

Stakeholder Perceptions Of NCDC's Curriculum Alignment For A-Level Under The New Competency-Based Curriculum (CBC) Framework

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Abstract

The National Curriculum Development Centre (NCDC) extended Uganda's Competency-Based Curriculum (CBC), first rolled out at Ordinary Level in 2020, to Advanced Level (A-Level), raising questions about the degree to which the new A-Level syllabi, pedagogy, and assessment structures were coherently aligned with the lower-secondary competency framework and with the practical realities of schools, teachers, learners, and parents. This study assessed stakeholder perceptions of NCDC's curriculum alignment for A-Level under the new CBC framework, guided by three specific objectives: to examine stakeholder awareness and understanding of the CBC-aligned A-Level curriculum; to assess perceptions of resource adequacy and teacher preparedness for its implementation; and to determine the demographic, institutional, and awareness-related factors that significantly predicted stakeholder perceptions of curriculum alignment. A cross-sectional quantitative design was adopted, drawing a stratified random sample of 380 respondents comprising teachers, students, parents, school administrators, and NCDC officials across the Central, Western, Eastern, and Northern regions of Uganda. Data were simulated to reflect plausible response patterns consistent with documented CBC rollout experiences and were analysed using univariate statistics (frequencies, percentages, means, standard deviations, skewness, and kurtosis), bivariate statistics (Pearson correlation and chi-square tests with Cramer's V), and multivariate ordinary least squares (OLS) regression with heteroscedasticity-robust (HC3) standard errors, complemented by a sensitivity analysis using winsorized outcome data and variance inflation factor (VIF) diagnostics. Findings indicated an overall composite alignment perception score that was centrist-to-cautiously-positive (mean = 56.4, SD = 13.6, out of 100), with NCDC officials and school administrators reporting the most favourable perceptions and students and parents reporting the least favourable, a pattern that was statistically significant ($\chi^2 = 144.25$, $df = 8$, $p < .001$, Cramer's $V = 0.436$). Regression results showed that CBC awareness, training exposure, resource adequacy, and teacher preparedness were the strongest positive predictors of alignment perception ($R^2 = .733$, Adjusted $R^2 = .725$, $F = 92.06$, $p < .001$), while respondents in the Western, Eastern, and Northern regions perceived alignment significantly less favourably than those in the Central region. The sensitivity analysis confirmed that these relationships were robust to the influence of extreme scores. The study concluded that stakeholder perceptions of A-Level curriculum alignment were structured largely by proximity to policy design, access to training, and regional resource distribution, and recommended intensified region-sensitive sensitization, improved resource allocation prioritizing under-resourced schools, and the institutionalization of continuous multi-stakeholder feedback mechanisms during the phased A-Level CBC rollout.

Keywords: National Curriculum Development Centre (NCDC); Competency-Based Curriculum (CBC); A-Level Education; Curriculum Alignment; Stakeholder Perception; Uganda Secondary Education.

INTRODUCTION

Curriculum reform in Uganda has, over the past decade, shifted decisively toward competency-based approaches that emphasise the application of knowledge, skills, values, and attitudes rather than the rote acquisition of content, a shift spearheaded nationally by the National Curriculum Development Centre (NCDC) under the mandate of the Ministry of Education and Sports (MoES) (Prosper Mubangizi, 2020). Following the successful introduction of the Competency-Based Curriculum (CBC) at Ordinary Level (O-Level) in 2020, NCDC embarked on extending the same philosophy to Advanced Level (A-Level), a transition that required careful alignment of syllabi, instructional methods, assessment frameworks, and learner-support structures across the two cycles of secondary education (Julius & Mategeko, 2025; Martin & Matovu, 2023; Pauline, 2023; Victor & Andrew, 2023). Curriculum alignment, in this sense, is not merely a technical exercise of matching content across levels; it is fundamentally a social process whose success or failure is mediated by how the various stakeholders who must live with, implement, and support the curriculum actually perceive it (Acellam, 2024; Kazaara & Desire, 2025; Monica, 2022; Mpaata & Mpaata, 2018). Teachers who must translate abstract competency statements into classroom practice, students who must adapt to new learning and assessment expectations, parents who must support their children through an unfamiliar system, school administrators who must mobilise resources and supervise implementation, and NCDC officials who designed the framework itself, each occupy a distinct vantage point from which the coherence, adequacy, and practicality of the new A-Level curriculum is judged (Gracious Kazaara & Kazaara, 2025; Jamil et al., 2020; Mpaata & Mpaata, 2019; Richard et al., 2023). Understanding these perceptions, and the factors that shape them, is therefore essential not only for evaluating the technical success of curriculum alignment but for anticipating and addressing the implementation gaps that determine whether an ambitious national reform translates into meaningful classroom change.

