

# Teacher's Readiness for Competence-Based Curriculum on Students' Academic Performance in Secondary Schools, Wakiso District Uganda.

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## Abstract

Teacher's readiness is critical in the event of enrolling particular curricular given the fact that teachers form an integral part necessary for its success. This study intended to examine the influence of teacher's readiness for the Competence-Based Curriculum on Students Academic Performance in selected secondary schools in Wakiso district. An exploratory research design that was quantitative and quantitative in approach was adopted. Data was collected using a Questionnaire survey method involving use of structured questionnaires distributed in two secondary schools (private and government aided). The target population of the study was 146, with a sample size of 30 respondents whose sampling technique was both simple random and purposive to include O-level teachers, head teachers, deputy headteachers and Directors of Studies. Specifically, the study objectives were to; a) To explore the effect of teacher's practices on implementation of competence-based curriculum on students' academic performance. b) Assess the impact of teachers' professional development in competence-based curriculum on academic performance of students c) Assess the effect of teachers' adaptability to the competence-based curriculum on the academic performance of students and d) Analyzing the impact of the challenges teachers face in implementing the Competence-Based Curriculum on academic performance of students in Wakiso district. The findings indicated that teachers' practices in implementing the CBC have a strong positive and significant effect on the academic performance of students in Wakiso district. It was also revealed that professional teacher development in the CBC has a moderate positively significant effect on the performance of students. Additionally, the study indicated that teacher adaptability to the competence-based curriculum has a strong positive and significant effect on the academic performance of students in secondary schools of Wakiso district. Further; it was also unveiled that the challenges of teachers in implementing the competence-based curriculum have a weak negative and significant impact on students' academic performance in selected secondary schools in Wakiso district. Therefore, the study concludes that teacher's readiness for the CBC in terms of its implementation, professional teacher development in the CBC, teachers' adaptability to the CBC, and teachers' challenges in implementing the CBC has a significant influence on the academic performance of students in the selected secondary schools in Wakiso District.

**Keywords:** Teachers' Readiness, Competence-Based Curriculum, and Student' academic Performance.

## **Introduction**

### **Historical Perspective**

The competence based curriculum (CBC) originally started in the US in late 1950s to enhance educational outcomes by focusing on specific, measurable competencies (Burke, 1989). The implementation of CBC in the whole of Africa started in South Africa in 1998, known there as Outcome-Based Education (OBE) to address the nation's educational needs (Molapo & Pillay, 2018).

Officially in Uganda, In order to foster enhancement of the 21<sup>st</sup> century skills, CBC was introduced in 2020. It also intended to address key issues like cooperation, communication, creativity, and problem-solving and digital literacy. It also aims to encourage cultural identification and global citizenship. The Competence-Based Curriculum incorporates values like respect, diversity, equity, and commitment to excellence to help raise citizens who are literate, self-assured, active, and critical thinkers (Rwigema, 2021).

### **Theoretical perspective**

The Concerns-based Adoption Model (CBAM) underpinned the study offering a comprehensive framework for understanding how educational change occurs, particularly focusing on educators' experiences and concerns when implementing new initiatives. Originally developed by Frances Fuller in 1969, CBAM has been instrumental in studying how teachers adopt and integrate innovations, such as the Competence-Based Curriculum (CBC) in education. CBAM comprises of three main components; the stages of concern, innovations configurations and finally levels of use. Each component provides a distinct perspective on how educators engage with and implement innovations in their teaching practices. In this study, CBAM was applied to assess teachers' concerns and levels of use as they navigated the CBC.

