
Stakeholders' Perception And Competence Based Curriculum Implementation In Secondary Schools, A Case Study Of Ordinary Level Secondary Schools In Isingiro District

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Abstract

This study; Stakeholders' Perception and Competence Based Curriculum Implementation in Secondary Schools in Isingiro District on whether stakeholders' perception influenced competence based curriculum implementation with the aim of finding out the stakeholders' perception of the competence based curriculum, how Competence Based Curriculum Implementation has been affected by stakeholders' perception and stake holders suggestions towards the effective Implementation of Competence Based Curriculum, adopted a case study design. Sample size was drawn using Purposive Sampling Technique with which a total of four schools and a total sample size of 185 respondents. The study was qualitative and data was collected using the questionnaires, Interviews, documentary reviews and observation methods and then analyzed using Microsoft excel and, Microsoft office word. From the findings, 75 (72.12%) indicated that they were able, only 20 (19.23) indicated that they were unable to relate and 09 (8.65%) indicated that they were not sure. The respondents gave reasons for their responses and only 65 of the 75 were able to relate what they studied to real world, gave reasons and only 10 did not give reasons. The researcher concluded that; all the stakeholders had negative perceptions on the curriculum and this negatively affected Competence Based Curriculum Implementation though could be improved through regular trainings, involvements of stakeholders, proper planning and support as suggested by stakeholders. The researcher recommended that; all the stakeholders should be first consulted and highly involved in every step, more funding and support needed to be thought for and that the ministry needed to first study well and plan thoroughly for any changes to be done or introduced.

Key words: Stakeholders, perception, Competence, Curriculum, Implementation.

Background of the Study

Basically, the concept of competence was practiced by Africans even before colonial education. The traditional education was based on practical approach where by the environment and the needs of the society controlled what to be taught and learnt. The learning process was based on doing rather than knowledge acquisition (Christopher et al., 2022b). As the notion of Competence Based curriculum, Komba and Mwandaji, 2015 assert that in Africa, Competence Based Curriculum was adopted for the first time in South Africa in 1998, following the serious shortage of professionals like engineers, Technicians and artisans. Immediately after independence in 1962, Uganda acquired a Knowledge Based Curriculum. Because of continued poor performance, shortage of practical skills and professional education, nations under the sustainable development goal agreement rolled out a program of implementing the competence based curriculum in 2018 (Anthony et al., 2023). In January 2020, the Uganda ministry of education and sports, rolled out a program for implementing the Competence Based Curriculum and

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

initiated at Ordinary level starting with senior one (Moses, 2022). For all this period, the new Competence Based Curriculum has remained largely in the hands of the stakeholders and their capacity has continued being developed through training and retooling though stakeholders' perception has not yet developed to a required level since it is one of the driving powers for the implementation of the curriculum (Victor et al., 2023). According to Klein-Collins 2013, the Competence based curriculum is an education that focuses on what students are able to know and can do rather than how long it took them to learn it. It is also described as the type of education based on the predetermined competencies which focus on outcomes and real-world performance (Winny et al., 2023). This type of education is run through a system that organizes its activities in such a way that allows the development of both generic and specific competencies declared in the graduate profile of each major. This is the curriculum as according to (Ntirandekura et al., 2022). Since the initiation of Competence based curriculum, a group of persons with interests, involvement or investment in the education like teachers, parents, school administrators and district leaders referred to as education stakeholders have gained a strong hand in implementing the curriculum and their perception has come to determine the extent of their powers in the curriculum implementation (Racheal et al., 2023). Berendt, 2013 defines perception as the organization, identification, and interpretation of sensory information in order to present and understand the presented information in the environment.

Statement of the Problem

Competence Based Curriculum is a good and important learning system. It enables learners to develop basic skills of life like; Critical thinking, Problem solving, creativity and collaboration (Anthony et al., 2023). However, its Implementation has remained low since its roll out in 2020 by the ministry of education and sports (MoES, 2022). This could be due to a number of factors of which stake holders' perception may be one of them (Richard et al., 2023). Therefore, the researcher developed interest in finding out whether stakeholders 'perception influences competence based curriculum implementation.

Specific objectives

1. To find out the stakeholders' perception of the competence based curriculum
2. To find out how the Competence Based Curriculum Implementation has been affected by stakeholders' perception
3. To find out stake holders suggestions towards the effective Implementation of Competence Based Curriculum.

