	M	30-40	C	Bachelor's degree	Math	8
13.	Madi	Teacher	M	30-40	C	Bachelor's degree	English	8
14.	Rwami	Director of studies	M	40-50	C	Bachelor's degree	Director of studies	20
15.	Tr. Mawami	Director of studies	F	40-50	A	Bachelor's degree	Director of studies	17
16.	Tr. Zawadi	Director of Studies	F	40-50	A	Bachelor's degree	Director of studies	23
17.	Tr. Meru	Director of studies	M	30-40	B	Bachelor's degree	Director of studies	8

Source: Primary data (2024)

3.5 Data Collection Methods

3.5.1 Document Analysis

Document analysis uses a systematic procedure to analyse documentary evidence and to answer specific research questions (Frey, 2018). In this study, documentary analysis was used to establish some elements with regard to teachers' planning practices, (research question 1) and recommended teaching methodologies of the LSC. The analysis aimed at establishing the teachers' teaching methodologies and instructional materials as documented in the teachers' lesson plans and schemes of work, as well as the instructional expectations as stipulated in the curriculum framework and implementation guidelines. Access to these documents was obtained through the offices of the DOS, who were custodians of the document. The documents were first catalogued and given reference codes for ease of analysis. Then using a documentary analysis guide, I read through the documents systematically basing on codes (stipulated teaching methodologies, teachers' teaching methodologies, instructional resources indicated) to identify the emerging themes from the documents. Coding was then done manually by categorizing data into a matrix to facilitate comparison of shared experiences among teachers within different and similar school contexts or across subjects. The manual codes were validated by an external auditor.

3.5.2 Interviews

In-depth interviews are among the major data collection methods for case studies that aids researchers to elicit opinions, ideas and experiences (Yin, 2018). Thus, one-on –one in-depth interviews were the primary data collection

method used in this study to understand teachers' experiences of implementing the LSC. The interviews enabled the researcher to collect data about the teachers' planning, teaching and assessment processes, with regard to their practices, concerns, enablers, challenges, perspectives, and recommendations for improving these processes.

The teachers to be interviewed were first briefed about the purpose, procedures and ethical considerations guiding the study before the interviews were conducted. Upon approval to be part of the study, participants then signed a consent form, which was followed by the interface between the researcher and the participant. Each interview was conducted in a private setting within the participant's school to ensure confidentiality and minimisation of interruptions. The interviews, which were audio-recorded and lasted between 35mins to one hour for each teacher and DOS, depending on the depth of responses. The teachers who doubled as DOS were interviewed twice in their dual role. Data collection from interviews was guided by an interview guide constructed by the researcher that contained questions with regard to teachers' experiences in implementing the LSC that focused on teachers' practices, perspectives, concerns, challenges, enablers and forms of support in planning, teaching and assessment. Field notes were taken to capture nonverbal cues and contextual details that might inform interpretation. Upon completion of data collection, audio recordings were transcribed and each transcript assigned a pseudonym to protect participants' identities. Transcripts were later shared with participants for verification, corrections or clarifications.

3.5.3 Classroom Observation

Observational methods are useful for collecting data about processes, cultures as well as people, with regard to their actions, roles and behaviour (Kawulich, 2012). Thus, non-participant observations were used to collect data about how teachers were implementing the LSC in practice, thereby, triangulating the interviews, as well as documentary analysis. A total of 13 classroom observations (I observation per teacher) of 80 minutes each were carried out from School A, B, and C. Although limited in number, these observations were purposively selected across schools with varying resource levels and contexts, thereby ensuring maximum variation in teaching conditions. This diversity enabled the 13 cases to analytically represent the broader teaching population by capturing recurring patterns as well as context-specific differences in teachers' experiences of implementing the LSC.

Field notes and an observation guide were used to capture the observational data. The classroom observations focused on collecting data about teachers' use of LSC methodologies and instructional materials; teacher observation and conversation activities, as well as feedback/responses when carrying out assessment. Prior to collection of observational data, informed consent had been obtained from the teachers and students were informed about the presence of the researcher in their classrooms. After each classroom observation, field notes were expanded to include other contextual details and preliminary reflections. A reflective journal was kept throughout the whole process of data collection to document the researcher's reflections, impressions and any other kind of information relevant for data analysis.

3.6 Data Collection Instruments

This study used an interview guide, a documentary analysis guide, an observation guide as data collection instruments and these were developed by the researcher. The development of these tools was guided by the CBAM, which is largely concerned with explaining, monitoring, describing and understanding the implementation process of curriculum material and instructional practices as experienced by teachers within the context of change (George et al., 2013). Three core assumptions of the CBAM guided the design of the tools:

First, "It is individuals who are the drivers of change and therefore need to be the focus during the process of change." This assumption underpinned the overall focus of the study on teachers themselves as critical agents in the implementation of the LSC. Consequently, all instruments were designed to foreground teachers' experiences in implementation. The interview guide for instance included questions that explored teachers' experiences (realities) in implementing the LSC with regard to their practices, perspectives, concerns, challenges and enablers to planning, teaching and assessment. The observation and documentary analysis guides, in contrast, were designed to capture insights into teachers' planning, instructional, and assessment practices-reflecting the realities encountered by the central agents (teachers) during curriculum implementation.

Second, "The change process is an extremely personal experience, and how it is perceived by the individual will strongly influence the outcome." This assumption informed the content areas of the interview guide. Questions were included to elicit data on understanding teachers' personal experiences

(realities) of implementation with regard to how they planned, taught, and conducted assessed within the LSC framework. These areas, further, captured teachers' subjective perceptions, concerns toward curriculum implementation. By focusing on personal experiences, the study aligned with CBAM's recognition that individual perceptions and experiences are critical determinants of successful change.

Third, "People responsible for the change process must work in an adaptive and systematic environment, and their progress must be monitored constantly." The observation guide included items related to teachers' instructional methodologies, use of instructional materials, and assessment practices. Exploring such aspects of implementation was some way of monitoring how the curriculum was being enacted in real classrooms to be able to provide an informed platform from which adaptive structures could be designed as suggested in the study recommendations. Furthermore, the interview guide incorporated questions about the kinds of support teachers felt they needed for effective implementation, reflecting CBAM's emphasis on the need to provide adaptive and systematic environments for teachers engaged in implementation of change.

Overall, the CBAM framework informed data collection with regard to teachers' experiences in form of their perceptions, practices, concerns, challenges and forms of support. By anchoring the instruments in CBAM's assumptions, the study maintained a consistent focus on teachers as the primary agents of change, whose experiences are essential to understanding and supporting implementation of the LSC in Uganda.

The interview guides for teachers and DOS comprised 2 sections (A & B). Section A focused on capturing participants' background information with regard to their gender, number of years in service, qualification; Section B captured information on teachers' practices, perspectives, enablers, concerns, challenges and recommendations, with regard to implementation of the LSC. Some of the questions in the interview guide for the DOS included: "Might you be conversant with the teachers modes of planning using the LSC? (documents used, process of planning); where do you think teachers find difficulty when teaching using the LSC?.As a supervisor, what is your perspective as regards assessment using the LSC? Some of the questions on the teachers' interview guide included: "How do you plan for teaching using the LSC (lesson planning, scheming, selecting content, tools, teaching aids); "How do you teach English or Mathematics using the LSC (methods, teaching materials); "what are your perspectives towards assessment using the LSC?

The classroom observation guide was in tabular form with a preliminary section that recorded dates and time of observation, class, participant observed, and another section that documented the teaching and assessment processes. The later section of the observation schedule comprised such sections as: lesson introduction (roll call, review of previous lesson, teacher activities, learner activities, teaching aids, any other); presentation (methods of teaching, learner activities, teacher activities, learning aids, learner participation, classroom organist ion, teacher-learner interactions, learner-learner interactions); assessment (formative, summative, rubrics, peer to peer, feedback). The documentary analysis guide was also be in tabular form with two sections (A & B). The first- a preliminary section that would record type of document, author,

year of publication, date when designed, in case it is a scheme of work or lesson plan, class, subject, name of teacher. The second section which was in tabular form had two columns. The first stated the areas of focus in the document including teaching methodologies, instructional materials, teacher's uptake of the teaching methodologies, teacher's use of instructional materials. The second part of the documentary analysis guide recorded the findings from the documents analysed. An audio recorder was used to capture verbatim as well as non-verbal communication forms such as pauses and tone of voice during the one-on-one interviews. The instruments were first piloted with teachers from similar school settings as included in this study before data collection commenced.

3.7 Data Management

Data management which is concerned with organised handling, collection and protection of data throughout the research process was ensured in this study. This process entailed planning for data management, data collection and capturing, recording and storage, data analysis, data sharing, and protection of research participant. First, file naming conventions were established to enable consistent, proper storage and easy retrieval of observational, documentary analysis data as well as interview transcripts. Data was then recorded using field notes and audio recordings, which were assigned identifiers different from the participants' names to ensure confidentiality and anonymity. Audio recordings were transcribed and transcripts cross-checked for accuracy. This was followed by keeping data in a computer using password protected files and physical records such as field notes were kept in locked cabinets accessible only to the researcher.

In order to mitigate the risk of data loss, regular backups were maintained on secured cloud storage service (Google drive) and the researcher ensured only authorised people could access the data through account based permissions. During data analysis, codes were used instead of identifiable information of the participants. An audit trial which involved cross-checking the steps involved in data analysis including coding decisions, analytical memo and theme development was conducted to ensure credibility of the analysis process and trustworthiness of findings. Data was only shared with the participants for verification of captured data and interpretations during member checking as well as an external auditor who independently checked the process of coding, thematic development and data interpretation. On completion of the research and after the mandatory retention period, all data will be securely destroyed by permanently deleting digital files and securely disposing off hard copies to prevent any unauthorized future access.

3. 8 Data Collection Procedures

The proposal was presented before the School of Education Higher Degree Committee of Kyambogo University and approved. After this, the researcher sought clearance from Research Ethics Committee, Mbarara City administration offices, as well as Uganda National Council for Science and Technology (UNCST). An introductory letter was also obtained from the Dean Graduate School of Kyambogo University to introduce the researcher to the research sites. The research instruments were first piloted with teachers from similar school settings as included in this study before data collection commenced to ensure or refine their clarity and relevance to the research

questions. The study participants were then accessed through the school administrators.

Prior to data collection, participants were first briefed about the study verbally and then provided with an informed consent form that included introduction and purpose of the study, description of the research, potential risks, discomfort and benefits, issues of confidentiality among other areas. This was followed by allowing the participants to ask for clarification about the study. Schedules were then arranged for data collection according to the participants' convenience for documentary analysis, interviews and classroom observations. After initial transcription and analysis of interviews and observational notes, I accessed the participants either physically or on phone to confirm accuracy, clarify ambiguities or probe for additional insights. Data was then securely kept for further reference.

3. 9 Quality Control

Quality control is the procedures and efforts quantitative researchers put in place to ensure quality and accuracy of data (Lavrakas, 2008), which is done through reliability and validity. In qualitative research, however, the process of ensuring quality and accuracy of data is attained through credibility and trustworthiness. Credibility constitutes the methodological processes used to establish harmony between the participants' expressions and the researcher's interpretations (Given, 2008). In order to ensure credibility in this study, the researcher used triangulation, member checking and persistent observation.

Triangulation, which entails the utilisation of multiple sources of data or methods to cross-verify the findings (Ahmed, 2024), was employed. The

multiple sources of data (teachers, DOS, documents) and data collection methods used in this study including interviews, classroom observations and documentary analysis corroborated data from the different data collection methods and sources. These multiple methods and sources enhanced the believability of the interpretations, hence, reduced the effect of potential biases from a single data source or method (Ahmed, 2024).

Member checking, which involved sharing of the interview transcripts, observation notes with the participants so as to ensure credibility during the data gathering and interpretation processes (Mckim, 2023), was also utilized by the researcher. After initial transcription and analysis of interviews and observational notes, the researcher accessed the participants either physically or on phone to confirm accuracy, clarify ambiguities or probe for additional insights. Returning the data to the participants facilitates corroboration of the findings as evidence and the participants may as well produce new evidence that they may not have provided during the initial data collection process (Yin, 2018).

Furthermore, the prolonged engagement with participants during interviews and observations for a period of about four months enhanced credibility of the research findings and data collection processes. Observations fostered identification of elements that were most relevant to the research phenomenon and focus on detail, while prolonged engagement provided the researcher with sufficient time to become familiar with the research setting, as well as build trust with participants which allowed for collection of rich data (Dado et al., 2023).

Prior to the main study, the research instruments were piloted to establish their viability in generating reliable data. Findings on teachers' planning practices revealed that they engaged in selection of instructional materials, organising instructional activities, and preparing schemes of work and lesson plans. However, planning was reported to be time-consuming and constrained by limited resources. With regard to teaching, teachers commended the LSC's emphasis on learner interaction, critical thinking, and problem-solving, but were challenged by large class sizes and inadequate classroom space in low-resourced schools. Assessment was perceived as beneficial to both teachers and learners, yet also regarded as burdensome. Teachers reported conducting both formative and summative assessments but highlighted difficulties in applying the Relevancy, Accuracy, Coherence, Excellent (RACE) rubric and emphasised the need for further training to optimise assessment practices.

Trustworthiness, which is the confidence or "Truth value" of the findings (Lincoln & Guba, 1985) was ensured through thick description and auditing to ensure confirmability. The detailed description of the participants, research sites and classroom process, as presented in Chapter Four gave a comprehensible account of the research process. Creswell and Creswell (2018) argue that results become more realistic and richer when qualitative researchers provide thick descriptions of the settings. More so, thick descriptions facilitated judgement in transferability of the findings (Korstejens & Moser, 2018)).

To ensure confirmability, which is the extent to which research findings can be established as valid (Korstjens & Moser, 2018), the researcher engaged

in audit trial. That is the comprehensive and systematic record of the research process that enables an external viewer to trace and assess the study path for dependability and confirmability (McLeod, 2024). The researcher engaged an external auditor (one who was not familiar with the research) to review the research process, hence, provide an objective assessment of the research project (Creswell & Creswell, 2018). The external auditor is a PhD in education student, a data analyst familiar with implementation of the LSC as a master trainer for lesson delivery and assessment. The external auditor cross-checked the steps involved in data collection and analysis including coding decisions, analytical memo and theme development to ensure credibility of the analysis process and trustworthiness of findings. The discussion with the external auditor about the data analysis, research process provided alternative perspectives, which increased the objectivity of the findings and in turn confirmed their accuracy (Ahmed, 2024).

3.10 Data Analysis

The procedure for data analysis was guided by qualitative analysis procedures in case study, as suggested by Creswell and Creswell (2018) following the research questions. Each case was first analysed independently to develop insights about the teachers' experiences in planning, teaching and assessment. The first phase involved transcription of voice data from interviews, followed by reading through the data from interviews, documents and observations to get a general sense of the information from it. This undertaking also entailed writing notes about the observational data and document analysis. The interview transcripts and field notes were, then, entered into the Atlasti

software for further data management in coding, building and connecting concepts, keeping memos, as well as categorising the data. Open coding was carried out, first, by assigning codes to the segments of data that were deemed important, in relation to this study and, then, later the relationship between and within categories (axial coding) (Mills et al., 2010) was established.

Furthermore, the researcher engaged in inter-coder reliability by involving an independent coder, who applied code frames to some areas of the same dataset. We then compared our coding, discussed discrepancies, and refined the coding scheme to enhance credibility and consistency. The next step focused on categorising and generating themes deductively as guided by the research questions. A cross case analysis was, then, conducted to compare similarities and differences among school contexts with regard to the aspects of planning, teaching and assessment. The final step, then, involved making interpretations of the research findings. Below is a sample illustration of how coding, categorization of codes and themes were generated in one of the research questions.

Table 3. 4
Illustration of Theme Generation

Data extract	code	sub-theme	theme
"…the assessments start right from the lesson. As you are teaching, you see someone is not active. That is assessing. When I give group work, as I look around, I see this one has not progressed…to that point I am assessing"	assessment during instruction	formative	Teachers' assessment practices
"we do termly assessments as a school for all subjects"	termly assessment	summative	Teachers' assessment practices

Data extract	code	sub-theme	theme
"You find that you need to be there for one another and some teachers are very busy. OK, so you find that the concern is "you". You hear someone saying "so and so is never around for them. How do they go about it? For us, we sit here and plan together but one person of the team is never with us"	inconsistent teacher involvement in planning	collaboration challenges in lesson planning	lesson planning challenge
"But once you meet and plan together as teachers of a specific year then it means that you're going to move at the same place"	joint planning ensures uniform teaching pace	collaborative planning	planning practice

Data extract	code	sub-theme	theme
"This system of teaching would be ideal with the small classes because the teacher needs to know their learners one by one. The teachers need to help learners individually, even within the lesson."	smaller classes for effective teaching of the LSC	teacher perceptions about teaching	perception about teaching
"…But then there's when you're told to make them do in pairs."	use of pair work	collaborative teaching strategies	teacher pedagogical practices

3.11 Ethical Considerations

The researcher followed ethical considerations, as stipulated in research, including such considerations as anonymity, confidentiality, seeking informed consent, participant benefits and independence in research.

Anonymity and confidentiality were ensured by using pseudonyms for the participants and the research sites to maintain the privacy. The researcher kept the gathered information in a locked place so that a third party could not access it and the information from the research sites was only used for the purposes of research. The researcher sought informed consent from all the participants before conducting interviews and observations through verbal and written forms so as to allow for voluntary participation in the study. This was done by informing the participants about the nature and purpose of the study, voluntary participation and withdrawal from the study at any time without negative repercussions (Mack et al., 2005). In addition, the researcher sought consent from the participants before audio-recording interviews.

For participant benefits, the researcher promised to update the participants about the findings or any work published with regard to this research so as to make them feel that they had provided information that could be useful in the subsequent phases of the implementation of the LSC within six months of the published work. More so, this study acted as an avenue for sharing their experiences about implementation, hence, made the participants feel that they were also critical in the implementation process of the LSC.

Independence in research ethics, which is concerned with discussion of bias, misconduct and professional integrity (Gläser et al., 2022), was also

considered in this study. The participants were informed that the information they provided would be presented without bias by the researcher. For cases of misconduct and professional integrity, the researcher aimed at avoiding giving false information or assurance to participants, communicating wrong messages, as well as indulging in deceptive and misleading practices that may misinform the participants. More so, the researcher followed the guidelines as stipulated by the UNCST as regards conduct of research in Uganda.

3.12 Summary

This study was underpinned by a constructivist research paradigm, which focuses on understanding and interpreting participants' multiple subjective meanings ascribed to a phenomenon. A qualitative approach and Case study design were used to guide the research process, with regard to identification of the study population, choice of data collection methods, data processing, and analysis. Trustworthiness was ensured following validation strategies, as suggested by Creswell and Creswell (2018), including thick descriptions, debriefing, peer review, triangulation, and member checking. Ethical considerations, as well as data collection procedures, were adhered to following conventional procedural expectations of research.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of this study, which set out to explore teachers' experiences in implementing the LSC in Mbarara City in Uganda with a focus on planning, teaching and assessment in order to inform more responsive support mechanisms. Planning was experienced as both empowering and burdensome; teaching ranged from interactive to residual lecture style approaches and assessment emphasised formative practices but was constrained by large classes and limited teacher training. Data was collected through interviews, documentary analysis and classroom observations from three schools with a total of 17 participants. The chapter begins with the presentation of participant and school profiles, followed by findings organised around the research questions.

4.1 Participants' Profiles

A total of 17 participants (13 teachers and 4 DOS) took part in this study, 9 females and 8 males. Table 4.1 shows the details of the participants.

Table 4. 1
Participants' Profiles

No	Pseudonym	Designation	Gender	Age bracket	Sch.	Highest qualification	Subject taught	Teaching experience (years)
1.	Imeyisha	Teacher	M	30-40	A	Bachelor's degree	English	12
2.	Wondoka	Teacher	F	30-40	A	Bachelor's degree	English	6
3.	Zawadi	Teacher	F	40-50	A	Bachelor's degree	English	23
4.	Momo	Teacher	F	30-40	A	Bachelor's degree	English	4
5.	Tabu	Teacher	M	30-40	A	Bachelor's degree	Math	13
6.	Maisha	Teacher	F	40-50	A	Bachelor's degree	Math	20
7.	Mambo	Teacher	F	40-50	A	Bachelor's degree	Math	13
8.	Nyanzi	Teacher	F	20-30	B	Bachelor's degree	English	4
9.	Muwa	Teacher	F	30-40	B	Bachelor's degree	English	9
10.	Kafu	Teacher	M	30-40	B	Bachelor's degree	Math	7
11.	Majani	Teacher	M	30-40	B	Bachelor's degree	Math	6
12.	Nadu	Teacher	M	30-40	C	Bachelor's degree	Math	8
13.	Madi	Teacher	M	30-40	C	Bachelor's degree	English	8
14.	Rwami	Director of studies	M	40-50	C	Bachelor's degree	Director of studies	20
15.	Tr. Mawami	Director of studies	F	40-50	A	Bachelor's degree	Director of studies	17
16.	Tr. Zawadi	Director of Studies	F	40-50	A	Bachelor's degree	Director of studies	23
17.	Tr. Meru	Director of studies	M	30-40	B	Bachelor's degree	Director of studies	8

Source: Primary data (2024)

All the teachers in this study had a bachelor's degree as the highest teaching qualification and their age bracket ranged from 30 to 50. Their length of teaching experience ranged from 4 to 23 years, implying that the participating teachers had spent some worthwhile time engaged in teaching. All the teachers reported to have had at least two sessions of training with regard to the implementation of the LSC, so they possessed some knowledge and skills in implementation.

4.2 Schools Profiles

The study involved 13 teachers and 4 DOS from three secondary schools in Mbarara City, Uganda. The names of the schools and participants are not revealed to protect their identity and privacy. The schools are referred to as A, B and C and pseudonyms are used to refer to the participants. Table 4.2 presents the profile of the schools.

Table 4. 2
Profile of the Schools

Cases	School A	School B	School C
Type of School	Well-resourced	Averagely-resourced	Low-resourced
School Ownership	Government-aided	private	Government-aided
Sex	Single	Mixed	Mixed
Location	City Suburb	City Suburb	Semi-urban
Academic Performance	Highly-rated	Less highly-rated	Low-rated
Average Class Size	65 students	45 students	58 students

Source: Primary data (2024)

School A is a government-aided single sex secondary school, located about 2.5km from the city centre. The school has a total of about 1, 500 students,

with an average class size of 65 students per stream. In terms of academic performance, it is a highly-rated school in the city and was categorised as a Well-Resourced School. In this study, a well-resourced school was identified as one which has a considerable number of facilities that aid implementation of the LSC with a focus on the computer laboratory, library, science laboratories and ample classroom space. School A has two libraries, adequate classroom space for most classes, a computer laboratory, three science laboratories (Physics, Chemistry, Biology) and a room for access to WIFII, ICT materials, as well as teachers available for consultation. The textbook to student ratio is averagely 1:2.

School B is a private mixed day and boarding school located about 2 km from the city centre with an enrollment of about 600 students and a class size of 45 students per stream. It is a moderately rated school with regard to academic performance and was categorised as an Averagely-Resourced School in this study. This school facilities are fairly adequate in terms of supporting the implementation of the LSC and these include: the computer laboratory, science laboratories, classroom space, and a library. School B has one room for a computer laboratory with about 45 functional computers connected to the Internet, a library that sits about 80 students, three science laboratories and fairly adequate classroom space. The textbook to student ratio is averagely 1:5.

School C was categorised as a Low Resourced School given the inadequacy of resources to aid the implementation of the LSC. School C is a government-aided USE, day and mixed, school located approximately 12km from the city centre in a semi-urban area. It has a school enrolment of about 450

students. It is a low-rated school in the city, with regard to academic performance. The school has one science laboratory and a computer laboratory with about 25 functional computers connected to the Internet, but with unstable power supply and internet availability. The book store, which also serves as a "library" is about 457cm by 304.8 cm, too small to accommodate students, who, consequently, use it to, mainly, borrow books. The classroom space is generally inadequate to accommodate the number of students in a class. The textbook to student ratio is averagely 1:7.

4.3 Teachers' Experiences of Planning using the Lower Secondary Curriculum

This section provides insights into secondary school teachers' experiences of planning for teaching using the LSC. It illuminates teachers' perspectives towards the planning process, their planning practices, challenges, as well as forms of support teachers require to optimise planning. Findings revealed that that the LSC planning involved occasional lesson plan development, internet use, scheme of work construction and collaborative scheming. While teachers found planning beneficial for teaching readiness, it was constrained by inadequate resources and time. Teachers required training opportunities and availability of resources to optimise planning.

4.3.1 Teachers' Perspectives towards the Planning Process

The planning process was considered demanding because it was time consuming and required selection of a variety of instructional materials which were hardly accessible. This finding was reported across all the three school categories. Majani, a male teacher of Mathematics from School B, for example,

described the planning process as difficult because it involved selection of teaching materials which were not easily available: "This planning, I don't find it easy because sometimes it requires looking for materials which are not easily accessible…I even fail to get the real materials to use." Teacher Zawadi, a female DOS from School A reiterated this when she narrated her encounters with some teachers: "To some people whom I have shared with, they say "ahh" this thing of planning is hard…it takes a lot of my time." Madi, a male teacher of English from School C said planning was hectic as a result of getting materials to use in project work: "It is a bit hectic, challenging…especially getting materials to use for project work"

Teachers further regarded the availability of school facilities as an enabler to accessing resources required to carry out planning in all the three school categories. Rwami, a male DOS from the low resourced school (School C), was of the view that schools with inadequate ICT facilities may pose difficulties to teachers with regard to accessing sources of reference during planning: "…so, I think schools which don't have ICT facilities are getting it hard during planning because teachers have nowhere to refer to." Teacher Imeyisha from School A further explained that the availability of a photocopying machine in his school made it possible for him to have reading materials rolled out for his students: "If you came across a very good text and you think it will benefit the learners. It is very easy for you to pick it and have it rolled out with ease using the school photocopying machine." Teacher Nyanzi from School B corroborated this, explaining: "Since we have the textbooks in the library, that one I think makes my planning very simple."

Relatedly, the teachers considered the LSC course books as essential in assisting them to make decisions about how they were going to carry out the teaching. This was reported from the well-resourced and averagely resourced schools. Teacher Momo from School A, for instance, explained that because the syllabus was easy to follow, she was able to decide on which teaching methods to employ in her class and the instructional materials to use: "The planning because of having a syllabus that is very direct, sometimes it's very easy to see the method of teaching to use, what instructional materials you need." Kafu, a male teacher of Mathematics from School B reiterated: "…the design of the activities and the content that I'm supposed to teach. I just look at them and they help me to know what is supposed to be taught." Wondoka, a female teacher of English from school A concurred, "Because books guide I think I am able to plan easily."

Teachers perceived planning as a process that equipped them with readiness and competences to conduct teaching in the well-resourced and averagely resourced schools as Nyanzi, a female teacher of English from the averagely resourced school (School B), explained: "This planning process I feel it makes me ready and have the skill and knowledge to handle the learners in class." Mambo, a female teacher of Mathematics from the well-resourced school (school A) was of the view that planning helps one to be organised during the teaching process: "You can't do something without planning…because if you don't, you collide in class. You find you are bringing something which is not relevant." Zawadi a female teacher of English from school A concurred with this when she explained that planning kept the teacher on track during the

teaching process "… because if you don't prepare, sometimes you go astray…the students might divert you and you end up not finishing what you were supposed to finish."

Collaborative planning, which was largely undertaken in School A, was considered an inspiring factor and a source of support. Teacher Momo from School A expressed her view: "There's that motivating factor when people work together, see how we are going to cover this and for how long…when there's team work-that is the biggest support that can ever be when we are planning." This was affirmed by Imeyisha, a male teacher of English from School A asserting: "…because sometimes you meet a topic and you feel there's some part you will not be able to deliver well, then you get back to your fellow teachers and share out. When you share out planning becomes quite easy." Teacher Tabu a teacher of Mathematics further confirmed: "throughout the planning, you continuously consult one another on the depth, on the approaches…"

4.3.2 Teachers' Planning Practices

Schemes of work were developed as a tool to plan for teaching with a focus on the whole term in schools in the well-resourced and low resourced schools. Schemes of work refer to a drawn out plan showing how much of the subject syllabus content will be covered within a given period of time, which, in this case, was a term. The teachers in this study used the NCDC template that has the following components: period, competence, learning outcomes, methodology, teaching resources, and remarks. Indeed, Mawami a female teacher of Mathematics from School A for example, explained that she made

schemes of work at the beginning of each term: “We draw schemes of work to guide us throughout the term” This is also corroborated by Nadu, a male teacher of Mathematics from School C when he explained that it was mandatory to undertake scheming before teaching, “before you go to class, you have to scheme.” Further, teacher Imeyisha from school A reiterated this, explaining that a scheme of work was a prerequisite for teaching: “there is the required general planning where you scheme for what you are going to teach in a term.” The documentary review data showed that teachers from School A and C generally developed schemes of work as these were availed for the documentary review.

Teachers from the averagely resourced, however, reported that they were not engaged in scheming because the school had not provided scheme books. Teacher Muwa for instance said: “For scheming, for now, I told you that we don’t…they said they would give us the scheme books …that we wait, so we are waiting.” Teacher Nyanzi from the same school further reiterated: “Scheming for now the administrators have not provided us with books for scheming. So for the time being we are not scheming.” The documentary analysis further confirmed that the teachers in the averagely resourced were not scheming because they did not avail their schemes of work for review.

