

**A DESCRIPTIVE ANALYSIS OF THE PROGRESS MADE IN THE  
IMPLEMENTATION OF THE COMPETENCE BASED CURRICULUM IN THE  
SELECTED SCHOOLS IN KARAMOJA REGION.**

**BY**

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**A RESEARCH STUDY FOR PARTIAL FULFILMENT OF THE REQUIREMENT OF THE  
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LITERATURE IN ENGLISH FROM BUSITEMA UNIVERSITY, FACULTY OF SCIENCE  
AND EDUCATION.**

**NOVEMBER, 2023**

**Statement of Declaration:**

I declare that this research report is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any University or Institution of Higher Learning.

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**Endorsement by the Supervisor**

This research study has been prepared under my supervision upon appointment by B  
University.

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Date...04th/12/2023

## Summary

Quality of education depends on various factors among which are good preparations of students' education programmes. The development of a student requires a lot of application of skills learnt through practice, various class activities and personal research which are all aimed at proper development of the child. However, to achieve proper development of students, there needs to be implementation of a competent based curriculum which makes students active participants during study time other than passive participants like in the knowledge based curriculum where the teacher is the fountain of knowledge. The main stakeholders in implementing competence based curriculum are teachers, thus the professional competence of teachers can endow learner's competent knowledge in their profession which promotes national and global development. Soon after her independence in 1962, Uganda, like many other African countries, adopted a knowledge based curriculum. However, in 2008, the Ministry of Education and Sports set a plan to introduce a curriculum which would be the development of competence based curriculum for learning and assessments in the lower secondary level (Ordinary level). The curriculum was later implemented in the 2020 academic year, and it met a big challenge of the pandemic. Nevertheless, the ministry continued to emphasize its use across the country. This study sought to investigate the progress of the implementation of competence based curriculum in secondary school in Karamoja region in North Eastern Uganda. Specifically, the study focused on the resources, instructional strategies, training provided for the teachers and assessment procedures in implementing competence based curriculum. The study employed qualitative research methods with a phenomenological approach to come up with the best possible results, and data was analyzed qualitatively. The study used Kaabong Secondary School and Jubilee 2000 Secondary School as the case study to analyze the progress of the competence based curriculum in Karamoja region in Eastern Uganda.

## Key words:

*Competent-based ; curriculum; implementations: development: progress*

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## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### **Introduction:**

This chapter includes the following; the study background, the statement of the problem, the aim/purpose of the study, the study objectives, the research questions, and the significance of the study, the scope and conceptual framework.

#### **Background of the study**

The importance of education is changing across the world and so is what is expected of the classroom teacher. Education in general and secondary education in particular is meant to equip individuals with knowledge, understanding, skills and values that are needed for many areas of work (Nakabugo, Bisaso, & Masembe, 2011). However, in many countries, Uganda inclusive, the mode of secondary school teaching has previously been knowledge based – content-centered and examination-oriented, as opposed to competency based – entailing acquisition of skills, values and attitudes (Olema et al, 2021). The government of Uganda in 2020, due to the many flaws in the knowledge based curriculum and the demands of the modern society, rolled out a new competent based curriculum (NCDC, 2020) that is in its third year of implementation (New Vision, 2023).

Beginning from 2008, the Ministry of Education and Sports (MoES) made a decision to implement a change in the Lower Secondary Education Curriculum. The major purpose of this change was to make a shift from the old tried and trusted model of Secondary Education to a broader and more inclusive curriculum that can satisfy needs of different abilities of students (National Curriculum Development Centre [NCDC], 2020). This reform comes with a variety of changes at different levels to enhance the quality of instruction. Key among the changes is the training of secondary school teachers towards competency based education. The training of the secondary school teachers takes the form of continuous professional development (CPD) workshops defined as the means of updating, developing, and broadening the knowledge

acquired by teachers during their initial training and/or providing them with new skills and professional understanding (OECD, 2005 as cited in Nakabugo, Bisaso, & Masembe, 2011).

Serdenciuc (2013) stresses that in order to deal with a new perspective of knowledge management in a global economy, education systems must evolve. By this, stakeholders in education must focus on rethinking the teaching-learning process in order to prepare better graduates who will meet the changing social and economic demands. Teachers are expected to deliver a competence based education, placing greater emphasis on integrating skills that can help learners to be ushered in the competitive world (Olema et al, 2021). This delivery requires effective use of information and communication technologies for teaching and to engage more in planning within evaluative and accountability frameworks (Pena-Lopez, 2009). The education system consequently needs to strengthen teacher professional development program to prepare teachers for all the challenges they will face throughout the implementation of the competence based curriculum.

