

Stakeholders' Perceptions on Implementation of the Competence-Based Curriculum in Selected Secondary Schools in Rubaga Division, Kampala City, Uganda

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Abstract

The study investigated stakeholders' perceptions on the implementation of Competence-Based Curriculum (CBC) in selected Secondary schools in Rubaga Division, Kampala City. The implementation of the CBC was driven by the need to move away from knowledge based and rote memorization learning to competency based and project-oriented learning.

The study was guided by the curriculum implementation theory by Gross et al (1971). The objectives of the study were; to investigate the opinions of stakeholders on the CBC learner-centred pedagogies; analyse the stakeholders' attitudes towards CBC instructional materials and to examine the opinions of stakeholders on the CBC assessment modes.

The study adopted a qualitative research approach that analysed the case of the CBC from the subjective point of view using the study participants' opinions. The study followed the interpretivist paradigm, which enabled participants to create their social reality in line with the objectives of the study. A double case study research design was adopted in order to get an in-depth understanding of the stakeholders' perceptions on the implementation of CBC. Head teachers, Teachers, UNEB officers and learners were purposively selected and participated in the study. A sample size of 23 participants was used for the study. The methods used to collect data were interviews, focus group discussions, observation, and documentary review. Data was analysed qualitatively using the thematic analysis approach. Data was presented using narratives and in-text quotes.

The findings revealed that; the CBC learner-centred pedagogies were appropriate although there was limited clarity in their use. Secondly, stakeholders had mixed attitudes towards use of instructional materials and lastly, the CBC assessment modes were suitable although most of the teachers did not know how to apply them.

The study recommended that the Ministry of Education and Sports needs to conduct more teacher trainings to skill teachers in CBC pedagogies, instructional materials and assessment modes. The government should provide schools with adequate educational facilities, continuously monitor, supervise and evaluate CBC practices in schools.

1.0 Introduction

This chapter presents the background to the study, statement of the problem, general objective of the study, objectives of the study, research questions, scope of the study, significance of the study, justification of the study and the conclusion.

Globally, the pursuit of creating societies with core competencies and the need to foster regional and global competitiveness in the job markets has prompted the implementation of Competence-Based Curriculum (CBC) (Kibor&Kisilu, 2020). The traditional education methods have limitations in producing individuals who are productive to the economy, which has made it difficult for them to compete favourably on the job market (Olemaet al., 2021). Curriculum reforms are necessary as they allow a country to periodically review, revise, and evaluate its education systems and programs (Kennedy, Kwanghee&Javehoon, 2023; Pietarinen et al 2016). The advancement of educational programs is a continuous process driven by the need to respond to change, as Stabback (2016) points out. A quality educational program must align with global trends in information developments, media advances and changing job market needs to ensure that learners have the skills needed to succeed. In addition, the OECD (2018) asserts that, if learners in school keep on learning what was taught to their parents, they will not be appropriately prepared for a more uncertain future characterised by an ever-changing environment. This global implementation of a competence-based curriculum implies an emphasis on “the integration of knowledge, skills, and attitudes that enable a person to perform tasks in an ill-defined and unique environment” (Wesselink et al., 2010). In other words, Competence-Based Curriculum implementation aims at providing learners with an integrated performance-oriented capability to reach specific achievements that would allow them to navigate through a world that is constantly changing and full of uncertainties (Mulder, 2001). Therefore, countries, including Uganda, have implemented extensive curriculum reforms to equip learners with the necessary skills and knowledge required for the 21st-century job market. This is because a curriculum is perceived as the means through which a country empowers its people with the essential values, knowledge, attitudes and skills that will enable them to participate in national Development (UNESCO 2017).

Uganda is currently in the initial stages of implementing the CBC. The implementation of the CBC is driven by the need to move away from rote memorisation and focus on the acquisition of practical skills and knowledge that will be required in the workforce. The CBC emphasises the acquisition of competencies such as critical thinking, communication, problem-solving and collaboration, which are essential for the 21st-century job market. The insights gained from the study will inform the development of better strategies and policies to facilitate the smooth implementation of the CBC in Uganda.

1.1 Background to the Study

The background to this study is divided into four perspectives: the historical, theoretical, conceptual and contextual.

1.1.1 Historical Perspective

The concept of Competence-Based is interpreted in many ways in education systems all over the world, resulting at one end of the scale into a tick list of skills and at the other into a set of generic abilities that transcends disciplinary knowledge and skills (Kitasse and Ssembatya 2024). Since 1960, this concept has gradually and steadily gained importance within education reform processes. Many western education institutes are implementing it and African institutes are making the transition towards the same (Barrick, 2017). This indicates that CBC is seen as a vital strategy for addressing educational challenges and enhancing learning outcomes. It implies that CBC is integral to modernizing education systems to better meet the needs of learners and society.

The history of CBC can be traced back to the 1970s in the United States of America which was in reaction to concerns that learners did not have life skills needed after school; and that therefore they were social misfits (Barrick, 2017). It was felt that they needed a curriculum that imparted knowledge, skills and attitudes that could build broad competencies to solve everyday problems. The CBC was appropriately first implemented in teacher education. It has since been developed and implemented in various professional areas such as Engineering and Business in different countries; primarily due to stakeholders' positive perceptions (Isaboke *et al.*, 2021). This early adoption in teacher training programs underscores the importance of equipping teachers with skills and understanding necessary to effectively implement CBC principles. The subsequent application of CBC in various professional fields highlights its adaptability and broad appeal, driven by stakeholders' recognition of its potential to enhance practical real-world competencies. A positive attitude is required from stakeholders for the effective implementation. This is because perceptions and attitudes are critical factors influencing stakeholders' adaptation to and adoption of the CBC implementation. Head teachers' and teachers' personal beliefs about the CBC in the United States, their experiences with the implementation of the CBC and perceptions on using innovations in the CBC, such as new and creative ideas and practices for integrating technology, use of instructional materials, and community service in the CBC competencies into the classroom practices positively influenced the way they implemented the CBC leading to its success (Sanchez & Romero, 2015). This implies that setting policies concerning the innovation becomes easy after policy makers discover and have become aware of what stakeholders have in their minds about the innovation. It is arguable that the perceptions and attitudes of stakeholders are paramount in guiding the formulation of policies and design strategies that are to aid the successful implementation of a new curriculum innovation.

In Europe, the mid-1970s witnessed an economic recession that led to inflation and rising unemployment rates; prompting stakeholders to criticize the education system, arguing that the standards of attainment in basic skills were too low, rendering school-leavers unemployable (Biemans *et al.*, 2009; Brockmann *et al.*, 2008). The situation was based on the inadequacies of traditional education, which focused on knowledge acquisition rather than on skills development. This limitation constrained the chances for graduates to create jobs, thereby hindering economic growth, leading to the development

and implementation of the CBC in Europe. Although the CBC is perceived not to be without its' flaws, and encounters fierce criticism in European societies, the overall perception and attitude of stakeholders on it is positive. Due to the fact that the CBC has proved to be an efficient method for connecting education to the "world of work", its success in Europe has caught the attention of International Development (Mulder *et al.*, 2007). This implies that the implementation of CBC in Europe during the mid-1970, proved to be a strategic move to address the education system's shortcomings. The stakeholders in Europe perceived the CBC more as a tool for solving the unemployment problem, since it was meant to train more of job makers than job seekers due to its emphasis on practical skills.

In Australia, the CBC was introduced via a government directive in 1990. It resulted from observed weaknesses in the skills level of the Australian workforce following changes in the Economy and the pace of technology. Economic and technological changes necessitated a series of developments in workplace reform, award restructuring and was becoming a cause of concern. Australia's training methods were re-examined for improved skill levels and international competitiveness; thus, the Competency Based Curriculum (CBC) was introduced (Smith, 1996). This implies that, the Australian old education curriculum had not effectively prepared graduates with the highly technological skills that would be sustainably demanded by the world market. The changes in technology had to align with the changes in generic skills and competencies acquired through education; which required that the Education System becomes relevant to the changing demands of Australia.

Furthermore, after the successful implementation of the CBC in most of the developed Countries, many African countries also embraced it. In Africa, the adoption of the CBC began in 1998 in South Africa, which was faced with a shortage of professionals in critical fields at Engineering, technicians and artisans. The implementation of the CBC was perceived by stakeholders as an innovative solution that would equip South Africans with employable skills to cope with the challenges of the 21st Century (Mutale & Malambo, 2019). The inadequacy of professionals was crosscutting to the rest of African countries which prompted some to embrace the CBC. However, in South Africa, the CBC failed at its implementation stages because of the negative attitudes of stakeholders towards use of instructional materials, CBC learner-centred pedagogies, CBC assessment modes and the incompetence of the teachers (Cheptoo & Ramadas, 2019). This implies that curriculum developers and other concerned Bodies should try their level best to change the attitudes of stakeholders in education so that they welcome the CBC innovation and work towards its success. This will necessitate sensitisation of the stakeholders such as teachers and school administrators so that they may gain the capacity of what to do and how to do it, as far as implementing the CBC is concerned.

In East Africa, the CBC was first adopted by Tanzania, in 2005. It aimed at strengthening the acquisition of skills by learners. The idea of the CBC was borrowed from the Tanzanian Development Vision of 2025 and specifically from the Education Development Sector Programme. By 2006, the Competency-Based Curriculum became operational in both primary and secondary schools (Labani, Mtana & Helke, 2019). Stakeholders in Tanzania like Head teachers and Teachers positively perceived the relevance of the newly introduced educational reforms since they were aligned with the country's expectations; leading to its successful implementation (Kibirige *et al.*, 2014). This indicates that a

positive perception towards CBC implementation act as an intrinsic motivator that drives stakeholders towards getting immersed in CBC implementation.

Later, Kenya launched the CBC in January, 2018 with the aim of ensuring that learners acquire competencies and skills to meet the human resource aspirations of Kenya's Vision 2030 blueprint for development. The CBC in Kenya was designed to develop core competences like communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self-efficacy and digital literacy at the end of the its educationCycle (Muga, Abuya&Wagude2020).This implies that the KBCKenya could not prepare holistic graduates who are innovative enough to take the country to another level in terms of creating jobs.Thus, they adopted CBC for graduates to enable them acquire the necessary skills so that they become relatively competitive at the world of work. The implementation of CBC in 2018, was marked by a mix of perceptions and attitudes among teachers, learners and headteachers on use of instructional materials, CBC learner-centred pedagogies and assessmentmodes. Many of these stakeholders expressed enthusiasm about the CBC implementation while using the material and teaching and assessment modes (Ogari,2021). However, some teachers reported feeling of under preparedness and overwhelmed by the demands of the CBC, leading to apprehensions about its practical implementation in classrooms (Muli *etal.*,2020). The divergence in attitudes among stakeholders can lead to inconsistencies in how the curriculum is perceived and implemented a cross different schools in Kenya. The apprehension among teachers about their preparedness to deliver the CBC can affect their motivation and confidence, leading to a lack of effective instructional practices that align with the goals of the CBC. The mixed perceptions highlight the importance of continuous dialogue and engagement among all stakeholders to build a shared understanding of CBC's objectives and benefits.

In Uganda, since colonial times, the lower secondary education system has never been revised(Jones, 2005).According to Jones the Education Systemin Uganda has largely been influenced by colonial legacies, where the curriculum was designed to meet the needs and interests of the colonial powers (Jones, 2005). However, in recent decades, there has been a growing recognition of the importance of a curriculum that prepares learners for the demands of a rapidly evolving globalized world.Uganda's secondary school curriculum has undergone significant changes from a teacher-centred/knowledge-based approach to a learner-centred/competence-based approach. The KBC was criticised for producing graduates with limited practical skills to meet the demands of the labour market (NCDC, 2020).

At the beginning of 2008, the Ministry of Education and Sports (MoES) decided to undertake a reform of the Lower Secondary Education Curriculum starting with the content, assessment and examinations and in 2020 a conclusive decision to roll out the Competence Based Curriculum was taken (Clegg *et al.*, 2012).The government introduced the new lower secondary curriculum in February 2020 with a focus on producing individuals with employable skills.The curriculum review process was aligned with the Uganda Vision 2040 and the National Development Plan (NDP) II 2016-2020. The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous Country, while the National Development Plan recognizes the existing weaknesses in education, including the low efficiency and variable quality at the secondary school level. The Sustainable Development Goal 4 advocates for inclusive and quality education, while the National Development Plan II focuses on the enhancement of human capital,

development, strengthening mechanisms for quality, effective and efficient service delivery, and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasizes the continuous assessment Systems of examining, strengthening soft skills, which promote self-esteem, conscientiousness, and a generally positive attitude to use of instructional materials, CBC learner-centred pedagogies, CBC assessment modes, and promoting e-learning and computer literacy to enhance learning outcomes. All these are lacking and where they exist, it is so minimally. In line with the above, the Education and Sports Sector Strategic Plan (2017/20) advocates for the delivery of equitable, relevant, and quality education for all (Tumushabe & Makaaru, 2013; Uganda Vision 2040; UNESCO, 2017). All these called for an education curriculum, content, instruction methods, and examinations that are responsive to market demands. The Ministry of Education and Sports (MoES), through the National Curriculum Development Centre accordingly, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks, and instructions that foster deep learning by putting the learner at the Centre of the learning experience (Kidega *et al.* 2023). The CBC aims to equip learners with not only subject knowledge but also with the practical skills and competencies necessary for their personal and professional development.

However, since its initiation at the lower secondary level, the CBC implementation has generated mixed perceptions among stakeholders across the country and limited research has been carried out to find out these perceptions and attitudes regarding implementation of CBC in schools using instructional materials, CBC learner-centred pedagogies and assessment modes (New Vision, 2022; Sendagire, 2023). Thus, a need to carry out this study.

1.1.2 Theoretical Perspective

This study was guided by the curriculum implementation theory by Gross *et al* (1971). The theory posits that the successful implementation of any educational program necessitates teacher competence, clarity and awareness of the implementers, capacity of the implementers, and attitude of the stakeholders (Gross *et al.*, 1971; Jerotich & Kimutai, 2017). In addition, Gross *et al* (1971) asserted that, to successfully execute a curriculum change, implementers must have a thorough understanding of it, the essential capabilities necessary, and the dedication and desire to do so. Consequently, for the CBC implementation to be successful, all parties participating in the process must have a thorough grasp of the curriculum, the intellectual skills necessary to execute it, and a solid commitment to doing so.

Drawing upon the curriculum implementation theory, it is emphasised that the stakeholders of the CBC must possess a thorough understanding of the CBC implementation to achieve its intended objectives. Curriculum implementation is a gradual process that involves a shift from existing practices to new ones, requiring interaction among stakeholders to gauge their perceptions towards the innovation. The curriculum implementation theory guided the study to elicit opinions of stakeholders on the implementation of the CBC.

In addition, Kalunde & Samuel (2023), stressed that, the first element of the theory state that teacher competence is key since the implementation of a curriculum needs well equipped teachers with the relevant content for its effective implementation thus teacher training is essential. The second element is the capacity of the teacher as curriculum implementer which requires clarity and awareness of

stakeholders on CBC teaching pedagogies and assessment modes for its successful implementation. The acquisition of desired skills, attitudes, behaviours and knowledge for implementing the curriculum can be aided by teacher continuous attendance to in-service training through workshops and seminars. These elements are key components for successful curriculum implementation. When stakeholders such as teachers and headteachers, clearly understand the goals, content, teaching pedagogies and assessment of the new curriculum, they are more likely to support and engage with the changes in the curriculum. This engagement ensures that CBC is not only effectively delivered but also adaptable to the needs of learners and the society. Ultimately, resulting in improved educational outcomes and fostering a more competent and skilled generation.

Similarly, in support of the curriculum implementation theory, Fullan and Pomfret (1977) are of the opinion that, for the implementation of any curriculum innovation, changes must be made in the behaviours and attitudes of all the affected parties. They point out that, effective implementation of CBC demands that all parties involved in this process be educated about the worth of the new programme and its related components such as new content area and pedagogies to be used in teaching and assessing the learners, in order to be competent and to gain awareness of the changes. This awareness helps to alleviate misconceptions and resistance, ensuring that stakeholders recognize the value of new curriculum implementation. Awareness may lead to a more cohesive educational environment, where stakeholders are committed to enhancing learner learning experiences and achieving curriculum's goals. This study is aiming at an earthing stakeholders' awareness regarding implementation of CBC assessment modes. The curriculum implementation theory helped to generate the research objectives and questions of the study by providing a structured framework that highlights the key components of attitudes, clarity and awareness of CBC implementation process that formed the study.

However, the theory has been criticized for assuming that the initial resistance to change is a universal condition that exists among all organizational members (Tom, 1981). This implies that the theory fails to consider the situation where all stakeholders may embrace a change in a curriculum and may work unanimously towards its successful implementation. To address this criticism, the study examined stakeholders' perceptions on the implementation of the CBC to determine whether they have embraced the curriculum without any coercion or not.

1.1.3 Conceptual Perspective

Conceptually, the Competency-Based Curriculum (CBC) is an outcome-based and learner-centred approach to instruction, where learners' progress to more advanced work upon mastering the prerequisite content and skills (Bliven & Jungbauer, 2021). According to the UNESCO (2015), a CBC refers to a curriculum which emphasises the complex outcomes of learning process (knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. This means that the learning is learner-centred and adaptable to the changing needs of society, learners and also teachers. The CBC represents a means by which a country can empower its citizens with the skills, knowledge, and values necessary to thrive in the rapidly evolving global village characterized by advancing technology (UNESCO 2018). Similarly, Thornburg (2014) stresses that, the Competency-Based curriculum (CBC) is an approach to education that focuses on the development of specific competencies or skills rather than just

knowledge acquisition. This means that the CBC aims at ensuring that learners are equipped with the necessary skills and abilities to perform tasks effectively in real-life situations. According to Abagi and Wanjala (2019), the CBC has several key characteristics, including learner-centeredness; focus on skills and competencies, flexibility, and personalization. It is designed to be adaptable to the individual learning needs of each learner, allowing for differentiated instruction and assessment (Mugo&Kariuki, 2020). The CBC also emphasizes the use of real-life scenarios and project-based learning to enable learners to acquire and apply knowledge and skills in authentic contexts (Wambua&Wanjala, 2019). The curriculum is geared towards the developing critical thinking, problem-solving, communication, and collaboration skills among learners (Thornburg, 2014). In Uganda, the CBC aims at equipping learners with essential competencies and skills such as communication, collaboration, leadership, entrepreneurship, digital literacy, and analytical skills to enable them to compete successfully in the labour market. In this study CBC refers to an educational approach designed to focus on the acquisition and application of skills, knowledge, values, and attitudes needed to perform specific tasks and solve real-world problems. In this study, CBC is operationalized based on these skills; communication, collaboration, leadership, practical, digital literacy, and analytical.

Perception refers to the process of attaining awareness or understanding of sensory information (Qiong, 2017). Similarly, according to Oeberst *et al.*, (2016) perception is the way a people, in this case stakeholders, think, interpret, or feel about the CBC based on how it is designed and how it is expected to be implemented. Perception changes with someone's point of view. For the present study, perception is defined as the cognitive process through which individuals form opinions or judgments about the CBC. In this study, perception is operationalized based on stakeholders' attitudes on instructional materials used during implementation of the CBC, clarity on learners-centred pedagogies, and awareness on assessment modes.

Curriculum implementation refers to how teachers practice curriculum, how they teach and evaluate learners (Nevenglosky, 2018; Marques & Xavier, 2020) and how they interpret curriculum (McLachlan, 2018). In addition, Afangideh (2009), describes the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Garba (2004) viewed curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. In a nutshell, Ivowi (2009) sees curriculum implementation as the translation of "theory into practice", or "proposal into action". In this study curriculum implementation refers to the process of putting into practice the planned curriculum in educational setting. This process ensures that what has been planned in the curriculum is effectively taught and learned by learners. In this study, curriculum implementation is operationalized based on CBC implementation.

According to Ajzen, (2020) attitudes are an individual's overall evaluation or appraisal of the outcomes associated with the behaviour in question. In addition, attitudes refer to an individual's expectations and feelings about the possible consequences of undertaking an action (Ching, Xingwei & Chang 2020). Similarly, Fisherman *et al.* (2021), argue that, attitude can be conceived as how positively or negatively one is predisposed towards using a particular evidence-based practice. In this study attitudes refer to the

psychological tendencies that headteachers, teachers and learners hold towards CBC implementation process. The attitudes in this study are based on stakeholders' implementation CBC while using instructional materials.

According to Paltridge & Starfield (2013) stakeholders refer to people who will be affected by a project, or who can influence it, however, they are not directly involved in doing the work. Stakeholders are the key drivers of the content, methods of delivery, evaluation procedures and scope of the curriculum. Similarly, Johnson Constance & Chrysostom (2021) defined stakeholders in curriculum implementation as individuals or institutions that are interested in the implementation of a school curriculum. They get involved in many ways in the implementation because the curriculum affects them directly or indirectly. In this study stakeholders refer to individuals who engage directly in the implementation of CBC. For this particular study, the following were the stakeholders:

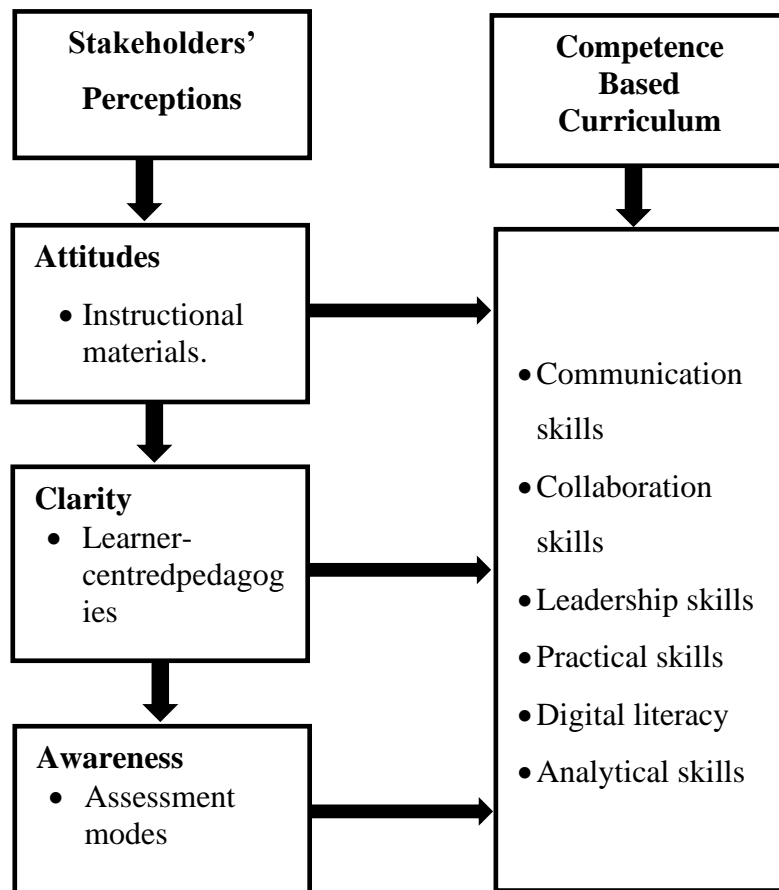
The Head Teachers: they play a major role in programme improvement. They help to successfully implement a change because of their knowledge of the school organizational climate, and ability to support those persons in initiating a change. They can also set the tune in their schools. Head teachers have witnessed the implementation of the CBC; therefore, their perceptions towards the implementation of the CBC was paramount to this study. Two head teachers from School A and School B, participated in the study.

The Teachers: according to Eze (1985), in curriculum implementation, from the topmost level to the classroom, the teacher features prominently as a principal actor. The teacher is in a better position to give advice on the most appropriate materials and factors required for curriculum planning and implementation. When the curriculum is interpreted into syllabuses, it is the teacher who interprets it further into schemes of work. The teacher plans and works out the details of course outlines, units of instruction and daily lesson plans, determines the objectives to be achieved and selects materials and methods to put all these into effect. Thus, teachers are very important in the implementation of the CBC, and their perceptions in this study about the implementation of the CBC helped the researcher to get the findings that were needed. Eight teachers from the two selected schools participated in the study.

The UNEB Officials: these are mandated to conduct and manage examinations in Uganda for the end of education Cycle and to conduct examinations-related research. One participant from UNEB was selected to address issues on CBC assessment.

The learners: these are placed at the centre of the learning and they are the very reason why the CBC has been adopted and implemented in most Countries. Learners are the first beneficiaries or victims of any curriculum innovation. Their perceptions towards the implementation of the CBC helped the researcher to get naturalistic first-hand information about the learner-centred pedagogies and assessment modes. Twelve learners from the two selected schools were involved in the study. The conceptual perspective is reflected in the conceptual framework below:

Figure 1: A Conceptual Frame Work showing stakeholders' perceptions on implementation of the Competence-Based Curriculum



Source: Conceptual framework developed basing on ideas adopted from Kaya *et. al.* (2015), Kennedy, Kwanghee & Javehoon (2023), Mat Matkovic *et al.* (2014), kovic *et al.* (2014), and modified by the researcher.

The conceptual framework depicted above illustrates that stakeholders' perceptions are based on their attitudes towards instructional materials used during implementation of CBC, clarity on learner-centred pedagogies, and awareness on assessment modes. The framework further illustrates that the above-mentioned sub-indicators of stakeholders' perceptions are linked to the core values of the CBC, which seek to equip learners with essential skills such as communication, collaboration, leadership, practical skills, digital literacy, and analytical skills. The end results of the CBC, if well implemented leads to acquisition of various skills among learners which results into production of competent graduates that would be competitive in the world of work. The conceptual framework guided the study and helped the researcher to formulate research objectives and questions, by setting boundaries for the study.

1.1.4 Contextual Background

Since the establishment of the Education System by missionaries, formal education in Uganda has been predominantly knowledge-based (NCDC 2020). Similarly, Mubangizi (2020) noted that Uganda's secondary education system is overly theoretical, lacks the critical 21st century skills, and utilizes teaching methodologies and instructional materials that hinder active learning and skills acquisition. Furthermore, the State of Youth Report 2019 by the Centre for Policy Analysis highlighted that over 50% of Ugandan youth felt unprepared for the available job opportunities, indicating a demand for more practical subjects (Kwesiga *et al.*, 2019). These observations indicated that Uganda's education system has not effectively equipped learners with the skills necessary to compete on the global job market.

To address these concerns, the CBC was introduced, which is learner-centred and prioritizes practical skills acquisition through proper use of instructional materials when teaching. Learner-centred Pedagogies (LCP) under the CBC place the learner at the centre of the learning process, promoting active participation and self-directed learning (Randall & Cox, 2015). Similarly, Mokoro (2020) perceives the CBC to be directed to develop knowledge, understanding, abilities, values, attitudes, and interests of learners in order to be able to do something in the form of skills, accuracy, and success with full responsibility. From this perception, it can be understood that the competency-based curriculum is oriented to individual creativity to do things in the form of skills and expected effects that arise from learners through a series of use of meaningful learning instructional materials that make them more engaged.

Additionally, the CBC pedagogical teaching methods include role-play, problem-solving, projects, case studies, discussion methods, study visits, among other learner-centred strategies. The teacher is expected to switch from the role of an expert to that of a facilitator who guides the learning process (Bhattacharya, 2021). This implies that Learners are expected to take responsibility for their own learning through direct exploration and experience while their teachers are expected to design effective learning activities geared towards the development of specific competencies. For this case, the CBC introduced a new teaching schedule, allowing learners more time for independent research, club activities, projects, debates, and games. learners study from 8:00 am to 2:55 pm (Dumba, 2020).

In addition, the pedagogical teaching methods of CBC are to be integrated with the use of instructional materials when teaching to actively engage learners in the learning process. Instructional materials are the basic channel of conveying information in the classroom for effective teaching and learning experience of CBC (Al-Awidi & Aldhafeeri 2017). According to Baumert *et al.*, (2010) it is intolerable to teach without teaching and learning resources; the teaching and learning resources help in catching learners' attention as well as sustaining their interest, and they also allow learners to discover themselves and their abilities, an opinion supported by Capper and Jamison (2013) who suggest that the use of instructional resources alongside with teacher's instruction, motivates the learners and makes them think critically during the manipulation and use of the teaching-learning resources, hence yielding success during classroom instruction and manifests effective implementation of CBC. In Ugandan context, the CBC emphasises the importance of learner-centred pedagogies, which necessitate the active use of instructional materials to enhance learner engagement and practical skill acquisition. According to the

NCDC (2020), instructional materials such as textbooks, digital tools, visual aids, and hands-on resources are essential for facilitating experiential learning emphasised by CBC implementation. These materials help learners apply theoretical knowledge through interactive and practical activities aligning with the CBC's focus on developing critical thinking, problem-solving, and collaborative skills. For example, in science subjects, learners use laboratory equipment and real-life experiments to grasp complex concepts, ensuring a deeper understanding and retention of Knowledge. This implies that for successful implementation of CBC stakeholders such as teachers need a positive attitude to integrate instructional materials in their teaching to create a more engaging and interactive learning environment that fosters critical thinking and practical skill development among learners.

Furthermore, assessments under the CBC involve both formative and summative assessments; with formative assessments accounting for 20% and summative assessments accounting for 80% of the evaluation (Mukalele, 2020). Similarly, Bhattacharya (2021) perceives that teachers should frequently assess their learners using assessment methods, such as portfolios, classroom or field observation, projects, oral presentations, self-assessments, interviews and peer assessments. Teachers are also required to change from a norm-referenced to a criterion-referenced judgment of learners' capabilities or competencies to determine their progress. Finally, teachers are supposed to provide continuous, timely and constructive feedback to inform their learners about the strengths and weaknesses of their performance; since instruction and learning are reviewed and modified based on the feedback.

Despite the promising potential of the CBC, limited empirical evidence exists on stakeholders' perceptions of the implementation of the CBC yet according to Herrmann (2006) "one way to understand the process of implementing Comprehensive Curriculum Reform (CCR) is to account for the perceptions of head teachers, teachers and other stakeholders in education. Research also shows that there are often many uncertainties inherent in the nature of a curriculum change (Mortimore, 2006; Van Veen & Slegers, 2006). Many of the changes, stakeholders like head teachers and teachers embrace throughout their career is bereft of attitudes and uncertainties that need to be considered. For instance, Fullan (2006) suggests that when stakeholders' perceptions and attitudes to implement a curriculum are ignored, it is likely to trigger failure to that implementation. The underlying assumption is that perceptions often dictate human actions towards the implementation of the curriculum.

Competency-based curriculum has had serious implementation challenges since its trial stage in 2019 and its actual implementation in 2020 in January. Teachers, school administrators, the parliament, and the ministry of education and sports have all noted flaws in the curriculum's content and structure at the same point. The schools appear to be unprepared to implement the new curriculum (CBC). The Ministry of Education and Sports themselves, under the national curriculum development center, have not been able to produce textbooks but instead prototypes and the old text books for traditional text books to conduct teaching and learning in schools (Kidega et al 2024). This reflects a gap in use of instructional materials to implement the CBC in most of the secondary schools in Uganda yet these materials help to simplify the would-be hard concepts and they motivate learners to concentrate on the teaching.

In Uganda, both public and private schools are undergoing rapid and frequent changes in CBC implementation, requiring teachers to possess the skills and knowledge to implement it effectively

(Atuhaire and Turyagyenda, 2023). However, since its introduction, the CBC has evoked mixed reactions among stakeholders such as headteachers, teachers and learners in various parts of the country (New Vision, 2022; Sendagire, 2023). Recognizing the crucial role of stakeholders in curriculum implementation, knowing the stakeholders' perception becomes vital for the success of the CBC implementation (Msamba, 2023). This study explored and analysed the stakeholders' perceptions on the implementation of the CBC.

1.2 Statement of the Problem

Uganda' education system was centred on knowledge acquisition, where pedagogies and assessment methods were teacher-oriented and learners were passive recipients of information. Graduates of this system were found to be lacking in practical skills, necessary to excel in the job market (NCDC, 2020). To address this concern, the government of Uganda, through the Ministry of Education and Sports, introduced a new lower secondary education curriculum to produce citizens with employable skills and competitive abilities on the job market (NCDC, 2020). The new curriculum is aligned with the Sustainable Development Goal No. 4, which is to ensure that quality education and lifelong learning opportunities are accessible to all in an equitable and inclusive manner (UNESCO, 2019).

However, the implementation of Competence -Based Curriculum was accompanied by changes in the teaching pedagogical approaches, use of instructional materials, generic skills integration and assessment modes. The changes affected teachers, headteachers and other stakeholders who were accustomed to the previous curriculum. Mabongo (2021) noted that stakeholders like Headteachers, teachers and learners in Uganda hold varied perceptions regarding the implementation of the CBC while using instructional materials, CBC learner-centred pedagogies and assessment modes, and there is limited research to examine these perceptions (Johnson, Constance & Chrysostom 2021). Since 2020 In February, many complaints have been realised from headteachers, teachers, learners and the entire community, and other stakeholders in the education sector in Uganda about the new lower secondary school curriculum (Tumuheise et al., 2023). All the public-school teachers, especially those in rural areas, are complaining a lot about how to use instructional materials, learner-centred pedagogies and CBC assessment modes due to the insufficient training received by teachers. Private schools are also expressing the same problem, and they are despising the new curriculum, but there is no clarity of what is happening in the secondary schools implementing CBC (Kidega et al 2024). It needs to be investigated so that clear information can be submitted to the Ministry of Education and Sports as well as the National Curriculum Development Centre. The implementation faced resistance from the parliament of Uganda because all the parliamentarians wanted this to be implemented on the condition that the textbooks for the new curriculum were ready and teachers received proper training on CBC pedagogies, but the ministry of education insisted on its implementation (Kidega et al 2024).

There is a gap in the literature concerning the specific perceptions of headteachers, teachers and learners in secondary schools in Uganda regarding the CBC implementation (Namubiru et al 2024). This study aims to address this gap by exploring and documenting the perspectives of headteachers, teachers and learners on the implementation of the Competence-Based Curriculum. Collaboration with these stakeholders and an open dialogue that invites recommendations, feedback, critique and advice can help to blend their attitudes on use of instructional materials, clarity on learner-centred pedagogies and

awareness on assessment modes of the CBC implementation to meet the intended goals of CBC. It is in this context that this study aims to investigate how stakeholders perceive the implementation of the CBC.

The study is grounded on the premise that stakeholders' perceptions on the implementation of the CBC can translate into the motivation to succeed in its implementation and sustainability. This is because a curriculum reform can go against stakeholders' beliefs and practices. However, when stakeholders are involved early on in the reform process, they can contribute to the shape and “make sense” of the new curriculum, based on their existent belief system, and develop ownership that encourages their willingness to commit themselves to the reform. Thus, it is critical to examine how stakeholders, including head teachers, teachers, the Uganda UNEB Officer and learners, perceive the implementation of CBC.

1.3 General Objective of the Study

The study investigated the stakeholders' perceptions on the implementation of the CBC. The study was significant as it explored and analysed the opinions and attitudes of head teachers, teachers, UNEB officer and learners who are actively involved in the implementation of the CBC. Their contributions to the study enabled the researcher draw relevant findings and conclusions that will contribute to the sustainable implementation of the CBC in Uganda.

1.4 Objectives of the Study

The study aimed at achieving the following objectives;

- i. To analyse the stakeholders' attitudes towards use of instructional materials when implementing the CBC in the selected secondary schools in Rubaga division, Kampala City.
- ii. To investigate the opinions of stakeholders on their clarity on CBC learner-centred pedagogies in the selected secondary schools in Rubaga division, Kampala City.
- iii. To examine the opinions of stakeholders on their awareness on CBC assessment modes in the selected secondary schools in Rubaga division, Kampala City.

1.5 Research Questions

The study aimed at answering the following research questions;

- i. How are the stakeholders' attitudes towards use of instructional materials when implementing CBC in the selected secondary schools in Rubaga division, Kampala city?
- ii. How are the opinions of stakeholders on their clarity on the CBC learner-centred pedagogies in selected secondary schools in Rubaga division, Kampala City?
- iii. How are the opinions of stakeholders on their awareness on the CBC assessment modes in the selected secondary schools in Rubaga division, Kampala City?

1.6 Scope of the Study

This section describes the geographical, content and time scope.

1.6.1 Geographical Scope

The study was conducted in Kampala City, which is comprised of five distinct divisions, namely: Kampala Central, Kawempe, Makindye, Nakawa, and Rubaga. Specifically, the study focused on two secondary schools, namely; School A and School B, both located in the Rubaga Division. The region was selected for the study due to the initial consultation of stakeholders about the CBC by the Ministry of Education and due to high concentration of both private and government secondary schools in the District (MoES 2023). School A and B were selected because they are model institution for the pilot implementation of the Competence- Based Curriculum in 2017 by the MoES to evaluate the effectiveness and practicability of CBC before rolling it out nationwide. In addition, a series of workshops on implementation of CBC were held in those schools (MoES 2022).

1.6.2 Content Scope

The study investigated, examined and analysed the perceptions of stakeholders towards the implementation of the CBC, while focusing on their attitudes on use of instructional materials during implementation of CBC, their opinions on clarity of learner-centred pedagogies and their opinion on awareness of CBC assessment modes. This was to ensure a comprehensive and an in-depth analysis of the research topic. The researcher was limited upon that content scope so as to study and collect detailed information for the study, be able to expand the frontiers of knowledge on this particular phenomenon in the Kampala City, Rubaga Division specifically, as being applicable to the whole country Uganda, and come up with logical recommendations of the study.

1.6.3 Time Scope

The study used literature that ranges between 2009-2024, except where more historical information was needed for reference. This is because this is a period during which the Government of Uganda, through the Ministry of Education and Sports emphasised the planning for the change in curriculum, so that the Education System may meet the much needed 21st Century skills. The current literature from 2020 to 2024 was frequently used because this is the time when the CBC was implemented in Uganda. Data for the study was gathered from head teachers, teachers and learners of Schools A and B between 10th Nov. - 30th Nov. 2023. The researcher also made arrangements with UNEB and collected data on 4th and 5th January 2024.

1.7 Significance of the Study

The Study may help the Ministry of Education and Sports to improve on the implementation of the CBC. This may be possible through using the findings of the study to improve on the strategies employed for implementing the CBC, because the study followed a qualitative approach where knowledge was subjectively created through the researcher valuing participants' opinions on the CBC implementation. Through interaction with participants, the researcher came up with multiple realities on perceptions of head teachers, teachers, the UNEB officer and learners on the implementation modalities of the CBC; which multiple realities may be used by the MoES to improve the education system of Uganda via a better delivered and assessed CBC.

The National Curriculum Development Centre (NCDC) may utilise the findings and recommendations of this study to inform the development and strengthening of strategies aimed at implementing more effective pedagogies for the CBC. By using the gained insights into the perceptions of the various stakeholders on the CBC, the NCDC may be in a better position to develop appropriate interventions that address the challenges experienced by secondary schools in Uganda.

The study may provide guidance to UNEB on the assessments of the CBC. The findings on the opinions of teachers and learners on assessments under CBC gave a clear picture on how these assessments have so far been implemented in secondary schools. The UNEB may use these findings to design a remedy for what could be missing or excessive in the whole process of assessment.

School administrators may benefit from this study by gaining a deeper understanding of the perceptions of teachers and learners on the implementation of the CBC. This may enable them to develop better strategies for monitoring and evaluating the teaching and learning process in their schools. With improved monitoring and evaluation systems in place, administrators may ensure that the recommended strategies for implementing the CBC are being utilised more optimally.

The study may help teachers to improve on the implementation of learner-centred pedagogies and assessment strategies emphasised by the CBC, thereby gaining insights through the findings, on the opinions and views of Head teachers, teachers, the UNEB officers and learners pertaining to learner-centred pedagogies and assessments modes. Thus, they may become enriched with the multitude of realities on the CBC implementation that may help them improve on their job performance as they implement the new lower secondary curriculum.

The Lower Secondary learners may benefit significantly from this study because the recommendations of the study may help to improve the pedagogies used in teaching, assessing, monitoring, and evaluating the CBC and in project work. This may enable them receive the most acceptable objectives of the CBC from the teachers. Ultimately, the study may contribute to producing citizens with employable skills and who shall be competitive in the job market; besides possessing the capacity to create their own jobs.

1.8 Justification of the Study

In 2020, the Ministry of Education of Uganda implemented the new lower secondary curriculum that aimed at transition from the knowledge-based approach to the competencies-based approach (NCDC 2020). Unfortunately, the implementation raised concerns among some stakeholders who had become accustomed to the KBC approach (Olema et al., 2021). To gain a comprehensive understanding of the situation and stakeholders' perceptions on the implementation of the CBC, this study was necessary. The study provides valuable insights that will inform the development of more appropriate strategies for a smoother implementation and monitoring of the CBC.

1.9 Conclusion

In conclusion, the stakeholders' perceptions on the implementation of the CBC remain a necessary factor to establish and critically analyse especially in the initial stages of the implementation of the CBC in Uganda. The success of a curriculum lies within the hands of stakeholders, especially the teachers and



headteachers who are working on its progress as they foster the teaching and assessing of the CBC. Through their collaborative efforts, the curriculum implementation is moving on as expected. Therefore, the study was significant as it explored and analysed the opinions and the attitudes of head teachers, teachers, UNEB officer and learners towards the CBC and its implementation. These participants are the ones who are most actively involved in the implementation of the CBC.

LITERATURE REVIEW

2.0 Introduction

This chapter is a review of the Body of related literature on stakeholders' perceptions on the implementation of the CBC. The literature review includes a theoretical review and the rest of the review is organized according to the study objectives. As noted by Kirabo *et al.* (2018), a comprehensive literature review can provide insights into the strengths and weaknesses of educational interventions, and inform the evidence-based decision-making in the education sector such as implementing the lower secondary curriculum. Therefore, this literature reviewed can be used to inform the implementation of the CBC in Uganda's Education System, and improve the quality of education in the country.

2.1 Theoretical Review of the Study

This study was grounded in the Curriculum Implementation theory developed by Gross, Giaquinta, and Bernstein (1971). The theory posits that the successful implementation of any educational programme is dependent on several factors, including teacher competency, clarity and awareness of the implementers, capacity of the implementers, and attitude of the stakeholders (Gross *et al.* 1971). Roger (1981) further emphasizes the importance of clarity, capacity, and awareness of the implementers for effective curriculum implementation. This implies that the stakeholders involved in the implementation of the CBC should be adequately trained through seminars, workshops, and in-service training to acquire the necessary skills and knowledge needed to execute the innovation. Teachers among the stakeholders need to have a clear understanding of the CBC framework, including how to design learning experiences that develop specific competencies. This clarity allows for consistent and effective implementation across different classrooms. Learners should also understand the competencies they need to develop and how these relate to their future goals. Clear communication of expectations helps learners stay focused and motivated.

In line with Roger, Mulenga (2020) also emphasizes the importance of clarity and capability of the implementers to carry out the innovation, which necessitates the awareness of the changes in the curriculum to ensure its effective implementation. In addition, Fullan (1982) stressed that, if the stakeholders, especially the head teachers and teachers lack clarity and understanding of the need for the change in the curriculum that is being advocated for and if they are not clear about what they ought to do differently in their classrooms; or they find the material inadequately developed, impractical or unavailable, they tend to resist the change and this can affect the process of implementation. Lack of clarity about what stakeholders should actually do in implementing a guideline or policy for the new curriculum, discourages them from using its pedagogies. This implies that if stakeholders, including headteachers, teachers and learners, perceive the implementation process as clear they are more likely to support and actively participate in it, thereby enhancing its effectiveness. This can be made possible through carrying out extensive research to explore and critically analyse stakeholder's perceptions, attitudes and clarity about the process of implementation and come up with relevant strategies to fill the identified gaps. If there is confusion or lack of awareness, it can lead to resistance, misapplication of the curriculum, and failure to achieve its intended outcomes. Teachers may resist implementation of new teaching methods and assessment or revert to traditional instructional approaches, undermining the curriculum's objectives. This confusion can lead to inconsistent delivery of the school curriculum across

different schools resulting in unequal learning opportunities for learners. Consequently, learners might not develop the intended competencies, such as critical thinking and problem-solving skills.

Furthermore, Gross *et al* (1971) emphasizes the need to change stakeholders' attitudes and perceptions towards the implementation of the CBC. This signifies that if stakeholders have a negative attitude and perceive the innovation differently, that alone could hamper its successful implementation. In the same line with Gross, Hawes (1979) emphasizes the need to work on stakeholders' attitudes early, for effective curriculum implementation later. This implies that if stakeholders hold a negative attitude towards CBC implementation, it can significantly hinder its effective implementation. This can manifest in minimal effort to engage with the new teaching and assessment methodologies, reluctance to invest in necessary resources, and failure to provide the supportive environment required for CBC implementation to thrive. Conversely, when stakeholders are positively inclined and understands the benefits of CBC implementation, they are more likely to collaborate, share best practices, and contribute an educational ecosystem that embraces and enhances the curriculum goals. This collective commitment is vital for CBC to realise its potential in fostering learners' critical thinking, creativity, and practical skills.

In reference to the curriculum implementation theory, Mutua & Waweru (2023) used it to guide their study about teachers' competence and its influence on effective implementation of Competence Based Curriculum in Public Primary Schools in Machakos Country, Kenya. The study findings indicated that the yearly teachers' in-service training was adequate. The Various constraints hindered effective implementation of CBC included; lack of enough learning and teaching materials and high teacher-pupil ratio to cater for increased teacher-pupil ratio. This will aid in effective implementation Competency Based Curriculum in Kenya. This indicates that the theory did not guide well the study since the findings were not based on the attitude, clarity and awareness of the implementers on the CBC implementation as the theory presupposes. This implies that basing on the findings of that study; the Curriculum Implementation theory was an end in its self. However, for this study the theory of curriculum implementation guided the study by emphasizing critical elements of attitudes, clarity and awareness, which are essential for effective implementation of the CBC. By integrating these elements, the theory provided a comprehensive framework to analyse the stakeholders attitude on implementation of CBC, clarity on CBC learner-centred pedagogies and awareness on CBC assessment modes. Ultimately the study yielded valuable insights for improving CBC educational practices.

In addition, Changwe & Lwaba (2020) also used the curriculum implementation theory to guide their study about teaching and learning resources and teachers for the implementation of computer studies curriculum in selected public primary schools in Ndola district of Zambia. The study findings indicated that teaching and learning resources in schools were inadequate which hampered the effective implementation of the curriculum. Besides, teachers of Computer Studies were not qualified and trained to teach the subject. This indicated that they lacked clarity and awareness of the teaching methods of computer studies. Changwe and Lwaba recommended that the government through the Ministry of General Education (MoGE) should provide funds (grants) to schools to procure more computers and their accessories and provide infrastructure such as computer laboratories. This implies that the curriculum implementation theory guided the study well since the findings were in line with the

elements of theory that says that, for effective implementation of CBC to be realised teacher competency and clarity about the innovation must be taken into consideration and schools must have enough resources. Due to lack of these elements, the study findings indicated that curriculum implementation was negatively affected. Similarly, for this study the element of clarity and awareness on learner-centred pedagogies and assessment modes informed the study.

2.2 Stakeholders' attitudes on use of instructional materials during implementation of the CBC

According to Isaboke et al. (2021), a functional and relevant curriculum is crucial for societies to achieve their educational goals. The implementation of the CBC has been necessitated by the globalization of the labour market and the demand for the acquisition of twenty-first century skills through integrating use of instructional materials in the teaching and learning process (UNESCO, 2015). This necessitated a need to change Education Systems worldwide to prepare learners for the demands of the economy through the implementation of CBC. The implementation requires stakeholders in education to execute their duties professionally and diligently with a positive mind set towards the instructional materials. In addition, Maodzwa-Taruvinga & Cross (2012) carried out a study on curriculum debate in South Africa and found out that the competency-based curriculum is considered to be more appropriate in addressing the changing societal needs, technological and socio-economic demands of the country. It is aimed at addressing issues of unemployment among the youths and graduates by emphasizing the acquisition of skills, knowledge, behaviours and attitudes while using instructional materials. It emphasises the development of skills as a combination of abilities, values, attitudes, skills and knowledge essential for carrying out different tasks, thus making this content relevant (Rabeya & Hussain 2018). This implies that with use of instructional materials in CBC, learning should reflect what learners can practically do in their everyday life. Learning in the new curriculum should be meaningful to solving the societal problems that could not be solved with the KBC due to its theoretical nature. Learning in the CBC should emphasise hands-on activities and project work to enable learners acquire skills and using the environment to create something new.