Teachers from School A, B and C also occasionally developed lesson plans-a practice which entailed writing out a blueprint showing how a lesson was to be taught. The lesson plan template of the NCDC stipulates that the teacher indicates the competences, generic skills, values, and cross-cutting issues to be attained by the students in that lesson, teaching methods to be

employed, instructional materials and the lesson procedure. Indeed, teacher Majani, from school B explained that he developed lesson plans before going to class, “I design a lesson plan.” Zawadi from School A added that for her, lesson planning was conducted regularly: “I prepare the lessons on a daily basis.” The documentary review data showed that most of the teachers in school A, B and C did not regularly develop lesson plans as a few of these were availed for documentary review. This is also corroborated by the DOS from School C, when he affirmed “…schemes they do, but lesson plans they sometimes go to class without them.” Teacher Mambo from School A further confirmed this: “…the planning most of the time it is not on the paper like a format way.”

Collaborative scheming was largely undertaken in the well-resourced school, where teachers of both Mathematics and English met before the beginning of each term to track their progress on syllabus coverage, as well as, to decide on content coverage for the forthcoming term, as teacher Mawami explained: “We usually meet as teachers of different subjects before the term begins to plan for our term to agree on what we are going to teach and for how long… that's where we look at how far we have gone... we draw a scheme of work to guide us.” Teacher Momo, from School A confirmed this, asserting, “Before every beginning of term we meet as a department and particularly the teachers of the new curriculum. We call ourselves cohorts. So the Senior 3 cohort with their four streams we come together and carry out scheming.”

Lesson preparation also entailed the use of reference materials such as LSC course books particularly the syllabi, teachers’ guides and learners’ books. This, in turn, guided the teachers on how to select teaching materials or conduct

the teaching process, as Teacher Momo from School A explained: “We use the syllabus, teachers’ guide and learners’ book. The syllabus guides you on the methods to use and what instructional materials you need.” Teacher Imeyisha from School A further affirmed: “My planning is guided by the textbooks that are available. The Teachers’ guide, and then there's the learner's book-these will guide you on what to do when you get to class.” Muwa, a female teacher of English from School B, explained that the LSC course books helped her to select the teaching materials: “I go to the learner's book, then teachers’ guide I read through. I compare in case I need any aid like, maybe, a magazine, a recording. I prepare early.” Teacher Mambo, from School A added that for her the reference materials enabled her to determine how she was going to engage the learners: “I have to sit, look at the theme, topic, learning outcomes, then, I know what I'm supposed to do. If I'm going to use groups, then, I know how I am supposed to engage them.” Kafu, a teacher of Mathematics from school B said that the syllabus was the first material he consulted to guide his lesson planning. This is what he had to say: “Of course first of all I need to know what I'm supposed to teach according to the syllabus then I design a Lesson plan.” The documentary review further showed that most of the teachers’ lesson plans contained the LSC course books as reference books for lesson delivery especially the teachers’ and learners’ guides.

The use of the Internet for lesson planning was also taken up as a tool to support teaching and learning, as stated by Teacher Imeyisha from school A, “We also use the Internet occasionally to better the teaching and learning process.” Maisha, a teacher of Mathematics added that for her she frequently

used the Internet to research about methods of teaching certain topics and their application: “I use the Internet…mostly Internet to find out new techniques of teaching particular topics…the application of this topic”. Teacher Muwa from school B further said that she used the internet as one of the teaching aids: “The Internet, because we have Wi-Fi. I use the Internet and it's one of the teaching aids.” The documentary review confirmed this as the researcher noted that teachers included “the Internet” as a teaching resource on their schemes of work and lesson plans.

The planning for engaging with generic skills, as well as values, as included in the LSC, was also given attention especially in the well-resourced school and among teachers of English. Teacher Zawadi who also doubled as a DOS from school A explained: “In planning, how am I integrating the key learning outcomes in the lesson? How am I bringing in the values and how am I bringing in the generic skills and cross cutting issues?” Teacher Wondoka from School A further stated: “I first read through the teachers’ guide to see the values to include in the lesson.” The documentary review also showed that teachers were planning for the engagement of generic skills and values as these components were indicated on their lesson plans.

4.3.3 Challenges Teachers encountered during the Planning Process

Inadequate teaching resources was one of the hurdles that hindered the planning process in terms of limiting teachers’ access to reference materials or preparation for lesson delivery, as the DOS from School C explained: “…the teaching materials are not enough, both teachers’ guides and learners’ books. You find it hard now for the teacher to do planning when you have nowhere to

refer to." This was reiterated by Teacher Muwa from School B when she expressed her frustration as a result of failing to access an ICT tool for lesson preparation: "Sometimes you need something and it's not there- like a laptop to watch a video for your class, so it disturbs when you are planning. You can't tell them to watch what you have not watched" Teacher Majani from School B further affirmed: "You find some of the materials are not readily available for planning. You find you cannot get them." The challenge of inadequate materials was encountered mostly e in the low resourced and averagely resourced schools.

Time constraints was also a hindrance to the teachers in a way that they required a lot of time to carry out planning with regard to scheming and lesson planning as well as selection of teaching materials. Teacher Momo from School A, for instance, recounted her experience: "I would prepare up to 1:00am and I would tell the community I live in that this time I need more time because during the day it wasn't possible to make sure everything is in place before morning." Teacher Maisha from School A affirmed: "getting materials where students are going to see the practicability of a topic especially, in Mathematics takes a lot of time." Teacher Kafu from School B as well, stated: "You find some of the materials can be got, but they require a lot of time, which I may not get." In school B, teachers found it a struggle to even spare time to scheme or lesson plan, as explained by Teacher Meru, the DOS: "Encroaching on teachers' time to make them do those schemes and lesson plans is a very big challenge. They don't have time to sit down and do what is expected."

Similarly, finding time to engage in collaborative planning was problematic to teachers from School A. Teacher Mambo stated that finding time

to engage in collaborative planning was difficult although the practice was beneficial: “We have different ideas. So, if we combine those ideas during planning it is good but the problem is time. Time is not there.” Teacher Mawami, the DOS from School A, added that some teachers were very busy, which made it impossible for them to create time to plan with fellow teachers: “You find you need to be there for one another but some teachers are very busy, they don’t have time. You hear someone saying. “For us we sit here and plan together but one person of the team is never with us.”

The commitment to lesson planning was affected by the inadequacy of scheme books in the averagely resourced school as Teacher Nyanzi for example reported, “…the administrators have not provided us with books for scheming.” Teacher Muwa further said: “For scheming, for now, I told you that we don’t…they said they would give us the scheme books …that we wait, so we are waiting.”

4.3.4 Forms of Support Teachers require for Planning Effectively

The need for more training opportunities, such as workshops to equip teachers with skills to support planning was emphasised by teachers from Schools A and C as teacher Rwami the DOS from School C, explained: “Teachers need more workshops so that they know exactly what to do…we need more to sensitise those teachers since it is still new.” This was reiterated by Tabu a male teacher of Mathematics from school A, who explained: “We need more training. We feel it is not enough. We need the training to be able to really plan so well and see better results.” Teacher Wondoka from School A added that training in the use of ICT would also be essential, as she asserted: “Some

training on how to use some of the gadgets here and there, how to use certain apps is needed. The ICT section"

Availability of adequate teaching resources was, as well, identified as a support form for the optimisation of the planning process, as teacher Rwami, the DOS from School C explained: "Basically, it would be having those resource materials, books and the teachers' guides. Once they get those, it will be easy for them to plan." Indeed Teacher Maisha from school A affirmed: "…administrators should provide the learning materials where we include the ICT part, then the books for planning." Teacher Muwa from School B added: "we need laptops because each topic you need the use of Internet."

4.3.5 Summary

On the whole, teachers perceived the planning process of the LSC as demanding, as it required substantial time, commitment, and the careful selection of materials. School facilities were identified as critical enablers in providing access to resources necessary for effective planning. Teachers from Schools A and B regarded the LSC course books as essential tools for decision-making in the teaching process, noting that planning enhanced their readiness and competence to conduct instruction. In School A, collaborative planning was further viewed as both a motivating factor and a valuable source of professional support.

Teachers' planning practices across the schools varied. In Schools A and C, these practices included the occasional preparation of lesson plans, use of reference materials, particularly, the LSC course books, and the development of schemes of work to guide teaching for an entire term. Additionally, teachers in

Schools A and B integrated the use of the Internet to support teaching and learning, while in School A collaborative scheming and planning for engaging with generic skills and values was practiced exclusively.

Despite these efforts, teachers encountered several challenges. These included inadequate reference resources in Schools B and C, a shortage of scheme books that hindered planning in School B, and insufficient time for planning in Schools A and B. Furthermore, limited time for collaborative planning was specifically noted in School A. To address these challenges, teachers expressed the need for professional development opportunities, such as workshops to strengthen planning skills in Schools A and C, and the provision of adequate teaching resources to optimize planning across all three schools. The table below presents a summary of teachers' experiences in planning. The tick (√) indicates the presence of a finding in a certain school and the **(X)** indicates its absence

Table 4. 3

Summary of Teachers' Experiences of Planning using the Lower Secondary Curriculum

No	Theme/ Subtheme	Type of School					
		Well-resourced		Averagely		Low resourced	
1.	Teachers' perspectives towards the planning process	ENG	MATH	ENG	MATH	ENG	MATH
	Demanding because of being time consuming and inaccessibility to materials	✓	✓	X	✓	✓	X
	School facilities critical for planning	✓	✓	✓	✓	✓	✓
	LSC course books facilitated decision making about the teaching process	✓	✓	✓	✓	X	X
	Equipped teachers with readiness and competences for teaching	✓	✓	✓	X	X	X
	Collaborative planning was an inspiring factor and a source of support	✓	✓	X	X	X	X
2.	Planning practices Development of schemes of work with a focus on the whole term	✓	✓	X	X	✓	✓
	Occasional development of lesson plans	✓	✓	✓	✓	✓	✓
	Collaborative scheming	✓	✓	X	X	X	X
	Reference to materials especially the LSC course books	✓	✓	✓	✓	✓	✓
	Use of the Internet to support teaching and learning	✓	✓	✓	X	X	X
	Consideration of generic skills and values	✓	X	X	X	X	X
3.	Challenges Inadequate teaching resources	X	X	✓	✓	✓	✓
	Inadequate time for planning.	✓	✓	✓	✓	X	X
	Limited time for collaborative planning	✓	✓	X	X	X	X
	Inadequacy of scheme books affected planning	X	X	✓	✓	X	X
4.	Forms of support Training opportunities to equip teachers with skills to support planning	✓	✓	X	X	✓	✓
	Availability of adequate teaching resources	✓	✓	✓	✓	✓	✓

Source: Primary data (2024)

4.4 Teachers' Experiences of Teaching using the Lower Secondary Curriculum

This section highlights the secondary school teachers' experiences of teaching with the LSC, highlighting their perspectives, practices, challenges, and support needs. Teaching involved learner-centered, teacher-centered, and blended methodologies, alongside the use of both authentic and non-authentic materials. It promoted critical thinking and a conducive learning environment but was constrained by part-time teaching, inadequate resources, large classes, and low-achieving students. Key enablers included resource availability, the LSC design, learner characteristics, and supportive school environments.

4.4.1 Teachers' Perspectives towards LSC Teaching approaches

Teachers were of the view that the approach to teaching of the LSC was beneficial to learners and teachers in various ways, as Teacher Kafu from School B stated: "This teaching is good because at least students are all busy trying to actively get involved…it helps everybody now to participate." Teacher Mawami, the DOS from School A further described it as: "…really excellent…now you go to class and the learners are doing most of their learning." Teacher Muwa from School B added that it was good; she liked, enjoyed, and embraced the approach to teaching of the LSC: "I like it, I enjoy it, I embrace it, it is good. Reason-I do not over talk, giving notes…"

More so, the teachers expressed their view to the effect that the approach to teaching of the LSC encourages problem-solving and critical thinking, as Teacher Momo from school A stated: "It is really enriching to see that students are solving their own problems…the things they come up with as possible

solutions to whatever problem they are addressing." This is corroborated by Teacher Rwami, the DOS from school C, who held an opinion that the teaching approach of the LSC enables learners to engage in problem and solution identification during the learning process: "…learners find out problems themselves and they get solutions to them..." Madi, a male teacher of English from School C was of the view that the students are required to think critically during the learning process, as he affirmed: "…these lessons need a lot of critical thinking…students have to think critically when they are discussing." Teacher Nadu from school C further affirmed: "in this curriculum, learners discover for themselves."

The LSC teaching methodologies bridge the gap between teachers and students which, in turn benefits learners in several ways. Teacher Mambo from School A, for instance, was of the view that the classroom discussions create an atmosphere of freedom, which brings the student nearer to the teacher by facilitating interactions in which students can inquire from the teacher about certain subject concepts. Sharing an experience of her encounters during conversation time of the teaching and learning process, Teacher Mambo stated: "But as you are passing by they throw comments, they get closer to you, they share with you, they throw jokes… at the end you find someone coming to you "Teacher, this number." Teacher Momo from School A added that for her, sometimes, she tells students to share with her their personal experiences in case they are not free with the rest of the class members and that helps her to determine their personalities: "…some could not share the sad stories; so, I told them if it is too personal and if you're free, you can share it with me… a few of

them did…they really come out." The researcher's observation confirmed this when some of the teachers were seen interacting freely with the learners during group discussions or when tackling group tasks in School A. Learners freely shared their thoughts with the teachers, asked the teachers in case of misunderstandings and did not seem afraid or tensed up during the lessons. In teacher Maisha's Mathematics lesson for instance, learners freely told the teacher that she had skipped a certain stage in the calculation of an equation.

The practice of part-timing was considered as one that would affect teaching by limiting teacher knowledge of their students and the teachers' teaching work generally. Teacher Mawami, the DOS from School A, for instance, explained: "…a part timer will not have time to prepare for teaching, will not take the trouble to get to know the learners." Teacher Zawadi from School A added that teachers working in more than one school may not be effective: "…So, the teachers who have been surviving on part time are not being effective." Teacher Rwami, the DOS from school C, as well, stated: If the teacher is this kind of absentee teacher who likes part timing here and there he may not find this kind of teaching easy." In this regard, the teachers expressed their view that if implementation of the LSC was going to be effective, part-timing should be discouraged as much as possible, as Teacher Mawami, the DOS from School A explained: "Part-timing should be discouraged as much as possible if we are going to succeed with this curriculum." Teacher Tabu from school A stated: "If I have to be effective, I need to drop my part-time, I remain in one school and do the work of one school."

4.4.2 Teachers' Teaching Practices

The uptake of learner-centered methodologies was one of the practices teachers in Schools A, B and C embraced. The most commonly used learner-centered methods included discussion, group work, think-pair-share, pair work, presentation and guided discovery.

4.4.2.1 Discussion

Teachers used discussion, during which they took up the role of guiding students. Discussion, as a teaching method, involves collaborative exchange of ideas among students or between the teacher and students in order to stimulate students' thinking, problem solving, and understanding or to explore various perspectives on a topic. The discussions were carried out in groups, pairs or the whole class, as Teacher Madi from School C, for instance, stated: "You let students discuss in groups, then, you guide them there." Teacher Maisha from School A affirmed this, asserting: "You can pair them and let them discuss while you guide them." Teacher Nyanzi from School B further explained: "So when they are discussing and I see where there is need for me to highlight, I do it through questions."

The teachers' responses were corroborated through the documentary analysis data which showed that teachers indicated discussion on their schemes of work and some lesson plans as one of the teaching methods to be employed in their lessons. The researcher's observation also revealed that most of the teachers (9 out of the 13 observed lessons) engaged their learners in discussions during the teaching and learning process. For example, Teacher Majani from School B was observed to have allowed his learners to solve a Mathematics

problem that involved finding mean, mode and median. Learners later presented their answers on the black board.

4.4.2.2 Group Work

The use of groups was also adopted to deliver the lessons in Schools A, B, C and teachers took up a guiding role during the group tasks. Group work refers to the act of students working together to complete a specific task, project or goal through team work and cooperation. Teacher Rwami, the DOS from School C explained: "You have to teach in groups…learners find out in their specific groups and you guide them." Indeed, Teacher Nyanzi from School B confirmed the practice: "I put them in groups of 5 or 4 and they work together on a task." Teacher Mambo from School A affirmed: "You give them a question or scenario. Then, they attempt in groups, then, you guide them as you observe, triangulate, move around." The documentary review data showed that teachers indicated group work on their schemes of work and lesson plans as one of the teaching methods they were employing in their lessons. This was corroborated in the researcher's observation when she observed that learners were seated in groups during the teaching and learning process, sharing with one another as they worked on some tasks or activities assigned by the teacher. Teacher Zawadi from school A for instance grouped her learners during the lesson and asked them to share ideas about "identity crisis." Learners then presented their responses to the task after the group discussion.

It was, however, observed that teachers who had trained in the implementation of the LSC for more than four times were better at facilitating group work than those who had trained less than four times. For example

Teachers Momo (30-40) Zawadi (40-50) and Mambo (40-50) from school A, as well as Teacher Nyanzi (20-30) from school B were observed to have demonstrated greater skill in the use of group work. Nonetheless, this pattern was not universal, as some teachers with more than four training sessions did not exhibit superior skills in facilitating group work.

4.4.2.3 Think-pair and Share

Think-pair-share was also used by teachers during instruction, particularly, in School A by teachers of English. Think-pair-share is a cooperative learning strategy which involves pairing up learners. Each member of the pair first thinks about a question, a prompt or what they have learnt, then, the two members pair up and share and, finally, share with the rest of the class. The documentary review data showed that teachers indicated "think-pair-share" on their schemes of work and lesson plans as one of the methods they used during instruction. This was confirmed during the one-on-one interview with Teacher Zawadi from School A, who stated that she ensures the learners engage in "think-pair-share": "I make sure that there is think pair and share." Teacher Momo from School A added that, for her, "think-pair-share" was one of the methods that she employed in every English language lesson: "So, for the two major methods which do not miss in every English language lesson is group discussion and think-pair-shaare." The researcher's observation revealed, indeed, that some teachers (6 out of 13 observed lessons) engaged the learners in think-pair-share during instruction. Teacher Mambo for instance first asked learners to think about the topic she had written on the board, then share in pairs and then with the rest of the class while introducing a topic in Mathematics.

4.4.2.4 Pair Work

Coupled with think-pair-share, was the use of pair work in Schools A and B. Pair work involves instructing two students to partner in order to complete a task that has been set or given by the teacher. The documentary review data revealed that teachers indicated "pair work" on their schemes of work and lesson plans as one of the teaching methods they used during instruction. Teacher Muwa from School B said that, sometimes, she is required to make the learners to do the activity in pairs, so, she pairs the students according to the way they are seated: "But then there's when you are told to make them do in pairs. So there I do it according to the way they are seated." Teacher Maisha from School A reiterated: "You can pair them and let them share and discuss." The researcher's observation revealed that some teachers engaged learners in pair work during instruction in both Mathematics and English lessons.

4.4.2.5 Presentation

Teachers from School A, B and C employed presentations as a method of teaching which entails delivering information to a group of learners in an organised manner. During the presentations, learners were expected to deliver information to the rest of the class after engaging in discussions or group work, and the teacher's role was to harmonise the learners' work, as well as to probe or correct any misconceptions. Teacher Mawami the DOS from school A for instance explained that most of the teachers in her school were taking on this procedure: "Then after a few groups have presented, you harmonise. As they present, you correct any misconceptions, ask probing questions to dig deeper,

to see how much they have understood from the activity…that's what most of the teachers are doing." Teacher Maisha from School A further affirmed: "After discussion, they go and present…maybe through question and answer, I see how much they have achieved." Teacher Madi from School C added that he engages the students in discussions after which they are required to present their work and he guides them during the presentations, as he stated: "You let students discuss, then, come and present. Where they cannot maybe find out, you guide them." The documentary analysis data showed that teachers indicate presentation as one of the methods of teachers use during instruction as revealed from the teachers' schemes of work. The researcher's observation revealed that indeed some teachers (7 out of the 13 observed lessons) were using presentation as a method of teaching in their classrooms.

4.4.2.6 Guided Discovery

Guided discovery, which entails the teacher providing questions, prompts or activities that guide the students to discover the desired understanding or knowledge, was occasionally adopted by teachers of Mathematics. As Teacher Maisha from School A explained: "… there are other topics where you have to discuss with them by guiding. That is guided discovery-they discover..." Teacher Tabu from School A further affirmed: "Some situations I tell them this…so that is now the day they discover on their own. I use guided discovery… I tell them "question." Then, they work in groups as I guide them." This was corroborated by the researcher's observation of teacher Tabu's Mathematics lesson. He gave the students a question that required them to think deeply in order to arrive at the solution and he kept

monitoring the students' progress on the task. The documentary analysis data further revealed that guided discovery was among the commonly indicated methods on the schemes of work for Mathematics teachers.

Despite training in active teaching strategies, teachers defaulted to teacher-centered methodologies majorly through direct instruction, as well as, question and answer in lesson delivery in Schools A, B and C. The reason for this was that they were pressed for time, large classes and nature of learners. Teacher-centered approaches entail presentation of information to the learners, directing the learning process where the learners are usually passive during instruction. Although some teachers (both Mathematics and English) indicated the use of learner-centered methods, such as group work and discussion on their lesson plans as shown in the documentary analysis data, the researcher's observation revealed that these teachers majorly used direct instruction and question and answer during instruction. Teacher Imeyisha from School A, for instance, indicated group work, discussion and role play on his lesson plan but these were not observed to be employed during the instruction process. The teacher stood in front of the class, wrote a heading on the chalkboard and asked students to contribute answers to a question, which they did individually as he wrote the answers on the board in summary form. Later he explained each of those points on the chalkboard. Teacher Madi from school C, as well, majorly conducted the lesson by standing in front of the learners and asking questions, which the learners answered orally individually. Teacher Muwa from School B further affirmed during the one-on one interview: "Sometimes you borrow from the old curriculum, you have to put something in their heads…so you have to

try to explain." Teacher Muwa explained her rationale for the adoption of such practice, asserting "Our students are average…there are those who are weak…so you have to put something in their heads."

Integration of teacher-centered approaches with the learner-centered ones was another practice teachers took on during instruction, as Teacher Tabu from school A explained: "So I guide them on what they are supposed to know about the work, then after delivering my concept, I now release, I change the method to discussion." This was corroborated in the researcher's observation which revealed that 7 out of 13 teachers, both for English and Mathematics in Schools A, B and C first presented content to the students through direct instruction and later instructed students to engage in group discussions. Regardless of their years of teaching experience, teachers integrated both teacher-centered and learner-centered methodologies.

Teachers used a range of instructional materials, including authentic and non-authentic ones, to facilitate the teaching process. Authentic materials are teaching resources that have not been designed specifically to support teaching such as videos, magazines, newspapers among many others. Non-Authentic ones, on the other hand, are the kind that have been specifically designed to support teaching, such as textbooks, workbooks, and educational games, among many others. The documentary analysis data showed that the teachers of English majorly indicated both authentic and non-authentic teaching resources on their schemes of work and lesson plans including: video-clips, autobiographies, the Internet, resource persons, audios, samples of club documents, minutes, textbooks, dictionaries and other real materials.

The Mathematics teachers majorly indicated such materials as worksheets, charts, scissors, graph paper/books, rulers, cards labelled with letters, on their lesson plans and schemes of work. This was confirmed during the one-on-one interview when Teacher Nyanzi from school B stated: “I come up with a newspaper, I give them photographs.” Teacher Zawadi from school A concurred explaining: “I look for materials, newspapers, magazines, audios.” Teacher Nadu from school C further stated: “sticks normally…sometimes even oranges to teach fractions….tomatoes or stones depending on the topic.” Teacher Momo from School A added that, for her, sometimes, she brought resource persons from outside the school to share their experiences with the learners: “So I had this person I brought to class to share her life, her success story and, then, from there, we use the learners’ book.” The researcher’s observation also revealed the use of resource persons and newspapers during the teaching and learning process, but the main teaching material observed to be used in both English and Mathematics lessons was the course text book, especially, the LSC learners’ books. The teachers who were master trainers in the LSC design were observed to be more creative in the utilisation of teaching materials and adopted more of learner-centered methodologies.

4.4.3 Enablers of Teaching

The enablers of teaching using the LSC varied, depending on the category of school. Access to resources was one of the factors that facilitated the teaching process of the LSC in Schools A, B, C. Teacher Muwa from school B for instance stated: “…the fact that they brought WIFII, it is much easy. So, sometimes when I don’t find something clear, I use the Internet…it is one of my

teaching aids." Teacher Rwami, the DOS from School C further explained that although the books and computers were inadequate in their school, they still provided a source of reference for students to carry out research: "The few books we have also help them to research in the library…they can go to the Internet if they don't find information in books, though the computers we have are also not enough." Teacher Imeyisha from School A had this to say: "In this particular school is the availability of resources. You have several sources from where if you want something, you can easily get it in terms of resources. So it is one of the things that helps in teaching."

Further, a supportive school environment largely facilitated teaching in School A by providing avenues for sharing of teaching experiences and team teaching, access to training opportunities, as well as timely payment, which motivated the teachers. Teacher Imeyisha from school A stated: "…sharing of experience has facilitated my teaching." Teacher Momo on the other hand, mentioned that the other departments in the school were very supportive by helping to teach areas that were not within her subject specialisation yet she was required to teach them in the English subject:

> The other departments in the school are supportive, where some topics that cut across maybe to Geography, Mathematics, yet me I am basically English. So, there is a Math concept I wouldn't really understand. So most teachers from other subject areas are very, very ready to step in and help.

Teacher Momo further explained that the school administration facilitated the training activities on the use of ICT in teaching, as well as availing books to the students: "The administration facilitates our training and there have been multiple trainings in how to incorporate ICT and also in teaching English

language. This term, the school bought more books…now the students have." Teacher Maisha from School A added that, for her, the timely payment motivated her to teach: "The fact that in this school they pay us in time and we also get our salaries in time, so there's nothing to stop me from getting it easy to teach."

The design of the LSC in terms of the stipulated teaching methods and learner activities was also an enabler to the teaching process of the LSC, as Teacher Kafu from School B stated: "the teaching methods are really helping…like I am not fully engaged throughout the lesson because learners are either doing activities or exercises." Teacher Zawadi from School A further stated: "The curriculum is learner-centered, the books are activity based…they give instructions "learners do this, do that, there is no way the teacher is going to change that…we must follow instructions." Teacher Nadu from School C, as well, affirmed: "This curriculum encourages research and even teaching becomes easy."

More so, the nature of the learners in Schools A and B facilitated the teaching process of the LSC. The learners' willingness to learn, curiosity and desire to learn motivated the teacher to conduct the teaching or reduced the burden of teaching on the teacher. Teacher Momo from school A for instance shared: "The kind of learners we have in this school…they are willing to learn, to try out new things. Even when it is difficult, they can offer alternatives. Somehow it motivates me to teach." Teacher Nyanzi from School B affirmed: "the need that want, that curiosity, their desire to want to know more makes it possible for me to teach." Teacher Mawami, the DOS from school A added that

she had realised that students are knowledgeable and the teacher was not the "know it all" so she would let learners explore with the subject content which lessened her burden of teaching: "It opened my eyes that students are knowledgeable…I can throw it back at them and they come up with something. I think it has lessened on the burden of the teacher." Teacher Maisha, on the other hand, attributed her ability to teach to the quality of learners admitted in her school at Senior One: "In schools like this, where admission is based on good aggregates, so the learners are good quality. So, it is easy for them to understand and also easier for me to teach."

4.4.4 Challenges Teachers faced in the Teaching Process

Inadequate teaching resources was one of the hurdles teachers reported to have affected the teaching process, as Teacher Nadu from school C explained: "The learning materials are insufficient…text books are insufficient. You find a group of five students, they have one textbook." Teacher Nadu further stated: "The computer laboratory is not well stocked. You find learners want to use computers, but you find they are not available because there is no Internet." Teacher Majani from school B added that the books for Mathematics for his Senior 3 class were few: "Nine books for Senior 3 and, sometimes, they have to be shared between two classes." This was corroborated by the researcher's observation which confirmed that indeed, the number of textbooks in some classes, especially in Schools B and C were not enough. One book was shared among 5 students in some classes. The inadequacy of the textbooks compelled some teachers to take on teacher-centered methods or dragged syllabus coverage as Teacher Majani from school B explained, that, sometimes, the nine

Mathematics books for Senior Three would be shared between two streams: “When such a case arises, I change the method. Maybe I just call one student to do the calculation on the board and all the rest are observing or may be commenting” Teacher Muwa from school B was on the second topic for first term Senior Three in the middle of second term: “First term we didn’t have books. Second term the books came. Now we are just going to the second topic.”

The use of groups was constrained by the big number of students per group or some group dynamics. Teacher Zawadi from School A for instance explained: “So you find we have groups of ten. Out of those, six students are active or four and others are laid back.” Teacher Mawami the DOS from School A further affirmed: “They present group work, you look at good work but you don’t know that it is only the effort of five people out of 10.” Teacher Nyanzi from School B faced difficulties keeping students on task during group discussions: “When you give them work for group discussion, instead of discussing what you have given them, they will be discussing some other topic.” Teacher Mambo from school A experienced difficulties of some students being uncooperative during group work, which she observed, disrupted the group and hindered the learning of uncooperative students: “You form groups, then you find for them they have “I don’t like this person.” And that one disturbs the group because if they don’t cooperate, it means that the uncooperative learner will not achieve.” On the contrary, the researcher’s observation revealed that the limitations with the adoption of group work was also on the part of the teacher. Some teachers sat back as learners worked in groups and did not monitor the group activities or tasks that learners were engaged in, neither did

they scaffold them. In most of the classes, teachers were not cognisant with the fact that learners worked individually, yet they had been assigned to work in groups.