A competency-based curriculum, as such, focuses on what learners are expected to do and practice rather than what they are expected to know and memorize. A change from the knowledge based to a competency based curriculum is a major reform that calls for teachers' professional development as an integral component (Nakabugo, Bisaso, Masembe, 2011). Nakabugo, Bisaso and Masembe furthermore assert that effective professional development includes training, practice, and feedback with provision of adequate time and follow-up support. Therefore, it can be argued that professional development programs encourage teachers to involve students in learning activities which enable both teachers and students to share their expertise and experience more systematically (Olema et al, 2021). It due to this that the government of Uganda came up with the continuous professional development program to update teachers' skills, attitudes and approaches every now and then.

According to Sajan (2017), competency-based learning is not something new to the education industry across the globe. However, a change from knowledge based to competence based education comes with relatively new approaches to learning design which in turn comes with many challenges. Some of the challenges include; stakeholders in education generally perceiving that competency-based education as a time-consuming and a highly demanding activity

(Chrappan, 2015). Although the content of teaching in the competency based curriculum may not differ from the knowledge based curriculum, the applied methods and forms of classroom work differ (Olema et al, 2021). Olema and colleagues further argue that the competency based teaching emphasizes group work and cooperative techniques which demand a lot of input in terms of resources (personnel, materials and time). Therefore, a change from the current knowledge based education to a competency based education requires a lot of preparation and inputs from all stakeholders involved in the educational process.

A study carried out by Chrappan (2015) on teachers' judgment on competency – based education also reveals that teachers at secondary schools are the least supporting and inspired about competency-based lessons. Chrappan attributes the 'I don't care' attitude portrayed by the teachers towards the competency based education to the teachers not really believing that the new approach would be beneficial. Teachers would rather prefer to use chalk and talk method of teaching like they were taught during their school days. Besides this, they also think that teaching simply means transfer of knowledge from the teacher to the students. With this negative attitude from teachers, the process and progress of changing from knowledge based to competency based education may become challenging.

Kyobe and Rugumayo (2005) observe that teacher professional development in the competency based education, a customized program, requires a lot of training, preparation and mentorship. Such rigorous requirements for teacher preparation could result in few teachers being adequately trained to take on the new curriculum. In effect, the implementation process could be inefficient and ineffective. According to NCDC (2020) over 30% of the total population of teachers in Uganda had not attended any training in implementation and assessment of the new lower secondary curriculum. This clearly shows how the implementation of the curriculum is not taking a good course.

Further, Kasule (2015) identifies less funding to finance the curriculum so as it can stand on a firm ground. The aspect of finance is one of the major challenges to the implementation of the curriculum. According to Kasule, 80% of the recurrent education budget of Uganda is allocated for salaries, leaving a meager 20% for the major teaching and learning expenditures including

professional development. With such limited funding, the change from knowledge based to competence based education remains a challenge.

In a related observation by Kyobe and Rugumayo (2005), the unique environment and resources required for implementation of a competency-based education may not be available in most secondary schools in Uganda. The change to a competence-based curriculum requires modern classrooms, smart boards, laboratories, creative centers and technologies at all levels (Olema et al, 2021). The inadequacy of material resources and infrastructure may hinder the proper implementation of the change.

It can, therefore, be concluded that the newly implemented content based curriculum has not been well received by many stakeholders in the education sector due to the various challenges it has come with (Olema et al, 2021). However, the curriculum has moved into its third year after implementation, even when the pandemic posed a big challenge. This therefore for means that teachers have made some progress in using the curriculum across Uganda regardless of the many challenges that it has been attributed to.

Unfortunately, no current studies have come out to investigate the progress made by the curriculum in the three years so far. This was the motivation for the research study which focused on secondary schools in Karamoja region, to assess the progress made in the implementation of the new curriculum whilst identifying the challenges on ground.