Methodology

The research design is a plan, and strategy for investigation to obtain answers to research questions or problem (Kumar, 2005). This study employed a case study research design. This was because it involves a through descriptive analysis of a single individual, group like stakeholders or event. A case study design is useful when the

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

overall Objective of the study is to investigate, explore or analyze a single unit such as a person, institution or group or event for example, a group of educational stake holders as to this study.

The design enabled the researcher to investigate the problem in its depth and gather information since it tends to be much more specific in focus as according to (David, E.G, 2009). It gave an opportunity for one aspect of a problem to be studied in some depth with in a limited time.

The study was conducted in Isingiro district located in the Ankole sub region, western region of Uganda between Latitudes 0° 49' 59.99 N and longitudes 30° 49' 59.99E with a total Area of 2,655.65 Square kilometers. Isingiro district is boarded by Kiruhura and Mbarara districts in the north, Rakai District in the east, Tanzania (country) in the south, Ntungamo district in the west and Rwampara district in the North West The unit of inquiry was found in four secondary schools and these were; Isingiro secondary school, Isingiro Town High School, Rwamurunga Community Secondary school and St Mary's secondary school Kyoga. The schools were purposively selected from a total population of 34 schools due to; they are one of the old schools in the district hence the perception of the stakeholders. These schools also, at least all of them are located at the center of the district and accommodate almost a large number of students around Isingiro district and the neighboring district hence cover the wide area. The schools also being old, have enough resources which minimizes the challenges of resources like library, Laboratories, and classrooms as limiting or control factors for curriculum Implementation that may end up affecting the research results on perception. More so, these schools were the most convenient for the researcher. Purposive sampling was applied on selecting teacher respondents who were teaching in the classes undertaking the Competence Based learning these were; senior one, two and three at the time of the study, Students respondents from senior three specifically, because they were the pioneers of the current competence based curriculum and, most of the policy changes within the curriculum have happened in their time and so, provided reliable responses to this study, Parents from those that had children who were students in senior three class in a school used in this study since they were believed to have enough experience in this curriculum, School leaders who were the head teachers of the selected schools since they are the principle supervisors of curriculum implementation at the school level and then the District Education Officer (DEO) because he or she is the principle supervisor of education and curriculum Implementation at the district level.

This study purposively selected a sample size of 185 respondents who consisted of a district education officer, 04 head teachers, 36 teachers, 104 students and 40 parents from a total population of 567 because it was the most convenient for the researcher.

Therefore, from each school the research obtained 01 head teacher, 09 teachers, 26 students and 10 parents totaling to 46 respondents from each school.

Table 1 composition of the respondents in sample size

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

SN	RESPONDENTS	NUMBER OF RESPONDENTS	TOTAL NUMBER OF RESPONDENTS
01	District Education Officer	01	01
02	Head teachers	01	04
03	Teachers	09	36
04	Students	26	104
05	Parents	10	40
06			185

Source: Researcher's construction, 2023

In this study, the questionnaire was used on the students and teachers since they were many and they were busy in the class lessons hence easy to leave them with the questionnaires for them to fill them in their free time and the researcher went back to pick them. The questionnaire examined the question one of the research study about the stakeholders' perception of the competence based curriculum, question two about the effects of stakeholders' perception on competence based curriculum implementation and question three on stakeholders' suggestions towards effective implementation of the curriculum.

Table 2 Matrix of research questions, Methods, Target and Instruments

SN	Research questions	Methods	Targeted respondents	Research instruments
01	How do the stakeholders perceive the Competence based curriculum?	Questionnaires Interviews	Students Parents Teachers School heads District education heads	Interview Guides Questionnaires
02	How has the Competence Based Curriculum Implementation been affected by Stakeholders' perception?	Documentary review Observation Questionnaire Interview	Teachers Parents Students Schools and district leaders	Documentary review guides Observation check lists Questionnaires Interview guides

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

03	What could be the stakeholders' suggestions towards effective Competence Based Curriculum Implementation?	Questionnaire Interview	Parents Teachers Students School heads District Education leaders	Questionnaires Interview Guides
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Source: Researcher's construction, 2023