The large classes posed a number of issues during the teaching process especially in School A. As teacher Zawadi from school A explained: “The large classes. I need a lot of time when I am coordinating and teaching.” Teacher Wondoka from School A added that the groups from the large classes consumed space which made it difficult for her to move around and monitor learners’ work in groups: “They are many in class. Their groups consume space and you're not able to move and see what every student is doing.” This was confirmed in the researcher’s observation which revealed that the Senior 3 classrooms in school A were congested, which, in turn made it difficult for teachers to move around and monitor students on task during group discussions. Teacher Momo on the other hand, faced difficulties of managing the large class during discussions: “I find it difficult to control the class when they are having discussions. We have 11 groups, all packed in this small classroom, each with 6-8 students all of them talking at the same time.” The issue of large classes affected School A most especially with regard to limited space to allow for monitoring of students during group tasks.

The time allocated for syllabus coverage was inadequate, as explained by teacher Muwa from school B: “The content in the textbook and the syllabus is wide. It has been thoroughly exhausted. So by the time you finish your lesson, you might see when you've not even accomplished what you had planned for.” Teacher Nadu from school C further affirmed: “The time which was given to

those lessons is also very inadequate….now you see we have four or five around there. So you find that surely time is also limited for us to teach."

The teachers' attitude that learners from low or average achieving schools may not be able to engage in the LSC approaches to teaching limited the adoption of the learner-centered methods, as stipulated in the LSC framework. For instance, teacher Muwa from school B believed that some of her students were weak and therefore such students needed to be taught through direct instruction: "…but there are those who are weak. So you have to try to explain, to borrow the old curriculum to put something in their heads." Teacher Madi from School C further corroborated this asserting "In First Class schools, students can write good notes on their own, but in Third World, they need a lot of assistance. Because if you let them write notes on their own, you find tenses are wrong, notes not proper." The researcher's observation corroborated the teachers' responses, as it revealed that in some instances teachers employed teacher-centered methodologies. For instance, the observation of Teacher Madi's lesson showed that he majorly employed direct instruction and, at some point in the lesson, the teacher told learners who were responding to his questions "Don't go by the words of the notes I gave you."

4.4.5 Forms of Support Teachers require for Teaching Effectively

Teachers from School A, B and C reported that the GOU or their school administration should provide teaching resources including books and ICT tools as teacher Maisha from school A stated: "…the ICT, it wouldn't hurt if the government provided some of the materials for the new curriculum so that we can have a real hands on experience." Teacher Zawadi from school A expressed

her view that the ICT facilities and tools were as well required by the students to facilitate their research work. This is what she had to say: “We would want students to go to the Internet, maybe, do some research, but we do not have enough computers. We need more.” Teacher Madi from school C affirmed: “let the schools be equipped with maybe these computers, WIFII so that students can find information once they are given tasks.” Teacher Kafu from school B added: “…like maybe, the administration or the Government provides projectors and more textbooks to help in teaching.” Teacher Rwami, the DOS from School C as well stated: “If we got resource materials like learners’ guides and teachers’ guides, I think teaching would be easy.

Allocation of more teaching time on the time table was cited as another support form that could optimise the teaching process of the LSC, as Teacher Nyanzi from school B explained: “The first thing I would like them to add us is time. Apart from the normal teaching time, some other time should be scheduled so that we cover the syllabus thoroughly.” Teacher Majani from School B further stated: “I would like to be supported by, maybe, having extra lessons like during the time of project work.”

Teachers from Schools A, B and C further reported that they needed more training to be able to teach effectively. Teacher Wondoka from school A for instance stated: “We need enough training so that we are able to deliver well.” Teacher Mambo from School A affirmed: “Another support as teachers, we need training and more advice. Yes, we have them, but take an external person from MoES or NCDC, the teachers will listen.” Teacher Rwami from school C, as well stated: “If we got those workshops, I think teaching would be

better." Teacher Muwa from school B, on the other hand, desired that the training programmes entail an ICT integration component, since some teachers did not know how to use ICT in teaching as she explained: "…and giving more trainings to teachers about the use of ICT. Some teachers do not know."

4.3.6 Summary

Overall, teachers perceived the LSC teaching approach as beneficial to both teachers and learners in several ways. They highlighted that it fostered a conducive learning environment while promoting problem-solving and critical thinking skills. At the same time, teachers noted that part-time teaching posed a limitation to the effective use of the approach. In terms of teaching practices, there was a noticeable uptake of learner-centered methodologies. Discussion, group work, and presentations were commonly used in Schools A, B, and C; pair work in Schools A and B; while guided discovery among teachers of Mathematics in all school categories, and think-pair exclusively in School A. Alongside these strategies, teachers in all three schools also integrated teacher-centered approaches or blended them with learner-centered ones. Moreover, both authentic and non-authentic teaching materials were utilised across the schools.

Several enablers supported the teaching process. These included access to resources and the design of the LSC, as observed in all three schools; the nature of learners, particularly in Schools A and B; and a supportive school environment in School A. Teachers faced notable challenges. These included inadequate instructional resources in Schools B and C, difficulties in managing group work in Schools A and B, limited time allocated for syllabus coverage in

Schools B and C, large class sizes in School A, and negative attitudes among some teachers in Schools B and C, who doubted the capacity of learners from low- or average-achieving schools to effectively engage with LSC methodologies.

To optimise teaching, teachers expressed the need for the provision of sufficient teaching resources in Schools A, B, and C, the allocation of more instructional time in School B, as well as expanded training opportunities across all three schools. The table below summarizes the findings on teachers' experiences in teaching, where a tick (√) indicates the presence of a finding in a given school, while an (X) denotes its absence.

Table 4. 4

Summary of Teachers' Experiences of Teaching using the Lower Secondary Curriculum

No	Theme/Sub-themes	Type of School					
		Well resourced		Averagely resourced		Low resourced	
1.	Teachers' perspectives towards the teaching approaches of the LSC	ENG	MATH	ENG	MATH	ENG	MATH
	Perceived as beneficial to learners and teachers	✓	✓	✓	✓	✓	✓
	Conducive learning environment	✓	✓	X	X	X	X
	Part-timing would limit teaching of the LSC	✓	✓	X	X	✓	✓
2.	Teachers' teaching practices						
	Up take of learner-centered methodologies that included:						
	Discussion	✓	✓	✓	✓	✓	✓
	Group work	✓	✓	✓	✓	✓	✓
	Presentation	✓	✓	✓	✓	✓	✓
	Pair work	✓	✓	✓	X	X	X
	Think-pair -share	✓	✓	X	X	X	X
	Guided discovery	X	✓	X	✓	X	✓
	Use of teacher-centered methodologies (irrespective of age and teaching experience)	✓	✓	✓	✓	✓	✓
	Integration of teacher and learner-centered methods (irrespective of age and teaching experience)	✓	✓	✓	✓	✓	✓
	Use of authentic and non-authentic teaching materials (more creativity with teachers of English)	✓	✓	✓	✓	✓	✓
3.	Enablers to the teaching process of the LSC						
	Access to resources	✓	✓	✓	X	X	X
	Supportive school environment	✓	✓	X	X	X	X
	LSC teaching methods and activities	✓	✓	✓	✓	X	X
	The nature of the students	✓	✓	X	X	X	X
4.	Challenges encountered						
	Inadequate resources	X	X	✓	✓	✓	✓
	Difficulties in using group work	✓	✓	✓	✓	X	X
	Large classes	✓	✓	X	X	X	X
	Inadequate time for syllabus coverage	X	X	✓	✓	✓	✓
	Teachers' negative attitude towards learners	X	X	✓	X	✓	X
5.	Support forms required by teachers						
	Provision of more teaching resources	✓	✓	✓	✓	✓	✓
	More training opportunities	✓	✓	✓	✓	✓	✓
	Allocation of more teaching time	X	X	✓	✓	X	X

Source: Primary data (2024)

4.5 Teachers' Experiences of Assessment using the Lower Secondary Curriculum

This section provides insights into secondary school teachers' experiences of assessment within the LSC, focusing on their perspectives, practices, challenges, and support needs. Assessment methods included examinations, activities of integration, daily class tasks, peer assessment, and triangulation approaches. Teachers viewed LSC assessment as fair and motivating, requiring commitment, smaller class sizes, and offering valuable insights into learners. Enablers included teachers' willingness to assess, knowledge of their students, use of some formative methods, and collaboration. However, assessment was hindered by scoring RACE, limited competence in project-based assessment, large class sizes, insufficient exam-setting guidelines, and inconsistent adherence to stipulated procedures. Teachers emphasised the need for further training in assessment.

4.5.1 Teachers' Perspectives towards Assessment

Teachers from Schools A and C considered the assessment approach of the LSC effective as it provided an avenue to the teacher to study the learners in various aspects, thus, guiding the teacher on how to assist the learners. Teacher Maisha from School A, for instance, described it as "better" because it enabled the teacher to know the learners adequately by learning about their difficulties and then deciding on how to help them: "But this assessment is better because you get to know the learners properly, the exact areas where they are having difficulties and you get to know where to help them." This was reiterated by Teacher Nadu from School C, asserting: "Assessing every day in every

lesson and after a topic I think is the best because it can even help the teacher to establish learners' difficulties, differences so he can sort them out before the next lesson." Teacher Zawadi from School A added that the assessment of the LSC was good because it helped the teacher to know the learners ability, hence, to determine what they could be in future: "…this assessment is good. You are looking at them physically, they are speaking naturally…there are those students I can point to and say if this person maintains what they are doing they are going to be…"

The teachers from School A and B further perceived the assessment of the LSC as fair in the sense that learners were not judged as failures, but were recognised for what they had managed to accomplish. Teacher Nyanzi from school B explained: "It has rubbished the idea of a learner failing completely, at least if a learner has failed accuracy, there is relevance-has he written a letter? Yes, then give marks for that." Teacher Imeyisha from School A affirmed: "I think this type of assessment is fair to the student because there is something that the student has learned and you cannot out- rightly say that the student completely didn't learn anything."

More so, teachers in schools A and B regarded assessment of the LSC as demanding significant commitment from the teacher as Teacher Meru, the DOS from school B, explained: "It is not easy to assess them if a teacher, for example, has not been so devoted to observing what the learners are doing." Teacher Zawadi from School A restated: "…however, you need to be committed. You need to be present in class for you to be able to assess them. This business of I am sending them work, I am marking books can no longer

work." Teacher Mawami, the DOS from school A, reaffirmed asserting: "…some of the assessment methods are new. You find a subject like Physics learners are writing speeches. So, as a teacher I need to have an idea of what is a speech. So it is calling for more commitment on my side as a teacher."

Some teachers held the view that this kind of assessment of the LSC encouraged idleness among students because exams were to be administered at the end of the year and not every term as had been the norm. In this regard, the teachers were of the view that end of term exams should be administered. Teacher Madi from School C had this to say: "…so there is a lot of redundancy among students. Reason being there are no exams. So, they should let us administer exams at the end of the term." Teacher Mawami, the DOS from School A further confirmed: "… they will have no reason to revise if they know there is no exam. So, I would still advocate that we give an exam at the end of the term.

Teachers from School A were of the view that if they had to carry out assessment effectively, they needed to have smaller numbers in their classrooms. Teacher Mawami, the DOS from school A for instance stated: "This system of assessment is ideal for small classes. The teacher needs to know their learners one by one, needs to help learners individually even within the lesson, know the attributes of the learners…" Teacher Zawadi from the same school observed that the teacher has to undertake a number of activities with regard to assessment and when the students are many, it limits assessment: "… there's a lot I must do. I must look at the generic skills, values… the knowledge and skills. I must make a record of all that, the co-curricular, projects. But the

students are too many**.** You find that at the end of the day, we are not going to give true and honest reports about the learners." Teacher Maisha further affirmed: "For us to be effective, we should not have very many students and not do justice to the script when I am marking."

4.5.2 Teacher Assessment Practices

Teachers conducted assessment at the end of the year in Schools A, B, C and in some other schools at the end of every term. As Teacher Madi from school C stated: "The way we assess, we do exams at the end of every year." Teacher Rwami from school C restated: "We give end of year assessment exam which is out of 80." Teacher Majani from School B, however, revealed that they were doing end of term exams: "We do termly assessments as a school." These exams were set according to the format of the old curriculum, as Teacher Majani further recounted: "Basically, their nature has been the old format." The rationale for this was: "But for us, our main focus, we just want to keep these students busy reading for exams, we don't have a clear format as yet. We have not been properly guided." Teacher Wondoka from School A affirmed: "We also give end of term exams." This was corroborated in the documentary review data which showed that teachers in school A allocated time for end of term exams on their schemes of work although most of them did not mention so during the one-on-one interviews.

Administering activities of integration was, as well, carried out in schools A, B, C. Activities of integration are end of chapter scenario-based activities learners do individually under the supervision of the teacher, which are intended to assess the students' attainment of the learning outcomes as

regards that particular chapter or theme. Indeed teacher Wondoka from School A stated that, in their school they administered activities of integration: “Every after the end of the chapter we give an activity of integration.” Teacher Kafu from School B affirmed: “At the end of the topic, I have to give them activity of integration.” Teacher Madi from School C confirmed: “At the end of every chapter, we are supposed to give an activity of integration. Students to do those activities individually.” The documentary review data showed that, indeed, teachers administered activities of integration as these activities were allocated time on the teachers’ schemes of work by both Mathematics and teachers of English. Administering activities of integration was done collaboratively in School A, as teacher Momo stated: “We sit together as a department and come up with a scenario and we give the learners the activity of integration at the same time. We also make the assessment grid that is supposed to be used to mark the activity.”

Coupled with the above were the class daily activities that teachers assigned the learners during the teaching and learning process in Schools A, B and C. These were, sometimes, marked from class by the teacher, especially in Mathematics classes. Teacher Nadu from School C for instance, reported: “I normally give them activities to see if they have understood the topic. I have to go through marking.” Teacher Majani from School B affirmed: “I assess during the lesson. We normally give activities which I mark from class.” Teacher Mawami from school A further confirmed: “And then it goes, of course, to the activities that we give during or at the end of the lesson.” This was confirmed by the researcher’s observation which revealed that most of the teachers

assigned learners activities from the LSC learners' book during the lesson. Some teachers were observed to mark a few learners' books from class or monitor learners as they worked on the activities and, then, gave feedback at the end of the lesson. Additionally, some teachers assigned learners authentic activities (those that mirrored real life situations) as explained by Teacher Zawadi from school A: "I give group activities. Here, they were supposed to design an invitation card. Here, they were supposed to prepare a news bulletin, I have an activity where they were supposed to have a talk show." The researcher's observation showed that learners enjoyed getting involved in authentic assessments as well as the activities that perplexed them.

Teachers in Schools A and B, as well, conducted triangulation which is a formative assessment method stipulated in the LSC that requires teachers to conduct observations, conversations with learners as well as appraise their products during the teaching and learning process. The purpose is to assess learners' progress or attainment of the subject learning outcomes, values, generic skills, knowledge and understanding. As Teacher Nyanzi from School B explained: "When I am teaching, I always use the KUSVA format -that is Knowledge, Understanding, Skills, Values and Attitudes. I first see is the child knowledgeable? What about the skill? has he understood? What about the attitude? Has he acquired some values?" Teacher Mambo from school A further asserted: "you give them a task, then they attempt in groups then you guide them as you observe, triangulate, move around."

The researcher's observation corroborated this, as some teachers for both Mathematics and English from Schools A and B (teacher Momo, Mawami,

Maisha, Nyanzi) were observed talking with learners and asking them questions during classroom discussions, giving oral feedback, monitoring learners on task and making judgements on learners' products. Learners appeared to enjoy engaging with both their teachers and peers. However, most of the teachers were observed not to be taking records of learners' attainment or progress of their skills, knowledge, understanding, attitude, or values or using any rubrics. This raised questions on whether the teachers captured accurate information about the learners.

Peer assessment was, as well, embraced by the teachers particularly in School A. Teacher Zawadi for instance explained:

> Then sometimes I invite the groups here in my office. Then I say I want one of you to describe your group members in terms of how valuable they are in the group. And I want you to be honest. So the person starts so and so is this, when we have group work, it is this one who keeps us on point. This one has a temper." That is how I assess them.

Teacher Mawami further confirmed this: "… the peer assessment. Sometimes I call one of the members of the group and I say "how is so and so?" "How does she do this?" For me that is assessment as well. One learner is assessing another much as they may not be present, but they're helping me to have an opinion of what the other person is like." This was also corroborated in the researcher's observation which revealed that, in some lessons, teachers asked learners to correct as well as comment on their colleagues' work.

4.5.3 Enablers of Assessment

The teachers' desire was one of the enablers that facilitated assessment of the LSC in Schools A and B. Some teachers' desire was driven by the interest to gauge learners' attainment of the stipulated learning outcomes. Teacher

Mawami, the DOS from School A for instance, shared: “So usually, what drives assessment is the desire to see whether the set learning outcomes have been attained.” Teacher Majani from School B further confirmed Mawami’s assertion: “…the learning outcomes. They are the ones that actually facilitate my assessment. I want to see if the students are doing what is expected of them.” Teacher Mambo’s desire to carry out assessment, on the other hand, was as a result of enjoying to conduct triangulation, which she said enabled her to realize the errors, and weaknesses of the learners, hence, correct them: “triangulating. I like it as an individual… when I'm passing, I'm seeing the weakness of the learner, I am seeing their errors, correcting them.”

Teacher knowledge of their students, as well enabled, teachers to carry out assessment in School A as stipulated in the LSC, as teacher Momo reported:

> I try to know all my students from their background…that is when I know there is a student who maybe in the activity of integration will get 6 out of 10, but in actual sense for their effort and the situation they are in, I would award them 8 out of 10.

Interacting with students for about three years helped teacher Zawadi’ learn about their abilities: “I can now ably tell who they are because I have been with them since Senior 1 and now they are in S.3… I know this one is very active, I can rely on this one, and this one is a researcher.

Some of the assessment methods teachers employed eased the assessment process as teacher Maisha from School A explained: “…observation…I find it easy. Even when I am involved physically it’s not so demanding because even as I'm watching I am not using a lot of energy.” Teacher Mambo from School A affirmed: “Triangulation is easy because when

I'm passing, I'm seeing the weakness of the learner, I am seeing those who don't participate." Peer assessment enabled Teacher Zawadi and Mawami from School A to make judgement of their learners' attributes and abilities. Mawami, for instance, shared: "Sometimes I call one of the members of the group and I say "How is so and so?"...they're helping me to have an opinion of what the other person is like." Zawadi, as well, shared: "Sometimes I invite the groups here and we talk…I may ask "give me the strengths of this group and the weaknesses…our group has this and this. And I can now ably tell who they are".

Collaboration, which was largely existent in School A, facilitated the process of designing activities of integration and rubrics for grading the activities. Teacher Imeyisha from School A, for instance, explained: "Team work has played a very big role because we share out and, once we share out, of course, we get enriched in terms of how we should do things when setting activities of integration." Teacher Maisha added: "As teachers of a year group we set an activity of integration together…agree on how we are going to score it before we administer. That helps."

4.5.4 Challenges Teachers Encountered during Assessment

Scoring learners' work using the RACE assessment rubric was one of the difficulties teachers encountered during assessment. RACE is an acronym for "Relevancy, Accuracy, Coherence, Excellence" which are components of the assessment grid that teachers use when marking learners' written work, as stipulated by the LSC. In this grid the highest score expected from a student is 3 from each of the components-"Relevancy", "Accuracy", "Coherence" but "excellence" is 1 making it 10 (3*3 =1) and, then, the average score is attained

by dividing what a student scores by the 3 components. A student is then graded as basic with score 1, moderate 2.0-2-4 and outstanding 2.5-3.0. Teacher Rwami, the DOS from School C for instance explained: “they are finding it hard to assess, as in marking out of 10 and then converting it to 3…it is a bit complex.” Teacher Zawadi from School A further affirmed: “…the RACE…many teachers are finding it problematic…they think it drags on-when marking a student’s script you look at relevance, you go back and look at accuracy then coherence.” Teacher Momo from School A added that it was difficult for her to determine how to award the mark for Excellence because every student had their unique way of doing things: “sometimes that mark of Excellence, you are trying to find out what is outstanding to get that mark and almost everyone has their unique things.”

The absence of examinations at the end of each term was problematized for promoting laziness among the students, which the teachers felt might impact on the learners’ seriousness towards their studies. Teacher Mambo from School A for instance, shared her anxiety: “…this problem of not assessing learners at the end of the term. They take it for granted and just sleep. So, it might affect them at the end.” Teacher Mawami, the DOS from School A further added: “If there is no exam at the end of the term students will have no reason to revise…displacement will take its course…if all these months they're waiting to go back to their work in October I see a challenge there.” Teacher Madi from school C, as well, explained: “This kind of assessment, it brings in laziness because where someone knows that there are no exams at the end of the term, so, there is no seriousness at all.”

Teachers lacked sufficient guidelines regarding how to set examination question items which, in turn, made them feel they were not adequately preparing their students for the end of cycle assessment as Teacher Majani from school B explained:

> We don't have proper guidelines of how we should set…the real format of the questions at the end. So sometimes I find difficulty of how really I should set. I am not sure whether the question I have set is up to standard or not…we are not exposing our students to the kind of questions they will meet at the end.

Teacher Zawadi the DOS from School A further expressed the teachers' concerns: "What is making matters worse is "Are we setting the right items?" So, now the teachers have cold feet about setting exams." Teacher Momo from School B added that she did not know how UNEB would set the end of cycle examination and felt that, as implementers, it was crucial to be aware of what would be expected of the learners: "It is not clear how UNEB will be…everything is just vague for most of us, and I think it's a fear… as implementers, we need to be knowing what is expected of the learners."

Furthermore, teachers' inadequate assessment knowledge and skills constrained assessment of learners' project work, as Teacher Rwami, the DOS from School C stated: "…but assessment is where they are getting issues, especially projects, because you have to assess learners' project 10%." Teacher Zawadi the DOS from School A reiterated: "The teachers themselves are overwhelmed with project. How do they assess the projects as an individual?" Teacher Mawami, the DOS from School A further asserted: "...with projects it is still a mystery that needs to be made easier. Some people will give a project and you will ask them for marks and they don't have them because we don't know how to assess."

Relatedly, limited assessment training affected the teachers' practices of assessment with regard to scoring learners' work using RACE and setting assessment activities. Teacher Majani from School B, for instance, revealed: "The training that we received is not enough about assessment. So we sometimes find difficulties in these questions- the competence-based questions." Teacher Zawadi from School A said that they had not been trained adequately on how to use the RACE assessment grid: "…we have not been trained so well on how to use that RACE." Teacher Mambo from School A reiterated: "Setting the scenario…we don't have the training."

Assessing large classes was problematised for being demanding because teachers needed adequate time to carry out triangulation, as well as use RACE, to score learners' work. Teacher Mawami, the DOS from School A explained: "The difficulty so far are the many learners that I have to assess. I need to look at each learner's work." Teacher Zawadi from School A, as well confirmed this asserting: "If I have to assess my large class, I need a lot of time. I need a lot of time observing, I must look at the generic skills, values, knowledge record all that, but the students are many." Indeed Teacher Nadu from School C confirmed that large numbers constrained his use of RACE because of the large number of students in his class: "My challenge is using that RACE. We normally have very big numbers in class. So it is hard to understand every learner to determine each learner's differences."

In addition, the failure to follow the stipulated assessment guidelines in some schools was a limitation that affected assessment of the LSC. For instance, whereas the LSC assessment framework stipulates that end of term

examinations should not be done, some schools were still administering these examinations. Teacher Majani from School B sated: “Then, we felt it’s not enough after the activities of integration, we do termly exams as a school. Even we actually do mid-term.” Teacher Wondoka from School A confirmed this when she said: “We also give end of term exams.” Teacher Zawadi, the DOS from School A expressed the view that even when teachers had been trained in assessment, they were not following the stipulated format of scoring learners’ work as yet because they were still not comfortable with this new form of assessment. This is what she had to say: “We trained in assessment but many of the teachers when it comes to assessing we follow the old method because according to them, this new assessment they are still not yet comfortable with it.”

4.5.5 Forms of Support Teachers require to Optimise Assessment

Training in assessment was one of the support forms teachers mentioned they needed to optimise assessment of the LSC, as Teacher Zawadi from school A explained: “I need more, more, training on assessment. Most of the teachers are still incapacitated in that area -they don't know how to do it.” Teacher Momo from school A reiterated: “Support could come in form of training…some help to settle the end of year examination.” Teacher Majani from School B stated that he also needed appropriate training in assessment: “Give me proper assessment training.” Teacher Mambo from School A expressed that teachers need to be trained on how to set the scenario question. This is what she had to say: “The scenario question, we need all teachers to be trained on how to set it.” Teacher Rwami the DOS from school C, as well observed that there was need

for training in form of workshops: “We all need to be retooled…those workshops to sensitize us.”

Teachers needed to be guided on how the end of cycle assessment would be carried out so that they would be able to prepare their learners for the examination. Teacher Majani from School B, for instance, explained: “I need to get clear guidelines on the nature of questions that are supposed to be brought before students, yes. So they practise and practise and they get used.” This was reiterated by Teacher Muwa from school B: “UNEB, MOES, NCDC, they should inform us that actually things are like this. If it is English it is going to be like this. Because at the end of the day, they are going to be exams.”

Teacher motivation in form of monetary terms was identified as another form of support that could optimise assessment of the LSC. Teacher Zawadi, the DOS from school A, expressed that since assessment was ongoing in this curriculum, it meant that a teacher needed more time to be engaged in assessment which he/she could have used to earn extra income and, therefore, the teacher needed more pay as a form of motivation. Teacher Zawadi explained:

> With this new curriculum, assessment is ongoing. That means that a teacher no longer has free time to earn another income and is expected to be in school most of the time. So maybe a little bit of motivation would do…some a little more money could be added so that they are grounded there and they do their work effectively.

Teacher Mawami the DOS from school A reiterated: “the teachers want money. They say there is a lot of work to do with this assessment.”

4.5.6 Summary

Overall, teachers from Schools A and C considered the LSC assessment approach effective, noting that it provided opportunities to evaluate learners across multiple dimensions. However, they observed that administering only end-of-year examinations was problematic, as it fostered idleness among students. Teachers from Schools A and B perceived assessment as fair, since it emphasised recognising learners' accomplishments rather than labeling them as failures. However, the teachers from the same school contexts acknowledged that it demanded considerable teacher commitment. In addition, teachers from School A suggested that assessment would be more effective in smaller class sizes.

Teachers engaged in a variety of assessment practices, including end-of-year and end-of-term examinations in Schools A and B, activities of integration and daily class activities across all three schools, as well as triangulation in Schools A and B, and peer assessment in School A.

Key enablers of assessment included teachers' willingness to assess learners in Schools A and B, knowledge of learners in School A, the use of diverse assessment methods, and collaboration during the assessment process in School A. Despite these strengths, teachers encountered several challenges. These included difficulties in applying the RACE assessment grid in Schools A and C, the absence of end-of-term examinations in Schools A and B, insufficient guidelines for setting examinations in Schools A and B, limited expertise in grading project work in Schools A and C, inadequate training in assessment, the

burden of assessing large classes, and failure by some teachers to adhere to stipulated assessment guidelines in all the three schools.

To strengthen assessment practices, teachers recommended further training across all three schools, clearer guidance on the format of end-of-cycle examinations in Schools A and B, and enhanced teacher motivation. The table below summarizes the findings on teachers' experiences in assessment, with a tick (√) indicating the presence of a finding in a given school and an (X) denoting its absence.

Table 4. 5

Summary of Teachers' Experiences of Assessment using the Lower Secondary Curriculum

No	Theme/Sub-themes	Type of School					
		Well resourced		Averagely resourced		Low resourced	
1.	Teachers' perspectives towards assessment	ENG	MATH	ENG	MATH	ENG	MATH
	Provided an avenue for studying the learner	✓	✓	X	X	✓	✓
	Encouraged idleness attributed to infrequent exams	✓	✓	X	X	✓	X
	Fair as learners were not judged as failures	✓	X	✓	X	X	X
	Requires commitment	✓	✓	X	✓	X	X
	Requires smaller class numbers	✓	✓	X	X	X	X
2.	Teacher Assessment Practices						
	End of year/term examinations	✓	✓	✓	✓	X	X
	Activities of integration	✓	✓	✓	✓	✓	✓
	Class activities	✓	✓	✓	✓	✓	✓
	Triangulation	✓	✓	✓	X	X	X
	Peer assessment	✓	✓	X	X	X	X
3.	Enablers to assessment						
	Teachers' desire to carry out assessment	✓	✓	✓	✓	X	X
	Teacher knowledge of their students	✓	X	X	X	X	X
	Some formative assessment methods	✓	✓	X	X	X	X
	Collaboration	✓	✓	X	X	X	X
4.	Teacher assessment challenges						
	Grading learners work using RACE	✓	✓	X	X	✓	✓
	Idleness due to infrequent examinations	✓	✓	X	X	✓	✓
	Insufficient guidelines on how to set examinations	✓	✓	✓	✓	X	X
	Inadequate knowledge and skills in assessment of projects	✓	✓	X	X	✓	✓
	inadequate assessment training	✓	✓	✓	✓	X	X
	Assessing large classes	✓	✓	X	X	✓	X
	Failure to fully follow the stipulated assessment guidelines	✓	✓	✓	✓	X	X
5.	Assessment support forms required						
	Need for more training in assessment	✓	✓	✓	✓	✓	✓
	Guidance on the format of the end of cycle examination	✓	✓	✓	✓	X	X
	Teacher motivation	✓	✓	X	X	X	X

Source: Primary data (2024)

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings presented in chapter four. The study sought to explore teachers' experiences in implementing the LSC in Mbarara City, Uganda, with particular focus on planning, teaching and assessment, in order to inform more responsive mechanisms and policy interventions. The discussion is organised according to the research questions in relation to planning, teaching and assessment. The chapter concludes with a summary of findings, conclusions and recommendations.