Furthermore, a study by Kitasse & Ssembatya (2024) on analysis of CBC in Luganda Language classroom in Uganda, noted that the Stakeholders' professional execution of their work is largely determined by their attitudes towards use of instructional materials. Attitude reflected by beliefs, feelings, behaviour of stakeholders has been considered to have a great influence on the implementation of the CBC in many countries. Negative attitudes sometimes originate from lack of stakeholders' involvement in the education process during the implementation. Handler (2013) noted that a sense of ownership and investment is created when Head teachers and teachers are engaged in the process implementing a curriculum while using instructional materials. Jagersma and Parsons (2014) confessed that Head teachers' and teachers' ambiguous attitude towards an education system development process can have a big negative effect on the adoption and implementation process of the CBC. This implies that ambiguous attitudes can result into resistance to implementation of CBC, resulting in a lack of commitment required for effective curriculum implementation. This resistance can manifest in reluctance to engage in necessary training, professional development and use of instructional materials, leading to gaps in stakeholders' understanding and implementation of CBC principles. Consequently, the implementation becomes inconsistent, with stakeholders merely complying with the minimum

requirements rather than fully embracing the curriculum. This superficial compliance undermines the core objectives of CBC, ultimately leading to varied and suboptimal educational outcomes for learners.

In addition, according to Wang et al (2020) attitudes towards use of instructional materials play a pivotal role in shaping the effectiveness of the implementation of an education curriculum (CBC). Positive attitudes among headteachers, teachers and learners can enhance commitment to the implementation of CBC, fostering an environment conducive to engagement of the implementers. Conversely, Kibera (2021) in his study about attitudes of teachers towards the Implementation of CBC in secondary schools of Kenya, noted that a negative attitude can lead to resistance, undermining the objectives of CBC, which aims to promote critical thinking and practical skills. A study by Mugisha & Kigozi (2022) indicates that when stakeholders are actively involved in the curriculum implementation process and receive adequate training, their attitude towards the CBC implementation improve significantly, thereby facilitating its successful implementation. However, this has to be a campaign by use of instructional materials to facilitate effective learning. Genlott and Gronlund (2013) hold that instructional materials, when used appropriately by teachers, enable learners to develop a positive attitude, enjoy and appreciate their subject, develop functional knowledge and manipulative skills, visualize or experience something, facilitate different learning styles, stimulate learners' interest and curiosity, reduce verbalism or repetition and possess opportunities for individual study. This is implying that providing adequate training, professional development opportunities and instructional materials helps stakeholders to gain knowledge and skills necessary to implement the CBC effectively. As they become more confident in their ability to teach the CBC while using instructional materials, their attitudes generally shift from skepticism to support. In addition, it indicates a need to interact with all the stakeholders involved in the implementation so as to know their attitude towards the innovation. This is because attitude is oftentimes the basis for everything in our lives. A positive attitude increases people's motivation to accept the changes in life styles and to implement the innovations that are more likely to add value to Society. For a society to be transformed, it requires stakeholders who can think positively and welcome opportunities in the education sector that are being introduced by the government to improve on the quality of education. The stakeholders' level of influence varies. Their beliefs and attitudes also shape how they respond to and implement a curriculum innovation. A better understanding of stakeholders' attitudes towards implementation of CBC can translate into successful implementation of the CBC.

Furthermore, Jeng'ere (2017) advocates that the implementation of CBC requires supportive attitudes towards the content, instructional materials. Similarly, Zeiger (2018) asserts that head teachers and teachers are the core implementers of a curriculum, and they should have a positive attitude towards the use of instructional materials when implementing CBC. Stakeholders must consider developing appropriate instructional materials to support learning activities, including textbooks, digital tools, visual aids, hands-on resource and many other items to achieve the alignment. In addition, teachers will need to be trained on how to use the new materials since CBC implementation requires shifting from teacher-centred to learner-centred approaches. Scholars like Okafor & Edet (2008) concurred that extensive use of instructional materials adapted to targeted competencies should be implored in teaching. The central focus during CBC implementation is the active participation of the learner where by teachers with a positive attitude should engage them with the material through use of instructional materials. As Williams (2014) observed, a teacher who cannot communicate well cannot teach well. Teaching has to

do with proper communication between learners and teachers and is made concrete with instructional materials. Instructional materials compress and express information and make them more vivid to learners. According to Bogliaccini (2007), teachers in many countries experience many hurdles if there is a shortage of resources like textbooks, furniture and study materials. Learners' progress is hindered, and teachers struggle when changes are made to the curriculum without sufficient resources. In addition, Fullan (2001) underscores the importance of headteachers and teachers' attitudes and understanding in use of instructional materials during implementation of a curriculum innovation, suggesting that without these, the implementation of the innovation is likely to fail. This implies that there is need for sensitizing stakeholders about the use of instructional materials in any innovation before its implementation to ensure that their attitudes are geared towards achieving the desired goals.

Similarly, as Cohen *et al* (2009) points out, there is a need to ensure that curriculum and assessment are aligned. Educators must consider developing appropriate instructional materials to support learning activities, including textbooks, workbooks, charts, three-dimensional models, simulations, puzzles, games, and many other items to achieve the alignment. In addition, teachers will need to be trained on how to use the new materials since the methodology of a competency-based curriculum requires shifting from teacher-centred to learner-centred approaches. This can be made possible through involving all the stakeholders in the implementation process so that they become immersed in the innovation (CBC). In addition, in the education sector, some stakeholders may love the use of instructional materials for the new innovation and be happy to provide and support its implementation while others may hate it and ignore its implementation (Chingos & Wong 2012; Steiner, 2017). That is why successful implementation of any curriculum innovation requires assessing the attitudes of stakeholders towards use of instructional materials in the innovation and work out what needs to be done to change the attitude of the disgruntled so that they may also eventually make the necessary quantum leap and support the implementation process.

In addition, according to Musset (2016), implementing a curriculum requires trained teachers capable of delivering content with a positive attitude towards educational instructional materials. Instructional materials assist in this regard by engaging learners in learning by doing as one of the best teaching methods. Learners easily remember what they do and easily forget what they are told. Using instructional materials during teaching appeals to more than one learner's sense. Hence learning is more meaningful with the use of multiple senses by the learner. Scholars like Okafor and Edet (2008) concurred that extensive use of textbooks, media, real-life materials, and others adapted to targeted competencies should be implored in teaching. In addition, they advocate using a variety of instructional techniques and group work. The CBC advocates the use of various methods in teaching. The central focus during teaching is the active participation of the learner. Similarly, Musset (2016) also observed that all lessons in CBC require good instructional materials to enhance learner recall of the subject matter and acquisition of different competencies. This indicates that the success of a lesson in CBC hinges on the quality of instructional materials. Effective instructional materials together with a positive attitude of a teacher towards using them, may stimulate learners to remember and understand the content more easily and develop the practical skills intended by the CBC. This implies that headteachers must invest in high-quality, well designed instructional materials that address both theoretical knowledge and practical applications to fully realize the goals of CBC.

In addition, a study done by Waigera et al. (2020), revealed that head teachers and teachers' attitudes towards use of instructional materials contribute a lot to the implementation of the Competency-Based Curriculum, such that the more positive teachers are, the more successful and faster its implementation will be. Teachers' attitude is one of the factors to consider during the planning, developing and implementing of the CBC (Bergsmann et al., 2015; Autio, 2013).

Similarly, Hargreaves (2005), stresses that positive attitude among headteachers, teachers and learners foster their willingness to engage deeply with the instructional materials during CBC implementation thus, leading to robust implementation and better educational outcomes. In addition, Leithwood & Beatty (2009) argue that such positivity of stakeholders in use of instructional materials during curriculum implementation creates a supportive environment for learners, encouraging active participation and fostering a culture of continuous improvement in implementation. This implies that, stakeholders, especially head teachers, teachers and learners need to be well-prepared to have a positive attitude towards use of instructional materials when implementing a new curriculum effectively without any distortions. This is because the success of any curriculum depends on the positive contributions of all stakeholders in use of instructional materials during implementation. Curriculum implementation demands the collaborative effort of all stakeholders to define the curriculum goals and develop plans that help them achieve those goals.

Furthermore, Clerk (2003) agrees that teaching and learning materials are needed for an effective education system; they provide an easy way to help learners easily understand what they learn in class. The selection or development of any instructional resource should consider a given number of variables in the teaching/learning situations. The instructional objectives, content, evaluation instruments, the age, level, interest, background, learning style, physical skills, size of the target audience, the classroom social climate, sitting arrangement, viewing and listening arrangement, available time, and space are amongst other issues that should be seriously considered in the selection and development of instructional materials for use in lesson delivery (Oguntuase, Awe & Ajayi, 2013). The work of Yambo (2022) emphasized that inadequate teaching and learning resources harm teacher success using sustainable instruction approaches. However, a study by Chrappan (2015) on teachers' judgement on competency-based education on CBC revealed that;

“Teachers, among other stakeholders in secondary schools, were the least supportive and inspired about preparing competency-based lessons and use instructional materials. They perceived competency-based education as time-consuming and highly demanding in terms of using instructional materials. The indifference portrayed by these teachers and other stakeholders towards competency-based education was due to the fact that they did not believe that the new approach would be beneficial to anybody”.

This indicates a possible resistance among teachers to fully embrace CBC implementation due to increased demands and effort required to effectively utilise instructional materials. In addition, the perception that CBC is more demanding in terms of instructional materials may reflect insufficient training resources, which can exacerbate teacher frustration and impact the overall effectiveness of the curriculum in fostering practical and theoretical knowledge among learners. The stakeholders' attitudes

towards curriculum implementation have direct consequences on the outcomes of implementation process of any curriculum: a general positive perspective regarding a curriculum and the willingness to support it through provision of instructional materials is a necessary condition for its successful implementation. Engaging stakeholders in the implementation process helps mitigate this natural resistance to the curriculum. Educational resource utilization is very important in curriculum implementation. Learning would be difficult to lead to a permanent change of behaviour without adequate instructional materials in the teaching process.

According to Musset (2016), implementing a curriculum requires trained teachers capable of delivering content with relevant and adequate educational materials. Instructional materials assist in this regard by engaging students in learning by doing as one of the best teaching methods. Students easily remember what they do and easily forget what they are told. Using teaching material during teaching appeals to more than one learner's sense. Hence learning is more meaningful with the use of multiple senses by the learner. Musset (2016) also observed that all lessons require good instructional materials to enhance student recall. The curriculum implementation may go against some stakeholders' beliefs and cultural practices. However, when stakeholders are involved early in the implementation process, the aggrieved can have the time to reflect, shape and "make sense" of the new curriculum despite their existential belief system; after developing ownership of the process, which encourages their willingness to commit themselves to the implementation of the curriculum while using instructional materials. Having a good curriculum without the input of stakeholders may limit their readiness to support most of the activities and programmes in the CBC implementation.

According to Kampulainen, & Lipponen (2018) in Finland, stakeholders such as teachers generally exhibit a positive attitude towards use of instructional materials like textbooks, digital learning tools, and project-based learning materials to facilitate competence learning when implementing CBC. The Finnish education system emphasises teacher autonomy they feel empowered by the implementation of CBC that focuses on competencies over rote learning. They appreciate the flexibility to adapt use of instructional materials to meet learners' individual needs. However, there are concerns about workload and the need for professional development to effectively implement the CBC. This implies teachers in Finland hold a positive attitude towards use of instructional materials in CBC, appreciating its focus on learner-centred learning and professional autonomy, the reality of being overworked can counteract these benefits. Firstly, the positive attitudes of the stakeholders can greatly enhance the effectiveness and efficiency of CBC implementation process. When teachers and headteachers are enthusiastic and supportive of the CBC, they are more likely to actively engage with and integrate the new teaching practices and instructional materials, which can lead to a smoother and cohesive implementation of CBC. Secondly, the positive attitude of teachers and headteachers towards CBC can foster a culture of continuous professional development. The stakeholders who are open and positive about the CBC are more likely to seek out and participate in professional development opportunities that help better understand of the CBC instructional use and implement the CBC. This can lead to improved teaching practices and a greater overall impact on learners learning outcomes. Furthermore, the absence of any material facility can constitute a big barrier to learning. Instructional materials can make communication effective and lead to a good performance of students. Eleweke and Rodda (2007) concurred that extensive use of textbooks, media and real-life materials and others adapted to targeted competencies

should be implored in teaching. In addition, he advocates for using various instructional methods and group-work since a competency-based curriculum requires multiple teaching methods.

Furthermore, according to Lingard & Seller (2013) in Australia, headteachers and teachers express mixed attitudes towards the use of instructional materials during CBC implementation. Teachers express concerns about CBC complexity and lack of sufficient instructional materials and training. Headteachers generally support the CBC implementation with provision of instructional materials such as digital resources and project-based learning tools but worry about assessment of CBC. The mixed attitudes reveal a gap between the curriculum's intentions and its practical implementation in classrooms and it impacts the consistency and effectiveness of CBC implementation. This ambivalence can stem from concerns over the adequacy of training and provision of instructional materials and support for teachers, the perceived complexity of the curriculum, and fears about its effectiveness in meeting diverse learner needs. The study highlights that such mixed feelings can hinder the successful implementation of CBC. In addition, according to Uiseb (2007), the process of implementing CBC must be well resourced. The shortage of instructional materials hurts teaching. Teachers cannot dispense information to learners if they do not have enough instructional materials to use. The opinion put forward by Mulaudzi (2009) and Raselabe (2006), without appropriate instructional materials like teachers' guides and learning materials, the anxiety and stress level of the teachers' increases. Due to that, teachers cannot implement the curriculum successfully in the classroom with a positive attitude without the necessary instructional materials. Teachers who cannot access the necessary instructional materials feel completely ill-equipped, and they do not have the motivation to implement the newly introduced curriculum. This implies that without the necessary instructional materials, teachers struggle to implement the curriculum effectively, leading to lack of confidence and enthusiasm. The negative attitude of teachers towards use of instructional material may hamper their ability to engage learners in the interactive and practical learning experiences emphasised by the CBC. Teachers may feel overwhelmed and unsupported which affects their teaching performance and diminishes their willingness to adopt innovative pedagogies. Consequently, this negative attitude due to deficiency of instructional materials not only obstructs the fulfilment of the CBC objectives but also undermines the broader educational reform efforts.

In addition, a study by Amutabi (2019) confirmed that most stakeholders in Kenya have a positive attitude towards use of instructional materials when implementing the CBC. This is because some Scholars have identified some strengths in using instructional materials when implementing the competency-based curriculum (CBC) compared to other forms of curricula. Many stakeholders in Kenya including headteachers, teachers and learners have expressed strong support for the use of instructional materials in CBC implementation. Proponents argue that these resources are crucial for fostering a learner-centred approach, which is the core of CBC. According to Orodho (2014), instructional materials are essential in facilitating active learning and enhancing learners' understanding and retention of knowledge. This view is echoed by Njuguna (2018), who highlights that well-designed instructional materials support differentiated learning, catering for diverse needs of learners during CBC implementation. This implies that schools with access to adequate instructional materials are more likely to implement CBC successfully, leading to improved educational outcomes. Conversely, schools lacking these resources may struggle, exacerbating educational inequalities. Positive attitudes and support for instructional materials can boost teacher morale and effectiveness. Teachers who feel equipped are likely

to embrace innovative teaching methods, benefiting learners' learning experiences. The positive attitude with the material will make stakeholders appreciate the innovation and work towards its successful implementation. You cannot implement what you are biased against. Curriculum developers need to first work hard to sensitise all the stakeholders about use of instructional materials when implementing CBC while informing them of its benefits so that they become immersed in the innovation for easy implementation. It is important to involve all the stakeholders in developing or planning a new curriculum. This will make stakeholders to be well versed and to own it, hence the positive results later.

Furthermore, Waigera, Mweru and Ngige (2020) carried out a study on the relationship between the attitude of teachers and the utilisation of the CBC instructional materials in schools in Kenya. The results of this research indicated that teachers with positive attitudes achieved greater levels of instructional content application in their classes relative to their peers who had negative attitudes. This research indicated that the mindset of teachers was a critical element in encouraging the use of instructional techniques in CBC practices. This study found out that the positive attitude of a teacher was an essential characteristic of school teaching. There was a need to cultivate positive attitudes toward using teaching materials during pre-service and in-service training sessions where teachers were encouraged to use their best practices in classroom instruction and teaching. This implies that the mindset of the teachers on use of instructional materials correlates significantly with the quality of the adopted Competency-Based Curriculum, in that the more productive teachers are the more effective the implemented Competency-Based Curriculum will be. With a positive mind set or attitude on use of instructional materials, teachers will love what they are doing and will be intrinsically motivated to implement the new curriculum while looking forward to seeing that the intended goals of the implemented CBC are progressively achieved in the graduates. With a positive attitude in the use of the material, teachers will make learners develop a positive attitude towards the CBC as well since the good performance of teachers will be reflected in the way they handle and teach the learners, thus making learners graduate successfully, by using the support of well implemented CBC.

Similarly, Fullan (2015) contends that the adoption and implementation of the competence-based curriculum can only be effective if the facilitators have the positive attitude towards use of instructional materials. It is evident that whenever the Head teachers' and teachers' beliefs, feelings and behaviour are clear and well understood by all, this can give insights as to whether the adoption of CBC and its implementation will be a success or not. This is because head teachers and teachers are the core and the determinants of whether the adoption shall be effective and consistently so or not. Magoma (2011) cited that before the implementation of any curriculum or education system, decisions to adopt it have to be made. This involves the mental process they pose from the time they learn about its initiation to its implementation. Systematic integration of various resources in a teaching-learning process produces appropriate learning experiences, resulting in effective and meaningful learning. In line with this view, Igwe, Uzoka, & Ekwerike (2015) hold that curriculum materials are indispensable in the teaching-learning process. Unfortunately, he regrets the lack of instructional materials in most Nigerian secondary schools. As a result, teachers use the talk and chalk method. The scenario of talk and chalk seems to be the most prevalent method of teaching adopted by chemistry teachers, as observed by the researcher. This implies that there is need by curriculum developers to establish head teachers and teachers' attitude towards use of instructional materials in CBC because the head teachers and teachers have first-hand

knowledge of the ground realities of teaching and implementing the innovation and their involvement in the curriculum will create ownership of CBC. This works as an impulse and motivator for stakeholders to implement the CBC in a more acceptable and recommendable way while valuing the learners' interest through use of instructional materials.

In addition, Wilson (2015) sought to build up the role of instructors in carrying out the new educational program in Botswana schools. The review assessed the degree to which stakeholders like head teachers and teachers were vital in the educational program reception by considering their attitudes towards the use of instructional materials as they implement the curriculum innovation. The study established that head teachers and teachers' attitudes towards use of instructional materials are driving forces and the blood stream in any education system and therefore, crucial in the execution of the new educational plan. Therefore, the new educational plan like the CBC lies in their hands. This implies that, the education managers in the country have to realize the importance of investing in effective training and provision of instructional materials, so as to develop positive attitude and skills for the sake of improving the head teachers and teachers' performance capabilities. This is because the head teachers have a significant role and responsibility to communicate the rationale, goals and benefits of the curriculum innovation to most of the stakeholders and they create an environment that is conducive to curriculum development, implementation and evaluation. Teachers should be trained to develop a positive attitude towards use of instructional materials when implementing the CBC because they facilitate curriculum innovation by fostering a culture of innovation, inquiry and reflection among themselves and their learners, thus, creating a smooth platform for the CBC implementation in schools and acquisition of skills.

Furthermore, Yui (2014) examined the attitude of teachers on use of instructional materials as they implement CBC in the Korean Elementary Schools. The study objectives were to establish how teachers perceived the curriculum reforms, where the teachers' attitudes came from; and especially the support the developers required for the effective implementation of the much-needed education changes. The study findings were that the Korean Elementary School educators harboured a negative attitude towards use of instructional materials when implementing the CBC. These negative feelings negatively impacted on their commitment and active involvement towards the implementation of the CBC. In addition, Kong & Sung (2023) noted that in South Korea, the textbooks and workbooks are designed to align with the CBC framework, focusing on developing specific competencies rather than rote memorization. Digital resources support personalized learning and help learning and help learners develop digital literacy skills. Despite the benefits of instructional materials, some teachers in Korea exhibit negative attitudes towards their use when implementing CBC. This is because some teachers are accustomed to traditional teaching methods and find it challenging to adapt to the new curriculum and instructional materials. Similarly, Kim & Jung (2021) noted that the negative attitude of teachers towards use of instructional materials is also accompanied by insufficient professional development on how to effectively use CBC materials leading to frustration and reluctance among teachers. This implies that when teachers lack adequate training, they often feel insecure about implementing the CBC using instructional materials, which can lead to a reluctance to engage with innovative materials. This entrenched mindset not only stifles their professional growth but also diminishes the potential for enhancing learning experiences. As a result, the cycle of traditional practices continues, preventing the adoption of more effective, learner-centred pedagogies that could invigorate the classroom environment and improve educational outcomes.

Therefore, it is crucial to provide targeted professional development that equips teachers with necessarily skills and confidence to embrace and effectively utilize instructional materials.

Similarly, Makunja (2015) conducted his study in the Mbeya region, Tanzania. His study was based on the ways teachers understood the competence-based education objectives; ability of teachers to prepare competence-based lesson plans and on involving learners in classroom activities while using instructional materials. His respondents were from 13 Secondary schools from where 186 teachers were randomly selected. Interview and observation schedules as well as document reviews were used in data collection. The study findings showed that 86 % of the interviewed group lacked the required attitude towards use of instructional materials while implementing CBC. It was also established that there was an ineffective adoption of the competence-based curriculum in some schools in that region. This implies that, the negative attitude of stakeholders in education acts as an obstacle to new developments in education. It makes stakeholders convince themselves that the innovation cannot impact positively on improving the quality of education. This negative attitude may drive them to do what is contrary to the agreed procedures of implementing the innovation as a way of asserting themselves. There is need to change the attitude of all stakeholders so that they all may have the same agenda of adapting to the changing needs of implementing the CBC.

In addition, Obuhatsa (2020) conducted a study to find out the effects of teachers' attitude on implementation of instructional materials when implementing CBC in Kenya. The outcomes of the survey indicated that those educators who were prepared to teach and adopt the new system of education had a positive attitude towards use of instructional materials during the implementation process of CBC. They perceived the CBC as the best education system, ever implying that, the more teachers got exposed to the new materials in teaching and acquired training, the more their attitudes towards the system changed, hence, the better implementation and adoption results. This is because the training can make the stakeholders get immersed into the innovation after understanding its mechanism thus, adopting it with a positive attitude finally.

However, a study by Cheruiyot (2024) on challenges faced in the Implementation of Competency-Based Curriculum (CBC) in Junior Schools in Kenya, indicated that, resistance to change among educators, parents, and students poses a critical challenge to the adoption and implementation of CBC. The shift from traditional teaching methods to a competency-based approach represents a fundamental departure in educational philosophy and practice. Some stakeholders express scepticism about the efficacy of use of instructional materials when implementing CBC, citing concerns over its implementation feasibility and impact on learning outcomes. This resistance often stems from a lack of understanding and familiarity with the new curriculum's objectives and methodologies. Effective communication and engagement strategies are essential to address these apprehensions and build support for CBC among all stakeholders (Republic of Kenya, 2017). This implies that when teachers among other stakeholders hold a negative attitude towards use of instructional materials when implementing CBC, they may resist adopting new teaching methodologies, which can lead to ineffective delivery of content and lack of enthusiasm in classroom. This attitude can stifle innovation and prevent learners from receiving a comprehensive education that encompasses both theoretical and practical skills. Such attitudes can undermine the overall goals of the curriculum, leading to suboptimal educational outcomes and a failure to meet the intended objectives of the educational reform.

In conclusion, the review of literature on stakeholders' attitudes towards the use of instructional materials when implementing CBC reveals a predominantly positive outlook. Stakeholders, including headteachers, teachers and learners, recognise the significant benefits that well-designed instructional materials bring to the learning environment. These materials enhance learner engagement, support the development of practical skills and align with the CBC goals of fostering critical thinking and problem-solving abilities. However, the literature also highlights the stakeholders' negative attitude towards the use of instructional materials due to inadequate knowledge by teachers to use the materials and limited provision of the instructional materials by headteachers in their schools. Thus, the literature underscores the necessity of addressing the negative attitude to fully harness the benefits of instructional materials in CBC implementation.

2.3 Opinions of Stakeholders on their clarity on the CBC learner-centred pedagogies

The implementation of CBC in education systems has garnered significant attention from stakeholders, including headteachers, teacher and learners. One key aspect of CBC is the use of Learner-centred pedagogies, which emphasize active learning, critical thinking, and practical skills over rote memorization. This literature review explores the clarity among stakeholders regarding the use of learner-centred pedagogies in CBC.

According to Michael (2021), the traditional method of education delivery had not been able to respond to the various emerging trends as it only provided foundational skills such as numeracy and literacy, although learners need this foundation for their future learning. The concept of soft skills like creativity, problem solving and critical thinking which are required by the youth to thrive in the 21st century world, is developed through the learner-centred methodology because it encourages the learner to reflect on what they are learning, how they are learning it and why. In addition, Brindley (2015) is of opinion that learner centred pedagogies encompass methods of teaching that shift the focus of instruction from the teacher to the learners. It puts learners' interests first, acknowledging the learners voice as central to the learning experience. Learner-centred methods which are very efficient and effective are supposed to be used in teaching and learning activities because they always improve the concept of innovation and creativity in learning. Those using them must be instructed so that there is clarity to eliminate try error it works. This implies that with the learner centred pedagogies, the learners are highly considered and given the opportunity to be at the centre of learning and to fully participate in the learning process as opposed to the KBC where the teacher was the revered custodian of knowledge. Teachers may use the learner centred approach to develop in the learners the benefits of analytical research, critical thinking and happiness among the learners. This indicates that when learners take an active role in their learning, they shape their own education, become more engaged and motivated. With the use of the learner-centred pedagogies, learning can manifest the four pillars of education; learning to know, learning to do, learning to live together and learning to be. All these can help to make education become holistic and sustainable because it is oriented towards solving the societal problems.

Furthermore, Kibor and Kisilu (2020) stress that clarity of stakeholders on the pedagogies used is crucial for the successful implementation of the CBC. In accordance with Kibor and Kisilu, Porter et al. (2015) emphasizes the importance of clarity of stakeholders in determining the pedagogies used by schools in

implementing curriculum policies. This implies that, it is imperative to ensure that all stakeholders, particularly the Head teachers and teachers, are well-versed in the new pedagogies for teaching learners to effectively implement the curriculum and enable them acquire the competencies that will make them solve the societal problems. In the same degree, Komba and Mwandaji (2016) is of opinion that equipping instructors with the new methodologies of instruction and learning is vital to implementing critical amendments in the curriculum and for the successful implementation of the CBC. Additionally, Sajan (2017) emphasizes that the implementation CBC requires clarity on new approaches to learning that all stakeholders, especially head teachers and teachers, should be aware and competent in. This calls for clarity of the learner-centred pedagogies to minimise bias of the teaching methods by teachers and learners during CBC implementation. In addition, Caroline (2019) in his opinion noted that learner-centred pedagogies differ significantly from the traditional method of instruction which presents learners as "blank slates" and teachers as experts who must impart all relevant information into learners; whereas the current learner-centred method creates a dynamic classroom where learners participate actively and where the teacher takes a back-stage role. This boils down to; group work, one-on-one tutoring between student and teacher and learners' presentations. This implies that for students to learn a skill, they must be directly involved and that teachers cannot just say a thing in the classroom and expect students to leave the classroom and be able to do it. This means that curriculum developers must include the new pedagogies to be used by stakeholders during the implementation of the CBC to avoid confusing the old pedagogical methods with new ones. This is because applying the new pedagogical learner-centred methods involves understanding learners' needs in line with the; current needs of society, creating engaging learning environments and employing effective instructional strategies that can help learners acquire skills, provide timely and constructive feedback, reflecting on teaching best practices and building positive relationships. All these require proper scrutiny of what is imbedded in the new pedagogical methods of teaching and learning process under the innovation to ensure that the innovation achieves the expected sustainable quality goals that can veer the Country in the direction of achieving development.

Similarly, in Wood's (2001) opinion, the move towards a competence based rather than a content-based curriculum necessitates a learner-centred teaching and learning approach which raises a learner's critical thinking and problem-solving capacity. This makes the learner to be at the centre of the learning process and developing a self-driven attitude towards learning. This results into a generation of new ideas by the learner which can transform society. In addition, Gruber (2018) in his opinion asserts that, a competency-based curriculum is grounded in the principle of learners learning at their own speed while demonstrating mastery of the skills required for their chosen field of study. Active and participative learning involves learners as decision-makers in the teaching and learning process. To be fully engaged, learners should be familiar with the goals of the curriculum and include it in the assessment process (Hickey & Anderson, 2007; Silver & Smith, 2015). In addition, Robinson (2015), among others, maintains that the best ways to raise learners' achievement is by improving the quality of teaching towards a rich and balanced curriculum and having supportive, informative systems of implementing CBC. "The task we face is not to increase yields in schools at the expense of engagement, it is to invigorate the living culture of schools themselves" (Robinson). Schools in the 21st century will be laced with a learner-centred curriculum for life aimed at engaging learners in addressing real world problems and issues important to humanity. Similarly, a new trend is placing the learner at the centre of the

curriculum and aligning pedagogies accordingly. For instance, the implementation of CBC in Japan (implemented from 2020-22) insists on the importance of clarity on active learning, a pedagogy that requires learners to be proactive and the class to be interactive (OECD, 2018). The new curriculum for Wales (2022) aims at catering for the better of the diverse needs of Welsh learners in the 21st century (OECD, 2020). This implies that, learners must demonstrate their ability to apply knowledge, generate new insights, and develop essential abilities and attitudes through learner-centred pedagogies that emphasise what learners can do rather than what they know. Learners need to develop the ability to apply what they have learned with confidence in a range of situations, and to use the knowledge creatively in an active, learner-centred rather than the passive, teachers-centred approach. The learner-centred methods of teaching view learners as active agents, where students exhibit their own knowledge, past experiences, education and ideas and this impacts on how they take on board new information. The learner-centred methods, if properly used in the CBC, can help learners to become more curious and gain the ability to identify gaps in their knowledge and through research, actively seek out missing information. This results into learners who are self-confident and reliant on their own knowledge.

More so, according to Abdullahi, (2019), teachers are responsible for creating an environment that maximizes the potential for engagement through discussion, hands-on activities, and feedback. The teaching approaches used for the effective implementation of a Competence-Based Curriculum should be learner-centred. Teachers assume the role of facilitating the learning process rather than controlling classroom activities. Teachers must shift from the traditional methods of instruction and adopt participatory and interactive learning methods that engage learners in the teaching and learning processes, both in groups and as individuals to avoid passive learning and to personalize and address learners' individual needs and expectations. The learner-centred approach is better than other approaches in terms of teaching and learning since it promotes the involvement of diverse learning experiences including individual, paired and group work, oral questioning, discussions, debates, role play, presentations, projects, practical work, investigations, research, predictions, problem-solving, assignments, field visits, tests and quizzes (Rwanda Education Board, 2015). This implies that teachers should be well versed in the pedagogical methods that facilitate learning by allowing the learner to be at the centre of their learning through full participation in class, group work and project work. To become good teachers, there is need to know and apply the teaching methods used in learner centred pedagogies so as to help the learners learn and practice what is expected of them. Teaching in the CBC is more about giving the learners the skills and strategies to be able to learn on their own. This facilitates the mastering and understanding of the content better on the side of the learner. The learner-centred methods of teaching are extremely important in influencing the learning process of learners. They can shape the class room learning environment, the course objectives, the communication between students and teachers and among themselves.

Furthermore, Kemboi and Nabwire (2017) in their opinion stress that stakeholders' competencies and clarity in learner-centred pedagogies influence the implementation of CBC. Their study, conducted in the North Rift Region of Kenya, investigated teachers' pedagogical knowledge competence in teaching. The study concluded that a significant number of teachers were not competent enough in pedagogical knowledge for the implementation of the secondary school curriculum, as they did not use learner-centred approaches like inquiry, discussions, and demonstrations. These findings were contrary to

Kennedy, Kwanghee&Javehoon (2023) who asserted that, implementing a CBC necessitates a participatory approach in selecting the competencies for the curriculum. The CBC requires interaction and collaboration among subject matter experts and the learners. In addition, Komba&Mwandaji (2016) also stressed that the shift from the content and teacher-centred curriculum to a competency-based curriculum is a move towards improving the quality of education by allowing children to widen their skills pertinent to their life and diverse applications while using learner-centred pedagogies like discussions and putting more emphasis on the project work done by students. Similarly, Amutabi, (2019) asserts that, the CBC requires the use of learner centred pedagogies since it is a collective learning in which the learners and instructor are partners in the learning process as they jointly seek answers and solutions to simple and complex learning expectations, useful to humanity. The CBC promotes hands-on training and infuses the acquisition of new knowledge through observation, learning as you do, experiential learning and practical experimenting in order to become better at each succeeding stage. In a CBC, exams are not necessary but competency is measured by several methods in order to ascertain that the learner is mastering the content or getting better at what they are doing. This implies that with the CBC, the pedagogies used should be geared towards stimulating students' understanding and acquisition of the skills to make them become more innovative and critical thinkers to solve societal problems. Therefore, teachers need to prepare thoroughly well for lessons so that they may use appropriate pedagogical methods to enable the learners achieve the intended objectives of the CBC. Due to globalisation the world is changing as well as the needs on the job market. This necessitates the use of the CBC pedagogies that are learner- centred and capable of imparting in the learners what they can do best and which is in line with the changing nature of society.

Similarly, Cheptoo (2019) asserts that, a CBC necessitates the paradigm shift in pedagogical practices from teacher-centred approaches to learner-centred ones. His opinion is that, a teacher should think in terms of competencies, instead of content and that the emphasis should be on the outcomes while employing entirely formative evaluations instead of the summative. This demands teachers to change from the traditional way of instruction to the use of the CBC approaches. Irvine and Kevan (2017) in their opinion further assert that, one of the most significant outcomes of the competency-based education is the increase in learners' engagement. Learners are more likely to engage with the material because they have ownership over their learning. They feel empowered and that they have control over when, where, and how they learn. This approach promotes individualized learning and accommodates various learning styles, resulting in a genuinely personalized experience. Similarly, Nsengimana et al (2023) in their opinion stress that, to achieve the CBC requirements, lessons are expected to help learners develop competences particularly the generic ones such as critical thinking and problem solving, creativity and innovation, communication in official languages, research, cooperation, interpersonal relations and life skills, and lifelong learning; and to make use of them throughout the subjects that they study and even beyond their study. The teachers are to adopt approaches that encourage and enable learners to; develop the generic competences, think critically, carry out research, solve problems, be creative and innovative, communicate, co-operate and become life-long learners. Ultimately, this experience increases engagement because the content is tailored to each student and becomes more relevant. This implies that, the teaching methodology should be geared towards improving the critical thinking of the learners while allowing them to fully participate in the teaching and learning process. The learner centred pedagogies should open up opportunities for learners to explore their inner abilities and appreciate one another

through discussions and team building to ensure collaboration and unity among learners. This helps learners to develop important interpersonal skills such as communication, problem solving and peer support that help to enhance a positive and productive learning environment. At the end, this increases learners' enthusiasm towards education and makes the education atmosphere more empowering towards achieving the 21st Century skills.

In addition, Bhatt and Sharma (2021) assert that, the CBC is learner-centred and emphasizes the importance of “learner agency”, self-direction, and self-evaluation. The CBC is based on a set of competencies that are predetermined and aligned with the needs of society (Mwiria, 2017). These competencies are meant to be measurable, observable, and achievable by learners (Kemboi & Maina, 2021). The CBC is also designed to be flexible, allowing learners to progress at their own pace (Mutisya, 2019). This implies that teaching under the CBC should emphasise learners' needs and desire to develop their own skills in order to make the goals of education enjoyable and achievable in a sustainable manner. All this can be possible if learners are given the chance to participate fully in the teaching and learning process through discussions and continuous practice of the project work. However, teachers should be trained on how to use the learner centred pedagogies for effective outcomes of the teaching and learning process to be elicited. Through the use of learner-centred pedagogies, teachers should help learners think outside the box and develop their ideas and solutions. Ultimately, this will help to create graduates who are creative and innovative enough to tackle business, societal, family and life issues, thus be able to approach problems and solutions with an open mind and thinking unconventionally.

However, a study conducted by Lumadi (2014) found that 53% of teachers in South Africa did not receive adequate training in new pedagogies to be used in implementing the CBC and therefore they lacked clarity on use of the learner-centred pedagogies. The study by Makunja (2015) also showed that the majority of teachers (73%) in secondary schools in Morogoro, Tanzania, did not receive any training in the new pedagogies before the implementation of the CBC; which negatively affected its implementation. This implies that if teachers and other stakeholders do not receive adequate training in pedagogy, they may not be able to implement the curriculum effectively because they may easily be tempted to continue following the old pedagogies which they are more conversant with; thereby impacting negatively on the achieving of the innovation put in place. Similarly, a study conducted by Likisa (2018) to assess the CBC implementation in Tanzania confirmed that there is very minimal use of the CBC learner-centred pedagogies in schools and that more than 80 per cent of the teachers lacking the proper understanding of the approach, continue to use the traditional knowledge-based teaching and learning methods. Therefore, the teaching approach continues to be teacher-centred; most unfortunate indeed! This indicates that, the implementation of the CBC has not lived up to the aim of transforming Education Systems in Africa. The value of the CBC has to be felt by most of the stakeholders that are implementing the CBC and the users of the products of the CBC. A collective effort is, therefore, needed to save Africa's Education System not only from vested business interests and local companies, but also from international agencies and non-governmental organizations and international enterprises like total energies.

Further, Komba and Mwandangi (2015) investigated issues surrounding the implementation of the CBC in Tanzanian secondary schools. The results indicated that the majority (86%) of the teachers lacked

adequate knowledge on the new curriculum. Further, the study reported that majority (78%) of the reviewed lesson plans did not reflect the qualities of Competence-Based lesson planning. In addition, it was reported that the involvement of learners in classroom activities organised by the teachers was overall low and less than 50% of the observed teachers conducted traditional methods of teaching. This implies that teachers had not perceived learner-centred pedagogies as relevant to their teaching which had inhibited learners from critically analysing issues on their own. Therefore, there is need for organized pedagogical training sessions for teachers in secondary schools in order to equip them with the methodological competencies in using different teaching methods as demanded by the competence-based curriculum (Kimario & Otieno 2022). Teachers need constant professional development through seminars, in-service training programs and workshops in order to be effective in their teaching and learning activities for the purpose of implementing the educational aims and objectives meant to bring positive effects of Competency Based Curriculum on students' education achievement and that of society.

In addition, all learners should be prepared to be lifelong learners, creative, connected and collaborative problem solvers, happy individuals who contribute to the common good in today's globally interdependent world. We need our learning systems to encourage the youth to develop their own Vision about what it means to connect and flourish in their constantly evolving world and equip them with new skills to pursue those visions" (Fullan and Langworthy (2014). Students in the 21st century need not only master the foundation of facts and concepts, but also be able to apply, extend, and expand on that knowledge. Students must (i) work independently as self-driven, lifelong learners and innovators; (ii) work collaboratively and respect diverse viewpoints; (iii) think critically about new challenges; (iv) apply their knowledge in novel situations to solve new problems; (v) communicate via a range of technologies and methods; (vi) work persistently in the face of difficult challenges. These should be the fruits of the learner-centred pedagogies that the CBC emphasises. Furthermore, Sarifa, (2020) asserts that, teachers must employ the best teaching pedagogy to ensure easy and rapid knowledge acquisition and communication skills as one of the required skills in the twenty-first century. For instance, in developed countries like the USA and Morocco, LCP are being well implemented due to teachers' positive attitudes towards LCP versus the Teacher-Centred Pedagogy (TCP), hence the context of learning has improved. The LCP considers students to be responsible participants in their own learning. Through LCP students learn new things and use new skills and concepts (El Hammoumi et al., 2020). In addition, learners' active participation and engagement in their education has an elective affinity with neo-liberal trends, while being an important factor in quality measurements. Such trends can be connected to marketisation, focusing on performance, individualisation, competition and successful student achievements for future employability (Carey, 2013). This implies that, the demand from teachers and schools is to transform the learning landscape, bring fundamental change in student outcomes, measured by their ability to think critically, work collaboratively, solve problems and become lifelong learners. Teaching should be shifted to the learner-centred approach in which the learner takes control of the learning process while the teacher becomes its facilitator. Learners in a competence-based learning environment are considered as active participants in the construction of knowledge. Learners should feel free to learn from each other and to contribute their ideas and perceptions regarding the subject matter. In the course of this interaction, teachers need to motivate and honour the contributions learners make during the lesson. In addition, teachers stand as moderators of the interactions going on in the learning process. In this way,

learners not only develop communicative competences and confidence in expressing their views but also mastery of the subject matter. Thus, Teachers need to be aware of the process of selecting suitable teaching methods that match with the content to be taught or skills that need to be developed among students during the process of teaching and learning. The methods that trainers need to select should foster the acquisition of knowledge, skills, understanding and of any other bigger attributes in students that need to be developed.

In addition, Bruns (2006) focusses on learner participation in class which should also be graded; if left ungraded, part of the motivation that learners need is lost and part of the record that the teacher can use to facilitate individual learner learning is not developed. Hammond (2002) suggests that learners' effective participation is a direct outcome of their individual preparation before the class. Teachers can play an important role in encouraging participation whereas Frei (2002) thinks that learner participation is a function of the ability by the teacher to create a supportive environment for participation. The teachers' approach matters more in promoting learners' interest and a good learning environment just like the administration. In addition, Schools require well-designed and well-supported curricula to achieve their educational Visions and aims. These aims usually include academic excellence, fulfilling the potential of every learner and nurturing competencies since learners need to succeed in higher education, in the world of work and to lead fulfilled lives (Molapo, 2016). Therefore, a good understanding of the change and a clear concept of the curriculum are the necessary and sufficient conditions for the smooth implementation of a new curriculum into practice. This implies that it is of great importance to adopt friendly learner-centred methods as they are the ideal methods for teaching in the 21st century. With the emergence of technology in all areas of our lives the issue of commanding the mastery of just the core subjects is becoming obsolete. The world needs critical thinkers, problem solvers, decision makers, creative and digitally literate (soft skills) and all these skills should be properly groomed in schools using the learner-centred methods while students are being exposed to individual practical learning. These are skills that cannot be replaced by automation and for this reason they should be effectively transmitted to our students. The learner-centred teaching allows the learners to be engaged in their own learning process by developing their learning and skills and strategies as part of life-long learning.

Furthermore, a study by Otieno (2020) on stakeholders' perceptions on the implementation of CBC in Kenya, revealed that while many teachers supported the CBC's objectives, there was a lack of clarity on how to effectively implement learner-centred pedagogies. Teachers reported that they need more training and resources to shift from traditional teaching methods to learner-centred approaches. In addition, a study by Mwangi & Njogu (2021) on challenges facing the implementation of CBC in secondary schools in Nairobi County, found out that both headteachers and teachers had mixed understanding of CBC and its learner-centred pedagogies. Teachers expressed concerns about the increased workload and complexity of the CBC while the headteachers lacked adequate information to support the teachers when during implementation of learner-centred pedagogies. This implies that the limited clarity on the use of learner-centred pedagogies by stakeholders may lead to critical issues in the CBC implementation. Teachers and headteachers may resist adopting unfamiliar methods and apply inconsistent practices, leading to poor learner outcomes with reduced engagement and missed opportunities for developing essential skills.

In conclusion, stakeholders' clarity on learner-centred pedagogies in the CBC is crucial for its successful implementation. The literature reveals that lack of understanding and inconstancy in applying the learner-centred pedagogies leads to ineffective CBC delivery, poor learner outcomes, increased teacher stress and failure to achieve the educational goals. Addressing these concerns requires comprehensive professional development for teachers, clear guidelines and support from headteachers. Therefore, enhancing clarity on learner-centred pedagogies is essential to realise the full potential of CB and improve educational outcomes.

2.4 Opinion of stakeholders on their awareness of the CBC assessment modes

According to Rutayuga and Kondo (2006), assessment of the CBC is one of the essential components that provide assurance of the validity of all the processes conducted in the implementation of the curriculum. Effective assessment is pivotal for measuring and fostering learner competencies, yet stakeholders' awareness and understanding of the new assessment modes are varied and often limited. In their study about a shift from assessing a set of learning contents to assessing each learning outcomes in Tanzanian Secondary schools they found out that stakeholders including headteachers and teachers displayed a mixed level of awareness regarding assessment policies and practices. The findings emphasised limited awareness due to limited professional development led to inconsistencies in implementing effective assessment. Stakeholders were not always well-informed about the updated assessment practices, which caused challenges in aligning assessment with curriculum goals. This implies that without adequate awareness and training, stakeholders in secondary education may struggle to implement assessment policies that accurately reflect learner competencies and support curriculum goals. Limited stakeholders' awareness on assessment can hinder efforts to improve educational standards and attainment of skills and competencies among learners. In the same line, Okoye and Isaac (2015) in their opinion regard assessment as the process of collecting evidence of learners' performance. This enables the assessor to judge whether or not, the learning outcomes have been achieved. The implementation of the CBC requires the use of new assessment methods that are aligned with the new curriculum (Makunja, 2015). The distal educational objectives of a Competency-Based Curriculum (CBC) focus on accurately assessing learners' descriptive abilities, attitudes, and knowledge; with measurable goals to be achieved at each stage of the learning process. The proximal goal of the CBC lies in its practical approach to an educational system, emphasizing the acquisition and assessment of life skills essential for individuals to be purposeful in their respective societies (Winterton, 2017). Stakeholders must be aware of the assessment modes for effective implementation of CBC. This indicates that assessments in the CBC can help to determine the extent to which learners have progressed in acquiring competencies necessary for their future profession. This means Competence-based teaching and learning requires multiple ways of assessing learners in order to determine their competences. The implementation of the CBC requires the use of new assessment strategies aligned with this new paradigm. To implement these changes, it is necessary for all teachers to become knowledgeable and equipped with new alternative approaches to assessment.

In addition, Deibinger, *et al.* (2005) in their study about structures and functions of competence -based education and training in Mannheim stressed that the type of assessments used can have a powerful influence on the learning behaviour of learners. It is argued that, to be part of the learning process, assessment should reflect a learner-centered curriculum. This implies that assessment should not only be

examination oriented but be able to test learners in other spheres of life like skilling, socialisation, problem solving and critical thinking among others. It should test the holistic nature of education and considering multiple aspects of social and emotional skills. Similarly, Craddock and Mathias (2009), stated that if assessments do not measure important and meaningful content, skills, and knowledge, then precious time and resources are wasted. This implies that assessment instruments should be designed in such a way that they can measure the required competences of learners which enables them to compete on the labour market. Assessments in the CBC will help to create a profile for learners in order for them to discover their strengths and areas of weaknesses that need to be improved. Assessment should be intended to bring value to learners since through it, learners can demonstrate the degree to which they have achieved their desired learning outcomes that will help them compete globally in the world of work.

Furthermore, Nyangu'au&, Ndung'u (2019) in their study about teacher training and its influence on CBC assessment, found that awareness and continuous professional development for teachers directly impacted their effectiveness in implementing CBC assessments. Their research emphasized that teachers who attended workshops and training sessions on CBC assessment methods felt confident in using formative assessments such as project work which is fundamental in CBC. This implies that professional programs for CBC stakeholders are crucial. Without sufficient knowledge, teachers and parents may revert to traditional exam-oriented practices, thereby undermining the goals of CBC.

In addition, Moti, *et al.* (2021) carried out a study on teachers' perceptions towards the practice of CBC assessment for learning in Oromia Colleges in Shambu Ethiopia, and found out that many teachers struggled with implementing the assessment components effectively. Changes cited included inadequate training and resources, particularly for formative assessment practices essential for CBC. Teachers often felt the approach was misaligned with available tools and resources, leading to reliance on traditional assessment forms rather than competency-focused ones. This implies with the CBC assessment greater emphasis should be put on assessment instruments that measure not just the mere recall of facts, but the learners' abilities to use the material they have learned in live situations that require competence and performance assessment. This means that assessment should always test the key practical competences that are highly demanded on the job market so as to meet the demands of the 21st Century. Likewise, Brown (2004) explained that: "If we want our learners to demonstrate employability after they graduate, our assessments must be designed to be practice-orientated" which is competence-based. In his view about assessment testing the practical outcomes of learning is so paramount that we must help learners to obtain some important skills for the world of work. This implies that assessment in CBC should be practical and it should focus on testing what learners are expected to do and apply in their life. This indicates that assessment in the CBC should focus on skills demonstration in order to provide an opportunity for learners to apply their knowledge, develop practical skills and prepare for real world challenges. This will help the graduates of the CBC to fit in the society and remain relevant and competitive at the work place.