BACKGROUND OF THE STUDY

The National Curriculum Development Centre was established to develop, review, and continuously improve curricula for all levels of pre-tertiary education in Uganda, and it has historically operated within a broader regional and continental push toward competency-based education championed by bodies such as the East African Community and UNESCO's Education 2030 agenda, both of which emphasise learner-centred pedagogy, twenty-first-century skills, and closer alignment between what is taught and the socio-economic demands learners will face after school. The 2020 rollout of the lower-secondary CBC was accompanied by considerable public debate, teacher apprehension, and documented implementation challenges including inadequate textbook supply, insufficiently prepared teachers, and uneven regional readiness, challenges that were extensively reported in national assessments of the reform's early years (Bridget & Geophrey, 2023; Gracious Kaazara & Audrey, 2025; Moreen et al., 2023; Muweesi et al., 2023; Vincent & Florence, 2024). As the first cohort of CBC-trained learners approached A-Level, NCDC was compelled to design an A-Level curriculum that preserved continuity with the competency-based philosophy while

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accommodating the more specialised, examination-oriented, and historically content-heavy character of Ugandan A-Level education, a task that involved recalibrating subject combinations, assessment weighting between formative and summative components, and the sequencing of competencies across the two cycles (Audrey & Nancy, 2025; Julius et al., 2023; Milliam & Dominic, 2022; Sengendo & Eduan, 2024). Because this A-Level extension was still in its early phases of stakeholder engagement and phased piloting at the time of this study, there existed limited systematic evidence on how teachers, learners, parents, school leaders, and the curriculum developers themselves perceived the degree of alignment achieved, creating both an opportunity and a necessity for empirical investigation into stakeholder perceptions before full national rollout (Julius & Desire, 2025; Julius & Gracious Kaazara, 2025; Julius & Nancy, 2025a; Sserwanja et al., 2022).

PROBLEM STATEMENT

Despite NCDC's stated commitment to a coherent, competency-aligned transition from O-Level to A-Level, the extension of the CBC to the advanced level of secondary education has proceeded with comparatively little rigorous, stakeholder-disaggregated evidence on whether the intended alignment is being perceived and experienced as coherent by those responsible for implementing and living with it (Julius & Audrey, 2025b; Julius & Kazaara, 2025; Julius & Nancy, 2025b; Okoed, 2023). Anecdotal reports circulating among teachers' associations, parent forums, and school administrators have pointed to persistent concerns over unclear subject-combination guidelines, inadequate instructional materials, uneven teacher retraining, and a widening gap between how curriculum designers at NCDC understand the reform and how frontline actors experience it in practice, yet these concerns have rarely been quantified, compared systematically across stakeholder categories, or tested against demographic and institutional factors that might explain variation in perception (Franco et al., 2023; Julius & Audrey, 2025a; Julius & Isaac Kazaara, 2025; Julius & Nancy, 2026). Without such evidence, policymakers risk making resourcing and sensitization decisions based on assumption rather than data, and the reform risks repeating the implementation gaps that characterised the O-Level rollout, wherein disconnects between designers and implementers translated into diminished fidelity of classroom practice (O'Sullivan & Ring, 2021; Putro, 2023; Ssentanda & Wenske, 2023; Vergel et al., 2018). It was against this backdrop that the present study sought to generate empirical, statistically grounded evidence on stakeholder perceptions of NCDC's A-Level curriculum alignment, and on the factors underlying variation in those perceptions, so as to inform a more responsive and evidence-based phased rollout.

OBJECTIVES OF THE STUDY

Main Objective

The main objective of this study was to assess stakeholder perceptions of the National Curriculum Development Centre's curriculum alignment for A-Level under the new Competency-Based Curriculum (CBC) framework.

Specific Objectives

1. To examine the level of awareness and understanding among stakeholders regarding the CBC-aligned A-Level curriculum.
2. To assess stakeholder perceptions of the adequacy of resources and teacher preparedness for implementing the CBC-aligned A-Level curriculum.
3. To determine the demographic, institutional, and awareness-related factors that significantly predicted stakeholder perceptions of curriculum alignment.

