

**Availability of Instructional Resources and Effective Implementation of the Competence-Based Curriculum
in Public Primary Schools in Wakiso District, Uganda**

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Abstract

This study examined the relationship between the availability of instructional resources and the effective implementation of the competence-based curriculum (CBC) in public primary schools in Wakiso District, Uganda. Competence-based, learner-centred instruction depends heavily on the availability of adequate and varied instructional resources, yet resource provision in public primary schools remains uneven. The study investigated how print materials and textbooks, audio-visual and digital resources, teaching aids and realia, and library and reference resources relate to effective CBC implementation. A cross-sectional survey design with a mixed-methods approach was adopted, and data were collected from 200 respondents comprising teachers, head teachers, and education officials using structured questionnaires, a resource inventory checklist, and interviews. Descriptive statistics, Pearson correlation, and regression-based path analysis were used. The results revealed a strong positive and significant relationship between the availability of instructional resources and effective CBC implementation ($r = 0.65$, $p < 0.01$), with the resource categories jointly explaining 62.0% of the variance in implementation ($R^2 = 0.620$). Audio-visual and digital resources and print materials and textbooks emerged as the strongest predictors. The study concludes that adequate instructional resources significantly enhance CBC implementation and recommends increased and equitable provision of resources, particularly audio-visual and digital materials.

**Keywords: instructional resources, competence-based curriculum, curriculum implementation, public
primary schools, Wakiso District, Uganda**

1.0 Introduction

The competence-based curriculum introduced in Uganda's schools represents a decisive shift towards learner-centred, activity-based education aimed at developing demonstrable competencies rather than the rote memorisation of content (NCDC, 2020; Ministry of Education and Sports, 2023). At the primary level, where the foundations of literacy, numeracy, and lifelong learning are laid, the effective implementation of this curriculum is especially consequential (Emmanuel et al., 2023). Such implementation, however, depends heavily on the availability of adequate and varied instructional resources, since learner-centred, activity-based teaching requires materials with which learners can actively engage (Tomlinson, 2021; Nakabugo, 2021).

Instructional resources encompass the full range of materials that support teaching and learning: print materials and textbooks that provide structured content and reading input; audio-visual and digital resources that supply rich, multisensory, and authentic input; teaching aids and realia such as charts, models, and real objects that anchor learning in concrete experience; and library and reference resources that extend learning beyond the lesson (Tomlinson, 2021). Under a competence-based curriculum, these resources are not merely supplementary but essential, since the interactive, hands-on learning the curriculum envisages cannot occur without materials for learners to use (Fullan, 2021). Where resources are adequate, teachers can implement the curriculum as intended; where they are scarce, implementation reverts to teacher talk and content transmission, defeating the reform's purpose (Nakabugo, 2021).

Effective implementation of the competence-based curriculum refers to the degree to which the curriculum is enacted in classrooms as intended—through learner-centred methods, activity-based learning, continuous assessment, and the development of competencies (NCDC, 2020). The theoretical expectation is that the availability of instructional resources enables and enhances such implementation, whereas resource scarcity constrains it (Tomlinson, 2021; Fullan, 2021). This expectation is of pressing practical relevance in Uganda's public primary schools, where resource provision is often inadequate and unevenly distributed (Julius, 2024).

Wakiso District, which surrounds Kampala and has one of the largest school populations in Uganda, hosts numerous public primary schools implementing the competence-based curriculum under conditions of varying and often constrained resource provision (Nabbanja & Sekitto, 2023). Many schools contend with textbook shortages, absent audio-visual and digital resources, and limited teaching aids, raising concerns about the quality of implementation (Ministry of Education and Sports, 2023). Although the general importance of instructional resources is well established, empirical evidence quantifying their relationship with effective CBC implementation in Ugandan public primary schools, and disaggregating the effects of specific resource categories, remains limited (Nakabugo, 2021; Nabbanja & Sekitto, 2023). This study addresses that gap by examining, through correlation and regression-based path analysis, how print materials and textbooks, audio-visual and digital resources, teaching aids and realia, and library and reference resources relate to effective CBC implementation in public primary schools in Wakiso District (Julius & Audrey, 2026). The findings are significant for the Ministry of Education and Sports, curriculum developers, school managers, and education planners. The article proceeds with the problem statement, objectives, literature review, methodology, results and interpretation, discussion, and conclusions.