Furthermore, a study by Nyagah (2020) explored teachers' perceptions on their understanding of CBC assessment modes in Ugandan Schools. Nyagah found that while most teachers were aware of CBC, they had varying levels of understanding regarding its assessment techniques. Teachers who fully

understood assessment found it beneficial for identifying learners' strength and weaknesses, while those with limited knowledge struggled to differentiate it from traditional assessment. In addition, Okello and Wekesa (2021) further investigated teachers' opinions assessment and found out that teachers found it challenging to adopt new assessment strategies due to lack of resources and clear guidelines. They argued that although teachers generally supported the idea of CBC, effective implementation of CBC assessments remained difficult in resource -limited settings. This implies that greater focus should be placed on resource allocation, teacher training, and providing clear, consistent guidelines to enhance teachers' understanding and application of CBC assessment modes.

Furthermore, according to Leutner *et al.* (2017), assessment in the CBC involves both; formative and Summative assessment. Formative assessment is done throughout the process of teaching and learning and Summative assessment is done at the end of a learning unit. Similarly, according to Stiggins (1994), summative assessment occurs at the end of a program and represents a summary of what has been achieved. It usually takes the form of a series of tests. Often a written report is produced for parents, children, and others. Formative assessment, on the other hand, is an on-going assessment that takes place throughout the learning process. Formative assessment informs students of the progress they are making and what they need to do next. Formative assessment also informs teachers about how they should plan the next activity. Evidence of formative assessment may be in the form of teachers' observations, checklists, written work, displays, performances, and work selected for inclusion in a portfolio.

According to MINEDU (2016), assessment and evaluation become key components and work simultaneously with competency implementation. The CBC strives to promote and transform assessment practices based on competencies by putting them into action and seeking descriptive feedback based on clear and explicit criteria. A further change in assessment practices is the importance given to formative assessment. While in KBC this type of assessment was suggested, its use was not mandatory. In this new curriculum, however, formative assessment is mandatory and all teachers are required to provide adequate feedback to students. Feedback should effectively help students to know what to do to improve on their work. It should be done "on the go", and it should point out their strengths and weaknesses, based on clear, known and shared criteria. This implies that assessment in CBC should be done at a daily basis to make education meaningful. It should be geared towards testing what learners can do than what they know. That means knowledge can be tested through understanding and application of the subject matter through practicability of the subject matter.

Furthermore, Heritage (2010) asserts that, formative assessment allows learners to be assessed as the teacher continues to teach. The teacher uses learner's knowledge and skills to improve their teaching. This can be done through oral questions, class tests, and individual assignments, practical exercises, portfolios and project work, which allows learners to reflect, regulate and monitor their learning progress and evaluate their own learning through feedback. This means, the assessments of the CBC should correspond to what is expected from students in the world of work so that education produces competitive graduates with all the necessary skills in the labour market.

In addition, Sumaryanta *et al.* (2018) emphasises that;

“A learner should not be assessed only in learning achievements only but also in the mastery of competences in order to catch up with the CBC. If the assessment

approaches are effective, it will enable a swift implementation of the CBC and its sustainability. ... Knowledge application can be measured by allowing learners to demonstrate competency in terms of skills and abilities rather than mere memorization through short answer questions of true or false''.

This implies that, assessment is not conducted to measure learner's achievement in comparison with other learners but to measure the achievement of learners with reference to competence standards. The generic skills emphasised by the CBC of communication skills, collaboration skills, leadership skills, practical skills, digital literacy, analytical skills and problem-solving skills should be considered highly during the assessing of students.

Similarly, researchers like Allais (2010) argued that educational assessments should correspond to what is expected from students by the world of work so that the skills attained may remain relevant sustainably. Rutayuga and Kondo (2006) also are of the view that a competence-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome separately. This implies that the CBC assessment should evaluate mastery of skills necessary for an individual to function proficiently in a given society. Thus, assessment should test the practical skills the learner should have mastered during the teaching and learning process. This can be possible with the formative assessments through learners getting engaged in the project work. In addition, with the CBC, reporting for formative assessment should be a frequent and an ongoing communication between the teacher and the learner, and with the parents about the progress the learner was making towards meeting the curriculum outcomes. The reporting should focus on a series or clusters of learning (KICD, 2017). KICD also suggested that, at different points during the year, this portfolio could be used to discuss with the learner regarding their progress as well as with the parents, administrators or other staff members providing services for learners. Teachers should be honest, fair and able to provide sufficient detail and contextual information. They need to keep detailed records of various components of assessment with descriptions of what each component of the assessment measured, accuracy, against a criterion and learning outcomes and the supporting evidence.

Furthermore, Robert, Jane & Lucy (2023) also stressed that formative assessment involves gathering information on learners' progress during the learning process by use of assessment tools. It is aimed at providing immediate feedback to learners to improve the attainment of the learning outcomes. It is an approach that helps the teacher to gather information on learners' performance and provide feedback that is used to improve instructional strategies. The learner becomes more involved in the learning process and gains confidence in what they are expected to learn and what the standard is. The teacher uses a variety of assessment tools such as individualized observation: oral/nonverbal questioning, assessment portfolio, checklist, and rating scale to find out the current level of performance or entry behaviour and determine the kind of support to provide. This implies that with the use of formative assessment in the new curriculum, teachers are better prepared to meet the diverse learners' needs through continuously assessing them on various concepts in groups and as individuals while emphasising and targeting assessing the core competencies of the CBC. This will help to meet the goals of lifelong learning, thus raising the level of learners' educational achievements and making education sustainable.

Additionally, Hasan (2013) stressed that, with the formative assessment process of learning activities, teachers must be role models, build students' motivation, and develop their potentials and creativity through activities which inspire them to set and achieve goals that challenging goals. This is because learning is an interactive process between teachers, students, and learning resources in a learning environment. The learning process requires planning, implementation, assessment, and monitoring in order to be effective and efficient. This implies that, teachers need to allocate a lot of time in order to prepare the assessment activities that are relevant to the area of interest to be assessed. The assessment activities must be prepared in such a way that they enable the learner to think critically and to solve problems in everyday life situations.

Similarly, Van der Vleuten & Schuwirth (2019) noted that, the formative assessment of student learning is achieved by the teacher describing each child's ability to perform a particular series of tasks. Each learning outcome is clearly defined by a list of indicators and these indicators are stated as actions that learners can demonstrate in some obvious way. In the same line, Stupans (2017) asserts that formative assessment is meant for the teacher to see whether a learner can perform tasks or not. When they can, the teacher knows that they are ready to move on to the next level or stage of learning. On the other hand, if a learner is not yet able to perform a particular task, then the teacher knows that further hands-on practice with the concept or skill is needed for that learner to achieve proficiency. This action acknowledges that children learn at different levels. They will not all achieve a given competency at the same time. Some will always take longer than others to master a concept. When a learner has demonstrated all of the indicators that are listed on the specific base competency, then the teacher can say, that particular skill has been achieved or is close to being achieved. This implies that with formative assessment, a teacher should look at each learner's ability and weaknesses in order to help them develop their abilities and improve on their weaknesses. Teachers should identify concepts that learners are struggling to understand, skills they have difficulty in acquiring or learning standards they have not yet achieved so that adjustments can be made to a lesson. Students are also given an opportunity prior, to assessment to know exactly what to expect from the assessment process. This has made the assessment purposeful in that all the three main domains of learning namely, cognitive, affective and psychomotor are taken care of; thus, making assessment holistic. Assessment in competency education should be designed to communicate student progress in learning academic skills and content as well as the skills they need to be lifelong learners. Students must demonstrate practical skills and tangible outcomes to determine competence and not just the possession of theoretical knowledge.

In the same line, Ikhfan, *et al.* (2021) in their study about improving the quality of competency-based assessment through classroom training activity, earmarked that teachers assess learning outcomes to measure learners' competency achievement levels and create materials to write learning progress reports. This gives the learners an opportunity to demonstrate and use their knowledge, abilities to perform, to create, and to produce. This implies that assessment in the CBC plays a role in the learning process. Formative assessment is done in consistent, systematic, and programmed ways by using verbal and written tests and non-test assessment, performance observations, attitude measurements, scoring of students' creations in the form of assignments, projects and/or products, portfolios, and self-assessments. In addition, Hickey & Itow (2012) noted that, the process of assessment in the CBC can be accomplished by making assessment learner-friendly. For example, assessment targets can be simplified

for learners so that they know in what areas they are expected to perform. Learners can be involved in assessing their own performance, monitoring their progress, and selecting evidence of achievement for classroom display or for inclusion in their portfolio. Participative assessment also involves communication between the teacher and the learner. Through discussion, the learner can understand the outcome of the assessment and know what they need to do in future. This implies that, learners should be masters of their own learning. Teachers should avail them with the learning outcomes to be assessed. These learning outcomes must be integrated with the different competencies that learners are supposed to get at the end of every topic. This will motivate the learner to work hard to attain their desired educational goals. Learners should not see assessment as punishment but love it and know that its purpose is to measure mastery of content and attainment of competencies that are key in the CBC.

Similarly, Ikhfan, *et al.* (2021) in their study about how to improve the CBC assessment in Indonesia stressed that, learners' assessment in the CBC should be considered an integral part of instruction. Each instructional activity could be seen as an opportunity for the teacher to assess as well as for learners to learn. Through the use of a more realistic and continuous assessment, the teacher can illustrate a clearer picture of what their students have learnt. This information can be reported further through a descriptive assessment process. Detailed assessment is the mapping of all stages learners passed through until they are capable of demonstrating an understanding or a skill. Simply, this is describing everything students can do in the assessment process. It reveals what has been achieved by students as well as explains how learning has changed the learner. This implies that, the CBC assessment helps the learners to demonstrate their learning, provide feedback on the errors they have been making and help provide opportunities to better their performance with each assessment. The assessment in the CBC will help the teacher to understand the learners' capability to learn and serves as feedback for his or her own teaching.

Furthermore, Dreyer & Schoeman (2003) asserts that, assessment strategies suggested for competency-based approaches include interviews, conferencing, assess products, fieldwork, experiments, research, tests and examinations. Through interviews, the teacher can talk to learners one on -one to find out if the learner has acquired the desired knowledge and skills required for that subject matter. The other assessment approach that a teacher can use is conferencing. When a teacher is conferencing with a learner or a small group of learners, they work on skills that need to be reinforced or skills that will provide enrichment. Conferencing helps the teacher to assess where the learners are and where they need to be. The teacher can also assess products made in projects, tasks, assignments, portfolios, written work. The teacher can assess oral work and give feedback on discussions, presentations, debates. The other way a teacher can assess learners is through their performances in field work, experiments, research, and map-work). Finally, the teacher can assess learners through tests and examinations. This implies that teachers need to plan carefully and create assessment items that can cater for all the needs of the learners in a fair and balanced manner in order for the CBC to be successfully implemented. Teachers need to take time and contemplate on the content to be covered and at the same time set an assessment activity that is viable of testing the learners in a more holistic manner. Therefore, assessment is emphasized in teaching and learning of the CBC as it plays a key role in optimizing educational processes and improving the effectiveness of educational systems in the provision of quality education.

Accordingly, Nderitu (2021) carried out a study on teachers' awareness and preparedness in implementing CBC assessment modes in Kenyan secondary Schools, the study revealed that many teachers understood CBC assessment modes but lack deep awareness and practical skills for effective implementation. The study indicates that while professional development sessions are conducted, they often fail to comprehensively cover assessment techniques tailored to CBC. Teachers expressed the need for more in-depth training and continuous support. This indicates that without a thorough understanding of CBC assessment modes, teachers may revert to traditional assessment methods. It emphasises the need for sustained and detailed professional development programs to ensure teachers are well-equipped to assess learners' competencies effectively.

In conclusion, the reviewed studies collectively indicate that while there is some level of awareness among stakeholders regarding CBC assessment modes, significant gaps remain. Teachers often lack practical skills and comprehensive understanding of implementation of CBC assessment modes. Addressing these issues is crucial for successful implementation of CBC, ultimately leading to better educational outcomes.

2.5 Gaps Identified

The theoretical gap:

The theoretical review conducted in the study reveals that previous studies that have utilized the curriculum implementation theory by Gross, Giaquinta, and Bernstein did not examine the criticism of the theory as a limitation to their research. The studies by Mutua & Waweru (2023) on teacher' competence and its influence on effective implementation of Competence Based Curriculum in Public Primary Schools in Machakos Country, Kenya and Changwe & Lwaba (2020) on teaching and learning resources and teachers for the implementation of computer studies curriculum in selected public primary schools in Ndola district of Zambia did not look at the limitation of the theory. The study addressed the gap by scrutinizing the criticism of the theory, which assumes that all stakeholders in an organization will initially resist change to an innovative curriculum. By exploring stakeholders' perceptions on the implementation of the CBC, this study addressed the gap.

The methodological gap:

Most studies for example by Lumadi (2014) on exploring factors faced by teachers in Curriculum Implementation and by Makunja (2015) on adopting Competence- Based Curriculum to improve quality of secondary education in secondary schools in Morogoro, Tanzania, have predominantly utilised the quantitative methods, such as surveys and statistical analyses, which provide broad overviews and measurable outcomes but fail to capture the depth and complexity of stakeholders' experiences and perceptions. This reliance on quantitative approaches overlooks the rich, detailed insights that qualitative methods can offer. Specifically, there is a scarcity of in-depth qualitative research, such as interviews and focus group discussions that explores the attitudes, clarity and awareness of CBC among headteachers, teachers and learners. The study addressed the gap by providing rich, detailed insights on how headteachers, teachers and learners perceived the implementation of CBC in schools A and B. The qualitative approach allowed for a comprehensive understanding of the practical realities and challenges faced by stakeholders as they try to implement the CBC there by filling the methodological gap and

contributing to a more effective and contextually appropriate strategies for successful adoption and sustainability of CBC in the local education context.

The contextual gap:

Prior studies have mainly focused on the perceptions of teachers towards the CBC, with little consideration given to other stakeholders in education. Additionally, these studies have mainly been conducted in the context of other countries, with little research conducted in Uganda. The current study addressed the gap by involving other stakeholders, such as Head teachers, the UNEB Officer and learners who participated in the research; thereby examining and analysing their attitudes, views and opinions towards the implementation of CBC within the Ugandan context.

In addition, the reviewed literature on assessment has revealed that while studies on the assessment of the CBC have been conducted in other countries, there is lack of research on this topic in Uganda. Additionally, existing studies have specified the percentage mark for formative and summative assessment, but have lacked an in-depth explanation of how these assessments are actually done. The current study filled the gap by examining, in detail, how the assessments of the CBC are conducted in the Lower Secondary Schools in Uganda.

2.6 Conclusion

In conclusion, the literature reviewed the highlights of the crucial role of having a functional and relevant curriculum in achieving educational goals for any society. This necessitates periodic revisions and reforms to keep up with the changing demands of the times. It is also clear that stakeholders' perceptions play a critical role in the successful implementation of any educational program, including the CBC. As such, it is important to consider their attitudes, views and opinions on competences, and the awareness of stakeholders such as the UNEB officer, Head teachers, teachers and learners on the implementation of the CBC.

METHODOLOGY**3.0 Introduction**

This chapter presents the methodology that was followed during the study. The chapter focuses on research paradigm, research approach, research design, data type and source, population of the study, sample size and sampling design, data collection methods, validity and reliability of the instruments, data analysis, data presentation, ethical considerations in the research and limitation of the study.

3.1 Research Paradigm

In educational research the term paradigm is used to describe a researcher's 'worldview'. This worldview is the perspective, or thinking, or school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data (Mackenzie & Knipe, 2006). This implies that, the research paradigm inherently reflects the researcher's beliefs about the world that he/she lives in and wants to live in. It constitutes the abstract beliefs and principles that shape how the researcher sees the world, and how he/she interprets and acts within that world.

The study followed the Interpretivism paradigm that promotes the idea that people are deliberate and creative in their actions and actively create their social reality (Monique, Inge&Ajoy2020). The approach considers the dynamic and changing nature of society and understands that there could be multiple interpretations of an event, shaped by the individuals' perspectives (Charles & Ahmed 2017). This paradigm is rooted in the belief that reality is socially created and that human behaviour is best understood through the meanings and experiences people attach to their actions and interactions. This implies that the social world should be studied in the natural environment through the eyes of participants. By me using the interpretivism paradigm in this study implies a focus on understanding the subjective and contextual experiences of the stakeholders involved in curriculum implementation and selected to be used for the study. The interpretivism paradigm guided my exploration of the subjective experiences and opinions of various stakeholders including a UNEB Officer, headteachers, teachers and learners regarding the CBC implementation in secondary schools A and B. By emphasising the deliberate and creative actions of participants, the study explored how the UNEB Officer, headteachers, teachers and learners of school A and B actively created their social reality around the new curriculum, considering the context of Rubaga division. This provided a deeper and more holistic understanding of the challenges and successes encountered in the implementation process.

Epistemologically, knowledge for the study was subjectively created through my social interaction with the research participants to discover their attitudes and opinions they attached to the implementation of CBC. I explored the participants' understanding of the CBC concept in line with the research questions of the study. I collected, analysed qualitative data from use of interviews, FGDs, observations and personal narratives to capture the meanings and insight that participants ascribed to their experiences with the CBC. I created knowledge through dialogue and engagement with participants.

Ontologically, reality for the study was created through me interacting with the participants using interviews and FGDs to explore facts in relation to the research questions under study. This is because the interpretivism paradigm is more flexible for capturing meanings in human interaction and making sense of what is perceived as reality. (Bayezid 2019) This means I was not detached from the subjects I was studying, but was just part of that social reality. Each participant understanding and perceptions of the CBC implementation contributed to a collective reality of the study.

Therefore, the study stresses that with the interpretivism paradigm, emphasis was put on the importance of interpretation and observation to deeply understand the real context of the implementation of the CBC. This was based on participants' perceptions since the epistemology and ontology of this paradigm are socially created through valuing participants' ideas and views. I was able to triangulate data collection methods of observation, interviews, focus group discussions and documentary review to collect multiple realities from participants. While interacting with the participants, I considered the axiological value of privacy and accuracy to collect true and reliable data.

3.2 Research Approach

The study adopted a qualitative research approach. It analysed the phenomenon of the CBC from the subjective point of view while involving the study participants' opinions on the research problem (Monique, Inge&Ajoy2020). The study was undertaken from the standard point of participants using

lenses of interpretation of philosophical orientation through the natural environment as opposed to the quantitative approach that is objective and focuses on a narrow angle lens (Stephen & Kasim 2015). The qualitative research approach emphasised the importance of context, recognising that the experiences and perceptions of stakeholders are deeply embedded in their social, cultural and institutional environment of schools A and B used for the study. The qualitative approach was preferred because it provided insights into the problem and provided in-depth information and understanding using study participants. This is because the qualitative approach allowed the researcher the flexibility to probe the initial participant responses in line with the research questions. The researcher listened carefully to what participants said, engaged with them according to their individual personalities and styles, and used “probes” to encourage them to elaborate on their opinions towards the implementation of CBC. The qualitative approach helped the study to ensure that the findings are rich, contextualised, and reflective of the true experiences of the UNEB Officer, headteachers, teachers and learners as they implement CBC.

In this study the researcher explored and examined stakeholders’ perceptions on the implementation of the CBC while allowing study participants to freely take part in the study. This was through the use of triangulated methods such as interviews, focus group discussions, observation and documentary review. The researcher deeply understood the case of the CBC in a natural environment where the study was carried out. This was through considering the perspectives of the study participants and understanding the meaning and the interpretation they gave to the research questions under study. Thus, the researcher collected multiple in-depth realities concerning their perceptions on implementation of CBC.

3.3 Research Design

The study adopted a double case study research design. This is an empirical inquiry that investigates a contemporary phenomenon in-depth using two cases within its real-life context and multiple sources of evidence (Yin 2018). A double case study design helps to get in-depth details of the two cases as much as possible about the problem under study, which is systematically analysed to yield understanding and explanation of the data collected from the two cases (Baboucar & Soaib 2014). Through the use of a double case study design the researcher explored the stakeholder’s perception on implementation of CBC by allowing participants such as Head teachers, UNEB Officer, teachers and learners from the two cases of Schools A and B to express their opinions towards it. The researcher explored and captured descriptive data from respondents’ spoken words and observable behaviour pertaining to their perceptions on the implementation of the CBC using the two cases of schools A and B. The double case study was used to understand the CBC in depth by gathering the opinions of participants as well as discovering new phenomena from the interactions with the participants of Schools A and B while guided by the specific research questions under study. The researcher’s interpretations of findings from the two cases of Schools A and B became part of the research and as a result, created a subjective and interpretive orientation flows throughout the inquiry there by generating greater insights for the of implementation of CBC.

While using the double case study research design, the researcher employed the use of both primary and secondary units of analysis. The primary unit of analysis includes the two schools used for the study that is to say Schools A and B. Each school was examined and analysed as a separate case to understand its

unique aspects implementation of CBC. The secondary units of analysis include the stakeholders within schools A and B and the UNEB officer. These stakeholders that acted as participants include: one UNEB officer, two headteachers of School A and B, eight teachers and twelve learners from schools A and B. After collecting data from these units of analysis, I integrated the findings to provide a holistic view of the CBC implementation in both schools. The approach allowed in-depth understanding of individual cases and identification of common themes and unique differences in stakeholders' perceptions on implementation of CBC. The findings of the study of the same theme and sub theme from the two cases of Schools A and B were integrated to give meaningful presentation and interpretation in a logical way. This multi-faceted unit of analysis framework ensured that all relevant perspectives are considered, thus provided a comprehensive understanding of CBC implementation in schools A and B.

3.4 Area of Study

The study was carried out in Rubaga Division found in Kampala City. The study was conducted in two secondary schools. Secondary school A (Government Secondary School) and School B (Private Secondary School). The area was preferred for the study because Rubaga Division, being one of the five divisions of Kampala, Uganda's capital city, hosts a diverse range of schools, including public and private. This diversity provides a rich ground for studying how different schools implement CBC. School A and B were selected by the researcher to be used for the study because of the following:

The schools have existed for over 50 years. This ensured continuity of the institution used for the study. The private school is fully registered by the Ministry of Education and Sports which helped the researcher to ensure reliability of the findings. The school offers most of the subjects of the CBC. This ensured reliability of participants for the study.

3.5 Data Type and Source

The study being guided by an interpretivist paradigm, I needed the ontology that was constructed socially by the participants and I through interpreting the data collected. This was possible through the use of primary data sources.

3.5.1 Primary Data

Primary data was collected from the following participants and they enabled me to get first-hand detailed information for the study.

Head teachers of Secondary school A and B; The Head teachers are the implementers of the CBC and have witnessed the transition from the KBC to the CBC. From the head teachers, the researcher collected data in line with the research questions reflected in Appendix II, through the use of interviews.

The Uganda National Examinations Board (UNEB): this is the body mandated to conduct and manage examinations in Uganda for the end of education Cycles and to conduct examination-related research. This body provided data in line with the research questions reflected in Appendix II, while using interviews.

Teachers of S.3 and S.2 of secondary schools A and B: these are the implementers of the CBC and they have experienced the full impact of the transition from the KBC to the CBC; thus, their contributions were of great importance to the study. The researcher collected data from these teachers in line with research questions reflected in Appendix III, using interviews.

Learners of S.3 and S.2 of Secondary schools A and B: these were the first beneficiaries of the Lower Secondary Curriculum. They had witnessed its implementation right from the word, go! The data got from these students was in line with the research questions indicated in Appendix IV, through the use of the FGD.

3.5.2 Secondary Data

This was collected from NCDC document in line with Competence -Based Curriculum Framework for Secondary schools, which provided an overview of CBC principles, objectives and structure. The NCDC implementation guideline on the implementation of the Competence-Based Curriculum that gave a detailed instruction for schools on how to implement CBC, including pedagogical approaches, assessment strategies, and resource allocation reports. Lastly, the Ministry of Education and Sports report which provided comprehensive data and insights on the implementation of the CBC in Uganda. The use of secondary data helped me to gather a wealth of information from pre-existing sources which provided valuable insights for the study. Secondary data further helped in the identification of patterns and gaps in the existing literature, contributing to a more comprehensive understanding of CBC implementation in the Country.

3.6 Population of the Study

The population of this study comprised participants like Head teachers of the selected schools, the UNEB Officials, Teachers and learners from the selected secondary schools. The selected schools were School A (Government secondary school) and School B (Private secondary school). From this population group the researcher selected the target participants.

3.6.1 Target Participants

The target participants of the study comprised the Head teachers of schools A and B, the teachers who teach the lower Secondary curriculum in schools A and B, the S.3 and S.2 Students of school A and B and the UNEB Officials. It is from these target participants that a sample size was selected. It helped the researcher to get first-hand multiple realities which were socially created by the research participants.

3.7 Sample Size

The researcher used a sample size of 23 participants. This is justified by Konstantina et al. (2018) who stressed that, the sample size in qualitative research is generally small ranging from 10 - 50 participants in order to support the depth of the case-oriented analysis that is fundamental to the study. The sample of 23 participants enabled the current researcher to study a relatively small number of units in place of the target population. This was because the researcher was interested in formulating an in-depth contextualisation of the research problem. The target participants and sample size are summarised in the Table 3.1 below:

Table 0.1: Target participants, Sample size, justification of the sample and data collection method.

Respondents	Target participants	Sample size	Justification of the sample	Data collection method
Head teachers	2	2	The sample helped me to carry out interviews in a more detailed form. It also exposed me to the perceptions of different head teachers on the implementation of the CBC in their schools.	Interviews
UNEB	6	1	The sample helped me to get reliable data about the assessment of the CBC in a more detailed way. This was because the UNEB participant was extensively interviewed by the researcher to provide reliable data.	Interviews
Teachers	60	8	The Eight (8) participants were preferred by me so as to be exposed to multifaceted ideas concerning teachers' perceptions on the implementation of the CBC. The selected sample extensively shared ideas pertaining to the case of the CBC under the guidance of the researcher.	interviews
Learners (S.3 and S2)	1300	12	Six (6) participants per discussion were preferred to enable me explore their perceptions on the implementation of the CBC thus generating detailed data for the study.	Focus group discussion
TOTAL	1368	23		

3.8 Selection of Participants

The sample was selected using purposive sampling. This method was used to select all the respondents.

3.8.1 Purposive Sampling

The Purposive sampling technique was employed to select all the participants for the study. In purposive sampling, the decision with regard to which elements, parameters, items or respondents' characteristics to be included or excluded in the study rests on the researcher's judgement and intuition. The Purposive sampling method places primary emphasis on saturation (obtaining a comprehensive understanding by continuing to sample until no new substantive information emerges) (Samar 2017; Etikam, 2016). With this method, the researcher identified and selected participants that are specifically knowledgeable about the phenomenon of interest (CBC). The Purposive sampling technique was preferred because it enabled

me to gather qualitative responses, which led to better insights since the researcher collected information from the best-fit participants whose responses were relevant to the research context. The composition of participants was categorized as follows: category one comprised one UNEB officer; category two, head teachers of the two selected schools used for the study (School A and School B); category three, were the eight teachers from the two selected schools used for the study and category four, were the twelve learners from the two selected schools used for the study. The Participants in this study were purposively selected from school A and B located in Kampala city, Rubaga Division. Data from participants of category one, two and three was collected using interviews while data from category four was collected using two focus group discussions. All the participants' identities were rendered anonymous and their names coded so that they may not be identified later.

3.9 Data Collection Methods

The researcher employed the use of interviews, focus group discussion, observation and documentary review while collecting data. The study being qualitative in nature, the use of these methods enabled the researcher to be exposed to an in-depth ontological but subjective reality while respecting and valuing the emitted perspectives of the respondents.

3.9.1 Interviews

An interview is an oral administration of a questionnaire or an interview schedule. Interviews require personal sensitivity and adaptability as well as an ability to stay within the bounds of the designed protocol (David & Alison 2018). Interviews involve verbal communication between the researcher and participants. The researcher employed the use of Semi-structured interviews. It involves using several planned open-ended questions, while allowing the interviewer to have the freedom to modify the wording and order of questions (Anupu & Nikhil 2021).

Semi-structured interviews were used to collect data from Head teachers, UNEB officer and teachers. Four teachers (two teaching science subjects and two teaching Arts subjects) from each school (School A and B) were interviewed. I used face-to face interviews so as to clearly identify and understand the body language and facial expressions of the participants. I interviewed the participants twice until the point of saturation was attained. I made sure that interviews did not exceed 30 minutes since participants had to continue with their duties. However, where the situation was inevitable I sought permission from the participants to continue with the interviews. The interview method was used for the study because it allows flexibility. With the use of the interview method, I was able to adjust and change the direction of the questions. The flexible nature in turn helped the participants to give detailed information about the study as a result of me exploring their thoughts, feelings and opinions.

3.9.2 Focus Group Discussion

A Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discuss a given topic or issue in-depth, facilitated by a professional, external moderator. (Fenhahum 2021, Tobias et al 2018) This method serves to solicit participants' attitudes and perceptions, knowledge and experiences, shared during interaction with different people. I used the FGD to gather information from students of School A and B. Two (2) focus groups were formed by the researcher so as to triangulate data collected. One group was for students of school A and

another one for students of School B. I used 6 (six) participants for each focus group in each school. Each Focus group used three S.3 learners and three S.2 learners for the study. This is because the two classes are the pioneers of the CBC and the data collected from them would be of great importance for improving the implementation process of CBC. I made sure that the FGDs did not exceed 40 minutes to allow continuity of other school activities for the participants and I interviewed each group twice to ensure in-depth data collection from the learners. FGDs were used for the study because it enabled me to explore and analyse the internal views and emotions of participants thereby obtaining in-depth information.

3.9.3 Observation

The observation method is a data collection method in which a person (usually trained) observes subjects of phenomena and records information about the characteristics of phenomena (Ankit 2022). The researcher used direct observation and had a direct view of predetermined items in a natural setting where the study was carried out basing on the research objectives and recorded what was being observed. The researcher used all the senses to examine people in their natural setting or naturally occurring situations while considering the observation checklist (Appendix V). From the observation checklist I collected data in line with the learner-centred pedagogies, projects done by learners of school A and B and instructional materials used by teachers and learners when implementing CBC. The Observation method was preferred for the study because it allowed the collection of in-depth first-hand information of realities found in the natural physical environmental setting about the CBC. I mainly observed the projects done by learners of school A and B, how teachers in those schools use the different learner-centred pedagogies and instructional materials used when implementing the CBC

3.9.4 Documentary review

According to Bowen (2017) a documentary review involves the systematic collection, analysing, and interpretation of existing documents to gather relevant information on specific research topic. I used this method to understand the context, background, and evolution of policies and practices of CBC. I employed the use of the following documents to collect data;

National Curriculum development Centre (NCDC) document; this was on Competence -Based Curriculum Framework for Secondary schools, which provided an overview of CBC principles, objectives and structure. It outlines the core competencies to be developed, such as critical thinking, problem solving, communication skills, and digital literacy.

The NCDC implementation guideline on the implementation of the Competence-Based Curriculum; It included detailed instructions for schools on how to implement CBC, including pedagogical approaches, assessment strategies, and resource allocation reports.

Ministry of Education and Sports report: this provided comprehensive data and insights on the implementation of the CBC in Uganda.

Documentary review was preferred to be used in the study because it provided a comprehensive and systematic approach to understanding the implementation of CBC. Additionally, the method facilitated triangulation of validation of findings by comparing multiple sources, ensuring a more robust and

credible understanding of the CBC implementation process while minimizing ethical concerns associated with direct participant engagement.

3.10 Study Instruments

I employed the use of the interview guide, FGD guide and observation guide to collect data from participants. These instruments were used by the researcher together with a recorder to ensure that whatever data collected from the use of the interviews and FGD was recorded by me.

3.10.1 Interview Guide

An interview guide refers to the list of questions a researcher asks the participants during an interview. It makes it possible to obtain data required to meet specific objectives of a study (Olive & Abel 2012). I administered semi-structured interview guides with open ended questions to these participants; Head teachers (Appendix I), UNEB Officials (Appendix II) and Teachers (Appendix III). The interview guides were used by me because they provided in-depth data and guarded against confusing the questions since the researcher was able to clarify the questions thereby helping the respondents to give relevant responses. The use of the interview guide is due to the ontological position of interpretivism that, there are many differing realities in the world that can be discovered through exploring people's perceptions and interacting with people in a natural environment (Anup & Nikhil, 2021). Through the use of the interview guide, I considered different participants to create realities in an inherently subjective manner. This was possible as participants openly responded to the open-ended questions asked by the researcher about the phenomenon under study.

3.10.2 Focus Group Discussion Guide

I administered semi-structured FGD guide to students (Appendix IV), bearing a series of open-ended questions and prompts that were administered to twelve (12) students from School A and B. Six participants per discussion was formed and used for the study. While preparing the semi-structured FGD guide I ensured that it extracted from the participants detailed views to the phenomenon under study so that inductive knowledge is created. This is because interpretivists recognise the ability to think and share as the only source of true knowledge.

3.10.3 Observation Guide

This contained an observable checklist of items I was to observe while carrying out the study (Appendix V). This was to help me to focus on the necessary information pertaining projects done in school A and B and the learner-centred pedagogies used by teachers while basing on observable phenomena in a natural setting. This is because epistemologically, knowledge can be obtained from objective observation and arrived at through sense-making and meaningful findings (Kinngo & Odogo, 2020). The observation item included; learner-centred pedagogies used by teachers, projects done by learners and instructional materials used by teachers when implementing CBC.

3.11 Data Collection Procedure

In order to go to the field to collect data, I followed a series of data gathering procedures. First, I obtained an introduction letter from the Dean, College of Education and External Studies (CEES) Makerere University (Appendix VII). Then, I sought permission from Head teachers of schools A and B

to carry out the study by writing to them indicating the purpose of the study and requesting permission to interview their teachers and learners (Appendix VI). I received verbal responses from the head teachers of School A and B accepting me to collect data from their institutions. I had to seek permission in writing to interview the UNEB Officials (Appendix VIII). I received the response from the UNEB on the 7th December 2023 accepting me to carry out an interview with them (Appendix IX). The time for the interviews was agreed upon by me and the participants. I made sure that the interviews and FGDs were scheduled around the dates and times that were suitable for the participants. Before carrying out the interviews and FGDs I first briefed the participants about the purpose and procedures of the study by offering them full assurance that participation was voluntary yet confidential. The participants accepted to participate in the study by signing on the consent form I provided to them (Appendix X). I gathered data from head teachers, teachers and students of School A and B between 10th Nov. - 20th Nov. 2023. I also made arrangements with UNEB and collected data on 4th January 2024. Interviews and FGDs were scheduled around the dates and times that were suitable for the participants.

3.12 Trustworthiness

I tested the interview guide, FGD guide and observation guide before using them to ensure that the tools to be used are valid. I first prepared and presented them to the supervisors (experts) of Makerere University who checked on their correctness. The supervisors' comments were used by me to improve the data collection tools by eliminating errors.

I considered credibility of the study so as to ensure that the results of the qualitative data are believable to the research participants. To achieve this, I triangulated the data collection methods through using interviews, observations, focus group discussions and documentary review when collecting data. While using these methods, I collected data until the point of saturation was attained.

I also ensured transferability of the study so as to enable the other scholars understand and determine the applicability of the findings in their own setting. In order to meet this criterion, data collection and analysis were explained in detail. I provided thick and dense descriptions of the collected data until a point of saturation was reached.

I ensured dependability by being consistent while collecting, presenting, analyzing and drawing conclusions from the data collected. Dependability ensured that the findings of the research study can be replicated using the same participants, methods of data collection and context. To ensure this, I followed the methodological rigor when collecting, organizing, analyzing, presenting and interpreting the data collected through multiple data collection methods.

3.13 Data Analysis

Data was analysed using thematic analysis. Thematic analysis entails searching across a data set to identify, analyse and report repeated patterns. It involves interpretation of the process of selecting codes and constructing themes (Michelle & Lara 2020). This implies that the thematic analysis illustrates the data in great detail with diverse subjects via interpretations made through careful reading and re-reading of the transcribed data. Thematic analysis was used because it provides systematic element of data analysis by allowing the researcher to associate an analysis of the frequency of the theme with one of the

whole contents (Alhojailan2012). This gave me an opportunity to understand the data collected more widely since the analysis focuses on identifying and describing both implicit and explicit ideas. In accordance with Seraswati (2020) and Michelle & Lara (2020), I did the following while using thematic analysis.

Familiarising with the data; I thoroughly read through the data collected using different tools to be very familiar with it. While reading transcripts, all the interesting information was highlighted and cross-referenced against the research questions. This step helped me to figure out the type of themes that emerged through the data.

Generating initial codes: I identified various categories in the data which were distinct from each. I used codes to generate themes and categories. The reference codes helped me to identify specific information in the text so as to locate or retrieve it.

Searching for themes: I examined the coded and collated data extracts to look for potential themes of broader significance. Themes were constructed by me through analysing, combining, comparing and graphically mapping how codes relate to one another.

Reviewing themes: I looked at the coded data within each theme to ensure proper fit. I reviewed all relevant codes and data extracts under each theme. At this point I ensured that data extracts were re-sorted and themes modified to better reflect and capture coded data.

Writing the report: Finally, with rigour I transparently reported the findings of the research study in a systematic way adhering to the objectives of the study. I presented the findings through narrative and direct quotes. When writing the report, I avoided bias by continually focusing on the neutrality of the data and maintaining an open-minded attitude interpretation of data.

3.14 Data Presentation

The study employed narrative and in-text quotes technique to effectively present the findings. The narrative presentation allowed the deeper engagement with the participants' voice. I was able to illustrate complex phenomena and highlights recurring themes derived from transcribed data. This approach helped me to capture participants' perceptions on implementation of CBC that made the findings more relatable and impactful to the reader. Narratives provided essential context, situating participants' opinions and attitudes on implementation of CBC in the two schools A and B used for the study to carry meaning.

By incorporating the in-text quotes from participants, enhanced the credibility and authenticity of the research findings. This approach allowed the voices of participants to be heard directly, supporting the interpretations and conclusions drawn in the study. I presented the evidence of themes through participants' words, the analysis was reinforced, demonstrating how themes emerged organically from the data. Data presented using narrative and in-text quotes was integrated to allow seamless transitions between themes and participants experiences which provided clarity in presentation of the research findings.

3.15 Ethical Considerations

To adhere to ethical principles in this research, I obtained permission to conduct research from the Dean, School of Education and External Studies Makerere University on 26th October 2023 (see Appendix VII).

I recognised and respected the research participants throughout the research study (autonomy). To do this, I sought their consent to participate in the study while assuring them of confidentiality for their responses. I also allowed participants to respond voluntarily towards the phenomena under question. This helped to create a free atmosphere for discussion thus gathering in-depth naturalistic subjective reality. Participants reserved the right to withdraw from the research at any time if they suspected any problems. The participants were informed to feel free to discontinue their participation at any time whenever they felt stressed, without fear of being penalized. All participants responded very well to the interview and FGD questions. This helped me to collect accurate data.

I also maintained confidentiality at all times. The participants were fully informed about the research procedure and they all consented before the commencement of data collection. To ensure confidentiality, I assured participants that pseudonyms would be used instead of their real names and that other critical identity characteristics would be kept confidential. I used pseudonyms when analysing and reporting the data from the field.

Furthermore, I was good to participants. I did not discriminate them (beneficence). I attentively listened to participants and notified them about the time and length of the interviews. I made sure that all this was agreed upon by the two parties. I allowed flexibility and freedom for participants to withdraw from the study in case they felt so but throughout the data collection process, no participant did withdraw.

In addition, I treated participants equally and fairly (justice). I avoided exploitation and abuse of participants. To maintain justice, I exercised a high degree of honesty in all scientific communications. I honestly reported, analysed and interpreted data. Only true and collected information from the field without bias was reported by me. This enabled the findings of the research to carry greater meaning to all generations to come thus expanding the frontiers of knowledge.

3.16 Limitations of the Study

Limited generalizability: This is because the researcher used a small sample size of 23 participants in order to attain the in-depth analysis of stakeholders' opinions, views and attitudes on the implementation of CBC yet research generalisation is more valid while using a big sample. However, to minimise this limitation the researcher critically analysed and interpreted the data collected from participants through triangulation in order to provide thick and dense description of the findings about stakeholders' perceptions on the implementation of the CBC.

3.17 My Role as the Researcher

Qualitative research lends itself to bias as the process of selecting participants could be misrepresented and the sample size could be too small to infer any firm conclusions from the data analysis (Noble & Smith 2015). The findings can be overstated or restrained, which would suggest the need for further

research based on the study findings. I minimized bias by reassuring participants' confidentiality throughout the interview and FGD sessions and being discreet when handling data acquired and through observation and triangulation. I facilitated discussions during focus group sessions in the two selected sites. I captured data with an audio recorder as participants engaged in discussions with one another regarding the questions they answered. I paid attention to the observable aspects of learner-centred pedagogies and projects done by learners in the two schools I used for the study. I was aware that my own thoughts, behaviours, opinions, values, and features as a secondary school headteacher could influence participants in a way that could cause them emotional distress and withhold information. During the research process I respected participants' ethical boundaries and reassured them of confidentiality of information. Finally, to avoid offending participants during our interaction, I was always attentive, empathetic and discreet.

3.18 Dissemination of the findings

I shared the findings of the study to the wider audience through publication of the three journal articles. The titles of the journal articles include:

- The stakeholders' views on assessment of Competence-Based Curriculum (CBC) in selected Secondary Schools in Kampala District.
- The stakeholders' opinion on the learner-centred pedagogies used in Competence-Based Curriculum (CBC) in selected Secondary Schools in Kampala District.
- The stakeholders' attitudes on the transition from Knowledge-Based Curriculum (KBC) to Competence-Based Curriculum (CBC) in selected Secondary Schools in Kampala District.

I published the journals with the International Journal of Innovative Science and Research Technology (IJISRT). I received three author certificates from the publishing company (IJISRT) on 15th march 2024 (see Appendices XI, XII, XIII). The publication helped me to share the findings of the study with a wider scientific community. This helped to ensure that my research is scrutinized by experts in the field, which helped to validate the findings and thus enhance their credibility.

3.18 Conclusion

In conclusion, the methodology of the study followed a qualitative research approach. This was an opportunity to the researcher to collect in-depth reality about the CBC from the study participants through triangulation. The data collection methods of interviews, focus group discussion and observation enabled me to physically interact with study participants in a natural setting environment. I was able to understand and analyse concepts, opinions and views of participants about the CBC and interpret them while following the axiological values of research.

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study in relation to the specific objectives of the study. The findings are presented following the themes and sub themes I generated through thematic analysis. The findings are further presented using in-text or direct quotations and narratives. The findings are analysed and interpreted to give meaning in the context of the study. While interpreting the findings, I considered the axiological values of property and accuracy for ethical reasons. All the participants'

identities were rendered anonymous and their names coded so that they may not be identified. The sequence of reporting the findings is categorized following the units of analysis that include: Schools A and B, the participants (UNEB officer, headteachers, teachers and learners) and the methods of data collection namely: interviews, focus group discussions, observation and documentary review. The findings from the different units of analysis are triangulated in order to obtain the in-depth meaning that is relevant to the study to avoid bias.

4.1 Stakeholders' attitudes towards use of instructional materials when implementing CBC

In the Education System, knowing the attitudes of stakeholders is very important as far as implementing CBC is concerned. This is because the process of implementing CBC is complex since it involves adopting the new or revised content and instructional materials. Yet stakeholders including teachers and headteachers were used to the old procedures under the KBC. It is suspected that the way stakeholders view the CBC may determine their motivation either to support the implementation process or to sabotage it. Consequently, it is imperative to ascertain the attitudes of the stakeholders towards use of instructional materials in CBC implementation because some of them are direct implementers while others participate in the monitoring and evaluation of its progress and success. For this objective the participants considered included; Head teachers (H), Teachers (T) and learners (L).

To analyse the first objective, I used a sub question seeking to find out what stakeholders thought about the implementation of CBC using instructional materials. This sub question was intended to bring out the stakeholders' attitudes towards use of instructional materials when implementing the CBC. The responses to this question helped me to critically analyse the participants' attitudes towards use of instructional materials in implementation of the CBC. Through the use of interviews and focus group discussions, the findings of the Study revealed that some participants had mixed attitudes towards use of instructional materials when implementing CBC. The findings are presented below:

4.1.1 The headteachers' attitude towards use of instructional materials in CBC

The findings revealed that, one of the reasons that the CBC is appreciated by participants is because its implementation while using instructional materials helps the development of skills among learners. The implementation is made easy on the side of teachers and learners because the learners have shown interest in the curriculum and use of instructional materials and their motive towards learning has changed. Through the use of interviews, the headteacher of School A revealed that use of instructional materials prioritizes the development of essential skills in learners. He noted that teachers in his school are committed to promoting engaging learning experiences through using instructional materials that spur every learner to reach their full potential. The CBC implementation in School A is not about leaving the knowledge in class; learners go out and implement what they have learnt through using the material to do project work. Learners in school A are actively engaged in collaborative projects and apply their skills in real-world contexts. They noted that learners have developed a sense of ownership and responsibility for their learning. The headteacher of School A had this to say:

“The CBC implementation in our school is a transformative journey. Our major implementation of CBC focuses on skills development through using instructional materials. In doing this we are equipping our learners with the skills they need to

thrive in an ever-changing environment. The enthusiasm from both learners and teachers is inspiring and I believe this new curriculum will unlock new potentials and opportunities for growth and success in our school community and the country'' (HA)

This implies that CBC implementation in school A had taken off properly. This reflects a positive mentality shift in both learners and teachers when exposed to the instructional materials. The learners must have been helped to navigate real life challenges to seize opportunities and become confident contributors to their school community. This involvement not only boosted their confidence but also strengthened their ethos, as they work together to achieve common goals and support one another's cognitive growth. It's this phenomenon which cultivates love for learning and encourages exploration of new possibilities and the acquisition of new skills.

In addition, the headteacher of School B also stressed that teachers are enthused to implement the curriculum using instructional materials provided to them by the headteacher. They design teaching methods that promote practical and hands-on experiences while using instructional materials such as science practical materials, and project materials, which allows learners to execute projects that require them to apply theory to real-world scenarios thus fostering their problem-solving and critical thinking capabilities. Instructional materials like hands-on resources, allow learners in school B to grasp concepts more concretely. The headteacher of School B had this to say:

"The CBC implementation in our school focuses on the development of skills and competencies among learners through using instructional materials. I always avail teachers and learners with instructional materials that are available within my limits. In our school while implementing the CBC, the objectives of teaching and learning are target skills development. Learners aim at skills improvement through instilling in them a culture of try and error while using the material provided. It will help Uganda move towards meeting the needs of learners by helping them discover their true potential by becoming more confident in trying out new ideas'' (HB).

This indicates that during the CBC implementation in school B, learners are given the instructional materials to use to explore different possibilities without fear of failure. This encourages creativity and innovation. Learners can be encouraged to reflect on their experiences, learn from mistakes and make improvements. Mistakes can be viewed as valuable learning opportunities rather than setbacks. This can help learners develop resilience and growth in their mindset. However constant failure without sufficient support and guidance of learners from the facilitator, can lead to frustration and demotivation among learners. This may affect their self-esteem and overall mental health, particularly for those who are more sensitive to criticism.

In line with the headteacher's response on use of instructional materials in CBC, the NCDC document on instructional materials, indicates that in Uganda CBC implementation emphasises the crucial role of instructional materials in teaching and learning. The materials are designed to support active and participatory learning, fostering critical thinking, creativity and problem-solving among learners. The NCDC advocates for use of a variety of instructional resources, including textbooks, digital content, hands-on materials and real-life examples, to create an engaging and relevant learning environment

(Documentary review on instructional materials NCDC 2023). This implies that by integrating diverse instructional materials, teachers can better cater for different learning styles and needs, ensuring that all learners can achieve the competencies that are emphasised by CBC.

The headteacher of school B further rectified that;

“For the short time I have been implementing the CBC, I am impressed by what has been happening! It makes learners fully participate in the learning process. Learners in my school have suddenly become inquisitive and enjoy generating ideas and implementing them once given permission and instructional materials to use. I have received a copy of landscape plans from the learners showing what they want their school compound to look like. The S.3 learners with the guidance of class teacher re-designed the school compound by planting beautiful flowers that have impressed the school community” (HB)

The ability to implement ideas signifies a positive attitude towards learning indicating that in the new curriculum learners are not just passive receivers of information but active participants in their education provided they are given the materials to use. The eagerness of learners to explore ideas shows a natural curiosity which, under the KBC was at barely tolerated but not actively encouraged as is the case under the CBC. Encouraging this natural curiosity is a fundamental aspect in implementing the CBC because it drives learners to explore and to engage the world around them while using relevant instructional materials. Teachers as facilitators need to create a dynamic learning environment that encourages exploration and personal growth. Thus, during the CBC implementation learners take charge of their learning which culminates in promoting engagement and enthusiasm for learning.