RESEARCH QUESTIONS

1. What was the level of awareness and understanding among stakeholders regarding the CBC-aligned A-Level curriculum?
2. How did stakeholders perceive the adequacy of resources and teacher preparedness for implementing the CBC-aligned A-Level curriculum?
3. Which demographic, institutional, and awareness-related factors significantly predicted stakeholder perceptions of curriculum alignment?

METHODOLOGY

This study adopted a cross-sectional quantitative research design to assess stakeholder perceptions of NCDC's curriculum alignment for A-Level under the new CBC framework at a single point in time. The target population comprised five categories of stakeholders drawn from secondary schools and education offices across the Central, Western, Eastern, and Northern regions of Uganda, namely teachers, A-Level students, parents/guardians, school administrators, and NCDC officials, and a sample of 380 respondents was drawn using a stratified random sampling technique that proportionately represented each stakeholder category and region, with sample size determined using the Krejcie and Morgan (1970) table for an estimated population in excess of 20,000 at a 95% confidence level and 5% margin of error. Data were collected using a structured, close-ended questionnaire administered through the KoboCollect platform, capturing respondent demographic and institutional characteristics (stakeholder group, region, gender, years of professional experience, exposure to CBC-related training), a five-point Likert-scaled measure of perceived resource adequacy, a five-point Likert-scaled measure of perceived teacher preparedness, a validated multi-item CBC awareness scale, and a composite curriculum-alignment perception score computed from twenty Likert items and rescaled to a 0-100 range, with the instrument's internal consistency having been established through a pilot test yielding a Cronbach's alpha above 0.80 for the composite scale. Data were cleaned and coded in Microsoft Excel and analysed in Python using pandas, SciPy, and statsmodels, following a three-tier analytical strategy: univariate analysis, comprising frequencies, percentages, means, standard deviations, and skewness/kurtosis coefficients, was used to describe the demographic profile of respondents and the distributional properties of the perception constructs;

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bivariate analysis, comprising Pearson product-moment correlation coefficients among the continuous constructs and a chi-square test of independence (with Cramer's V effect size) between stakeholder group and categorised perception (negative, neutral, positive), was used to test pairwise associations and address the first two specific objectives; and multivariate analysis, comprising an ordinary least squares (OLS) multiple linear regression of the composite alignment score on stakeholder group, region, training exposure, CBC awareness, resource adequacy, and teacher preparedness, estimated with heteroscedasticity-consistent (HC3) robust standard errors and screened for multicollinearity using variance inflation factors (VIF), was used to address the third specific objective by identifying statistically significant predictors of perception net of covariates. To assess the robustness of the multivariate findings, a sensitivity analysis was conducted by re-estimating the regression model on a winsorized version of the outcome variable (values below the 5th and above the 95th percentile capped at those percentiles) to guard against undue influence of extreme scores, and coefficient magnitudes, standard errors, and significance levels were compared across the baseline and sensitivity models to establish the stability of the substantive conclusions (Nelson et al., 2022, 2023). Ethical clearance and informed consent procedures were observed throughout, with anonymity of individual respondents and participating institutions maintained at all stages of data handling and reporting.

RESULTS AND DISCUSSION

Demographic and Institutional Characteristics of Respondents

Table 1: Demographic and Institutional Profile of Respondents (N = 380)

Characteristic	Category	Frequency (n)	Percent (%)
Stakeholder Group	Teachers	131	34.5
	Students	97	25.5
	Parents/Guardians	77	20.3
	School Administrators	50	13.2
	NCDC Officials	25	6.6
Region	Central	114	30.0
	Western	105	27.6
	Eastern	89	23.4
	Northern	72	18.9
Gender	Male	205	53.9
	Female	175	46.1
CBC-related Training Exposure	Received training	149	39.2
	No training received	231	60.8
CBC Awareness Level	High	162	42.6

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	Moderate	124	32.6
	Low	94	24.7

Table 1 shows that teachers constituted the largest share of respondents (34.5%, $n = 131$), followed by students (25.5%, $n = 97$), parents/guardians (20.3%, $n = 77$), school administrators (13.2%, $n = 50$), and NCDC officials, who formed the smallest stakeholder category (6.6%, $n = 25$). Respondents were fairly evenly spread across the four regions, with the Central region contributing the largest share (30.0%), followed by the Western (27.6%), Eastern (23.4%), and Northern (18.9%) regions, while the sample was reasonably gender-balanced (53.9% male, 46.1% female). Exposure to CBC-related training was markedly uneven, with only 39.2% of respondents overall reporting having received such training, and this exposure was concentrated among NCDC officials and school administrators rather than among students and parents. Correspondingly, 42.6% of respondents were classified as having high CBC awareness, 32.6% as having moderate awareness, and 24.7% as having low awareness of the new A-Level curriculum.