5.1 Teachers' Experiences of Planning using the Lower Secondary Curriculum

This section discusses findings related to teachers' experiences of planning using the LSC. The discussion is organised around four themes, including: teachers' perspectives towards the planning process of the LSC, the teachers' planning practices, challenges faced as well as forms of support required to optimise planning.

5.1.1 Teachers' Perspectives towards the Planning Process of the Lower Secondary Curriculum

The demanding nature of planning for teaching using a CBC as shown in this case of the LSC in Uganda resonates with many other educational contexts in Africa and beyond (Byrne et al., 2013a; Nkya, 2021). In this study, teachers from the well-resourced, averagely and low resourced schools were overwhelmed with planning for teaching because it was time consuming and

required selection of teaching materials that were even hardly accessible. Similarly, other studies have found that the time consuming nature of planning for teaching using a CBC makes the planning activity demanding across diverse school contexts, including well-resourced and under-resourced schools (Byrne et al., 2013; Nsengimana et al., 2023), coupled with selection of teaching materials (Tumuheise et al., 2023; Wambi et al., 2024). Planning for teaching, not only calls for the teachers' dedication in terms of time availability but also availability of instructional materials to mitigate its demanding nature.

This underscores the idea in CBAM's assumption that individuals are the drivers of change, who also must work in adaptive environments. If the teachers purpose to avail time for planning, then they will engage in implementation more enthusiastically. More so, the teacher need to be availed with instructional materials as a form of an adaptive environment that facilitates implementation. As recommended by previous scholars in contexts implementing a CBC, education agencies need to design strategies that can alleviate the difficulties that teachers encounter to facilitate implementation of the competence-based approach (Timothy & Hollan, 2024; Wiysahnyuy, 2021), among which should include provision of adequate teaching resources (Kidega et al., 2024; Kimario & Otieno, 2022), as well as targeted teacher support in various forms (Namubiru et al., 2024) to facilitate effective planning.

The teachers' perception that school facilities were an enabler to accessing resources for planning in CBC implementation resonate with previous studies that have reported the role of school facilities in aiding teachers' planning processes (Byrne, et al., 2013a; Chemagosi, 2020; Sitienei, 2020). Byrne et al. for instance, reported that the physical arrangement of classrooms

in two comprehensive state secondary schools in England facilitated teacher collaborative practices during planning for competence-based lessons, including sharing of resources, lesson plans and making consultations about planning. In this study, teachers mentioned that the school facilities, such as ICT facilities and textbooks, provided sources of reference during planning and the textbook in particular facilitated decision making about the instructional process. The presence and availability of school facilities in CBC implementation motivate individual teachers to perform their duties (Mgaya et al., 2022) and lessen the teachers' stress during the planning process (Pubic First, 2021).

While this is true, the effective utilisation of available resources by teachers remains crucial. Nwukwe and Nwangoma (2024) contend that alongside the provision of physical resources, their effective use is critical to the success of teaching and learning. Although Mathematics and teachers of English in the low-resourced school did not perceive the LSC course books as particularly useful for instructional decision-making, they acknowledged employing them as reference materials during lesson planning. The findings of this study, thus, illustrate that, where resources are available, teachers can thoughtfully adapt CBC materials to address learners' needs, thereby enhancing fidelity to the intended curriculum. Thus, although this study drew on a small sample of three schools-well, averagely and low-resourced, the findings reinforce the argument that the availability of physical facilities to support the planning process in CBC implementation is critical, as highlighted in previous research (Ngeno et al., 2021; Esongo, 2017; Muhmd et al., 2021, as cited in Mgaya, 2022). Furthermore, the study emphasises the need for schools not only

to provide resources but also to promote their effective utilisation in order to strengthen instructional planning.

While previous research on planning for teaching, generally, shows that planning is an empowering process for lesson delivery (Hussain, 2021; Chinofunga et al., 2023; Cunadol & Abocejoi, 2019), a few studies have reported similar findings in the context of CBC implementation, such as Byrne et al. (2013a) and Rusman (2015). In the present study, teachers from the well-resourced and averagely resourced schools expressed the view that the planning process equipped them with readiness and competences to conduct teaching. This aligns with the CBAM assumption that individuals are the drivers of change, as teachers' engagement and readiness directly influenced their ability to implement the curriculum successfully. Similarly, the view that planning equips teachers with skills, knowledge, tools and confidence for lesson delivery in CBC implementation is, indeed, held by previous research (Byrne et al., 2013a; Rusman, 2015).

The absence of this empowering effect in the low-resourced school may be attributed to limited access to instructional materials, which constrained teachers' ability to view planning as a facilitative process. Awuonda and Lee (2023) found that positive teacher perceptions during CBC implementation are strongly shaped by the availability of curriculum resources. When resources are scarce, teachers struggle to implement the curriculum as intended, which negatively influences their perceptions of planning and may result in deviations or incomplete coverage of competences. This aligns with the CBAM assumption that change is a personal experience and that successful implementation depends on adaptive, well-supported environments. The

findings therefore highlight that adequate resources are central to fostering positive teacher perceptions, as they enable meaningful curriculum adaptation, while resource limitations hinder adaptation and compromise fidelity to the intended curriculum. Consequently, effective implementation of CBC in Uganda depends on the provision of adequate resources and complementary forms of support as a pathway to cultivating positive teacher perceptions that are critical for successful curriculum implementation (Awuonda et al., 2023; Getecha, 2023; Namubiru et al., 2024).

Consideration of collaborative planning as an inspiring factor and a source of support corresponds with previous research in other educational contexts implementing CBC (Byrne et al., 2013a; Rusman, 2015; Tumuheise et al., 2023). In this study, teachers from the well-resourced school considered collaborative planning as a motivating factor that helped them to make collective decisions about the "how, when and what" to cover in their classes. This illustrates that change is a personal experience as held by the CBAM since teachers' perceptions of support and shared responsibility shaped their engagement with the planning process and ultimately their teaching practices. Previous research on planning for CBC implementation shows that teachers in well-resourced schools considered collaborative planning an inspiring factor, for it enabled them to design instrumental schemes of work (Byrne et al., 2013a). Collaboration has been considered a "best practice" in planning for teaching during CBC implementation (Rusman, 2015). Further, Chinofunga et al. (2022) concluded that collaborative planning enhances teacher efficacy in planning and in turn improves teaching and learning.

Whereas it is commendable that the GOU through NCDC and other stakeholders in implementation of the LSC has taken essential steps to train teachers in various aspects (Atuhura & Nambi, 2024), the teacher practices that enhance effective implementation, basing on the teachers' views, may not have been exploited for teacher support. Yet, it is individuals who enhance change during implementation of curriculum changes and, therefore, the need to focus on teachers as individuals as advanced by the CBAM (Hall & Hord, 2015).

5.1.2 Teachers' Planning practices using the Lower Secondary Curriculum

The practice of occasionally developing lesson plans in CBC implementation, as shown in this case of the LSC parallels with other educational contexts within the East African region and the rest of Africa (Chemagosi, 2020; Manquele, 2017; Mutua & Waweru, 2023). Majority of the teachers who participated in this study have more than five years of teaching experience and, probably, did not write out their lesson plans because of their "experience" in teaching. Research shows that experienced teachers make extensive mental plans more than written ones (Leinhardt, 1983; Moradan & Pourasadollah, 2014); yet mental planning is not recognised in educational theory and practice (Bagaya et al., 2020).

Woodward (2001) observed that when a lesson plan is in written form, the teacher is able to visualise the lesson. DiPaola and Hoy (2008) further affirmed that a written lesson plan offers more coherence in objectives/competences, activity and evaluation. This suggests that the process of executing the lesson more effectively among teachers in this study is limited, as a result of mental planning, which may not provide a clear visualisation of the lesson. It should be noted that the NCDC lesson plan template teachers use

for lesson planning contains many elements implying that if teachers don not write out their lesson plans, some of the elements could be left out or will not be well thought about/through. This may, in turn, affect learner attainment of the stipulated learning outcomes from the LSC. In-service teacher training needs to emphasize teacher development of lesson plans for CBC implementation to facilitate the process of executing CBC lessons more effectively in the Uganda context.

The practice of collaborative scheming in the well-resourced school appears to have strengthened teachers' instructional competences by creating opportunities to share knowledge and learn from one another, a finding consistent with previous studies that identified collaborative planning as a "best practice" in CBC implementation (Byrne et al., 2013a; Rusman, 2015; Gilbert & Gilbert, 2013). Such collaboration not only fosters professional growth but also enables teachers to design high-quality schemes of work that support curriculum adaptability, as teachers are able to contextualise content and pedagogy to suit learner needs. This resonates with the CBAM assumption that change is a personal experience shaped by individual perceptions, since teachers' positive experiences of collaboration enhanced their commitment to effective planning as a core component of curriculum implementation.

More importantly, the study highlights the role of systemic and school-level support in facilitating such best practices. In the well-resourced school, the administration deliberately allocated time for collaborative planning, demonstrating CBAM's principle that people responsible for change must work in adaptive and systematically supported environments. Without such support, collaboration is less likely to occur, especially in low- and averagely resourced

schools where organisational structures and resources are more constrained. Thus, to achieve both adaptability and fidelity in CBC implementation across all school contexts, stakeholders must invest in enabling conditions such as leadership support, organisational practices, and professional collaboration, which empower teachers to engage deeply in planning.

The teachers' practice of planning for engaging with generic skills and values in the well-resourced school, once again, suggests that implementation of the LSC is linked to the aspirations of the curriculum designers' vision. This indicates that teacher training offered by NCDC seems to be contributing to teacher knowledge and skills in the implementation of the LSC, as required (Timothy & Hollan, 2024). Nsengimana, et al., (2023) observe that in CBC implementation, teacher knowledge influences the teachers planning practices and, in turn, their teaching practices. However, in this study the uptake of planning for engaging with generic skills and values was not undertaken up in the averagely and low resourced schools. This parallels the work of Nsengimana et al. (2023) in Rwanda which demonstrated that there were variations in implementation of CBC among teachers. The cause of the discrepancies according to Nsengimana were differences in training of CBC implementation, infrastructural capacities of schools or resources.

In the Uganda context, the cause of the discrepancies in teachers' ability to take on expected planning practices in the implementation of the LSC could, probably, be as a result of an imbalance in teacher training, as noted by Atuhura and Nambi (2024), or the teachers unconsciously do not give some areas some thought. Previous research by Hadiyanto et al. (2017) showed that the development of soft skills among English as a Foreign Language (EFL) teacher

trainees was constrained by lecturers' lack of thoughtful plans and actions in their lesson plans to deliberately develop students' soft skills. In the same vein, Khanum (2020) found that teachers hardly focused on developing problem solving skills and team work among students. Thus, examining why teachers scarcely plan for the engagement and development of values and generic skills as important elements of the LSC is critical. Nonetheless, research on CBC implementation recommends continuous and specific teacher training support in plugging implementation gaps (Timothy & Hollan, 2024; Momanyi & Rop, 2019), a practice that needs to be embraced in the implementation of the LSC, as well.

5.1.3 Teacher Challenges during Planning using the Lower Secondary Curriculum

The challenges constraining planning for teaching during the implementation of the CBC, as evidenced in this case of the LSC in Uganda, are neither isolated nor unique to this context. Rather, they reflect a persistent, systemic issue across many African educational settings, where resource constraints undermine teachers' ability to plan effectively (Diffang, 2019; Kinyunyu, 2020; Nsengimana, 2021). In the present study, teachers in averagely and low-resourced schools revealed that the lack of adequate instructional materials such as textbooks, computers, internet connectivity was a major impediment to their planning processes. Without sufficient resources, teachers are often compelled to rely on limited or outdated materials, which not only constrains the scope and depth of their lesson preparation but also restricts their capacity to tailor instruction to diverse learner needs, as envisioned in the CBC.

This gap in access creates a mismatch between curriculum expectations and the practical realities on the ground impacting on curriculum adaptability.

Planning for teaching within CBC implementation has been consistently characterised as time-intensive (Gruber, 2018; Micheni, 2021; Waweru, 2018), a finding reaffirmed in this study where teachers in well-resourced and averagely resourced schools reported spending considerable time organising lessons and selecting relevant instructional materials. In relation to Atuhura and Nambi's (2024) findings on teachers of English in Uganda, this additional workload was as a result of CBC's emphasis on cultivating higher-order thinking skills. While such extensive preparation may promote curriculum adaptability by allowing teachers to design lessons that are responsive to learner engagement, the heavy time demands also raise concerns about sustaining fidelity, as overburdened teachers may be forced to compromise on depth or omit certain competences.

Viewed through the lens of the CBAM, these findings reinforce several key assumptions. First, they highlight that change is a gradual, ongoing process as teachers need time to adjust to new pedagogical expectations. Second, they affirm that individuals are the drivers of change since teachers' realities including, workload and time constraints must remain central to reform efforts. Without adequate institutional support, teachers risk experiencing frustration and diminished motivation, which may ultimately undermine the goals of the CBC reform.

5.1.4 Forms of Support Teachers require to optimise Planning

It is commendable that the GOU, through NCDC, has conducted teacher training to enhance teacher competences in implementing the LSC (Atuhura &

Nambi, 2024). However, the teachers' need for more training opportunities, as revealed in this study as well as previous studies in CBC implementation (Namubiru, et al., 2024; Nsengimana, 2023), is still an important aspect Governments and education departments cannot overlook. Innocent (2021) recommended that teachers be provided with opportunities for regular in-service training through workshops and seminars in effective lesson planning, for this can help to make them familiar with operational guidelines and procedures of effective planning. Nsengimana et al. (2023) on the other hand, recommended a cost-effective support system for teachers, through school communities of practices, such as lesson study groups to respond to the diverse needs of different school categories.

Further, Ding and Carlson (2013) concluded that collaboration with coaches and peers is more likely to improve lesson planning when teachers are helped to develop strategic thinking skills to apply to their lesson designs. In the context of the LSC, that is still new in Uganda, teacher support in planning for instruction is critical, as effective planning has been documented to improve, smoothen and foster effective teaching and learning at secondary school level (Innocent, 2021). The teachers' experiences of planning need to be enhanced since implementation is a personal experience according to the CBAM.

The need for adequate resources to aid the implementation of the LSC in all school categories in this study continues to highlight the resource intensive system in CBC implementation (Mgaya et al., 2022). In the present study, teachers from all the three school categories mentioned that they require adequate resources to optimise the implementation of the LSC. The teachers from the well-resourced school, however, needed more support with digital

technologies. Similarly, previous studies have shown that CBC implementation needs a lot of resources for effective implementation even in schools that are presumed to be well-resourced (Isaboke et al., 2021; Tumuheise et al., 2023). As recommended by research on CBC implementation, teachers should be provided with adequate infrastructure and material resources to enable them to effectively implement CBC (Diffang, 2019; Isaboke et al., 2021; Opondo, et al., 2023; Tumuheise et al., 2023). Mandukwini (2016) concluded that, successful implementation of curricula changes in South Africa would, to a large extent, depend on the provision of necessary resources and facilities. Relatedly, implementation of the LSC, as a new curriculum, requires a substantial resource bank to facilitate fidelity in implementation.

5.2 Teachers' Experiences of Teaching using the Lower Secondary Curriculum

This section presents the findings on teachers' experiences of teaching within the LSC, organised around five themes: teachers' perspectives on the LSC's teaching approaches, their classroom practices, enablers of the teaching process, challenges encountered, and the forms of support needed to optimise teaching.

5.2.1 Teachers' Perspectives towards the Teaching Process of the Lower Secondary Curriculum

The perceived benefits of competence based teaching, as revealed in this study correspond with other studies on CBC implementation (Lito et al., 2021; Muneja, 2015; Nsengimana, 2021). In the present study, teachers from the three school categories perceived the competence based teaching approaches to be beneficial to both the teacher and the learners as they promoted learner active

engagement and lessened the teachers' burden of teacher-talk respectively. Similarly, teachers from well-resourced schools regard competence-based teaching approaches as enabling learners to engage in practical activities and take a central role in their own learning, thereby reducing teacher-centredness in lessons (Awuonda & Lee, 2023; Nsengimana, 2021; Wambi et al., 2024). More so, the teachers from the low resourced school perceived the CBC as an approach that developed problem solving and critical thinking among learners.

Phelokzi's (2013) research found that teachers in the low-resourced schools encouraged learners' critical thinking when implementing a CBC. These positive perceptions among teachers across all three categories of schools may be attributed to their active engagement with learners during the teaching and learning process. In addition, the curriculum resources, such as the Internet, textbooks and the library among other materials and facilities, could have facilitated engagement with the CBC teaching approaches and, in turn, influenced the teachers' positive perceptions. Moreover, in the well-resourced school, peer collaboration could have augmented the positive perceptions (Awuonda & Lee, 2023). Namubiru et al. (2024) concluded that teachers' perceptions directly influence how well competence-based teaching approaches are executed in the classroom. Teachers with positive attitudes towards CBC teaching approaches were more likely to use them in their lessons (Namubiru et al., 2024). Enhancing teacher perceptions toward CBC implementation is critical; through consistent and rigorous teacher training (Msamba, 2023) as a gateway to facilitating effective implementation of the LSC.

One of the differences in the findings of this study, as compared to previous studies, was the view that the practice of part-timing would affect the

adoption of CBC approaches in preparation to teach and lesson delivery. Whereas other studies have identified factors such as limited resources, inadequate teacher training, insufficient classroom space, and large class sizes as constraints to CBC implementation (Atuhura & Nambi, 2024; Namubiru et al., 2024; Nsengimana, 2021), this study revealed that part-timing poses an additional challenge in the Ugandan context. With respect to curriculum adaptability, part-time teachers may lack sufficient time to engage in effective lesson planning, teaching, and assessment, yet the CBC demands sustained commitment to implementation in order to meaningfully foster competence development.

Furthermore, the practice of part-timing as an alternative source of income for teachers has implications for teacher remuneration in the implementation of the LSC especially in the low resourced schools, where other incentives may not be provided. Wongnaa and Boachie (2018) concluded that teacher incentives can increase adoption of competence based teaching. This is because CBC implementation is time consuming, meaning that teachers have to put off some income generating activities, in this case part-timing, to be able to concentrate on curriculum implementation (Wongnaa & Boachie, 2018). They further assert that, with increased incentives, teachers can easily adopt competence based teaching. The issue of part-timing as a potential threat to the effective implementation of the LSC in Uganda is a call to the GOU to think about sustainable measures to deal with this issue by leveraging such strategies as school-level audits or providing incentives to retain full-time staff.

5.2.2 Teachers' Teaching Practices using the Lower Secondary Curriculum

The teaching methodologies adopted for delivering the LSC in this study align well with some of the recommended methods of teaching a CBC (Anane, 2013; Nsengimana, 2021; Nzima, 2016; Jesca et al., 2023). The uptake of learner-centered methodologies in lesson delivery, including discussion, group work and presentation, in all the three categories of schools is an indication that, despite the disparities in resources, teachers are making an attempt at implementing the LSC, as stipulated in the LSC framework. Teacher training within the case of this study could have contributed to the adoption of the learner-centered methodologies in all the three school categories, as the training sessions are reported to have seemingly enabled teachers get acquainted with knowledge and skills about teaching (Timothy & Hollan, 2024; Namubiru, et al., 2024). However, it should be noted that there was more uptake of learner centered teaching methodologies in the well-resourced school than in the averagely and low resourced schools. This calls for more targeted teacher support in form of peer mentors, coaches or scaffolding in the low and averagely resourced schools.

On the other hand, the persistence of teacher-centered methodologies across all three school categories, despite training in learner-centered approaches, warrants further investigation, as it raises questions about the extent to adapt to the demands of CBC. Some studies on CBC implementation have as well reported continued use of teacher-centered methodologies in delivering a CBC (Byrne et al., 2013b; Kabombwe & Mulenga, 2019; Nantambi, 2021; Nsengimana, 2021; Wiysahnyuy, 2021). This study challenges previous research which shows that the low level of resources in low-resourced schools

makes teachers remain stuck in teacher centered methodologies (Manquele, 2017). The persistence of teacher-centered methodologies uptake across all three school categories suggests that teachers may either be unfamiliar with the methodological shift or constrained by certain factors.

Moreover, being graduates of the knowledge-based curriculum, the teachers' shift is limited by application of practices they did not experience (Kasule, 2015). Four out of thirteen teachers in all the three school categories were observed to be engaged in direct instruction and using a lot of question and answer that was not focused on developing learners' thinking skills. In the averagely resourced school the teachers mentioned that sometimes they had to use teacher-centered methodologies because their learners were "average", hence, had to be taught by impartation. Such perceptions and observations are a pointer to teacher beliefs about education. The teachers may still believe that some categories of learners need knowledge "impartation" and cannot think for themselves. Teacher support in form of mentorship and scaffolding may enable such teachers implement CBC with fidelity.

Furthermore, the integration of teacher-centered and learner-centered teaching methodologies when implementing a CBC, as shown in this case of the LSC, parallels what happens in other contexts transitioning from content based to CBC implementation in Africa and beyond (Duong & DeJaeghere, 2022; Bremner, 2019; Byrne et al., 2013b; Phelokzi, 2013). This kind of integration occurred in well-resourced and low-resourced schools (Byrne et al., 2013b; Phelokzi, 2013). Nguyen 2008 (as cited in Duong & DeJaeghere, 2022) explain that various institutional and cultural factors, including exam oriented curriculum, crowded classes and undemocratic school cultures prevented

teachers from implementing the expected competence based teaching methodologies. Thus, the different contextual realities in the three school categories could have made the teachers take on a hybrid approach when enacting the LSC. Duong and DeJaeghere further argued that the ability of some teachers to take on a hybrid approach teaching a CBC, indicated a promising groundwork for Vietnam to shift towards the CBC. Hence, it would be relevant to understand the forms of hybrid teachers implementing the LSC take on, as well as the contextual realities that could be compelling them to do this, in order to enhance required practices in implementing the LSC. Providing teachers with assistance, interventions, and school-based professional development to address areas that cause deep-rooted, chronic hindrances to classroom change practices is paramount (Duong & DeJaeghere, 2022).

In corroboration with previous studies which have revealed that there was still dominant utilisation of textbooks in implementing CBC (Atuhura & Nambi, 2024; Saware, 2021), this study also demonstrated that the textbook was the main used teaching material when implementing a CBC. Even though the LSC course books are the handiest materials teachers could use to deliver a new curriculum, the practical experiences provided by the use of teaching materials to develop concepts and skills and to learners' work in a variety of ways (Mosha, 2012) may not be achieved by the dominant use of textbooks. The reliance on the textbook is still a form of the traditional curriculum implementation (Kellaghan et al., 2013). However, in this study there was also use of authentic and other non-authentic teaching materials in all the three school categories. The teachers of English, however, used more of the authentic ones in addition to the dominance of textbooks. Scholarship on teaching English emphasises that

classroom contexts should reflect authentic language use (Nematollahi & Maghsoudi, 2015). Therefore, incorporating authentic materials is essential for promoting natural language production in communicative situations, rather than relying solely on standard resources such as textbooks (Nematollahi & Maghsoudi, 2015). The use of authentic materials for teachers of English could be as a result of promoting authentic language use.

In addition, the aforementioned practice implies that teachers are trying to adopt the use of instructional materials as expected when implementing the LSC (NCDC, 2021). Once again, teacher awareness about the utilisation of teaching materials in implementing CBC could be as a result of the teacher trainings for these have been observed to acquaint with knowledge and skills about teaching (Timothy & Hollan, 2024). The use of both authentic and non-authentic teaching materials in the well-resourced, averagely resourced and low resourced schools shows an opportunity that should be exploited for the enhancement of teacher utilisation of teaching materials in implementing the LSC. A competence map of what teachers already know, need to know and are able to do could be compiled (Cator et al., 2014) to mitigate traces of traditional curriculum implementation and to enhance the embrace of CBC implementation fully.

5.2.3 Enablers to the Teaching Process using the Lower Secondary Curriculum

Access to resources as an enabler to the teaching process of CBC, as revealed in this case of the LSC align well with previous studies on CBC implementation (Namubiru et al., 2024; Rusman, 2015; Tumuheise et al., 2023). In this study, teachers from all the three school categories mentioned that access

to resources was one of the factors that facilitated their implementation of the LSC in various ways. Mwita and Onyango (2022) explain that teachers who cannot access the necessary resources and materials have low motivation to implement a CBC. They further concluded that, the more adequate the teaching resources the better the teachers could implement the CBC curriculum. Hence, the teachers in the well-resourced and averagely resourced schools were able to use the competence based teaching methodologies as a result of the presence of a considerable number of resources and facilities in their schools.

While research shows that teachers in low resourced schools have a low capacity in the delivery of CBC, because of the inadequacy of resources (Micheni, 2021), another study showed that teachers who used the available resources, were better placed to implement CBC effectively than those who had the resources but did not put them to use (Mwita & Onyango, 2022). This explains why students in the low resourced school used the few available textbooks and computers to make reference or find information. Despite the low resource level in that school, teachers were able to engage students in library research-one of the recommended teaching approaches of the LSC. The availability of and access to instructional resources in the implementation of CBC cannot be further underscored, for CBC is a resource intensive system that requires a lot of resources to facilitate its implementation (Mgaya et al., 2022).

Consistent with the findings of Byrne et al.. (2013a), Timothy and Hollan (2024), Micheni, (2021), this study highlights the importance of supportive school environment in enabling the adoption of CBC teaching methodologies. In the present study, teachers from the well-resourced school experienced a supportive environment when they were provided avenues for

sharing of teaching experiences, team teaching, teacher training, as well as timely payment. The availability of resources and facilities also supported their adoption of CBC teaching approaches. Similarly, studies on CBC implementation have shown that well-resourced schools provided their teachers with resources, facilities, avenues for sharing resources, experiences, team teaching and teacher training (Byrne, et al., 2013a; Micheni, 2021; Rusman, 2015). Rusman, for instance showed that availability of rooms for students to ask, reason and make use of the local environment, instructional materials, and availability of textbooks were some of the "best" practices in implementing a CBC curriculum. Relatedly, the well-resourced school in this study has a room for access to WIFII, ICT materials, as well as teachers for consultation.

On the whole, the well-resourced school seems to have more opportunities of engaging in better implementation practices for CBC implementation due to the enabling school environment, thereby heightening implementation disparities across school contexts. This finding seems to align with the assumption of the CBAM, which states that people responsible for change must work in an adaptive environment (Hall & Hord, 2015), as the supportive school environment facilitated implementation. It is, therefore, paramount to address any teacher concerns and foster a positive environment for teachers in different school categories in a bid to enhance the effectiveness of CBC implementation (Namubiru et al., 2024)

The opinion that the nature of learners in terms of possessing a desire and willingness to learn, being curious, are academically strong as well as facilitating the teaching process of CBC, as revealed in this study seems to contradict some of the adaptive aspects of CBE from which CBC is born.

Mutisya (2019) and Omana (2010) observe that a CBC is designed to be flexible allowing learner to advance based on their ability to master a skill or competence regardless of the environment. Moreover, in CBC, the teacher is supposed to take on "process oriented teaching" by changing their role from knowledge transmitter to coach of the students' learning process (Vermunt & Verloop, 1999). The teacher becomes an instructional designer, enabling learners to develop the ability to learn, learn to learn and how to learn Lawyer (2021) by designing authentic tasks that encourage learners to explore and take on an active role in their learning (Kellaghan, et al., 2019; Nkambwe et al., 2019 as cited in Muwanguzi,). The teacher as an instructional designer and coach is, therefore, responsible for creating the learners' curiosity, desire and willingness towards learning. Torres et al. (2015) further assert that students in CBC need metacognition and self-regulation skills to reflect on their learning and to track their own progress in CBE, respectively. Without attention to these skills, Torres et al. argue that achievement gaps potentially increase between high-performing students who already possess them, hence, are more likely to be successful in CBC than students from low-performing academic contexts who need more time to progress through a CBC.

Tores et al. (2015) therefore propose that struggling students be given adequate personalised support to enable them master required competences. Hence, the learner may not have to be "academically strong" to be taught using CBC teaching methodologies since every learner achieves competences at their own pace, but low achieving learners may need more personalised support than high achieving ones. Consequently, the teacher, as an instructional designer, needs to create a conducive environment in which competence based teaching

can flourish as well as support the emergency of self-regulation and metacognition skills, coupled with learner characteristics desirable for enabling the CBC teaching methodologies. Continuous teacher education at both in-service and pre-service level is still critical to enable teachers to understand their role as coaches and instructional designers for effective CBC implementation. More so, other forms of support that increase teacher motivation towards supporting learners and more especially low achievers need to be thought about.

5.2.4 Challenges Teachers faced in the Teaching Process using the Lower Secondary Curriculum

Majority of the challenges that constrain the CBC teaching process, as identified in this case of the LSC, correspond with what other educational contexts implementing CBC face, especially, on the African continent (Diffang, 2019; Munjea, 2015; Nsengimana, 2021). The issue of inadequate resources is one of the major difficulties that has curtailed CBC implementation in Sub-Saharan Africa (Atuhura & Nambi, 2024; Diffang, 2019; Opondo et al., 2023). In this study, the uptake of the CBC teaching approaches was constrained by insufficient resources, including, but not limited to textbooks, computers and Internet accessibility. This finding aligns with those of Mandukwini (2016), Nsengimana et al., (2020), Phelokzi (2013), who also observed that teachers' uptake of CBC teaching methodologies was constrained by inadequate resources in low- resourced schools.