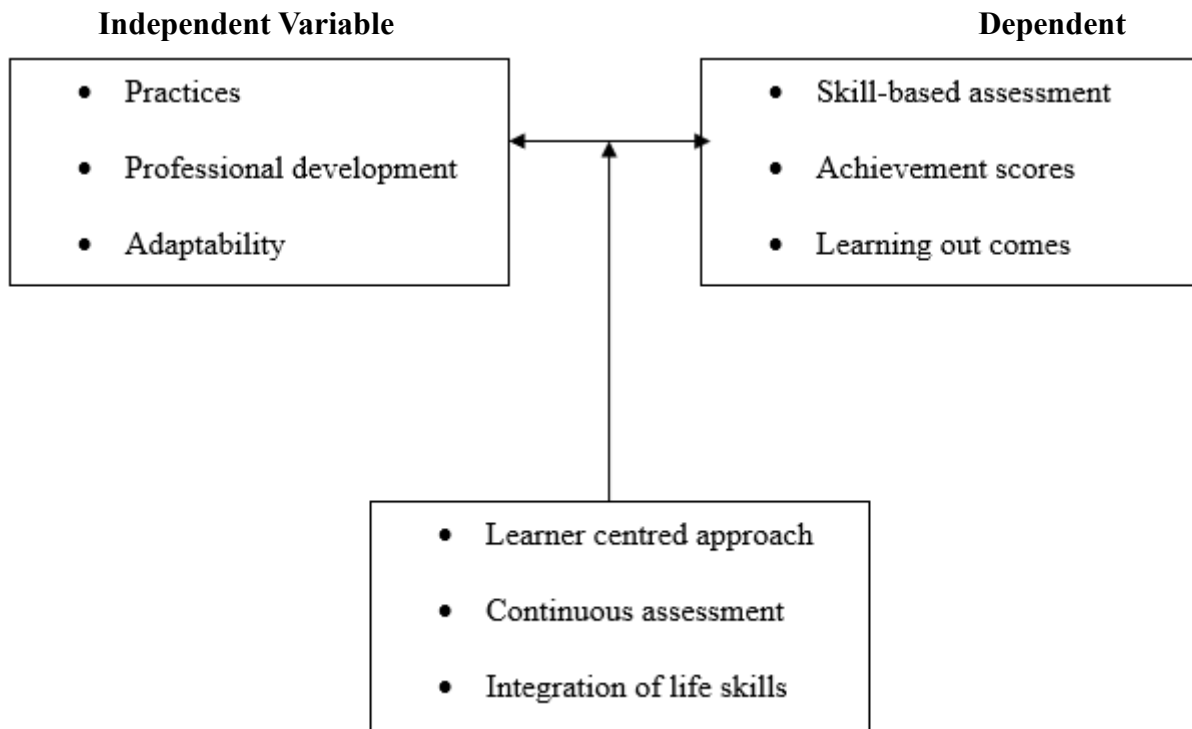
By focusing on teachers' concerns and adoption levels, this study aimed to offer valuable insights into the opportunities and challenges associated with educational reform efforts in Wakiso District.

### **Contextual Perspective**

The unit of analysis was two secondary schools two Secondary Schools because there is no research that has been conducted on Competence-based curriculum on students' academic performance and the study aimed to uncover the same. The selection of this study area was strategic, as Wakiso is an urban district with a high student population with both private and government aided schools, which provides a conducive environment for adopting the CBC (UBOS, 2021).

### **Conceptual Perspective**

In the study, the following concepts are used and their operational definitions have been provided (Kumar (2019). The Independent Variable is Competence-Based Curriculum, while students' academic performance as the Dependent Variable



### Confounding Variable

The conceptual framework of the study revolves around examining the Independent Variable (IV), which is teachers' readiness. This readiness encompasses three key dimensions: classroom management, instructional design, and continuous assessment and evaluation with in teachers' practices. In terms of Professional Development (PD), the focus lies on in-service training, such as workshops (Ndapanda, 2018). Additionally, the study delves into Adaptability, concentrating on teaching strategies, innovation, and creativity.

The Dependent Variable (DV) under scrutiny is academic performance, assessed through skill-based evaluations, achievement scores, and learning outcomes. Moreover, the research acknowledges several confounding variables that could impact the relationship between the IV and DV. These variables include a learner-cantered approach, continuous assessment, and the integration of life skills (Tadesse & Lehesvuor, 2020).