## **Problem Statement:**

Despite the introduction of the competence-based curriculum in Uganda, the progress in its implementation in Karamoja region, in Eastern Uganda remains uncertain. While there is an ideal situation where the curriculum is fully implemented, equipped with evidence-based monitoring and evaluation, the reality is different. Currently, selected schools face difficulties in adhering to the curriculum guidelines with limited infrastructure and resources. The lack of competence-based curriculum expertise and support from the government have resulted in inadequate monitoring and evaluation of the program's effectiveness. The implications of not addressing this issue could lead to poor quality education and an unprepared workforce, ultimately hindering the growth and development of Uganda's economy. Therefore, there is a need for urgent intervention that includes the provision of resources, training, and mentorship to support the effective implementation of the competence-based curriculum in selected schools in Karamoja in Eastern Uganda. The purpose of this study was to assess the progress of the competence-based curriculum in Karamoja region focusing on Kabong and Karenga districts. The study employed qualitative methods using Kabong Secondary School and Jubilee 2000 Secondary as the schools for the case study.

## **The purpose of the study**

The purpose of the proposed study is to provide lasting solutions to the challenges faced during the implementation of the competence-based curriculum in Uganda.

## **Objectives of the study**

The main objective of the study is to assess the progress made in implementation of the competence-based curriculum in Uganda. However, the sub-objectives of the study include:

- i) To find out how teachers are adopting to the changes brought by the competence based curriculum.
- ii) To assess how often teachers attend professional development programs in relation to the implementation of the competence based curriculum.

- iii) To identify the possible factors causing the challenges to the implementation of the competence based curriculum.
- iv) To suggest possible solutions to deal with the challenges posed by the competence based curriculum.

### **Research questions**

1. How have the teachers adopted to the changes and methods brought by the competency based curriculum?
2. How often do teachers attend professional development programs in relation to the implementation of the competence based curriculum?
3. What are the possible factors that cause the challenges to the implementation of the competency based curriculum?
4. What solutions can be introduced to deal with the challenges posed by the competency based curriculum?

### **Hypotheses of the study**

#### *The Null Hypothesis:*

The competence based curriculum has registered tremendous progress in secondary schools in Karamoja region.

#### *The Working Hypothesis:*

The competence based curriculum has been marred with challenges during its three years of implementation.

### **Scope of the study:**

The study was conducted in kaabong and karenga districts in the Karamoja region in the North Eastern part of Uganda, with Kaabong Secondary School in Kabong district and Jubilee 2000 Secondary School in Karenga district as the population of the study. The study focused on the progress made by the competence based curriculum in the region. The major teachers of interest were of the new lower secondary curriculum (forms one, two and three). The research used qualitative approaches to obtain the results required, and data was also analyzed qualitatively.

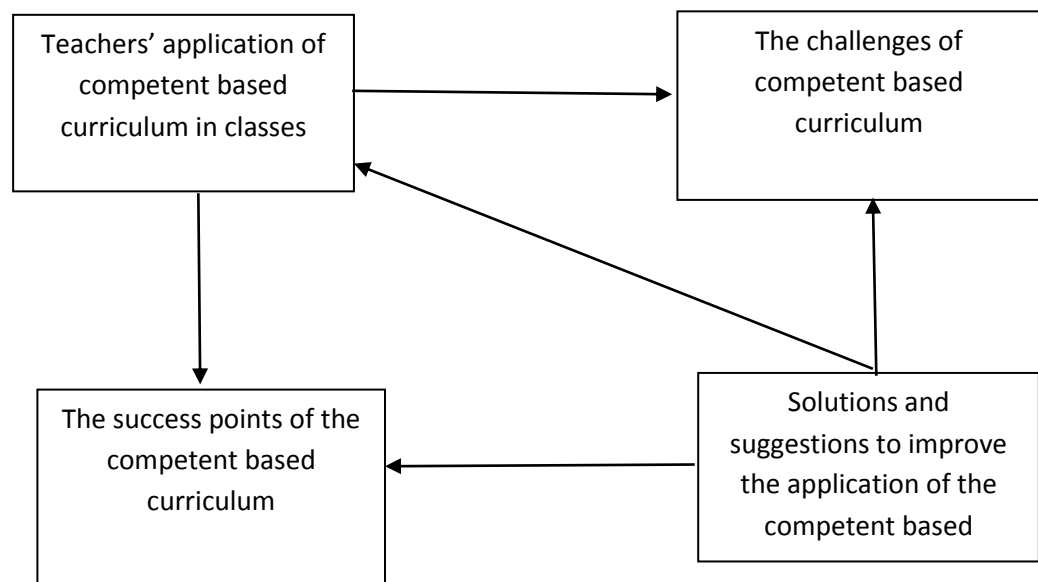
## The significance of the study

With limited information on the progress of the newly implemented competent based curriculum, this intended study will provide stake holders with a view into the reality and challenges faced by the implementers of the curriculum. As such, they will be able to identify and understand the immediate needs that are required to perfect the curriculum for betterment of education of the country.