In this study, teachers were compelled to take on teacher centered teaching methodologies, instead of the recommended learner-centered ones, due to the lack of teaching resources. Manquele (2017), as well observed that lack of resources in less resourced schools makes teachers remain stuck in the

traditional teacher centered methods. Although the presence of resources does not guarantee their effective utilisation (Nwuke & Nwangoma, 2024), inadequate resources may continue to hinder the implementation of the CBC, particularly in low-resourced and averagely resourced schools, if this issue is not addressed. This is especially critical given that the CBC is a resource-intensive system (Mgaya et al., 2022). Moreover, such state of affairs may contribute to disparities in implementation between the well-resourced and under resourced schools. The urgent call for governments, education agencies and other relevant stakeholders to provide adequate and necessary resources for CBC implementation needs still stands in a bid to facilitate effective implementation.

Consistent with the findings of Atuhura and Nambi (2024), Baghoussi (2021), Feruzi and Li (2019), this study also revealed that teachers face difficulties when using group work during the CBC teaching process. This was a result of challenges of managing large groups, uneven participation within groups, uncooperative members, and classroom space limitations. Such challenges highlight the tension between the ideals of learner-centered pedagogy and the realities of classroom practice, especially in contexts of large class sizes, as noted in other studies (Mathias et al., 2023; Manquele, 2017). From the perspective of curriculum adaptability, these findings suggest that teachers are compelled to adjust group work strategies in ways that fit their classroom constraints, which may dilute the intended outcomes of CBC. Similarly, in terms of curriculum fidelity, the constraints of overcrowded classrooms and inadequate space risk compromising faithful enactment of learner-centered practices, as teachers often revert to less interactive methods.

Examined through the lens of the CBAM assumptions, these challenges reinforce the idea that change is a personal process, with teachers' practices being shaped by their concerns, experiences, and the resources available in their specific contexts. Without adequate institutional support, professional development, and structural adjustments, teachers' ability to implement group work effectively and thereby remain faithful to the CBC reform will remain limited. While teacher training on the effective use of various competence-based pedagogical approaches remains essential (Tumuheise et al., 2023; Waweru, 2018), it is equally important to ensure the provision of such resources as spacious classrooms as well as reduce teacher-student ratios to enable teachers to effectively adopt and sustain learner-centered methodologies.

Furthermore, as demonstrated in this case of the LSC, inadequate time for syllabus coverage hinders CBC implementation in Uganda, as well as other educational contexts (Diffang, 2019; Nzima, 2016; Opondo et al., 2023). The wide and detailed syllabus content coupled with the learner interactive methodology made it difficult for teachers to complete the syllabus within the stipulated time in the averagely and low resourced schools in this study. Similarly, Nzima (2016) showed that syllabus coverage in fairly resourced and low resourced contexts implementing a CBC was constrained by limited instructional time that would not allow for syllabus coverage, as stipulated in the syllabus. This limitation sometimes compels teachers to take on teacher-centered methodology in an attempt to complete the stipulated content within the indicated timeframe (Nsengimana, 2021; Nzima, 2016).

It should be noted that, emphasising the significance of learner agency, self-direction and self-evaluation in the application of learner-centered

pedagogy in CBC implementation, needs time (Bhatt & Sharma, 2021; Torres et al., 2015). Furthermore, it is important to note that it is the teachers who better understand existing realities that influence implementation, hence, their views about what could contribute to effective implementation of CBC matter as underpinned by the CBAM. In this regard, it is critical that the teachers' suggestion of allocating more time for particular lesson durations be considered to enable them to implement CBC more effectively for the attainment of the aims and objectives for which the LSC in Uganda.

The issue of large classes posing difficulties in the adoption of CBC teaching methodologies, as seen in this case of the LSC, is prevalent in other educational contexts across Sub Saharan Africa (Diffang, 2019; Munjea, 2015; Opondo et al., 2023) and beyond, such as South East Asia (Nyuyen et al., 2023). In the present study, teachers in the well-resourced school were confronted with ineffective monitoring of learners working on their group tasks, poor classroom management as a result of the large class sizes. Indeed, previous research has shown that large class size poses difficulties to teachers implementing CBC by constraining individualistic attention, effective management of group work, as well as monitoring learners (Atuhura & Nambi, 2024; Micheni, 2021; Nyuyen et al., 2023).

Whereas this study showed that the issue of large class size was dominant in the well-resourced school, previous studies show that large class size affects teachers across different school categories, including well-resourced or under resourced, urban, semi-urban and rural schools (Nsengimana, 2021; Micheni, 2021). The reality of overcrowded classrooms in most developing countries undermines teachers' competence in curriculum delivery

(International Labour Organisation [ILO, 2009]). This even exacerbates curriculum delivery in CBC because a large number of students in a classroom limits peer exchange during discussions and negatively impacts on student-teacher interactions (Mpeirwe, 2020), yet CBC should be delivered through interactive teaching methods that are learner centric (Tumuheise et al., 2023). As recommended by research on CBC implementation, CBC requires that a teacher attends to a small class size to allow for meaningful and effective implementation (Masika n.d; Msuya, 2016; Tumuheise et al., 2023).

5.2.5 Forms of Support Teachers require for Teaching Effectively

The forms of support that teachers require to undertake competence based teaching as revealed in this study, correspond with other contexts implementing CBC (Kidega et al., 2024; Nsengimana, 2021; Rusman, 2015). The lack of resources to facilitate CBC implementation in Sub-Saharan Africa is a daunting reality (Diffang, 2019; Tumuheise et al., 2023; Nzima, 2016) and, hence, the need for adequate teaching resources to be able to implement CBC effectively is prevalent in many educational contexts, including Uganda (Kidega et al., 2024; Lawyer, 2021). CBC is a resource intensive system and, thus, its implementation requires a lot of resources including, human and material (Mgaya et al., 2022; Rutayuga, 2014). Chitera (2013 as cited in Mgaya et al., 2022) identified such resources, as trainers, as a form of human material; laboratories, libraries, workshops, classrooms, furniture as examples of teaching resources required for CBC implementation. This study revealed that teachers across all the three school categories needed more instructional resources, including textbooks, ICT tools and classrooms but the well-resourced required more ICT tools. This seems to suggest that even in the assumed well-resourced

schools, the instructional resources are not enough to facilitate CBC implementation. The instructional materials in competence based education offer learners with practical experiences which help them to develop skills and concepts in a variety of ways (Mosha, 2012).

Since there is a great relationship between availability of resources and implementation of CBC (Martin, 2017), it means that the lack of instructional materials, will ultimately, have a negative impact on CBC implementation. This aligns with the CBAM assumption that teachers require adaptive and supportive environments, particularly the availability of adequate teaching materials, to successfully implement change. More attention, however, should be given to the low resourced contexts, as lack of resources has been observed as a major cause of teachers' use of the traditional teacher-centered methodologies in low resourced schools (Manquele, 2017).

The demand for training opportunities to enable teachers to implement CBC with fidelity, as shown in this case of the LSC, is a profound need across many nations implementing CBC (Kidega et al., 2024; (Ngeno, et al., 2021; Nsengimana, 2021). In this study, teachers from all the three school categories showed the need for more training opportunities in CBC delivery. In the same vein, previous research has shown that teachers need continuous training in CBC curriculum delivery, for the lack of it limits the teachers' pedagogical knowledge and skills to apply competence-based teaching methodologies (Makunja, 2016). It is commendable that the GOU, through NCDC and other agencies has taken necessary steps to train teachers (Atuhura & Nambi, 2024; Tumuheise et al., 2023), but this training seems inadequate (Tumuheise et al., 2023).

While some researchers on CBC implementation in Uganda have indicated that the trainings teachers received were seemingly beneficial, as they enabled them to get acquainted with knowledge and skills about teaching (Timothy & Hollan, 2024; Namubiru et al., 2024), a lot more trainings are required by teachers (Namubiru et al., 2024; Wambi et al., 2023). The teachers in this study, for example, indicated that they needed more guidance on teaching, as well as on how to integrate ICT in teaching. This finding bears resemblance with those of (Makunja, 2016; Namubiru et al., 2024; Olema et al., 2021), which showed that effective implementation of CBC requires continuous professional development to equip teachers with the necessary knowledge, skills, values and attitudes. A case in point of successful implementation of CBC as a result of rigorous training of teachers and good funding support is Canada, Scotland and Finland (Saram & Susan, 2014 as cited in Ngeno et al., 2023). While this study used a small sample of three schools, whose findings may not be generalisable, the insights there within still demonstrate the urgent need for rigorous continuous professional development to assist teachers with CBC implementation. Future work could seek to understand the kind of teacher competences to be developed.

The need for allocation of more teaching time as revealed in this study, corresponds with other contexts implementing CBC across the African continent (Diffang, 2019; Nsengimana, 2021; Opondo, et al., 2023). The teachers from the averagely resourced school in this study required more teaching time indicated on the timetable to allow for syllabus coverage. This could be because some of their students come from low performing academic backgrounds and, as a result, need adequate personalised support to enable them

to master the required competences (Torres et al., 2015). Torres et al. further argue that students from low-performing academic backgrounds need more time to progress through CBC, because the development of their self-regulation and metacognition skills which are necessary in CBE, needs time.

On the other hand, engaging the learners in interactive activities during the teaching and learning process requires time (Opond et al., 2023). From a curriculum adaptability perspective, this finding underscores the importance of revisiting the LSC framework to determine how teaching time allocations can be adjusted to support effective learner-centered pedagogies. The findings further suggest that insufficient teaching time risks compromising the integrity of competence development, as teachers may revert to shortcuts that prioritise syllabus completion over genuine skill acquisition. Consistent with CBAM assumptions, these challenges highlight the need to consider the practical realities teachers face, as successful implementation of change requires supportive conditions that enable teachers to fully engage with new methodologies rather than merely comply with them.

5.3 Teachers' Experiences of Assessment using the Lower Secondary Curriculum

This section discusses findings related to teachers' experiences of assessment using the LSC, which comprised five themes including: teachers' perspectives towards the assessment approaches of the LSC, the teachers' assessment practices, enablers to assessment, challenges faced as well as forms of support required to optimise assessment.

5.3.1 Teachers' Perspectives towards Assessment

Most of the studies on CBA highlight the benefits of the same for students (Awuonda et al., 2023; Khuzwayo, 2020; Ogles et al., 2023), but little is discussed with regard to its benefits on the part of the teacher (Dayal, 2015; Nyikadzino, 2023). Nyikadzino observed that CBA assists teachers in making decisions about student learning because they have all the information about each learner from observation records. Relatedly, the teachers' view in this study that CBA provides an avenue for studying the learner, hence, guides the teacher on how to assist learners, indicates that teachers from the well and low resourced schools have appreciated the benefits of CBA. Further, this finding, probably, means that the teachers in the well-resourced and low resourced schools are engaging in CBA practices.

Phelokzi (2013) also found that despite the teachers' uncertainty about how to carry out assessment during CBC implementation in under-resourced schools, teachers could still conduct formative assessment. The teachers' positive conceptualisation of CBA as being beneficial implies that the teachers in the two school contexts are most likely to engage in the recommended forms of the LSC assessment modes, for positive perceptions have been reported to influence CBC implementation (Awuonda, et al., 2023; Getecha, 2023; Namubiru, et al., 2024). However, basing on reports from previous studies that highlight more of teacher challenges in conducting assessment within the Ugandan context and beyond than enablers to assessment (Kabombwe & Mulenga, 2019; Kigwilu & Mokoro, 2022; Wambi et al., 2024), it is important to devise enabling forms of support for teachers to facilitate CBC assessment with fidelity in the Ugandan context.

Whereas previous research has shown that CBA enables students to work independently, to engage in self-reflection and to develop metacognition (Bellido-García et al., 2024; Khuzwayo, 2020), this study revealed that CBA encouraged idleness and low motivation towards academic work among learners, which teachers attributed to infrequent examinations. This finding seems to suggest that teachers implementing the LSC assessment modalities are still stuck in the old traditional assessment modes that emphasise recall-based pen and paper forms of assessment (Boahin, 2018; Nsengimana et al., 2020). More so, the fact that experienced teachers from both well- and low-resourced schools believed that learners could not revise without end-of-term examinations highlights a systemic misalignment between the intended outcomes of CBA and the actual assessment modalities embedded in the LSC.

Research emphasises that the shift from knowledge acquisition to competence acquisition in CBC should also be fully reflected in assessment design (Isaboke et al., 2021; Nsengimana et al., 2020). The limited realisation of this paradigm shift suggests both a lack of transformation in teacher mindsets and an organisational focus on enforcing curriculum fidelity, given that the framework explicitly prescribes the modes of assessment. Consequently, this study demonstrates that a lot still needs to be done in educating teachers about CBA, focusing on its benefits and enlightening the teachers on how it should be carried out appropriately. Regular, appropriate assessment training is essential for upgrading teacher information base and skills in assessment (Kibuna, 2013; Matsenjwa & Thwala, 2013). This aligns with the CBAM assumption that teachers need to be provided with supportive and adaptive systems for

implementation. Regular assessment training is one example of such support systems.

Consistent with previous studies, this study also demonstrated that CBA requires commitment on the part of the teacher (Anane, 2013; Nsengimana et al., 2020; Wambi et al., 2024). Hatmanto (2011) observes that in CBC, teachers assess both hard skills through the mechanism of examination, as well as the soft skills, which is a very complex process. The use of various assessment methods, including portfolio, self-assessment, assignments, and projects among many others, makes CBA challenging, which calls for the teachers' commitment, according to Hatmanto. Anane further argues that, switching the role of knowledge transmitter to facilitator in executing CBC implementation practices, requires a lot of commitment and determination on the part of the teacher. Relatedly, the teachers in this study observed that a teacher's presence during classroom observations in order to report reliable assessment information and to be able to use the CBA modes effectively, requires a teacher's commitment. Such a finding has implications for teacher motivation in conducting assessment in the Ugandan context. Tumuheise et al. (2023) observe that increasing salaries, providing timely promotions, offering incentives are some of the ways the GOU could embrace to motivate teachers to work harder to achieve proper implementation of the CBA and CBC on the whole.

The perspective that CBA requires small numbers in a classroom aligns with previous research on CBC implementation (Kidega et al., 2024; Lawyer, 2021; Wambi et al., 2024). Lawyer (2021) observes that assessing learners in CBA is influenced by the number of students in the classroom. This is because

CBE involves an element of continuous assessment which can be difficult to achieve with a large class (Kidega et al., 2024). The teachers from the well-resourced school in this study observed that, conducting CBA requires teachers to know the attributes of their learners and that assessment involves a variety of activities and methods which necessitates that the class size is small to enable them to conduct CBA effectively. Relatedly, Saware (2021) found that a large teacher-learner ratio hindered effective implementation of CBC with regard to the use of a variety of assessment procedures and tools. Mahamat (2011 as cited in Wiysahnyuy, 2021) reported that large class sizes impede individualisation of assessment strategies. As earlier noted, assessing both hard and soft skills in CBA is a complex process which makes CBA challenging (Hatmanto, 2011; Rahman et al., 2014)

In relation to curriculum adaptability, these findings suggest that successful implementation of CBA requires flexibility in class structuring and requires teachers to adapt instructional strategies to learner needs. However, when curriculum fidelity is emphasised without addressing contextual realities such as class size, teachers may struggle to implement CBA as intended. In light of the CBAM, these findings align with the assumption that teachers need to work in adaptive environments including manageable class sizes that enable them to experiment with and refine CBA. Thus, the challenge of large classes underscores the tension between maintaining fidelity to the curriculum framework and providing the adaptability necessary for teachers to internalise and effectively enact CBA.

5.3.2 Teachers' Assessment Practices

The continued use of the old knowledge-based curriculum assessment modes, as shown in this case of the LSC, parallels with other educational contexts implementing a CBC across the East African region and the rest of Africa (Likisa, 2018; Makunja, 2016; Nzima, 2016). The present study revealed that teachers from the well and average resourced schools were conducting end of term examinations-a practice that contradicted the stipulated assessment guidelines for the LSC. Paulo for instance, observed that there was low adoption of the recommended assessment methods during the implementation of CBC across secondary schools in Tanzania. Paulo attributed this to the teachers' conservative culture of sticking with the traditional assessment methods-a practice, he observed, would impede the effective implementation of CBC in secondary schools in Tanzania.

Further, Lukindo (2016 as cited in Kinyunyu, 2020) found that most of the teachers in low resourced secondary schools were frequently using oral questions and written assignments as assessment techniques. The teachers, in this study, stated that they conducted end of term examinations in order to keep the students busy with their academic work as they revised for exams. This is a pointer to the teachers' inadequate understanding of CBA and how it is carried out, as well as their conservative thinking that keeping students busy with their academic work means giving them examinations. The assessment methods in CBA, such as self-assessment, project based assessment, peer assessment, among many others, are complex enough to keep the students engaged with their academic work if used appropriately. It is imperative that future studies be conducted to determine why teachers continue to prefer the traditional forms of

assessment, in addition to providing ample support through teacher training on conducting CBA effectively (Isaboke et al., 2021; Wambi et al., 2024).

On the other hand, the adoption of both summative forms of assessment (examinations) and some formative assessment ones (activities of integration, class activities, triangulation, peer assessment) in all the three school categories, is an indicator that the teachers are trying to align their assessment practices with the LSC expectations. This adoption of a range of assessment methods reflects a degree of responsiveness and openness among teachers toward the paradigm shift demanded by CBC reforms. It also suggests that, despite contextual challenges, teachers are making an effort to broaden their assessment practices beyond traditional examinations. This finding bear resemblance with those of Kangalowe and Mulenga (2019), Namubiru et al. (2024), Villamero (2014) who found that teachers, to some extent, were using some of the recommended forms of CBA such as check lists, examinations, projects, class activities, activities of integration and observations in implementing CBC. Although Kabombwe and Mulenga (2019) argued that the failure to provide guidelines on CBA in the syllabi limited the use of CBA approaches among teachers implementing a CBC in Zambia, the provision of the same in the curriculum documents in Uganda did not compel teachers to fully take on CBA. For effective applicability of CBA, there is still need for teacher professional development and enhancing a mind change about what constitutes as meaningful evidence of learning.

Barely failing to take observational data and use of rubrics by teachers during the teaching and learning process, as shown in this case of the LSC corresponds with other contexts implementing CBC across the African

continent and beyond (Adnan et al., 2019; Kabombwe & Mulenga, 2019; Komba & Mwandaji, 2015). In this study, it was observed that teachers did not carry with them rubrics or tools to record observational data during the teaching and learning process. Similarly, previous research has shown that teachers barely use rubrics when carrying out assessment. Adan et al. for instance found that 90% of the Indonesian language teachers did not use rubrics when conducting authentic assessments. Kigwilu and Mokoro (2022) further found that such methods as portfolios, rubrics, rating scales, and projects were rarely used in assessing student learning during the implementation of a CBC. The practice of barely documenting assessment data through formative assessment tools and non-use of rubrics, probably indicates that the teachers' knowledge about their use is still inadequate (Adan et al., 2019; Kabombwe & Mulenga, 2019). Thus, teachers need to be trained on how to design observational data tools such as checklists, participation charts and rubrics (Gallardo, 2020) to provide supportive and adaptive environments as suggested by the CBAM.

5.3.3 Enablers to Assessment

More research on CBC implementation has concentrated more on establishing challenges that impede its implementation (Atuhura & Nambi, 2024; Diffang, 2019; Isaboke et al., 2021; Opondo et al., 2023) than examining the facilitating factors (O'Neill & Padden, 2022; Muneja, 2015). Consistent with the findings of this study, a few studies on CBC implementation have shown that a teacher's desire facilitates CBA (Muneja, 2015). The teachers from the well-resourced and averagely resourced schools in this study reported that their motivation to conduct assessment arose from the desire to understand how learners were attaining the learning outcomes. This finding partially

corresponds with Muneja's (2015) observation that teachers derived motivation to conduct from the joy of witnessing high learner achievement and the opportunity to support those who performed poorly.

Similarly, Misbah et al. (2020) assert that CBA fosters teacher motivation during CBC implementation. In this study, ensuring that learners achieved competences in line with prescribed standards (Lawyer, 2021) further enhanced teacher motivation to conduct assessment. Moreover, assessment methods such as observation facilitated teacher-learner interaction, providing a clearer picture of learners' abilities than traditional pen-and-paper tests. These findings resonate with the CBAM assumptions, which view change as a personal experience and that individuals are the drivers of change. The teachers' motivation and CBA experiences function as critical enablers that sustain commitment to innovation. Recognising and amplifying such enabling factors therefore aligns with CBAM's emphasis on providing adaptive support that addresses teachers' concerns, thereby strengthening their engagement with CBA even in the face of challenges.

This research underscores the value of some of the formative assessment methods in facilitating CBA (Adan et al., 2019; Eleni & Ifigenia, 2020; Panadero, 2016). In this study, teachers from the well-resourced schools stated that some formative assessment methods, such as observation and peer assessment, eased their practice of assessment. Observation, for instance enabled them to watch the weaknesses of the learners and those who were not participating in the learning activity at hand. These findings support the notion that direct observation by teachers enables them to highlight the strengths and weaknesses of learners upon which feedback to support learning can be based

(Adan et al., 2019; Eleni & Ifigenia, 2020). Teachers' conceptualisation of certain assessment methods as enabling factors for formative assessment suggests that they have recognised the value of assessment in supporting teaching, and this awareness may contribute to more effective formative assessment practices. Aurelio and Manuel (2008) further argue that competence assessment requires awareness of its value so that adequate time and dedication can be devoted to it to facilitate its success.

In addition, the conceptualisation of peer assessment as a practice that enabled assessment continues to demonstrate that teachers are taking on CBA and have recognised its benefit to the teacher. Peer assessment, as used by teachers in this study, enabled teachers to make judgement about their students with regard to their attributes and abilities. This finding reverberates those of Norcini (2003) who reported that, peers were asked to make judgements about their colleagues' ability about the dimensions of a certain competence or to provide their impressions of their colleagues during their clinical training in a medical school. Peer assessment, as used in this study, eased the assessment process by giving students the opportunity to evaluate each other (El-senousy, 2020), thereby reducing the teacher's workload.

However, teachers implementing the LSC need to apply peer assessment more effectively to ensure successful CBA. The teachers in this study conducted peer assessment from their offices from which they asked groups of learners to comment on one another. Yet, peer assessment is supposed to be one of the tools of collaborative learning by providing an interactive educational context (Norcini, 2003). In peer assessment, students should be provided with criteria against which they can judge their peers (Spiller, 2012). The way the teachers

in this study carried out peer assessment seems to be a “low level” of application. The rigour that comes with peer assessment through participation (Rodríguez-Gómez & Ibarra-Saiz, 2015), self-regulation (Hawe & Dixon, 2017), evaluative judgement (Tai et al., 2018), feedback input (Pardo, 2018), and quality of assessment (Sadler, 2016) to enhance student competence development, is still lacking. The need for supplementary intensive, targeted, continuous in-service training to enable teachers improve their assessment practices cannot be further underscored (Masika, n.d.; Phelozaki, 2013) in ensuring the LSC is implemented with fidelity.

Regarding curriculum fidelity, these findings indicate that teachers are not simply following prescribed practices but are striving to realise the curriculum’s intent by integrating formative assessment methods that monitor both learner progress and the development of competences, as outlined in the LSC framework. At the same time, their choice of observation and peer assessment highlights the adaptability dimension, as teachers align their practices with classroom realities and learner needs rather than adhering rigidly to prescribed assessment techniques. Viewed through the CBAM lens, this resonates with the premise that change is a process that unfolds over time, hence, teachers’ gradual adoption and appreciation of formative assessment methods indicate ongoing professional growth rather than a one-time shift. Furthermore, the findings illustrate the CBAM’s assumption that individuals are the drivers of change, thus, teachers’ choices to implement specific assessment methods highlight their central role in the success of CBA implementation.

Consistent with the present study, previous research has indicated the critical role of teacher collaboration as an enabler to CBA (Mutseekwa &

Muyengwa, 2024; Micheni, 2021). In the present study, teachers from the well-resourced schools reported that engaging in collaborative activities enabled them to design assessment activities and rubrics. Similarly, Micheni's (2021) study revealed that collaborative practices, such as sharing resources, peer observation helped teachers to conduct assessment while implementing a CBC in primary schools in Kenya. Mutseekwa and Muyengwa's study showed that peer support enabled teachers mark learners' written work effectively. Mandukwini (2016) concluded that teachers depend on peer support to understand new content when implementing a new curriculum. Lature et al. (2024) further observed that encouraging collaboration between teachers is one of the keys to successful implementation of CBC at school level. Basing on the ongoing discussion, the vital role of teacher collaboration in enabling teacher assessment practices in CBC cannot be further emphasised. Garet et al. (2001 as cited in Woodland et al., 2013) assert that high-quality teacher collaboration is theoretically and empirically linked with increases in instructional quality as well as teacher knowledge. This high-quality teacher collaboration according to Goodlad et al. (2004) is the kind that involves teachers working together through a continuous process of dialogue, decision making, action taking, and evaluation.

Research, however, reveals that successful teacher collaboration is determined by a number of factors including school leadership, organisational practices and development of community among collaborating teachers (Graham, 2007), time and school working conditions, motivation and personal difficulties, as well as training of teachers on collaboration (Forte & Flores, 2014). The well-resourced school administration had arranged for these

collaborative practices to take place. This finding aligns with the CBAM assumption that people responsive for change must work in a systematic progress (Hall & Hord, 2015). It is, therefore, important that school structures take cognisant of the aforementioned teacher collaboration facilitating factors to design such strategies as promoting dialogue, decision making, action taking and evaluation in CBA since teacher collaboration has been identified as one of the "best" practices in CBC implementation especially at school level (Lature et al., 2024; Rusman, 2015).

On the whole, it should be noted that there were more enablers to CBA in the well-resourced school than the averagely and the low-resourced school hardly reported any enablers to assessment. This could be attributed to the presence of fairly adequate resources such as ample classroom space that facilitated some forms of assessment, like peer assessment that the other two school contexts were not engaged in. Further research could be conducted to establish the cause of disparities in CBA among different school contexts as a basis for offering appropriate support to schools.

5.3.4 Teacher Assessment Challenges

Most teacher challenges in assessment, as demonstrated in this study is in consonance with other contexts implementing CBC in Sub-Saharan Africa (Chemagosi, 2020; Phelokzi, 2013; Waweru, 2018). The difficulties in using assessment tools is one of the common challenges that constrain CBA across the East African region (Isaboke et al., 2021; Kigwili & Mokoro, 2022; Opondo et al., 2023). In this study, teachers from the well and low resourced schools faced difficulties scoring learners using the RACE (Relevancy, Accuracy, Coherence and Excellent) assessment rubric. In the same vein, previous

research shows that teachers from the well-resourced schools and those from low-resourced schools faced difficulties in designing and using the assessment rubrics (Kigwili & Mokoro, 2022; .Phelozki, 2013).

Whereas Kigwili and Mokoro found that teachers who did not attend training in assessment are the ones who had difficulties in using assessment rubrics, most of the teachers in this study faced difficulties, yet they had received training in CBC implementation with a focus on how to design and use assessment rubrics among other areas. This, then, is a pointer to inadequate training, as this limits teachers' use of CBA rubrics (Kabombwe & Mulenga, 2019). Gallardo (2020) observes that rubric design and use is a complex process which involves decision making beginning with the understanding of students' profiles. Participation in workshops of design and use of rubrics is, thus, highly recommended to enable teachers to attain knowledge and skills (Gallardo, 2020). The RACE rubric could be adopted in a phased manner starting with Relevancy and Accuracy and then later Coherence and excellence.

Consistent with the present study, previous research has shown that inadequate teacher training constrains the effective implementation of CBA (Makunja, 2016; Momanyi & Rop, 2019; Paulo, 2014). Findings from this study revealed that teachers faced difficulties in assessment due to limited training, which affected their ability to assess project work, use rubrics, and design assessment activities. Similarly, other studies on CBC implementation report that teachers across well-resourced, moderately resourced, and low-resourced schools struggled with project work assessment and the design of scenario-based tasks (Wambi et al., 2024). Kigwili and Mokoro (2022) further found that teachers in low-resourced schools had difficulties applying rating scales,

rubrics, and checklists, largely due to insufficient training. These challenges appear to be universal across different school contexts.

Koloi-Keaikitse (2016), in a study on the relationship between teachers' assessment training and classroom practice, found that merely completing more than one course did not predict effective use of assessment strategies such as grading or statistical applications. However, teachers who participated in in-service training were more likely to adopt recommended classroom assessment practices. Nonetheless, poor or rushed teacher preparation in assessment remains a weak link in CBA implementation (Gallardo, 2020). Koloi-Keaikitse's finding together with Gollardo's assertion align with CBAM's emphasis on ongoing, adaptive support rather than one time interventions. Intensive, continuous, and targeted in-service training, as recommended by Masika (n.d.) and Phelozaki (2013) exemplify CBAM's focus on providing resources and support to address teachers' challenges thereby fostering adoption and sustained engagement with CBA.