The reliability of the instruments was also computed using the split half method with the help of statistics package for social sciences SPSS. Reliability was increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The researcher pre-tested all the study instruments to check the validity and reliability of data collection tools. Data processing was done through editing, coding and tabulation. Data analysis was also done using the computer analysis with the help of the Statistical Package for Social Sciences software and spreadsheet statistical package (Nelson et al., 2022). These helped the researcher analyze the raw data and transform it into new meaningful and usable information. The researcher analyzed and interpreted the quantitative data using Microsoft excel and statistical package for social sciences program to compute the percentages, frequency and tabulation of responses and use of quantitative and qualitative types of data. Data was edited to identify and eliminate errors by the respondents. Coding was done to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages were used to analyze the data. Data was also analyzed using the content analysis in which all the responses were categorized according to their thematic areas and analyzed according to their contents. Presentation was done in tables, figures and charts.

RESULTS

Table 3: conduction of the interviews

SN	Respondents interviewed	Number of respondents
01	Parents	40 (100%) 30 in groups of ten 10 as individuals
02	Heads of schools Director of studies Deputy head teachers Head teacher	04 (100%) 01 02 01

Source: field data 2023

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

Status of the respondents to be interviewed and those who were interviewed

The expected number of teachers to be questioned were 36 and all were approached, the number of students to be approached were 104 and were all approached. The number of parents expected to be interviewed were 40 and were all interviewed, 04 heads of schools were expected to be interviewed and were all interviewed and then 01 district education leader was interviewed as expected.

Demography of schools by status

The study involved a maximum of four schools of which, two of them were government aided and the other two, were private schools.

Table 4 table of the school status

SN	School status	Number
01	Government schools	02
02	Private schools	02

Demography of teachers by working experience

Range	Frequency	Percent
1-5 years	23	65.71
6-10 years	11	31.43
11-15 years	01	2.86
16-20 years	none	----
Total	35	100

The results from the surveyed schools showed that teacher respondents' work experience was spread almost equally over the range of 1-5 years were (23), followed by those in range of 6-10 years were (11), followed by those in range of 11-15 years were (01), followed by those in a range of 16-20 years were (none). This implied that the teachers interviewed were all experienced hence expected

to bring good results.

Table 5 Teachers respondents' teaching experience

Source: field data, 2023

Working experience is an important variable in teaching and learning process, experienced teachers are able to cope up with the new competence based curriculum hence able to implement it. The more experienced the teachers were, the more they were expected to be more efficient and effective at implementing the competence based curriculum

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

and their perception was expected to be positive since they knew what to do. In this study, the data showed that majority of teachers' teaching experience in the field was in the range of 01 to 10 years of teaching.

Presentation of the findings

Teachers

From the Responses indicated in the questionnaires, it was indicated that most of the teachers out of the 35 who gave in their responses, understood the meaning of the competence-based curriculum. Those who replied yes were 32 (91.43%), only 01 (2.86%) indicated "NO" and only 02 (5.71%) indicated that they were not sure. Among the 32 who replied yes, 31 (96.88%) gave the meaning of the competence-based curriculum, 01 (3.13%) did not give the meaning but only out of the 31, 17 (54.84%) teachers, gave the expected correct meaning. The expected correct meaning consisted the knowledge of the concepts, methodology and aims of the competence-based curriculum and this was "competence-based curriculum is a learner centered learning system which emphasizes on what a learner is able to do or demonstrate competence at than what the learner is able to know irrespective of time taken to do it"

Table 6: Teachers' responses on the knowledge of competence based curriculum

Responses	Numbers
Yes	32 (91.43%)
No	01 (2.86%)
Not sure	02 (5.71%)
Provided the meaning	31 (96.88%) and 88.57% of the total
Did not give the meaning	01 (3.13%) and 11.43% of the total
Gave an expected correct meaning	17 (54.83%) and 48.87% of the total respondents

Source: field data, 2023

On whether competence-based curriculum is of any importance, 34 (97.14%) respondents indicated that the curriculum was of great importance and only one did not give any kind of response. To justify their responses, the respondents gave their reasons as indicated in the table

Table 7: Teachers' justifications for their responses

Justifications	numbers
Produces job creators	06 (17.14%)
Develops 21 st century skills; critical thinking, problem solving, innovation and team work	23 (65.71%)
Learners are greatly involved in learning	04 (11.13%)
Learners demonstrate mastery of concepts	01 (2.86%)
Learners express their own ideas	01 (2.86%)