### Competence-Based Curriculum

Adofu (2017) defined CBC as a medium of teaching where learning is students centered in terms of content they get, activities, learning materials and pace. Hence, with the instructor largely creating an atmosphere of independent learning and offering skills to enhance learners' understanding and mastery.

For purposes of the current study, Competence-based curriculum implies a method which prioritizes what learners should do rather than what they should know. It is learner-cantered, adaptable to changing needs, and aims to enhance skills and competencies, focusing on real-world task performance and active learner engagement.

### Students' Academic Performance

According to Harlands & Kinder (2016) student's performance can be considered dimensionally comprising participation in class, students' written work and group work assignments including

presentations and projects. Numerous variables affect student achievement, but one of the most crucial elements of student success is having excellent students, Teachers must have access to continual professional development opportunities if they are to teach well. Through upgrading their levels enables teachers to enhance their own education.

### **Statement of the Problem**

In Uganda, efforts in the direction of effectively implementing competence-based curriculum (CBC) is pivotal for enhancing students' academic performance and preparing them for future educational and professional endeavors (Akampurira, 2016). This research aimed to assess teachers' readiness to embrace and effectively implement CBC by focusing on key components: defining clear learning outcomes that outline specific, measurable skills and competencies; fostering a student-centered approach that encourages active engagement, real-world applications, and personalized feedback; leveraging technology to enhance learning experiences and provide data-driven insights; providing continuous professional development to educators on effective pedagogical methods and assessment strategies aligned with CBC; and fostering collaboration with stakeholders to ensure the curriculum meets current workforce demands and standards. By exploring how these factors contribute to teachers' preparedness.

The readiness of teachers to implement a competence-based curriculum (CBC) significantly influences student academic performance (Luyiima, 2011). Key indicators of teachers' readiness include the ability to clearly define learning outcomes aligned with CBC principles, effectively adopt student-centered pedagogies like setting scenario based questions in activities of integration supervising projects that promote active learning and personalized feedback, integrate technology to enhance educational experiences, implement robust assessment practices that measure competency attainment, and engage in continuous professional development focused on CBC strategies, challenges such as resistance to change, inadequate resources, and limited resources has hindered teachers' readiness and, consequently, impact student learning outcomes. Addressing these readiness factors through targeted support and training is crucial to ensuring that CBC implementation enhances student academic performance and prepares them effectively for future educational and professional challenges.

The effective implementation of competence-based curricula is critical for enhancing student learning outcomes and preparing them for future academic and career challenges (Malunda & Atwebembeire, 2018). However, the consequences of ineffective implementation are significant and multifaceted, potentially perpetuating educational inequities, misallocating resources, stagnating policy development, and limiting professional development opportunities for educators. This lack of understanding could lead to missed opportunities for educational improvement, hinder student achievement, and erode public confidence in educational systems. Therefore, comprehensive research on the outcomes of competence-based curriculum implementation is urgently needed to inform evidence-based decision-making, refine educational practices, and ensure that curriculum reforms effectively support diverse student populations, thereby fostering a more equitable and responsive educational system. This study sought to identify best practices that optimize CBC implementation, ultimately enhancing student academic achievement and equipping them with the competencies needed for success in a rapidly evolving global landscape.

### **Main Objective**

To assess the influence of teacher's readiness for the Competence-Based Curriculum on the academic performance of students in selected schools in Wakiso District.

### Specific Objectives

- a) To assess the effect of teachers practices in implementing the CRB on academic performance of students.
- b) To assess the impact of teachers' professional development in CRB on academic performance of students.
- c) To assess the effect of teachers' adaptability to the CRB on academic performance of students.
- d) To analyse the impact of the challenges, teachers face challenges in implementing the Competence-Based Curriculum on academic performance of students.

### Research Hypotheses

**H1:** There is no significant effect between teachers' practices and academic performance of students in implementing the competence-based curriculum

**H2:** There is no significant effect between teachers' professional development in the competence-based curriculum teachers' practices and academic performance of students.