In addition, through use of observation I confirmed what the headteacher of school B had said about learners' innovativeness through material use. I observed learners of senior three class of School B designing a compound with a focus of planting flowers, they carefully planted a variety of flowers, considering factors such as colour, height, and blooming season to ensure year-round beauty and diversity in the compound. The learners also showed an awareness of the environmental conditions, choosing plants that thrive in the local climate. One notable aspect was their application of knowledge from their science lessons, particularly in soil preparation and plant nutrition. They used organic compost to enrich the soil and implement a drip irrigation system to conserve water, showcasing their understanding of sustainable gardening practices. This reflects that once learners are provided with the materials to use in their projects they become innovative to create something good.

The findings above reflect a positive headteachers' attitude towards use of instructional when implementing CBC. The headteachers of Schools A and B appreciated the use of instructional materials in CBC implementations since they help in the development of skills among learners. This is because they provide hands-on experiences that stimulates critical thinking and problem solving.

Furthermore, through the use of interviews, the headteachers of school A and B revealed that through using instructional materials in the CBC implementation it has facilitated the self-directed learning

among learners. The headteachers recognised the benefits of instructional materials on stimulation of learners' direct engagement in learning. This has led to improved critical thinking skills and better academic outcomes. The headteacher of school A had this to say:

With the CBC implementation, learners are given time to use the instructional materials provided to accomplish the task given to them. It is helping them to discover their hidden talents. There are learners who are good at speaking and mobilising others to use the materials provided and come up with a product'' (HA).

This implies that the new curriculum is far better than the old one. Learners have benefitted more, they can think on their own. It is mainly learner-centred and other than leaving it to the teacher to give all the content to the learner. This has expanded their reasoning capacity, they can do their own research work and teachers only guide them. The learners have gained enough confidence to express themselves, thanks the CBC implementation help them to understand the content and share it with the rest of the class. This fosters growth of the mindset and a love for learning thus encouraging learners to pursue new areas of interest beyond that of the classroom. This helps learners remain open to discovering and developing talents throughout their lives.

Furthermore, the headteacher from school B said that:

“The CBC implementation in our school give learners opportunities to participate and express themselves during discussion groups in a class room environment....The teacher attends to individual learners, observe each learner and communicate with them, so that they may come up with a product while using the instructional materials provided by the school’’(HB).

This implies that teachers as facilitators must strive to satisfy learners' curiosity and creativity in their day today teaching and learning activities by providing them with instructional materials to use. They should direct, monitor, supervise and guide the leaning process towards the satisfaction of learning needs. However, through the observation method, I observed that in school B, learners of senior 3C were found discussing a geography question on causes of landslides in East Africa in the absence of the teacher. Those who were discussing struggled with the explanation without being guided by the teacher. This may result into conceiving of the situation wrongly by the learners. It also shows that teachers must try their level best to set opportunities for learners to collaborate and create their own knowledge base through observing and guiding what they should do in the classroom environment. This reflects a positive attitude of headteachers towards use of instructional materials in CBC implementation due to self-directed learning. This is because the use of instructional materials make the teacher to perform the work of a facilitator and puts the learners at the centre of learning by empowering them to participate actively in the learning process while using the instructional materials provided leading to self -directed learning among learners.

However, the headteacher of school B noted that in his school the use of instructional materials is limited with inadequate instructional materials and funds to purchase them. He noted that the teachers and learners' research activities are facilitated with availability of computers and internet but sometimes

these are missing in their school which limits the research base. He stressed that as headteachers they had expected the government to provide enough instructional materials but it was not the case, materials provided by the government like textbooks are not enough. A headteacher of school B had this to say;

“As we try to implement CBC, the materials from the Ministry are not enough; I do not know whether the government had thought of it. The major challenge is the textbooks, as we speak I don’t know whether they will come. I have not seen the books of S.3 going to S.4 and this is going to be a challenge to teachers and administrators looking for such facilities to use when teaching candidates” (HB).

This implies that the facilities in schools like textbooks, computers and internet are not enough yet both the teachers and learners need to do research. With the CBC learners are expected to carry out research before going to class, which obligates the teacher also to prepare before going to class to avoid getting embarrassed when learners know better than the teachers. This means that teacher needs to have internet all the time, since learners may research something they may not know. The inadequate resources create a barrier that significantly impacts the effectiveness of the use of instructional materials in CBC implementation leading to a negative attitude of headteachers towards use of instructional materials.

In addition, the headteacher of School B further indicated that the teachers are overwhelmed by the curriculum rigorous requirements while using instructional materials. He revealed that the use of instructional materials in CBC implementation is too demanding. Teachers and learners struggle to keep pace of using instructional materials due to varying levels of prior knowledge and support from each other. This fostered the feelings of frustration and resentment. The headteacher from school B had this to say;

“With the new curriculum most teachers do not want to implement it because this system requires one to prepare meticulously while integrating teaching with instructional materials. It is tasking and requires time which most teachers do not have. This makes them divert from the right procedures of teaching the CBC while using instructional materials” (HB).

This implies that when teachers are overwhelmed by the demands of CBC work implementation, they may resort to traditional methods that do not align with the goals of the new curriculum. This can result in a stagnant learning environment where learners are not encouraged to actively participate or explore concepts deeply with use of instructional materials. Teachers may exhibit reluctance to implement a new curriculum due to its demanding nature of using instructional materials. This may create an educational culture that is not conducive to continuous improvement, innovation or adaption to new teaching methodologies.

In conclusion, the findings indicated that headteacher exhibited mixed attitudes towards the use of instructional materials in implementing CBC. The headteachers reportedly acknowledged the potential of instructional materials to enrich teaching, self-guided learning and improve learning outcomes on development of skills. The positive attitude of headteachers towards use of instructional materials

outweighs the negative attitude on the material which implies a strong foundation for successful CBC implementation.

4.1.2 The teachers' attitude towards use of instructional materials in CBC

The findings of the study show that teachers as major stakeholders in the curriculum implementation support the use of instructional materials when implementing CBC. As they implement the curriculum they noted that it had led to the development of skills among themselves and the learners through use of instructional materials. Teachers viewed the CBC implementation as an opportunity for growth both for themselves and their learners through skill development; which to them was cathartic, as they guided the learners on use of instructional materials like computers and projectors they also learnt new things from them. Learners sometimes surprise them with the inventive way they do certain things. Through an interview a teacher from school A had this to say:

“The implementation of the CBC in my school has enabled the learners design hands-on activities when given the material to use; accordingly, most of the content I teach in Entrepreneurship exposes my learners to the business world that requires them to be practical and to acquire relevant skills. I have taught S.3 learners ‘business opportunities’ in Entrepreneurship and after that topic I tasked them to form groups of ten members and to come up with a project that can minimise costs. Majority of the groups chose shoe making as their project. On seeing the products, I was almost ecstatic about the critical thinking and the creativity of my learners. This changed my attitude towards using instructional materials and motivated me to continue implementing the CBC” (T2A).

This experience showed me that availability of instructional materials in schools enables learners to practice hands-on activities in entrepreneurship and this provides them with the opportunity to develop a range of skills that are crucial for success in both business and real life. When teachers guide learners through practical experiences, the latter practice critical thinking and gain the confidence needed to navigate through the complexities of the business world. This holistic approach not only prepares learners for bigger entrepreneurial ventures but also nurtures essential life skills that will later serve them in good stead along their career paths.

In addition, through the use of the observation method, I observed that some learners of senior three stream C, in school A during an entrepreneurship lesson were practising hands-on activities of shoe making in their groups. They were making shoes of different types. They were using instructional materials like beads, threads and papyrus to make these shoes. They were very creative and tried their level best to make fashionable shoes. The teacher only guided them on what to do, via suggestions. However, I noted that half of the class were not engaged due to lack of instructional materials. The parents, an important set of stakeholders who also need sensitization on the demands of the CBC, had not provided the required instructional materials to the learners and the school had not done so either (Class room observation S.3A entrepreneurship). This implies that, as teachers implement the CBC they train learners to be self-reliant by naturally participating in the learning process without being forced by the teachers. This prepares them to be more resilient to accept whatever opportunity

that may come their way in future. It enhances team work among the learners as they individually contribute ideas towards success of their common project. This empowers learners to take control of their own learning, fostering independence and a proactive approach to skill acquisition.

Furthermore, a teacher from school B (T3B) noted that in his biology lesson he uses a human skeleton or plant cell structures, as well as kits for simple experiments. This has helped learners visualise and understand internal process. This hands-on approach encourages inquiry and observation skills, critical for young scientists. This implies that the skeleton models used by teachers can help to make the complex abstract structure of the human body tangible. Instead of relying solely on diagrams or text descriptions, learners can physically observe the positioning and interaction of bones, joints, and other body parts. This hands-on experience can solidify the understanding of learners of internal structures and make them develop observation and analytical skills. This can also increase information retention since learners engage multiple senses while interacting with the model. When learners can physically manipulate or view these materials, they are more likely to remember key concepts. This early exposure is valuable for those who may pursue careers in medicine, physical therapy or nursing, as it fosters an understanding of the human body structure.

In addition, another teacher from school B said that:

“The implementation of CBC is so much beneficial to the learners. The curriculum does not require mere cram work; learners in our school can design something using their imagination when given the instructional materials they need. The curriculum is helping learners basically to increase their level of confidence in most academic activities. In the old curriculum, teaching was centred onto the teachers. The teacher was the fountain of knowledge, but now the learners in our school can make notes for themselves through research using textbooks and internet leading to the development of their research skills” (T2B).

This reflects that with CBC implementation, learners are capable of undertaking tasks when given relevant instructional materials that involves solving problems spontaneously and unexpectedly. The CBC equips learners with skills and the mindset needed to address challenges as they arise, often in unplanned or unforeseen situations. Teachers have to guide learners through giving them regular feedback every after performing an activity using the instructional materials provided for reflection to help learners understand the problem-solving processes and to improve their ability to react promptly to new challenges. The positive timely and constructive feedback boosts learners' confidence and motivation, keeping them engaged and committed to their learning journey.

Furthermore, another teacher from school A noted that when teaching art class of senior three learners, he uses materials like paint, clay or drawing materials to allow learners to express their creativity. He encourages learners to create clay sculpture, developing their motor skills and fostering patience and persistence. He added that art activities have promoted self-expression, confidence, and creative problem-solving among learners in their school. He further said that,

“The implementation of the CBC in our school while using instructional materials is centred on the development of skills that cater for the needs of the society. The CBC implementation in our school is designed in such a way that, it does not only focus on the cognitive development but also caters for affective and psychomotor domains of the learners once provided with the material. This is done by using the material to integrate theory, values and skills that are required for the development of society” (T3A).

This implies that by incorporating the instructional materials, teachers in CBC classrooms can create an active learning environment that emphasises practical skill development. Their positive attitude towards using the materials not only makes learning more interactive but also equips learners with a well-rounded set of skills essential for real-world applications.

In addition, a participant from school B (T4B) further noted that in her subject literature, she is very key to realisation of the three domains of learning by integrating knowledge acquisition, emotional engagement and practical strategies while using instructional materials. With the cognitive domain, she makes sure that learners analyse themes, characters and plot structures in novels, poems and plays. She assigns learners with essays that require both critical thinking and textual analysis. With the effective domain the teacher (T3A) informed me that she encourages learners to relate themes and characters to their own lives and experiences. She (T3A) uses role-play or drama to help learners empathize with characters and their situation. The same teacher further stressed that with the psychomotor domain she assigns creative projects, for example she assigned the learners of Senior three group C to create a visual art inspired by the text and to another group she assigned the composition of the music that reflects the themes. Even with public speaking the teacher reported that she organises debates competitions where learners can articulate their views, interpret and defend them. The teacher from school A had this to say:

“Actually, with the CBC implementation I have loved teaching literature so much with the help of instructional materials. I have developed a positive attitude towards using instructional materials like novels, plays audio players and my learners too now love the subject. The teaching is no longer boring due to use of the materials; besides the learners have since developed skills like effective communication, collaboration and because they constantly work in groups, their self-esteem and drama skills among others, have also improved” (T3A).

This implies that the implementation of the CBC promotes learners’ engagement and meaningful learning experiences when provided with instructional materials, ensuring that learning goes beyond mere rote memorization and fosters a deeper understanding and use of knowledge. This implies that learning is most effective when learners can apply their knowledge to solve problems, take decisions while using a variety of relevant instructional materials. This involves practical, real-world application of what has been learned, which subsequently deepens comprehension. However, learners come from diverse backgrounds with varying levels of readiness and learning styles. Some learners may initially struggle with approaches that require critical thinking and active learning if they are accustomed to rote

memorisation. Learners may lack confidence in their abilities to think critically or fear making mistakes. Anxiety about being judged or making errors can inhibit their willingness to engage in deeper learning.

On the other hand, through the use of the observation method, I observed that learners of senior three, School A agriculture class had a poultry project that was managed by them under the guidance of the agriculture teacher. This project could feed the whole school with eggs on different days. One evening, I found some learners cleaning the poultry house, feeding the hens and collecting eggs. The learners were doing all this in the absence of the teacher. I observed this twice. I noted several key aspects that illustrated a positive impact of the teacher's attitude towards instructional materials. The teacher actively engaged learners in hands-on activities, guiding them in tasks such as managing feed and monitoring the health of the chickens. I observed that learning was resource-based where by learners were encouraged by the teacher to feed the hens with local grasses. This direct involvement not only allowed learners to apply theoretical knowledge but also fostered critical thinking as they encountered real-world challenges such as understanding the nutritional needs of the chickens and identifying signs of illness. Through the project, I observed that the teacher (T1A) used various instructional materials such as feeding schedules, growth tracking charts, and health checklists, which the learners actively utilised to document their findings and make informed decisions. The teacher's enthusiasm and encouragement created a supportive learning environment, boosting learner's confidence and encouraging them to collaborate effectively in teams. The project cultivated essential skills in the learners. Cognitive skills were enhanced as learners analysed data and applied concepts related to animal husbandry, while their effective skills developed through the responsibility and empathy they felt towards the chickens and psychomotor skills were refined as learners handled the birds and participated in maintaining their living conditions (Observation S.3A Agriculture class). This implies that the project not only enriched learners' understanding of poultry farming but also fostered a sense of ownership and pride in their work. This hands-on, interactive learning experience empowered the learners, preparing them for practical applications in agriculture and instilling valuable life skills.

In addition, in school A, I also observed a sewing project which was open to all learners from different classes who wanted to learn the sewing skills. The school had seventy functioning sewing machines well placed in a big class room that could accommodate a big number of learners who were interested in developing the skill of tailoring. The teacher of school A (T4A) enthusiastically engaged learners in various sewing activities, providing them with essential tools such as sewing machines, fabric swatches, patterns and instructional manuals. This hands-on approach allowed learners to learn not just the basics of sewing, but also critical design principles and techniques. Throughout the project, I observed that teacher facilitated well the sewing lesson where learners practiced stitching, cutting patterns, and using sewing machines. The teacher encouraged learners to ask questions and experiment with different fabric types and designs, fostering an environment of exploration and creativity. The use of instructional materials, such as visual aids and step-by-step guidelines, helped clarify complex sewing techniques, making them more accessible to learners at varying skill levels. I noticed that as learners engaged in this project, they developed essential cognitive skills by analysing patterns and understanding measurements, which required problem-solving and critical thinking. Their effective skills were also enhanced as they expressed pride and satisfaction in their work, particularly when completing their first garments. The collaborative nature of the project fostered teamwork, as learners shared tips and supported each other in

overcoming challenges. The psychomotor skills of learners improved significantly as they practiced using sewing machines and handling various tools, developing precision and coordination. The teachers' positive attitude towards instructional materials and hands-on learning created a supportive atmosphere that encouraged learners to take risks and embrace creativity (Observation method School A). This implies that the sewing project not only equipped learners with practical sewing skills but also instilled confidence, patience and resilience. This experiential learning opportunity empowered learners, preparing them for future endeavours in fashion design, tailoring or even entrepreneurship.

In addition, a teacher from schoolB expressed a positive attitude towards use of instructional materials in CBC implementation as a discipline that has instilled numerous skills among the learners of School B. The teacher noted an increase in learner's ability to think creatively and explore new ideas is due to existence of instructional materials. The curriculum prepares learners for the demands of the modern world, ensuring that they are not only academically proficient but also equipped with some essential skills for lifelong success. The teacher from school B had this to say:

“The CBC implementation addresses 21st Century demands and empowers learners to develop a set of values and generic skills as we expose them to proper use of instructional materials. Learners acquire them through interactions and project work approaches that are highly emphasised by the CBC. The new curriculum integrates knowledge and practice with the material. It makes education to address real-life situations rather than conversing about them” (TB4).

This indicates that through the implementation of the CBC using instructional materials, teachers are empowering learners to develop sets of values and generic skills. Teachers play a crucial role in helping learners cultivate important life skills. They facilitate an environment where learners take an active role in their learning by encouraging them to become independent while using the material, confident, and capable individuals. These are fundamental skills that are applicable across various contexts. The skills acquired through use of instructional materials not only enhance individual effectiveness but also contribute to overall success and collaboration in diverse environments. By developing these generic skills, learners can navigate various life situations more effectively and contribute positively to society. The responses imply that practicality is a cornerstone of the CBC implementation through employing use of instructional materials. It encourages learners to apply what they have learnt in real-life scenarios, to foster a deeper understanding of the concepts and a better preparation for future careers. These skills, if adequately acquired, will help learners have value in life and create a society of entrepreneurs who are willing to exploit opportunities in their environment to create a difference through job creation. This implies that implementing CBC when using instructional materials encourages learners to develop practical skills through hands-on activities for example project work thus preparing them to be more competitive in the world of work. The application of real-life scenarios in a classroom environment can help learners develop critical thinking skills they can use to solve societal problems. This signifies a positive attitude of teachers towards use of instructional materials.

Furthermore, the findings indicated that teachers of School A and B noted that use of instructional material while implementing CBC has led to self-directed learning among learners. They stressed that

learners have become active participants in their learning process provided they are given the materials to use, which encourages engagement and motivation hence the positive attitude towards use of instructional materials. Teachers had set high expectations for all learners encouraging them to strive for excellence by using materials like text books for making research. A teacher from school B had this to say;

“By implementing CBC, I use a variety of, from visual aids to hands-on resources, to ensure that learners engage actively with the learning content. I use models in the biology subject so that learners can see the impact of the concepts they are studying” (T4B).

This implies that through the use of carried instructional materials, learners are encouraged to participate actively rather than passively receiving information, building critical thinking, problem solving and collaboration skills. This indicates that the CBC implementation gives learners opportunities to open up very widely to the field of studies. It is no longer the teachers who are at the centre of learning but it is learners that are given the opportunity to explore a topic and come up with new concepts that can be used to solve real problems in society. I observed that, learners of school B were more self-driven in carrying out research using the textbooks. It was a Wednesday at 4:00 pm, I observed that the library was congested with learners who were busy carrying out research and taking notes. However, some could wait patiently for their colleagues to first use a textbook, evidence that the available textbooks were not enough. This could limit the research process. When I interacted with some of the learners, they revealed that the text books were not enough especially those for English of literature and Kiswahili. Therefore, school administrators should always try to allocate funds for purchase of test books to facilitate effective research.

Another teacher from school A also said that;

“The CBC implementation makes our learners confident and since the teacher is no longer the tower of knowledge, the learners are in charge of learning and they can be able to manipulate it as they wish and create outputs that can help them to make money later. This CBC trains learners who are going to be self-reliant and be employable, because it emphasises that, learners shall exercise 21st Century soft skills, be self-reliant and easily fit in society” (T3A).

The same teacher added that Learners of school A love learning in the new curriculum because they are always given a chance to hold discussions in groups, they love sharing knowledge and presenting what they know. They use charts and diagrams to explain the concepts and when one tells them to do something, for example, to make a birthday card to illustrate something in the topic one has been teaching, it gives them joy to do things practically. Learners have gained critical and analytical skills through using instructional materials to come up with products. This implies that with the CBC implementation, learners use the material to take ownership of their learning outcomes and are accountable for their progress. The sense of ownership motivates learners to set goals, monitor their progress and reflect on their achievements and areas of improvements. The learners can make decisions about what and how they want to learn, fostering self-directed and personalized learning experiences tailored to their interests and strengths. Learners are not passive receivers but active agents in their

education, cultivating skills and attitudes essential for future success. But, this demands that teachers adopt more facilitative styles of teaching rather than the authoritative ones. Not all learners may be equally prepared or motivated to take on this level of responsibility, potentially leading to disparities in engagement and achievement. Thus, while empowering learners is highly beneficial, it requires careful planning, resources and continuous support to address these complexities and ensure successful outcomes for all.

In addition, a teacher from school A noted that learners have good ideas once given the opportunity to present and materials to use. Learners of school A are given time to go to the computer room and do research on particular concepts. Learners discover very important and useful information that would not be given by some teachers. These days, learners understand the concepts, but do not cram. ... This is revealed in the way they analyse scenario-based questions we give them. Even with project work, learners have a lot of ideas to start their own project. The teacher of school A had this to say;

“As a teacher you feel happy when you give your learners instructional materials to use and see them doing something new which you have never thought of. These learners are so innovative that they surprise us a lot with their skills they have gained through using materials” (T2A).

This implies that when learners use the materials provided when implementing CBC, they become more creative and such creativity boosts teachers' morale and validates their teaching methods, inspiring them to continue supporting and nurturing learners' potential. For the learners it builds confidence and a sense of achievement, motivating them to pursue further innovation and learning.

However, teachers from school A and B through the use of interviews further revealed that little time was set aside for inducting headteachers and teachers on how to implement the curriculum using instructional materials. This lack of preparation is inhibiting them in performing their work effectively while using instructional materials. The findings show that teachers struggle to understand the guidelines on how to effectively implement the CBC when using instructional materials in the teaching and learning process. Some teachers of both school A and B had become overwhelmed and very frustrated during the implementation of the CBC. A teacher from school B had this to say;

“The implementation of the CBC was so abrupt that teachers were not prepared at all and up to now most of the teachers are still using the KBC methods of teaching. Teachers were not given enough seminars nor facilitation on use of instructional materials. Consequently, some of us simply do not know what to do! In my department of mathematics, we the teachers are struggling to come up with more understandable guideline to use and we do not know how to integrate teaching with technology” (T1B).

This response from a participant implies that whereas some teachers are teaching learners, they are fully aware that they are doing so following the old KBC methods, which is wrong! This implies that teachers might revert to traditional teaching methods they are more familiar with, rather than adopting new approaches required by CBC. This can result into a mismatch between the teaching methods and the

curriculum's requirements and affecting the quality of education. The teachers who feel unprepared to use instructional materials may experience high levels of stress and frustration. This can affect their job satisfaction and overall morale and further negatively impact on their teaching effectiveness. Basing on the curriculum implementation that guides the study, the negative attitude of teachers towards use of instructional materials when implementing CBC leads to confusion and uncertainty. Teachers may not fully understand what is expected of them which may result in resistance and a lack of confidence in their ability to implement the changes effectively. For example, a teacher unfamiliar with digital tools may avoid using tablets or projectors fearing the complexity and technical difficulties.

Furthermore, another teacher from school B said that;

“With CBC implementation, teachers and learners were not prepared enough for the sudden curriculum change. Some teachers are failing to guide learners on how to interpret the scenario-based questions and on how to use instructional materials. This is because they too were not guided and are up to now still confused on what to do. The teachers are wondering how UNEB is going to set the final exams since they have not seen the UNEB sample questions as an instructional tool (T3B).”

This implies that under the CBC arrangement, the teachers are not yet exposed to sample questions so that they can get used to the setting, interpretations and answering of the questions. This has made them set scenario questions that sometimes are too hard for the learners to interpret as they try to solve problems. The learners may be frustrated, leading to loss of interest and motivation in the subject matter. This disengagement can negatively impact their overall learning experience and academic performance. Learners may experience heightened anxiety when faced with challenging scenario questions. This stress can hinder their ability to think critically and perform well, further impacting their confidence in their academic abilities.

From the observation method, the I observed that the learners of S.3C of school B were given a scenario history question in groups of 10 and some could not interpret it. The question was stated as; *“Today, there are many international migrants within Uganda such as Chinese, Indians, Netherlands, Sudanese, Somalis, Congolese, Americans, Kenyans, Tanzanians among others. However, the coming of these migrants has made the available resources scarce leading to tensions between Ugandan communities and the migrants over access to services such Education, Business, healthcare among others. Their migration has left many Ugandans worried”*. Why do you think many Ugandans are worried?

In reference to the above, some learners responded that; Ugandans are worried because of poverty, landslides, slave trade, famine and divorce among others. The learners could not think of the negative impacts of immigrants to Ugandans and how to relate them to the question. After the discussion the teacher guided the learners on how to go about the question. The teacher concluded that if it had been an examination, the majority of the learners would have failed. This implies that learners need a lot of guidance to master the interpretation of the scenarios for different subjects. The learners may believe they are not capable of succeeding, they may become disengaged, leading to a cycle of underachievement and a lack of effort in their studies. The persistent underachievement can damage

learners' self-esteem and self-worth, making them feel incapable or inferior, which can perpetuate disengagement.

Furthermore, a teacher from school A had this to say;

“The new curriculum was introduced before teachers were given enough time to be trained. At the University we were trained using the KBC methodology of the old system, but right now we have to find a way of fitting in the CBC. We teachers still have a negative attitude towards implementation of CBC and we cannot embrace use of instructional materials when teaching when we do not know how to use them” (T4A).

This implies that if teachers feel unprepared to use instructional materials they may experience frustration and lack of confidence, leading to lower job satisfaction and professional stagnation. The inability to embrace CBC practices fully can limit teachers' growth and adaptability, affecting their motivation and morale. The teachers' inability to use instructional materials due to lack of training can hinder the CBC's transformative potential by limiting learners' engagement, practical skills development, and equity in learning outcomes.

Another teacher from school A also said that;

“In my opinion, the government hurried to introduce CBC. They would have taken it as a pilot. They would start with some few schools and see how it works while looking at the loopholes and find ways of filling the gaps. Then after, roll it out to all schools. Now it has come to all schools, but in some schools, teachers do not know what to do because they have never received any training on use of instructional materials” (T1A).

The responses from participants indicate that, the time for preparing the teachers to transit from the old methods of teaching to the new ways of teaching CBC was not enough. For that matter some teachers do not know what to do and because of that they still use the old methods of teaching and have a negative attitude towards use of instructional materials when implementing CBC. This is going to affect the implementation of CBC and at the end of the day we may fail to get the benefits of the CBC. As guided by the curriculum implementation theory, before implementing any innovation teachers' attitude towards implementing the new innovation must be considered. This is because teachers are the major implementers of the curriculum. This attitude helps them align their teaching practices with desired outcomes and ensures that they can effectively convey the new concepts to their learners. When teachers are knowledgeable and have a positive attitude towards the material they can create a supportive learning environment where learners feel comfortable exploring new ideas and skills. This familiarity allows them to address learners' questions, provide relevant examples and create engaging learning experiences while using the material.

Similarly, a teacher from school B had this to say;

“We teachers are still struggling with the new curriculum, the situation is not easy. We still need to be guided on what to do. I still have a negative attitude towards use of instructional materials when implementing CBC, sincerely how can I implement comfortably what I am unsure off?” (T2B).

This implies that teachers’ negative attitudes towards use of instructional materials when implementing CBC are rooted in uncertainties and lack of confidence in using the material. Teachers lacking confidence in their ability to implement CBC may resist changing their teaching traditional practices. This reluctance can lead to a preference for familiar methods, thereby undermining the core principles of CBC, which emphasises active learning and learner-centred approaches. This is highlighting the need for more comprehensive training and support systems to facilitate comfortable and effective implementation.

In addition, another teacher from school A added that;

“Our attitudes towards the implementation of CBC are still negative most especially with use of instructional materials. This is because we teachers lack sufficient training on how to effectively use instructional materials for CBC. I find it challenging to align materials with learning objectives which hinders my ability to convey concepts clearly, making it hard for me to guide learners” (T1A).

This implies that without alignment, learners may struggle to grasp key concepts, leading to gaps in understanding and lower academic performance, particularly in meeting CBC competencies. Learner may also become disengaged, leading to decreased motivation and participation in learning activities thus class room activities may seem unstructured causing learners to feel confused or frustrated, which can disrupt a positive learning environment.

Furthermore, another teacher from school B noted that due to inadequate training teachers feels unprepared to use the materials effectively and believes they add unnecessarily challenges to teaching, leading to a reluctancy to incorporate them in lessons. This negative attitude reflects a lack of confidence and understanding in using instructional materials to enhance learners learning(T3B).This implies that without using instructional materials learners miss out the opportunities to develop skills, critical thinking and problem-solving abilities. Additionally, the negative attitude of teachers on use of instructional materials could influence learners’ perceptions of learning, making them view practical activities as less valuable. Over time, this may impact learners’ motivation, reduce academic outcomes, and full implementation of CBC objectives in class.The responses imply that, teachers and head teachers as stakeholders who are implementing the CBC still need to be guided and sensitised by the concerned bodies like NCDC and UNEB about what to do when using instructional materials and about the benefits it. They are struggling to implement the new curriculum but still need support from the government. This should be done to all schools both the government and private, rural and urban so that all schools move at the same pace. It would be painful if the Government had introduced the curriculum properly and we failto implement it. The implementation should be a collective effort of all stakeholders doingtheir part and at their best in order for the society to realise the benefits of CBC.The responses

above reflect a negative attitude of teachers towards use of instructional materials due to inadequate training given to them on use of instructional materials.

In addition, the findings of the study further revealed that, there are limited facilities to use in schools by teachers and learners for implementing the CBC. Both the government and some school administrators have not provided enough materials in form of test books, computers, laboratory equipment and project materials. This is limiting the correct implementation of CBC. In this regard, a teacher from school B said that;

“With the CBC implementation the facilities are not enough. Teaching while integrating technology requires use of computers and internet but the facilities are not enough. This denies the learners the opportunity of discovering knowledge through research since they lack internet and other gadgets to use for research” (T1B).

The limitation of computers and internet access in educational settings significantly denies learners the opportunity to discover knowledge independently and develop essential digital literacy skills. In today's information-driven world, the inability to access online resources restricts learners from exploring diverse perspectives, conducting research, and engaging with up-to date information relevant to their studies. The technological gap hinders critical thinking and problem-solving abilities, as learners miss out on interactive and multimedia learning experiences that enrich understanding. This limitation can lead to disparities in educational outcomes, as learners without adequate access to computers and the internet are less equipped to succeed academically and compete in a globalized society.

Similarly, a teacher from school A had this to say:

“The reading materials the government provides are not enough, schools have to get money and buy more. Some schools do not have computers to make learners make their own research and be exposed to computer skills. This has created a negative attitude among teachers as we fail to get materials to use” (T2A).

The inadequate materials to use can exacerbate educational inequalities, as learners from disadvantaged backgrounds may be particularly affected, leading to long-term consequences in their educational and professional trajectories. The insufficient reading materials not only diminishes the quality of education but also stifles the potential for personal growth and lifelong learning among learners. This may result into a cycle of underachievement where learners struggle to keep pace with their peers, ultimately leading to decreased confidence in their academic abilities. Ultimately, this lack of access to adequate reading materials not only compromises academic success but also undermines the development of informed and literate citizens who can contribute positively to society. The responses from teachers reflected their negative attitude towards use of instructional materials due to inadequate instructional materials to use.

Furthermore, the findings show that teachers expressed concerns about the demanding nature of CBC when using instructional materials. They reported feelings overwhelmed by the additional workload

required to plan and execute CBC lessons and integrate them with instructional materials. In reference to this, one of the teachers from school A had this to say;

“With the CBC, every time you go to class, you must be well prepared with the instructional materials needed to facilitate learning and give them to learners to stimulate their minds. This is meant to help them start thinking and then come up with something that you wanted them to generate. What I have observed is that many teachers are not able to catch up with the requirements of the new curriculum on their own, because it is too demanding. The Majority do not know what to do which is affecting learning” (T1A).

This implies the overworked teachers may result into stress which can contribute to higher teacher turnover rates. When teachers feel overburdened, they are more likely to leave the profession, leading to a shortage of experienced teachers and instability within schools. This turnover not only disrupts the learning environment but also increases the costs and efforts associated with recruiting and training new staff.

In addition, a teacher from school A said that,

“The implementation of CBC is a burden to teachers because they have to spend a lot of time preparing the lesson to integrate the sub-topics linked to an activity of integration after every topic and find out relevant instructional materials to use” (T3A)

This reflects that, some teachers are still taking use of instructional materials in CBC as a burden because it necessitates them to allocate more time for teaching in order to prepare well, get involved in project work and always monitor the progress of the learners not only as a group but looking at each individual to see how to help them. The negative teachers' attitude towards use of instructional materials in CBC implementation may result into learners' adopting similar attitudes, viewing their educational experiences as overly challenging and stressful. The parents too, may become critical of the curriculum if they see teachers struggling and hear negative feedback, which can lead to a lack of support for CBC initiatives.

The responses reflected a negative attitude of teachers towards use of instructional materials since its use is over demanding on the side of the teacher.

Furthermore, the findings of the study revealed that, the number of learners per class is also big, yet teachers are too few to handle the big numbers and instructional materials used when teaching in CBC is not enough to accommodate the big numbers, thus making it hard to follow the standard procedures of teaching under the CBC arrangement. This limits the teacher's capacity to monitor properly and evaluate the teaching and learning process. Thus, learners may remain dormant and may not benefit from the teaching and learning processes. A teacher from school B said that;

“With CBC implementation class control sometimes is a bit hard to achieve and instructional materials are not enough most especially with project work. This is because a teacher has to give some group work to learners. Teachers have come to

realise that the majority of learners due to big numbers do not participate fully in the learning process and in project work. This affects their academic progress and discipline''(T2B).

The large class sizes make it difficult for teachers to provide materials and individualised attention to each learner. Learners may not receive the personalised support they need to grasp complex concepts, which can hinder their learning progress. Managing a large number of learners in classroom can be overwhelming, leading to difficulties in maintaining discipline and order. Disruptions and behavioural issues can become more frequent, reducing the overall time available for instruction and negatively impacting the learning environment. The quality of instruction may decline as teachers resort to more traditional, lecture-based methods that are easier to manage but less effective in promoting competencies such as critical thinking, creativity and practical skills.

Similarly, in support of the same view, a teacher from school B had this to say;

“With CBC, teachers have to look at all learners individually, as a teacher you have to know the learners’ weaknesses and strength but since they are many, it is difficult to look at all of them” (T4B).

The large class sizes make it challenging for teachers to observe and understand each learner’s unique learning needs and capabilities. Without a clear understanding of learners’ strength and weaknesses, teachers cannot tailor their instruction to meet the specific needs of each learner, leading to a one-size-fits-all approach that may not effectively support all learners. The learners with unaddressed weaknesses may continue to fall behind, potentially leading to a cycle of underachievement and decreased confidence in their abilities. Conversely learners with unrecognised strength may not be sufficiently challenged, limiting their potential growth.

In addition, through the observation method, I observed that due to the big numbers, learners of School B were too many compared to the space of the different streams. This resulted into learners of S.2 stream B and D not to follow the proper sitting arrangement in a CBC of sitting in a group. Learners could group themselves only when they had discussions, yet this is intended to make the learners interact all the time in their groups. In a crowded classroom teacher may find it difficult to navigate through tight spaces, limiting their ability to assist the learners. This can reduce the effectiveness of teacher-learner interactions.

Similarly, the headteacher from school A remarked that the class sizes are big at their school, teachers really face challenges in class. The teachers are supposed to attend to an individual learner and they have to observe each learner, communicate with them, so that they may be able to come out with products. The curriculum is time consuming because teachers need to prepare in advance which is hard on the side of the teachers as they currently teach in many schools and do not have time to prepare as required for the big class sizes. The teachers may fail to provide timely and constructive feedback on assignments and assessments, affecting learners’ ability to learn and improve on performance.

In conclusion findings indicated a mixed attitude among teachers towards use of instructional materials in the CBC. While some teachers recognise the potential of these instructional materials to enhance learners' engagement, foster active learning and support acquisition of practical skills, others express hesitation due to several limitations as presented above.

4.1.3. Learners attitudes towards use of instructional materials in CBC

The findings show thatseniortwo and Senior three learners of school A and Bhadappreciatedthe use of instructional materials by their teachers when implementing CBC. Learners revealed that they have acquired a variety of skills like critical thinking skills, communication skills, practical skills, problem solving skills among others as a result of using instructional materials.They commented that the skills acquiredthrough using these materials can help them to analyse life situations and make defendable judgements in life. They can think quite logicallyduring discussions to generate new ideas. They noted thatby the time theywill go into the world to experience real problems, they will have sufficient confidence to solve problems on their own.In this regard from the use of focus group discussion learners of school B(*FGD Ls B*)noted thatas theyimplement the new curriculum, theirteachers have become facilitators, they have to give much time to the teaching and learning process through using instructional materials for example charts and visual aids to illustrate and explain some concepts in biology and geographyand byallowing them to expressthemselves and discuss ideas thus intervening only in instances where they need guidance especially after losing direction. By so doingthey acquire a variety of skills like critical thinking and analytical skills.This implies that teachers as facilitators should not relax toprepare relevant instructional material to use before they go to class to facilitate the teaching and learning process. They need to guide the learners but they cannot guide with confidence if they are not conversant with the procedures of teaching and instructional materials to use. This requires them research adequately before they go to class. They must shift from the traditional role of delivering information to a more supportive role that empowers learners to actively engage in their own learning process. The instructional materials are designed to help learners acquire practical skills, critical thinking abilities and problem-solving competencies.

In addition, through observation, I observed a biology teacher ofschool B teaching the senior two learners of school B using the visual aid of a labelled model of the human heart to illustrate the circulatory system. He guided learners through each part of the heart, including the chambers, valves and blood vessels, the teacher helped learners visualise and understand how blood flows through the body. This approach developed cognitive skills as learners analysed the structure and function of each heart component, leading to better comprehension and recall of the circulatory process. Affective skills were nurtured as learners expressed interest and appreciation for the complexity of the human body, fostering curiosity and a positive attitude towards biology. Additionally, learners' psychomotor skills were engaged as they labelled and identified parts on a model, practising precise movements that reinforced their learning.(*Observation S.2 B Biology class*).This implies that by using visual aid, the teacher made a complex biological concept accessible and memorable, enhancing learners' overall understanding and engagement with the subject, which contributes to their readiness for more advanced biological studies.

Similarly, a group of learners from school A(*FGD Ls A*) stressed that theimplementation of the new curriculum is not only about knowledge but understanding without necessarily remembering the content

by heart. It has enabled them to participate more by searching for new knowledge and by making enough research using available textbooks and internet and presenting to the rest of the class. They have thus acquired better communication and analytical skills among other competencies with the help of ICT tools like computers. The responses from the participants emphasise the benefits from the CBC implementation while using instructional materials, whereby learners have gained the confidence to express themselves because the new curriculum requires them to understand the content and to share it with the rest of the class. This makes the learners become custodians of knowledge and puts pressure on teachers to always prepare and do enough research before they go to class. Teachers naturally fear to be challenged by learners who are becoming more informed through research. Additionally, learners from school A (FGD Ls A) noted that the CBC curriculum implementation has encouraged creativity, among learners through using instructional materials available in our school environment to do project work. It has enabled us to focus on what we want to achieve. The curriculum keeps our brains working to always discover solutions to problematic situations.

In addition, through observation method, I noted that the S.3 learners of geography class, in school A, effectively utilised instructional materials, specifically plastic bottles, to construct simple irrigation systems of watering vegetables like tomatoes. The learners collected, cleaned, and prepared bottles by puncturing small holes near the caps to create a slow-drip mechanism. They positioned the bottles strategically by burying them partially in the soil enabling a controlled release of water. This activity demonstrated not only their understanding of water conservation and recycling but also their activity in repurposing plastic waste to support sustainable agriculture. By observing their process, I found that this hands-on project encouraged critical thinking, scientific inquiry, and environmental stewardship among the learners (Observation S.3A Agriculture class). This implies that the CBC implementation through use of instructional materials has added value to the educational activities of learners in the schools. Both teachers and learners have become innovative enough to come up with something that can benefit the school community.

In addition, from the use of FGD learners of school B stressed that they have learnt so many things with use of instructional materials like getting involved in projects. Through the implementation of CBC, they have discovered that education is not only sitting and reading books, there are so many things that one can do. The projects help them learn many new things for example in Chemistry they did a project related to Carbon in the environment. Relating to that topic, boys made charcoal and girls made charcoal briquettes hence gaining practical skills. This implies that, with availability of materials to do project work, learners become innovative; you may find out that they are really looking far ahead, unlike those who used to study just for the sake of studying. These days we are looking at what they will do in future, how useful they will be to society. So, they are more focused on coming up with something new that may be seen by the teachers and their parents'. Stakeholders believe that the CBC enables learners to develop practical skills as they interact with the material. This will make them more useful in the contemporary world of work. The skills will help them become self-reliant, good entrepreneurs, perform well once in leadership, face situations of the real world with confidence and stay motivated to work hard to achieve their ultimate goals in their lives.

In addition, through observation method, I noted that S.3 learners of school B were engaged in a bakery project as part of their entrepreneurship project. I observed a structured, step-by-step process that guided learners through the basics of entrepreneurship. Firstly, the teacher engaged them in the planning by identifying the type of baked goods they wanted to produce, considering the demand within their school community and the resources available. Next, they conducted budgeting exercises to estimate the cost of ingredients and other materials, such as packaging, and calculated potential selling prices to ensure profitability. Once the planning phase was complete, learners moved on to the production stage, where they measured ingredients, followed recipes, and practiced food safety and hygiene standards. In small groups of seven members, they coordinated tasks like mixing, baking, and quality control, building teamwork and time management skills. After baking, they designed appealing packaging and organised a sales event within the school to market their products. They agreed to sell their products on their visitation day (Observation S.3B entrepreneurship class).

In the bakery project, S.3 learners developed cognitive, affective and psychomotor skills. With the cognitive skills, learners engaged in various mental tasks such as budgeting, planning and pricing. They calculated ingredient costs, understood profit margins, and applied basic math and critical thinking to ensure their products was profitable. Affective skills were attained by learners since the project fostered emotional and social growth. By working in teams, learners practiced cooperation, patience, and communication. They also built self-confidence through public interactions as they promoted and sold their products on visitation day, which involved handling customer feedback and managing finances. The psychomotor skills were attained as learners practiced hands-on process of baking, they refined their physical coordination, measuring ingredients, mixing and packaging products. Through these domains, the project provided a holistic learning experience that not only developed their entrepreneurial abilities but also instilled essential life skills and values that contribute to personal and professional growth.

The findings above reflect a positive attitude of learners towards use of instructional materials in CBC implementation. This is because use of instructional materials by teachers when teaching in CBC had significantly contributed to skills development during its implementation, resulting in numerous benefits for learners, teachers and the school community. The successful implementation of CBC not only equips learners with essential skills but also nurtures a positive forward-looking attitude that benefits individuals and society as a whole. By focusing on skill development through using instructional materials, the CBC ensures that education becomes meaningful, engaging, and relevant; paving the way for a more thinking and capable generation of learners and future workers.

Furthermore, through the use of focus group discussions, the findings indicated that learners of school A and Bhad loved the use of instructional materials in CBC implementation. This was because it allows them to be in charge of their learning and to make choices that align with their interests and learning styles. The learners of school A (FGD Ls A) noted that the new curriculum implementation allows them to get enough time to interact with others and use the instructional materials given to them like textbooks to generate knowledge. By so doing they get exposed to different ideas from different learners which enables them to expand their frontiers of knowledge and understanding levels of seemingly different concepts.

In addition, another group (FGD Ls B) also said that at the primary school level, they could just teach them and they would cram the work and pass. But with the new curriculum they actually understand since it is scenario based and teachers use instructional materials like models to help them understand the content better. The responses indicate that, CBC implementation is appropriate because it gives learners the opportunity to be at the centre of their learning with the use of instructional materials, to express themselves, do most of the work themselves while receiving guidance from the teachers. This implies that teachers have recognised the value of using instructional materials since they help learners to understand and retain concepts better and fostering the CBC's goals of comprehensive skill development across cognitive, psychomotor, and effective domains.

The findings presented above from the use of interviews and observations imply that, learners had a positive attitude towards use of instructional materials when implementing the CBC due to their full engagement with the material. This indicates that, they appreciated and welcomed CBC with an open mind and were willing to implement it if given support by the government in terms provision of instructional materials. Some participants have compared the KBC with the CBC and have agreed that the CBC is more promising than the KBC and that if it's well implemented the products of this CBC will be far better than those of KBC. In addition, the findings from the use of FGDs indicated that, learners had a positive attitude towards use of instructional materials emphasised in CBC. This has helped them to become more inquisitive to learn new concepts through research and group discussions. The CBC has prepared learners to be critical thinkers therefore teachers have to do more research to remain relevant to the CBC approaches through using relevant instructional materials. In addition, this has ensured that learning is continuous as it can continue during the holidays without much guidance from the teacher since in the holidays learners are given project work to do while using materials in the environment.

However, the findings of the study from the use of the focus group discussion further revealed that some learners did not appreciate use of instructional materials in CBC implementation. The learners indicated that some of their teachers lack the necessary skills and confidence to implement CBC while using instructional materials an indication that the preparations for teachers were not done well. This situation has caused lack of trust in teachers' abilities to provide effective guidance, creating an atmosphere of resistance to new learning strategies. This was diminishing the learners' morale and satisfaction. From the FGD learners from school B noted that some teachers were not prepared for the new curriculum. Some do not know how to conduct the lessons in the new curriculum. Some teachers can bring notes for learners to copy, not involve learners like in group discussions. Even the learners are not sure how exams are going to be set by UNEB at the end of the cycle because teachers set them differently depending on the subject. Some teachers teach hard concepts without using instructional materials to simplify them. In addition, the same group for learners of school B indicated that the dark side of instructional materials is that, our teachers struggle to integrate materials into teaching, leading to confusion about the lesson's purpose. This is making us miss opportunities for hands-on and we learners become less engaged. This implies that when learners are unclear about what to do as far as teaching and learning process of CBC are concerned they may experience confusion, lack of motivation and decreased engagement, which can hinder their academic progress and overall learning outcomes. Lower levels of engagement can affect the overall classroom atmosphere, making it more challenging to foster a collaborative and interactive learning environment. The learners are less likely to absorb and retain

information. This can lead to lower grades, poor test scores and limited skill development among learners.

Similarly, from another FGD, learners of school A witnessed that teachers were not prepared enough, when they said that some teachers come to class but leave everything to learner instead of giving them information or allow them to carry out research and come to supplement. Likewise, some teachers did not add anything to the researched work by learners, not even look at it but just tell learners to move on to the next chapter. The teachers' voice is missing in most of the work they research on their own. Some learners who are not serious are likely to just go through the education system without gaining anything since even the curriculum encourages automatic promotion from one class to the next. This implies that the teachers' voice is essential in enriching the educational experience. By not contributing to the researched work of the learners, teachers may miss opportunities to challenge learners' thinking, introduce new perspectives or clarify misconceptions, resulting in a more superficial understanding of the subject matter. The absence of the teacher input can undermine their authority and expertise in the classroom. Learners may not view teachers as essential resources for knowledge, leading to a diminished respect for their role in the learning process. The quality of research work may be of substandard, as learners may not receive constructive feedback or the necessary academic rigor expected in their field of study. Therefore, teachers should aim to strike a balance between encouraging learners independence and providing the necessary support, guidance, and enrichment to enhance the learning experience. The responses above reflected a negative attitude of learners towards use of instructional materials due to inadequate skills by teachers to effectively integrate the instructional materials when conducting lessons.

In addition, the findings show that the implementation of CBC has been met with mixed reactions among learners, with a notable trend of failing to appreciate use of instructional materials emerging primarily due to inadequate resources. Learners are left frustrated and disillusioned. This has hampered their ability to engage with the curriculum effectively. One group of learners from school A (FGD Ls A) said that sometimes they are given assignments, that require gadgets for example computers which are not available. Other times they need to get out of school and go into the community. Teachers want the work to be well done but they are not allowed beyond the school gates. Accessibility to project materials has been hard. They noted that the curriculum is a burden to them, sometimes they feel very stressed when teachers want work and yet they do not have facilities to use. This implies that schools have not yet developed facilities nor the teaching materials that would enable learners to acquire hands-on skills. For the curriculum to be effective, learners and teachers should be availed whatever materials they need like text books, computers and internet among others because the new curriculum is research based and it is very hard to do research with limited text books and no internet. These are the major sources of information as far as secondary schools are concerned. Failure to have enough facilities will make the teaching and learning process a myth in most of the secondary schools, thus the impending failure to realise the ultimate goals of the CBC. In addition, the difficulty of accessing materials had significant implications for both teachers and learners in the educational process. When teachers expect learners to complete assignments and projects without necessary resources, it can lead to frustration and a sense of helplessness among learners. This lack of accessibility can hinder learners' ability to engage fully with the curriculum, limiting their understanding and retention of essential concepts.