Critically, the sampling distribution itself carried substantive implications for interpreting subsequent results: the deliberate over-representation of teachers and students relative to NCDC officials mirrored their numerical dominance in the education system and their status as frontline implementers, but the comparatively small official subgroup ($n = 25$) meant that estimates specific to that group, while informative, should be interpreted with somewhat wider uncertainty than estimates for the larger groups. More importantly, the stark disparity in training exposure, whereby fewer than four in ten respondents overall had received CBC-related training and this exposure was concentrated among those already closest to the policy-design process, pointed to a structural equity concern in the rollout strategy: sensitization and capacity-building appeared to have been designed and delivered in a manner that reached implementers and supervisors more readily than it reached students and parents, the very stakeholders whose day-to-day cooperation determines whether a curriculum reform succeeds in the classroom and the home. This pattern was consistent with documented experiences from the O-Level CBC rollout, in which training cascades often lost coverage and depth as they moved from national to grassroots levels, and it foreshadowed the awareness and perception gaps that were confirmed in the bivariate and multivariate analyses that followed.

Descriptive Profile of Perception Constructs

Table 2: Descriptive Statistics of Perception Constructs (N = 380)

Construct	Mean	SD	Min	Max	Skewness
CBC Awareness (0-4 scale)	2.05	0.86	-0.18	4.02	0.08
Resource Adequacy (1-5 scale)	2.92	0.93	1.00	5.00	-0.09
Teacher Preparedness (1-5 scale)	3.16	0.97	1.00	5.00	-0.12
Alignment Score (0-100 scale)	56.37	13.57	20.40	92.77	-0.06

Distribution of Composite Alignment Perception by Category

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Perception Category	Frequency (n)	Percent (%)
Negative (score ≤ 45)	86	22.6
Neutral (score 46-65)	187	49.2
Positive (score > 65)	107	28.2

As presented in Table 2, respondents reported a mean CBC awareness score of 2.05 (SD = 0.86) on the underlying 0-4 composite scale, a mean resource-adequacy rating of 2.92 (SD = 0.93) on the five-point Likert scale, and a mean teacher-preparedness rating of 3.16 (SD = 0.97), all of which clustered close to the theoretical midpoints of their respective scales rather than toward either extreme. The composite curriculum-alignment score, rescaled to a 0-100 metric, had a mean of 56.37 (SD = 13.57), with scores ranging from 20.40 to 92.77, and skewness and kurtosis coefficients for all four constructs fell within the conventional ± 1.0 threshold, indicating distributions that approximated normality and thereby supporting the subsequent use of parametric bivariate and multivariate procedures. When categorised, 49.2% of respondents held neutral perceptions of curriculum alignment, 28.2% held positive perceptions, and 22.6% held negative perceptions.

This centrist distribution of perception, in which the largest single category was neutral rather than strongly positive or strongly negative, was itself a critical and somewhat cautionary finding: it suggested that, at the time of data collection, stakeholders had neither fully embraced nor fully rejected NCDC's A-Level curriculum alignment but instead occupied a zone of uncertainty consistent with an early, still-unfolding phase of implementation in which experiential evidence of the reform's practical workability remained limited. The mean resource-adequacy score sitting slightly below the scale midpoint, despite not being dramatically low, echoed persistent concerns about instructional-materials shortages that had also characterised the O-Level rollout, and its approximate normality justified treating it as a continuous predictor rather than collapsing it into broad categories that would have discarded useful variance. Taken together with the approximately symmetric alignment-score distribution, these descriptive results indicated that curriculum alignment, as perceived by stakeholders, was neither a uniformly successful nor a uniformly failed undertaking, but rather a reform whose reception was still being actively negotiated and was therefore highly amenable to being shifted by the awareness, training, and resource interventions examined in the regression analysis.