The study will also provide solutions both to teachers and stakeholders on the challenges, while suggesting innovations that can be of help in order to facilitate the improvement of the curriculum basing. Teachers challenges will be analyzed and possible suggestions and solutions will be made which will enable them to reduce on the challenges while implementing the competent based the curriculum.

## Conceptual framework

The conceptual framework for the intended study was;



In the conceptual framework above, the researcher intended to first of all assess the application of the competent based curriculum in the schools. The next step was then to analyse the success

and challenges barring the curriculum's implementation. Lastly, the researcher intended to find lasting solutions to the challenges, while coming up with suggestions to improve the curriculum to reduce the challenges and add to the success points of the curriculum.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction:**

This chapter consists of a review of related literature on the competence-based curriculum and its progress in the various studies conducted.

#### **The Competence-based Curriculum and its Inception**

Hodge (2007) states that competency-based teaching has its societal origins in the United States of America during the 1950s, 60s and 70s. Public debate and government initiatives centered on the widely held view that there was a problem with the quality of education in the United States. One of the responses to this crisis was the Performance – Based Teacher Education movement which synthesized the theory of education that became competence-based teaching.

Marzano (2010) further asserts that, competency based approach was first introduced in the US by the 60's, in the 70's German and United Kingdom and Australia in the 90's. In the US, with the larger population of minorities and racial integration during 60's and 70's, the public school system had to grapple with issues of cultural sensitivity as most teachers from public schools came from white and middle class backgrounds. Most of these teachers were educated and primarily were English speakers. The government of the United States therefore observed the necessity of training educators in the area of competencies that teachers could work effectively with children of all social background and social classes. In Australia and German, competencies were recognized as a method for vocational training. This curriculum therefore emphasizes on what the learners can do rather than what they should be shown in theory (Frank, et al, 2010).

Competency Based Curriculum (CBC) currently appears to be gaining ground in basic, technical and higher education across the world. The driving force is the purpose of connecting the education initiatives with labour markets and the dynamic societal demands (Mulder *et al.*, 2018). In Uganda, the Ministry of Education and Sports made a decision in 2008 to change the curriculum from the knowledge-based to competence-based. This was so because the government thought it wise to make a change from the out of use curriculum that had less support across the world (Olema et al, 2021). The evolution of the world requires hands-on

workers, who have the necessary skills applicable in the market across all fields (NCDC, 2020). As such, the competence-based curriculum, which emphasizes students taking control of classroom activities and the teacher being a passive assistant, was considered by the MoES as the best alternative (Olema et al, 2021).

### **The Implementation and Progress of the Competence-based Curriculum**

According to Sajan (2017), competency-based learning is not new to the education industry. Generally in African Countries, Competence Based Curriculum was executed effectively in the 21st century though many challenges were encountered in its implementation. In the 2000s' Tanzania introduced competence based curriculum which encouraged a learner to master knowledge, skills and abilities (Jasmin, 2020). However, a shift from knowledge based to competence based education comes with relatively new approaches to learning design, delivery and assessment. In Uganda, according Olema et al (2021), the competence-based curriculum was rolled out for implementation in 2020 by Ministry of Education and Sports. Since then, teachers have scrupled with its implementation and use in the lower secondary school for the past two years.

Kavindi (2014) found that, development of competencies starts from Competence Based Curriculum objectives and goals, preparation in teaching, implementation in teaching in classroom and lastly assessment and evaluation of such competencies. Ministry of Education and Sports emphasized the use of competence based curriculum in order to improve quality of personnel in competence knowledge in all professions (Tilya & Mafumiko, 2018). This is stipulated in Uganda's vision 2040, to have a quality education of well-educated society who can know how to use their knowledge in solving different problems in the society.

Consequently, the competence-based curriculum has continued its journey to being the curriculum of education in Uganda. Even though it is marred with challenges, teachers and other stakeholders have embraced the curriculum willingly, reluctantly or unwilling (Olema et al, 2021). Few teachers have attended various training organized by NCDC to equip teachers with the necessary skills to plan, deliver and assess the competent based curriculum. Similarly, many school heads have also organized private sessions and internal seminars to continue equipping and reminding teachers of the skills required for the effective use of the competent-based

curriculum. As such, teachers are beginning to slowly acclimatize to the competence-based curriculum, and given time, the challenges it is facing now will be reduced provided various stakeholders continue putting in maximum effort to see it succeed (Olema et al, 2021).