**H3:** There is no significant effect between teachers' adaptability to the competence-based curriculum and academic performance of students.

**H4:** There is no significant effect between teachers' challenges in implementing the competence-based curriculum and academic performance of students.

### Literature Review

#### Effect of teachers practices in implementing the competence-based curriculum on Students academic performance

Livingstone (2018) carried out a study around the need for enhanced practices of pedagogy in higher institutions of learning. Data was collected and analyzed by use of quantitative and qualitative approaches from interview guides and questionnaires from 75 teachers. the researcher found out that effective teaching guarantees implementation of the curriculum vividly measurable in results in higher education levels and that all teachers should concern themselves with such. He added that implementing the curriculum goes hand in hand with reforming of the system of education which also guides on quality teaching in classrooms especially for business disciplines and as such, student centred learning should be the way to go for effective teaching and learning process. Meanwhile, Nevenglosky (2018) argues, teachers should seek further guidance from their peers prior implementing the curriculum for effective delivery . However, this current study used a bigger number of respondents this time round, for purposes of establishing new or similar results thus necessary for addressing the research gap

To this end, Phelan (2018) conducted a study on research, theories, and pedagogical practices of cultural metacognition in cross cultural business education. Data was collected using structured and semi structured questionnaires from 59 teachers. They target population was 70 and randomization was applied to select the participants using Krejcie & Morgan (1970) table, having analyzed the data using inferential statistics, the overall results showed significance of self-assessments in implementing of the curriculum due to the fact that they measure outcomes on its progress. In this case, the study focused on higher education yet the current study points to teaching practices for implementing of the curriculum in secondary school setting hence a contextual gap.

Kerubo (2015) conducted a study on use of community resources for teaching business studies in secondary schools in Ruiru district, Kiambu county in Kenya. He interviewed 60 teachers in Kiambu

County. Data were collected through face-to-face interviews, questionnaire and document collection. After that, data were transcribed/recorded and analyzed quantitatively. The findings established that opportunities that give space for an interaction of scholars with the local community actualizes learning healthy for implementation of the curriculum among Kenya teachers. It also aids learning with independence and exploring of events. Whereas this is the case with Kenya, the current study seeks to explore teacher's practices with regard to implementing competence-based curriculum on students' academic performance in a Ugandan setting.

### **Impact of teachers' professional development in the competence-based curriculum on students' academic performance**

Scholars like Alsubaie (2016) have proposed how curriculum and exams could be re thought to match well for teachers' professional development. Principally, competence based curriculum is premised on the fact that knowledge should be appealing, allowing engagement with preconceived ideas to glue on or blend to the new ideas under study for effective conceptualization. The same works for the process of developing the curriculum, involving a wide scope of participants with various insights. In short, competence-based curriculum informs curriculum development, and approaches being recommended for certain disciplines could reflect the curriculum in use or used by teachers in class as opposed to an official one authored by 'experts' with minimal insights on contemporary classroom environment. Therefore, the researcher consider it necessary to carry out this study applying the qualitative and quantitative research approaches and for the higher levels of education, to clearly establish the impact of teachers' professional development in the competence-based curriculum on academic performance of students in secondary schools in Uganda.

### **Effect of teachers' adaptability to the competence-based curriculum on students' academic performance**

Nyoni (2018) investigated challenges facing teachers in implementation of the paradigm shift towards a competency-based curriculum in government secondary schools in Iringa municipality in Tanzania. Questionnaires and interview guides were adopted for 391 students, 7 headteachers, 115 teachers, 4 old students, 1 district education officer and 1 director officer and one director of national examinations council of Tanzania. Results from the study showed CBC in Tanzania particularly in Temeke district, was ineffective. The level of teachers' adaptability has issues, they were incompetent with regard to assessment of the practicality of skills in the secondary schools in the very district.