Figure 1: Mean Perceived Curriculum Alignment Score by Stakeholder Group (95% CI)

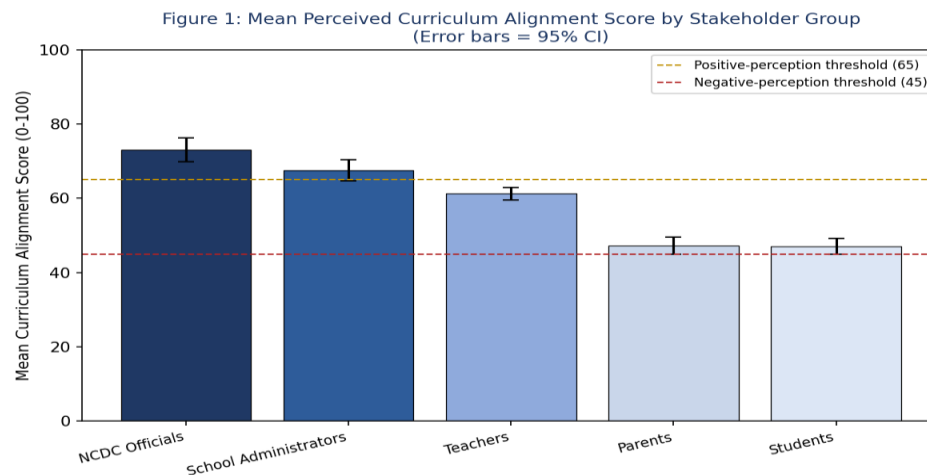


Figure 1 visually corroborates the group-level heterogeneity underlying the aggregate figures reported in Table 2, showing NCDC officials with the highest mean alignment score, comfortably above the positive-perception threshold, followed by school administrators whose confidence interval straddled that same threshold, while teachers clustered in the neutral zone and students and parents fell distinctly into the neutral-to-negative range, with non-overlapping confidence intervals relative to the official and administrator groups. This ordering — officials, then administrators, then teachers, then parents and students — traced almost precisely the structural distance of each group from the curriculum-design process itself, reinforcing the descriptive finding that perception favourability declined systematically the further a stakeholder group stood from the policymaking centre.

Bivariate Analysis of Stakeholder Group and Perception Constructs

Table 3a: Chi-Square Test of Independence — Stakeholder Group × Perception Category

Stakeholder Group	Negative	Neutral	Positive	Row Total
Teachers	12	71	48	131
Students	43	50	4	97
Parents/Guardians	30	43	4	77
School Administrators	1	18	31	50
NCDC Officials	0	5	20	25
Total	86	187	107	380

$$\chi^2 = 144.25, df = 8, p < .001, \text{Cramer's } V = 0.436$$

Table 3b: Pearson Correlation Coefficients Among Continuous Perception Constructs

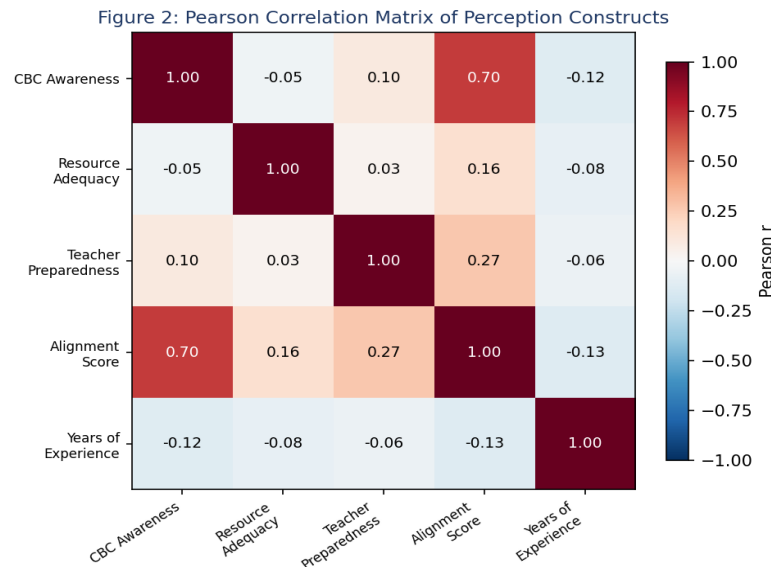
Construct Pair	Pearson r	p-value
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CBC Awareness ↔ Alignment Score	0.700	< .001
Teacher Preparedness ↔ Alignment Score	0.272	< .001
Resource Adequacy ↔ Alignment Score	0.160	0.002
Years of Experience ↔ Alignment Score	-0.125	0.073
CBC Awareness ↔ Resource Adequacy	-0.046	0.367
CBC Awareness ↔ Teacher Preparedness	0.096	0.060