### **Challenges hampering the Implementation of the Competent-based Curriculum**

Implementation of Competence based curriculum in Uganda has gone through several challenges in teaching and learning since its inception in 2020 (Olema et al, 2021). In Rutayuga (2014), Olema et al (2021) and Cherotich et al (2023), it is discovered that challenges of competence based curriculum include the lack of teaching and learning resources, instability of funding and political will to support implementation of the competence-based curriculum, lack of knowledge of teachers due to inadequate training, Poor support from educational stakeholders, and inadequate use of instructional strategies which influence competence based.

The introduction of competency based curriculum in the education system of Uganda shifts the orientation of the content, largely but not exclusively, away from the rote memorization of factual knowledge to competency based learning which is largely instrumental (Jasmin, 2020). This focuses much more on the understanding of concepts, and the acquisition of skills and competencies, which in turn calls for changes in teaching, learning and assessment approaches (Komba & Mwandaji, 2015). Komba and Mwandaji (2015) showed that teachers are not well prepared to cope with the real pedagogies of implementation of competence based curriculum in different education level.

In a similar observation by Kyobe and Rugumayo (2005), the sophisticated environment and resources required for implementation of a competency-based education are not be available in most secondary schools in Uganda especially rural schools and some underfunded private schools. The change to a competency based curriculum requires modern classrooms, smart boards, laboratories, creative centers and technologies at all levels (Olema et al, 2021). The inadequacy of material resources and infrastructure may impair the proper implementation of the shift.

## **Suggestions to mitigating the Challenges of the Competence-based Curriculum**

Therefore A shift from knowledge based education to a competency based education requires a fundamental change in the education sector as a whole. However, the improvements to be gained in student learning, efficiency and affordability are worth the effort (Cator, Schneider, & Vander Ark, 2014). The government needs to enforce some forms of structures and policies for professional development that have not been in place. The competence based curriculum implementation in Uganda needs to be tackled from student-teacher preparation as they are the main stakeholders in implementing competence to learners of different professions (Jasmin, 2020). Global changes are in search for professional competences so as to cope with change.

There is also the need for changes in the instructional approaches, calls for changes in the student-teacher training programs to equip teachers (both in-service and pre-service) with the necessary competencies for handling the new teaching methods and approaches (Jasmin, 2020). Teachers need to have considerable skills to match the curriculum to learners and thus, requiring modification in the curriculum of teacher training colleges and an intensive widespread in-service training for all those already teaching (Wood, 2008).

Furthermore, Cator, Schneider, and Vander Ark (2014) suggest that the shift to a competency based curriculum would require curriculum specialists to come up with a competency map of what teachers and teacher-leaders need to have knowledge on and be able to do with well-designed curriculum elements for specific needs. This should be followed by aligning existing instructional content and resources to the competency map and identifying gaps which need to be filled for efficient and effective implementation.

There is also need to design, develop and identify technology based platforms such as social media platforms (*e.g.*, WhatsApp groups, Instagram, LinkedIn, Tweeter, and Facebook) that support the transformation from the knowledge based to competency based education (Cator, Schneider, & Vander Ark, 2014). This would further boost the face-to-face teacher professional development efforts, which individually may not be enough for an effective change. Such technology enhanced platforms would encourage informal collaborative professional development activities such as discussions with peers, being mentored, informal peer review, and peer feedback well beyond the formal settings. Olema et al (2021) also for a successful shift to

the competency based education, it is necessary to acknowledge a bottom-up approach to the implementation of the curriculum. The Ministry of Education and Sports needs to take into consideration the voices of all stakeholders for inclusion.

### **Gaps in the existing literature**

As viewed above, many studies have clearly elaborated on the existence and use of the competence-based curriculum across the world, in East Africa and specifically in Uganda. These all point out its reception by stakeholders, implementations, challenges and the possible solutions to the challenges hampering the progress of the curriculum. However, there are no existing field studies that have clearly displayed the achievements of the curriculum and clearly shown the situation in the field, as all are review papers. This means that in the past two years since its inception, no or few studies have been conducted to track the progress of the competence-based curriculum in Uganda. As such, the researcher intended to fill this gap by conducting a thorough survey of the situation on the ground in the implementation of the new curriculum in secondary schools in Uganda, and particularly, in Karamoja region, focusing on Jubilee 2000 Secondary School in Karenga district and Kaabong Secondary School in Kaabong district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

In this chapter, the methods that were used to collect the data are clearly stated. It also states the area of study, research design, sample framework, sample size, data collection methods, data analysis and limitations to the study.