Furthermore, assessing large classes as an impediment to CBA, as shown in this case of the LSC, resonates with many other educational contexts implementing CBC on the African continent (Chemagosi, 2020; Lawyer, 2021; Ngeno et al., 2021). In this study, the demanding nature of assessing a large class, in terms of time and conducting individualistic assessment using the stipulated assessment rubric, limited teacher CBA in well-resourced and low resourced schools. This finding reverberates those of Mahamat (as cited in Wiysahnyuy, 2021) and Opondo et al. (2023) who found that a large class impedes individualisation of assessment in low resourced schools. Opondo et al. (2023) further revealed that large classes make it impossible to provide

timely feedback and to conduct frequent assessment. Lawyer (2021) observed that it is more difficult to assess students in the CBC class than in the conventional class, especially, when there is a big number of students in a classroom. Lawyer (2021) further comments that small class sizes are preferred to enable effective use of CBE facilitation techniques. In facilitating effective CBA, it is imperative that the issue of teacher to student ratio be given attention to enable teachers to perform their assessment duties diligently and with less stress.

This research underscores the importance of clear guidelines in enabling CBA. Consistent with previous studies (Diffang, 2019; Opondo et al., 2023, Phelokzi, 2013), this case study of the LSC also revealed that unclear guidelines on how to conduct assessment constrain teacher assessment practices. Teachers from the averagely resourced and well-resourced schools felt that they needed to be sure about what the end of Senior Four assessment examination would be like and were not sure whether the assessment activities they were administering to the learners were to the required level of the end of cycle assessment. Although some of the studies in relation to the aforementioned challenges were conducted in low resourced schools (Phelozki, 2013; Opondo et al., 2023), and others do not stipulate the contexts of the study in terms of the school resource capacity (Diffang, 2019, Lukindo, 2016 as cited in Kinyunyu), these studies still show that unclear assessment guidelines posed difficulties in CBA.

While Phelozki (2013) study, for instance reported that the lack of clarification on assessment rubrics was a challenge in CBA, Opondo et al. (2023) revealed that poor assessment strategies among primary school teachers were caused by lack of properly written guidelines on how to assess learners.

Lukindo (2016 as cited in Kinyunyu) study showed that teachers were not sure whether their assessment techniques conformed to CBE. The teachers in this study needed guidelines on how to set examination questions to be able to expose their students to the kind of questions they would encounter at the end of the cycle. This raises doubts whether teachers will not drift back to the old traditional assessment practice of teaching to the test instead of developing learner competences after being conversant with the examination guidelines. This finding about uncertainty of assessment guidelines resonate with the CBAM assumption that progress must be continuously monitored. In this context, monitoring teacher assessment practices is essential not only to uphold fidelity but also to ensure that adaptation does not result in regression to traditional practices.

5.3.5 Forms of Support Teachers require to optimize Assessment

The forms of support teachers require to optimise assessment, as shown in this case of the LSC, correspond with other contexts implementing CBC (Cherotich et al., 2023; Masika n.d; Rosenberg et al., 2018). The findings in this study support the argument that, there is need to train teachers in CBA (Cheritotich et al., 2023; Isaboke et al., 2021; Phelozaki, 2013). Cherotich et al. (2023) for instance found that teachers need support in keeping assessment records for summative reporting and designing assessment criterion, as well as rubrics. Further, Masika (n.d) found that new forms of authentic assessment require intensive training and coaching. The need for training in assessment of CBC cannot be overlooked. Research shows that teachers who receive assessment training are more likely to engage in both summative and formative assessment practices in CBC implementation (Isaboke et al., 2020). Orstein and

Hunkins (2013) propose that in any educational reform agenda, teachers need support in upgrading assessment methods. Other researchers advise that teachers be trained on how to provide formative assessment and feedback that support student growth and development (Muwanguzi et al., 2023) and, generally, in assessment of learners (Isaboke et al., 2020).

This research highlights the importance of teacher motivation in monetary form as a support form to optimise assessment. The teachers in this study argued that, CBA is an ongoing venture and, therefore, the teacher had no time to earn extra income from part-timing in other schools, or getting involved in other income generating activities. According to the teachers assessment of the LSC required the teacher to be in school all the time, hence, more money given to the teachers would motivate them to conduct assessment as required. These findings bear resemblance with those of Tumuheise et al. (2023) and Nyikadzino (2023) who observed that increasing salaries and offering incentives are some of the ways governments could embrace in order to motivate teachers to work harder to achieve proper implementation of CBA.

In a study on the impact of changes in the curriculum in primary school teachers in Seshego Circuit, Limpopo Province, South Africa, Maimela, (2015) found that motivation of teachers was vital for successful adoption of curriculum change. Acknowledging the fact that CBA is a complex process (Garraway, 2022; Gallardo, 2020; Hatmanto, 2011 as cited in Lawyer, 2021) that involves assessment of both hard and soft skills, as advanced by Hatmanto (2011 as cited in Lawyer, 2021), it is worth considering teacher motivation in form of monetary terms to enable the teachers to develop a desire to carry out CBA as required in the Ugandan context. In light of the CBAM, teachers need

to be provided with adaptive environments to be able to engage in implementation successfully.

5.4 Summary, Conclusions and Recommendations

5.4.1 Introduction

This section presents a synthesis of the key findings from the study, highlights the major conclusions, and proposes recommendations as well as areas for further research. It further ends with a closing summary of the entire study.

5.4.2 Study Summary

This study explored secondary school teachers' experiences of implementing the LSC in Mbarara City, Uganda, with a focus on planning, teaching, and assessment to inform more responsive support mechanisms and policy interventions. Data were gathered through interviews, classroom observations, and document analysis from teachers across well, averagely, and low-resourced schools who had implemented the LSC for at least two years.

Findings showed that planning was appreciated for improving readiness and competence for teaching but was hindered by limited time and resources. Teachers engaged in lesson planning, scheme of work construction, Internet use, and collaborative scheming. They further highlighted the need for training and resource support.

In teaching, teachers employed both learner-centered and teacher-centered methods, integrating authentic and non-authentic materials. Teaching fostered critical thinking and a conducive learning environment, but challenges included part-time teaching, resource inadequacy, large classes, and low-

achieving learners. Supportive school environments and access to resources enabled better teaching practices.

With regard to assessment, teachers used examinations, peer assessment, class activities, and triangulation methods. They appreciated assessment for being fair, motivating, and learner-focused, but were constrained by large classes, limited competence in project assessment, unclear examination guidelines, and difficulties in scoring using RACE. Teachers emphasised the need for continuous training, clearer assessment guidelines, and motivation to optimise assessment practices.

Overall, the study emphasises the importance of adequate training, resources, supportive environments, and clear assessment guidelines in strengthening LSC implementation across planning, teaching, and assessment.

5.4.3 Conclusion

Drawn from the findings, this study presents the following conclusions:

1. Teacher positive perceptions enhance engagement in planning among teachers of Mathematics and English despite age and years of teaching experience.
2. School resources support planning by offering reference materials and informing instruction across all school categories.
3. Planning requires teacher commitment with regard to selection of instructional materials and availability of time for planning.
4. As regards the second research question that focused on teachers' experiences of teaching using the LSC, this study concludes that the LSC has generally been commended for inculcating 21st century skills,

promoting learner-centered learning and fair evaluation of learners' progress among teachers of Mathematics and English.

5. There are variations in the adoption of the LSC recommended teaching practices due to school contextual realities including, availability of facilities, school support systems and teachers' attitudes.
6. The well-resourced schools are more likely to implement the LSC more successfully as teachers from the well-resourced school took up more LSC teaching approaches than their counter parts in the averagely and low resourced schools. They also reported fewer challenges that constrained teaching compared to their counterparts in the other school contexts.
7. In relation to assessment, this study concludes that teacher positive perceptions enhance engagement in CBA among teachers of Mathematics and English.
8. Teachers still face assessment related challenges due to inadequate resource facilities, large classes and time constraints across all school categories.

5.4.4 Recommendations

This study suggests the following recommendations for policy and practice in the subsequent phases of implementing the LSC with regard to the aspects of planning, teaching and assessment using the LSC.

Planning for Teaching

For Policy and Practice

1. The MoES and school management structures allocates more funding to teaching resources, ICT infrastructure and expansion of physical structures

especially in the low resourced schools to mitigate the demanding nature of planning for teaching as a result of inaccessibility to resources.

2. School administration/MOES provides teachers with regular intensive in-service training opportunities to enable them enhance their competences in lesson planning and use of instructional materials.
3. Teachers establish lesson study groups to facilitate the haring of best practices as well as challenges in a bid to improve their lesson planning practices.

Teaching

For Policy and Practice

1. The MOES and other relevant stakeholders provide adequate physical and instructional resources to help teachers to address the challenges in adopting LSC teaching methodologies that arise from limitations in school infrastructure.
2. Teachers form collaborative learning groups to allow for sharing of experiences, collective reflection and handling of context-based challenges.
3. School administrators establish context based supportive school environments that enhance teacher positive attitudes towards adoption of the LSC teaching methodologies.

Assessment

For Policy and Practice

1. The MOES/school administration provide incentives to mitigate the practice of part-timing that impedes adoption of CBA.
2. The MoES through NCDC and UNEB conduct regular assessment training to enhance teacher competences in assessment and positive attitudes.

3. The MoES and school structures reduce teacher to student ratios to increase teacher commitment to CBA.
4. The MoES strengthens instructional supervision and monitoring in order to ensure teacher compliance to the stipulated assessment approaches of the LSC.

For Further Research

This research was limited to exploring teachers' experiences in implementing the LSC with a focus on planning, teaching and assessment using teachers of Mathematics and English as a lens to study the implementation process. Further research should engage with teachers' experiences with regard to different subjects and/or subject specifics to provide a broader perspective of the implementation process.

Secondly, while this study showed that there are variations in implementation of the LSC due to discrepancies in resource availability, teacher positive attitudes and school support structures; the broader picture showed that the well-resourced schools were more likely to implement the LSC more successfully. The researcher recommends that further research investigates how the low resourced schools are improvising to navigate the terrain of a low resource base.

Thirdly, this study focused on teachers' experiences only. The researcher recommends that future research investigates students' experiences with the CBC focusing on their perspectives towards the LSC, the challenges they encounter, concerns and what they feel could help them learn better to provide insights for informed strategies of improving student outcomes.

5.4.5 Limitations of the Study

This study employed a qualitative research approach, which enabled the researcher to provide a rich in-depth description of teachers' experiences implementing the LSC across diverse school contexts. The use of multiple data collection methods and varied sources of information enhanced the credibility and trustworthiness of the findings. By adopting a multiple case study design, the research highlighted particular and shared experiences of teachers in well-resourced, averagely resourced, and low-resourced schools. This study provided a reflection of how contextual factors shape the implementation of the LSC, offering valuable insights into what the process may look like more broadly in Uganda's education system.

Nevertheless, this study used a small sample of three schools and the findings relate to only those schools. The findings therefore have a limitation of generalisability. The study area was also a case of a city which might seem a small sample in terms of geographical scope to provide insights about implementation of the LSC in the Ugandan context. The findings from the three school categories, however, provide insights about the state of implementation of the LSC with regard to the aspects of planning, teaching and assessment as critical aspects in implementation of a prescribed curriculum.

5.4.6 Contribution of the Study

This study has shown that there are disparities in the implementation of the LSC across different categories of schools, brought about by contextual factors including availability of resources, school support systems and teachers' positive attitudes. Despite the small sample of three schools, this study has provided insights about the state of affairs into planning, teaching and

assessment as core aspects of curriculum implementation within and across diverse school contexts. While most studies on the implementation of the LSC in Uganda at the moment have concentrated on investigating confronting challenges and teachers' perceptions towards implementation, this study broadens the scope by also examining enabling factors that support implementation.

5.4.7 Summary

This chapter has discussed the findings of the study, presented the summary, conclusions and recommendations of the study in relation to teachers' experiences in implementing the LSC. The study concludes that positive teacher perceptions enhance effective planning for LSC implementation. Although resources and facilities are important, their purposeful use is essential to planning success, and that planning under the LSC demands teacher commitment in selecting suitable materials and allocating adequate time for preparation. With regard to teaching, the study concludes that the LSC is commendable for fostering 21st-century skills, learner-centered approaches, and fair assessment. However, adoption of recommended teaching practices varied depending on school context. Well-resourced schools were better positioned to implement the LSC effectively, though constrained by large classes. Limited resources constrained teaching in other school contexts.

In assessment the study concludes that positive teacher perceptions encourage engagement in CBA among Mathematics and teachers of English. However, effective assessment demands teacher commitment, which can be undermined by moonlighting. Challenges such as inadequate resources, large class sizes, and limited time hinder CBA.

The study recommends that schools be provided with adequate resources, training, enhance support structures and systems among other mechanisms to support implementation of the LSC. Despite the small sample for this study, the study provides insights about the implementation of the LSC across and within particular school contexts that could be exploited to enhance improved implementation of the LSC.

REFERENCES

Ababio, B. (2013). Nature of Teaching : What Teachers Need to Know and Do. *International Journal for Innovation Education and Research 1(3)*, 37–48.

Abbas, M. A., Akib, E., & Natsir, R. Y. (2021). The problems of developing lesson plan faced by English teachers at SMP Negeri 3 Malunda. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, *8*(1), 1–13.

Abraham, A. (2016). *Curriculum implementation and programme management: A case of Uganda in primary and secondary schools*. Retrieved from https://www.grin.com/document/345229

Abubakar, M. (2020). *Impact of instructional materials on students ' academic performance in Physics , in Sokoto-Nigeria.* Conference proceedings of the 2nd International Conference on Civial and Environmental Engineering, Kedah, Malaysia. Retrieved from https://doi.org/10.1088/1755-1315/476/1/012071

Achinstein, P. (1965). Theoretical models. *The British Journal for the Philosophy of Science* 16 (62), 102-120

Adalikwu, S. A., & Iorkpilgh, I. T. (2018). The Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Chemistry in Cross River State. *Global Journal of Educational Research, 12(1),* 39-45. doi.org/10.4314/gjedr.v12i1.6

Adannur, H. I. (2024). Integrating digital literacy in competency-based curriculum among junior secondary schools in Kenya. *African Journal of Emerging Issues, 6*(6), 85-97.

Adnan, Suwandi, S., Nurkamto, J., & Setiawan, B. (2019). Teacher competence in authentic and integrative assessment in Indonesian language learning. *International Journal of Instruction*, *12*(1), 701–716. https://doi.org/ 10.29333/iji.2019.12145a

Adu, K. O., Olawumi, K. B., & Adu, E. O. (2020). Selection and Use of Textbooks in Lesson Planning of Mathematics for Grade 4 Learners in East London Education District. *J Hum Ecol*, *70*(1-3), 15-24.

Aguboshim, F. C. (2021). Adequacy of sample size in a qualitative case study and the dilemma of data saturation: A narrative review. *World Journal of Advanced Research and Reviews*, *10*(3), 180-187.

Ahabwe, M. (2022). Implementing the Lower Secondary Curriculum in Uganda during the Covid-19 Crisis. *African Journal of Education, Science andTechnology*,*7*(2), 224-235. https://doi.org/https://doi.org/ 10.2022/ ajest. v7i2.806

Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, *2*, 100051.

Akol, A. (2020, February 24). Teacher shortage, instructional materials thwart new curriculum. *The Independent*. Retrieved from https://www. independent. co.ug/teacher-shortage-instructional-materials-thwart-new-curriculum/

Alele, F., & Malau-Aduli, B. (2023). *An introduction to research methods for undergraduate health profession students*. Townsville, Qld: James Cook University.

Alkharusi, H. (2011). Development properties of a scale measuring students' perception of the classroom assessment environment. *International Journal of Instruction*, *4*, 105–120.

Aloovi, O. (2016). *Biology teachers ' lived experiences of the namibian senior*

secondary certificate (NSSC) curriculum (Masters thesis, Stellenbosch University, Western Cape, South Africa). Retrieved from https://core.ac.uk/download/pdf/188225287.pdf

Alsubaie, M. A. (2016). Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, *7*(9), ISSN 2222-1735.

American Institute for Research (AIR) (2015): The Concerns-Based Adoption Model. Retrieved from: https://www.air.org/resource/cbam-concerns-based-adoption-model

Anane, C. A. (2013). Competency based training: Quality delivery for technical and vocational education and training (TVET) institutions. *Educational research international*, *2*(2), 117-127.

Anfara, V. A., Lenski, S. J., & Caskey, M. M. (2009). Using the Lesson Study Approach to Plan for Student Learning. *Middle School Journal*, *40*(3), 50–57. doi.org/10.1080/00940771.2009.11495587

Aquino, M., & G. Bautista, R. (2023). Impact of Lesson Study Practice on the Teaching Practices of Teachers in a Schools-District of Quirino, Philippines. *American Journal of Educational Research*, *11*(11), 746–751. https://doi.org/10.12691/education-11-11-3

Atuhura, D., & Nambi, R. (2024). Competence-based language curricula: implementation challenges in Africa. *ELT Journal*, *78*(3), 245–254. https://doi.org/10.1093/elt/ccae003

Awuonda, K. W., & Lee, J. (2023). Teachers' Perceptions of Competency-Based Curriculum Implementation, and Government Support: A Mixed Methods Study on Grade 1-5 Teachers in Homabay County, Kenya. *Journal of Education and Practice*, *14*(9). https://doi.org/10.7176/jep/14-

9-09

Bagaya, J., Ezati, B. A., Wafula, W. S., & Rasmussen, P. (2020). Influence of Secondary School Inspection on Lesson Planning in Western Uganda. *Journal of Education and Practice*, *11*(3).

Baghoussi, M. (2021). Teacher-Centered Approach Prevalence in Algerian Secondary-School EFL Classes: The Case of English Teachers and Learners in Mostaganem District. *Arab World English Journal*, *12*(2), 268–278. https://doi.org/10.24093/awej/vol12no2.18

Ball, A. L., Knobloch, N.A., & Hoop, S. (2007). The Instructional Planning Experiences Of Beginning Teachers. *Journal of Agricultural Education 48 (2)*, 56-65. doi.org/10.5032/jae.2007.02056

Bediako, S. (2019). Models and concepts of curriculum implementation-some definitions and influence on implementation. Retrieved from: https://www.researchgate.net/publication/333338710_Models_and_concepts_of_curriculum_implementation_some_definitions_and_influence_of_implementation

Beets, P., Bitzer, E. M., & Carl, A. (2014). *BED Hons Didactics (instructional leadership guide.* Stellenbosch: Sun media. https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1965&context=etd

Bellido-García, R. S., Venturo-Orbegoso, C. O., Cruzata-Martínez, A., Sarmiento-Villanueva, E. B., Corro-Quispe, J., & Rejas-Borjas, L. G. (2024). Involvement of the student in their learning: Effects of formative assessment on competency development. *Eurasia Journal of Mathematics, Science and Technology Education*, *20*(5). https://doi.org/10.29333/ejmste/14453

Bett, H.K. (2016). The cascade model of teachers' continuing professional development in Kenya: A time for change? *Cogent Education* 3.

Bhatt, S., & Sharma, P. (2021). Competency-Based Curriculum: A Transition from Teacher Centered to Learner Centered Pedagogy. *International Journal of Education and Management Studies*, 11(2), 2320-2261.

Bhattacharjee, J. (2015). Constructivist Approach to Learning – An Effective Approach of Teaching Learning. *International Research Jornal of Interdisciplinary and Multidisciplinary Studies*, *1*(VI), 65–74.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *International Journal of Phytoremediation 5(1),* 7-74. doi.org/10.1080/ 0969595980050102

Boahin, P. (2018). Competency-based curriculum: A framework for bridging the gap in teaching, assessment and the world of work. *International Journal of Vocational and Technical Education Research*, *4*(2), 1-15.

Bremner, N. (2019). From learner-centred to learning-centred: Becoming 'hybrid' practitioner. *International Journal of Educational Research*, *97*, 53-64.

Brooks, J. M., & Brooks, M. .(1999). *In search of understanding: The case for constrctivist classroom*. Association for Supervision and Curriculum Development. Retrieved from: https://www.ascd.org/books/in-search-of-understanding

Bukoye, R. O. (2019). *Utilization of Instruction Materials as Tools for Effective Academic Performance of Students : Implications for Counselling*. Paper presented at the Second Innovative and Creative Education and Teaching International Conference, Badajoz, Spain Retrieved from

https://doi.org/10.3390/proceedings2211395

Busingye, J. D & Najjuma, R. (2015). Do learning and teaching materials influence learning outcomes amidst high enrolments? Lessons from Uganda's universal primary education. *Africa Educational Review*, *12*(1), 109–126.

Butova, Y. (2015). The history of development of competency-based education. *European Scientific Journal 11*(10) , 250–255.

Byrne, J., Downey, C., & Souza, A. (2013a). Planning a competence-based curriculum: The case of four secondary schools in England. *Curriculum Journal*, *24*(3), 335–350. https://doi.org/10.1080/09585176.2012.731007

Byrne, J., Downey, C., & Souza, A. (2013b). Teaching and learning in a competence-based curriculum: The case of four secondary schools in England. *Curriculum Journal*, *24*(3), 351–368. https://doi.org/ 10.1080/ 09585176.2012.731008

Caffrey, E. D. (2009). *Assessment in Elementary and Secondary Education. Retrieved from:*https://www.everycrsreport. com/files/20090409_ R40514_1cd2b8e0f8f77409b8a 2cbba1aef15693463821d.pdf

Calugan, J. (2013). *Curriculum : Concepts , Nature and Purposes*. Retrieved from:https://www.slideshare.net/gaestimos/concepts-nature-and purposes- of-curriculum

Cator, K., Schneider, C., & Vander Ark, T. (2014). *Preparing teachers for deeper learning*. Digital Promise. Retrieved from: https://digitalpromise. dspacedirect.org/ server/api/core/bitstreams/5a4b69bb-071f-4d08-b892-37a6ca74976e/content

Chaudhary, G. K. (2015). Factors affecting curriculum implementation for

students. *International Journal of Applied Research*, *1*(12), 984–986. www.allresearchjournal.com

Chemagosi, M. J. (2020). Teachers Preparedness on Implementation of Competence Based Curriculum in Lower Public Primary Schools in Kilifi and Nandi Counties, Kenya. *International Journal of Scientific Research and Management*, *8*(04), 1292–1303. https://doi.org/10. 18535/ijsrm/v8i04.el04

Chepkemoi, E., & Juma, D. (2019). Influence of Stakeholder Engagement on Curriculum Implementation in Public Universities in Kenya: A Case of Jomo Kenyatta University of Agriculture and Technology. *International Journal of Social Science and Humanities Research, 7*(2), 1057–1076. www.researchpublish.com

Cherotich, N. (2023). Influence of Teachers' Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Bomet East Sub-County, Bomet County, Kenya (*Doctoral dissertation, University of Kenya*).

Chinofunga, M. D., Chigeza, P., & Taylor, S. (2023). Teachers' perceptions of the effectiveness of a planning framework on content sequencing for the teaching and learning of mathematics. *Eurasia Journal of Mathematics, Science and Technology Education*, *19*(4). https://doi.org/10.29333/EJMSTE /13108

Chunga, J. O. (2020). Competence Based Curriculum in student-teacher education programs in Tanzania: Resources, strategies and assessment. *International Journal of Social Science and Humanities Research*, *8*(1), 230-237.

Cicek, V., & Tok, H. (2014). Effective use of lesson plans to enhance education in U.S. and Turkish kindergarten through 12th grade public school system: A comparative study. *International Journal of Teaching and Education*, *2*(2), 10–20.

Clark, C.M, & Peterson, P. (1986). Teacher thought processes. In W. Merlin, (Ed.), *Handbook of research on teaching* (3rd ed., pp. 255–296).

Clegg, A., Bregman, J., & Ottevanger, W. (2007). *Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE) Roadmap for Reform*. Retrieved from: http://documents.worldbank.org/curated/en/351411468316470400/pdf/703900ESW0P1030nd0Assessment0Report.pdf

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among Five approaches* (3rd ed.). Sage.

Creswell, J. (2014). Research design, qualitative, quantitative and mixed approaches. Retrieved from: http://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1016/j.matlet.2019.04.024%0Ahttps://doi.org/10.1016/j.matlet.2019.127252%0Ahttp://dx.doi.o

Creswell, J. W., & Creswell, J. D. (2018). Research design: qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications

Crotty, M. (1998). *The foundations of social research*. Thousand Oaks: Sage Publications Limited.

Cuñado, A. G., & Abocejo, F. T. (2019). Lesson planning competency of English major university sophomore students. *European Journal of Education Studies*.

Dagar, V., & Yadav, A. (2016). Constructivism: A Paradigm for Teaching and Learning. *Arts and Social Sciences Journal*, *7*(4). doi.org/10.4172/2151-6200.1000200

Dare, E. A., Ellis, J. A., & Roehrig, G. H. (2018). Understanding science teachers' implementations of integrated STEM curricular units through a phenomenological multiple case study. *International journal of STEM education*, *5*, 1-19.

Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing programme outcomes. *Journal of Teacher Education*, *57*(2), 120–138.

Dayal, H. C. (2015). *Fijian Teachers ' Conceptions of Assessment*. *40*(8).

Diffang, N. L. (2019). Challenges Faced by Teachers in the Implementation of Competency Based Approach in Secondary Schools in the Southwest Region of Cameroon. *International Journal of Trend in Scientific Research and Development* , *3*(6), 322–331.

Ding, M., & Carlson, M. A. (2013). Elementary teachers' learning to construct high-quality mathematics lesson plans: A use of the IES recommendations. *The Elementary School Journal*, *113*(3), 359-385.

DiPaola, M. & Hoy, W. K. (2008). *Principals improving instruction: Supervision, evaluation, and professional development*. Boston: Allyn and Bacon

Dundar, S. (2013). Students' Participation to the Decision-Making Process as a

Tool for Democratic School. *Educational Sciences: Theory and Practice*, *13*(2), 867-875.

Duong, B.-H., & DeJaeghere, J. (2022). From Student-Centered to Competency-Based Reform: Exploring Teachers' Perspective of Meaningful Participation. *RISE Working Paper Series. 22/089. RISE, February*. https://doi.org/10.35489/BSG-RISE-WP_2022/089%0Ahttps://riseprogramme.org/publications/student-centered-competency-based-reform-exploring-teachers-perspective-eaningful%0Ahttps://riseprogramme. org/publications/student-centered-competency-based-reform-exp

Eggan, P., & Kauchack, D. (2003). *Educational Psychology: Windows on classrooms* (6th ed.). Upper Saddle River: Prentice Hall

Eleni, T., & Ifigenia, K. (2020). Observation as an alternative assessment method in assessing second-language productive skills. *Proceedings of the 6th International Conference on the Promotion of Educational Innovation, October*, 173–181.

El-Senousy, H. (2020). How peer assessment could be interactive and effective. *South African Journal of Education*, *40*(2), 1-14.

Esongo, N. M. (2017). Correlation between the Availability of Resources and Efficiency of the School System within the Framework of the Implementation of Competency-Based Teaching Approaches in Cameroon. *Journal of Education and Practice*, *8*(2), 82-92.

Fallace, T. (2020). John Dewey and the new left, 1960-1988. *Journal of Curriculum Studies*, *52*(5), 593-607.

Feruzi, S. M., & Li, Y. (2019). Teachers"position on Implementing Competence

Based Curriculum in Tanzania: Adoption of the First Framework. *International Journal of Research and Innovation in Social Science, III*(Ix), 2454–6186. www.rsisinternational.org

Fleish, B., Gultig, J., Allias, S., & Maringe, F. (2019). *Background paper on secondary education in Africa: Curriculum reform , assessment and national qualifications frameworks.* Retrieved from *https://mastercardfdn.org/wp-content/uploads/2019/03/SEA-Curriculum-Assessment-NQFs-FINAL-Feb-2019-1.pdf*

Forte, A. M., & Flores, M. A. (2014). Teacher collaboration and professional development in the workplace: A study of Portuguese teachers. *European journal of teacher education*, *37*(1), 91-105

Frey, B. (Ed.). (2018). *The Sage Encyclopedia of Educational Research, Measurement and Evaluation.* Retrieved from https://us.sagepub.com/en-us/nam/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/book245469

Fullan, M. (2006). Change theory: A force for school improvement. *Center for Strategic Education*, 157, 3-14.

Gallardo, K. (2020). Competency-Based Assessment and the Use of Performance-Based Evaluation Rubrics in Higher Education: Challenges Towards the Next Decade. *Problems of Education in the 21st Century*, *78*(1), 61–79. https://doi.org/10.33225/pec/20.78.61

Garba, M. (2004). The critical role of educational resources on curriculum implementation. In T. Noah, K., Shonibare, D.O., Ojo, A., & Olujuwon (Eds.), *Curriculum implementation and professionalizing teaching in Nigeria.* Lagos: Central Educational Series.

Garraway, J. (2022). Designing complex, challenging and creative assessments for work preparedness: A review of competency-based assessment. *Journal of Vocational, Adult and Continuing Education and Training*, *5*(1), 20. https://doi.org/10.14426/jovacet.v5i1.249

Garriott, J. (2007). *Education as both a cause and solution to problems in Sicangu Lakota Country* (Masters thesis). Available from ProQuest Dissertations and Theses database (Document ID 3290884).

Gay, L. R., Mills, G. E., & Airasian, P. (2006). Educational Research: Competencies for Analysis and Applications. Columbus: Merrill Greenwood.

Gazibara, S. (2018). *Constructive learning environments from the students' perspective*. Proceedings of the 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts. Albena, Bulgaria.

Gentzler, S. (2015). *A new teacher's guide to best practices.* Skyhorse

George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2013). Measuring Implementation in Schools: The Stages of Concern Questionnaire (3rd ed.). Austin, TX: Southwest Educational Development Laboratory.