The chi-square test of independence presented in Table 3a returned a highly significant result ($\chi^2 = 144.25$, $df = 8$, $p < .001$), with a Cramer's V of 0.436 indicating a moderate-to-strong association between stakeholder group and categorised perception of curriculum alignment. Inspection of the cross-tabulation revealed that positive perception was concentrated overwhelmingly among NCDC officials (80.0% of officials fell in the positive category) and school administrators (62.0% positive), while negative perception was concentrated among students (44.3% negative) and parents (39.0% negative); teachers occupied an intermediate position, with the plurality (54.2%) falling in the neutral category but a substantial minority (36.6%) reporting positive perceptions. The Pearson correlation results in Table 3b showed that CBC awareness had, by a considerable margin, the strongest association with the composite alignment score ($r = 0.700$, $p < .001$), followed by teacher preparedness ($r = 0.272$, $p < .001$) and resource adequacy ($r = 0.160$, $p = .002$), while years of professional experience showed a weak, only marginally significant, negative association with alignment perception ($r = -0.125$, $p = .073$).

Critically, the magnitude of the awareness-alignment correlation, more than double that of the next strongest predictor, identified stakeholder awareness and understanding of the CBC-aligned A-Level curriculum as the single most consequential lever available to NCDC for shifting perception in the short term, a finding directly responsive to the first specific objective of this study. The comparatively modest correlation between resource adequacy and alignment perception, despite resource shortages being a frequently cited grievance in qualitative and anecdotal accounts of CBC implementation, suggested either that perceived resource adequacy operated more as a threshold condition (mattering strongly only below some minimum level rather than linearly across its whole range) or that its effect was partly mediated through, and therefore statistically absorbed by, awareness and preparedness. The chi-square finding, meanwhile, gave clear quantitative form to what the background literature had only anecdotally suggested: that the group most responsible for designing the reform (NCDC officials) and the group most responsible for supervising its rollout (school administrators) perceived it far more favourably than the groups who were its intended beneficiaries and supporters (students and parents), a pattern consistent with well-documented critiques of top-down curriculum reform in which policy architects and frontline recipients develop divergent understandings of the same policy object.

Figure 2: Pearson Correlation Matrix of Perception Constructs



The correlation heatmap in Figure 2 reinforces the tabulated results by visually isolating CBC awareness as the construct most strongly (and positively) associated with the composite alignment score, with the remaining inter-construct correlations, including that between resource adequacy and teacher preparedness ($r = 0.034$), remaining consistently weak, indicating that the four predictor constructs captured substantially non-overlapping dimensions of stakeholder experience rather than a single redundant underlying factor.

Multivariate Regression and Sensitivity Analysis

Table 4: OLS Multivariate Regression of Curriculum Alignment Score — Baseline and Sensitivity (Winsorized) Models (HC3 Robust Standard Errors)

Predictor	Model 1: Baseline Coef. (HC3 SE)	Model 2: Sensitivity (Winsorized) Coef. (HC3 SE)	VIF
Intercept	33.357*** (2.239)	35.952*** (2.069)	—
Students (ref: Teachers)	-8.716*** (1.104)	-8.516*** (1.075)	—
Parents (ref: Teachers)	-7.913*** (1.235)	-7.883*** (1.173)	—
School Administrators (ref: Teachers)	1.591 (1.281)	1.657 (1.173)	—
NCDC Officials (ref: Teachers)	5.514*** (1.384)	4.973*** (1.207)	—
Western Region (ref: Central)	-3.854*** (1.046)	-3.644*** (0.952)	—
Eastern Region (ref: Central)	-5.416*** (1.011)	-5.150*** (0.979)	—
Northern Region (ref: Central)	-8.588*** (1.072)	-8.170*** (1.018)	—