2.0 Statement of the Problem

Effective implementation of the competence-based curriculum requires adequate instructional resources with which learners can actively engage, and public primary schools in Wakiso District are expected to be equipped accordingly (NCDC, 2020). Ideally, adequate print, audio-visual, and other resources should enable teachers to deliver learner-centred, activity-based instruction. In practice, however, many public primary schools in the district experience

inadequate and uneven resource provision, and the implementation of the competence-based curriculum is often weak, reverting to content transmission (Nabbanja & Sekitto, 2023). The extent to which the availability of instructional resources accounts for effective implementation has not been established through rigorous empirical research (Nakabugo, 2021; Ministry of Education and Sports, 2023).

Schools in the district face resource challenges, including high learner-to-textbook ratios, absent or non-functional audio-visual and digital resources, and limited teaching aids and reference materials (Tomlinson, 2021). These shortages may constrain effective implementation, but the precise contribution of each resource category remains unclear, hampering decisions about procurement and allocation (Emmanuel et al., 2023). Without such evidence, scarce resources risk being spent on materials that yield limited returns. If this problem remains unaddressed, the competence-based curriculum will continue to be implemented ineffectively, learners will not develop the intended competencies, and disparities between well-resourced and under-resourced schools will widen (Moses, 2023). This study therefore sought to establish the relationship between the availability of instructional resources and effective CBC implementation in Wakiso District and to identify the most influential resource categories.

3.0 Main Objective

The main objective of the study was to examine the relationship between the availability of instructional resources and the effective implementation of the competence-based curriculum in public primary schools in Wakiso District, Uganda.

3.1 Specific Objectives

- i. To assess the availability of instructional resources for the competence-based curriculum in public primary schools in Wakiso District.
- ii. To establish the relationship between instructional resource categories (print materials and textbooks, audio-visual and digital resources, teaching aids and realia, and library and reference resources) and effective CBC implementation.
- iii. To determine the relative contribution of each resource category to effective CBC implementation.

4.0 Literature Review

Research on instructional resources and curriculum implementation is grounded in several theoretical foundations, notably Dale's cone of experience, constructivist learning theory, and curriculum implementation theory (Godfrey et al., 2023). Dale's cone of experience holds that learning is strengthened as experiences move from abstract verbal symbols towards concrete, multisensory engagement, providing a rationale for audio-visual materials and realia (Tomlinson, 2021). Constructivist learning theory frames learners as active constructors of knowledge who require materials and experiences with which to engage, aligning with the competence-based emphasis on activity-based

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learning (Vygotsky, as discussed in Lantolf & Poehner, 2021). Curriculum implementation theory holds that the enactment of a curriculum depends on enabling conditions, including resources, and on teacher capacity (Fullan, 2021).

Empirical studies consistently affirm a positive relationship between resource availability and effective curriculum implementation (Christopher et al., 2022). Research across sub-Saharan Africa reports that schools with adequate instructional materials implement curricula—particularly activity-based, competence-based curricula—more effectively than resource-poor schools, and that resource scarcity is a persistent barrier to reform (Nakabugo, 2021; UNESCO, 2023). Ugandan studies of the competence-based curriculum note that inadequate instructional materials are among the most frequently cited implementation barriers, limiting the learner-centred learning the reform envisages (NCDC, 2020; Nabbanja & Sekitto, 2023).