Ondimu and Salvan (2018) carried out their study on Teachers' preparedness towards the implementation of competence based curriculum particularly in pre -schools in Dagoreti north Subcounty in Nairobi city. mculum in (2018) The collected data both quantitative and qualitative data from 12 headteachers and 96 teachers in pre-schools. Data was analyzed in SPSS software. It was revealed that teachers' adaptability was lacking and a big section of them neither implementing the CBC. Furthermore, the findings revealed that many of these teachers lacked exposure and training for the CBC attributed to their poor ICT skills, incompetency in the use of ICT and inadequate subject knowledge though a very good number, still, bore a positive attitude towards its implementation. Though the study have been conducted in Kenya, the current research was conducted in Uganda to find out whether the same outcomes were found for purposes of filling the existing gap left by the previous writers.

### **Teachers' challenges in implementing the Competence-Based Curriculum on' academic performance of students**

Challenges encountered by teachers while implementing the CBC were reported by the Observer on May,

5, 2023. The report, noted that insufficient resources and lack of ongoing Professional development hinder teacher's ability to fully embrace the competence-based approach. These challenges not only affect teachers but also have cascading effect on student's academic performance.

In Uganda Akampurira (2016) argued that teachers with shortfalls in training for proper implementation of the curriculum in the secondary school setting were 70%. Akampurira (2016) added that Competence-Based Curriculum is failing totally due to limited time allocation for the same approach and that a combination of gaps in teacher training and time are cancerous to curriculum based competence effective implementation.

Alsubaie (2016) j the other hand, reported insufficiency in resources like books locally published, few computers in schools and accessibility, coupled with internet connectivity complexities are solid challenges to the CRB implementation in schools in Uganda. He further cited unqualified staff in some schools as another impediment which aggregately speaks to limited resources

### **Learner Centred Approach**

Collins & O'Brien, (2013) argued that LCA is a approach where learning is students centred in terms of content they get, activities, learning materials and pace. Hence, with the instructor largely creating an atmosphere of independent learning and offering skills to enhance learners' understanding. Thus focuses on learners needs, abilities and expectations. LCA is a method of teaching and learning focused on enabling the learners to learn for themselves rather than being told or shown by the teacher (National Curriculum Development Centre, 2020).

### **Continuous assessment**

Currently, continuous assessment is core and a practice emphasized by the National Curriculum Development centre in schools. Actually, it is when an individual track record can be established to appreciate acquired competences recognized as part of the education reform process. Learners access tests, assignments, examinations administered by their teachers regularly. The continuous assessment involves several approaches and techniques, texts, questionnaires and rating scales to address cognitive, affective and psychomotor gaps in learners (Adebowale and Alao, 2018).

### **Integration of life skills**

Integrating of life skills is now at the centre of effective learning encouraged by the curriculum development centre but hurdled by schools that have since failed to adopt but rather find ease in intensifying continuous assessments to improve score. The National curriculum implementation guidelines and assessment specifications implore institutions to to integrate life skills so they aid in making informed decisions on what to teach, how to teach and the relevant learning materials and activities suitable for the teaching learning process Kateeba(2012). whereas continuous assessment is good, while some do not effectively administer it, learners are subjected to intense chunk of material for many years but are examined for few days, as their measure, hence need for integration of life skills. (Kakinda 2014) states that learners at all levels in Uganda are taught for many years seven for primary, four for O-Level and two in A- levels and yet they are examined for only a few days. This means that their academic competence is measured by what they are able to write in those few examination days.

### **Methodology**

#### **Research design**

An Exploratory research design was adopted with quantitative and qualitative approaches. It was used for it provides a detailed snapshot of the current status of teacher's readiness for the implementation of the

CBC. It is also preferred because it allows the researcher understand if the teachers are ready for the CBC. The research design helped the researcher to obtain information in the shortest time possible. This can be invaluable for understanding the existing situation in lower secondary schools in Wakiso district in details.

### **Target Population**

The study population (accessible population) included all teachers teaching in two secondary schools in Wakiso district selecting a sample size of 30 participants. The sample was chosen because in quantitative research the above number was big enough to ensure generalizability speedy and accuracy in generalizing the required results. The teachers from two secondary schools were a broad representation of perspectives.