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

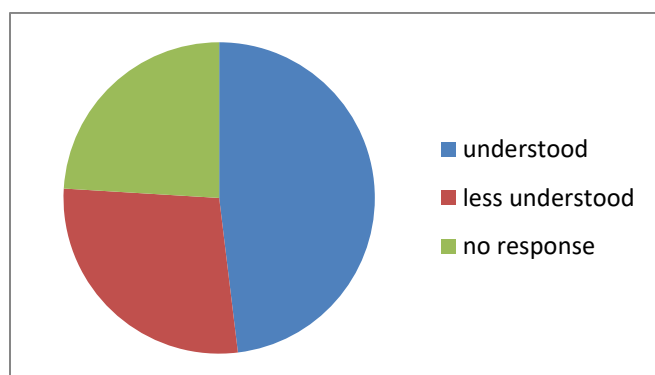
Source: field data, 2023

On whether competence-based curriculum was relevant to the real current world situation, 34 (97.14%) respondents responded yes, meaning that it was relevant and only 01 (2.86%) did not decide. The respondents indicated that at least all of them have had a training on competence-based curriculum, 29 (82.86%) indicated that they got training from the seminars/workshops, 02 (5.71%) indicated that they got the training from the university and then, 04 (11.43%) got the training from the peer teacher trainings (Christopher et al., 2022a)

Students

From the data collected using the questionnaires on 104 student respondents, 50 (48.08%) respondents indicated that they very well understood the competence-based curriculum by indicating the expected correct meanings, 29 (27.88%) indicated less understanding of the competence based curriculum by indicating related meanings and then 25 (24.04%) did not indicate any kind of the meaning as postulated in chart below

Figure 1 understanding of the competence based curriculum by student respondents



On whether they are able to relate what they study to real life, 75 (72.12%) indicated that they are able, only 20 (19.23%) indicated that they are unable to relate and 09 (8.65%) indicated that they were not sure. The respondents gave reasons for their responses and only 65 of the 75 were able to relate what they studied to real world, gave reasons and only 10 did not give reasons. From the 20 who were unable to relate what they learnt, 4 gave reasons and only 16 did not give reasons as indicated in the table

Table 8 student respondents' responses and their reasons

Able to relate class concepts to real world	Total numbers	Unable to relate class concepts to real world	Total numbers
	75 (72.12%)		20 (19.23%)
Reasons			
Teachers set questions in form of real life problem scenarios in activities of integration		We are kept in class because teaches want to finish syllabi because field studies take time.	

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

Teachers take us to the field studies Teachers guide us to create meanings ourselves and guide us to conduct projects from real life problems using class knowledge	Our schools have no internet and so unable so research and know what is happening in other parts of the world on some class concepts
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Source: field data, 2023

Head teachers

All the heads of the four schools were approached and gave their views to the questions asked. On the question that involved the understanding of the competence based curriculum, responses that indicated correct concepts and methodology of competence based curriculum (CBC) were considered as correct where as those that consisted constructivist and blooms taxonomy concepts as it was used by the researcher in the literature review were considered as relevant to the (CBC)

On the relevance of the competence based curriculum to the real world, all the four heads of schools accepted that the CBC was relevant as it; “produces job creators, Learners are greatly involved in learning, Learners demonstrate mastery of concepts, develops 21st century skills of the learners”

Four (04); 100% of the heads of schools indicated correct understanding of the CBC their responses were; “A curriculum that emphasizes on what learners are able to do than what they are able to know” as correct and then, “a curriculum that develops cognitive, affective and psychomotor domains of the learner” as relevant (Richard et al., 2023).

On the other stakeholders’ reactions and comments about the competence based curriculum, all of the heads of schools indicated that the CBC was a “good curriculum but, expensive since it was very much resource demanding”. The heads of schools indicated that most of the teachers believed that, “CBC was tiresome and time consuming as it required a lot of time for class learner discussions, research, field studies, setting, supervising and marking assessments of which could not be done for one to finish syllabus in time. Some other teachers believed that the curriculum will collapse that because, even the ministry had no enough knowledge about it, they did not effectively plan well for it and most schools did not have enough resources”. The heads of schools also indicated that most students believed “the curriculum was tiresome as it required them to make notes themselves and that some students were not cooperative”. As educationists, the heads of schools had it that there shall be poor performance with the

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

CBC because most teachers and examiners were not yet aware of what to do, resources like books were still not enough (Ntirandekura et al., 2022).