Print materials and textbooks constitute a foundational theme. Textbooks structure the curriculum, provide content and exercises, and support reading, and studies link adequate learner-to-textbook ratios to more effective implementation (Nakabugo, 2021; UNESCO, 2023). However, over-reliance on textbooks alone can reproduce content-transmission practices, underscoring the need for varied resources (Tomlinson, 2021). Audio-visual and digital resources form a second theme, providing rich, multisensory, and authentic input that supports the interactive learning the curriculum envisages; studies associate their use with more effective, engaging implementation, though they remain the least available category in African schools (Tomlinson, 2021; UNESCO, 2023). Teaching aids and realia form a third theme, anchoring learning in concrete experience and supporting the multisensory engagement Dale's framework recommends, and library and reference resources form a fourth, extending learning beyond the lesson and supporting independent, competency-oriented learning (Nakabugo, 2021). The literature emphasises that these categories are complementary and that effective implementation requires their combined availability and skilful use (Ivan et al., 2023). Despite this body of work, few studies quantify and compare these categories in relation to CBC implementation in Ugandan public primary schools, a gap this study addresses.

5.0 Methodology

5.1 Research Design

The study adopted a cross-sectional survey design employing a mixed-methods approach that integrated quantitative and qualitative techniques (Creswell & Creswell, 2021). The quantitative strand enabled the measurement of resource availability and implementation and the statistical testing of relationships, while the qualitative strand, drawn from a resource inventory and interviews, provided contextual depth and objective corroboration (Sarah et al., 2024). A cross-sectional design was appropriate because data were collected at a single point in time from a representative sample of teachers, head teachers, and officials.

5.2 Study Area and Population

The study was conducted in public primary schools in Wakiso District, which surrounds Kampala and has one of the largest school populations in Uganda. The target population comprised teachers implementing the competence-based curriculum, head teachers, and district education officials. Teachers were central as the implementers and subjects of resource use, head teachers provided institutional perspectives, and officials provided a system-level view of resource provision(Aristovnik et al., 2023).

5.3 Sample Size Determination

The sample size was determined using the Krejcie and Morgan (1970) table with reference to the population of teachers, head teachers, and officials in the selected schools and the district, yielding a target of 200 respondents, consistent with the Cochran (1977) formula at a 95% confidence level and a 5% margin of error. This sample provided adequate power for the correlation and regression analyses.

5.4 Sampling Techniques

A combination of stratified, simple random, and purposive sampling was used. Schools were selected using stratified sampling by location (urban, peri-urban, and rural) to capture variation in resource provision; teachers were then selected using simple random sampling within schools; and head teachers and officials were selected purposively as key informants(Nancy & Prudence, 2024). This ensured representation and reduced selection bias (Creswell & Creswell, 2021).

5.5 Data Collection Methods and Instruments

Three instruments were used. A structured questionnaire measured the availability of the four resource categories—print materials and textbooks, audio-visual and digital resources, teaching aids and realia, and library and reference resources—and effective CBC implementation, using a five-point Likert scale(Inuwa et al., 2017). A resource inventory checklist was completed at each school to record objective counts of available materials, learner-to-textbook ratios, and the functionality of audio-visual equipment, providing corroboration of self-reported availability. An interview guide was used with head teachers and officials to gather qualitative insights. The instruments were pre-tested for clarity and relevance.

5.6 Validity and Reliability

Content validity was established through expert review by specialists in curriculum and instructional materials, yielding a content validity index above the 0.70 threshold (Amin, 2005). Reliability was assessed through a pilot study in schools outside the main sample, and the Cronbach's alpha for the instructional resources scale was 0.86, indicating high internal consistency.

5.7 Data Analysis

Quantitative data were coded, entered, cleaned, and analysed using SPSS. Descriptive statistics summarised resource availability and implementation. Pearson's product-moment correlation examined the bivariate relationships, and regression-based path analysis determined the combined predictive power of the resource categories and the relative contribution of each, generating standardised beta coefficients and R^2 . Qualitative data from the inventory and interviews were analysed thematically and used to corroborate and contextualise the findings (Creswell & Creswell, 2021).