Getecha, J. (2023). Teachers' professional development and teaching proficiency in selected British curriculum secondary schools in Kenya and Tanzania (*Doctoral dissertation, The Catholic University of Eastern Africa*).

Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science, 1*(2), 175–191. https://doi.org/10.21890/ijres.23596

Gilbert, M., & Gilbert, B. (2013, July). Connecting teacher learning to curriculum. In *Proceedings of the 37th conference of the interna-tional group for the psychology of mathematics education* (Vol. 2, pp. 337-344).

Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Sage Publications

Gläser, J., Ash, M., Buenstorf, G., Hopf, D., Hubenschmid, L., Janßen, M., Laudel, G., Schimank, U., Stoll, M., Wilholt, T., Zechlin, L., & Lieb, K. (2022). The Independence of Research—A Review of Disciplinary Perspectives and Outline of Interdisciplinary Prospects. In *Minerva* (Vol. 60, Issue 1). Springer Netherlands. https://doi.org/10.1007/s11024-021-09451-8

Goodlad, J. I., Mantle-Bromley, C., & Goodlad, S. J. (2004). *Education for everyone: Agenda for education in a democracy*. Jossey-Bass, An Imprint of Wiley.

Govender, S. (2018). South African teachers ' perspectives on support received in implementing curriculum changes. *South African Journal of Education*, *38*(2), 0–12.

Government of Uganda. (2008). *Business, Technical, Vocational Education and Training Act, 2008* Uganda Legal Information Institute (ULII).

Graham, P. (2007). Improving teacher effectiveness through structured collaboration: A case study of a professional learning community. *RMLE online*, *31*(1), 1-17.

Gross, N ., Giacquinta, J.B., & Bernstein, M. (1971). *implementing organisational innovations. A sociological analysis of panned educational change.* California: McCutan Corporation, Berkeley.

Gruber, G. (2018). 5 Benefits of Competency Based Education for Students. Explorance Retrieved from: https://explorance.com.

Hadiyanto, Mukminin, A., Failasofah, Arif, N., Fajaryani, N., & Habibi, A. (2017). In search of quality student teachers in a digital era: Reframing the practices of soft skills in teacher education. *Turkish Online Journal of Educational Technology*, *16*(3), 70–77.

Hall, G. E., & Hord, S. M. (2020). Implementing change: Patterns, principles, and potholes (5th ed.). Pearson.

Hall, G.E and Hord, S. . (2015). *Implementing change: Patterns, principles and potholes.* (4th ed.). Pearson Education.

Hartmann, S. (2005). Models as a tool for theory construction: Some strategies of preliminary physics. Retrieved from: https://core.ac.uk/ ownload/pdf/ 11921133.pdf

Hatmanto, E. D. (2011, April). Challenges in the Implementation of Competency–Based Curriculum in the English Language Teaching. In *proceedings of TEFL conference, Seoul, South Korea* (Vol. 15).

Hawe, E., & Dixon, H. (2017). Assessment for learning: a catalyst for student self-regulation. *Assessment & Evaluation in Higher Education*, *42*(8), 1181-1192.

Hayes, C. (2013). *An investigation int o teachers ' views of any barriers to the implementation of the primary school standard two science curriculum and strategies for enhancement* (Masters Thesis, The University of the

West Indies, Kingston, Jamaica). Retrieved from https://uwispace.sta.uwi.edu/dspace/bitstream/handle/2139/21617/Carlee%20Hayes.pdf?sequence=1&isAllowed=y

Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social science & medicine, 292*, 114523

Heritage, M. (2010). *Formative Assessment and Next-Generation Assessment Systems : Are We Losing an Opportunity ?* Retrieved from: 'https://files.eric.ed.gov/fulltext/ED543063.pdf*September*

Hussain, B. (2021). Planning Teaching and Learning: Examining Potential Benefits as Perceived by School Teachers. *Pakistan Social Sciences Review*, *5*(II), 938–949. https://doi.org/10.35484/pssr.2021(5-ii)73

Innocent, B. O. (2021). The impact of effective planning on teaching and learning among some selected secondary school students in Ethiope West Local Government Area of Delta State. *Direct Research Journal of Education and Vocational Studies*, *3*, 113–120.

International Labour Organisation. (2003). Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching personnel. Report. Eighth session. Paris, 2003

Ioannou-Georgia, S. (2003). *Assessing young learners: Resource Book for Teachers*. OUP Print.

Isaacs, T; Zara, C; Herbert, G; Coombs, J & Smith, C. (2013). *Key Concepts in assessment* (1st ed.). London: Sage Publications Limited.

Isaboke, H., Mweru, M., & Wambiri, G. (2021). Teacher Preparedness and Implementation of the Competency Based Curriculum in Public Pre

Primary Schools in Nairobi City County, Kenya. *International Journal of Current Aspects*, *5*(3), 32–53. https://doi.org/10.35942/ijcab.v5i3.186

Jesca, R., Dickens, D. S. C., & Specioza, D. A. (2023). Competency-Based Teaching Approaches and Student-Teachers' Academic Performance in Public Grade A Teachers' Colleges in Lake-Zone, Tanzania. *International Journal of Research Publication and Reviews*, *4*(11), 563–574. https://doi.org/10.55248/gengpi.4.1123.113012

Johnson, O., Constance, T., & Chrysostom, O. (2021). Analysis of Stakeholders Involvement in the Implementation of the M.A. Literature Curriculum at Kabale University Using E-Learning Approach. *East African Journal of Education Studies*, *3*(1), 199–210. https://doi.org/10.37284/eajes.3.1.384

Kabombwe, Y. M., & Mulenga, I. M. (2019). Implementation of the competency-based curriculum by teachers of History in selected Secondary Schools in Lusaka district, Zambia. *Yesterday and Today*, *22*, 19–41. https://doi.org/10.17159/2223-0386/2019/n22a2

Kalinga, T. (2024). Teachers' technological literacy for ICT integration to implement competence-based curriculum in public secondary schools in Tanzania. *Educational Technology Quarterly*, *2024*(2), 135–151. https://doi.org/10.55056/etq.708

Kanellopoulou, E.-M., & Darra, M. (2018). The Planning of Teaching in the Context of Lesson Study: Research Findings. *International Education Studies*, *11*(2), 67. doi.org/10.5539/ies.v11n2p67

Karaman, P., & Şahin, Ç. (2017). Adaptation of teachers' conceptions and practices of formative assessment scale into Turkish culture and a

structural equation modeling. *International Electronic Journal of Elementary Education, 10*(2), 185-194.

Kasule, G. W. (2015). Professional development on innovation competence of teaching staff in Ugandan universities (*Doctoral dissertation, Wageningen University and Research).*

Katurebe, B., & Nalukwago, H. (2024). The influence of competency-based *curriculum* promoted students' innovativeness in selected government-aided secondary schools of Wakiso district, uganda. A cross-sectional survey. *SJ Education Research Africa*, *1*(4), 8-8.

Kawulich, M. (2012). Collecting data through observation. In C. Wagner, B. Kawulich & M. Garner (Eds.), Doing Social Research (pp. 150-160). Berkshire: McGraw Hill.

Kellaghan, T., & Greaney, V. (2019). *Public examinations examined*. World Bank Publications.

Khanum, B. (2020). Exploring Teachers' Perceptions and Practices Regarding Instructional Planning: A Multiple Case Study. *Pakistan Social Sciences Review*, *4*(III), 766–776. https://doi.org/10.35484/pssr.2020(4-iii)54

Khasawneh, Omar, Khaled, A , Momani, M. . (2016). The Implications of Naturalism as an Educational Philosophy in Jordan from the Perspectives of Childhood Education Teachers. *Journal of Education and Practice 7*(11), 45–54.

Khuzwayo, M. E. (2020). The value of competence-based assessment in pre-service teacher training. *International Journal of Learning, Teaching and Educational Research*, *19*(9), 320–340. https://doi.org/10. 26803/IJLTER.19.9.17

Kibuna, M. (2013). *Tanzania science teachers' practices and challenges in continuous assessment* (Masters thesis, University of Witwatersand, Johannesburg, South Africa). Retrieved from: https://wiredspace.wits.ac.za/bitstream/handle/10539/15822/MASTERS%20DISSERTATION.pdf?seq

Kidega, C., Song, Z., Ugochinyere, I. C., James, O. A., & Ndikubwimana, F. (2024). Confronting Challenges Facing Teachers in Implementing Competency-Based Curriculum in Uganda: A Case of Secondary Schools in Gulu City. *East African Journal of Education Studies*, *7*(2), 112–129. https://doi.org/10.37284/eajes.7.2.1891

Kigwilu, P. C., & Mokoro, D. K. (2022). Teachers' Assessment Practices in Implementing Competence Based Curriculum in Secondary Schools in Arumeru District of Tanzania. *East African Journal of Education Studies*, *5*(2), 324–333. https://doi.org/10.37284/eajes.5.2.792

Kimario, T., & Otieno, K. (2022). Effects of Competency-Based Curriculum on Students' Education Achievement: A Study of Secondary Schools in Arusha City Council, Tanzania. *Journal of Research Innovation and Implications in Education*, *6*(1), 201–210. www.jriiejournal.com

Kimosop, E. (2015). Teacher Preparedness for Effective Classroom Instruction of the Secondary School Christian Religious Education Curriculum in Kenya. *International Journal of Scientific Research and Innovative Technology*, *2*(12), 2313–3759. http://www.ijsrit.com/ uploaded_all_ files/3425045285_n5.pdf

Kimwarey, M. C. (2022). Supervisors Responses on Preparation of Schemes of Work During Teaching Practice in Public Universities in Eldoret, Kenya.

East African Journal of Education Studies, *4*(1), 89–97. https://doi.org/10.37284/eajes.4.1.495

Kinyunyu, G. (2020). Competence-Based Curriculum: A Case of Selected Secondary School in Mufindi District.

Kiragu, M. (2016). *Factors influencing the implementation of life skill education curriculum in secondary schools in kenya: A case of Murang'a county* (Masters thesis, The University of Nairobi, Nairobi, Kenya). Retrieved from: http://erepository.uonbi.ac.ke/ bitstream/handle/ 11295/100976/Kiragu_Factors%20Influencing%20The%20Implementation%20Of%20Life%20Skill%20Education%20Curriculum%20In%20Secondary%20Schools%20In%20Kenya.pdf?sequence=1

Kochoska, J. (2015). Democratic Education. *International Journal of Education- Teacher, 8*.

Koloi-Keaikitse, S. (2016). Assessment training: A precondition for teachers' competencies and use of classroom assessment practices. *International Journal of Training and Development, 20*(2), 107-123.

Komba, S. C., & Mwandaji, M. (2015). Reflections on the Implementation of Competence Based Curriculum in Tanzanian Secondary Schools. *Journal of Education and Learning*, *4*(2), 73–80. https://doi.org/ 10.5539/ jel.v4n2p73

Konokman, G. Y., Yelken, T. Y., Karasolak, K., & Cesur, E. (2017). Teachers' Perception: Competent or Not in Curriculum Development. *Malaysian Online Journal of Educational Sciences, 5*(4), 56–73.

Korstjens, I., Moser, A. (2017). Practical guidance to qualitative research. *European Journal of General Practice,* 24, 120–124.

Koya, C. (2015). Transforming Teaching and Learning in Asia and the Pacific Case Studies from Seven Countries Edited. In E. Hau-Fai Law & U. Miura (Eds.), *Transforming teaching and learning in Asia and the Pacific* (pp. 22-43). Bangkok, UNESCO.

Lashley, L. (2018). A comparative study between cognitive and behavioral approaches toward students' academic performance in region no. 5 in postcolonial Guyana. *International Journal of Educational Policy Research and Review, 5*(1). Retrieved from: https://journalissues.org/abstract/lashley-january-2018

Lature, Y., Waruwu, L., Waruwu, L. M., & Zalukhu, C. A. N. (2024). Implementation of Competency-Based Curriculum in Improving the Quality of Education in Schools. *Journal of Computer Science Advancements*, *2*(1), 19–26. https://doi.org/10.70177/jsca.v2i1.1084

Lavrakas, P.J. (Ed.). (2008) *Encyclopedia of survey research methods*. Sage Publications, Inc., Thousand Oaks.

Lawyer, N. B. (2021). Competence Based-Education and Teacher Education Effectiveness: Lessons for the University of BUEA, Cameroon. *American Research Journal of Humanities & Social Science (ARJHSS)*, *4*(1), 09–22. www.arjhss.com

Leinhardt, G. (1983). Novice and expert knowledge of individual student's achievement. *Educational Psychologist*, *18*(3), 165-179.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications, Inc.

Lito D. Mallillin, Leovigildo, D. Laurel, R., B. Mallillin, J., A. Carag, E., & Guingab-CARAG, C. (2021). Competency Based-Learning and Quality

Education in the New Normal Modality of Teaching. *East African Scholars Journal of Education, Humanities and Literature, 4*(4), 156–166. https://doi.org/10.36349/easjehl.2021.v04i04.002

Mack, N; Woodsong, C;MacQueen, M; Guest, G & Namey, E. (2005). Q*ualitative research methods: Data collector's Field guide*. Family Health International.

Maimela, H. S. (2015). Impact of Curriculum changes on primary school teachers in Seshego Circuit, Limpopo Province (Doctoral dissertation). *University of South Africa, Pretoria*.

Makoye, J. N. (2003). Strategic issues in ICTE implementation in schools and teacher colleges: The Tanzanian context. *The Tanzania Education Journal*, *23*(22), 22-33.

Makunja, G. (2016). Challenges Facing Teachers in Implementing Competence-Based Curriculum in Tanzania: The Case of Community Secondary Schools in Morogoro Municipality. *International Journal of Education and Social Science Www.Ijessnet.Com*, *3*(5), 30.

Malunda, P. N., & Atwebembeire, J. (2018). *Instructional Resources and Teacher Effectiveness in Government-aided Secondary Schools in Uganda*. Paper presented at the International Conference on Multidisciplinary Research: Track 4: Education

Mandukwini, N. (2016). *Challenges Towards Curriculum Implementation in High Schools in Mount Fletcher District, Eastern Cape*. (Masters dissertation, University of South Africa, Pretoria, South Africa) Retrieved from https://core.ac.uk/download/pdf/83637231.pdf

Manqele, C. M. (2017). An evaluation of learner-centred teaching as part of curriculum delivery in under-resourced schools. *Doctoral dissertation, University of South Africa, Pretoria*.

Mapesos, L. M. (2017). *Traditional Approach*. Retrieved from: https://www.researchgate.net/publication/321134079_Traditional_Approach

Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research*. Sage publications.

Masika, I. (n.d) Review Article Competence Based Curriculum Implementation: Assessing Kenya's Readiness and Preparedness Retrieved from*:*

Mason, J. (2002). Qualitative Research. London SAGE Publications.

Mathias, L., Mwamakula, F., & Mhagama, M. (2023). Challenges facing Public Secondary School Teachers on Implementing Competence-Based Curriculum in Magu District, Mwanza-Tanzania. *Development, 18,* 13.

Matsenjwa, L. R., & Thwala, S. K. (2013). Primary School Teachers' Knowledge and Skills of Measurement and Assessment: A Case of Swaziland. *Problems of Education in the 21st Century*, *55*(1), 74–87. doi.org/10.33225/pec/13.55.74

Mckim, C. (2023). Meaningful Member-Checking: A Structured Approach to Member-Checking. *American Journal of Qualitative Research*, *2023*(2), 41–52. https://doi.org/10.29333/ajqr/12973http://www.ajqr.org

McLeod, S. (2019). *Constructivism as a theory of learing and teaching*. Retrieved from: https://www.simplypsychology. org/constructivism.html

Mgaya, Y., Onyango, D., & Rupia, C. (2022). Effectiveness of resources mobilisation strategies and implementation of competency based curriculum in secondary schools: A case of Kilolo District, Tanzania. *Journal of Educational Research and Reviews*, *10*(8), 113-120.

Micheni, B. M (2021).Teacher Perspectives on the Implementation of the Competency- Based Curriculum in Kenya. *Masster's thesis, University of Oxford*

Milkova, S. (2010). *Strategies for effective lesson planning. Stiliana Milkova Center for Research on Learning and Teaching* Retrieved from https://venktesh22.github.io/Strategies_for_Effective_Lesson_Planning df

Mills, A., Durepos, G., & Wiebe, E. (Eds.). (2010). *Encyclopedia of Case Study Research* (Vol 1 & 2). Thousand Oaks, CA: Sage

Ministry of Education and Sports (n.d) Education sector profile. Retrieved from https://www.ugandainvest.go.ug/uia/images/Download_Center/SECTOR_PROFILE/Education_Sector_profile.pdf

Ministry of Education and Sports (2015). A report on universal post primary education and training and universal post O' level education training, national head count. MOES: Kampala

Ministry of Education, Uganda (1989): Education Policy Review Commission: *Education for National Integration and Development: Report of the Education Policy Review Commission*.

Misbah, Z., Gulikers, J., Dharma, S., & Mulder, M. (2020). Evaluating competence-based vocational education in Indonesia. *Journal of*

Vocational Education and Training, *72*(4), 488–515. https://doi.org/10.1080/13636820.2019.1635634

Mohd. Y. S., Zainuddin, D. S., & Hamdan, A. R. (2017). Teachers' experience in curriculum Implementation: An Investigation on English language teaching in vocational colleges in Malaysia. *Sains Humanika*, *9*(4–2). doi.org/10.11113/sh.v9n4-2.1359

Mokoro, D. (2020). Perception of teachers on their preparedness for implementation of the competence-based curriculum among secondary schools in Arumeru district, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, *1*(2), 109-117.

Momanyi, J. M., & Rop, P. K. (2020). Teacher preparedness for the implementation of competency based curriculum in Kenya: A survey of early grade primary school teachers' in Bomet East Sub-County. *The Cradle of Knowledge: African Journal of Educational and Social Science Research*, *7*(1), 10-15.

Moradan, A., & Pourasadollah, R. (2014). Teachers' thinking about their teaching: A critical study on Iranian TEFL teachers. *Procedia-Social and Behavioral Sciences*, *98*, 1194-1203.

Mosha, H. J. (2012). A case study of learning materials used to deliver knowledge and skills or competency-based curricula (in Tanzania). *Association for the Development of Education in Africa (ADEA)*, *60*.

Mpeirw, A. (2020). Challenges facing technical institute graduates in practical skills acquisition in the Upper East Region of Ghana. *Asia-Pacific Journal of Cooperative Education*,12(2):67–77.

Msamba, E. M. (2023). *Evaluating the effectiveness of the in-service training for English foreign language teachers in Tanzania* (Doctoral dissertation, Moshi Co-Operative University).

Msuya, A. A. (2016). Facilitators and learners' perceptions on the implementation of competence-based curricula in adult education programmes in Tanzania (*Doctoral dissertation, The Open University of Tanzania*).

Mugabe, S. (2023). Ict usage and implementation of competence-based curriculum in selected secondary schools in kabale municipality. *(Masters' Thesis, Kabale University)*

Mugisha, W. R., & Mugimu, C. B. (2015). Application of learning theories in curriculum development and implementation of the MLT Diploma Programme in Uganda.*British Journal of Education, Society and Behavioural Science 53,* 256-275

Mugo, D. N., & Kariuki, P. (2020). Teacher Competence in Implementing Competency-Based Curriculum in Kenya. *International Journal of Education and Research*, 8(4), 279-296.

Muneja, M. S. (2015). Secondary School Teachers ' Implementation of the Competency-Based Curriculum In The Arusha Region, Tanzania. *Journal of Education and Practice*, *4*(11), 13–16.

Murithi, J., & Yoo, J. E. (2021). Teachers' use of ICT in implementing the competency-based curriculum in Kenyan public primary schools. *Innovation and Education*, *3*(1). https://doi.org/10.1186/s42862-021-00012-0

Mutisya, M. (2019). Implementation of Competence-Based Curriculum: Challenges and solutions. *African Educational Research Journal,* 7(2), 196-203.

Mutseekwa, C., & Muyengwa, B. (2024). *Co-teaching as a strategy for implementing a competency-based curriculum . A case of two teacher training colleges in Rwanda*. *13*(2), 34–52.

Mutua, M. K., & Waweru (PhD), D. S. N. (2023). Teachers' Competence and its Influence on Effective Implementation of Competency Based Curriculum in Public Primary Schools in Machakos County, Kenya. *International Journal of Social Science and Human Research*, *06*(05), 3027–3033. https://doi.org/10.47191/ijsshr/v6-i5-67

Muwanguzi, E., Kibaya, E., Serunjogi, D., & Dickens, C. (2023). Assessing the impact of competency-based curriculum on O' level history education in Uganda: A comprehensive literature review. *Quest Journals Journal of Research in Humanities and Social Science*, *11*(7), 2321–9467. www.questjournals.org

Mwita, E., & Onyango, D. Y. J. M. (2022). Availability and Use of Instructional Resources on the Implementation of the Competency-Based Curriculum by Grades 1, 2 and 3 in Public Primary Schools in Migori County, Kenya. *Journal of Advances in Education and Philosophy*, *6*(9), 484–491. https://doi.org/10.36348/jaep.2022.v06i09.006

Namubiru, A., Kisembo, M., Kasiita, T., Kagambe, E., & Kasiita, T. (2024). Perceptions of Teachers on the Implementation of the Competence-Based Curriculum in Secondary Schools in Bundibugyo and Ntoroko Districts, Uganda. *East African Journal of Education Studies, 7*(3), 13–27.

https://doi.org/10.37284/eajes.7.3.2013

Nantambi, A. (2022, April 22). Teachers Timid to implement new curriculum- report. *The New Vision, Friday*, p. 5

National Curriculum Development Centre (2008). *Integrated English teaching syllabus: Uganda certificate of education*. NCDC

National Curriculum Development Centre (2018). *New lower secondary school curriculum framework:* Kampala. NCDC.

National Curriculum Developemnt Centre (2021). *Implementation guidelines: Lower secondary curriculum*: Kampala NCDC

National Curriculum Development Centre (2022). *Corporate profile*: Kampala. NCDC

Nevenglosky, E. A. (2018). Barriers to effective curriculum implementation. *Research in Higher Education Journal*, *36*, 31. http://www.aabri.com/copyright.html

Ngendo, K. (2011). Educational Resources and Teachers' Productivity in Selected Secondary Schools in Bahati Division, Nakuru District, Kenya.

Ngeno, B., Mweru, M., & Mwoma, T. (2021a). Availability of Physical Infrastructure in Implementation of the Competence-Based Curriculum in Public Primary Schools in Kericho County. *East African Journal of Education Studies*, *3*(1), 130–146. https://doi.org/10.37284/eajes.3.1.344

Ngeno, B., Mwoma, T., & Mweru, M. (2021b). Teachers' Attitude in Implementation of the Competence-Based Curriculum in Primary Schools in Kericho County. *East African Journal of Education Studies*, *3*(1), 116–129. https://doi.org/10.37284/eajes.3.1.342

Nguyen, T. H. (2024). Cooperation between universities and businesses in

developing human resources to participate in the digital economy. *Journal of the Knowledge Economy, 15*(2), 5230-5249.

Nkya, H. E. (2021). Implementation of Competence Based Curriculum in Tanzania: Perceptions, Challenges and Prospects. A Case of Secondary School Teachers in Arusha Region. *Journal of Education and Practice, 12*(19), 34–41. https://doi.org/10.7176/jep/12-19-04

Nnabuike, E.K, Aneke, M.C, Otegbulu, R. . (2016). Curriculum implementation and the teacher: Issues, Challenges and the wayfoward. *Journal of Research in Science and Technology Education 3*(6), 41–48.

Norcini, J. J. (2003). Peer assessment of competence. *Medical education*, *37*(6), 539-543.

Nsengimana, V. (2021). Implementation of Competence-based Curriculum in Rwanda: Opportunities and Challenges. *Rwandan Journal of Education*, *5*(1), 129–138.

Nsengimana, T., Mugabo, L. R., Hiroaki, O., & Nkundabakura, P. (2020). Reflection on science competence-based curriculum implementation in Sub-Saharan African countries. *International Journal of Science Education*, 1-14.

Nsengimana, T., Mugabo, L. R., Ozawa, H., & Nkundabakura, P. (2023). Science Teachers' Knowledge, Understanding and Perceptions of Competence-Based Curriculum in Three Secondary Schools in Rwanda. *European Journal of Educational Research, 12*(1).

Nyarigoti, N. M. (2013). Continuing professional development needs for English language teachers in Kenya. *International Journal of Research in Social Sciences* (3), 138–149.

Nyikadzino, J. (2023). The implementation of the new competence-based curriculum : A case study of selected primary schools in Zimbabwe. (*Doctoral Dissertation, North-West University)*

Nzima, I. (2016). *Competence-based curriculum (CBC) in Tanzania: Tutors' understanding and their instructional practices*.

Nzulumike, C. (n.d). Curriculum planning and implementation : A philosophical approach to enriching education and development in Nigeria beyond 2020 . *Academic Excellence*, 1–7.

Ogles, B. M., Hansen, K. L., & Erekson, D. M. (2024). Competence-based assessment and training for ethical situations in practice: a pilot study. *Ethics & Behavior*, *34*(7), 473-490.

Olayinka, A. B. (2016). Effects of instructional materials on secondary schools students' academic achievement in social studies in Ekiti State, Nigeria. *World Journal of Education*, *6*(1). doi.org/10.5430/wje.v6n1p32

Olema, D. K., Nabitula, A., Manyiraho, D., & Atibuni, D. Z. (2021). Analysis of the shift from knowledge based to competency based education among secondary school teachers in Uganda. *International Journal of Educational Research*, *9*(1), 49-56.

Olson, K., Lannan, K., Cumming, J., MacGillivary, H. & Richards, K. (2020). The concerns-based adoption model and strategic plan evaluation: Multiple methodologies to understand complex change. Educational Research: Theory and Practice, 31(3), 49–58. https://files.eric.ed.gov/fulltext/EJ1274351.pdf

Omana, J. (2010). Organisational culture: Uganda's inspectorate department of education. *International Journal of Educational Administration*, *2*(1), 73-

99.

O'Neill, G., & Padden, L. (2022). Diversifying assessment methods: Barriers, benefits and enablers. *Innovations in Education and Teaching International*, *59*(4), 398–409. https://doi.org/10.1080/14703297.2021.1880462

Opolot-okurut, C. (2010). Statstics in Ugandan schools: Challenges on instruction and assessment. Retrieved from https://iaseweb.org/documents/papers/icots8/ICOTS8_10B3_OPOLOTOKURUT.pdf?1402524968

Opondo, R. O., Afwande, J., & Kamau, L. N. (2023). Challenges facing implementation of competency-based assessment in Kenyan primary schools: A case of Kajiado County. *International Journal of Education and Research, 11*(1), 21-32.

Organisation for Economic cooperation and Development (OECD). (2008). *Attracting, developing and retaining effective teachers*. OECD Publishing.

Ornstein, A. C., & Hunkins, F. P. (2013). Curriculum: Foundations, principles, and issues (6th ed.). Boston, MA: Pearson

Oryema, F., & Picho, E. O. (2015). Instructional resource provision and teacher effectiveness in universal secondary education in Uganda. *Global Journal of Commerce and Management* 4(6), 39-46

Otieno, M., & Machani, A. (2022). Teachers' Competentencies in Assessment of Competency-Based Curriculum among Grades 1, 2 and 3 in Langata Sub-County, Kenya. *International Journal of Humanities, Social Sciences and Education*, *9*(12), 37–45. https://doi.org/10.20431/2349-0381.0912005

Owala, R.K (2021). Successes and challenges of implementing the competency based curriculum in Kenya. Retrieved from https://www.researchgate.net/publication/351411294_Successes_and_Challenges_of_Implementing_the_Competency-based_Curriculum_in_Kenya

Ozer, B. (2013). Students' perceptions regarding freedom in classroom. *Anthropologist*, *16*(3), 551–559. https://doi.org/10.1080/ 09720073.2013.11891381

Ozturk, I. H. (2012). Teacher's Role and Autonomy in Instructional Planning: The Case of Secondary School History Teachers with regard to the Preparation and Implementation of Annual Instructional Plans. *Educational Sciences: Theory and Practice*, *12*(1), 295-299.

Panadero, E., Brown, G. T., & Strijbos, J. W. (2016). The future of student self-assessment: A review of known unknowns and potential directions. *Educational psychology review*, *28*, 803-830.

Pardo, A. (2018). A feedback model for data-rich learning experiences. *Assessment & Evaluation in Higher Education*, *43*(3), 428-438

Patton, Q., & Cochran, M. (2002). A Guide to Using Qualitative Research Methodology. Paris: MedecinsSans Frontiers.

Paulo, A. (2014). Pre-service teachers' preparedness to implement competence-based curriculum in secondary schools in Tanzania. *International Journal of Education and Research*, *2*(7), 219-230.