Similarly, learner (FGD Ls A) further said that they do not have the gadgets to use for doing research. The materials are not available. Yes, they understand they have to use the local materials they can get locally, but sometimes they have to buy them, yet their parents do not have enough money to buy for them the gadgets and materials and the school cannot make them available to them. They stressed that they are going to miss out on acquiring the necessary skills if they are not given the facilities to use.

The inadequacy of gadgets and technological tools for research may hamper learners' ability to acquire a variety of skills. This skill gap can have long-term effects on learners' future opportunities. As they transition to higher education or work force, they may find themselves ill-prepared to meet the demands of a more advanced studies or professional roles.

Furthermore, from the FGD, learners of school B noted that about the research, sometimes they go to the library but books and the internet is not there. They would consult the learners in the higher classes but they fear to consult them because they think theirs is a new curriculum. They might ask them questions when they have never heard of them. For example, for them were in S₃ but they are studying things of S₂s so the researching base is also difficult due to limited books and internet facilities to use.

In addition, I observed that, Senior 3 learners of School B were in a computer lesson but the number of learners was exceeding the number of computers, so learners had to share. The major problem came in when the teacher instructed the learners to research on the origin of computer usage in schools and its effects on learning. The learners responded to the teacher that; "the internet is not available". The teacher silenced the learners and told them they will research it next time when the internet is on. This affected the effectiveness of the lesson as the teacher had planned (Observation S₃ B computer lesson). This implies that administrators should try to provide enough computers to learners and avail them with internet facilities to ease the work of making research on the side of both teachers and learners.

The responses from the participants implied that, schools are facing a problem of limited materials and equipment to use, yet, the new curriculum emphasises the development of practical skills on the side of the learners. Learners have to make research and that means they need text books, computers and internet. Learners also need materials for project work, and the best way could be learners to do projects out of their own decision related to the topic of interest. This means a variety of materials to use must be available all the time. The limited materials to use witnessed by the participants may deny learners the opportunity to be innovative and creative which can affect their talent development. This implies that implementing CBC is a collective effort between the government, school administrators and parents to ensure that learners are provided with the academic facilities that will enable them participate adequately in academic learning and project work. Inadequate learning facilities limit the opportunity of a learners to exploit and develop their own talents and competencies.

In conclusion, the findings indicated that learners had a mixed attitude towards the use of instructional materials in CBC. Some learners indicated that instructional materials made learning more interactive and enjoyable, and allowed for a clear understanding of practical concepts. However other learners were sceptical was largely rooted in the inadequate skills of some teachers in effectively utilising the

materials, as well as limited availability and variety of material themselves which hindered hands-on learning experiences and thus limiting the intended benefits of the CBC approach.

4.2 Opinions of stakeholders on their clarity on the CBC learner-centred pedagogies

In the education system the pedagogy used to teach learners is too significant to enable the teachers and learners achieve the intended goals of teaching and learning skills. The CBC emphasises that the learner shall be at the centre of learning and teachers shall become just facilitators of the teaching and learning process. Learner centred pedagogies create an environment that speaks to the heart of learning thus encouraging the learners to deeply engage with the material, develop dialogue and reflect on their progress. The effectiveness of CBC implementation greatly depends on the clarity and understanding of the learner centred pedagogies among teachers as stated by the curriculum implementation theory that guides the study. This implies that it was very important for this study to look at stakeholders' opinions on clarity of the CBC learner centred pedagogies. This is because it highlighted the areas of success and identified potential challenges faced by teachers in adopting and executing these methodologies in their classrooms. The participants considered by me to respond to this objective include; Head teachers (H), Teachers (T) and Learners (L).

4.2.1 Opinions of head teachers on their clarity on the CBC learner-centred pedagogies

The findings indicated that headteachers expressed confidence in their understanding and ability to implement learner-centred pedagogies with in CBC. Headteachers recognised the importance of these pedagogies in promoting self-discovery and active learning among learners, emphasising that such approaches were essential for fostering critical thinking and independence. They noted that the learner-centred pedagogies had encouraged learners of school A and B to discover knowledge most especially through research and field work. Learners are trained to explore more and come up with more knowledge to supplement on the content given to them by the teachers. With the research method learners are given the task of discovering knowledge on their own through the use of the internet and text books. The teachers take time to look at what learners have researched on to confirm whether it is in line with what is required. Through the interview, the headteacher of school A said that,

“The teachers in my school normally use the research method. The method is clear to both teachers and learners. My teachers benchmarked from various schools on how best to use this method. The method has helped learners to acquire more knowledge and skills” (HA).

This implies that both teachers and learners have a solid understanding of the research method. This is crucial for successful implementation, as clear guidelines and expectations help facilitate effective learning. When teachers are well-versed in the method, they can provide adequate support and guidance to learners, fostering a collaborative environment where learners feel confident in conducting research and presenting their results. By teachers benchmarking from various schools to learn the best practises for using the research method, indicates a commitment to professional development and continuous improvement. By examining successful strategies employed by other institutions, teachers can refine their approach, ensuring that they effectively engage learners and enhance the learning experience. This

collaborative effort fosters a culture of sharing knowledge and expertise, ultimately benefiting both the teachers and learners.

In addition, through the interview, the headteacher of school B had this to say that:

“I have strong belief in the power of learner-centred pedagogies to enhance self-discovery among learners. The clarity I have gained in implementing these approaches has reinforced my commitment to ensuring that our teaching practices align with the principles of the CBC. In our school, teachers use presentation method to engage learners. Learners in my school are given the opportunity to share their views and ideas without fear and the teacher elaborates where there is need” (HB).

The responses indicate that, the presentation method opens up opportunities for the learners to express themselves and when they do this continually it improves their communication skills, confidence in public speaking and resilience in learning. However, presentations can make sense only in the presence of the teacher. The teacher must listen to the learners' presentations and be able to supplement or rectify the errors. All that can be possible if the teachers have made enough research on what learners are going to present and when there is clarity on use of the presentation method.

Furthermore, the findings of the study revealed that school A and B use the group discussion method and this had increased learners' full participation in learning activities. With this method learners were given questions to discuss in their own groups. In their groups they choose the leader of the group and the secretary. After discussing as a group, they come and present to the rest of the class. The teachers are acting as facilitators and they harmonise what learners have been discussing at the end of the discussions. Finding indicated that this method helped the weak learners to have a chance to share knowledge and had helped all the learners to be confident and to improve their communication skills. The findings revealed that the method is clear to headteachers and majority are implementing it in their schools. In support of this opinion, the head teacher of school B had this to say:

“The discussion method is highly used by teachers in my school. It is clear to most of the teachers. It keeps the learners alert and to fully participate in what is being taught by the teachers. This makes the learners understand the content. Full participation helped the learners of school B to improve on their level of self-confidence and improves their academic performance” (HB).

This implies that the benefits of using the discussion method can be realised when there is clarity in the instructional approach of the method. When the method is clear to headteachers and teachers, learners are more likely to engage actively and confidently contribute their ideas, this clarity helps to create a structured environment where learners feel safe to express themselves, ask questions and explore diverse perspectives. As a result, discussion may become more vibrant and productive, fostering a sense of community and collaboration among learners. Additionally, clear guidelines on how discussions should be conducted empower learners to take ownership of their learning experiences.

However, a headteacher from school A noted that the discussion methods require teachers to get enough time to prepare. Teachers need to prepare well if they are to be useful during and after the learners' discussions because learners may ask them questions emanating from their discussion or research on the internet and which they may fail to answer and yet the teacher is expected to guide them. When they do research and come to present, a teacher should have some idea about what is being presented so that he/she can guide the learners that is to say the teacher is supposed to be more informed all the time through constant reading and research.

Furthermore, the findings showed that the headteachers of school A and B appreciated the fact that with the CBC learner-centred pedagogies, learners of school A and B are able to apply their knowledge in practical situations because the methods seek to make them productive by acquiring holistic learning that develops skills. They are trained in a holistic way that is to say being confident, understanding the concepts and knowing how to apply them. This was made possible by teaching methods like the project-based method and practical methods that helped learners to fully get involved in the learning activities. Through the interview the headteacher of school A said that,

“With the use of the project-based method, teachers instruct learners on a particular concept while referring to some projects. After learners are given guidelines of how to make the same project, learners can do this in a group while some projects can be personal. As learners carry out the project, they get more knowledge and skills and understand the underlying concepts better” (HA).

This indicates that project-based method fosters collaboration skills as learners work in groups, necessitating teamwork, negotiation, and peer-to-peer learning. Projects typically require learners to research, design, execute and present findings, which help them develop a variety of skills including research methodology and time management, and public speaking. However, the success of project-based learning relies heavily on effective planning and execution by teachers. Teachers must provide adequate guidance and support to ensure that learners remain focused and productive.

In conclusion, the findings reflected a notable understanding of headteachers of CBC learner-centred pedagogies. They expressed confidence in utilising the learner-centred pedagogies mainly discussion method, presentation and project-based learning methods. The findings indicated that the clarity of headteachers on use of these methods has empowered them to guide teachers effectively, fostering an environment where learners can thrive through collaboration and self-directed exploration.

4.2.2 Opinions of teachers on their clarity on the CBC learner-centred pedagogies

The findings of the study revealed that the CBC learner-centred pedagogies significantly encouraged learners' participation. Learners are given a chance to interact with one another and share ideas in groups. In particular, the presentation method enabled learners in School A and B to prepare work in groups, and then get one person to present to the rest of the class. The findings show that the procedures of using the presentation method are clear to both teachers and learners. Most of the learners learn more from their friends than from the teacher. After presenting, the teachers harmonise where learners have made mistakes. This created a healthy competition among learners which increased their motivation to come up with new ideas. A teacher from school A had this to say;

“In our school we use the presentation method, Learners come up with their own answers in groups and they get somebody to present on behalf of the group. In case non-group members criticise what has been discussed, the teacher is supposed to come in and harmonise. Afterwards learners make their own notes from what has been harmonised. The teacher reads through each learner's notes and then calls those who have made mistakes and shows them what they are supposed to do individually” (T1A).

This implies that the presentation method empowers learners to take ownership of their learning, encouraging them to engage with the material, collaborate with peers and develop critical thinking skills. The presentation method, in particular, requires the learners to research, organise their thoughts, and articulate their understanding, thereby fostering a deeper connection to the subject matter. This active involvement not only improves comprehension and retention but also builds confidence and fosters a supportive learning environment where learners feel valued and motivated to contribute. The clarity on learner-centred methods like the presentation method significantly enhances effectiveness by providing teachers with a clear understanding on how to implement the strategies successfully. This clarity ensures that the objectives, process and expected outcomes are transparent, enabling teachers to structure lessons that maximise learner's participation and interaction. Moreover, clear instructions help learners understand their roles and responsibilities, reducing confusion and fostering a more focused and productive learning environment. Ultimately, this leads to improved learning outcomes, as both teachers and learners can fully leverage the benefits of learner-centred approaches.

However, learners who are less confident or have difficulties with public speaking might find presentations intimidating, which can hinder their participation and learning. There is also the risk that presentation might become repetitive or superficial if not well-guided, leading to diminished learner interest and engagement. Therefore, while the presentation method has significant potential, its success relies heavily on clear guidelines, adequate training for teachers and supportive classroom environments.

In addition, another teacher from school A said that;

“With the discussion method, learners in my class are put into groups and in each group, they have a leader. The teacher then gives them a question, they interact with one another, they compile their work and afterwards they come up with some solutions that they share with their fellow learners” (T2A).

This implies that with the group discussion method, learners are given a chance to move an extra mile to critically analyse issues from different angles in their different groups. They generate ideas about a certain problem. The teacher can guide the direction of the discussion until learners generate in-depth ideas of the concept. This describes a collaborative learning approach. Learners are organised in small groups to encourage teamwork and peer interaction. Through this interaction, learners share ideas, debate different perspectives, and draw on each other's knowledge and skills to develop a comprehensive understanding of the topic. The process of compiling their work allows them to synthesise their findings and collectively arrive at solutions, promoting critical thinking, communication, and problem-solving.

skills. This approach fosters a supportive learning environment where learners learn from one another and take active role in their education.

In addition, a teacher from school Bhad this to say:

“The discussion method would be good, only that the teacher must observe each learner to see that all of them participate and contribute to the concept under study. Due to the large number of learners, this becomes a challenge that teachers cannot handle, so some learners may not participate and they remain dormant yet they are given marks. Despite that challenge, this method has been actually very effectively used by teachers because it helps learners who are introverts to get a chance to participate (T3B)

This implies that, with the discussion method, learners are free to participate fully in the learning process and develop skills even from the cognitive domain that enable them to generate ideas depending on the nature of concepts under discussion. Learners are able to analyse issues in a most acceptable way throughout the learning process. Learners learn from one another through work in groups while solving problems thereby enhancing learning. Teachers should monitor these groups to ensure that all learners participate. Some learners may be dormant in which case a teacher must stimulate these learners' interest to participate so that they too benefit from the discussion. Active participation by learners in class encourages them to develop ideas and to be assertive, thereby motivating the learners to learn better. While using teaching methods of CBC, teachers need to give the opportunity to every learner to participate, but they should not select only those who are willing to participate. All learners must benefit from the use of the teaching methods of the CBC that are learner centred.

Furthermore, the findings revealed that some teachers are confident enough to use research methods. The teachers recognised the value of research methods in fostering critical thinking, inquiry, and self-directed learning among learners. They expressed that by engaging learners in research, learners have developed essential skills of problem-solving, analysis and synthesis of information, which are vital for their academic and personal growth. A teacher from school Ahad this to say;

“With the use of the research method, I come to class and tell learners about a particular topic or concept, then I communicate to them the learning outcomes, and they write the outcomes down. The learners get an idea of what they are going to cover. After I give them research questions and instruct them to go and research about that topic or concept” (T3A).

This indicates that the teacher is prioritizing an inquiry-based learning approach, where learners actively engage with content rather than passively receiving information. Introducing a topic in class lays the grounds of learners to explore further, encouraging a deeper understanding and curiosity about the subject matter. The teacher's role in initially presenting a topic is crucial. It provides learners with foundational knowledge and context before they embark on their independent research. This direct

instruction can serve to clarify key concepts, set expectations, and ignite interest, making easier for learners to understand what they are looking for in their research.

The findings from the teacher (T3A) continued to stress that in school A the computer laboratory is kept open all the time and teachers encouraged learners with laptops to bring them to school. After bringing them, they report to the administrators who keep them in the computer laboratory so that they may use them for research any time under supervision. This implies that in school A there is integration of technology in the learning process. This not only facilitates easier access to information but also promotes digital literacy, which is essential in today's educational landscape. It allows a more dynamic research process, where learners can leverage online resources, collaborate with peers, and utilize various tools to enhance understanding.

In addition, another teacher from school A said that,

“The learners in our school are able to use the internet to do their own research in order to discover new phenomena. This method has helped learners to understand several concepts better. You find that they discover new knowledge and are able to use this knowledge in order to come up with new ideas that can be beneficial to our school community” (T4A)

The responses from participants show that the research method is very important in making learners realise the benefits of the new curriculum. Learners are helped to discover new knowledge and believe in what they do. After discovering something new, learners feel motivated to continuously do research which helps them make informed decisions that are more likely to make them achieve their desired goals. Using the internet for research allows learners to develop critical thinking skills. They learn how to navigate online resources, evaluate the credibility of information, and synthesize findings from the multiple sources. The skills are essential not only for academic success but also for informed decision-making in their future careers and everyday lives.

Furthermore, the findings of the study show that the teachers expressed a strong support for fieldwork, highlighting its effectiveness in providing learners with real-world experiences that enhance their understanding of theoretical concepts. The teacher of school B said that:

“I use fieldwork as a teaching method because it allows learners to engage directly with the subject matter. My learners can observe and interact with real-world situations, which makes the learning experience more meaningful and impactful” (T2B).

This implies that clear understanding of how to implement fieldwork is crucial for maximising the educational benefits. When teachers possess a strong clarity about the objectives and process involved in fieldwork, they are more effective in planning, executing, and guiding learners through these experiences. This clarity enables them to articulate the relevance of fieldwork to learners, fostering greater engagement and ownership of their learning.

In addition, a teacher from school A said that;

“Field work is used as a method of teaching in our school, in which, after studying a certain concept in class, learners are taken outside the school to observe exactly what is happening. This has helped the learners in the new curriculum to get first-hand experience that encourages critical thinking, positive attitudes towards learning, appreciation of nature and increased scientific curiosity to learn and discover new things” (T3A).

The responses from participants imply that field work simplifies learning. Difficult concepts can be brought closer to the eyes of learners through observing it in a natural environment. With this method, the learners are able to use the environment as a laboratory to observe, record and interpret for themselves the realities within the environment. This means, to enhance students' learning under the CBC and improve learners' ability to apply the acquired knowledge, learning must take place in an environment that facilitates the attaining of the desired learning outcomes, particularly as they relate to the application of knowledge in different settings. The environment must present opportunity to allow learners to frame their knowledge and understanding of the issues and contexts that are relevant to their discipline. Teachers should prepare the learners well by giving them the guidelines before taking them to the field for proper attainment of the intended objectives of study.

Furthermore, the findings showed that the teachers of school A and B appreciated the use of project-based learning method when teaching learners and are actively implementing it. The teachers have integrated project work in their teaching. Findings indicated that teachers have designed projects in their schools that align with curriculum goals and learning outcomes, ensuring that project work reinforces the content taught in class. Through the interview a teacher of school A said that:

“After teaching I give my learners activities to do at their own in form of projects. I give learners the overview of what I want them to do and leave them to do their own projects. After I move around, converse with them and see how they are proceeding with the activity. This is because when teaching, I do not only train the cognitive but also, I want to train other domains of learning” (T1A).

This implies that ensuring a comprehensive educational approach, by integrating the cognitive, affective and psychomotor, help to reinforcing the connections between knowledge, attitudes and actions. This holistic training approach not only enhances academic performance but also prepares learners for real-world challenges by fostering adaptability, teamwork and problem solving. The combining of these domains in project-based learning, create opportunities for learners to see the connection between the three domains. This integration leads to a richer learning experience, where learners are more likely to retain knowledge and apply it in various contexts.

Similarly, through observation, I observed a soap making project that was done by learners of school A. The S.3E learners of school a biology class were making soap using sodium hydroxide or sulphuric acid. In the experiment learners followed the steps below;

- ✓ They placed castor oil (2cm³) into a beaker (100cm³) using a pipette, followed by ethanol(5cm³). They used a glass rod to mix.
- ✓ They added sodium hydroxide solution (10cm³)
- ✓ They prepared a water basin containing near-boiling water
- ✓ They mixed the mixture in the beaker with a glass rod for 5 minutes
- ✓ In the boiling tube they made a saturated solution of sodium chloride by shaking solid chloride with 10cm³ of water until saturation.
- ✓ After 5 minutes they added the saturated sodium chloride solution to the small beaker and stir.
- ✓ The mixture was cooled using an ice bath
- ✓ White lumps of soap gradually formed in the mixture.
- ✓ The soap was allowed to drain on a paper towel

I was impressed to see learners very active with the guidance of the teacher. Learners acquired the skills that could help them to start up their own small businesses after school or during holidays. Some learners testified that at home they no longer buy soap. The parents provide them with materials to use and they make the soap they use home (Observation S.3E biology class, School A). This indicates that with the project method, learners are involved directly in the learning process. Through the guidance of the teacher, learners can design, develop and construct tangible solutions to a problem. The method encourages learners to learn by applying knowledge and skills through an engaging experience. However, for successful use of the method, in most cases, teachers supervise the projects and guide where necessary. The teacher's role is to act as a mentor and project coordinator. He/she encourages learners to use a variety of sources which is an interesting and motivating teaching strategy. This is nothing more than the art of managing the educational process at a tactical level. The project method engages learners in the development of psychomotor skills, problem-solving, decision-making, or research activities. The learners can work relatively independently, over a period of time, completing the work by making real products or presenting solutions to complex issues. In terms of projects, not only the object is seen, but also the entire system of inter-connections around the future object. This helps to make learning in the CBC setting become more meaningful and relevant to the changing nature of our society.

Furthermore, the findings revealed that the learner-centred pedagogies used in the CBC implementation help learners acquire practical skills especially in science subjects. Teachers of school A and B noted that in their school, practicals are valued in all science subjects. The practical method is clear to teachers of sciences. A teacher from school A (T4A) noted that the teaching methods of the CBC are ideal because they emphasise the acquisition of practical skills. Both the teacher and the learner undergo hands on learning. On the side of the teachers, while using these methods gives them enough time to supervise learners and to identify their points of strength, especially when it comes to skills development at the interaction stage of learning. It gives the teacher time to observe the learners and get to know their ability thus helping them to develop most of the skills. This indicates that, it is vital for schools and the Ministry of Education to avail equipment and materials to be used by teachers to conduct practical lessons. Learners easily understand most concepts when they are exposed to practical work. This is because this method promotes hands -on learning and results into real life world applications and problem-solving capacity. This method goes beyond teaching theoretical principles and immerses the

learners into hands-on activities that allow them to actively participate, investigate and experience the subject matter hence the name experimental learning.

Through the Observation method, I observed the senior two E biology class at school A, carrying out a practical lesson on the physical and chemical properties of soils. Learners investigated the PH of different soil samples obtained from their school compound. The objective of the practical lesson was to equip learners with the knowledge about PH of different soils and to identify suitable crops to grow in different soil depending on the PH of the soil. They discovered that the soil sample collected near garbage pit was acidic and this was because this soil contained plant and animal waste undergoing decomposition. The other two soil samples were alkaline. Subsequently, the learners were instructed by the teacher to go to the library and use the internet to find different crops that may be planted in the different soils studied at the school (Observation S.2E biology class school A). This implies that by investigating the pH of different soil samples from their school, learners engage in a comprehensive learning process that combines practical experimentation with in-depth research. This approach enhances critical thinking skills by encouraging active engagement, problem solving, source evaluation, and reflective practice. Reflective practices can encourage learners to learn from their experiences and fostering continuous improvement of the experiment under practice.

In addition, I also observed an experiment of senior two C physics class of school B carrying out an experiment to determine an unknown mass using principle of moments. Accordingly, this group was tasked to determine the mass of an empty mineral bottle without using the usual weighing scale. The principle of moments can be used to determine the un known mass of an object. In this experiment, the learners balanced the weighted metallic rule on a knife edge as follows; A known mass of 100g was hung on one side of the meter rule and the empty mineral bottle was hung on the other side. The learners then moved the knife edge under the weighted meter rule until it balanced again. By measuring the distances of each mass from the knife edge and using the principle of moments, the learners were able to determine the mass of the empty mineral bottle by calculations (Observation S.2C Physics class school B). This experiment helped learners to grasp the concept of moments and how they apply it to real-world situations. By balancing the meter rule, learners get to see how forces interact to maintain equilibrium. This implies that, the teaching methods used in the new curriculum are intended to facilitate learners learning and satisfaction. It is a must for teachers to use a variety of approaches for learning to be effective. There is need for the teacher to be multi-talented in order to be conversant with several concepts and with the use of various teaching methods. The teacher is a vital factor in the success of the educational system of a nation; therefore, teachers should be knowledgeable about the principles underlying the choice of teaching methods and the theory underpinning them. A properly sequenced combination of teaching methods is encouraged for effective teaching in CBC.

Furthermore, the findings of the study indicated that due to clarity of teachers on use of some learner-centred pedagogies the CBC implementation will enable the learners to graduate with the necessary skills and compete favourably on the job market. The major themes that came out of these include: practical work is emphasised, encourages critical thinking, builds self-confidence, collaboration and team work. The teachers responded in the following ways;

The findings indicate that the methods used for new curriculum emphasise practical work to be done by learners. This is bound to help the learners to graduate with the practical skills needed by the job market, thus enabling them to compete. Some participants observed that the methods that were used in the KBC were too theoretical and could not give chance to most of our graduates to get the required skills but with the methods of CBC, due to the fact that most of them are practical, the graduates would acquire skills that would enable them compete in the world of work. In support of this a teacher of school A said that;

“The methods will enable learners to get skills since most of the methods used allow hands on activities. Practical skills can be attained especially during project work since learners tend to take charge of the projects and use all their energy to create something new. This results into developing various skills in the learner such as practical skills, innovative skills, collaborative skills and research skills and above all: the thinking skill “We learn to do by doing; and the doing includes thinking” Prof John Dewey” (T2A).

This implies that the principle of learning by doing is essential in education, as it underscores the importance of practical skills in fostering employability. By engaging in practical training and real-world applications, learners develop the ability to apply theoretical knowledge effectively, demonstrating a clear understanding of industry standards and expectations. This involves staying updated on trends, technological advancements and the best practices relevant to the industry, as well as recognising the importance of soft skills. By bridging the gap between academic learning and practical application, learners can effectively position themselves as competent and adaptable candidates, ready to contribute meaningfully to their future organizations.

In addition, another teacher from school A noted that the methods used under the CBC would create graduates with the necessary skills since practice with immediate feedback makes perfect; and if learners are taken through the rigours of the CBC methodology by S.6 they ought to have developed the necessary reflexes for some basic survival skills for example tailoring, crochet, technical drawings among others. That they could thereafter develop further to professional levels during higher education. The same teacher said that;

“The learner-centred methods give chance for all learners to exhibit what they can easily do compared to what we used to have in KBC where the teacher would give everything. Now the learners know most of the things, we teachers actually learn much from the learners” (T4A).

By prioritizing practicability, teachers can adapt their teaching methods to align with the needs and interests of their learners, ensuring that learning is not only theoretical but also applicable in real-life situations. This synergy between teachers and learners fosters an environment where both parties can grow, resulting in a more effective and meaningful educational experience thus creating a rich educational experience that prepares learners not just for exams, but for life beyond the classroom.

In addition, the finding of the study shows that most of the methods used under the CBC encourage critical thinking, making learners get innovative skills and problem-solving skills among others thus, they are able to compete at the world of work. A teacher from school B responded that;

“Yes, I think that if we put some effort and follow the guide-lines on the use of the delivery methods in the new curriculum, we shall attain what we want because the methods used encourages learners to become critical thinkers capable of analysing life situations and of finding solutions. But, if we prevaricate, we shall remain confused and our graduates will not attain the necessary skills to enable them get employment” (T3B).

This implies that methods will help our learners graduate with the necessary skills because when you examine the methods, most of them encourage learners to be critical thinkers. For example, the project method and discovery method among others make these learners think critically, analyse situations and synthesize possibilities to come up with something new. Besides, these methods will enable learners develop a positive attitude towards learning apart from becoming innovative. This means if the CBC delivery methods are correctly interpreted, adjusted and used to suit the content of the various subjects taught, we shall get graduates with the necessary skills and attitudes and who will be capable of driving our economy forward.

In addition, another teacher from school A responded that;

“The methods used in the CBC will enable the learners graduate with employable skills. What I like about the learner-centred pedagogies is that, they discipline the learners’ minds, making them to be more critical about their achievements and to adjust the learning process accordingly as they progress. The more I compare the KBC with CBC the more I realise that whereas the content are similar, the delivery methods are very different; just like the graduates of these two curricula. Via the CBC, if properly implemented, the learners are able to excel in what they do best; and whereas the KBC excels in knowing, the CBC excels in doing” (T3A)

The responses from participants indicate that, if properly implemented, the new teaching methods lead to getting things done via skilling and critical thinking or self-evaluation. This encourages learners to form their own opinions and take decisions in an effort to cater for societal needs; thus, making them competitive in the world of work.

Furthermore, building self-confidence was another finding from teachers in favour clarity on CBC learner-centred pedagogies arguing that the learners would graduate with the necessary skills and be able to compete favourably on the job market. Teachers emphasised that the methods used in implementing the CBC allow learners to participate fully in the learning process and by so doing, the sense of self-esteem among the learners is given a big boost. One teacher from school B noted that the new teaching methods under the CBC will make the graduates compete favourably on the job market. This is because what the new curriculum is building in learners is self-confidence and self-esteem; and in life, if you

have these along with required knowledge and skills, the sky can easily become the limit for the development of both the individual and society! I think implementing the new curriculum is the way to go because the graduates of this curriculum will have gone through an ideal training given the delivery methods used. These methods make learners get exposed to both content and a variety of skills both psychomotor and attitudinal that will make them compete on the job market”.

In addition, a teacher from school B said that,

“The methods will help learners graduate with necessary skills. For example, if a learner in class has been an introvert, through the frequent presentations they will, with time learn to develop confidence and also to open up with others” (T4B).

This implies that engaging introverted learners in frequent presentations and collaborative projects significantly enhances their skills and confidence, preparing them for future opportunities. These methods provide a supportive environment where learners can confront public speaking fears, receive constructive feedback, and develop effective communication skills. As they become more comfortable expressing their ideas, introverted graduates not only improve their self-efficacy but also expand their networking potential and career advancement opportunities. The learners may become adaptable and willing to pursue lifelong learning and professional development.

In addition, a teacher from school A had this to say;

“There is a learner in my class who is good at communication who, when she communicates you understand everything she is saying. On the job market, such skills are called soft skills and yet they play a very big role in terms of efficiency at the workplace in terms of reducing tensions among workers. You might be very bright but when you do not have those skills you may eventually lose out on promotion because the higher one goes; the more leadership is emphasised” (T1A).

This indicates that effective communication is essential for numerous aspects of professional life, including collaboration, negotiation and leadership. In a globalised and interconnected world, strong communication skills facilitate cross-cultural interactions and enhance team dynamics. As businesses increasingly prioritise soft skills alongside technical expertise, graduates who are proficient communicators will be well-equipped to meet the demands of diverse and dynamic work environments, thereby contributing to their organizations’ success and their own career advancement.

Furthermore, the responses from teachers on learner-centred pedagogies are in line with the NCDC document guideline on CBC teaching pedagogies, that emphasises advocacy of learner-centred pedagogies such as groupwork and interactive learning within the CBC. These pedagogies prioritize the active involvement of learners in education process, encouraging them to take responsibility of their own learning through exploration, inquiry and collaboration (Documentary review on CBC teaching pedagogies NCDC 2023). This indicates that by employing learner-centred pedagogies teachers can create a more engaging and supportive classroom environment.

However, the findings also revealed that the learner-centred pedagogies used in CBC have been found to have several limitations and because of that, the current cohort of learners may not enjoy the expected competitive advantages conferred by CBC. This may also result into learnercentred pedagogies failing to produce graduates with competent skills. The findings show that some teachers do not know how to use the methods of teaching the new curriculum. Consequently, the teaching of CBC will not yield the required learning outcomes because teachers do not use the methods well due to limited clarity. In support of this, a teacher from school B said that;

“Majority of the teachers do not know how to use the learner-centred methods and they try to dodge them which is a disservice to the learners. This may be due to the fact that the teachers were not given enough training workshops and seminars to help them master the teaching techniques required. If a system is introduced and is ignored it is wastage of resources.... It becomes the so-called white elephant! Parents bring their children to school hoping that teachers would teach them well, but this time some teachers do not know what to do” (T1B).

This highlights a critical gap in educational effectiveness. When teachers lack skills and knowledge to implement learner-centred methods, learners miss out on the benefits of active engagement, critical thinking and personalized learning experiences that these pedagogies offer. This gap perpetuates traditional, passive environments where learners are mere recipients of information rather than active participants in their education. The teachers who do not use these methods may inadvertently undermine learners' motivation and sense of ownership, leading to a lack of intrinsic motivation and a lower commitment to learning.

The findings further indicated that the significant limitation of learner-centred pedagogies is the limited materials, which hinders the effective implementation of the methods of teaching. Some methods require a lot of materials to use during teaching, but as of now such materials are rare in schools; making it hard for the teachers to instruct learners using some of the methods for example instruct learners to search on the internet when the teacher knows very well that learners do not have computers nor smartphones. A teacher of school B said that;

“To use some methods like research, we need the internet on the side of the learners and the teachers yet at school, sometimes we do not have access to the internet. It becomes a contradiction to tell learners go to the library and do research when in reality the teacher knows that there is no internet” (T2B).

The instruction of learners to conduct research in the absence of internet access presents a significant contradiction, as it assumes the availability of resources that are critical for research. The internet provides a vast repository of information, enabling learners to access diverse sources, stay updated with the latest developments, and explore a wide range of perspectives. Without internet access, learners are severely limited in their ability to gather comprehensive and current information making it challenging to engage in meaningful research. Expecting learners to do research without the tools may undermine

the very principles of inquiry-based learning and academic rigor that that learner-centred pedagogies aim to foster.

In addition, another teacher from school Bhad this to say;

“To carry out some activities, money is required to buy materials to use yet the school did not budget for such activities and the learners do not have money either. This becomes a vicious circle that causes a stalemate which eventually impedes learning and culminating in poor performance of the learners” (T1B).

This implies that, to prevent the above negative effect, schools must be provided with the necessary materials and equipment to simplify the teachers’ and learners’ roles. Otherwise, insisting on offering the CBC without retraining teachers and without the required gadgets, will be like flogging a dead horse!

In addition, the findings revealed that the teaching methods recommended for implementing the CBC require a lot of time; making it very demanding on the side of the teacher and the learners. A teacher from school B noted that the recommended methods to be used while implementing the new curriculum consume a lot of time. This is because most of them require the teachers to look at each learner and give individual feedback! He said that:

“Given the large numbers, if I am to do that, the lesson would take much more time than what is provided as per the timetable. Group work takes a lot of time to prepare and implement in class; and in my class I have 10 groups. How will I alone follow up each learner in the 10 groups, giving feedback from start to finish? At the end of the day, due to limited time and the large numbers, we end up being ineffectual in our effort to implement the CBC” (T3B).

This implies that managing group work in large classrooms can be time consuming for teachers, as it requires significant preparations to design effective group activities and establish clear objectives. The teacher must also invest time in setting up groups, assigning roles, and providing on-going support and guidance throughout the activity thus, increasing his /her workload. This can reduce opportunities for collaboration among teachers, limiting the sharing of best practices that enhance teaching effectiveness.

Another participant also added that;

“The methods are time consuming. As a teacher you need to prepare before you go to class since you have to tell learners the key concepts they should look out for during their research, before guiding them on the linkages among them that could be made to produce something new” (T1A).

The responses from participants indicate that, for the proper exploitation of the new teaching methods, teachers should allocate enough time to themselves to prepare their lessons thoroughly. Given the complexity of the problem, it is time the Ministry of Education introduces the practice of team teaching

that is to say two or three teachers per class per subject, such that the above tasks are divided among the three or four teachers depending on the number of learners in a class.

In conclusion, the findings revealed that some teachers express strong clarity in utilising learner-centred pedagogies. Teachers affirm that these pedagogies are instrumental in developing well-rounded competent graduates prepared to meet real-world demands. However, the findings also indicated that teacher's clarity on learner-centred pedagogies is limited by inadequate skills of some teachers to use the learner-centred pedagogies, limited time allocated and materials to use when implementing some of teaching methods.

4.2.3 Opinions of learners on their clarity on the CBC learner-centred pedagogies

The findings of the study revealed that learners have varied levels of clarity on CBC learner-centred pedagogies, with majority appreciating the interactive nature of these methods and engage actively in the learning process. Through the focus group discussions, learners elaborated that their teachers take them out of the traditional classroom setting into the real-world environments where they apply their knowledge, observe phenomenon and gather data directly. This enables them to discover phenomena in a natural setting while following the guideline of the teachers. Learners revealed that teachers give them guiding questions to answer while in the field and discover knowledge from a natural environment. Learners testified that they have gained knowledge and discovered the truth while in the field through observation. Learners stressed that from the field, they compile reports and teachers try to read through their reports and give feedback. In this regard, from a focus group discussion, the learners (FGD Ls A) said that in some subjects, for example geography, they go for field work and find out what happens in the field and compare it with what they study in class and compile a report. This has helped them understand abstract concepts easily because it is easier to learn through observing phenomena in a natural setting than otherwise.

This finding underscores the significant educational value of integrating fieldwork with classroom learning. By going to the field learners engage in experimental learning, where they observe real-world phenomena and gather data they can directly compare with theoretical concepts learned in class. This method of learning through direct observation fosters deeper comprehension and retention of materials, making it more effective and engaging educational experience.

However organising field trips can be logistically complex, requiring significant planning, resources, and time, which can strain school budgets and schedules. There are logistical issues such as ensuring learner's safety, managing transportation, and obtaining necessary permissions, which can be cumbersome for teachers and administrators. There is also risk that learners might not fully engage or observe relevant details without proper guidance, potentially leading to superficial learning experiences.

Similarly, from the use of the FGD, learners of School A added that Some methods like field work necessitates them to get out of the school environment and interview some people during which they gain many practical skills. This helps them to be more vigilant, since they observe, analyse situations, interact with real people and gain the skills of associating with the outside world. All this is bound to help them graduate with the necessary skills and be able to compete in the world of work later. Learners

added that even when they are told to carry out a survey like in geography, they gain self-confidence and are able to observe, analyse and interpret what the environment is telling them. At the labour market, employers often seek for candidates who can demonstrate real-world experience and the ability to apply theoretical concepts effectively. Field work fosters a deeper engagement with the subject matter and comprehension of knowledge by immersing learners in real-life contexts to solve problems in society. This is because the hands-on experience and practical knowledge acquired during field studies ensure that graduates are not only well-versed in theory but also proficient in its application, making them more effective and efficient in their roles. This real-world experience can give job seekers a competitive edge, demonstrating to potential employers their ability to handle practical challenges and contribute meaningfully from the start. Ultimately, fieldwork prepares learners to transition smoothly from academic environments to professional careers, equipped with both knowledge and skills necessary to excel in their chosen fields.

In the context of the job market, the skills gained by learners through fieldwork are essential for roles in urban planning, environmental management, and geographic information systems. For instance, urban planners use surveying data to design sustainable cities, ensuring that infrastructure development aligns with environmental constraints and community needs. Environmental managers rely on these skills to assess and mitigate the impacts of human activities on ecosystems, contributing to conservation of efforts and compliance with environmental regulations. In a natural resource management, professionals use geographic data to optimise the extraction and use of resources while minimizing environmental degradation. Thus, the skills gained from surveying in geography not only help learners understand their environment but also prepare them for diverse and impactful careers where they can apply this knowledge to solve real-world challenges, promoting sustainability and informed decision-making in various industries.

Furthermore, the findings revealed that learners of school A and B are exposed to practical lessons most especially in the science subjects. The learner-centred pedagogies used in the CBC implementation help them acquire practical skills. Learners noted that in their school practicals are valued in all science subjects. The practical method is clear to teachers of sciences. Through the focus group discussion learners (FGD Ls A) said that with the use of practical methods, they are taken to the laboratory and exposed to practical lessons by the teacher. Each learner is given the opportunity to use the apparatus to do the practical work. Due to this regular practice, by the time they do the examinations they have gained the confidence to do the practical work in the science subjects. This has changed their attitude towards science subjects and made them obtain practical skills in the same. This implies that the use of practical methods in education, especially in science subjects, significantly enhances learning outcomes by immersing learners in hands-on experiences with in the laboratory setting. The laboratory settings often involve group work, where learners collaborate on experiments, share ideas and discuss findings. Working collaboratively in the laboratory setting promotes teamwork and communication skills as learners discuss findings, troubleshoot experiments and learn from one another's insights.

In addition, learners from school B (FGD Ls B) stressed that the methods will help them to be competitive on the job market because they are training them to acquire practical skills and competencies. Such competencies and skills will help them stand out as unique and creative graduates as

they face everyday life challenges. The project work that is emphasised in the new curriculum has helped them to acquire practical skills and to do things practically. This indicates that the methods used to implement the new curriculum methods emphasise the development of practical skills and if properly used the graduates will ably compete in the world of work. This is because all of the methods used are learner centred, whereby they carry out the learning activities under the impetus of their own motivation. This prepares the learners to be inquisitive enough to learn new ideas with minimum intervention from their teachers. This is how work is done in an industrial setting: collaboration among craftsmen who report to the workshop supervisor only in case of a problem or a breakthrough.

In addition, the findings also show that CBC learner-centred pedagogies help learners acquire skills of public speaking and communication most especially the discussion method. Learners in focus group discussion (FGD Ls A) noted that the methods expose us to skills like public speaking. A teacher can tell them to discuss, and then choose at random someone to discuss the views with the whole class. The methods help them not to be silent or hide our views and also expose them to other new ideas. With the use of these methods they have gained a variety of skills like communication skills, collaboration skills and critical reasoning skills. These responses from the participants signify that the methods used in CBC help learners to develop various skills because most of the methods encourage the participation of learners and hands-on activities. Learners feel valued to be at the centre of their learning thus they develop ownership of their knowledge and skills and are able to practice them whenever given chance to use them to solve problems in society.

Furthermore, the findings of the study indicated learners' clarity on project-based learning. This has helped them to see the purpose behind each activity and committedly attend to it. The learners stressed that teachers give them projects to attempt to solve community problems. From the FGD, learners of school A said that they are always given project work to be done in a group and in that group; they try to be more creative in order to accomplish a given task. For example, in group they built a house for rabbits and eventually they began the rabbit project. It has expanded and the administration is supporting them. This has motivated them to do even greater things. When they go back home they always put up something new and their parents always appreciate them. The CBC has helped them think ahead in order to do something which solves a problem for others. This implies that engaging in project work is forward-thinking approach that aims to solve real-world problems, preparing learners for future challenges in their professional lives. Through project work, learners develop a sense of ownership and responsibility towards their learning and future careers, equipping them to anticipate and address the challenges they will face in the world of work. As learners navigate the complexities and uncertainties of project-based tasks, learners also build resilience and adaptability, learning to manage setbacks and persist in the face of challenges.

In addition, from the use of the Observation method, I witnessed that, learners of school A were engaged in various projects. The senior three learners offering foods and nutrition had a cake making project. The learners elaborated that, the cakes they make are supplied to the school canteen and learners buy them at a cost of one thousand shillings. I witnessed that learners are self-motivated when it comes to doing this project. However, I observed that the room allocated for learners to do this project was small. Learners

were congested and the majority missed participating fully in the project activities. Learners should form small groups so that every learner is granted a chance to actively participate in a given project.

Furthermore, the responses from participants reflect that the new curriculum will help to create graduates who are able to set up their own start-ups. The curriculum transforms the lives of learners, empowering them and ensuring that no one is left out from starting his or her own business. The small projects they do while at school prepare them for something big in future. The CBC makes learners mature, responsible, focussed and with a potential to create jobs. Learners will be able to apply in their community what they have learnt in the CBC. Similarly, from the use of FGD learners of school B noted that the project work that is emphasised in the new curriculum has helped them to be critical thinkers. At the job market they shall be required to come up with creative solutions to problems especially those of a choice nature as they pursue their careers; thus, the acquired techniques will help them compete for promotions at workplace. This implies that in today's job market, the ability to devise creative solutions to problems is increasingly crucial. This demand stems from rapidly evolving nature of industries, driven by technological advancements and globalisation. Globalisation has increased competition, requiring businesses to constantly adapt and differentiate themselves. Consequently, graduates who can think critically and creatively are highly valued, as they contribute to organisation's adaptability and long-term success in a dynamic global market. They may bring fresh perspectives and innovative solutions to complex problems, enabling business to stay ahead of the competition and respond effectively to changes.

This indicates that the learner-centred pedagogies will help to create graduates who are able to set up their own start-ups. The methods have transformed the lives of learners, empowering them and ensuring that no one is left out from starting his or her own business. The small projects they do while at school prepare them for something big in future. The CBC makes learners mature, responsible, focused and with a potential to create jobs. Learners will be able to apply in their community what they have learnt in the CBC.

In addition, learners from school B (FGD Ls B) said that the methods will help them to be competitive on the job market because they are training them to acquire practical skills and competencies. Such competencies and skills will help them stand out as unique and creative graduates as they face everyday life challenges. The project work that is emphasised in the new curriculum has helped them to acquire practical skills and to do things practically. This indicates that the learner-centred pedagogies used to implement the new curriculum methods emphasise the development of practical skills and if properly used the graduates will ably compete in the world of work. This is because all of the methods used are learner centred, whereby they carry out the learning activities under the impetus of their own motivation. This prepares the learners to be inquisitive enough to learn new ideas with minimum intervention from their teachers. This is how work is done in an industrial setting: collaboration among craftsmen who report to the workshop supervisor only in case of a problem or a breakthrough.

Similarly, from the use of FGD learners of school B said that the project work that is emphasised in the new curriculum has helped them to be critical thinkers. I think at the job market they shall be required to come up with creative solutions to problems especially those of a choice nature as they pursue their careers; thus, the acquired techniques will help them compete for promotions at workplace. This implies

that in today's job market, the ability to diverse creative solutions to problems is increasingly crucial. This demand stems from rapidly evolving nature of industries, driven by technological advancements and globalisation. Globalisation has increased competition, requiring businesses to constantly adapt and differentiate themselves. Consequently, graduates who can think critically and creatively are highly valued, as they contribute to organisation's adaptability and long-term success in a dynamic global market. They may bring fresh perspectives and innovative solutions to complex problems, enabling business to stay ahead of the competition and respond effectively to changes.

The findings have shown that learner-centred pedagogies used in school A and B are clear to learners. They have been engaged by their teachers to use the methods. Learners appreciate the fact that the methods have transformed their lives. They have acquired skills and they have witnessed that the learner-centred pedagogies used by their teachers will enable them graduate with competent skills thus they will become competitive at the world of work.

However, the findings, further revealed that the learner-centred pedagogies used in CBC have been found to have several limitations and because of that, learners are experiencing difficulty in using them and this is affecting them to enjoy the benefits of these pedagogies and limiting their opportunities towards skills development. Learners stressed that some teachers do not know how to use the methods of teaching the new curriculum. Consequently, the teaching of CBC is affected as they fail to guide learners on what to do while exercising use of the learner-centred pedagogies. From the FGD, learners of school B stressed that with the research method, teachers go to class and generally introduce a topic. Then he/she tells learners to go and research on the topic, but without giving them the exact details of what they are going to research about. After some time, the teacher gives the learners some activities of integration and the process continues. Finally, teachers leave learners to do each and every thing pretending that that's what the new curriculum approach requires them (teachers) to do. Besides, the time given to learners to do research is not enough. To make matters worse, the administrators do not put any provision for the research time on the timetable. The time table is crammed with lessons, so much so that no time is allocated for making personal research and yet later when they come to assess, the teachers want to find all the research done and conclusions made!

This lack of support and structured time can lead to superficial understanding and inadequate research skills, which are essential for academic growth and practical application. When learners are left unguided, they may struggle to identify reliable sources and evaluating the credibility of information, synthesizing the content and effectively organise their notice. Without proper guidance, learners may struggle with these tasks, leading to incomplete or poorly conducted research. Furthermore, without, dedicated time slots for library research, learners may feel rushed, resulting in superficial engagement with the material rather than deep analytical thinking. There is need for the teachers and school administrators to know the constraints that are contingent to the implementation of the CBC. Otherwise, learners will never achieve the noble goals of the new curriculum.

Similarly, the learners from school B (FGD Ls B) stressed that during their group discussions, a teacher may bring something they have never heard of and yet they have to discuss it in a group. Since they have no idea of what is going on, the group may end up discussing something erroneous, believing that it is

the right thing to do. This is very common in mathematics where a teacher may not come to see what they are discussing, at the end of the day, they remain confused due to lack of the immediate feedback that fosters learning. Teachers should help them be real facilitators instead of just leaving them to struggle on their own. Otherwise, their future performance is going to be negatively impacted, right from the word go!

The findings indicate that some teachers do not create time to correct learners where some methods for example group discussions and presentations are not effectively utilised because they also (teachers) do not know what to do either. Once teachers fail to monitor what is going on for purposes of giving immediate feedback to learners, then the CBC methods will become meaningless, because it is the practice, with immediate feedback, that makes perfect and not just practice alone. In the absence of the teacher to facilitate, more outspoken learners might dominate the discussions, while quitter learners may not get chance to participate. Discussion may remain superficial without a teacher to probe deeper or challenge learners to think critically and explore topics thoroughly. However, when learners discuss without a teacher, they may build confidence in their ability to communicate their ideas and participate in intellectual discourse.