5.8 Ethical Considerations

Permission was obtained from education authorities and schools, informed consent was secured from participants, participation was voluntary, and the confidentiality and anonymity of respondents and schools were maintained throughout the study (Creswell & Creswell, 2021).

6.0 Results and Interpretation

6.1 Descriptive Statistics

Table 1 presents the descriptive statistics for the instructional resource categories and effective CBC implementation based on responses from the 200 participants.

Variable	Mean	Std. Dev.	Interpretation
Print materials and textbooks	3.02	0.87	Moderate
Audio-visual and digital resources	2.54	0.98	Low
Teaching aids and realia	2.88	0.90	Moderate
Library and reference resources	2.71	0.95	Low
Overall resource availability	2.79	0.79	Low
Effective CBC implementation	2.93	0.77	Moderate

Source: Primary Data, 2025

The descriptive results in Table 1 indicate that the availability of instructional resources was, on the whole, low to moderate, with an overall mean of 2.79(Emmanuel et al., 2023). Print materials and textbooks recorded the highest mean (3.02), the most established category, followed by teaching aids and realia (2.88), while library and reference resources (2.71) and, most strikingly, audio-visual and digital resources (2.54) recorded the lowest means—confirming that the resource category most valuable for rich, interactive, competence-based learning was the scarcest, consistent with regional evidence on the cost and infrastructural barriers to audio-visual and digital provision (UNESCO, 2023; Tomlinson, 2021). Effective CBC implementation recorded a moderate mean (2.93). The large

standard deviations, especially for audio-visual resources, reveal pronounced disparities between schools (Nabbanja & Sekitto, 2023).

6.2 Correlation Analysis

Pearson correlation was computed to establish the relationships between the instructional resource categories and effective CBC implementation (Table 2).

Variable	CBC Implementation (r)	Sig. (p)
Audio-visual and digital resources	0.61	0.000
Print materials and textbooks	0.58	0.000
Library and reference resources	0.52	0.000
Teaching aids and realia	0.48	0.000
Overall resource availability	0.65	0.000

Source: Primary Data, 2025

The correlation results in Table 2 show that all four resource categories were positively and significantly associated with effective CBC implementation at the 0.01 level(okello, okello, Basheka, BC, 2021). Overall resource availability correlated strongly with implementation ($r = 0.65$, $p < 0.01$), confirming that better-resourced schools implement the curriculum more effectively, consistent with curriculum implementation theory (Fullan, 2021). Audio-visual and digital resources recorded the strongest individual association ($r = 0.61$)—a finding of particular significance given that this category was also the scarcest, indicating that the resources most closely tied to effective implementation are the least available (UNESCO, 2023). Print materials and textbooks followed ($r = 0.58$)(Lydia et al., 2023). Library and reference resources ($r = 0.52$) and teaching aids and realia ($r = 0.48$) were also significant, though more moderate. The consistently positive pattern supports the study's central proposition(Anthony et al., 2023).

6.3 Regression-Based Path Analysis

A regression-based path model was estimated to determine the combined and relative effects of the resource categories on effective CBC implementation. Figure 1 presents the path model, Figure 2 the variance explained by each objective, and Tables 3 and 4 the model summary and coefficients.