Parents

Among the 40 parents that were interviewed, only 02 (5%) indicated the expected correct understanding of competence based curriculum since their understanding consisted of the curriculum concepts and methodologies and their understanding was as “learner centered curriculum that emphasizes on what learners are able to do than what they are able to know”. Only 05 (12.5%) of the respondents indicated that they less understood the curriculum by indicating a relevant meaning as “a curriculum that is more of practical than theory”. 33 (82.5%) parents indicated that they had no any idea about the curriculum as they were un able to express any kind of the meaning.

On whether competence based curriculum was of any importance, 02 (5%) of the respondents parents indicated that the curriculum as of great importance because “enabled learners to develop both motor and cognitive skills to sustain them in the competitive world”. 10 (25%) of the respondents indicated that the curriculum was of no importance because learners spent most of the time playing, learners taught themselves and made notes themselves”. 16 (40%) of the respondents were not so sure about the importance that because the curriculum was still new and then, 12 (30%) of the respondents had no any reaction (Irumba et al., 2023).

On how they thought teachers taught and learners learnt, 02 (5%) of the respondents indicated that “learners studied in groups giving out their minds and at the end, did activities and projects guided by the teachers”, 10 (25%) of the respondents indicated that learners were involved in playing activities and at the end they made notes themselves and then, the 28 respondents, had no reactions on the matter.

Reactions on how the teachers taught and learners learnt, only 02 (5%) of the respondents indicated that the teaching and learning were good though not yet at the required quality level, the 10 (25%) of the respondents indicated that the teaching and learning were just a waste of time and money. On the challenges they have faced, the respondents indicated that “a lot of things are required of which are expensive.

District education leader

Only one district education leader was interviewed and this responded to the research questions as;

On the understanding of the competence based curriculum, the respondent indicated that he understood the competence based curriculum by indicating the expected correct response as “a curriculum that emphasized on what learners were able to do than what they were able to know”. The respondent indicated the difference between the CBC and knowledge based curriculum as “competence based curriculum a learner centered that emphasizes development of competencies where as knowledge based curriculum as teacher-content based that emphasizes knowledge of the concepts”. The respondent accepted that the competence based curriculum was very much important because it developed learners’ 21st century skills. The respondent indicated that the stakeholders believed that the curriculum is expensive, complex and tiresome.

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

How the competence based curriculum implementation had been affected by the stakeholders' perception**Teachers**

On the concepts involved in CBC, 12 (34.29%) of the respondents indicated the expected correct concepts, 06 (17.14%) of the respondents indicated relevant concepts, 13 (37.14%) of the respondents indicated incorrect and then 04 (11.42%) of the respondents indicated no response as indicated in the table below

Table 8 concepts involved in Competence Based Curriculum

Expected correct	Relevant	Incorrect
Generic skills	Collaboration	Relevance
Values and attitudes	Discovery	Communication
Learning outcomes learning activities	ICT integration	Research based
Cross cutting issues		

Source: Field data, 2023

On teaching strategies they use to develop the competencies, 34 (97.14%) of the respondents indicated the expected correct strategies they use to develop competencies and then only 01 (2.86%) respondent indicated the relevant strategy used as they are outlined in table

Table 9 Teaching strategies used to develop competences

Expected correct	Relevant
Group discussions	Question and answer approach
Guided discovery Field studies	
Class presentation and demonstrations	
Practical experiments	
Research and projects	
Debates	

Source: Field data, 2023

On the resources they used to teach the competencies, sources from which information studied was obtained were considered as the expected correct responses where as those resources used to elaborate or emphasize concepts, were guides thus considered as incorrect though relevant. 25 (71.43%) of the respondents, indicated the expected correct responses as resource they used in teaching where as only 09 respondents indicated the incorrect responses as resources used in teaching as outlined in that table

Table 10 Teaching resources used by the respondents

Expected correct responses	Incorrect responses
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Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

Resourceful persons	Scientific specimens
ICT/Internet	Charts
Textbooks	Pictures and photos
Teachers' and learners' guides	Videos
Environment	Chemicals and reagents

Source: Field data, 2023

On how respondents assisted students to relate lessons to real life, 13 (37.4%) of the respondents indicated the expected correct responses, 18 (51.43%) indicated relevant responses, 03 (2.86%) indicated irrelevant responses and 01 (2.86%) did not give any response to the question as outlined in the table.