In addition, from the FGD, learners of school Anoted thatsome methods like the discussion method, do not give chance for everyone to speak, because some learners are shy others are naturally quite or just would not care. Some teachers would have helped them but they sometimes fail to supervise and monitor their discussions. Sometimes they do things on their own without any guidance from the teachers who give them the impression that they do not have time to solve their problems. This will in the long run affect their performance. The findings indicate that some teachers still have limited knowledge or none at all, on how to implement the CBC guidelines. This natural resistance to change pose teachers the temptation of reverting to the old ways of teaching: the so-called chalk and talk! This may limit them from achieving the intended goals of the CBC that is to say many learners may leave the education system without gaining the necessary skills subsumed in the CBC. The valuable insights and contributions from fewer vocal participants are missed, reducing the diversity and richness of the discussion. Ensuring equitable participation requires deliberate facilitation. Such as setting ground rules, encouraging quitter learners, and using structured discussion techniques to give everyone an opportunity to speak.

In conclusion, the findings of the study indicated that learners generally find CBC learner-centred pedagogies clear in their objectives and approach. The hands-on activities and practical applications offer them a better understanding of concepts, helping them relate theoretical knowledge to real-world scenarios. Most learners feel that the learner-centred pedagogies enhance their comprehension and make learning more engaging, as they are actively involved in the learning process. The findings indicated that if properly used, the learner-centred pedagogies will help learners graduate with necessary skills that will make them become more competitive at the world of work. However, the findings also indicated that there are still challenges in clarity for some learners this is because some teachers have failed to guide them well due to inadequate skills and this is limiting them to enjoy the benefits of the CBC learner-centred pedagogies most especially of attainment of skills and competencies.

4.3 Opinions of stakeholders on their awareness on the CBC assessment modes

Assessment is one of the key aspects of the CBC. There is no educational curriculum that can achieve its intended goals without precise guidelines for the implementation of assessing its expected competencies/learning at the output end. Formative assessment helps the teachers to determine whether the intended objectives of teaching were realised and to what extent. If not, a teacher can re-do the teaching or watch its video recording to find out what could have gone wrong. Summative assessment, on the other hand, simply summons learners, examines them and subsequently ranks them according to their performance. The new curriculum uses different methods of assessment about which the stakeholders in education are not familiar with because they are used to the old methods of assessment in the KBC. Obtaining their views on the assessment of CBC was of great importance for the researcher to contribute new knowledge to the World of learning. The participants considered by the researcher to respond to this objective include: Teachers (T), learners (L) and UNEB officials

4.3.1 Opinions of Teachers on their awareness on the CBC assessment modes

The findings indicated that teachers' awareness on CBC assessment modes varies. The teachers recognised the importance of the assessment modes in accurately evaluating learners' skills and competencies. They appreciated its focus on assessing practical skills, critical thinking and application of knowledge rather than relying solely on traditional examinations. They first identified the assessment modes used by them when assessing learners in their schools. The findings from a teacher of school A (T3A) revealed that, she gives activities of integration after the topic or half-way to measure the level of understanding because learners do not grasp at the same rate: some are very fast, others slow. The teacher uses scenarios to see whether the learners have understood the concepts in the topic or in the chapter. It can be in the middle of the term or at the end depending on how many topics have been allocated for that particular term, depending on the subject. This implies that activities of integration allow teachers to assess each learner's individual comprehension and application of the material, accommodating different learning paces and styles. By requiring learners to synthesise and apply their knowledge, teachers can identify varying levels of understanding and provide targeted support where needed.

In addition, a teacher from school A had this to say;

“We assess by giving learners scenario-based questions; they make their own interpretation and write in response to the questions that come after the scenario. It helps teachers to know whether the learners have understood the topic or outcome the teacher is about to close before proceeding to the next topic. If you mark and find that they have not understood it, you find time to cover the gap” (T4A).

This indicated that teachers use activities of integration for assessing learners. The method is mostly used at the end of every topic to help teachers assess whether the intended objectives of learning are attained. Teachers should take time and think of an appropriate question to set so that it suits the purpose. After examining the learners and finding out that the intended learning objectives have not been attained, the teacher then creates time and re-teaches that topic to enable learners master the content. Activities of integration are a vital tool for measuring and enhancing learner's understanding. By

accommodating different learning paces, providing targeted support, promoting active learning and fostering critical thinking, learners can achieve their full potential and develop essential skills for lifelong success.

Furthermore, the findings revealed that teachers are aware of CBC assessment modes and the methods allow learners to think critically. When learners look at a scenario, they have to understand its component and the circumstances/ reasons that brought about their co-existence and the inherent or external constraints that cause the dissonance or problem, then solve the problem posed by the question to be answered. They use the knowledge of a particular topic to do the above. It requires creativity to answer the scenario-based question because a learner must logically assemble the various aspects of the scenario (Bloom's: synthesizing and evaluating) before the solution can unfold before the eyes of their minds to create the optimal solution. A teacher from school Asaid that;

“The way we design the activities of integration is to set scenario-based questions whose solution require logic and critical thinking. The questions are not direct, but they are brought in a narrative form and the learner has to think to answer the question. The assessments methods used in the new curriculum are far better because they nurture critical thinking” (T2A).

Similarly, another teacher from school A noted that;

“We were told by UNEB officials during workshop that when it comes to the UNEB End of Year Cycle, they will not have a specific marking guide as it has been in the old curriculum because the new assessment requires the examiner to enter into the learners' mind and try to think like the learner. This is because different learners can use different approaches but they can get a solution that is logical for the task given. What I like most about the new assessment is that they make the learner take charge of their learning and know how to apply it through critical thinking” (T3A).

This implies that evaluation and assessment methods keep the learner burning with the fire of learning for example activities of integration which cover a wider scope to test the thinking of the learner because it does not focus only at the sub-topics of a topic but it includes the grey areas between them, creating the cognitive fields that forms the scenario where the teacher hides (integrates) “stuff” that he/she wants the learner to find after some thinking. This makes learners think critically to answer the scenario-based questions. The learner's solution serves as the missing pieces in the jig-saw puzzle that are required to complete the picture of scenario! It's this reasoning that precludes the single solution to scenario-based questions and which nurtures invention/ creativity.

In addition, another teacher (T1A) noted that learners of the new curriculum keep an open mind to do the activities of integration. Learners are given opportunities of being assessed continuously. If a learner gets a problem and fails to do end year examinations, the teacher can look at how this learner has been performing in the activities of integration and make the learner progress to the next class if he/she has been performing well continuously. The new curriculum is not about passing examinations only, like

before; but it considers other competencies of the learner, especially; team work, communication skills, critical thinking among others. So, while assessing the teacher must also look out for such. The responses from participants indicate that, most of the methods used to assess learners actually examine critical thinking among learners since most of the questions are scenario-based. They help learners to think logically, analyse situations and solve the problem under study using real life situations. The critical thinking skills that are developed in the learners help them to solve society problems. Teachers should try their level best to use the methods in the correct way so that learners benefit by getting the necessary skills.

Furthermore, the findings revealed that when teaching, teachers of school A and B assess learners any time in class through giving them activities to do either as individuals or in groups. This assessment takes place within the class when the teacher gives out work to groups to enable learners discuss the given problem in their groups and present their findings to the rest of the class. The teacher supervises the groups closely and ensures full participation of all the members. A teacher from school A said that;

“During a lesson, sometimes I give learner exercises. I observe the learners because there is a particular response I expect from them as a result of their interaction with the given task. Depending on how closely the learners respond to the given activity or task, the I assess the learning achieved and awards the same marks to each learner within a group” (T3A).

This implies that during lessons, incorporating exercises allows for immediate engagement and assessment of learners’ prior knowledge. By providing instant feedback, the teacher can address misconceptions and guide learning effectively. Analysing data from these assessment enables the teacher to identify trends and areas needing improvement, allowing for the adaptation of teaching methods to meet individual learner needs, ultimately fostering a supportive and dynamic learning environment.

In addition, another teacher from school A said;

“We give activities to the learners after a lesson; this can be through a presentation during which we listen to them as they present and award marks. The presenter can come from any group. As they present, the teacher discovers the different competences that have been attained by the learners” (T4A).

This implies that continuous assessment not only assesses learners to grasp content through clear criteria but also promotes essential skills such as communication, creativity and critical thinking. By integrating peer feedback and assessment, learners can enjoy a class room environment that values learners’ participation, promotes a culture of continuous learning and helps develop essential 21st century skills that prepare learners for future academic and professional challenges.

The findings indicate that with the use of continuous assessment in class, the teacher observes the learner, converses with them and the learners come up with a product related to the topic of discussion. A teacher from school A had this to say that;

“With continuous assessment in class, we observe what the learners are doing and assess them accordingly. We make conclusions by saying whether a learner is good at mobilising while another one is attentive in class because she gives correct answers. We may conclude that the ones who give us wrong answers are probably not attentive” (T4A).

This indicates that continuous assessment entails on-going observation and evaluation of learners’ activities. Through observation, teachers can monitor learners’ behaviour, and engagement in various tasks, both inside and outside the classroom. Outside the classroom, observation extends to extracurricular activities and social interaction, capturing how learners apply their knowledge in real-world situations and develop essential life skills. This dual observation allows teachers to evaluate a wide range of competencies, including cognitive abilities, social skills and leadership qualities.

Similarly, the response of teachers on CBC assessment modes particularly on continuous assessment is in line with MoES and NCDC document guideline on CBC assessment modes that emphasises the use of diverse assessment modes in the CBC to accurately measure and support learning. It indicates a brand of formative and continuous assessments, projects and practical tasks and peer evaluations alongside traditional examinations (Documentary review on CBC assessment MoES, NCDC 2023). The variety of assessment modes ensures that assessments are holistic, capturing a wide range of skills and competencies beyond rote memorisation. This leads to a comprehensive feedback and identification of individual learners needs to enhance learning outcomes effectively.

In addition, the findings show that school A and B give learners end of term exams to assess their performance. The participants noted that the Ministry of Education does not allow this in the new curriculum but for them still do so. A teacher from school B said that;

“As a school, there are exams we give at the end of the term, but the Ministry of Education says we have to give only activities of integration. But for us, we give beginning and end of term exams to find out whether learners have been reading during the holiday and within the term, depending on the subject” (T4B).

This reflects a conflict between traditional assessment practices and guidelines set forth by the Ministry of Education under the new curriculum. Beginning and end-of term assessments are typically used to measure learners’ knowledge and progress at specific points in time, providing a snapshot of their academic performance. However, the new curriculum’s emphasis on continuous assessment suggests a shift towards a more formative approach, where on-going observation, feedback and evaluation are prioritized over periodic high-stakes exams. This approach aims to create a more holistic understanding of learning, focusing on their development, application of skills, and active participation throughout the term.

In addition, another teacher from school A (T4A) stressed that in their school they do end of term exams in order to keep learners awake and to continue reading within the term. Learners were already used to the system but the Ministry of Education does not encourage it. Similarly, another teacher from school B

(T1B) also confirmed that, they give end of the term exams, which cover all what was taught that term as well as the content of the other previous terms in different classes. It helps the learners to stay focused and to value education.

This indicates that end-of -term exams are essential in the educational process as they provide structured assessments that evaluate learners' understanding and retention of material, motivating them to maintain consistent study habits and set clear academic goals. By highlighting the direct link between effort and achievement, exams reinforce the value of education and boost learners' confidence when they perform well. This combination of accountability, motivation and reinforcement helps learners stay focused on their studies and appreciate the importance of their educational journey.

Furthermore, the findings of the study indicated that teachers of school A give end of year examinations. These examinations had been recommended by the Ministry of Education to be given to the learners as they progress from one class to another. The end of year examinations summarises all that the learners had been studying throughout the year and they help the teacher to know the quality in performance of the learner that is progressing to the next class. A teacher of school A had this to say;

“The end of year examinations is done once a year to enable the learner progress to another class. This means that a student will sit for only four exams from S.1 to S.4, and that is what is being emphasised by the UNEB” (T1A).

This implies that, some schools follow the Ministry of Education directive of giving examinations at the end of the year. If exams are done once a year, there is a possibility of learners forgetting most of the content after doing the exams and being promoted to another class yet at the end of the cycle, they will have to do the final exams. This limited assessment frequency can hinder a comprehensive evaluation of learner's knowledge and skills, as it may not accurately reflect their understanding of the material covered over years. With such infrequent testing, learners may feel less motivated to engage consistently with their studies throughout the year, leading to potential reliance on cramming before examinations. Additionally, the lack of regular assessment may prevent teachers from identifying learning gaps in a timely manner, making it difficult to provide necessary support and intervention.

The findings showed that learners' project work is also assessed by the teachers. It provides teachers with evidence that shows what the learners can do practically. Through project work teachers identify those who are very creative compared to others. Teachers of school A said that:

“As teachers of the department, we come up with some criteria to be used to assess project work just because they have not yet received any official communication from NCDC or UNEB on how to assess projects at the moment so they do it at the departmental level” (T4A).

This implies that in the absence of the final guideline from UNEB for assessing project work, teachers in their department establish their own assessment criteria to ensure that evaluation is consistent, fair, and aligned with educational goals.

However, the findings revealed that as teachers try their level best to use the CBC assessment modes they are limited by several factors. This affects their ability to effectively design and utilise CBC-aligned assessments. The findings indicated that many teachers do not know how to use the assessment methods which affects the implementation of the process of assessment. Teachers are not well trained on how to use the assessment modes. The few who attended the training at times find no time to discuss with those who did not and unfortunately those who do not know do not consult those who know. Consequently, the marking lacks the necessary reliability. This has made learners to become confused on what could be the right approach. This may affect their performance at the end of UNEB cycle exams. A teacher of school B said that:

“But as teachers we are still confused. If you go to another school, they will ask you: What if UNEB sets these (KBC) things and our learners fail? Consequently, some teachers end up using a mix of both the KBC and CBC methods of assessment because, either they are not sure how the UNEB will frame the end of Cycle examinations or they are incompetent in the use of the CBC methods” (T4B).

This reflects that teachers have limited skills on how to use the new assessment methods, so some end up using the KBC methods and this hinders the attainment of the goals of the CBC. Some of the teachers have difficulty in setting activities of integration for instance. It requires the teacher to sit down and create a narrative, look at our society, and at the problem and see how learners can solve it. Formulating those questions is still a challenge on the side of many teachers, so we need to be helped by the NCDC along with the school administrator. This indicates that, teachers still need training and workshops on how to use the methods of assessment because some do not know what to do. This may cause confusion on the side of the learners when some teachers use the new methods and others use the old ones. Those who do not know how to use the new methods should consult those who attended the workshops and are more aware of what to do.

In addition, another teacher from school A had this to say;

“In the school-based assessment, some teachers do not know what to do most especially how to set scenario-based questions to give to the learners. Assessment requires crosscutting issues that affect all subjects, some teachers do not know how to apply that, yet when responding to questions, learners are supposed to use knowledge from other subjects because no subject is an island, they are all interdependent” (T3A).

This indicates the inability of teachers to effectively set scenario-based questions that incorporate crosscutting issues which may undermine the holistic development of learners. This is because it limits their ability to apply knowledge and skills across different contexts. This gap can result in assessment that fail to challenge learners to think critically and creatively about real-world problems, ultimately impacting their preparedness for future academic and professional endeavours.

In addition, a teacher from school B (T1B) observed that Most of the teachers do not know what to do, especially how to set the questions of the scenario-based form. We were trained following the old

methods of teaching and it is what we know. The new methods of assessment are really a challenge to us. Another teacher from school B said;

“The challenge is on some teachers who were not trained under the new curriculum methods of assessment. Some teachers simply, do not know what they are doing. They still assess learners using the old curriculum methods and yet the learners will be examined by UNEB following the new methods of assessment. The learners are likely to be adversely affected at the end of the Cycle” (T2B).

The response from participants reflected that teachers have limited skills on the use of the new assessment methods; which is a biggest challenge they are facing while implementing the new curriculum. This will limit the learners from achieving the intended goals of the CBC. The teachers who do not know how to use the methods need to accept it and request to be guided and mentored by those who understand the new assessment methods better. Teachers should have integrity and assess learners following the right procedures in order to be professional. Teachers should also pursue personal and professional development and uphold the dignity of the professional underpinned by teaching and assessing. A standard assessment template should be provided by the UNEB to teachers who should also be trained in its use, to iron out the discrepancies in the CBC assessment.

Furthermore, the findings also stressed that the assessment modes require a lot of time, which teachers do not have in most cases. A teacher from school B said that;

“The assessment takes a lot of time because many teachers are not following the new methods. We cannot blame schools because sincerely it takes a lot of time to mark learners’ papers and yet other school programmes have to continue. We have failed to assess learners by following the right procedures because the assessment methods are time consuming and we do not have that much time” (T3B).

This indicates that if teachers do not allocate enough time to assess the learners, the assessment methods may fail to bring out clearly its intended results. School administrators and teachers need to unite and make proper programmes on how assessments may be done using the guidelines that were provided by the NCDC and the UNEB. The extensive time required for marking can detract from teachers’ ability to engage in lesson planning, professional development and educational responsibilities. This can lead to delays in providing timely feedback, which is critical for learners’ progress.

In addition, the findings show that there is still limited guidance from the NCDC and the UNEB to the teachers on how the assessment is going to be done at the end of S.4 of the UNEB Cycle. This is causing confusion among teachers and a lot of anxiety among learners. The teacher of school B said that:

“With assessment, the NCDC and the UNEB must come up and guide the stakeholders well, especially the teachers because some teachers do not know what to do under these methods. The two bodies the NCDC and the UNEB have not come up with agreed guidelines on how learners will be assessed on completing S.4 nor on how their examinations will look like. By now, they would have given us sample questions but we

have not seen them and because of that, guiding the learners on how to answer questions has become a challenge (TB4).

This implies that limited awareness on assessment is creating significant confusion among teachers regarding how to set questions. Without standardized guidelines, there is inconsistency in assessment practices, which can lead to unfair and unreliable evaluation of learners' performance. Teachers may struggle to align their assessments with the intended curriculum objectives, resulting in varied interpretations and potential gaps in learners' knowledge and skills. The clear, final guidelines would provide a unified framework for teachers, ensuring that all assessments are equitable, comprehensive and accurately reflect the curriculum standards. This standardisation would also enhance the validity and reliability of examination results, fostering confidence in education system and ensuring that learners across the board are assessed on a level playing field.

In addition, the findings indicated that UNEB and NCDC have not guided enough on the dictates of new assessment procedure nor on its philosophy. The participants noted that there is no uniform implementation of the continuous assessments, neither do they know what the final senior four summative assessment will be like. A teacher from school A(T4A) noted that, there is no uniformity manifested in assessing and giving feed backs to learners. After marking, the learners in this school interact with learners those of another nearby school; only to find that the assessments of the same questions based on the same scenarios are totally different! The learners are confused; as to which school is doing it and which is wrong. Teachers themselves are also equally confused; they do not know who is right either! This has made our teachers lose their confidence and self-esteem. And worse still, neither the UNEB nor the NCDC have intervened formally to clear the confusion; which makes us suspect that they, probably, also do know who originated this new curriculum, in the first place!

This implies that, the real challenge will be at the National level during marking the final exams of S.4 End of Cycle examinations and when the UNEB shall be forced to get off the fence and present its official marking guide for each examination. The answers by learners will be different because teachers have been examining them differently. That total chaos can be predicted, as of now! Some follow the CBC guidelines of assessment, as best they could, while others adhered strictly to the KBC assessment regimes they were used to. The UNEB might also fail to come up with coherent guide to be used in marking questions set by the Body for the final senior four assessments.

Similarly, a teacher from school A had this to say;

“What I see is that, next year when we have the first group of CBC candidates doing their examinations, the marking system by UNEB may be confusing especially when we send the marks for activities of integration. The results they submit may be very good but will they match with the abilities of their learners?” (T4A)

This implies that without clear, standardised criteria, teachers may struggle to grade consistently, leading to potential discrepancies and fairness issues in learner assessments. This confusion can undermine the credibility of the evaluation process and negatively impact learners' outcomes. Teachers may feel

frustrated or uncertain about how to apply the criteria, potentially leading to varied interpretations and application of the marking guide

Furthermore, the findings indicated that some methods of assessment make learners lazy and this may affect their performance at the end of the S.4 Cycle. The activities of integration make the learners lazy since they come at the end of a topic. In some schools, teachers are still reluctant to give these activities of integration only give them as end of term examinations! Learners do not want to revise because they know they are not going to do examinations: hence the nonchalance! So, teachers are confused about how the learners will work for the 80% marks when they are given examinations only once a year as the NCDC wants it. There is need for the NCDC and the UNEB to reverse the guideline urgently! A teacher from school B said that:

“Indeed, the methods have made learners become lazy. When they are given assessments, they do not care anymore and some of them do not want to them at all. Some students are not serious; they simply enjoy giving teachers a hard time. These methods are good but only when students are self-driven and love to learn. Giving them no end of examinations has discouraged them from reading books” (T1B).

This indicates that, some methods of assessment used by teachers have made learners lazy because they are aware that no examinations will be done. The activities of integration are sometimes given to them in groups and all the learners are given the same marks. Those who are not serious may be getting free marks. Teachers need to be very vigilant while using some of the assessment methods to make sure that all learners concentrate on the given task.

In addition, the findings showed that the assessment under the CBC has made learners become lazy as regards their academics. A teacher from school B had this to say;

“There is a challenge of learners forgetting the content taught to them because the Ministry of Education stresses that after every topic, learners should be given activities of integration. They are not supposed to do end of term examinations; they only have to do end of year examinations when they are progressing to the next class. This makes them relax instead of constantly revising their books like they used to do before” (T4B).

This implies that learners may lose focus on academics, leading to decreased motivation and engagement. This may result in poor study habits and diminished work ethic, ultimately impacting academic performance and preparedness for higher education or the job market.

In addition, a teacher from school A (T2A) noted that in their school they mainly concentrate on formative assessments and they look critically at the content, topic by topic. But by the nature of the learners, many of them work better under the pressure of examinations. By the time they reach S.4 to do the end of Cycle examinations, they might have forgotten many of the concepts they started with in S.1 due to lack of revision; because it is the termly examinations that used to force them to revise. At PTA meetings, parents lament that their children are idle during holidays; this means that some of them have

not grasped what should be done in the new curriculum, and how it is supposed to be done. There is a possibility that these learners may perform poorly at the end of the Cycle. This implies that the system of not doing exams at the end of the term makes the learners to relax and forget most of the content. This situation can create an environment where learners do not feel the pressure to perform, potentially leading to complacency and reduced academic rigor. Consequently, parents may worry that their children are not developing essential skills or the discipline required for future academic challenge. Teachers have to continuously monitor and supervise the learners to remain active mentally, as the Ministry of Education through NCDC and UNEB looks into how best to improve the system of assessment

Furthermore, the findings of the study indicated that teachers proposed some strategies that can be used by the concerned bodies to address the challenges that are limiting the effective awareness of stakeholders on CBC learner-centred pedagogies. The findings revealed a dire need to organise workshops and seminars for teachers on the new assessment modes. A teacher from school B (T1B) noted that teachers need a lot of workshops and seminars on assessment. They need to be trained according to their subjects instead of training them as a group because subjects vary and each subject has its own way of teaching and assessing. In addition, another teacher from school A said that;

“The government should ensure that during holidays, they provide training on the CBC to all schools to train teachers because in our school, we have never received any external trainer except that financed by the school. Since many schools do not have money to bring their own facilitators, the government should finance this training to ensure that all teachers are conversant with the CBC requirements, in terms of teaching and assessing” (T4A).

This implies that there is need for more facilitation in the different schools. Teachers and learners need to be sensitised more on the importance of the CBC so that they may follow the right procedures. Adopting something new is like getting a new baby: it is never easy; but after sometime will get used to it; and then it will become the normal thing to do.

Furthermore, the findings reflected a need to include end of term exams to ensure that learners continuously revise the content. One of the teachers from school B (T4B) noted that schools should give the learners activities of integration as well as exams at the end of every term, which will encourage the learners to continuously revise the covered content. The NCDC should revisit the policy of doing exams at the end of the year and end of the Cycle only. We should borrow at least this single leaf of doing termly examinations from the old KBC. In addition, a teacher from school A (T1A) added that the Ministry of Education should allow schools to officially set some end of term exams to summarise what they have been studying, so that learners keep revising in order not to forget the content. These days some schools are doing it illegally and others do not do examinations to adhere to the official guidelines.

Furthermore, the findings indicated that, the NCDC in collaboration with the UNEB should come up with trial questions to help teachers and learners get used to the system of setting examinations in CBC, accompanied with typical assessments. One of the participants stressed that, the trial question can be

done by those in semi candidate class and marked by delegates from UNEB, so that they (teachers and learners) may know the standards they will use in testing and in assessing learners' competencies in the final examinations at the end of the S.4 Cycle(T4B). In addition, another teacher from school A (T4A) stressed that UNEB should give us sample S.4 examinations questions to show us what a typical S.4 end of Cycle paper will look

Lastly, teachers suggested mass sensitisation on the demands of the new curriculum by the NCDC and the UNEB officials to administrators, learners and parents. One participant noted that, to improve the system of the new curriculum, there ought to be mass sensitisation about the demands of CBC since a parent may not know why a learner needs a laptop or a smart phone. The parent may be able to afford but they do not know, so there is need for mass sensitisation of all stakeholders, especially the parents because they have to support their children as they work on the projects. After sensitisation, the government should ensure that for those hard-to-reach areas, they get the facilities like electricity, internet at subsidised rates, so that the learners in those schools may access the internet and be able to carry out research (T3A).

In conclusion, the findings of the study revealed that teachers are implementing CBC using a variety of assessment modes. Some teachers have awareness on use of the methods and they are happy with the benefits realised from the use of the methods. The methods have facilitated acquisition of skills among learners most especially critical thinking, problem solving and practical skills. However, the findings revealed that the CBC assessment modes are constrained by the limited awareness of stakeholders on implementation of CBC using these methods most especially due to the inadequate skills. This is limiting the proper implementation of CBC using these assessment modes. The findings further indicated the strategies proposed by teachers to mitigate the limitations.

4.3.2 Opinions of learners on their awareness on the CBC assessment modes

The findings indicated that learners' awareness on CBC assessment modes differs. Some learners recognised a high level of benefits they have enjoyed from the use of CBC assessment modes most especially development skills and competencies. They stressed that CBC assessment modes focus on practical skills, critical thinking and application of knowledge. They first identified the assessment modes used by their teachers while assessing them.

The findings stressed that teachers of school A and B use activities of integration to check on the level of attainment of the intended objectives of learning among learners. From the use of FGD, learners of school B noted that after every topic, teachers give them activities of integration to act as an assessment. It is one activity but they have to put each and everything they have understood generally in a topic. The activities of integration are scenario based, whereby they connect them to the daily life which brings them closer to the environment beyond the school. This implies that activities of integration provide a clear indication of learner's comprehension and application of skills. Teachers can assess not only accuracy but also their ability to use the knowledge in practical, real-world scenarios. This helps to identify areas where learners might be struggling. If a learner is unable to effectively integrate certain concepts, it can signal to the teacher that those areas need further reinforcement. This targeted feedback allows for more personalized instruction, helping each learner to achieve their full potential. The learners learn to approach problems systematically, draw connections between different pieces of information,

and apply their knowledge in diverse contexts. This not only prepares them for more advanced studies but also equips them with essential skills for the workforce, where the ability to integrate and apply knowledge is highly valued.

In addition, learners of school A from the use of FGD stressed that the activities of integration that are given to them by teachers are meant to measure relevancy, accuracy, coherence and excellence. They are scenario-based questions that are related to real life situations from the topics they have covered and they are marked out of three. This implies that, the activities of integration are designed to measure several critical aspects of learning. Firstly, relevancy ensures that learners can connect the learned material to real-world applications, demonstrating that they understand how theoretical concepts apply in practical situations. Secondly, accuracy assesses the correctness of learners' knowledge, ensuring that they can recall and apply information precisely without errors. Thirdly, Coherence examines the logical flow and organisation of their responses, indicating that learners can integrate various pieces of information in a structured and understandable manner. Finally, excellence evaluates the overall quality of their work, including creativity, depth to provide insightful and comprehensive answers.

In addition, the findings indicated that teachers use end of term assessment. Teachers utilise these assessments to gather authentic feedback from learners aiming to gauge not only academic progress but also to identify areas that need adjustment. From the use of FGD, the learners of school B said that teachers in their school give them examinations. They do end of term examinations which is helpful, because it enables the teachers to test their performance instead of waiting for the end of year examinations. If not tested for the whole year, it can make them anxious, scared but now they are used to the examinations. This indicates that some schools still give learners end of term exams, which contradicts the Ministry of Education guideline as far as assessment in CBC is concerned. The implication is that some schools still assess learners following the KBC methods of assessment. Schools look at it as a way of helping learners to continue reading to master the content. This creates difference in the way schools assess their learners. However, frequent assessment encourages learners to engage with the curriculum continuously, fostering a deeper understanding of the subject matter and promoting a culture of on-going learning rather than cramming at the last minute of end of year assessment. Ultimately, this creates a collaborative educational atmosphere where both teachers and learners work together towards academic success, making learning a continuous and dynamic process rather than a series of isolated events.

However, the findings further revealed that as learners try their level best to embrace the CBC assessment modes used by their teachers to assess them they are limited by various factors that negatively affects their academic performances and attainment of various skills and competencies. The learners of school A from the FGDs said that presentations in class as a method of assessing them is challenging because they are many and some teachers do not know their names and also do not take time to assess them properly. When it comes to giving comments, a teacher may give a good comment to another person who even has not participated which reduces their zeal to participate. Teachers should try to master their names through giving them enough time. It will be tiresome to them but for the learners to benefit, that is what they have to do. This implies that teachers are not enthused given the way they use the methods of assessment. The methods require teachers to be well trained and committed enough to

carry out the assessment of the assignments they give to learners correctly. Failure to do so implies that teachers may not know the progress of the learners. If we want the best out of the CBC, teachers should allocate more time to the assessment of learners, given its vital importance. From the immediate above, it appears that whereas the validity of the assessment methods may be acceptable, their reliability is deemed to be quite low.

In addition, the findings show that there is still limited guidance from the NCDC and the UNEB to the teachers on how the assessment is going to be done at the end of S.4 of the UNEB Cycle. This is causing confusion among teachers and a lot of anxiety among learners. From use of the FDG learners of school B said that in their school, they do examinations on their own. They noted that UNEB tells them that they should not do end of term examination, but this is not right because they may get that fear of examinations. Examinations should become normal to learners and it is just to test how much they have understood. They say end of S.4 UNEB assessment will be out of 80%, the question is that, how will learners work for those marks when they do examinations once a year? UNEB has not even given schools sample questions on how the setting will be. This reflects a valid concern among learners regarding the absence of end-of-term examinations as recommended by UNEB, as it may hinder their preparedness for high-stakes assessment at the end of their academic cycle. Without regular exposure to exams, learners may experience increased anxiety and fear when facing the final evaluation, as they lack the practice and familiarity that comes from participating in periodic assessments. This situation can lead to disconnection between learning and evaluation, potentially impacting their confidence and ability to perform under pressure. Therefore, the elimination of such examinations may undermine the effectiveness of the educational process, as learners would miss opportunities to develop essential test-taking skills, time management, and the ability to apply their learning in a formal examination setting, ultimately affecting their readiness to achieve the desired performance standards.

In addition, from the FGD, learners of school A observed that they are not sure of how they are going to be assessed. For example, they do different sets of examinations but the setting of questions is different. They stressed that if they are to compare their school with the neighbouring schools, assessment is not the same. At times they are worried and do not know whether in their school they are following the right assessment or it is the neighbouring schools following it. UNEB should help them come up with a uniform assessment that schools should follow so that they are not confused. This implies that learners' concern regarding the disparities in assessment practices between their school and others, which can create feelings of unease and uncertainty about their academic standing and preparedness. When assessments vary widely, it raises questions about the fairness and consistency of evaluations. This inconsistency can lead to a lack of confidence in their abilities, as learners may worry that differences in assessment rigor could impact their performance in future examinations or limit their opportunities for advancement. There is need for UNEB and NCDC to help schools get some sample question so as to help the learners and guide them well. Teachers set examinations differently and this is likely to confuse the learners and it may impact negatively on their performance.

From the use of FGD, learners of school B noted that up to now they do not know how the UNEB papers will look like. UNEB may set scenario-based block questions when they are used to five questions from which they choose three. They may end up getting disappointed on seeing a different format being used

in the final paper because up to now UNEB has not yet given them any sample examinations papers. In addition, from the FGD, participants from another group (FGD Ls A) stressed that they are not sure of what the UNEB is going to set because they have never seen any sample question paper from them and yet each teacher sets differently. As learners, they are confused because some of them are soon going to S.4. They noted that for goodness sake, something should be urgently done by the UNEB. The uncertainty surrounding the format of UNEB papers poses a significant challenge for learners as they prepare for their examinations. Without clear guidelines of the examination structure learners are left to navigate their study and revision strategies with limited direction. Consequently, learners might not be adequately prepared for the types of questions or the specific content areas that will be tested, which can impact negatively on their overall performance. Providing clear information and sample papers would greatly alleviate these concerns, allowing learners to better target their studies and approach their examination with greater confidence and competence.

In the same line the learners of school B from the use of FGD insisted that, the 20% marks for the activities of integration to be forwarded to UNEB at the end of the cycle may not be genuine. Some schools are not giving activities of integration, such schools may just forward those fake marks to UNEB. Besides, some learners keep changing schools and their marks may not be forwarded to the new schools where they go. That is why some learners cast doubt on the genuineness of the 20% component to be forwarded to the UNEB. In addition, from the FGD, learners of school A added that learners who change schools, for reasons beyond their control, may never get their marks for the activities of integration forwarded to the UNEB at the end of the S4 Cycle. This indicates that when learners change schools, they may face challenges in receiving marks for their activities of integration due to differences in assessment standards, incomplete records and poor communication between schools. Variations in curricula can also lead to certain activities not being recognised by the new school. To address these issues, it's crucial for schools to standardise assessment criteria, ensure comprehensive documentation of learner activities across different curricula. This approach will help create a seamless transition and fair assessment for learners changing schools.

Similarly, learners of school B from the FGD noted a challenge in using different assessment modes practiced by different schools. When they go home and try to share with their friends from different schools, they find that they use different assessment modes. Some do not do any exam and yet for them they do exams every term. They shall get to the final UNEB examinations when some of them are more informed than others. This implies that when assessments lack uniformity, some learners might receive more challenging or rigorous evaluations, while others might face assessments that do not adequately measure their understanding and skills. This may result in unfair advantage or disadvantages, affecting learners' academic records and future opportunities. Moreover, the lack of standardised can impede the ability to compare and interpret assessment across different classes or subjects, making it hard for teachers to identify and address gaps in learning.

In addition, learners of school B noted that teachers are also not sure of how to assess them; for example, some teachers in their school give them activities of integration but fail to mark them and even the way some of them set questions does not conform to the standard prescribed by the guidelines of the CBC. Similarly, learners also noted that there is a challenge of the integrity of some teachers who give

free marks to learners because they do not want to burden themselves with giving activities of integration; simply because they do not know what to do. If such marks were forwarded to UNEB at the end of the S.4 cycle they would not be genuine.

This implies that when some teachers fail to properly mark assessments and instead award marks without thorough evaluation, it undermines the integrity of formative assessment and its role in the learning process. Such practices may result in inaccurate reflections of learners' understanding and progress, depriving learners of meaningful feedback that is essential for their academic growth. Consequently, learners may develop misconception about their abilities, leading to either overconfidence or undue anxiety. This lack of genuine assessment also impedes the teachers' ability to identify areas where learners need additional support.

In addition, learners may not have been adequately prepared for the new assessment criteria, potentially affecting their performance and confidence. This oversight also indicates a gap in strategic planning and execution, highlighting the need for more thorough preparatory measures in future implementations. Additionally, it may erode trust in the education system's ability to manage curriculum changes effectively, underscoring the importance of timely and comprehensive training and support for teachers.

Furthermore, the findings revealed the proposed strategies by learners to alleviate the limiting factors in CBC assessment. Learners expressed concerns of what should be done to improve awareness and implementation of CBC assessment modes so as to realise its intended objectives. From the use of FGD, the learners of school B (FGD Ls B) stressed that most of the teachers should be encouraged to attend the training workshops so that they may gain a firm understanding of the CBC assessment modes. They should be helped to stop "beating about the bush" because the learners are sometimes disappointed when they discover that teachers do not know what they are doing. This implies that teachers at the University should be taught the modern way of teaching and assessing learners under the new curriculum; such that those who graduate with sufficient mastery of the CBC may mentor those who have been in the teaching profession for long and who are used to the KBC. This will help teachers to effectively integrate crosscutting issues, providing holistic education that prepares learners for real world-challenges. In addition, learners of school A (FGD Ls A) stressed that the NCDC and UNEB should allow schools to give us exams at the beginning and end of every term so that we get used to doing exams and also to get exposed to a variety of questions so that by the time learners do end of the cycle exams they are confident enough to pass. Furthermore, learners also suggested residing temporarily sending the 20% marks to the UNEB, till its implementation becomes more reliable in all schools; via a more stringent supervision system. From the FGDs of school A (FGD STs A) learners noted that, sending these marks from the activities of integration to UNEB should be reversed because some learners may decide to change the school and the previous school might refuse to surrender the learner's marks for the done activities of integration to the new school. Besides, some schools may also not give genuine marks. Let us stick to the 100% mark as it has been under the KBC at the end of S.4 Cycle.

In conclusion, the study findings revealed that learners had appreciated the assessment modes used by teachers in their school. Some learners had acknowledged the benefits of these methods and indicated that certain teachers were equipped with the necessary skills to apply them, which had facilitated skill

acquisition. However, the methods were reported to be constrained by some teachers' limited awareness of their implementation. Furthermore, the findings indicated the strategies suggested by learners to overcome these limitations.

4.3.3 Opinions of a UNEB Officer on his awareness on the CBC assessment modes

The findings indicated that UNEB as a body has tried come up with various assessment modes that should be used by schools when assessing learners in order to realise the benefits of CBC. UNEB recognised the importance of the assessment modes in accurately evaluating learners' skills and competencies. The UNEB Officer stressed that the assessment modes are intended to assess practical skills, critical thinking and application of knowledge rather than relying solely on traditional examinations. He noted that from their inspection carried out in the various schools, some teachers have embraced the use of some of the assessment modes UNEB has recommended them to use. A participant from the UNEB stressed that Continuous assessment is one of the assessment strategies recommended for the new curriculum. This kind of assessment evaluates learners' progress or performance throughout the duration of the course. It is done to give chance for learners to build their knowledge base, allow them to apply knowledge during practicum and through projects to update old ideas. It helps learners to constantly and consistently demonstrate their levels of knowledge and to apply it to solve problem. He continued to say that:

“Continuous assessment looks at the learner's overall capabilities in the form of regular assignments. Teachers are supposed to continuously assess learners by giving them continuous exercises” (UNEB Officer).

This implies that teachers have to continuously assess learners in class to observe their mastery of content and participation in class. The continuous class assessment helps teachers to assess the learners in the various competencies such as self-confidence, communication skills, collaboration, critical thinking and problem solving among others. This is because most times, the teacher observes learners and helps them to upgrade their level of understanding. Thus, the teachers are able to identify learners who may need additional support or those who are excelling and ready for more challenging tasks.

In addition, UNEB rectified that project work is one of the assessment strategies recommended for the new curriculum. The participant stressed said that;

“Through projects, learners need to first appreciate the environment they live in with all opportunities and challenges and then come up with solutions or innovations. Teachers are to guide learners on what they are supposed to do and they are encouraged to come up with their own projects. This enables learners to become intrinsically motivated to come up with new ideas and create something new” (UNEB Officer).

This implies that, teachers should also use project work to assess learners. This kind of assessment helps learners to think critically in order to come up with an innovation using the knowledge acquired from the topic under study. By learners identifying problems and developing practical solutions, learners cultivate

creativity, innovation and empathy, bridging the gap between theoretical knowledge and practical application.

The findings further indicated that end of cycle assessment is another assessment strategy recommended by UNEB. With end of cycle assessment, a learner is able to sit a summative test that highlights the level of abilities as far as the knowledge base is concerned. A competent person must be grounded in knowledge which he /she uses to come up with theoretical solutions or better still innovations. A participant from the UNEB explained in detail how they intend to assess learners via examinations, in the new curriculum. He emphasised that continuous assessment will contribute a ratio of 2(two) while end of the year cycle will contribute a ratio of 8 (eight) together with an independent project assessment. The final assessment at the end of the cycle shall be the assessment on the project work. The project will last for two years. Learners will start the final project to be assessed from S.3 up to S.4 and the achieved scores of the continuous and end of cycle assessment shall form one component. The project work shall be mandatory and it will form a separate component. Any learner, who misses the project marks, shall not get a UNEB certificate for the end of the cycle. UNEB will provide frameworks to schools for continuous assessment and project work. The schools will upload the marks onto the UNEB platform before the date stipulated by the UNEB.

The response from the UNEB Officer implies that the Guidelines were only recently published and as such many schools are not yet aware of their existence, as borne out by the fact that no other participant apart from the UNEB Officer had raised it. The other participant thought that the continuous assessment would contribute 20% while the end of cycle assessment, which is summative, would contribute 80%. They did not know that the actual marks had to be converted into ratios! Hence the need by UNEB Officials to constantly guide the stakeholders in the Education System especially: The District Education Officers, Headteachers and the Teachers.

Furthermore, the findings stressed the various instruments or tools that UNEB has put in place to facilitate the assessment. These tools provide a structured approach for aligning assessment modes with CBC's emphasis on practical skills, critical thinking and holistic learning. The findings revealed that UNEB's development of these tools aims to standardise the CBC assessments, promote consistency across schools, and support educators in effectively evaluating learners' competencies. They include:

The content framework tool is a structured plan used to create, manage and implement the content in order to ensure consistency, high quality and a purposeful content. The participant from UNEB said that:

“With this content framework tool teachers are required to delineate content from the curriculum that is assessable. They are supposed to interrogate the curriculum and sieve out the aspects of the curriculum that are applicable under: The continuous assessment, Project assessment and End of Cycle assessment. This will help the teachers to remain focused onto the teaching and learning processes” (UNEB Officer).

This implies that the Content Framework ensures that content is consistent and in line with the set targets of competence development in learners. The Content Framework can help the teacher to align the content with the activities of integration that are given to learners at the end of each topic to ensure that,

they conceptualise the content. This helps the teacher to track performance and determine whether the intended goals of teaching have been achieved.

In addition, the UNEB Officer stressed that after teachers have used the content Framework, they need the test framework to guide them on the formulation of the questions that would correspond to the required level of learning in Bloom's taxonomy. The formulation of the scenario-based questions should assess the learner to determine whether the learners: Remembers the content, understands it, can apply it, can analyse and evaluate it, and can use it to create or innovate objects or concepts (UNEB Officer).

This implies that the questions are generated to test the analytical understanding of the learners in order to ensure that holistic education is integrated in our education system so as to manifest high levels of quality learning. For the Education System to achieve learning at the analytical level, the Government will have to invest more money into educating learners compared to the amounts they used to spend on the KBC which used to focus on the remembering and understanding hard facts only. The question the society may be asking currently is: Will the CBC Scheme be extended to the Universities, or will senior six be the end of the project? And if it is to continue, will Universities be ready to embrace and nurture the CBC project further or not? Therefore, there is a need for the Government to address all these issues.

The participant from UNEB further earmarked that, the project tool guides both the teachers and learners on what aspects are needed under project work to meet the relevant topic/learning outcome. In S.1 and S.2, learners do project work depending on the subject and they gain some project skills. In S.3 to S.4 each learner does one integrated project that is examined at the end of the Cycle (UNEB officer).

This implies that project guide is essential for both teachers and learners as it delineates the specific aspects required to effectively address the relevant topic within project work. This structured guidance is especially crucial in facilitating a cohesive learning experience and promoting consistency in the evaluation of project work across different educational settings.

Thus, it aids teachers in planning and delivering lessons more effectively, while also enabling learners to understand the expectations and standards they need to meet

Furthermore, a participant from the UNEB had this to say:

“The digital tool facilitates instant assessment of learners in class, processes and transmits scores. The UNEB will organise workshops for school administrators and teachers to orient them on how to use this tool. The tool helps schools to upload continuous assessment and project work assessment marks to the UNEB at the end of the Cycle” (UNEB Officer).

In addition, findings also revealed that UNEB has capacity building mechanisms in place to be used to operationalise the assessment methods. They include: orientation of the UNEB Subject Officials on how assessments should be done, training of school administrators and teachers on assessments, hands on exposure to the use of various tools, which will expose the stakeholders on how to use the gadgets and to solicit stakeholder's engagement in the implementation of the CBC. Some mechanisms are

already used by UNEB and others are yet to be introduced and implemented to ensure the effective implementation of the CBC.

This implies that the digital tool can significantly enhance the efficiency and effectiveness of educational assessment. This tool allows for real-time evaluation of learner performance, providing immediate feedback to both learners and teachers. By automating the scoring process, it reduces administrative workload and minimises the potential for human error, ensuring more accurate and reliable assessments. Additionally, by UNEB organising workshops for administrators can further support the integration of such digital tools in schools. These workshops would equip school administrators with the necessary skills and knowledge to effectively implement and manage digital assessment tools. This initiative represents a forward- thinking approach to modernizing education in Uganda, promoting a more data-driven and responsive educational system. This implies that the UNEB as a body is trying to ensure that schools are helped to assess learners in the most accurate way possible, which will help them gain the necessary skills that will make them remain relevant to the challenges of operationalizing the CBC.

However, the findings of the study further revealed that UNEB has encountered several limiting factors in implementing CBC assessment modes. This is affecting the process of implementing the designed assessment modes various schools which affecting our performance in realisation of CBC assessment objectives. The findings revealed that the assessment methods are tiresome on the side of the teacher. The teacher needs to allocate a lot of time in order to use most of the methods. Some teachers do not use these methods in their proper way and at the end of the day learners do not get the real benefits of the methods. Some teachers give activities of integration and they fail to mark and give feedback to learners, others do not give them but forge marks for learners, thus not being effective and not aware of what they are doing. To stress this, the UNEB Officer had this to say;

“The assessment methods are laborious and tiresome on the side of the teachers. Most of the methods require the teacher to prepare well before going to class to facilitate the learning. The methods place high demands on the both teachers and learners. The investigations done in most of the secondary schools in Uganda indicated that the majority of teachers, especially in rural areas are not well trained in the use of some of the methods, as a result, they try to dodge them due to limited awareness” (UNEB Officer).

This implies that the laborious and tiresome nature of assessment methods can lead to significant drawbacks for teachers. The extensive preparation, grading, and feedback processes can result in teacher burnout and decreased job satisfaction. The stress associated with managing these demands can affect teacher wellbeing. The excessive focus on labour-intensive assessment limit teachers to implement innovative instructional strategies, conduct hands-on -activities, or provide personalised attention to learners. This can lead to a more rigid and exam-centric learning environment, where the emphasis is on rote memorisation and standardised testing rather than on developing critical thinking, problem-solving skills and a love for learning.

Furthermore, the participant from the UNEB confirmed that for sure, they had not come up with the final documented guidelines on assessments that schools should follow. The participant responded that;

“For the first cohort, the implementation of the CBC has had a number of hitches. We are just introducing schools to the assessment frame work which we should have done in February 2023” (UNEB Officer)

This indicates that the UNEB has not yet come up with the final guidelines that schools should follow for assessing learners. Schools have not yet seen any sample questions that indicate the standards for assessing S.4 learners at the end of their Cycle. This implies that different schools are still following their old way of setting questions; which makes teachers and learners to become more confused. There is need for the UNEB to make it clear to the schools how the final assessment will be done because the first candidates are to sit their final UNEB exams in 2024.

The learners may not have been adequately prepared for the new assessment criteria, potentially affecting their performance and confidence. This oversight also indicates a gap in strategic planning and execution, highlighting the need for more thorough preparatory measures in future implementations. Additionally, it may erode trust in the education system's ability to manage curriculum changes effectively, underscoring the importance of timely and comprehensive training and support for teachers.

DISCUSSION OF FINDINGS OF THE STUDY

5.0 Introduction

This chapter presents discussions of the findings associated with each research objective of the study. The chapter is structured to provide a comprehensive understanding of how various stakeholders, including UNEB officers, headteachers, teachers and learners perceive the implementation of CBC. Where appropriate, reference is made to relevant literature to enrich the discussion and allow the results to be placed in context. The findings are contextualised within existing literature to underscore their relevance and implications for policy and practice in the educational sector.