### **Sample size**

A sample size is the number of elements drawn from the study population (Kothari, 2014). So, 30 respondents were selected as the sample size from two secondary schools in Wakiso district to help make an in-depth analysis about the influence of teacher's readiness for the Competence-Based Curriculum on students' academic performance. 30 participants (13) O-level teachers, (1) head teacher, (1) deputy headteacher and (1) director of studies were selected from each of the selected secondary schools to yield a sample of 30 respondents that participated in the study.

### **Sampling technique**

Simple random sampling refers to selecting the sample randomly. Simple random sampling technique was applied to get respondents randomly, without bias which was used to select O-level teachers and this gave all respondents an equal chance. . Additionally, the researcher used a sampling that was purposive, to select head teachers and director of studies into the study. Purposive sampling is preferred because the researcher ensured objective representativeness of the head teachers and director of studies to provide qualitative in-depth information (Creswel & Poth, 2018).

## **Data Collection Methods**

### **Questionnaire Survey Method**

A questionnaire survey method is important in obtaining comparable data and allows respondents to express their opinions without fear of being victimized. The questionnaire survey method enabled access to respondents in the shortest period of time and was closed-ended with straight forward questions that included predetermined responses.

### **Interview Method**

There was application of oral interviews for direct responses which in turn aided the researcher to compile a report from the opinions and ideas of participants. An unstructured interview guide was used for in-depth data from respondents.

## **Data collection tools**

### **Structured Questionnaire**

A structured questionnaire is an instrument used to obtain information from respondents which comprises of questions with closed-ended responses predetermined by the researcher from which respondents select. Structured questionnaires were used for quantitative data targeting secondary schools in Wakiso district relating to study objectives and variables. It comprised of questions on respondents' demographic characteristics of respondents and statements on study variables measured by use of a Five-point likert scale where; 1= Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, and 5=Strongly agree.



**Interview Guide**

Phenomena can be explored in-depth through qualitative research. Such engagement enabled collection of thorough information from the field. The researcher at all times on questions without meandering from the study variables for purposes of reliable and accurate information from headteachers and directors of studies.

**Instruments Validity and reliability**

The instruments used were subjected to a pilot study after being reviewed by peers to test for validity and reliability.

**Data Analysis**

**Quantitative**

Data collected was analyzed descriptively for respondents’ demographics and with linear regression. Simple linear regression analyzed the study objectives so as to provide answers to the study hypothesis at a significance level of 0.05

**Qualitative**

The thematic analysis was applied on the qualitative data. Thematic analysis comprised of the transformation of participants’ views and perceptions by the researcher into themes in line with research questions presented as verbatim quotations so as to supplement the quantitative data collected.

**Ethical Consideration**

The Directorate of Post Graduate Studies Islamic University in Uganda, issued permission for data collection upon request from the researcher. An introductory letter was then presented to the head of schools for approval. Confidentiality and respect for respondents was observed in search of required information. There was maintenance of research ethics throughout the whole study. This was done by obtaining informed consent, ensuring confidentiality, ensuring integrity and respecting the rights of the respondents. The researcher sought consent of respondents and assured of utmost confidentiality and the purpose of the study as purely and solely for academic purposes. In order to keep the respondents anonymous, no questionnaires provided gave an option for names or identity.

**Study Findings**

The findings presented in this chapter include; descriptive statistics on the demographic characteristics of the respondents and regression analysis results.