Table 11 How the respondents assist learners to relate lessons to real world

Expected correct responses	Relevant responses	Irrelevant responses
Using internet videos to ensure learners know problems around the world, compare them with those in their areas, develop appropriate solutions using the subject matter learnt from class Field studies Using teaching aids and resources from environment Using real life situations as examples when teaching and scenarios in Activities	Using current events Giving them learners projects Using FM radios Using a range of media to communicate ideas about different opinions in their projects	Emphasizing vocational studies

Source: Field data, 2023

On how the respondents assessed learning, 34 (97.14%) of the respondents indicated that learners were assessed through " Activities of integration, assignments, projects, learning activities, Triangulation (observation) research presentations and then end of cycle examinations and tests". Only 01 (2.86%) of the respondents did not indicate any response.

On how they often applied participatory and how they rated interaction between teachers and learners and then learners with learners, most of the respondents indicated that participatory was always applied and that the interactions were very interactive as indicated in the table.

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

Table 12 rating on how often were the teaching methodologies applied

Methodology	Strongly used	Averagely used	Less used	Not at all
Group discussion	50 respondents	54 respondents		
Test quizzes		104 respondents		
projects		24 respondents	80 respondents	
Activities of integration	104 respondents			
Class demonstration		01 respondents	01 respondent	102 respondents
Research work	100 respondents	04 respondents		
Oral activities	08 respondents	40 respondents		56 respondents

From the Interviews

Head teachers

Head teachers were interviewed on their roles and they indicated that their roles in this curriculum were; "Supervisory, engaging other stake holders, enforcement of curriculum implementation and provision of resources, tools and requirements"

On what they had done to ensure competence based curriculum was effectively implemented, the respondents indicated that; "They had provided necessary materials and resources like books though not enough". The respondents also said that "they had sent teachers to train in CBC by the NCDC and that they had organized internal seminars for teachers to be trained about competence based curriculum"

On whether parents were involved, the respondents indicated that parents were not largely involved. They were only called on some occasions especially on visiting days or on individual basis whenever necessary to see how their children studied and performed.

On how they satisfied that learners had mastered competences, the respondents indicated that they visited performance records and checked on performance. Those who could be having high accomplished records, showed that they had mastered the concepts

Parents

Parents indicated diverse understanding of their roles. 01 parent indicated that his role in the competence based curriculum was to work with teachers to develop learners' abilities. He also indicated that those abilities that teachers could not observe at school, parents could easily observe them at home and then report to the teachers. 39 parents said their role was "providing necessary learning requirements like school fees and books"

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

On visiting students to see how they studied, Two (02) parents visited students once in a while and even when called up on, the rest 38 respondents indicated that "they did not visit students at all to see how they learnt. They only visited the schools on visiting days and for school meetings and then went back"

On what they had done to ensure competence Based curriculum was implemented, the respondents indicated that they had provided support of required materials for projects and other activities.

From the Documentary reviews

From the data corrected by the researcher after reviewing all the documents it was indicated that; all the schools surveyed had Schemes of work, with correctly stated competencies, objectives, learning outcomes, teaching and learning methodologies, teaching and learning activities, teaching aids and reference books appropriate for the subjects in line with those guided in the syllabus books and that, none of the schools had formulated lesson plans.

All schools had policy documents and syllabus books though were not enough because some subjects never had syllabus books and so they borrowed, none of the schools used parents' and learners' survey inventories, all the schools had learners' performance record books with performance marks for end of chapter assessments recorded out of three (03) and end of cycle assessments recorded out of eighty (80) and learners were graded with "accomplished", "moderate" and "Basic" grading scales, all the schools had project work reports but were not commonly done since they were very much few. Very few subjects had projects done by senior three.

In all the schools; activities of integrations were mostly conducted; in the three schools, activities of integration questions were printed question papers done on paper answer sheets, set in scenario type with scenario, support material, and task, well supervised, but some were not marked. In one school, activities of integration were handwritten, done in students' work books, with no support materials and not very well supervised.