5.1 Stakeholders' attitudes towards use of instructional materials when implementing CBC

The discussion on the findings of objective one majorly focused on the attitude of stakeholders towards use of instructional materials when implementing CBC. This discussion is grounded in a review of relevant literature, providing a theoretical framework for analysing stakeholders' attitudes on use of instructional materials and their implications for the CBC's success. The discussion is based on the positive and negative attitudes of participants towards use of instructional materials in CBC implementation,

5.1.1 Stakeholders' positive attitudes towards use of instructional materials when implementing CBC

This finding of the study revealed that, participants had a positive attitude towards use of instructional materials when implementing CBC because they help in the development of skills and competencies among learners and they facilitate practicability in learning. Use of instructional materials help learners to get involved in project work, do hands on activities and explore their hidden potential. The finding

stressed that majority of teachers and learners have a positive attitude towards use of instructional materials since they help in skills development.

The participants stressed that Through projects, learners get skills that will help them after the University to create their own jobs. The skills acquired will help the learners become more competitive in the world of work. Under the CBC learners become innovative enough to discover and come up with something new while using the instructional materials.

This finding of the study is in line with the finding by Albert (2014) in which he confirmed that in Tanzania, stakeholders perceived the use of instructional materials in Competence based curriculum as an innovation which focuses on building performance abilities of learners, making them more practical than theoretical. Learners are given a chance to exercise their capabilities through making their own decisions with regard to what they want to do using the instructional material provided. This makes them more creative and capable of exploiting most opportunities availed to them that will make them more valuable in the world of work. In addition, this finding agrees with Akankwasa (2020), who noted that the use of instructional materials in CBC aims at promoting learner-centred learning and the development of practical skills that are aligned with the needs of the job market. Similarly, Mulindwa *et al.* (2020) highlight that instructional materials in CBC are designed to enhance critical thinking, creativity, and innovation among learners.

This finding is also in line with the findings by Cheptoo (2019) when he observed that the majority of the stakeholders in education have a positive attitude towards use of instructional materials because under the CBC, learning goes beyond the closed classrooms, teaching and learning instructions aim at life-long skills that help learners solve complex problems in their future professions where the recall of information transcends to the ability to act using the material and perform to the expected standards of the expertise. Learning is more personalized, practical, and requires reflection between the teachers and the learners to facilitate the immediate provision of feedback. The use of instructional materials in CBC focuses on the development of the entire person's competence, in contrast with the knowledge-based curriculum. It is designed, based on what learners can do while performing tasks using the available instructional materials. This implies that with use of instructional materials in CBC, learners are given the support they need individually to move forward and master the content and the inherent practical skills. The focus is placed on deeper understanding of concepts, processes and procedures which is demonstrated through their applications in action by the learners. Thus learners, via doing, take responsibility for their education by using the material provided. This indicates that if the learners clearly understand what they need to do in order to be proficient and move forward in class, they will take more ownership over their education hence their positive attitude towards the CBC.

This view agrees with Savage & O'Connor (2015) who asserted that, the use of instructional materials in competency-based curriculum is oriented towards the promotion of an individual's creativity in getting things with expected diversity of effects and which require skill, done by learners. This finding of the study is also in line with the finding of Gitahi (2019) who asserted that; Stakeholders in education have a positive attitude towards the use of instructional materials in CBC because the CBC programs are designed around competencies required for specific careers, assuming that the content is relevant. As a result, one of the key benefits of the CBC is that of transforming schools into learning centres for

developing real-world skills and competencies. Consequently, learners become field-ready with expertise in a chosen area, making the CBC to generate a direct path to a successful future career for many learners. Similarly, Bhatt & Sharma (2021) noted that, the emphasis in a CBC is on the mastery of competencies, not on the amount of time spent in the classroom. The CBC allows for a variety of teaching and learning approaches that encourage learners to be more active and engaged in the learning process (Mutisya2019). In addition, Kemboi and Maina (2021) noted that, the CBC is seen as a promising approach to education that has the potential to better prepare learners for the challenges of the 21st century. The CBC provides an opportunity for learners to develop the skills and competencies needed to thrive in an increasingly complex and interconnected world. All this lures stakeholder to value CBC and have a positive attitude towards use of instructional materials that can stimulate learning.

This implies that, teaching and learning in the CBC emphasises applications and the creation of knowledge, along with the development of some important skills through using instructional materials to enable the learners benefit more from education and to remain relevant despite the changing needs of society. Under the curricula, the learners come out of the education system when they are able to apply the knowledge and skills gained and to create their own employment where possible. This is because use of instructional materials in CBC implementation is based on praxis whereby learners are given a chance to put into practice what they learn, as they are helped to develop different skills in different areas either by learning from within themselves or acquiring them from their teachers and fellow learners while using the material provided. This is basically good and important to help Ugandans grow in self-reliance. However, it should be understood that the capacity to use instructional materials to develop such skills is limited by the facilities available at a school and the level of training of the teachers. A number of school limit learners' skill development not because they do not want them to develop their talents but because schools cannot afford to support certain talents due to limited funds to purchase materials, personnel and the environment; consequently, some learners are forced indirectly to do certain practical projects that are not of their choice. Therefore, as a government is supposed to plan for its people, it should put into consideration all schools for funding, regardless of whether they are government-aided or private to help as many learners obtain the necessary materials to use in skills development as possible. This funding could be restricted to students undertaking to get skilled in areas that the government considers to be vital for National development. This could also be done by providing either material, monetary support or both, and preferably this funding should be done equitably.

In addition, the finding of this study on the possibility that the instructional materials in CBC promotes the development of skills among learners, is in line with Maria & Amparo(2014) when they noted that, with the CBC learners master their learning of skills through hands-on activities using instructional materials. With this, learners can be taught how to continue learning on their own. For instance, if teachers use good organizational skills in the preparation and delivery of instruction with the help of the material, learners are more likely to develop this skill. When teachers use more of learner-centred teaching methods in class with the use of instructional materials, the learning skills and strategies of learners develop or increase significantly faster because teachers provide more opportunities for enhancing these learning skills and strategies in learners. Hence the learners learn better to do through doing while using the material. It is important to note here that skills are best learnt through repetition in order to develop the necessary reflexes. Technically, a competent person is not necessarily one that gets

the job done, but one that can do it within the specified time constraint. That is why hands-on activities are expensive because enough materials must be available to take the learner through the various stages of reflex development that is to say automatism development or elimination of thinking during the execution of a task.

Furthermore, the findings of the study indicated that, stakeholders welcomed the implementation of CBC and had, therefore a positive attitude towards using instructional materials to implement it. The findings from the participants emphasised that, participants liked use of instructional materials since it facilitates the active participation of learners in various activities through project work and research work while using the computers and textbooks. The findings from participants indicated that, under the CBC teachers encourage the learners to attain their potential by developing new skills through their active participation using the materials provided.

This finding of the study is consistent with past studies by Inekeet al. (2018) who noted that with the use of instructional materials learners are given an opportunity to participate fully in learning process. The study indicates that the CBC not only includes knowledge and skills, but also the capacity to use the instructional materials effectively in various situations and for diverse reasons. In competency-based classrooms, learners acquire and apply knowledge, skills and attitudes to scenarios that they encounter in their everyday life. This makes them to actively participate in the learning and to have a positive attitude towards the instructional materials used in CBC. In addition, the finding of the study agrees with Mwesigwa&Tumwebaze (2020) who stressed that, the CBC is more effective in promoting student-centred learning and active participation in class while using instructional materials. One of its strengths is that the CBC encourages learners to be more independent and active in the learning process, which is essential in acquiring critical thinking and problem-solving skills. In addition, as noted by Akankwasa (2020), the CBC aims at promoting learner-centred learning and the development of practical skills that are aligned with the needs of the job market. Similarly, Mulindwa (2020), highlights that the CBC is designed to enhance critical thinking, creativity, and innovation among learners since it encourages use of instructional material. This implies that with use of instructional materials in CBC learners are more involved in learning and this motivates them to learn more and boost their attitude towards working for the achievement of their desired goals in education. Learners should be at the centre of their learning because the optimal value of education is majorly determined by the learner. Parents and teachers cannot force learners to concentrate on learning if the learners do not want to learn. The learners must have the driving force that stimulates them to learn and this driving force is the material they use. The CBC being learner-centred, learners are energised to learn and value education by the mere fact that they feel to be in charge of their learning through using instructional materials.

Similarly, in consent with the same finding, a study done by Cheptoo&Ramadasi (2019) noted that the stakeholders' attitude towards use of instructional materials when implementing CBC in most African countries like Kenya was positive. This is because the centre point in CBC is the acquisition and application of the acquired knowledge, skills, attitudes, competencies, and values in real-life situations through using the material. With use of instructional materials, learners are meant to construct knowledge while being actively involved in the learning process. The progression of learners is based on the acquisition, development, demonstration, and accomplishment of competencies. And the CBC is

designed basing on what learners can do in performing tasks while using materials rather than what they know about the mathematical functions; thus, making the learners, teachers to have a positive attitude towards use of instructional materials in CBC since they make education more practical and relevant to the changing needs of the society. In addition, the finding is also in line with Sullivan & Downey (2015) who asserted that, one of the strongest outcomes of using instructional materials in competency-based education is increased learners' involvement. Learners are more engaged in the content because they take ownership over their own learning. The CBC provides learners with opportunities to explore their hidden potential which are the recurring patterns of thought, feelings, and behaviours that quantify potential that is to say innovation, adaptability, persuasion, communication, and teamwork while using the instructional material. This implies that learners are expected to play a more active role in their learning through engaging in discussions while using instructional materials and thereby owning the learning process. This enables them to take an active role in their own education which may result into greater comprehension of the subject matter and improved remembering of the content.

In support of the same finding, a study by Amutabi (2019) stressed that stakeholders like teachers and learners have a positive attitude towards use of instructional materials in CBC implementation because it enables learners adjust to changing learning environment. Learners are at the centre of their learning and are given the opportunity to explore their hidden potential, indicating that, since each learner is different, teachers must adapt to the different needs of learners so as to help them realise their full educational potential using the material provided. The learners' needs must always come first and teachers must put the learner at the centre of learning process, to optimally help them develop.

Furthermore, in line with this finding of the study, another study by Krause; Portolese & Schedler (2015) also confirmed that, the stakeholders' attitude towards use of instructional materials in CBC was positive in most countries that are implementing it. The use of instructional materials depends on the learners to make the first choice and to pursue it to the end or to shift to something else if they are not happy therein. It offers and provides alternatives in case the first choice fails. It modulates the dictatorship of the magisterial teaching practices and allows learners to take on voluntarily, the responsibility of learning. This implies that a teacher is now more of a prompter who has to encourage the learners, via cues, to participate and who makes suggestions about how learners may proceed in carrying out an activity while using instructional materials. The teacher should help learners only when necessary, to clarify certain concepts and to limit tasks to manageable proportions, given the time and financial constraints; and not to act as a general at war, commanding troops!

Similarly, the same finding of the study is in line with the findings by Irvine and Kevan (2017) when they noted that, stakeholders in education have a positive attitude towards use of instructional materials in implementation of the CBC because the latter increases learner's involvement. Learners are more likely to engage with the material because they now have ownership of their learning. They feel empowered, since they have control over when, where, and how they are going to learn. This approach promotes individualized learning and accommodates various learning styles, resulting in a genuinely personalized experience. Ultimately, this experience promotes further involvement because the content is tailored to each student and is more relevant to the learner because it is geared towards solving learners' problems. This implies that, with the CBC, learners can monitor their own progress and are able to reflect on their

learning when given the material, thus promoting the mastery of content. This is because learners are more deeply involved in deciding on what they are going to learn and on how they want to learn it. This reflection may be through negotiation of the projects they want to do in view to be innovative or to create something entirely.

This is in line with, Moon (2017) who stressed that, the curriculum remains a means through which education systems help its citizens acquire desirable knowledge, skills, values and attitudes; and in which teachers must seek to overcome the conservative traditional syllabi or written plans and focus on providing learners with the ability to acquire, develop and apply knowledge, values and attitudes which should lead to the utilization of skills through practical work and use of instructional materials. Furthermore, the same finding of the study is still in line with the findings of Kennedy, Kwanghee & Jaehoon (2023) when they stressed that, the use of instructional materials in CBC implementation is liked by stakeholders in Kenya because it nurtures all learners' differences in potential, caters for learners with different cognitive experiences and individual abilities, it is child-centred, and all the learning revolves around the learner; unlike the old system where everything was centred on the teacher. In addition, Robert, Jane & Lucy (2023) asserted that, "CBC requires learners to construct their knowledge, moving at their own pace; and graduating based on demonstration of competencies through using instructional materials. This implies that with use of instructional materials in CBC, learners have the ability to apply learning with confidence in a range of situations. This will help to in training successful life-long learners, ready to adapt to novel situations and be agents of problem solving in society. It is a welcome idea that learners are able to bring out their opinions and only be guided by teachers where necessary since the CBC is learner centred.

However, this may encourage laziness due to the fact that learners may be given the impression that, whatever answer they give has some truth in it and therefore every answer is correct. So, whereas it may bring false confidence among learners, which may eventually make them fail to learn how to make optimal conclusions. This is due to the fact that logically two contradicting statements can never be true at the same time. In the CBC, two learners with two different ideas can be marked right with two different ideas claiming that the other, also, nearly got it right thus, encouraging mediocrity and laziness to a bigger extent. Imagine graduating a doctor who was always near to the truth and one day you find him or her in a hospital scheduled to do a surgical operation upon you! How would you feel? Therefore, there is need to call a 'spade a spade and not just a big spoon'. We cannot use a fork and hope to fill a 10-tonne truck with sand within an hour. With this learner-based idea we are trying to load sand on a truck using a fork! There is need to help learners to discover their abilities from their initial stage of growth. But for purposes of only facilitating them better, later, using their documented prior knowledge and experiences to help them achieve their goals.

Furthermore, the finding of the study is also in line with Bremner (2020) who proposed that, in conceptualizing learner-centred learning, 'active participation and use of instructional materials' emerged as the first and central category. From his synthesis, learners' active participation involves learners being actively involved in learning with the material (i.e., learning to do by doing, hands-on learning), and learners interacting among themselves and the teacher (i.e, through pair and group work). His definition also includes real-life skills, learners actively 'doing' the work, both in and out of class,

and dialoguing between the teacher and learners (Bremner 2019). In addition, the literature on learner-centred learning using instructional materials and competency-based education shares the view that the role of the teacher should be that of a support or facilitator who provides students with opportunities to be actively involved in the learning process (Weimer 2002; Huynh 2015). This implies that, with the CBC learning should be conceptualised as involving the learner to be an active participant of their own learning using the material. Teachers should be good facilitators of learning so as to help learners realise and achieve their dreams. The end result of learning should be; producing competent graduates who are groomed holistically. The learners' centeredness of the CBC should give room to learners to learn through doing rather than cramming the theory given to them in their heads. This is because crammed content is not sustainable but active participation during learning encourages sustainability of learning and consequently, the education system.

5.1.2 Stakeholders' negative attitude towards instructional materials due to inadequate preparations

The findings of the study also revealed that, some stakeholders had a negative attitude towards use of instructional materials in implementation of CBC due to inadequate preparations made before the implementation of the CBC. The study revealed that teachers had only a hazy knowledge about the CBC teaching and learning pedagogies while using instructional materials. The findings further revealed that some teachers were still using the old methods of teaching and assessing because they had never been trained in doing so; and that many teachers still had a negative attitude towards use of instructional materials.

One of the participants stressed that;

“We teachers really are suffering a lot in implementing the CBC using instructional materials because the big majority of us do not know what to do and yet, the government and NCDC expect us to facilitate the by merely following the guidelines included in the CBC. Some of us still have a negative attitude towards use of instructional materials in CBC because we are forced to implement something we do not understand. Remember we were trained to teach the KBC only. How do they expect us to know how to facilitate the CBC for which we have never been given any training, in terms of teaching nor assessing?”

This finding is line with the finding of Mathias *et al* (2023) in their study about the challenges facing Public secondary school teachers on implementing the Competence-Based Curriculum in Magu District, Mwanza - Tanzania. The study found that, some teachers had a negative attitude towards use of instructional materials in CBC implementation and possess inadequate knowledge, techniques, and skills required for implementing the CBC in the classroom using the material; which leads them to revert back to the use of the teacher-centred delivery approaches. During the interview sessions, the qualitative information gathered from respondents also support the view that the teachers' limited knowledge, techniques and skills are the major challenges that hinder teachers from effectively use instructional materials when implementing the CBC, as one of them observed:

“The majority of teachers lack the necessary knowledge, techniques, and skills for implementing the CBC using instructional materials. This deficiency arises from the fact that many of them did not receive training for this curriculum during their time at Teachers’ Colleges and Universities. Furthermore, even to this day, they have not received any comprehensive training on it”.

This implies that, without the extra teacher trainings on use of instructional materials when implementing CBC, the quality education of the CBC may remain a myth because teachers are key in the success of any education system. The teachers’ role is critical in helping learners achieve their educational goals since teachers give learners purpose, set them up for success and inspire them a drive to do well and to succeed in life. Teachers must therefore be well retrained in the use of the CBC guidelines on delivering and assessing methods for the project to succeed.

Furthermore, this finding is also in line with the study carried out by Kafyulilo, Rugambuka and Ikupa (2013) in Tanzania when they found out that teachers were not prepared to implement the CBC using instructional materials and that consequently, they had a negative attitude towards it. This lack of training made them fail to implement the teaching and assessing approaches of the CBC in schools in Tanzania due to inadequate training. Similarly, the finding is consistent with that of Momanyi & Rop (2019), who established that teachers in the Bomet East Sub- County were not adequately trained to handle the CBC system of education using instructional materials. In addition, Haki Elimu (2012) argued that there was a regular curriculum change without any preparations in terms of the teaching, assessing processes and provision of material to use. Historically, most curriculum developers and the teachers, who are the implementers of curricula are rarely involved in the whole process; neither were they involved in that for the CBC, this time around! The finding is also in agreement with that of Ndiokubwayo (2017) who stressed that, in CBC some contents are too heavy for the learners’ level, so activities needed to be broken down to fit learners’ ability and capacity of engagement: questions are based on knowledge, yet the stipulated level of learners in some textbooks available have a lot of content that cannot be taught within the available time. This implies that teachers need to feel confident and competent enough to implement the new curriculum efficiently and effectively while using instructional materials. They should have the opportunities to re-learn, practice and reflect on their profession under the new configuration of the CBC. They need time, under expert guidance to adapt the new curriculum, to their students’ needs and interests and to the many needs and constraints of our society.

The finding on a negative attitude due to inadequate preparation of teachers is also in line with the finding of the study by Makunja (2016), on the difficulties facing teachers in implementing the CBC in Tanzania which found out that teachers had not been oriented; through in- service training, to keep them abreast with the core competencies for the implementation of the CBC while using instructional materials and had a negative attitude towards it. The respondents confirmed that the inadequate teachers’ pedagogical preparedness was encumbering the implementation of the CBC using instructional materials. Teachers who were the most critical stakeholders lacked the ethics, skills, and knowledge for the implementation of the CBC in Tanzania; and this affected their performance tremendously due to the negative attitude towards the material. The same finding is also in line with the study by Nombo (2022) who found that most teachers in Tanzania were not able to implement CBC using instructional

materials. They were inefficient in meeting the demands of the new curriculum since they lacked the material. It was not clear whether these teachers had received any training in Teachers' Colleges and it has been found out that teacher training programs undergone earlier were not to the expected level and that they needed serious modification to improve the quality of teachers. The findings indicated that most of the teachers lacked knowledge and skills that were needed to implement this new reform, as most of them could not use the required instructional materials and the pedagogy for the new CBC. It was calculated that 86% of them were not able to facilitate the lessons using instructional materials. Most of the teachers failed to prepare relevant schemes of work and lesson plans as was revealed during an inspection by the education officers and the head teacher. This implies that the existence of a negative attitude among teachers towards use of instructional materials can create resistance to CBC implementation, hindering collaborative efforts to improve educational practices and innovation within the classroom. This can result in learners missing out essential knowledge and skills, experiencing confusion and disengagement in the learning process. Ultimately the quality of education may suffer, potentially widening the gap between intended learning outcomes and actual learner performances, and compromising the overall goal of the CBC to produce competent, well-rounded individuals equipped for future challenges.

Furthermore, the finding of the study is also in line with the study by Makunja (2015) on adopting competence-based curricula to improve the quality of secondary education in Tanzania. The study found out that the majority of teachers who are the major implementers of the competence-based curricula, had a negative attitude towards instructional materials in CBC and did not have a clear understanding of what use of instructional material in CBC is all about. In fact, some of them had no idea at all what the acronym: CBC, means. Moreover, the majority of teachers did not get any training to orient them on the mechanisms of the competence-based curricula teaching approaches and materials to use. As a result, teachers' ability to apply competence-based teaching approaches was very haphazard. Amidst the knowledge deficit about the competence-based curriculum among teachers, it suffices to conclude that the adoption of the competence-based curriculum in Tanzania has not yet translated into quality secondary education in Tanzania; particularly in the schools under study in Morogoro. Similarly, the finding of the study is also in line with the finding of Komba & Mwandangi (2015). In their study about the reflections on the implementation of the Competence Based Curriculum in Tanzanian Secondary Schools, one of the participants burst out saying;

“I do not really know the objectives of the competence-based curriculum and its use of instructional materials! First of all, let me tell you something.... when I was pursuing my degree programme in education, I was not taught about the so-called competence-based curriculum materials. I was not told either that upon completion of my degree programme, I would be involved in the implementation of competence-based curricula in schools. To be honest, I do not even know what use of material in competence-based curriculum is all about!”

Yet according to the curriculum implementation theory by Gross, (1971) a teacher who is the implementer should be; competent, aware of the content, how it is to be implemented and assessed and materials to use. Gross argues that when the implementers are not aware of the introduction of a new

curriculum, they may not effectively nor efficiently implement it. Similarly, McMillan (2000) stressed that teachers should have the knowledge and skills needed in: conducting assessments, integrating assessments into teaching, and using effective methods, techniques, instructional materials and strategies to improve students' competencies. In addition, a study done in Rwanda by Rubagumya *et al.* (2018) on the CBC implementation indicated that, most of the teachers resisted change by anchoring to the knowledge-based curriculum. The teachers perceived that the new curriculum demanded a lot of time from them and was more complex than the knowledge-based curriculum. In addition, the findings by Sudsomboon *et al.* (2007) indicate that, teachers were not well oriented to the practices of the competency-based teaching approaches and materials to use; instead, they only had a superficial knowledge of what it is. Similarly, findings by Kafyulilo (2012) indicate that, teachers were continuing to use the old methods of KBC despite the training they underwent implementing the CBC. This implies that clarity on use of instructional materials in CBC implementation is still needed among teachers. Teachers cannot give learners what they do not have, instead they are likely to confuse learners by giving them half-baked content that may not be relevant to the changing needs of society. Teachers are key stakeholders in curriculum implementation, and without their participation, any change in a curriculum may remain on paper only. The competence-based curriculum requires teachers who are professional, knowledgeable and competent in their work, particularly in implementing school curricula. If teachers are knowledgeable and conversant with the competence-based curriculum they become the most important factor in improving the quality of education.

In addition, the study by Cheruiyot (2024) found that inadequate teacher training emerges as a prominent challenge in the implementation of the Competency-Based Curriculum (CBC) in Kenyan junior schools. The transition from the previous content-based approach to a competency-based model requires educators to adopt new teaching methods and approaches. However, many teachers have reported feeling ill-equipped and lacking the necessary professional development to effectively deliver the CBC. According to Orodho (2017), inadequate teacher training hampers the successful implementation of educational reforms, as teachers struggle to grasp the pedagogical shifts and adapt their instructional practices accordingly. This sentiment is echoed in various studies and reports, highlighting the urgent need for comprehensive and ongoing training programs tailored to CBC principles (Republic of Kenya, 2017). This implies that, without proper training, teachers may not fully understand the principles and objectives of use of instructional materials in CBC, which can result in a misalignment between teaching practices and curriculum goals. Variability in preparedness can lead to inconsistent implementation of CBC across different classrooms and schools, creating disparities in education quality. Teachers who do not feel adequately prepared may lack confidence in their teaching abilities, which can affect their performances and the learning environment. Therefore, the demands of implementing a new curriculum without sufficient preparations can lead to increased stress and burnout among teachers, affecting their well-being and productivity.

Furthermore, the finding on teacher unpreparedness concurs with Molopo (2016) who asserts that implementation of CBC is hampered by lack of knowledge and also lack of training for teachers to help them understand the curriculum operational requirements. The lack of knowledge among teachers of the new curriculum on how to use instructional materials has caused difficulties to most teachers when attempting to implement the new curriculum. Hellen (2019) purports that if teachers do not understand

new curriculum, such deficiency has a negative bearing on effective implementation of the new curriculum. Knowledge is the cornerstone and centre pit for everything. Knowledge of the new curriculum is expected of every teacher. The understanding of the new curriculum is also a requirement during its implementation so teachers are aware of the expectations and what they should do to realise the expectations. Elder-Hurst (2012) stipulated that the implementation of the curriculum is a challenge to teachers most particularly when professional development is not clear, yet it does not provide opportunities for teachers to learn, practice, and collaborate together. In addition, Apsari (2013) asserts that the success of the curriculum implementation depends on the ability of teachers to understand the curriculum changes they face on a daily basis. The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meaning by means of numerous different teaching methods. This requires that they have thorough knowledge, skills, positive approach and passion for teaching the new curriculum.

5.1.3 Stakeholders' negative attitude towards instructional materials due to inadequate materials to use

The finding of the study revealed that the stakeholders that are implementing the CBC do not have enough facilities to use while trying to implement it. They have experienced this as an impediment that has been hindering them from doing what is expected of them. The findings indicated that because the CBC is practical it is also demanding. Consequently, teachers and learners need new text books, computers, the internet and project materials so as to ease the processes of teaching and learning. From the FGD of the study, the participants narrated their experience of learning under the CBC and described as having limited facilities to use. They stressed that their experience with CBC is really a challenging one. The new curriculum emphasises practical work. All the time, in most of the subjects they give research work and learners are required to do some projects. Unfortunately, they do not have enough text books nor reliable internet sources which they can use to do the research. They have limited facilities to use for project work. Their readiness to learn and apply content is limited by this factor. Teachers also do not know what to do for them, however much they want to help them because the government and school administrators have not provided enough facilities. Their question remains unanswered all the time, why did the government introduce the CBC without preparing for it to make us suffer?''

This finding of the study is in line with the findings of Isabokeet al (2021) in their study about the challenges facing the implementation of the CBC in Kenya; where teachers reported that they did not have adequate textbooks and activity work books for learners. In addition, the teachers explained that sometimes they were forced to request parents to buy workbooks for their children, but some parents did not have the financial ability to do so. In such situations, the learners without workbooks were forced to use the common exercise books to do the same work others do using workbooks. This was reported to be cumbersome for the teachers who were then forced to copy what was in the workbooks in the learners' exercise books. In addition, Bogliaccini (2007) stressed that, teachers in many countries experience many hurdles if there is a shortage of resources like text books, furniture and study materials. Learners' progress is hindered, and teachers struggle when changes are made to the curricula without sufficient resources including time. Yet according to Al-Awidi&Aldhafeeri (2017), instructional materials are the basic channel of conveying information in the classroom for effective teaching and learning experiences. Similarly, according to Baumert et al., (2010) it is intolerable to teach without teaching and learning

resources. This is because the use of instructional resources alongside with teacher's instruction motivates the learners and makes them think critically during the manipulation of the teaching-learning resources; hence yielding success during classroom instruction. This implies that the new curriculum requires the availability of instructional materials in form of teacher's materials to use like text books, project work materials and science equipment. Since the new curriculum emphasises hands-on activities, learners are supposed to practice whatever they learn in class. This stimulates them to be innovative and understand the concepts being taught better. The materials used help to make learning real, practical and fun for learners. This indicates that limited provision of the instructional materials in schools is affecting negatively the proper implementation of the CBC in most of secondary schools. The learners are denied a chance of exploring their potential and making enough research to discover knowledge.

Furthermore, the finding of the study is still in line with, Igwe, Uzoka, and Ekwerike (2015) who hold that curriculum in materials are indispensable in the teaching-learning process. Unfortunately, they regret the lack of instructional materials in most Nigerian secondary schools. As a result, teachers use the talk and chalk method. The shortage of resources hurts teaching. Teachers cannot dispense information to learners because they do not have enough support materials to support the teaching. The opinion put forward by Mulaudzi (2009) and Raselabe (2006) is that without appropriate resources like teachers' guides and learning materials, the anxiety and stress level of the teachers increase. Due to that, teachers cannot implement the curriculum successfully in the classroom. Teachers who cannot access the necessary resources and materials feel completely ill-equipped, and they consequently lose the motivation to implement the newly introduced curriculum. This means that under the new curriculum, since teachers are just facilitators, the work of facilitation can easily be achieved when they are given the correct facilities to use. These materials will create rapport between them and learners hence the motivation for the students to learn because of their increased involvement. Learners are very much impressed when given an opportunity to participate fully in learning through making research, presenting it to the group and getting involved in project work. They feel empowered when they have the facilities to use under the guidance of the teachers.

The finding of the study is also in agreement with Chen & Wei (2015) who asserted that, instructional materials are essential educational inputs that aid the implementation of a curriculum. They make the learning process more practical and comprehensible to students. They disseminate information in the classroom and promote easier learning. Existence of limited instructional materials in schools has limited the proper implementation of the CBC and acquisition of skills among learners. This is because learners obtain various working skills, depending on the instructional equipment given to them within the setting of their learning (Ebenehiet al., 2016). The performance of the students versus the intended learning outcomes depends on the success of the availability and interaction of instruction materials; which are currently missing in most schools. This implies that failure to have enough curriculum materials for use impedes learners from achieving their academic goals, because it then becomes difficult to learn by not doing! Teachers cannot verbally explain most of the concepts in the CBC, when learners do not have the necessary materials they can use to practice through the project work. Learners should be making choices of their own by using learning materials of their own, without any hindrance caused by sharing them.

In addition, Cheruiyot, (2024) asserted that, limited resources and infrastructure present a formidable obstacle to the effective rollout of CBC in Kenyan junior schools. The successful implementation of the new curriculum hinges on access to adequate teaching materials, technological tools, and conducive learning environments. However, many schools across the country face significant shortages of textbooks, digital devices, and well-equipped classrooms. This resource deficit not only impedes the practical application of CBC activities but also limits students' engagement and access to quality education. Sifuna & Sawamura (2009) emphasize that disparities in resource allocation exacerbate educational inequalities, particularly affecting schools in rural and marginalized areas where infrastructure development lags behind urban centres. This implies that for effective implementation of CBC, teachers need resources to effectively deliver the curriculum and assess learners' progress. Adequate materials provide teachers with tools they need to plan lessons and create an interactive learning environment. With proper materials, schools can ensure a standardised level of education which encourages both teachers and learners to explore creative and innovative ways to approach learning, making education more dynamic and adaptable to real-world scenarios.

5.1.4 Competence-Based Curriculum on creation of competent graduates

The findings of the study revealed that if well implemented, the new curriculum, will create people who will be able to compete in the world of work with the acquired employable skills. The findings stressed that with the new curriculum, learners practice hands-on activities through project work. They learn better through doing. The learners are very inquisitive to learn and very innovative to always discover more and come up with new ideas. One of the participants revealed that;

“I feel happy to see my learners doing things in an extraordinary way, they love practising the concepts we study in class in a practical way. After every topic we agreed with them to come up with a project of their own in a group and that is what they are doing. Sometimes, they surprise me when they come up with something entirely new that I did not expect. I really thank the government of Uganda through the Ministry of Education that thought it wise to introduce this new curriculum. It will help our graduates compete favourably in the world of work. The CBC is training them to become workers to be reckoned with; all the necessary competencies required at the work place”.

The findings of the study are in line with the views of Mulder (2014) who asserted that, the CBC focuses on developing skills in a combination of values, attitudes, skills, and knowledge, discouraging mere knowledge acquisition and emphasizing skills development. Therefore, the teaching-learning approaches have shifted from rote memorization to those that support competency and skills development for problem-solving and job-market readiness. This will create competitive employees for the world of work. In addition, Kufaine and Chitera (2013) explain that the CBC targets skills, knowledge, understanding, and the wider attributes necessary for industry, necessitating collaboration with industries during training to make students' competencies relevant. This enables them to remain competitive in the world of work. Similarly, the finding of the study agrees with, Obwoye (2016), who asserted that, the skills acquired in the CBC, will equip graduates with the necessary capabilities to sustain their livelihoods and that enhance the standard and quality of life. Such an education and training system is important and of

benefit to those who undertake it as a way of combating poverty alleviation and unemployment. In addition, Woyo (2013) asserted that, the CBC can be used as a vehicle to produce practically oriented graduates who can respond to the needs of different industries' requirements; thus, preparing them for gainful employment and sustainable livelihoods later. This implies that for citizens to attain employable skills, teamwork should be emphasized among all stakeholders in Education and the job market to agree on the skills to be imparted to learners and support their implementation. This will help to produce relevant graduates who are yearned for by the world of work.

In the same line, Likisa (2018) highlights that; the CBC is characterized by responsiveness to a constantly changing world of work or technological advances in society, focusing on both the process and product. The process pertains to experiences and activities within the school setting while the product reflects the effect of these adventures and activities on employment opportunities for graduates. This indicates that the process of preparing competent and relevant learners should include entrepreneurial, practical and innovative skills to enable graduates become more competitive in the world of work. This will boost the creation of more of job creators than job seekers; thus, alleviating the rate of unemployment in the country.

In addition Choi & Woo (2020) in their study about effect of science practice-based class on improving middle school students' science core competency stressed that, the emerging economy of South Korea has experienced significant economic growth since the beginning of the 21st century, a trend that has continued its pace since the recent curriculum reforms undertaken between 2015 and 2020 that have been associated with improvements in learning outcomes, critical thinking skills, and problem-solving skills. This has made the graduates of the CBC become more competitive in the world of work not only in South Korea but throughout the world.

Furthermore, the findings are also in line with Rutayuga (2014) who noted that, the CBC is favoured by many countries due to its significance in developing science and technology, specifically training students in aspects that align with occupational and job skills, producing competent graduates as per employers' needs. Similarly, Cheepto (2019) argues that the CBC adoption in African countries holds the potential for future generations to establish and attain the competencies needed by the job market. It provides a curriculum framework that links practice to theory, raising graduates' capabilities and employability skills. This signifies that, the CBC emphasizes what students can do rather than what they know, graduates acquire more practical skills that are highly demanded on the job market thus making them compete favourably in the world of work.

Furthermore, the findings also revealed that with the new curriculum, learners acquire competencies that will enable them to be competitive such as leadership skills, communication skills, critical thinking and collaborative skills. These skills are highly demanded on the world job market. This finding is in line with Rutayuga, (2012) who asserted that, the CBC has significance in the development of science and technology, specifically in training students in aspects that are in line with occupational and job skills; such as communication, problem solving and critical thinking skills; hence, producing graduates who are more competent as per employers' needs. Similarly, the finding of the study is also in line with the Tanzania Development Vision 2025 by Kaaya (2012) and URT (1999), which states that;

“Tanzania should: be a nation with a high level of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve society’s problems, meet the challenges of development and attain competitiveness at regional and global levels”.

This implies that with the acquisition of competencies and skills, the graduates of our education system shall be highly demanded in the world of work because the different competencies make a person to have the ability to do something effectively with a high degree of integrity in all the professional duties practiced in the world of work. The graduates of the new curriculum are trained to have the essence of belonging to the jobs where they are employed. They will use the skills and competencies to exploit all the opportunities at their work place, thus remain relevant and competitive.

However, the findings of the study also revealed that the competence-based curriculum may not create graduates who are competitive in the world of work. This is because of the limited preparations that were made before the implementation. The teachers and learners were not prepared enough to embrace the new curriculum, especially when it comes to the new teaching and assessment pedagogies. The findings of the study stressed that some of the teachers are still using the old methods of teaching and assessing. This is going to limit the attainment of competencies and skills that would make our graduates appear competitive at the job market. From the use of FGD, participants stressed that learners of this new curriculum do not know if they shall be competitive at the job market because some of their teachers do not engage them fully in practicing project work and computer skills because the computers are not enough and more so some teachers are not yet skilled in the new teaching and assessments of the new curriculum. The learners may be disappointed after graduation in case they fail to be competitive in the world of work.

However, this finding challenges the claim by Prokeset al. (2021) that a competency-based curriculum fosters more employment prospects, leading to workplace empowerment for re-entering the workforce or advancing within an enterprise. Instead, the finding of the study is in line with the findings of Kyeyune, et al. (2018) who expressed concerns about the quality and relevance of the CBC curriculum, arguing that it may not adequately prepare students for higher education or the job market. This is because some of the implementers are not aware of what should be done when it comes to the teaching and assessment methods impedes. The acquisition of competencies and skills that would make our graduates compete in the world of work. In addition, a study by Tusiime (2019) also confirmed that some teachers may not have the necessary training and knowledge resources to effectively implement the CBC; leading to inconsistencies in instruction and assessment. This implies that if the learners are not given exactly what the new curriculum recommends, they will miss the chances of being equipped with the employable skills that are embedded in the new curriculum. This means the products of the CBC will not be different from those of the KBC in terms of performance since the gist of obtaining the different competencies lies in the proper use of the new teaching and assessment pedagogies emphasised by the CBC.

In addition, the findings of the study are also in line with those of a study carried out by Msuya (2016) on facilitators’ perception of the concept of the CBC. The study found that 33.3% of the facilitators had

not fully understood the concept of a competency-based education and training and could not clearly explain neither the teaching, learning and assessment methods and approaches used in implementing a CBC. Although they highlighted learners' active involvement and participation as highly emphasized in implementing the CBC, they were not familiar with the terms used in the CBC practices. This slowed down the implementation process of the adopted CBC, hence, impacting on it negatively.

5.2 Opinions of stakeholders on their clarity on learner-centred pedagogies

The discussion on the findings of objective two majorly focused on the opinions of stakeholders' clarity on learner centred pedagogies used by teachers of the selected schools used for the study.

5.2.1 Learner centred pedagogies used in CBC implementation by schools under study

The findings of the study revealed that some teachers majorly use the new teaching methods as they implement the CBC. The methods they use include the: presentation method, group discussion method, research method, project-based method, field work study, projector method and practical method. The methods are learner-centred and they help learners to fully participate in the teaching and learning processes that place the learners at the centre. The findings stressed that some methods such as the group discussion methods have helped the learners to become confident and resilient towards academics. Learners have become self-motivated and participate in group discussions and present to the rest of the class. This kind of teaching has fostered collaboration and team work among the learners. It builds critical thinking in the learners who always come up with ideas to share with the group. The FGD findings, revealed that with the new curriculum learners have been trained to believe in themselves. Through group discussions they have learnt that, to be successful, one has to compete to identify, differentiate, analyse and assess what it takes to be a winner. Learners are becoming people of sound minds who have the capacity to think, reason and understand the content without necessarily committing it in memory. The learner-centred methods used by teachers are exposing them to real life scenario problems that they have to solve on a daily basis.

The findings of the study concur with those of Khalid *et al.* (2018) in their study about the use of the discussion method in the enhancement of learning, who discovered that the majority of respondents indicated that the discussion method had been of value to them and they had learnt a lot by using this method; which is interesting. The majority of respondents indicated a preference for interaction during discussions. This is because teachers notify them in advance about the topic of discussion, give them equal opportunities to talk during the discussion, raise topics for discussion in collaboration with them, and feel free to participate in the discussion, besides helping them to form grammatically correct sentences during the discussions. In addition, the findings are in line with Daudau (2010), who revealed that learners look into problems through discussions and are thus motivated to think, to express their own views, and to listen to other children's views in order to review their own. He added that teachers need to be certain that each learner has an equal opportunity to participate in discussions. The findings are also in agreement with Umunodi, (2012) who revealed that small group teaching entails dividing the class into different ability groups and teaching the learners differently. This would assist the children in learning by imitating and assisting one another, as well as by applying what they have learned to other situations. It also helps to strengthen the learner's ability to communicate and collaborate with one another. This implies that with the discussion method, learners would be able to improve their various

essential skills through active participation in class discussion. Learners can develop self-confidence during discussions, state their opinions without hesitation and become motivated to participate in future discussions. All this can create a positive change in them and begin to see education as a valuable venture they need to treasure if they are to attain a bright future.

This implication by the researcher is in line with Theresa, (2015) who asserted that the discussion method operates at a higher cognitive level because it nurtures critical thinking. It is a student-centred teaching technique but which requires careful planning by the teacher to guide discussions fruitfully. Successful discussions are guided by specific learning goals. It involves a process of free but guided discussion and expression of views and ideas on a given topic, question or problem set by the teacher. Various students are able to participate and are exposed to other students' point of view. In small groups, students can discuss a complex issue and when they later re-join the larger groups, they can submit their points of view for discussion, share new ideas and build on each other's suggestions. This method encourages students' participation, develops: critical thinking, student's ability to communicate, and problem-solving skills. In addition, Sybing (2015) reports that, discussions provide students with a platform to participate in the learning process. When students are actively involved while using the relevant materials, learning would become more interesting and they get more motivated. Classroom discussions are valuable for developing critical thinking where students learn how to arrange their ideas and then present them convincingly to a bigger forum. Later in life, they may find themselves in situations where they participate actively in social debates.

Similarly, the findings of the study are in line with Han (2007) who emphasized that a sufficient knowledge base established prior to discussion tasks is essential to learners' participation; When students gain confidence in solidarity of their knowledge, then they get even more motivated to participate freely in frank discussions. Thus, class discussions may effectively assist in the teaching and learning both by presenting significant, interesting topics to mobilise students and by offering a wide range of opportunities for students to interact and reach a useful conclusion in terms of meaning. In addition, Bloom (1956) asserts that, discussion approaches are appropriate for attaining a collection of objectives which include providing the facilitator with feedback about students' learning; meeting higher-order cognitive objectives such as application, analysis, synthesis, and evaluation. These discussion approaches also help students to develop interests and values; and change attitudes as well as allow students to become more active contributors to their own learning. This implies that, to start a constructive class discussion, a teacher could spend more time and effort to in thoroughly preparing for the discussion. Although it is the students who present the ideas, teachers may have more knowledge about the subject matter under discussion, which gives them the capacity to absorb the flow of ideas and to guide the discussion. They must be aware of ideas that may lead the discussion off-track and steer the discussion away from such ideas. The teacher may also guide the students away from irrelevant ideas and toward the desired direction but without dominating the discussion.

Furthermore, the findings of the study are also in line with that of Anastas (2010). The study stressed that the discussion 'tool' could be acknowledged as a preferable method of teaching because of the increase in students' participation, the learning is more effective; and students do not have to rely on rote learning. This method develops creativity among students. In addition, Howard (2015) also pointed out

that, when a class discussion is informal, it tends to be loose and that may encourage some students to talk more often than others. Yet, when the discussion is formal, it tends to be more productive and interesting. This implies that, the discussion method improves students' ability to think and could be more conducive to learning than mere listening to a lecture. It may also assist in fostering intellectual growth, individual expression and character development. It offers students opportunities to exchange thoughts and views with each other and heightens language proficiency through constant reinforcement and use. Therefore, teachers bear a huge responsibility towards themselves and their learners to choose the most effective method of teaching.

Furthermore, the findings of the study also revealed that, teachers use project method when teaching in the new curriculum to enable learners practice hands on activities, majorly after every topic. Learners get exposed to practical skills that will help them in their future careers to be competitive. The findings stress that by the use of this method the teacher only guides the learners on what to do and learners come up with something new through critical thinking and innovativeness. A Participant stressed that;

“Sometimes the learners surprise us with unique projects created out of their own inventiveness. Learners are so creative. They use the environment to come up with something new. In our school the environment is well protected through project work”.

This finding of the study is in line with Markham (2011) in his study about project learning stressed that, with project work, the students acquire knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. In the process, students integrate knowing and doing, they learn elements of the core curriculum and also apply what they know to solve environmental and societal problems. During project planning and execution, the learners work cooperatively and, in the process, acquire communication and collaborative competencies. Projects by their very nature connect learners with the real world outside the classroom to the community members and mentors. This builds in them the sense of belonging to the community.

In addition, Rakhmonberdiyeva (2019) emphasised that, project methods create enabling environment that fosters readiness in students that is to say they assist students to gain skills and knowledge through indirect communication in real life and refer to improvement, reflection, initiative, freedom of speech and independence. Each project is considered to be a result of team work of students. Teacher's responsibility over projects lies in the following:

- The teacher helps students to find materials for the project;
- The teacher himself or herself is considered a source of material supplies;
- The teacher coordinates the whole process;
- The teacher motivates students and supports them;
- The teacher maintains the continuous mutual understanding atmosphere.

Project methods stimulate students' ambitions in acquisition of knowledge because they are:

- Student -directed and centred
- Using several didactic approaches;
- Self-motivated. This adds interest to learning and is a real challenge for stimulation;

- It supports all the pedagogical purposes at all levels;
- It enables learning based on one's and others' experience;
- It produces satisfaction for those students who want to see outcomes of their performance during lessons.

This implies that, working on projects stimulates students to work hard in teams and come up with a solution to a problem through identifying ways or approaches of solving it. Learners are also able to arrange necessary materials, discuss it within the group and systemize it; thus, shaping students' ways of thinking on how to represent its finished form. This means involving students in different forms of group projects that enable them to develop their integrated skills. Working on projects helps learners to re-conceive the world individually and in groups, using their experience subjectively in assessing and interpreting events and facts which prevail in the surrounding environment.

Similarly, the findings are supported by Sanghamitra, (2022) who asserts that, with the use of the project method, students are assigned a project to be done which has direct utility for students as well as teachers. The project has to be done under the guidance of teachers with the intention of finding out the solution to a problem on the basis of their own experience. In addition, Amulu (2023) asserts that, the Project method of teaching is a learner-centred method whereby the learner is in control and responsible for his own actions. This implies that with the project method, learners can acquire knowledge by actively participating in an activity, experiencing it and being affected by it. Project-based learning improves the global perspective of an individual as well as the flexible communication common in the student community. Technology, combined with progressive teaching strategies, dissolves traditional learning approaches, and the nature of learning becomes more and more understandable to different students (Anisimova, 2020). This implies that, the project method thrives in powerful or rich learning environments that enable students to engage in meaningful learning processes. The teacher will create or look for meaningful contexts in which students will, in a natural way, experience the relevance and the meaning of the competences to be acquired. Therefore, through projects, learners engage in a process of constructing their own knowledge by interacting with their environment, rather than by a process of absorbing knowledge that the traditional teacher would naturally tempt to use to transfer knowledge and experiences to them.

However, Lea *et al* (2003) noted that, project work can result in student resistance to student-centred approaches. Students may feel anxious in terms of what is expected of them, lack motivation or fear that they are being left to themselves without much guidance from the instructor. Students have to gradually be prepared to take greater responsibility for their own learning with the instructor discussing with them the theoretical ideas and practical implications of implementing learner centred pedagogies to help them understand the benefits of this approach through project work.

5.2.2 Opinions of stakeholders on their clarity on learner-centred pedagogies

The findings of the study stressed that the teaching methods used in the CBC are appropriate because they promote the full participation of the learners in class and also foster the development of skills of the learners. The methods under the CBC make learning appear lively and holistic; besides, it caters for the three learning domains of cognitive (thinking), affective (emotions) and psychomotor (physical). The teaching methods like demonstrating, discussing and the project methods used enable learners to share

their knowledge and skills with the teacher in class. By using these methods, teachers create a friendly and interactive learning environment. Learners feel free to learn from each other and to contribute their ideas and perceptions regarding the subject matter. In the course of this interaction, teachers motivate and respect the contributions that learners make during the lesson. In addition, teachers become moderators of the interactions going on during the learning process. In this way, learners not only develop communication competences and confidence in expressing their views but also mastery of the subject matter and the practical skills that accompany the project work.

This finding of the study is in line with Wangeleja (2010) in his study about the teaching and learning of the competence-based mathematics curriculum said that;

“There is a commonly quoted law by Thorndike that “Practice, with immediate feedback, makes perfect”. This means that competences are developed when learners engage in repeated practical activities under the supervision of the teacher who provides immediate feedback for the learning of the desired skill to be perfected. In a competence-based teaching and learning it is required that students be engaged in various practical experiences (in and outside the classroom) that give them opportunities to apply their knowledge and skills to solve problems. This is accomplished through involving students in hands-on activities which enable them to gain experiences that have a far-reaching impact as far as the students’ comprehension of the taught content is concerned”

This implies that, teachers should attempt to construct more holistic teaching methods that cater for the three domains and learning tasks that involve the full participation of the learners. This diversity helps to create more well-rounded learning experiences and meet a number of learning styles and personality types. Using more diversity in delivering lessons also helps students to be more creative to critically think. The learning process must go beyond reading and memorising of facts and information to the ability to critically evaluate information, explain to others as well as design or innovate products that already exist to improve their efficiency or co-existence. This implies that with the use of the CBC teaching methods, learners can acquire and apply the knowledge, skills, attitudes, and values to solve the problems they encounter in everyday life.