#### **Research Design**

The researcher put to use qualitative method of research study. In Kambala (2021) qualitative research consists of gathering and analysing non-numerical data such as video recordings, texts through questionnaires or audio recordings. The main purpose was to comprehend concepts, opinions and experiences of the variables. The method was majorly used to gather in-depth insight into a problem or generate new ideas for a research study. In this study, the researcher used case study design which, according Abel and Olive (1999) consists of an intensive and descriptive analysis of a group, institution or phenomenon so as to get an insight into a bigger population

#### **Study Population**

This study assessed the progress made in the implementation of the competence-based curriculum in secondary schools in Karamoja. The study's respondents were ordinary level teachers with emphasis on teachers of the lower level secondary. A total number of fifteen (15) teachers of each school's ordinary levels. The research used two schools; Kaabong Secondary School in Kaabong district and Jubilee 2000 Secondary School in Karenga district for the case study.

#### **Sampling Strategies**

The researcher employed probability sampling technique which involved random sampling to pick the participants for the study. The major reason for employing random sampling was based on the assertion that every member of the population had the same chance of being included in the sample and where all samples of a given size have the same chance of selection (West, 2016).

All teachers of ordinary level therefore have the chance of being selected and giving the best results needed for the study. The researcher will use 15 respondents from each school's teachers of ordinary level.

### **Data Collection**

The researcher put to employment various data collection methods and tools to obtain data from the fields of research. These included observation, interviews, document analysis and questionnaires for the participants.

Data was gathered from the thirty participants (teachers) through in-depth interviews. This was the primary method of data collection as information from the participant about their views on the newly implemented competence-based curriculum and their personal progress in their fields of specialization can only be effectively acquired through face to face interviews. A planned interview schedule was followed, which included both open-ended and closed-ended questions. Structured interviews were utilized to ensure that the respondents were given the same questions and to provide a higher degree of reliability and validity than unstructured interviews as stated in Kibru et al., (2021).

Document analysis was also employed in attaining information for the study. This consisted of reviewing of previous publications such as brochures, reports, newspapers, articles, and minutes related to the topic and problem. The researcher reviewed necessary documents related to the progress made in the implementation of the competence-based curriculum in Uganda since its inception in 2020.

The research also appropriately employed various observation methods to collect data that was relevant for the research from the participants that they exhibited unknowingly and unconsciously. Field observations are considered very important in qualitative research because they enable the researcher to record information that may have been deliberately or accidentally eliminated during interviews and discussions with the respondents.

### **Data Analysis**

Data obtained from the field was analysed qualitatively. This put in focus the in-depth analysis of the ideas and experiences of all participants in order to arrive at a meaningful conclusion for the

study. In order to get to know the progress that has been made in implementation of the competence-based curriculum, data that was obtained through observation, document analysis and interviews was analysed using qualitative methods.

### **Ethical Consideration**

The researcher first of all sought for the necessary and legal permissions from various concerned authorities before indulging in any activity for the study. This provided room for a trusted relationship among the people involved during the research.

Respect for anonymity and confidentiality by the research was, secondly, highly guaranteed and upheld. The identity of all participants and information given was not in any way revealed to the public for consumption.

Informed consent was another ethical consideration that was acknowledged. The researcher ensured that every participant willingly agreed to participate in the research, and the right procedures were taken to inform the participants about their involvement and how the study was to benefit the various stakeholders.

The researcher also upheld the privacy of each participant from any form of view. Being a study on a serious issue of national importance, the privacy of each informant was therefore upheld for their own protection.

The researcher gave keen attention to the vulnerable groups of people. Teachers with special needs were protected against any form of discrimination or harm during the conducting of the study.

The study further put in focus beneficence that is, ensuring no one is harmed during and after the study. The researcher ensured no one was harmed by the processes involved during the study and even after the study by the information it was to give out.