**Findings on the Demographic Characteristics of Respondents**

The study assessed the demographic characteristics were assessed for the respondents from different selected secondary schools in Wakiso district. The results appear in Table 1;

**Table 1: Demographic characteristics of respondents**

<b>Demographic Composition</b>			
<b>Category</b>	<b>Items</b>	<b>frequency</b>	<b>percentage</b>
<b>gender</b>	Female	12	40.0
	Male	18	60.0
	<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Age Category</b>	Below 30 yrs	8	26.7
	31 to 40 yrs	17	56.7
	Above 40yrs	5	16.6

	<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Level of Education</b>	Diploma	12	40.0
	Bachelors	16	53.3
	Masters	2	6.7
	<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Marital status</b>	Married	16	53.3
	Single	10	33.3
	Divorced	2	6.7
	Widow	2	6.7
	<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Period of Work at the School</b>	Below 1yr	2	6.7
	1-3yr	10	33.3
	4-6yrs	15	50.0
	Above 6yrs	3	10.0
	<b>Total</b>	<b>30</b>	<b>100.0</b>

**Source: primary data (2024)**

Table 1 indicate that majority were males, 18 (60.0%) compared to 12 (40.0%) of the respondents who were females. The bigger proportion were aged 31-40 years, 17 (56.7%) followed by 8 (26.7%) of the respondents who were aged below 30 years, and the least proportion 5 (16.6%) of the respondents were aged above 40 years.

Additionally, it was revealed that respondents had attained a degree level of education as the majority 16 (53.3%), followed holders of diploma level of education, 12 (40.0%) and the least proportion of respondents had attained a master's level 2 (6.7%). In regards to marital status, majority of the respondents 16 (53.3%) were married, followed by 10 (33.3%) of the respondents who were single, then 2 (6.7%) of the respondents who were divorced, and also 2 (6.7%) widowed.

further still, the study revealed that majority were 15 (50.0%) had worked with the respective schools for a period of 4-6 years, followed by 10 (33.3%) whose work span was 1-3 yrs, then 3 (10.0%) whose period was above 6 years, and the least proportion 2 (6.7%) having worked with respective schools below a year.

**Findings on the Study Objectives**

This section presents the findings in relation to the specific study objectives.

**Effect of Teachers' practices in implementing the competence based curriculum on students' academic performance in secondary schools in Wakiso District**

The study intended to assess the effect of teachers' practices in implementing the CBC on academic performance of students in selected secondary schools in Wakiso district. The Simple linear regression analysis was used to present findings as below;

**Table 2: Regression analysis on the Effect of teachers' practices in implementing the CBC on academic performance of students**

Model summary				
model	R	R square	Adjusted R square	St Error of the estimate

1	.627 <sup>a</sup>	.393	.372	.65302		
Predictors (constant) Teachers' Practices in Implementing the CBC						
<b>coefficients<sup>a</sup></b>						
Model		Unstandardized coefficients		standardized coefficients	T	sig.
		B	std. error	Beta		
1	(constant)	1.063	.700		1.520	.000
	Teachers' Practices in Implementing the CBC	.765	.180	.627	4.260	.000
a. Dependent Variable: Students' Academic Performance						

**Source: primary data(2024)**

The regression findings in Table 2 indicates teachers' practices in implementing the CBC have a strong positive and significant effect on the academic performance of students students' academic performance in Wakiso district ( $\beta=0.627$ ,  $p\text{-value}=0.000$ ) at 0.05significance level. Similarly, the regression findings indicate that a unit increase in teachers' practices in implementing the CBC significantly results into improved performance of students in academics in secondary schools by 62.7%. The results imply that as teachers' practices in implementing the competence-based curriculum increase; it results into an improvement in the performance of students academically in secondary schools in Wakiso district.

The results show the coefficient of determination (adjusted R-square) in the modal summary was 0.372, which indicates that teachers' practices in implementing the CBC explain37.2% for the total variations in academic performance of students and the remaining 62.8% of the variations are explained by other factors.This implies the practice of teachers in implementation of CBC greatly and significantly influences performance of students academically in public secondary schools in Wakiso district. Hence, to improve students' academic performance there has to be an increase in teachers' practices in implementing the CBC in the secondary schools in Wakiso district.