In addition, a study by Theresa, (2015) on different teaching methods stressed that it is through the use of these teaching methods that teachers are able to implement the school curriculum. In situations where teachers fail to use appropriate teaching methods, a good curriculum plan could turn out to be a disaster. The main purpose of curriculum implementation is to translate the ideas into a workable blueprint, and this can be achieved basically by using appropriate teaching methods as those recommended in the CBC. The planned learning experiences and learning outcomes of CBC can be attained by the effective use of the recommended teaching methods therein. The teacher, through the correct use of teaching methods makes direct use of the curriculum, thereby implementing it. The teacher uses the appropriate teaching methods and resources to achieve learning. In addition, Pudjiono, (2017) in his study about the effects of presentation method and learning skill toward English asserted that,

“In order to make the learning process work properly and successfully, a teacher must determine the approach and method of learning before teaching. The right choice of learning and teaching method will influence the learning success. It is caused by the fact that students are from different backgrounds so they will have different characters and ability. The environment also gives different impacts for students. A teacher must be smart in using the appropriate method of teaching and use many methods to teach if he finds obstacles in using one method. He should be responsive and creative to find the right method if he gets failure”

This implies that, the teaching methods employed by teachers in the CBC have to encourage the active participation of students during the teaching and learning processes as there would be interactions between students and teachers; and also, among students themselves. Through sharing, exchanging and advocating for ideas and opinions, learners have the opportunity to express themselves, defend their points of view and shape their thoughts through comparison with those of their fellow students. Therefore, teachers may bear a huge responsibility towards themselves and their students by choosing the most effective method of teaching.

This implication agrees with Ghorbani & Ghazvini (2016) who assert that, presenting a learning activity is regarded as the core method to build a student's active learning. With this method, students develop, organise, and present ideas and materials on a particular topic. When students present and speak before the class, they are primarily practising some skills such as communication and building self-confidence in speaking in the class forum. Students perceived that the presentation improved their understanding of the course content, taught them to research independently, and encouraged better class interactions and group learning. Active involvement in a class could bring satisfaction and enjoyment which increase the retention rate and therefore better grades (Allen & Baughman, 2016).

5.3 Opinion of stakeholders on their awareness on CBC assessment pedagogies

The discussion of the findings on objective three majorly focused on the assessment methods used by teachers in the CBC and Stakeholders' opinion about the assessment modes used in CBC.

5.3.1 Discussion on CBC assessment modes

The findings of the study revealed that as teachers of school A and B try to implement the CBC, they use various assessment methods that include: activities of integration, continuous assessment in class, end of term exams, end of year examinations, observation methods of assessment, project work assessment and end of Cycle assessment. The findings stressed that; teachers use activities of integration to assess the learners. This is given after every topic for the teacher to assess and analyse the extent to which the objectives of study are achieved. The findings continue to reveal that the activities of integration should be set in scenario basis so that learners can critically think to analyse the content covered and relate it towards solving everyday societal problems and also contribute to the values of the 21st Century desired skills needed in the world of work. The finding from one of the participants contended that;

“The assessment in the CBC that I normally use at my school is: giving activities of integration. It is somehow tiresome to me and most of the learners do not like it

because it forces them to think critically. It requires them to have mastered and understood the subject matter very well in order to use it to solve a problem. As a teacher, at the beginning of the topic, I have to think of what to give to my learners and plan for its utilisation in real life. The question should be able to trigger the reasoning of the learners. This is the biggest challenge to most teachers: setting activities of integration''.

This finding of the study is in line with Mosha, (2012) who asserted that, students must demonstrate their ability to apply knowledge, generate new insights, and develop essential abilities and attitudes through doing activities of integration. The activities should include explicit outcome statements that indicate the skills to be acquired and students are informed about the expected behaviours or tasks, execution requirements, and acceptable standards in advance. In addition, Musundi & Kariuki (2020) asserted that, the CBC assessments implemented by using the activities of integration emphasize the use of real-life scenarios and project-based learning to enable learners to acquire and apply knowledge and skills in authentic contexts. The curriculum assessment is intended for developing critical thinking, problem-solving, communication, and collaboration skills among learners to meet the demands of the 21st-century world. This implies that achieving the goals of assessment in the CBC requires a sustained commitment from teachers and other stakeholders to ensure that the CBC is implemented effectively and with a focus on continuous improvement and innovations for social development. Assessments using activities of integration should align the teaching method with the competencies outlined in the curriculum in order to measure students' progress. Activities of integration should be an eye opener for the teacher to tell whether the intended objectives of the topic completed were achieved or not. This implies that teachers should teach and assess learners with a purpose. With this kind of assessment under the CBC the gaps between its learning and assessment are minimised.

However, these findings are not in agreement with, Kivunja (2015) who noted that, the assessment of CBC using activities of integration is more complex than for the traditional curriculum due to its focus on competencies and skills, which may lead to inconsistencies in grading and evaluation. Furthermore, Mwesigwa & Tumwebaze (2020) noted that, CBC assessments may lead to a heavy workload for teachers, as they have to develop multiple assessments and continuously adjust their teaching to meet the needs of students with different learning abilities. In addition, Paulo (2014) in his study about teachers' preparedness to implement the CBC in Tanzania, noted that despite the fact that teachers knew about the assessment methods to be used for competency-based curriculum, they were not using the recommended methods in their teaching practice sessions in schools. They tended to use the traditional assessment methods, instead, which resulted in learners not attaining the required competencies. This was also confirmed by Lukindo (2016) in research done in the same country where no changes had been made in terms of assessments of students in schools hence defeating the goals of introducing the curriculum in schools.

Furthermore, the finding of the study also indicated that teachers use the continuous assessment methods to assess the learners in the CBC. This is majorly done during lessons whereby the teacher gives learners an activity. The teacher supervises the activity to ensure that all learners get actively get involved in doing the activity. This can be at the beginning of the lesson or at the end to ensure that the intended

objectives of the lesson are achieved. This finding is in support of Bhattacharya (2021), who stressed that, teachers are supposed to provide continuous, timely and constructive feedback by informing their students about the strengths and weaknesses in their performance since instruction and learning are reviewed and modified based on this feedback. In addition, Likisa (2018) also asserted that assessments under the CBC should also be child-centred, active-dynamic, and participatory. Similarly, Hasan (2013) indicated that, with continuous assessment, teachers must be role models, build students' motivation, and develop their potentials for creativity through activities which inspire students to set and achieve goals that challenge them. This implies that, learners have to be assessed to measure their ability to integrate, synthesize, and use knowledge and skills in real-life experiences. This should be an ongoing process in which knowledge and skills are continuously built, assessed and utilised. This in return, can lead to the optimization of educational processes and to improving the effectiveness of educational systems in providing quality education.

5.3.2 Opinion of stakeholders on their awareness on CBC assessment modes

The findings of the study on the views of stakeholders on assessments reflected a number of challenges faced by school administrators, teachers and learners when it comes to CBC assessment pedagogies as discussed below:

The findings of the study indicated that most of the assessment methods used are tiresome on the side of the teachers and learners. Most of the methods used like the activities of integration and project work assessments require the teacher to get enough time to supervise the projects and mark the activities of integration. With these activities it is difficult to get the marking guide because the questions are set in scenario form so the teacher has to examine the critical thinking and understanding of the learner. The teacher must take time to analyse the learners' level of understanding before making any comment. We teachers are finding it tedious. It is not like in the old curriculum where a teacher could follow a marking guide where one could mark and award marks using a marking guide. In addition, one of the participants stressed that,

“With the Competence Based Curriculum, assessments are too very tiresome! I cannot teach in more than two schools like I used to do before the introduction of the CBC. This is because under the CBC, we assess the process of doing as opposed to the KBC where we used to assess the final product! Process assessment requires the teachers to continuously follow the learners, observe and find out what they are doing, how they are doing it and why to determine their mastery or not of the required knowledge, skills and competencies. This may not be easy especially if the teacher fails to allocate enough time for preparing, teaching and assessing. That is why I have decided to teach in only two schools so as to create enough assessment time for my learners”.

This finding of the study is in line with the study by Mulenga and Lubasi (2019) who suggest that the amount of time teachers allocate and use for teaching and learning activities is crucial for improving the quality of their learning outcomes, as the amount of time that learners actually spend on learning-related activities is critical for improving the quality of their learning outcomes. Teachers must carefully plan and design their assessments to ensure that they are aligned with the competencies outlined in the

curriculum which is still a struggle to some teachers. In addition, a study by Nsengimana (2021) said that;

“Teachers reported that the implementation of the CBC kicked off with an increase in the number of the teaching load per week (from 28 hours per week to between 35 and 40 hours per week). This was coupled with the increase of the number of students, specifically at the ordinary level (sometimes 60 students and above). As a result, it became very difficult for them to follow the assessment methodology suggested by the CBC as sometimes they got so tired that, they could not get time to prepare nor, to effectively support every student during teaching and assessing processes”

This implies that for teachers to be committed to their duties of teaching and assessment of learners under the CBC, they should avoid teaching in many schools so as to allocate more time to the learners in one school. School administrators should also try to employ enough teachers to effectively handle learners in line with the demands of the CBC. This is because the curriculum is too demanding on the side of the teachers to monitor and supervise most of the activities given to learners especially the project work and discussions to ensure that all learners participate fully and are adequately assessed. If teachers are enough in the department they will collaborate and work as a team to help learners explore their skills and talents. The teachers in the department can share knowledge, critically reflect on teaching best practices and collectively design teaching and assessment tools using the methods recommended under the CBC. This will help to reduce on the negative perception teachers have that the CBC is too tiresome to implement. In the new curriculum, teachers have to make a follow up on each and every learner which means at least each teacher should monitor a small number of learners, not exceeding 15, according to international standards, so as to effectively help them develop the different competencies and make continuous reports on their progress.

Furthermore, the findings of the study also revealed that, there was limited guidance from both the NCDC and the UNEB on how these assessments should be done. The teachers, as major stakeholders for the implementation of the CBC assessment revealed that they are assessing learners but have not yet got a final guideline on how the CBC assessment will be done at the end of the Cycle. The findings reflected that there is no uniform assessment at the moment that schools should follow; different schools do what they think would be of help to achieve the intended goals of education. This finding of the study is in line with the finding of Kikomeko (2020) when he asserted that, the implementation of the CBC in Uganda has been hampered by lack of a clear framework for its teaching and assessment. Stakeholders are not yet aware of what to do due to limited guidance by the concerned bodies. This may result into the CBC not adequately preparing students for neither for higher education nor for the job market. In addition, findings derived from Choi (2018) indicated that teachers needed clearer instructions on how to implement the CBC, how to teach and assess, how to change the school climate, and how to change their own attitude toward the CBC. Choi argued that the successful implementation of the CBC required helping teachers better understand the connection between competencies and the availability of content-knowledge in teaching and assessing and how the CBC develops that connection.

The finding also concurs with the study in Machakos County, Kenya by Muasya and Waweru (2019) on the challenges encountered in Competency-Based Curriculum implementation. It pointed out that teachers were not fully prepared for the CBC implementation and for that matter, could not implement it well. In addition, a study by Waweru (2018) on examining the impact of teacher preparedness for the implementation of a competency-based curriculum found that teachers were not prepared for CBC implementation. Specifically, 98.8% of teachers reported not being ready to implement the CBC, particularly in regard to the new subjects, and 95% believed that preparing lesson plans for all lessons and assessments was unsustainable. Conversely, the research also showed that over 50% of teachers needed help in cultivating their creativity and imagination, as well as designing rubrics that help to identify learners' abilities and that align these abilities with the capacities. This implies that, teachers are still uncertain about the assessment methods used in the CBC. This is because they do not have clear guidelines from the UNEB as far as assessment is concerned. This is likely to affect the education system of Uganda since if the evaluation practices are not well defined it becomes very hard to monitor the progress of the new innovation. To ensure the effective assessment of learners, teachers must clearly understand and state exactly what they want to get from learners during assessment. The guideline for assessment must be the same followed by all teachers to avoid confusion in education. In a situation where there are no clear guidelines, different undefined assessment methods are likely to be used which may limit quality education to be achieved. This view is supported by Bozkurt and Sharma (2019), when they stressed that, clear guidelines and frameworks for the implementation of the new curriculum are vital to make the stakeholders understand what is expected of them in line with the goals of the curriculum. In addition, Kigwilu (2014) asserted that, providing training and professional development opportunities to teachers is vital to build the necessary skills and knowledge bank for the implementation of the new curriculum effectively.

The findings also revealed that there were limited materials to use for assessing learners especially in project work. This had affected the assessment programs of teachers and learners. Learners were so innovative sometimes they wanted to come up with their own projects but in most cases, they lacked the materials to use. The majority of teachers wanted to expose their learners to several assessment scenarios but they did not have facilities to use, schools could not provide enough materials and the majority of the parents did not have money to provide their children with for the required facilities. From the findings one of the participants stressed that;

“I always attend workshops for the CBC assessment, in most cases I want to practice whatever new knowledge I get about the CBC assessments but I am limited with the facilities to use in assessing the learners. Sometimes when I ask the administrators and they say the school does not have money, I just give up. The challenge of limited facilities to use de-motivates teachers and learners to perform as expected. Something has to be done”.

This finding of the study concurs with Nsengimana (2021) who stressed that, some teachers reported that learners do not fully acquire skills in the ways suggested and wanted by the CBC to use KBC during teaching and assessment of the learners due to limited facilities. Teachers also argued that the aim of the CBC is to encourage students to be creative and innovative in what they are studying, and the idea for

learners to work together and build skills by themselves may not be achieved. Other teachers indicated that most of the students did not get good marks during assessments, particularly when the questions are related to innovation and creativity, particularly in science subjects. This is because they do not practice through being given the exercises due to limited facilities to use. This affects the proper implementation of the CBC assessment. Similarly, Were and Ashioya (2020) sought to establish the CBC activities that required parental involvement and the challenges they experienced in the implementation of the CBC. Results indicated that parents were not collaborating with schools in implementing the curriculum. It was reported that majority of the parents were reluctant in providing learning materials for practical lessons to learners. In addition, a study conducted by Marion (2020) purposed to examine the challenges experienced by teachers in implementation of CBC in Laikipia East Sub-County in Kenya. Findings indicated that there were many challenges which were experienced by teachers as they were implementing the new curriculum. The teachers reported large class size as a serious challenge that impeded the implementation of CBC. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy were seriously impeded by the lack of adequate instructional materials. In addition, Mpeirwe (2020) asserted that, having a large number of students in a classroom can negatively impact on student-instructor interactions and limit peer exchanges during discussions. This is because students have different learning styles, and the instructor's pace may not work for everyone in a high-density class. As a result, it becomes difficult to apply interactive teaching methods that are learner-centric. To overcome this challenge, reducing class size can be beneficial for both students and educators. This will enable instructors to provide individualized assistance to students with learning difficulties, leading to improved student performance. This implies that instructional materials are the blood for the CBC because the use of instructional materials has the potential to help teachers explain new concepts clearly, resulting in better student understanding of the concepts being taught. They help to make learning appear more attractive and interesting to the learners. The availability of educational materials like text books and project work materials makes learners become more committed to research and use of their environment to innovate existing and to create new contraptions.

This argument by the researcher is in line with Uiseb (2007), who asserted that, the process of changing must be well resourced. The shortage of resources impacts negatively on teaching as teachers cannot dispense information to learners if they do not have enough support materials to facilitate the process. In addition, Mulaudzi (2009) and Raselabe (2006) stressed that without appropriate resources like teachers' guides and instructional materials, the anxiety and stress level of the teachers' increases, hence, teachers cannot comfortably implement the curriculum successfully in the classroom. Teachers who cannot access the necessary resources and materials feel completely ill-equipped, and they lose the motivation to implement the newly introduced curriculum.

5.4 Conclusion

In conclusion, the findings of the study are majorly in line with the findings of other researchers on the CBC from mostly other Countries and a few from Uganda. This implies that the findings of the study can be transferred from the context of one Country's educational system to another and sustainably carry meaning. This is because the study provided sufficient details of the context of the case in point of the

newly introduced CBC and which is underimplementation withinthe area under study; Kampala Districtthus, the findings can justifiably be applied to the other setting.

CONCLUSIONS, RECOMMENDATIONS ANDTHE INNOVATION MODEL

This chapter presents the conclusions of the findings associated with each research objective of the study. The recommendations are also presented in line with the findings of the study to address some of the gaps the study has addressed. The nine steps innovation model formulated by the researcher is derived from the findings of the study and review of literature. The final section of the chapter addresses areas for further research.

6.1 Conclusion for objective one: To analyse the stakeholders' attitudes towards instructional materials in implementation of CBC in the selected secondary schools in Rubaga division, Kampala City.

The study concluded that, most of the stakeholders had a positive attitude towards use of instructional materials in the implementation of CBC. This is because the use of instructional materials in CBC had enabled learners to develop communication, critical thinking, collaboration, problem solving and leadership skills by allowing full participation of learners in the teaching and learning process; since the curriculum is learner centred and more practical. Learners are exposed more through project and research work; thus, motivating them to discover new things. The skills learners acquire make them remain competitive in the world of work and able to create their own jobs; thus, solving the unemployment problem in the country.

However, the study also concluded that some stakeholders had a negative attitude towards use of instructional materials in the implementation of the CBC. This is because there was limited time for preparingessential stakeholders before the introduction of the CBC; and for that reason, most of the teachers had inadequate knowledge and skills about CBC practices, so much that some teachers still taught and assessed learners following the old KBC because they did not know what to do with the CBC. There were also limited facilities to use during the implementation of the CBC. This limited the learners' opportunities to exploit their talents, for example; the lack of connectivity, in some schools limited them from doing research.

6.2 Conclusion for objective two: To investigate the opinionsof stakeholders on their clarity on CBC learner-centred pedagogies in the selected secondary schools in Rubaga division, Kampala City.

The study concluded that the CBC learner-centred pedagogies used by theselected secondary schools for implementing the CBC are commendable. Theyinclude; the presentation method, group discussion method, research method, project-based method, field work method, practical method and use of ICT method. The methods have encouragedthe full participation of the learners and this has given them an opportunity to develop their talents including self-esteem. The learner-centred pedagogies have created an environment that speaks to the heartsoflearners and encourages them to deeply deal with their project work to increase their creativity. The skills acquired through the use of learner-centred pedagogies help to create the necessary skills in graduates thatwill help them to compete favourably in the world of work.

However, the study also concluded that, there is limited clarity on use of the learner- centred pedagogies most especially by the teachers. This is because most teachers did not receive enough training on how to

use the CBC methods of teaching, to implement the learner centred pedagogies. The majority of the teachers revealed that they did not know what they were doing; and that they were just guessing their way through the curriculum. Some teachers reported that, they were still using the Knowledge-based methods of teaching. To make matters worse, the learners had also observed that some teachers did not know what they were doing which was detrimental to their learning. Learners assumed that teachers were supposed to know each and everything since they are the custodians of knowledge. For that reason, learners felt disappointed in the CBC, because they did not know whether they would achieve the goals of the CBC at the end of the course since they had witnessed that some teachers were not performing to their expectations. In addition, the materials to use during teaching and learning like text books, the internet, computers and project materials were not enough which limited learners in exploiting their talents; especially as regards to project and research work.

6.3 Conclusion for objective three: To examine the opinions of stakeholders on their awareness on CBC assessment modes in the selected secondary schools in Rubaga division, Kampala City. The study concluded that most of the CBC assessment methods used by the selected schools for implementing the CBC were commendable but most of the teachers and the learners did not know how to use them. There was limited awareness on how to implement the assessment pedagogies by both teachers and learners. The assessment pedagogies included; activities of integration, continuous assessment, end of term assessment, end of year assessment and end of the Cycle assessment. The study findings confirmed that the head teachers and teachers did not get enough training as far as these assessments are concerned. It was also confirmed by the UNEB that the official communication and documented report to guide stakeholders on assessments has not yet been made public. For that reason, teachers and learners were still confused on what the setting of the final assessment at the end of the Cycle will look like especially the project work and the phrasing of the summative assessment questions. The study concluded that schools were following different assessment procedures and that both teachers' and learners' anxiety was at its peak. Some learners even proposed that the UNEB should use the KBC assessment methods at the end of the S.4 Cycle in 2024; but wondered how that could be made possible when the learners had been taught following CBC guidelines.

The study further concluded that the assessment methods for the CBC faced many challenges that included: limited assessment skills of the teachers, limited guidance from the UNEB and the NCDC on assessments, limited facilities to use, assessment methods being time consuming, laziness of the learners and big class sizes. All these were found to be affecting the correct implementation of the CBC teaching and assessment methods.

However, the study concluded that the challenges could be overcome through;

- i. Organising workshops and seminars for teachers.
- ii. Officially allowing schools to administer end of term exams to keep learners mentally active.
- iii. Rescinding the guideline of sending 20% of the total marks from the activities of integration as the UNEB had proposed.
- iv. The NCDC in collaboration with the UNEB to come up with sample questions to guide teachers and learners with the phraseology of the end of cycle assessment would be set.

- v. The Government to fund the purchase of assessment facilities to be used during teaching and assessments for the CBC.
- vi. Allow learners to have their own laptops and smart phones for research purposes.
- vii. Government to fund the mass sensitisation of the public about the benefits and requirements of CBC.

6.4 Recommendations of the study

Basing on the findings, the study recommended the following for the proper implementation and better performance of the CBC modes of delivery and assessment.

The study recommended the training of teachers so as to equip them with the necessary skills of teaching and assessing methods of the CBC. The findings revealed that teachers were not given enough time for training in preparation for the implementation of CBC. The government, through the Ministry of Education and Sports should consider providing CBC-based training on teaching and assessment pedagogies to teachers especially during holidays to enable them become more proficient in what they were implementing. The courses should be administered by the different recognized Universities and certificates be awarded to the teachers after attending these courses and successfully passing the exams. This is because, if workshops and seminars are just given, some teachers will pretend to have attended yet in the actual sense they have not. The government has been organizing these workshops but still majority of the teachers have not been attending and some who attend do not take it seriously. It should be made a policy for all teachers to go back to the university and to get a certificate of CBC training. It should be given a period of two years after that period all teachers would be required to have a CBC certificate in order to teach in a secondary school. If we fail to be strict on training of teachers, as a country we may fail to achieve the goals of CBC yet the government and parents are investing a lot of money in education.

Furthermore, the study recommended that the Government and parents need to facilitate schools with enough educational facilities and materials to use when implementing CBC. A number of schools did not have enough facilities to accommodate the requirements of CBC. Due to this, they ended up dictating the subjects and projects learners should do which sometimes limits their interest and opportunities to exploit their talents. The government should provide necessary facilities like text books, electricity, computers, internet, and laboratory equipment to both government and private secondary schools to help them cope with the standards of CBC. In addition, interest free loans in form of “charity funds” could be given to different poorly equipped secondary schools in order to help them get the required facilities to facilitate the implementation of CBC. In addition, parents should also be sensitized to financially support schools to buy the necessary facilities to be used by learners, most especially in project work to enable the acquisition of practical and innovative skills.

In addition, the study also recommended the continuous monitoring, supervision and evaluation of CBC implementation practices in schools by the Ministry of Education and Sports to ensure effective CBC performance in schools. Different officials from the Ministry of Education, the NCDC and the UNEB should be tasked to inspect schools in the country to ensure the smooth running and management of the CBC. These officials shall be genuine and knowledgeable about the CBC teaching and assessment

pedagogies so that they may identify gaps and guide schools with authority. This should not be done once or twice but several times until the CBC goals are uniformly achieved in the entire country. This is because since CBC was introduced, some schools have never received any educational official from the Ministry of Education to check on their performance on implementation of CBC. We may have schools that are still following the KBC, thus the need for continuous monitoring and supervision of CBC activities in schools by the concerned Bodies.

Furthermore, the study also recommended that, the Government of Uganda sponsors some of the teachers and administrators of secondary schools to benchmark on the CBC implementation best practices with developed countries that have succeeded in implementing the CBC in phases for example Germany, Malaysia, India, Norway, France and Canada. In many cases, learning is done through observation, hands-on and experience. The government should help to get scholarships in short CBC courses for some administrators and teachers in the developed countries that have already successfully established the program of CBC with the aim of training them to become more competent with CBC practices. After the training, they may come back home and train others. It should be an initiative of the government of Uganda to train implementers of CBC in different developed countries like United States of America and Singapore among others. This will help the teachers and administrators of schools to interact with teachers and administrators of developed countries and copy new innovations that can be integrated in CBC implementation in our Country.

Lastly, the study also recommended that the Ministry of Education and Sports allows learners to own laptops and smart phones individually for academic purposes only. This is because many schools do not have enough computers to make it possible for every learner to research and practice computer skills. The laptops and phones could be controlled by the school management and used only during the research time and computer lessons. This implies that learners who will not have their personal laptops will be the ones to use the school facilities. This will help to reduce on the problem of inadequate computers in secondary schools.

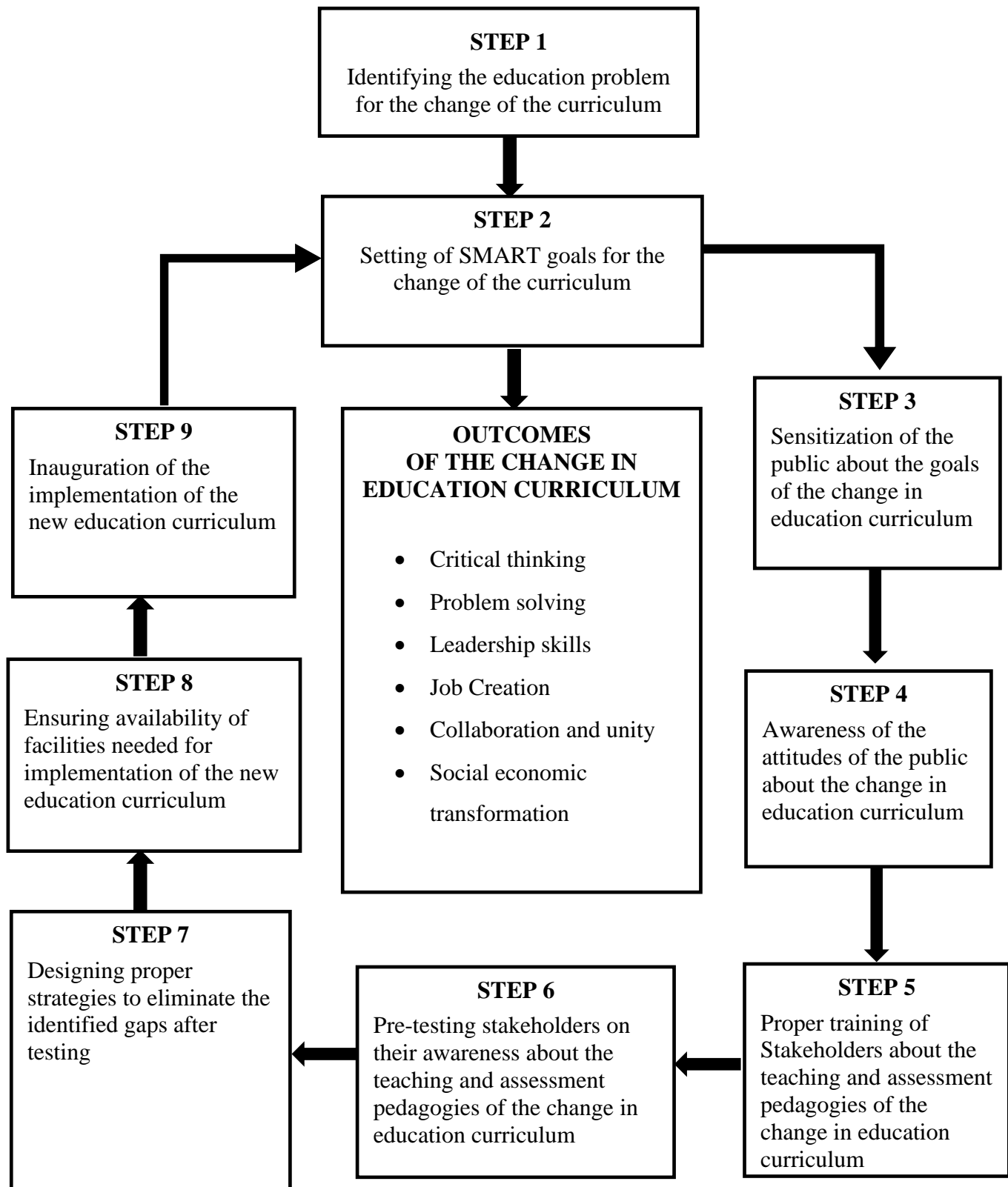
6.5 The nine steps innovation model for the change in Education Curriculum

The study findings have elaborated the stakeholders' perceptions on implementation of CBC in the selected secondary schools A and B used for the study. The findings to a greater extent have revealed that the time for preparations to implement the CBC in Uganda was not enough and there was limited educational research to ensure that Uganda as a country was ready to implement the CBC. The major stakeholders in curriculum implementation, the teachers and school administrators revealed that up to then majority of them did not know what they were doing. Basing on the findings, the researcher came up with a nine-step innovation model to guide the change in curriculum before its inauguration.

The researcher's view is that inducting a new education curriculum that deviates from the old standard education practices is not easy, it should take some time when the government is planning on what to do. According to the researcher, coming up with a new curriculum change like CBC must take a continuous process of about three (3) years when a country is still studying the innovation. It becomes a challenge to introduce something new in the education system and then discover that the stakeholders to help in implementation are not aware of what to do yet resources are already wasted. To avoid all that, the

researcher designed a nine steps curriculum innovation model to guide the change in curriculum before the implementation. The nine steps innovation model for a change in education curriculum is illustrated as follow.

Figure 2: The Nine Steps Innovation Model for the change in Education Curriculum



Source: Betty Namaalwa the researcher 2024

The nine steps innovation model for CBC above is explained below;

Step 1: Identification of the educational problem

Education is a pillar of the country to achieve its growth and development. It is a process of attaining knowledge, skills and competencies that are relevant to the society. Due to globalisation, the needs of the society keep on changing and this necessitates change in educational curriculum too. Education must meet the needs of the world of work and business in a competency-oriented manner. There should be continuous monitoring of the existing education system of every country to discover the educational problems that need to be addressed. After the identification of the problem by the Government through the Ministry of Education, there is need to think of what should be done to overcome the problem. A curriculum innovation may be needed to overcome the problem. In Uganda, after the identification of the problem in the KBC from its knowledge based and training graduates with limited skills that hinder them from competing favourably at the world of work. The CBC was introduced to overcome that problem.

Step 2: Setting of SMART goals for the change of the curriculum

The change in the curriculum must have a clear purpose of benefiting the country through improving its economic development. The goals for a curriculum change have to reflect the needs, interests, values and problems of society. This implies that the goals must be specific, measurable, achievable, relevant and time-bound. These goals should therefore be in line with the social economic transformational goals of the country such as those of the National Development Plan or the Vision 2030 Objectives.

The curriculum goals being specific means that they specify what learners will achieve upon successful completion of the course. This can be done by specifying what the learners will be able to do after undergoing training under the new curriculum education curriculum. This is what will make the change in the curriculum to have a purpose.

The curriculum goals should also be measurable; they should specify the criteria for measuring success or failure in attaining the learning outcomes. This ensures that the learners' progress can be tracked by checking whether expected learning outcomes are achieved or not. For the case of this model, the outcomes of the new education curriculum include critical thinking, problem solving, leadership skills, job creation, collaboration, unity and social economic transformation. This means that, the effectiveness of the CBC can be measured by looking at those outcomes.

The curriculum goals must also be achievable; they should be realistic and attainable. This implies that curriculum developers should ensure that whatever is included in the curriculum to be followed is realistic to all people in the different parts of the country. For example, in Uganda it is very un-realistic to make teaching of computer lessons compulsory to all learners when some parts of the country lack electricity. This means the learners in those areas without electricity or solar supplies are automatically left out from benefiting from the curriculum change.

The curriculum goals must also be relevant to the country and to all the people all over the world because globalisation ensures that Countries no longer work in isolation. The goals of the education curriculum must also consider the needs of the people from within the society and other countries. This is to ensure that the new curriculum leads to the regional and global economic transformation of society.

The curriculum goals must also be time bound. They should have a defined timeline when the outcomes of the new education curriculum are realised. For example, the timeframe for the CBC should reflect competences that learners, at every stage of the curriculum Cycle (S.4, S.6 and after graduation) should be able to demonstrate. This will work as a yardstick for measuring the achievement of the innovation regardless of the time frame followed.

Step 3: Sensitisation of the public about the goals of the change in education curriculum (education innovation)

After setting up SMART goals for the new education curriculum (education innovation), the Government through its curriculum development and examining bodies, should inform the public about the meaning and implications of the innovation, its relevance and benefits. The public can only support the education innovation after understanding its purpose very well for it to be efficiently implemented. The sensitisation can be done through the official gazette, the media and through government talks to the public so that all stakeholders become aware of the intentions and goals of the change in education curriculum. This will help to build a strong foundation for the acceptance and adoption of the innovation since people will have understood the aims of the curriculum change. This sensitisation should not be a formality, but a goal-oriented exercise whose effectiveness should be checked through the received feedback from the various stakeholders.

Step 4: Awareness of the attitudes of stakeholders about the change in education curriculum

Getting to know the stakeholders' attitudes about the change in education curriculum before and after sensitising them is of paramount importance as far as initiating the innovation is concerned. This necessitates carrying out serious research studies by the government through the Ministry of Education to discover the attitude that people have towards the innovation. If, after several research studies it is confirmed that stakeholders have a negative attitude towards the education curriculum; then Government should endeavour to find out why and if possible incorporate their suggestions into the innovation. This is because with the existence of a negative attitude, stakeholders will try to fight the innovation instead of supporting its implementation while with a positive attitude stakeholder will work hand in hand with the concerned Government Bodies to ensure the successful implementation of the innovation. Establishing stakeholders' attitudes and perceptions will also enable the curriculum developers to adjust where it is needed. It is equally important in determining the appropriate approach to use.

Step 5: Proper training of stakeholders about the teaching and assessment pedagogies of the new education curriculum

The new education curriculum had to come with its methods of teaching and assessment. The content to be included in the curriculum sometimes also has to change. This means there is need to first train the top stakeholders who are going to supervise the implementation of the curriculum like the NCDC, the

UNEB, head teachers and teachers in the teaching and assessing methods of the innovation. These stakeholders should dedicate themselves to be trained before any CBC implementation. The training should be made compulsory for all stakeholders to ensure their competence in implementing the innovation. This necessitates generating a policy on teacher training which should indicate that, all headteachers and teachers to continue with their leadership roles or teaching roles in secondary schools must have a certificate in the new education curriculum from a well-recognised University or College. Head teachers and teachers should be examined to ensure that they have acquired all the necessary skills to teach, examine and monitor learners in the education curriculum. The certificate should be the evidence that someone has received the required training and is capable of implementing the new education curriculum. In addition, the training should be accorded ample time rather than rushed. If trainees are not given enough time to understand their task the final product may not be as good as expected.

Step 6: Pre-testing of stakeholders on their competence in teaching and assessment pedagogies of the new education curriculum

After the training of the stakeholders, the NCDC, the UNEB, head teachers and teachers in the teaching and assessing methods of the new education curriculum, there is need to pre-test their competence and readiness to implement the education innovation. Before inducting the educational innovation, countries need to take this step seriously. Pre-testing of stakeholders helps to discover the gaps in teaching and assessment methods because if the stakeholders who are supposed to implement the education innovation are not competent, the implementation of the innovation may fail or have gaps.

Step 7: Designing proper strategies to eliminate the identified gaps

After pre-testing of the stakeholders on their teaching and assessment pedagogies, there may be identified gaps and depending on their seriousness, some may be designated as hard and others as soft gaps that may hinder the proper implementation of the new education curriculum to a greater or lesser degree respectively. The concerned training Bodies to overcome the gaps need to be informed so as to come up with proper strategies for eliminating the identified gaps. It is common practice for the training Body to conduct the diagnostic testing on the stakeholders to ensure efficiency. The classification into soft or hard gaps may be done jointly by the trainers and the employers but eliminating identified gaps is the job of the training institution via the use of quality delivery methods during training. Training all stakeholders will foster trust in the new curriculum and reduce attacks on it by the stakeholders themselves. The confidence of the stakeholders in the new curriculum will eventually result in all positive change in attitude of society, in general, towards the CBC.

Step 8: Ensuring availability of the required content and instructional facilities needed for the implementation of the new education curriculum.

The government, through the Ministry of Education and the NCDC should ensure that the relevant content to be taught under the new education curriculum is already in existence. The educational materials to be used like text books, laboratory equipment, computers among others should all be in place. There should be equity and accessibility of such facilities in all rural and urban areas, as well as private and government schools. All teachers and learners should be in position to access such facilities. It becomes a challenge for the government of any country to induct an innovation without the necessary facilities to

use. This will be wastage of resources in terms of money and time. The availability of these resources should precede the rolling out because if the implementation starts before the support materials are made available, take off will be very difficult, if not impossible.

Step 9: Inauguration of the implementation of the new education curriculum

After ensuring that all the 8 steps are successfully done, the government will inaugurate the implementation of the new education curriculum. All the concerned Bodies and stakeholders are expected to work in collaboration to foster and support each other to implement the education innovation. Implementation of the new education curriculum should ensure that its intended goals are sustainably achieved.

6.6 Conclusion

In a nutshell, curriculum innovation and development require a systematic execution of the various nine steps discussed above, to ensure setting a strong foundation for the desired innovation. A good understanding of a curriculum change process and that of what a curriculum is by stakeholders are the necessary conditions for the correct implementation of the curriculum into place.

6.7 Recommended areas for further study

I recommend that, a longitudinal research study be carried out in the near future to examine the long-term effects of the CBC graduates on the labour market. The research should focus on the impact of skills graduates had acquired during their training, to determine whether they made competitive enough to resolve the challenges at the job market. This is because the goal of the CBC is to produce holistic individuals with competencies, values, knowledge and skills necessary to succeed in a highly competitive world (UNESCO, 2017). After producing the first group of the graduates of the CBC in six (6) years' time that is to say after 2029, there will be need to conduct research studies to check on effectiveness of the graduates of the CBC in the world of work.

In addition, I recommend that, a comparative research study to compare knowledge-based teaching pedagogies and competence-based teaching pedagogies be carried out to extensively analyse how teaching used to be done under the KBC and how it should be done; and the situation at hand as far as teaching in lower secondary is concerned. This will help the teachers, administrators and the concerned Bodies like the NCDC and the UNEB to have a clear picture of what is on ground and how teachers who are the immediate implementers can be helped to get immersed into the CBC implementation.

Furthermore, I recommend that, a comparative study to compare knowledge-based assessment pedagogies and competence-based assessment pedagogies be carried out to extensively analyse how assessment used to be done under the KBC and how it could be done better in the currently offered CBC in the lower secondary. This will help the teachers to use the findings from that study to understand how to assess learners under CBC better and thereby improve the performance assessments of the CBC.

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DATA COLLECTION TOOLS

Appendix I: Semi Structured Interview Guide for Headteachers

Research Question	Interview Questions
RQ1 How are the stakeholders' attitudes towards use of instructional materials when implementingthe Competence-Based Curriculum?	<p>Q1AWhat do you think about the instructional materials used when implementing CBC?</p> <p>Q1B What are your experiences in implementing the CBC using instructional materials in your school?</p>
RQ2 How are the opinions of stakeholderson theirclarity on learner-centred pedagogies?	<p>Q2A What are the learner-centred pedagogies used by teachers for the CBC in your school?</p> <p>Q2B What do you think about the learner-centred pedagogies that are recommended in CBC?</p> <p>Q2C Do you think that such methods will enable learners to graduate with the necessary skills to compete favourably on the job market? Why?</p>

Thank you for your cooperation

Appendix II: Semi Structured Interview Guide for the UNEB Officer

Research Question	Interview Questions
RQ3 Howare the opinions of stakeholderson their awarenesson CBCassessmentsmodes?	<p>Q3A What are the assessment modes recommended for the new curriculum?</p> <p>Q3B What do you think about these CBC assessment modes?</p> <p>Q3C What instruments or tools if any, has the UNEB put in place to enable its staff use these assessment modes?</p> <p>Q3E Do you foresee challenges in the CBCassessment modes? What are those challenges?</p> <p>Q3F What is your view towards solving the mentioned challenges?</p>

Thank you for your cooperation

AppendixIII: Semi Structured Interview Guide for Teachers

Research Questions	FGD Questions
RQ1 How are the stakeholders' attitudes towards use of instructional materials on implementation of Competence-Based Curriculum?	Q1A What do you think about the instructional materials used when implementing CBC? Q1B What are your experiences in implementing the CBC using instructional materials in your school?
RQ2 How are opinions of stakeholders on their clarity on learner-centred pedagogies used in Competence-Based Curriculum?	Q2A What are the CBC learner-centred pedagogies you use in your school? Q2B What do you think about the CBC learner-centred pedagogies? Q2C Do you think that such methods will enable learners to graduate with the necessary skills to compete in the job market? Why?
RQ3 How are opinions of stakeholders on their awareness on CBC assessment modes?	Q3A What are the CBC assessment modes used in your school? Q3B What do you think about these assessment modes? Q3C Do you foresee challenges in using the CBC assessment modes? What are those challenges? Q3E What is your view towards solving the mentioned challenges?

Thank you for your cooperation

AppendixIV: Semi Structured Focus Group Discussion Guide for Learners

Research Questions	FGD Questions
RQ1 How are the stakeholders' attitudes towards use of instructional materials when implementing the Competence-Based Curriculum?	Q1A What do you think about the instructional materials used when implementing CBC? Q1B What are your experiences in implementing the CBC using instructional materials in your school?
RQ2 How are the opinion of stakeholders on their clarity on CBC learner-centred pedagogies?	Q2A What are the CBC learner-centred pedagogies used by teachers in your school? Q2B What do you think about the CBC learner-centred pedagogies? Q2C Do you think that such methods will enable you to graduate with the necessary skills to compete in the job

	market? Why?
RQ3 How are the opinion of stakeholders ontheir awareness on CBC assessmentmodes?	Q3A What are the CBC assessment modes used by teachers in your school? Q3B What do you think about these assessment modes? Q3C Do you foresee challenges in using the CBC assessment modes? What are those challenges? Q3E What is your view towards solving the mentioned challenges?

Thank you for your cooperation

Appendix V: Observation Checklist

Items and areas of interest	<ol style="list-style-type: none"> 1. Instructional materials used by teachers of selected schools 2. Learner -centred pedagogies used by teachers of the selected schools. 3. Projects done by learners of the selected schools as activities of integration?
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Appendix VI: Self-Formulated Introductory Letter to the Participants

Dear participant,

RE: REQUEST TO HAVE AN AUDIENCE WITH YOU ON DATA COLLECTION

Iam Betty Namaalwa a PhD student of Makerere University pursuing Doctorate of Philosophy in Education Management. I am carrying out a study on the topic:**Stakeholders' Perceptions on the Implementation of the Competence-Based Curriculum in Selected Secondary Schools in Rubaga Division, Kampalacity, Uganda.**

You have been purposely chosen as one of the participants to provide information for this study. The information you provide shall only be used for the purpose of this research and shall be treated with confidentiality. You are requested to participate in this interview freely by giving your opinions. This interview should not take more than 30 minutes.

Thank you in advance for your cooperation.

Yours faithfully,

.....

BETTY NAMAALWA
Researcher

Appendix VII: An Introduction Letter from Makerere University

**COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEAN'S OFFICE**

26th October, 2023

TO WHOM IT MAY CONCERN

RE: BETTY NAMAALWA (2020/HD04/24887U)

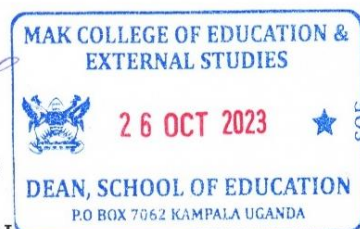
Ms. Betty Namaalwa is a PhD student in the School of Education, College of Education and External Studies Makerere University. She is proceeding to collect data for her dissertation titled: *"Stakeholders' Perceptions on Implementation of the Competence-Based Curriculum in selected Secondary Schools in Kampala District"*.

Any assistance rendered to her will be highly appreciated.

Yours Sincerely,



Mulumba Bwanika Mathias, PhD
Associate Professor,
DEAN, SCHOOL OF EDUCATION





Appendix VIII: Request for permission to carry out research interview with UNEB

SR. BETTY NAMAALWA
P.O BOX 14318 MENGGO - KAMPALA
06TH/12/2023

EXECUTIVE DIRECTOR UNEB
P.O BOX 7066,
KAMPALA.

RE: REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH INTERVIEW IN YOUR ORGANISATION

I am Sister Betty Namaalwa a PhD student in the school of Education, College of Education and External Studies Makerere University.

I am in the process of collecting data for my dissertation titled: '**Stakeholders' Perceptions on Implementation of the Competence-Based Curriculum in selected Secondary Schools in Kampala district**'

I humbly request you to allow me interview one senior UNEB officer in your organization to enable me complete my PhD study. The collected data will be used for academic purposes only.

I appreciate your cooperation in this matter.

Yours Sincerely,

.....

Sr. Betty Namaalwa

PhD student

AppendixIX: Acceptance Letter from UNEB for the Interview**UGANDA NATIONAL EXAMINATIONS BOARD**

OUR REFERENCE: ICT/2

Plot 35, Martyrs Way, Ntinda
P O Box 7066, Kampala, Uganda

YOUR REFERENCE:

7th December, 2023

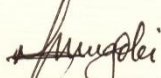
Sr Betty Namaalwa
Makerere University
College of Education and External Studies
P O Box 14318
Kampala

REQUEST FOR RESEARCH INTERVIEW WITH UNEB

We acknowledge receipt of your request dated 6th December, 2023

This is to inform you that UNEB has accepted to have an interview with you on *Stakeholders' Perceptions on Implementation of the Competence-Based Curriculum in selected Secondary Schools in Kampala district*.

The contact officer is Mr Nangosya Mike Masikye, Director/Examinations
Tel. +256-417-773259 or +256-772-426776.



Sebastian M. Ngobi
for: **EXECUTIVE DIRECTOR**

Appendix X: Letter of Informed Consent

I.....do hereby consent to participate in a study conducted by Sr. Betty Namaalwaa PhD student of Makerere University. I fully understand that I am free to accept or decline to participate in the study, can terminate participation anytime without penalties and that the researcher is conducting a study about the *Stakeholders' Perceptions on the Implementation of the Competence Based Curriculum in Selected Secondary Schools in Rubaga Division, Kampala city, Uganda*. I have granted Sr. Betty Namaalwa permission to interview me or observe school activities in progress or collect any other information that I may provide. Permission to participate in this study has been granted on the strict conditions that:

- Sr. Betty Namaalwa will without exceptions protect the integrity and identity of this institution and that of all participants that will participate in his study.
- The identity of participants will remain anonymous.
- Sr. Betty Namaalwa will use pseudonyms to represent the participants in any publications.
- Participants have the right to refuse to answer any questions, or to be audio-recorded or to grant the researcher permission to observe their lessons or any other activity
- Sr. Betty Namaalwa will without exceptions destroy all the audio recordings obtained from participants at this school after the study is done.


Finally, I fully understand that Sr. Betty Namaalwa will retain all rights to the publication of any data collected in the process. In case of any questions compliments or complaints prior to, during or after this study, I am free to contact Sr. Betty Namaalwa on the following number: 0781526008. My dated signature below confirms my consent to participate as a participant in Sr. Betty Namaalwa's study.

Name.....

Signature.....Date.....



Appendix XI: Author Certificate One



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AUTHOR CERTIFICATE

THIS IS TO CERTIFY THAT THE MANUSCRIPT, ENTITLED
The Stakeholders' Views on Assessment of Competence-Based Curriculum
(CBC) in Selected Secondary Schools in Kampala District

AUTHORED BY
Betty Namaalwa

HAS BEEN PUBLISHED IN
Volume 9 | Issue 3 | March -2024

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Appendix XII: Author Certificate Two



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Competence-Based Curriculum (CBC) in Selected Secondary Schools in
Kampala District

AUTHORED BY
Betty Namaalwa

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Betty Namaalwa

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