### **Possible Limitations to the Study**

Being an academic research for the fulfilment of the requirements for a bachelor's degree, the study was affected by time as the research was forced to rush in a bid to meet the possible deadlines. This arose due to the location of the two fields of data collection (in two different districts).

The study on the progress in the implementation of the competence based curriculum in secondary schools was limited to a small sample size, that is two schools and considering only a few teachers. This resulted into the fallacy of generalization where results gotten and generalized may not be the same results as those that would be retrieved from another phenomenon.

There was also a challenge of content limitation. Many participants were reluctant or scared to share vital information regarding the topic and problem of study. As such, results drawn from the available participants led to shallow conclusions.

There were issues of financial setbacks and lack of procurement for the study. Being conducted in two different districts, movement across the two required some money which became a challenge for the researcher. Similarly, procurement of recording materials and later printing of the documents also required finances hence posing a challenge.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### Introduction

This deals with analysis and interpretation of the data collected. It includes discussion of the Questionnaire and interview results. The data was based on the two hypothesis:

1. The competence based curriculum has registered tremendous progress in secondary schools in Karamoja region.
2. The competence based curriculum has been marred with challenges during its three years of implementation.

#### Demographic characteristics of respondents.

**Table 1: Sex of respondents**

| SCHOOL                        | MALES | FEMALES |
|-------------------------------|-------|---------|
| Kaabong Secondary School      | 8     | 7       |
| Jubilee 2000 Secondary School | 7     | 8       |

Of all the 30 respondents, 8 were male teachers from Kaabong Secondary School, which had 7 females, and Jubilee 2000 Secondary School had 7 males and 8 females. This was in a bid to promote gender equality during the carrying out of the research. Respondents were not grouped in terms of subjects taught. A mixture of humanities and science subjects was used all through.

#### Analysis and interpretation of data for validation of hypothesis one and two:

1. The first hypothesis that the study followed was that the competence based curriculum has registered tremendous progress in secondary schools in Karamoja region. To test this hypothesis, questionnaires were administered to the teachers and they were later interviewed. The findings were presented as follows:

### **Implementation of competence based curriculum**

**Has the competence based curriculum been fully implemented in your field and in the school?**

| <b>SCHOOL</b>                        | <b>IN THE SUBJECT</b> | <b>IN THE SCHOOL GENERALLY</b> |
|--------------------------------------|-----------------------|--------------------------------|
| <b>Kaabong Secondary School</b>      | 10                    | 7                              |
| <b>Jubilee 2000 Secondary School</b> | 12                    | 10                             |

**How many times teachers have attended professional development programs in relation to the implementation of the competence based curriculum:**

**Table 3:**

| <b>SCHOOL</b>                        | <b>Above 15</b> | <b>Between 10-15</b> | <b>Between 5-10</b> | <b>Between 1-5</b> | <b>Never (0 times)</b> |
|--------------------------------------|-----------------|----------------------|---------------------|--------------------|------------------------|
| <b>Kaabong Secondary School</b>      | 5               | 3                    | 2                   | 4                  | 1                      |
| <b>Jubilee 2000 Secondary School</b> | 3               | 6                    | 4                   | 2                  | 0                      |

### **Factors causing challenges to the implementation of the competence based curriculum:**

When asked generally about some factors that are causing the challenges to the implementation of the competence based curriculum the teachers majorly identified the following:

- Lack of government follow-up. The ministry has not paid much visits to the region to check if the curriculum is being effectively implemented. The local government is also relatively silent on the curriculum and they do not seem to bother.
- Delay in delivery of teaching materials to the districts. Teachers from Kaabong complained of delays in reception of senior three teaching materials which they received mid of the first term and yet they were expected to teach.
- Science teachers in both schools also complained of lack of apparatuses in the laboratories since the curriculum requires frequent use of the laboratory during class times for various illustrations. They attributed this to the lack of funds by the government in order to ensure the proper implementation of the curriculum.
- For vocational subject teachers, they raised a concern about the DiT training, which at the time of the study, had not been conducted for the senior three class.
- For the senior three class, they attributed the challenges of the class to the pandemic which heavily affected the implementation of the curriculum in the mentioned class.
- Learning attitudes of the learners was also another challenge, where learners coming from the teacher-centered primary background found it very hard to adopt to the new student-centered curriculum. They feared giving answers in class and preferred listening to the teacher.
- Influx of the new curriculum as many teachers found that the old curriculum was more effective to them than the new one that did not promote any proper learning since a teacher is the source of knowledge.