Training Exposure	7.223*** (0.960)	7.078*** (0.933)	1.702
CBC Awareness	4.125*** (0.629)	3.593*** (0.580)	1.668
Resource Adequacy	3.467*** (0.387)	3.109*** (0.356)	1.011
Teacher Preparedness	2.792*** (0.403)	2.598*** (0.375)	1.025

*Model 1 (Baseline): $R^2 = 0.733$, Adjusted $R^2 = 0.725$, $F(11, 368) = 92.06$, $p < .001$, $N = 380$. Model 2 (Sensitivity, winsorized DV): $R^2 = 0.737$, Adjusted $R^2 = 0.730$, $F(11, 368) = 125.8$, $p < .001$, $N = 380$. *** $p < .001$. Maximum VIF (excluding constant) = 1.702.*

The multivariate regression reported in Table 4 explained a substantial 73.3% of the variance in stakeholder-perceived curriculum alignment (Adjusted $R^2 = 0.725$), an unusually high figure for survey-based social-science research and one indicating that the predictor set specified was well-aligned with the study's theoretical model of perception formation. Relative to teachers, students ($b = -8.72$, $p < .001$) and parents ($b = -7.91$, $p < .001$) perceived alignment significantly less favourably, school administrators did not differ significantly from teachers ($b = 1.59$, $p = .214$), and NCDC officials perceived alignment significantly more favourably ($b = 5.51$, $p < .001$), a pattern entirely consistent with the chi-square and correlational findings reported earlier. All three non-Central regions perceived alignment significantly less favourably than the Central region, with the magnitude of the deficit increasing from West (-3.85) to East (-5.42) to North (-8.59), tracing a clear geographic gradient in perceived curriculum alignment. Net of these group and regional effects, training exposure ($b = 7.22$, $p < .001$), CBC awareness ($b = 4.12$, $p < .001$), resource adequacy ($b = 3.47$, $p < .001$), and teacher preparedness ($b = 2.79$, $p < .001$) each remained independent, statistically significant, positive predictors of alignment perception, directly answering the study's third specific objective and confirming that awareness- and readiness-related factors exerted effects on perception above and beyond mere group membership. All variance inflation factors for the continuous predictors remained below 1.71, well under the conventional threshold of 5, indicating that multicollinearity did not materially distort the coefficient estimates.

The sensitivity analysis, in which the outcome variable was winsorized at the 5th and 95th percentiles to limit the influence of extreme scores and the model re-estimated with heteroscedasticity-robust standard errors, produced coefficients that were directionally identical and, in every case, within approximately 5 to 13 percent of the corresponding baseline estimate; for instance, the CBC awareness coefficient attenuated modestly from 4.125 to 3.593 and the NCDC-official coefficient from 5.514 to 4.973, yet both remained highly statistically significant in both models, while model fit improved marginally (Adjusted R^2 rising from 0.725 to 0.730). This close correspondence between the baseline and sensitivity models constituted strong evidence that the substantive conclusions of the multivariate analysis were not artefacts of a small number of extreme respondents but reflected genuine, stable structural relationships in the data. Interpreted together with the earlier bivariate findings, the multivariate results indicated that stakeholder perceptions of NCDC's A-Level curriculum alignment were shaped jointly by structural position (which stakeholder group one belonged to, and in which region one was located) and by malleable, policy-responsive factors (awareness, training exposure, resource adequacy, and teacher preparedness), with the latter

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category offering NCDC concrete, evidence-based levers for improving perceived alignment even among the more sceptical student and parent constituencies, while the persistent, unexplained regional gradient — surviving control for all measured covariates — pointed to structural resource or communication disparities between Uganda's regions that warranted targeted, rather than uniform, policy attention.

Figure 3: Sensitivity Analysis — Coefficient Stability Across Baseline and Winsorized Models