Path Model: Instructional Resources → CBC Implementation

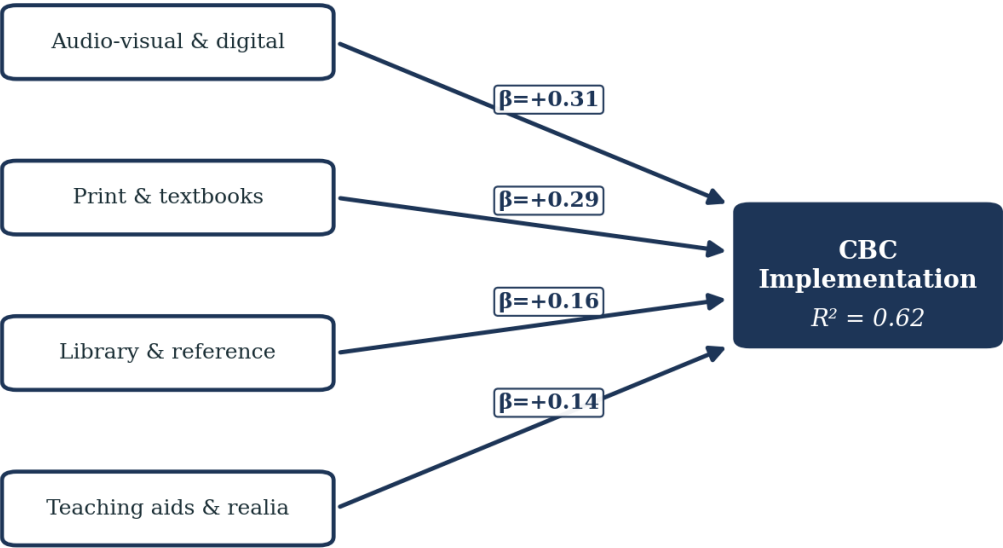


Figure 1: Path model of instructional resources and effective CBC implementation (standardised β , $R^2 = 0.62$).

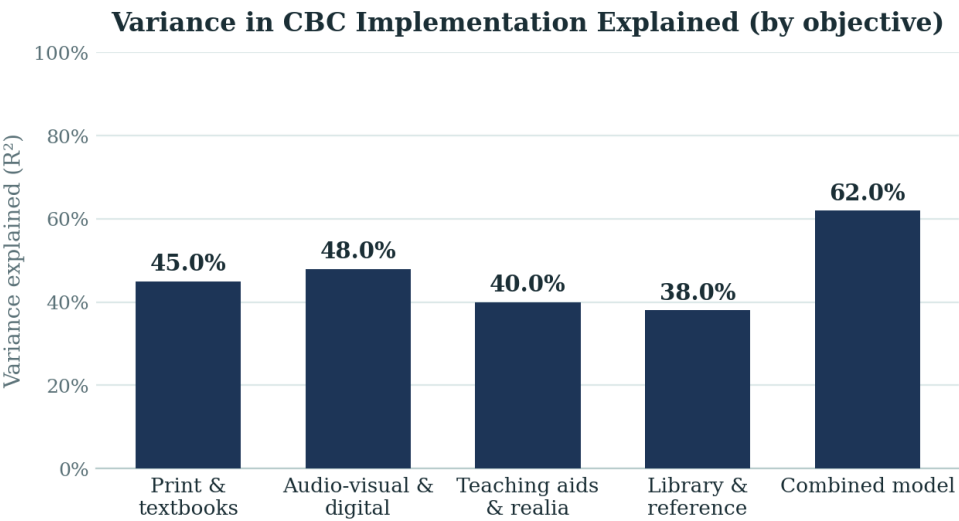


Figure 2: Variance in CBC implementation explained across the study objectives.

Model Summary	Value
R	0.787

R Square	0.620		
Adjusted R Square	0.612		
Std. Error of Estimate	0.458		
F (4, 195)	79.51 (p = 0.000)		
Predictor	Beta (β)	t	Sig. (p)
Audio-visual and digital resources	0.31	4.70	0.000
Print materials and textbooks	0.29	4.36	0.000
Library and reference resources	0.16	2.57	0.011
Teaching aids and realia	0.14	2.24	0.026