### **Discussion of results**

General findings:

From the findings obtained, it was concluded that schools in Karamoja have attempted to implement the new competence based curriculum. However, this has been successful in some areas while in others, challenges were identified. On a positive note, it was observed that many teachers, especially science and language teachers successfully employed competence based approaches of discussions, think-pair and share, personal research and classroom presentations, where learners were fully engaged during the class time. Learners of subjects like Agriculture, Entrepreneurship and Fine Art were also engaged in project works, in the farm and compound sites demarcated for projects.

Furthermore, teachers organized visits outside the classroom to observe and identify some aspects that they have talked about in class. During an English class for senior one (chapter for *At the Market*), the students of Kaabong Secondary School paid a visit to Kaabong Main Market and each of them were required to write a simple report on their observation. Similarly, the senior two class also had an observation of soil erosion types around the compound, with the teacher creatively using containers to pour water on bare ground to illustrate the various types of soil erosion in Geography. These all point towards the achievements in the implementation of the new competence-based curriculum.

It was also noted in both schools that during staff briefings on Friday lunchtime for Kaabong Secondary School and Wednesday lunchtime for Jubilee 2000 Secondary School, the academic department discussed various aspects of the new curriculum and responded to concerns from the teachers, which shows how the schools are willing to implement and progress with the new curriculum.

However, it was also discovered that most times, teachers adamantly and purposely employed teacher-centered methods. Even when they held discussions and research workers, they did not assign students to make their own notes or compile what a teacher has elaborated. Teachers were noted giving notes and assignments to learners most of the times they had in class. Less time was allocated for the activities.

Furthermore, teachers primarily used the learners' books and teachers' guides for teaching, as many had no external sources of knowledge, yet the text books are to guide the teaching and learning process.

There was also no incorporation of information technology approaches in the classroom as the teachers were the major sources of knowledge. Teachers of history and Christian Religion hinted that the methods of the new curriculum do not favor their subject since they are knowledge based not competent based.

Even when many teachers tried to implement the curriculum, many still unconsciously employed their traditional methods, which clearly shows that the competence based curriculum has not fully been received by the teachers in Karamoja sub-region.

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATION AND CONCLUSION**

#### **Introduction**

After a detailed discussion of the findings of the study a summary of the study, conclusion and general recommendations were made.

#### **Summary**

The researcher used both teachers of science and humanities who were randomly selected from the two selected schools. The teachers were specifically ordinary level teachers from form one to form three. They were interviewed and responded to simple questionnaires on the progress made by the competence based curriculum in their specific fields and in their schools at large. Furthermore, field observations were conducted during class times in order to further ascertain the results. The observation found that the competence based curriculum has recorded some progress since its inception but is still marred by challenges that are hampering its full implementation and success.

#### **Conclusion**

From the findings of this study the following conclusions about the progress made in the implementation of the competence based curriculum in schools in Uganda, especially in Karamoja region.

There has been some strands of achievements made so far as many teachers have adopted the competence based methods outlined by NCDC in the curriculum in their classrooms. Laudable are the teachers of languages, literature and science teachers who were recorded engaging their learners during the teaching and learning process.

It is noted that, even when some achievements have been recorded, there is still a lot that needs to be done in order to ensure that the competence based curriculum reaches its full potential. The lack of follow up by the government has poised a big challenge. Furthermore, lack of scholastic

materials, laboratory apparatuses, trained industrial training personnel and training for all teachers and irregular across the country have hampered the full implementation and success of the competence based curriculum.

### **Recommendations**

The local government should ensure strict supervision of the implementation of the competence based curriculum by paying constant and random visits to school to observe its implementation. Strict punishments should also be levied on schools that adamantly do not observe the requirements of the new curriculum.

School heads also need to constantly emphasize and organize seminars and training sessions in order to remind and add to the already gained knowledge and skills in the implementation of the competent based curriculum as many teachers did not attend all trainings. Teachers also need to be reassured and motivated in order to transit from the traditional methods to the competence based curriculum.

Furthermore, teachers should blend both the new and old curriculum as they slowly introduce the learners to the various approaches of the competence based curriculum. This can be possible in the lower level of senior one, before fully engaging the learners in the new competence based curriculum.

The government should fund and provide immediate scholastic aid to schools in vulnerable regions and hard to reach areas as this is a very big challenge in such regions, where by many of the schools in the region are still lagging behind as the books received do not match the number of students.

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