Phelokazi, N. C. N. (2013). Teachers ' experiences regarding the national curriculum statement implementation in the mthatha district , eastern cape , south africa *(Masters Thesis)*

Public First (2021). How teachers use textbooks: Teachers' perceptions of physical, digital and online resources and the impact of Covid-19 on these. Retrieved from https://www.publicfirst.co.uk/wp-content/uploads /2021/05/ Teachers-perceptions- of-physical-digital-and-online-resources-and-the-impact-of-Covid-19.pdf

Rahman, A. A., Hanafi, N. M., Mukhtar, M. & Ahmad, J. bin. (2014). Assessment Practices for Competency based Education and Training in Vocational College, Malaysia. *Procedia - Social and Behavioral Sciences*, *112*, 1070–1076. https://doi.org/10.1016/j.sbspro.2014.01.1271

Rahmi, P. W. L., Aisyah, D., & Amrina, A. (2023). The use of ICT By Teachers In Implementing A Competency-Based Curriculum At Elementary School. *Lingeduca: Journal of Language and Education Studies*, *1*(2), 18–34. https://doi.org/10.55849/lingeduca.v1i2.64

Rauf, J., & Inamullah, H. M. (2021). Analysis of Teachers Instructional Planning and Developing Skills of Social Responsibility at FGP Secondary Schools Level in KP Pakistan. *Journal of Business and Social Review in Emerging Economies*, *7*(3), 629–648. https://doi.org/10.26 710/jbsee. v7i3.1854

Republic of Uganda. (1992). *Government White Paper on the Education Policy Review Commission Report: Education for National Integration and Development*. Government Printer, Kampala

Riese, J. (2019). What is 'access' in the context of qualitative research? *Qualitative Research*, *19*(6), 669-684

Rodríguez-Gómez, G., & Ibarra-Sáiz, M. S. (2014). Assessment as learning and empowerment: Towards sustainable learning in higher education.

In *Sustainable learning in higher education: Developing competencies for the global marketplace* (pp. 1-20). Cham: Springer International Publishing.

Rosenberg, D., Daigneau, R., & Galvez, M. (2018). Finding Time for Collaborative Planning. *Connected Professional Learning in Depth*, *January*, 1–18.

Rusman, M. (2015). *Curriculum Implementation at Elementary Schools A Study on " Best Practices " Done by Elementary School Teachers in Planning , Implementing , and Evaluating the Curriculum*. *6*(21), 106–113

Rutayuga, A. B. (2014). The emerging Tanzanian concept of competence: conditions for successful implementation and future development (*Doctoral dissertation, Institute of Education, University of London*).

Ruto, Z. (2013). The role of teacher characteristics and managerial support in implementation of history and government curriculum in wareng district, Kenya. *International Journal of Management and Sustainability*, *2*(4), 86–96.

Sadler, D. R. (2016). Three in-course assessment reforms to improve higher education learning outcomes. *Assessment & Evaluation in Higher Education*, *41*(7), 1081-1099.

Sahin-Taskin, C. (2017). Exploring pre-service teachers' perceptions of lesson planning in primary education. *Journal of Education and Practice*, *8*(12), 57–63.

Sanchez, A. V., & Ruiz, M. P. (2008). Competence-based learning. A proposal for the assessment of generic competences, *University of Deusto: Bilbao*.

Retrieved from: https://tuningacademy.org/wpcontent/uploads/2014/02/Competence-Based-Learning_EN.pdf

Savage, J. (2014). *Lesson Planning: Key concepts and skills for teachers*. Routledge.

Saware, G. M. (2021). Teachers' conceptions of competence based curriculum and its implementation challenges in selected secondary schools in Ilala municipality, Dar es-Salaam-Tanzania. *Masters thesis, Sokoine University, Tanzania*

Schoch, K. (2020). Case Study Research. In G. J. Burkholder, *et al*. (Eds.), *Research Design and Methods: An Applied Guide for the Scholar-Practitioner* (pp. 245-258). SAGE Publications, Inc. Retrieved: https://www.researchgate.net/profile/Subhash-Basu-

Schram, T. (2006). Conceptualizing and proposing qualitative research (2nd ed.). Upper Saddle River, NJ: Pearson.

Sequeira, A. H. (2012). Introduction to concepts of teaching and learning. *Social* sciences *education e-journal*.

Shamatov, D. (2015). Teachers ' Pedagogical Approaches in Kyrgyzstan : Changes and Challenges. In E. Hau-Fai Law & U. Miura (Eds.), *Transforming teaching and learning in Asia and the Pacific* (pp.93-123). Bangkok, UNESCO.

Shen, J., Poppink, S., Cui, Y., Fan, G. (2007). Lesson Planning: A Practice of Professional Responsibility and Development. *Education Horizons*, *8*(4), 248–258.

Sitienei, C. (2020). School-Based Factors Influencing Implementation of Competency-Based Curriculum in Public Primary Schools in Kibera

Subcounty. *Kenya (Unpublished Masters' Project, University of Nairobi, Kenya*.

Smart, A., & Kingdom, U. (2024). *From big ideas to small practice : competency-based curricula in low-resource , centralised education systems*. *16*(1), 1–16.

Smith, M. K. (2018). *The encyclopedia of pedagogy and informal education*. Retrieved from: https://infed.org/mobi/what-is-teaching/

Solon. (2013). *The roles of stakeholders in curriculum implementation*. Retrieved from: https://www.slideshare.net/laralundang/the-roles-of-stakeholders-in-curriculum-implementation-16151513%0A%0A

Stabback, P. (2016). What Makes a Quality Curriculum ? *Current and Critical Issues in Curriculum and Learning*, *In-Progress Reflection*, *2*, 41.Retrieved from http://unesdoc.unesco.org/i mages/0024 /002439/243975e.pdf

Stephen, K. A. (2021). Teachers concerns about the implementation of the standard-based curriculum in Ghana: A case study of Effutu Municipality. *Educational Research and Reviews*, *16*(5), 202–211. https://doi.org/10.5897/err2020.4051

Stiggins, R. (2002). The absence of assessment for learning. *Phi Delta Kappan*, *83*(10), 758–765.

Subedi, K. R. (2021). Determining the Sample in Qualitative Research. *Online Submission*, *4*, 1-13.

Tai, J., R. Ajjawi, D. Boud, P. Dawson, and E. Panadero. 2018. "Developing Evaluative Judgement: Enabling Students to Make Decisions about the Quality of Work." *Higher Education* pp 467–481. doi:10.1007/s10734-

017-0220-3

Thornburg, D. D. (2014). From Prussia with Love: A Competency-Based Approach to Teaching and Learning. *Journal of Online Learning and Teaching*, 10(2), 200-211.

Timothy, K., & Hollan, S. H. (2024). Analysis of the Implementation of Competency-Based Curriculum in the Luganda Language Classroom in Selected Secondary Schools in Rubaga Division, Kampala District, Uganda. *Journal of Research Innovation and Implications in Education*, *8*, 1–16. https://doi.org/10.59765/bytr2475

Tomkins, L., & Eatough, V. (2013). The feel of experience: Phenomenological ideas for organisational research. *Qualitative Research in Organisations and Management: An International Journal*, *8*(3), 258–275. doi.org/10.1108/QROM-04-2012-1060

Torres, A. S., Brett, J., & Cox, J. (2015). Competency-Based Learning: Definitions, Policies, and Implementation. *Regional Educational Laboratory Northeast & Islands*.

Tuimur, H. N., Chemwei, B. (2015). Availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in nandi north district , Kenya . *International Journal of Education*, *3*(6), 224–234. doi.org/10.18488/journal.61/2015.3.6./61.6.224.234

Tumuheise, A., Ssempala, F., Rwends, F. T., & Nachuha, S. (2023). Factors affecting implementation of competence based curriculum in selected Secondary Schools of Kabale Municipality- Kabale District. *International Journal of Educational Policy Research and Review*, *10*(2), 94–105. https://doi.org/10.15739/ijeprr.23.008

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Universityof Chicago Press. Chicago

UNESCO. (2013). *Glossary of curriculum terminology*. UNESCO. Retrieved from:http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/teaching

Van Manen, M. (2014). *Phenomenology of practice: Meaning-Giving methods in phenomenological research and writing*. Left Coast Press.

Vermunt, J. D., & Verloop, N. (1999). Congruence and friction between learning and teaching. *Learning and instruction*, *9*(3), 257-280.

Villamero Jr, R. (2014). Teachers' Assessment Strategies for Children with Disabilities: A Constructivist Study in Regular Primary Schools in Negros Oriental, Philippines, *Master's thesis, University of Oslo.*

Wambi, M., Ocheng, T. K., Were, D., Buluma, A., Tusiime, W. E., & Balituumye, M. (2024). Teachers' Perception on Implementing the Revised Lower Secondary Curriculum in Selected Schools in Uganda: A Focus on Emerging Issues and Coping Strategies. *EIKI Journal of Effective Teaching Methods*, *2*(1). https://doi.org/10.59652/jetm.v2i1.173

Wanga, A. A. (2014). Factors influencing information communication technology integration in curriculum implementation in secondary schools: a case of Gilgil sub-county, Nakuru county-Kenya (*Doctoral dissertation, University of Nairobi*).

Waweru, J. W. (2018). Influence of teacher preparedness on implementation of competency based curriculum in public primary schools in Nyandarua North Sub-County, Kenya (*Doctoral dissertation, University of Nairobi*).

Wiysahnyuy, L. F., & Ph, D. (2021). The Competency Based Approach in

Cameroon Public Secondary Schools: Modes of Appropriation and Constrains. *International Journal of Humanities, Social Sciences and Education, 8*(1), 92–103. https://doi.org/10.20431/2349-0381.0801011

Wongnaa, C. A., & Boachie, W. K. (2018). Perception and adoption of competency-based training by academics in Ghana. *International Journal of STEM Education, 5*(1). https://doi.org/10.1186/s40594-018-0148-x

Woodland, R., Lee, M. K., & Randall, J. (2013). A validation study of the teacher collaboration assessment survey. *Educational Research and Evaluation, 19*(5), 442-460.

Woodward, J. F. (2001). Gravity, inertia, and quantum vacuum zero point fields. *Foundations of Physics, 31*(5), 819-835.

Yambi, A. (2018). *Assessment and evaluation in education*. Retrieved from https://www.researchgate.net/publication/342918149.

Yildirim, A. (2003). Instructional planning in a centralized school system : Lessons of a study among primary school teachers in Turkey. *International Review of Education, 49*(5), 525–543.

Yin, R. K. (2018). *Case study research and applications: design and methods.* Sixth edition. Los Angeles, SAGE.

Yinger, R. J. (1980). A study of teacher planning. *The Elementary School Journal 80*(3), 107–127.

Zazkis, R., Liljedahl, P., & Sinclair, N. (2014). *Lesson plays : Planning teaching versus teaching planning*. Retrieved from https://doi.org/10.1007/978-1-4614-3549-5

Zondo, S. S., & Adu, E. O. (2024). Dynamics of teaching practice in South Africa: A nexus between theory and practice. *Interdisciplinary Journal of Education Research, 6*, 1-14.

APPENDICES

Appendix 1: Document Analysis Guide

This tool will be used to analyze specified documents on the LSC in Uganda, teachers' preparation documents, particularly the lesson plan and scheme of work. The tool will be used to identify the recommended teaching methodologies and instructional materials stipulated in the English language teaching curriculum and then establish how teachers are using them by analyzing their schemes of work and lesson plans.

SECTION A

Demographic Information

Type of document----------

Author----------

Year of Publication----------

Date when designed ----------Subject……

Class…….Name of teacher……..Type of school……..

SECTION B

No	Aspect	Description	Comment/Question/Reflection
1.	Teaching methodologies		
2.	Instructional materials		
3.	Teachers' uptake of the teaching methodologies		
4.	Teachers' use of instructional materials		

Appendix 2: Interview Guide for Directors of Studies

Introduction

My name is **Ahabwe Monica** a PhD in Education student at Kyambogo University. The purpose of this interview is to understand the teachers' experiences of planning, teaching and assessment using the LSC. Any information provided will be kept confidential. The interview will take about an hour.

SECTION A

Biographical Information

Name: _____Age:_____:Gender____: Length of teaching experience_____Qualification_____Type of school_____

SECTION B

Planning using the LSC

1. Might you be conversant with the teachers' modes of planning for the LSC? (documents used; process of planning?
2. As a supervisor, what is your perspective as regards teachers' planning for the LSC?
   (Challenges; enablers)
3. What is your perspective as regards how teachers plan for this curriculum (strengths; weaknesses; positive; negative perspectives)
4. What kinds of support would inform effective planning for teaching using this curriculum? (support for the teachers; students; supervisor; school)

Teaching using the LSC

5 Might you be conversant with the way teachers teach using the LSC? (Methods, activities, teaching materials used?)

6 As a supervisor, what is your perspective as regards teaching using the LSC? (positive, negative perspectives)

7 As a supervisor, what do you think are the teachers' experiences in teaching using this curriculum? (enablers, challenges, strengths)

8 What kinds of support would inform effective teaching using the LSC? (support for the teachers, students, supervisor, school)

Assessment using the LSC

9 Might you be conversant with the way teachers assess students using the LSC? (methods,
forms of assessment)

10 As a supervisor, what is your perspective as regards assessment using the LSC? (positive, negative perspectives)

11 What do you think are the teachers' experiences in assessment using the LSC? (challenges, Enablers, strengths)

12 What kinds of support would inform effective assessment using the LSC? (support for teachers, students, supervisor, school).

Appendix 3: Interview Guide for Teachers

Introduction

My name is **Ahabwe Monica** a PhD in Education student at Kyambogo University. The purpose of this interview is to understand your experiences of implementing the LSC as you undertake your role of planning, teaching and assessment. Any information provided will be kept confidential. The interview will take about an hour.

SECTION A

Biographical Information

Name: _____Age:_____:Gender____: Length of teaching experience_____Qualification_____Type of school_____

SECTION B

Teacher Experiences in Planning using the LSC

1. How do you plan for teaching using the LSC? (Lesson planning, schemes, selecting content, tools etc. teaching aids)
2. What are your perspectives towards planning the LSC? (Strengths; weaknesses)
3. What are your experiences in planning for teaching using the LSC? (Challenges: enablers)
4. How would you like to be supported to effectively plan for the new curriculum?

Teacher Experiences in Teaching using the LSC

5 How do you teach English language using the LSC? (Methods, teaching materials)

6 What are your perspectives towards teaching using the LSC?

7 What are your experiences in teaching using the LSC? (Challenges, Enablers)

8 How would you want to be supported to effectively teach using the LSC?

Teacher Experiences in Assessment using the LSC

9 How do you assess your students while using the LSC? (methods, forms of assessment)

10 What are your perspectives towards assessment using the LSC?

11 What are your experiences in assessment using the LSC?

12 How would you want to be supported to effectively carry out assessment using the LSC?

Appendix 4: Lesson Observation Schedule

This tool will be used to document information on how the teachers implement the LSC with reference to teaching content, methods, materials and assessment practices.

Demographic information

SECTION A

Name: _____ Name of School (Pseudonym: Gender____: Class____No. of pupils in class___Date of observation_____Duration……..Type of school……..

SECTION B

Teacher experiences in teaching and assessment

No.	Item	Researcher's observations	Comment in relation to the LSC	Reflections/questions/concerns
1.	**Lesson Introduction** • Roll call • Review of previous lesson • Teacher activities • Learner activities • Teaching aids • Questioning Any other			
2.	**Presentation** • Methods of teaching • Learner activities • Teacher activities • Learning aids • Learner participation • Organisation • Teacher-learner interactions • Learner-learner interactions Any other			
3.	**Assessment** • Formative • Summative • Rubrics • Peer to peer • Feedback Any other			
4.	**Any Other**			

Appendix 5: Informed Consent Form for Directors of Studies

Title of Research: Teachers' Experiences in Implementing the Lower Secondary School Curriculum in Mbarara City in Uganda

Principle Investigator: AHABWE MONICA; Tel. contact **+256-772654225**

Kyambogo University, Department of Curriculum Teaching, Instruction and Media.

1. Introduction and Purpose of the Study

My name is Ahabwe Monica. I am a PhD in Education student at Kyambogo University, Department of Curriculum Teaching, Instruction and Media. As a requirement of this course, I am undertaking a study on exploring teachers' experiences in implementing the Lower Secondary Curriculum in Mbarara City in Uganda. The purpose of this study is to explore and understand teachers' experiences in implementing the Lower Secondary Curriculum in Mbarara City in Uganda with the aim of formulating recommendations that will inform policy and practice in the subsequent phases of the implementation of the LSC. The information you will provide will be kept confidential and only used for purposes of this study. In the process of report writing, your name will never be used. In this study I will carry out interviews to understand teachers' experiences in planning for teaching, teaching and assessment when they are using the Lower Secondary Curriculum. You are free to respond to any question and if you are not comfortable with answering a particular question you can simply say no.

2. Description of the Research

This research is a qualitative case study research and will be conducted over a period of four months with teachers of English and Mathematics who are using the Lower Secondary Curriculum in senior 3 in both private and government schools in Mbarara City in Uganda. Directors of Studies will also be interviewed to provide information that can be used to corroborate the data from the teachers.

3. Subject Participation

The study participants will be teachers of English and Mathematics who have used the Lower Secondary Curriculum for at least two years and directors of studies in selected secondary schools.

4. Potential Risks and Discomforts

This is a qualitative case study that involves one-on-one interviews, classroom observations and documentary analysis so minimal risk is expected except getting into your valuable time.

5. Potential Benefits

You will be provided with an avenue to share teachers' experiences and the findings from this study will be used to inform policy and practice of the implementation of the Lower Secondary Curriculum for improved practices and strategies.

6. Confidentiality

The information you will provide will be kept confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you share with me will remain anonymous. I will carry out one-on-one interviews with you. You are free not to answer a particular question.

Every participant will be asked to sign a written study informed consent form before participating in the study as this ensures voluntarism and acceptability to participate in the study.

7. Authorization

By signing this form, you will be authorizing me to use the information from this research for example to make recommendations to the Ministry of Education and Sports on how the subsequent phases of implementation of the Lower Secondary Curriculum can be undertaken..

8. Participation

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

9. Withdrawal from the Study and/or Withdrawal of Authorization

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

10. **Reimbursements**

There isn't any form of reimbursement in this study except covering an expense you may incur as a result of participating in this study for example transport expenses, airtime.

11. Whom to contact in case of ethical related concerns.

This study was Approved by Uganda Christian university Research Ethics Committee (UCU- REC) and cleared by Uganda national Council for Science and Technology (UNCST), In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

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

Yes
No.

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

Name of Participant (Optional): ……

Signature: …… Date: …….

Name of Researcher:
……

Signature: ……. Date:
……

Appendix 6: Informed Consent Form for Teachers

Title of Research: Teachers' Experiences in Implementing the Lower Secondary School Curriculum in Mbarara City in Uganda Principle

Investigator: AHABWE MONICA; Tel. contact +256-772654225 Kyambogo University, Department of Curriculum Teaching, Instruction and Media.

1. Introduction and Purpose of the Study

My name is Ahabwe Monica. I am a PhD in Education student at Kyambogo University, Department of Curriculum Teaching, Instruction and Media. As a requirement of this course, I am undertaking a study on exploring teachers' experiences in implementing the Lower Secondary Curriculum in Mbarara City in Uganda. The purpose of this study is to explore and understand teachers' experiences in implementing the Lower Secondary Curriculum in Mbarara City in Uganda with the aim of formulating recommendations that will inform policy and practice in the subsequent phases of the implementation of the LSC. The information you will provide will be kept confidential and only used for purposes of this study. In the process of report writing, your name will never be used. In this study I will carry out interviews, observations and look at your schemes of work and lesson plans to understand your experiences in planning for teaching, teaching and assessment when you are using the Lower Secondary Curriculum. You are free to respond to any question and if you are not comfortable with answering a particular question you can simply say no.

2. Description of the Research

This research is a qualitative case study research and will be conducted over a period of four months with teachers of English and Mathematics who are using the Lower Secondary Curriculum in senior 3 in both private and government schools in Mbarara City in Uganda.

3. Subject Participation

The study participants will be teachers of English and Mathematics who have used the Lower Secondary Curriculum for at least two years and directors of studies in selected secondary schools. Directors of Studies will also be interviewed to provide information that can be used to corroborate the data from the teachers.

4. Potential Risks and Discomforts

This is a qualitative case study that involves one-on-one interviews, classroom observations and documentary analysis so minimal risk is expected except getting into your valuable time and having to share your documents.

5. Potential Benefits

You will be provided with an avenue to share their experiences and the findings from this study will be used to inform policy and practice of the implementation of the Lower Secondary Curriculum for improved practices and strategies.

6. Confidentiality

The information you will provide will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you share with me will remain anonymous. I will carry out one-on-one interviews, observations and review your scheme of work and lesson plan. You are free not to answer a particular question and not to avail your scheme of work and lesson plan in case you don't want to. Every participant will be asked to sign a written study informed consent form before participating in the study as this ensures voluntarism and accept ability to participate in the study.

7. Authorization

By signing this form, you will be authorizing me to use the information from this research for example to make recommendations to the Ministry of Education and Sports on how the subsequent phases of implementation of the Lower Secondary Curriculum can be undertaken..

8. Participation

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

9. Withdrawal from the Study and/or Withdrawal of Authorization As a participant in this study, you can withdraw at any point if you choose not to continue.

10. Reimbursements

There isn't any form of reimbursement in this study except covering an expense you may incur as a result of participating in this study for example transport expenses, airtime.

11. Whom to contact in case of ethical related concerns.

This study was Approved by Uganda Christian university Research Ethics Committee (UCUREC) and cleared by Uganda national Council for Science and Technology (UNCST), In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

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

Yes **No**.

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

Name of Participant (Optional): …… Signature: …… Date: ……. Name of Researcher: ……. Signature: ……. Date: ……

Appendix 7: Introductory Letter from Kyambogo University Directorate of Research and Graduate Training

KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug, Email: drgt@kyu.ac.ug
Directorate of Research and Graduate Training
Office of the Director

Date: 22nd May 2023

TO WHOM IT MAY CONCERN

RE: [illegible]

Dear Sir/Madam,

This is to introduce to you the above named student Reg: No 16/U/13260/19697 pursuing PhD in Education (Curriculum Studies) Department of Curriculum, Teaching, Instruction & Media Studies, Kyambogo University.

She/he intends to carry out research on Teachers' Experiences in The Implementation of the Lower Secondary Curriculum in Mbarara City in Uganda

in partial fulfillment of the requirements for the award of Doctor of Philosophy in Education Degree of Kyambogo University

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

Any assistance rendered to him/her will be highly appreciated.

Yours sincerely,

Prof. Bosco Bua
AG. DIRECTOR

KYAMBOGO UNIVERSITY
★ 08 JUN 2023 ★
DIRECTOR
DIRECTORATE OF RESEARCH AND GRADUATE TRAINING

Appendix 8: Acceptance Letter from Mbarara City Education Offices

IN CASE OF ANY CORRESPONDENCE ON THIS SUBJECT, PLEASE QUOTE:
Your Ref:.....
Our Ref: CR/MC/220

MBARARA CITY

Office of the City Town Clerk
P.O.BOX 290
MBARARA-UGANDA
www.mbararacity.go.ug
info@mbararacity.com
mbararacity@gmail.com

MBARARA CITY COUNCIL

Thursday 14th March, 2024

Ms. Ahabwe Monica
Kyambogo University
P.O Box 01
Kyambogo

PERMISSION FOR DATA COLLECTION

In response to your letter dated 12th March, 2024 requesting to collect data for your academic research on the Topic: **"Teacher experiences in implementing the lower secondary curriculum in Mbarara city in Uganda"**

This is to inform you that permission to collect data for your research study in Mbarara City on the above topic has been granted.

Yours,

For: City Town Clerk
MBARARA
P.O.Box 290, Mbarara

Asiimwe Brenda
For: **CITY TOWN CLERK**

Vision *"A green, Inclusive and Sustainable City"*
Mission: *"To provide quality services through inclusive engagement for sustainable development"*

Appendix 9: Ethical Approval

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

12/03/2024

To: AHABWE MONICA
Kyambogo University
+256772654225

Type: Initial Review

Re:UCUREC-2023-721: Teachers experiences in implementing the lower secondary curriculum in Mbarara City in Uganda

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **07/03/2024** approved the above referenced study.

Approval of the research is for the period of **12/03/2024** to **12/03/2025.**

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

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for rereview and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **12/03/2025** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	English	PhD Proposal	2023-11-16
2	Protocol	English	PhD Proposal	2023-11-16

Yours Sincerely

Prof. Peter Waiswa
For: Uganda Christian University REC

UGANDA CHRISTIAN UNIVERSITY APPROVED UNTIL 15 AUG 2025 RESEARCH ETHICS COMMITTEE

Appendix 10: National Council for Science & Technology Approval

Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS2973ES
MONICA AHABWE Kyambogo University **Kampala**

22 November 2024

Re: Research Approval: Teachers\' experiences in Implementing the Lower Secondary Curriculum in Mbarara City in Uganda

I am pleased to inform you that on **22/11/2024**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **22/11/2024** to **22/11/2025**.
Your research registration number with the UNCST is **SS2973ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:
1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST.
New information that becomes available which could change the risk/benefit ratio must be submitted promptly for
UNCST notification after review by the REC.

5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to
UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	interview guide	English	DIRECTOR OF STUDIES	23 July 2024
2	interview guide	English	TEACHERS	23 July 2024
3	observation schedule	English	TEACHERS	23 July 2024

4	documentary analysis	English	TEACHERS	23 July 2024
5	Project Proposal	English	PHD PROPOSAL	
6	Approval Letter	English		
7	Administrative Clearance	English		
7	data collection tool- director of studies guide	English	pdf	15 August
8	data collection tool- teachers' interview	English	pdf	15 August
9	data collection tool- lesson observation	English	pdf	15 August
10	data collection tool- documentary	English	pdf	15 August
11	Covid-19 Risk mitigation plan	English	pdf	15 August
12	community engagement plan	English	pdf	15 August 2024

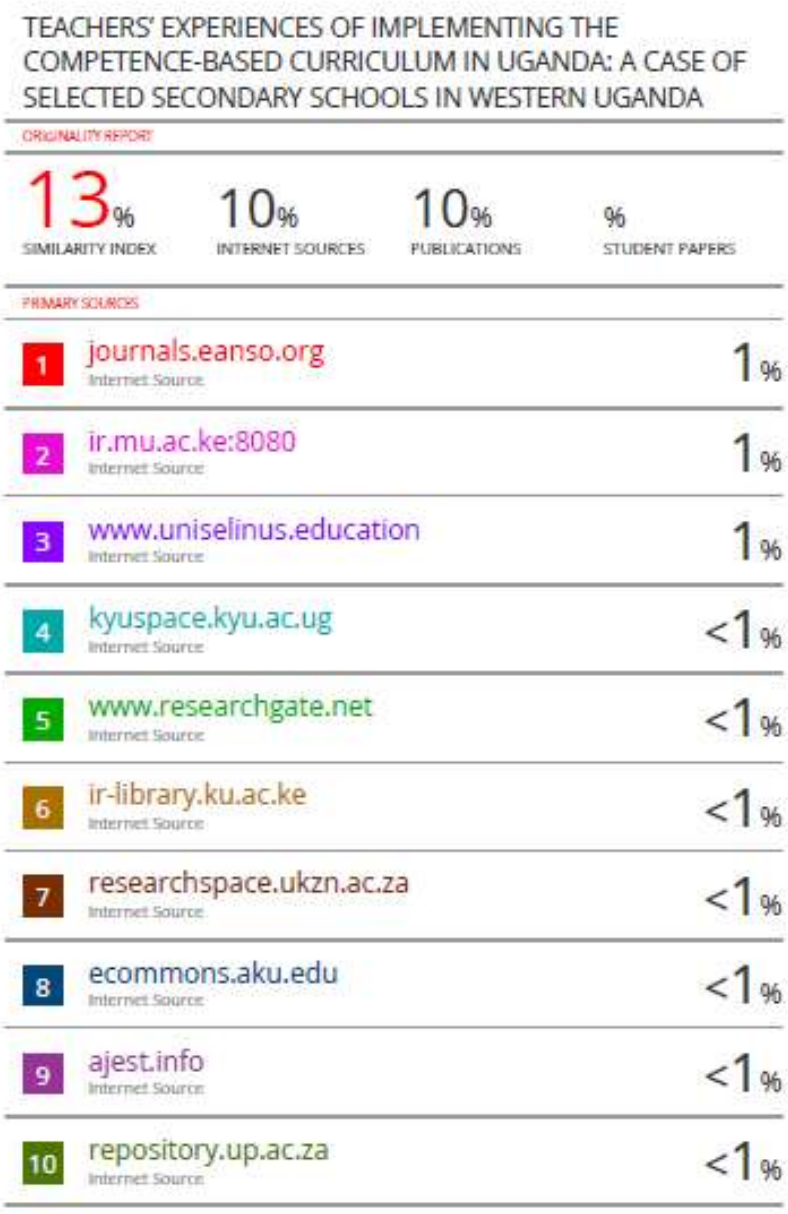
Yours sincerely,

Hellen Opolot
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION / CORRESPONDENCE
Plot 6 Kimera Road, Ntinda
P.O. Box 6884
KAMPALA, UGANDA

COMMUNICATION
TEL: (256) 414 705500
FAX: (256) 414 234579
EMAIL: info@uncst.go.ug
WEBSITE: http://www.uncst.go.ug

Appendix 11: Similarity Index Report



TEACHERS' EXPERIENCES OF IMPLEMENTING THE COMPETENCE-BASED CURRICULUM IN UGANDA: A CASE OF SELECTED SECONDARY SCHOOLS IN WESTERN UGANDA

ORIGINALITY REPORT

13%	10%	10%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	journals.eanso.org Internet Source	1%
2	ir.mu.ac.ke:8080 Internet Source	1%
3	www.uniselinus.education Internet Source	1%
4	kyuspace.kyu.ac.ug Internet Source	<1%
5	www.researchgate.net Internet Source	<1%
6	ir-library.ku.ac.ke Internet Source	<1%
7	researchspace.ukzn.ac.za Internet Source	<1%
8	ecommons.aku.edu Internet Source	<1%
9	ajest.info Internet Source	<1%
10	repository.up.ac.za Internet Source	<1%