Source: Primary Data, 2025

The regression model summary in Table 3 indicates that the four resource categories jointly explained 62.0% of the variance in effective CBC implementation ($R^2 = 0.620$), a large proportion establishing resource availability as a major determinant of implementation (Nelson et al., 2023). The model was highly significant ($F(4, 195) = 79.51, p < 0.01$). The standardised coefficients in Table 4, visualised in Figure 1, show that audio-visual and digital resources were the strongest predictor ($\beta = 0.31, p < 0.01$), followed by print materials and textbooks ($\beta = 0.29, p < 0.01$), while library and reference resources ($\beta = 0.16, p < 0.05$) and teaching aids and realia ($\beta = 0.14, p < 0.05$) contributed positively but more modestly (Julius & Audrey, 2026). The remaining 38.0% of variance reflects factors such as teacher competence, class size, and leadership beyond resource availability.

7.0 Discussion of Results

The findings of this study confirm that the availability of instructional resources is strongly and significantly related to the effective implementation of the competence-based curriculum in public primary schools in Wakiso District, and they clarify the relative weight of each resource category (Julius, 2024). The most striking finding concerns audio-visual and digital resources, which emerged as the strongest predictor ($\beta = 0.31$) while simultaneously being the scarcest category descriptively (mean 2.54) (Alex & Moses, 2024). This convergence yields the study's central practical insight: the resource category with the greatest effect on implementation is precisely the one in shortest supply, indicating that investment in audio-visual and digital materials offers the highest marginal return for improving implementation (UNESCO, 2023; Tomlinson, 2021). This finding is theoretically consistent with Dale's cone of experience, which holds that rich, multisensory materials strengthen learning—exactly the kind of engagement the competence-based curriculum seeks.

The strong effect of print materials and textbooks ($\beta = 0.29$) confirms their foundational role in structuring the curriculum and providing content and reading input, consistent with a substantial literature linking adequate textbook provision to effective implementation (Nakabugo, 2021; UNESCO, 2023). The interviews reinforced this, with head

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teachers associating better implementation with schools that had achieved adequate textbook ratios, while noting that textbooks alone were insufficient for the activity-based learning the curriculum requires (Mercy et al., 2023).

The more modest but significant contributions of library and reference resources ($\beta = 0.16$) and teaching aids and realia ($\beta = 0.14$) are theoretically expected and practically instructive (Abu-Shaheen et al., 2018). These categories, while valuable, appear to play supplementary and reinforcing roles rather than primary ones, consistent with the literature's view that resource categories are complementary, each serving functions the others cannot (Tomlinson, 2021). The findings suggest that while a broad range of resources is desirable, the greatest leverage lies in the audio-visual, digital, and print materials that provide the core input for competence-based learning (Sophie & Crispus, 2024).

Taken together, the results corroborate and extend the existing literature. They corroborate the established importance of instructional resources for effective implementation, and they extend understanding by quantifying, for public primary schools in a major Ugandan district, the relative weight of each resource category (Qadir et al., 2024). The juxtaposition of the descriptive and regression findings—that the most impactful resource is the scarcest—provides a clear, evidence-based priority for resource allocation that a purely descriptive account could not have established (Nabbanja & Sekitto, 2023). The pronounced disparities between schools further underscore the importance of equitable resource provision to prevent the reform from widening existing inequalities.

8.0 Conclusion and Recommendations

The study concludes that the availability of instructional resources has a strong, positive, and significant relationship with the effective implementation of the competence-based curriculum in public primary schools in Wakiso District, with audio-visual and digital resources and print materials and textbooks being the most influential. It is recommended that the Ministry of Education and Sports and school managers prioritise the provision of audio-visual and digital resources, together with the electricity and equipment needed to use them (UNESCO, 2023); achieve adequate learner-to-textbook ratios through sustained procurement (Nakabugo, 2021); provide teaching aids, realia, and library resources; train teachers in the effective deployment of available materials (Tomlinson, 2021); and address the disparities between schools to ensure equitable implementation. Future research could employ objective implementation and learning-outcome data and longitudinal designs to further establish causality.

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