In all the schools, learners made notes themselves and were researched from teachers' and learners' guides only and these notes were very much shallow. In one school, notes were even got from old curriculum books guided by learners' and teachers' guide books and also from internet to supplement the book guides. Learners' work was very much disorganized, notes were not polished and most of activities were not marked. None of the schools had competence Based curriculum lesson plan records, parents and students survey inventories.

From the observation checklists

Using the observation checklists the researcher observed the implementation of the competence Based curriculum concepts in the class lessons as they were being conducted and the data was recorded and presented basing on the points of inquiry and only twelve lessons from all the schools was observed. The following were the observations;

Teaching aids; Ten (10) lessons were not using teaching aids where as only two (02) lessons used teaching aid like soil samples, computers and projectors

Sitting arrangement; in the six (06) lessons, learners were seated in groups and other six (06) lessons, learners were not in groups just in random sitting arrangement

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

Teaching resources; twelve (12) lessons were having teaching resources largely teachers' and learners' guides though were not enough and in some, bibles, old curriculum books and dictionaries were used

Nature of interaction; the interaction among the learners was interactive discussions in the eight (08) lessons while in the four (04) lessons there was no any kind of interaction. Between the students and the teachers, there were interactive discussions in only nine lessons and no any kind of interaction in three (03) lessons

Lesson introduction; ten (10) teachers introduced the current lessons from the previous by giving reviews of previous lessons and brain stormed on the lessons and then connected to the new lessons, two (02) teachers started the lessons right away from where they had finished from in the previous lessons.

Lesson development; seven (07) teachers developed lessons from what learners already knew relating them to the subject matter, using environmental examples to probe learners to construct their own understanding through group discussions, and then polished learners' presentations. The five (05) teachers used their own conceptions basing on researchers' guidebooks

What we're teachers doing; in the five (05) lessons, teachers were guiding learners, facilitating learners, polishing learners and assessing them. In the other seven (07) lessons, teachers were dictating notes and lecturing.

Learning activities used were; presentations in one (01) lesson, Discussions in six lessons (06), demonstrations in two (02) lessons, practical in one (02) lesson and there was not any learning activity apart from lecture in the four (04) lessons

Time spent on each activity; in the two (02) lessons, activities were being conducted between five to ten minutes (5-20), in the five (05) lessons, activities were conducted between 11-15 minutes while in one lesson, activities were conducted between 20-25 minutes.

Questions asked; were inquiry in twelve lessons and provocative questions in the six (06) lessons mainly by the teacher.

Who asked questions; Teachers dominated in the eleven (11) lessons and learners were actively asking questions in only eight (08) lessons

How lessons were ended; most of the teachers in the eleven (11) lessons ended their lessons by; giving research work, last remarks and went out as the bell rang. In one (01) lesson, the teacher reviewed the lesson, conducted assessments of learning activities, and gave research work, recommendations and then conclusions.

How lessons were assessed; in eight (08) lessons, continuous class activities were used, in one lesson, research works were used and in the three (03) lessons, none of the assessment was done

What were set us follow up activities; in eight (01) lessons, continuous class activities were set as follow up activities where as in one (08) lesson, end of lesson research works we're set as follow up activities and only in three (03) lessons, there were not follow up activities given.

Stakeholders' suggestions towards effective implementation of the Competence Based curriculum

Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

Conclusions of the study

From the findings of the study, it may be concluded that

Only the teachers and heads of schools at least understood the competence based curriculum

All the stakeholders had negative perception and this negatively affected Competence Based Curriculum Implementation though may be improved through regular trainings, involvements, proper planning and support Stakeholders training and involvement, increasing time, funding and support, proper planning, provision of enough relevant and variety of learning and research materials in time were required for effective implementation of Competence Based Curriculum.

Recommendations

Basing on the findings, it is requiring that whenever curriculum changes occur, all the stakeholders should be first consulted and highly involved in every step taken. This may increase general awareness, understanding and perception of the curriculum hence innovation, changes, making easier the task of implementation of the changes encountered.

The ministry needs to first study well and plan thoroughly for any changes to be done or introduced.

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Received: 21.03.2024

Accepted: 25.03.2024

Published on: 30.03.2024

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