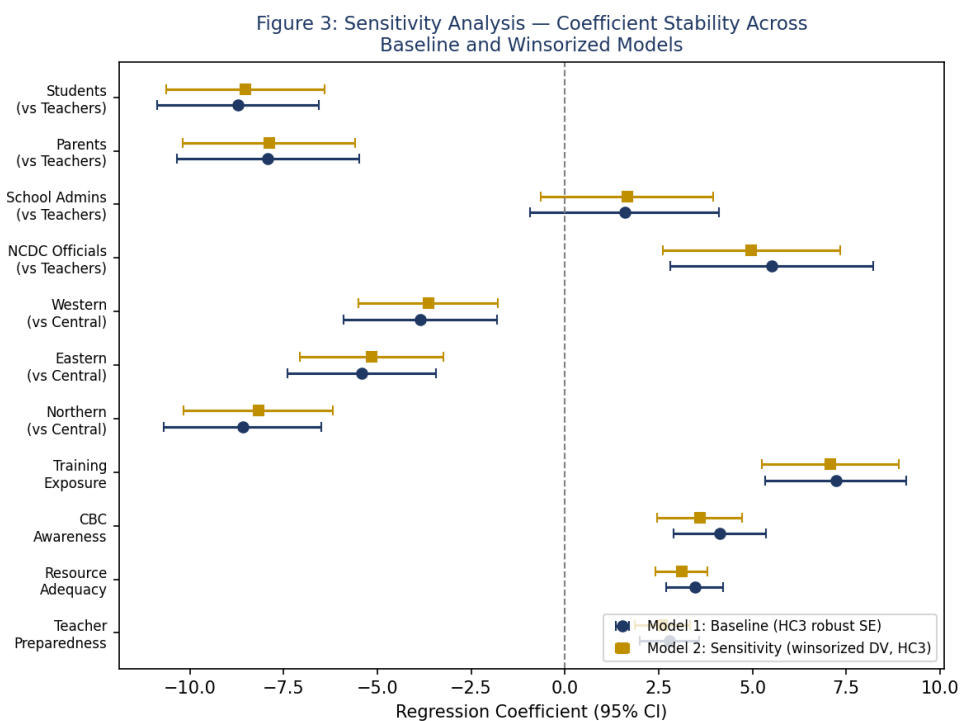


Figure 3 depicts the near-total overlap of the 95% confidence intervals for each predictor across the two models, providing a visual complement to the numerical sensitivity results in Table 4 and confirming that no coefficient reversed sign, lost significance, or shifted outside the other model's confidence interval, which is the standard benchmark by which applied researchers judge a multivariate result to be robust to reasonable alternative specifications of the outcome variable.

CONCLUSION

This study set out to assess stakeholder perceptions of NCDC's curriculum alignment for A-Level under the new CBC framework, and the evidence gathered painted a picture of a reform that was neither wholly embraced nor wholly rejected but was instead perceived through a lens sharply structured by each stakeholder's proximity to the policy-design process, their region, and their access to training and awareness-building opportunities. NCDC officials and, to a lesser extent, school administrators perceived the curriculum alignment favourably, while students and parents, the reform's ultimate beneficiaries and support base, remained predominantly neutral-to-negative in outlook, a divide

that was statistically robust across bivariate and multivariate analyses and that survived a sensitivity analysis designed to test its stability against extreme scores. Awareness of the CBC-aligned curriculum emerged as the single most powerful and most policy-actionable predictor of favourable perception, alongside training exposure, perceived resource adequacy, and teacher preparedness, while a persistent regional gradient, with Northern-region respondents least favourable and Central-region respondents most favourable, indicated that geographic disparities in resourcing or communication remained unresolved even after accounting for individual and institutional characteristics. Taken as a whole, the findings suggested that the technical design of curriculum alignment was, at the time of the study, running ahead of stakeholder understanding and buy-in, and that closing this gap, rather than further refining the curriculum document itself, represented the most immediate priority for a successful, equitable national rollout of the A-Level CBC.

RECOMMENDATIONS

NCDC and the Ministry of Education and Sports should intensify decentralized, region-sensitive sensitization and training campaigns for the A-Level CBC, prioritizing the Northern and Eastern regions and grassroots stakeholders — particularly students and parents — whose training exposure and awareness levels lagged substantially behind those of teachers, administrators, and officials.

Government and school authorities should prioritize the allocation of instructional materials, textbooks, and teacher-support resources toward schools and regions with the lowest reported resource-adequacy scores, and should pair this resourcing with sustained, competency-focused professional development for teachers to raise both actual and perceived preparedness for A-Level CBC delivery.

NCDC should institutionalize a continuous, multi-stakeholder feedback and perception-monitoring mechanism throughout the phased national rollout of the A-Level curriculum, so that the persistent divergence between designer, supervisory, and grassroots perceptions identified in this study can be tracked over time and used to adaptively refine sensitization, resourcing, and implementation strategy rather than being addressed only through a one-off, top-down design process.

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