Some of key informants argued in relation to the teachers' practices on implementing the competence-based curriculum on students' academic performance as follows;

*“Teachers implementing a competence-based approach can tailor instructions to meet individual needs and strengths of students. This personalized attention can help students master skills at their own pace, leading to improved performance.” (Deputy Head Teacher A)*

*“Some teachers' practices in implementing the competence-based curriculum emphasize mastery of specific skills and knowledge before moving on to new topics. This focus ensures that students build a solid foundation of understanding which can improve their overall academic performance.” (Head Teacher A)*

*“Teachers using a competence-based curriculum often employ formative assessments to monitor student progress and provide feedback. This continuous assessment helps identify areas where students may need additional support, leading to timely interventions and improved performance.” (Director of Studies A)*

*“Competence-based curricula often include collaborative projects and group work supervised by teachers which can develop students' teamwork and communication skills. These experiences can enhance learning and improve academic outcomes by allowing students to learn from one another.” (Director of Studies B)*

*“...teachers' practices include provision of continuous feedback and opportunities for reflection which process helps students understand their progress and areas needing improvement, promoting a growth mindset and better academic performance.” (Head Teacher B)*

**Impact of Professional Teacher Development in the Competence-based Curriculum on students’ academic performance in secondary schools in Wakiso district**

The study also intended to examine the impact of professional teacher development in the CBC on academic performance of students in selected secondary schools in Wakiso district whose findings are presented by simple linear regression analysis

**Table 3: Regression findings on impact of professional teacher development in the CBC on academic performance of students**

Model Summary						
model	R	R square		Adjusted R square		Std. error of the Estimate
1	.498 <sup>a</sup>	.248		.221		.80461
a. Predictors: (constant), Professional Teacher Development in the CBC						
coefficients <sup>a</sup>						
Model		Unstandardized coefficients		standardized coefficients	t	sig.
		B	std. error	Beta		
1	(constant)	1.238	.862		1.437	.000
	Professional Teacher Development in the CBC	.672	.221	.498	3.039	.000
a. Dependent Variable: Students’ Academic Performance						

**Source: primary data(2024)**

Table 3, shows regression findings that professional teacher development with regard to CBC bears a moderate and positively significant impact on academic performance of students in secondary schools ( $\beta=0.498$ , P-value=0.000) at 0.05 significance level. Similarly, the regression findings indicate that a unit increase in professional teacher development in the CBC significantly results into improved students’ academic performance in secondary schools by 49.8%. The results imply that as professional teacher development in the CBC increases, it results into improved academic performance of students.

With regard to model summary results, the coefficient of determination (adjusted R-square) was 0.221, thus, the professional teacher development in the CBC explain 22.1% of the aggregate variations of students performance in secondary schools and the remaining 77.9% of the variations are explained by other factors. This implies that professional teacher development in the CBC slightly and significantly influences the performance of students academically in the secondary schools. Hence, to improve students’ academic performance, there has to be an increase in professional teacher development in CBC in the selected secondary schools in the district.

In relation to impact of teachers professional development with regard to CBC on students’ academic performance, some of the key informants argued that;

*“Professional development equips teachers with the knowledge and skills necessary to implement competence-based strategies effectively. Teachers learn how to design lessons that are student-centered, promote active learning, and emphasize mastery of competencies, which can lead to improved student understanding and performance.” (Head Teacher B)*

*“Professional development and training helps teachers develop curricula that align with competence-based standards. Well-structured curricula that focus on key competencies ensure that students acquire*

essential skills and knowledge systematically, which can enhance their academic outcomes.” (Director of Studies A)

“...professional development often includes training in formative and summative assessment methods that are aligned with competence-based education. Teachers learn to create assessments that accurately measure student progress and mastery, providing valuable data to inform instruction and support student learning.” (Deputy Head Teacher B)

“Competence-based education requires teachers to recognize and address the diverse needs of students. Professional development can provide teachers with strategies for differentiating instruction, allowing them to meet each students’ unique learning needs and promote better academic performance.” (Director of Studies B)

“Professional development through training helps teachers incorporate innovative teaching practices and technologies that make learning more engaging and interactive. When students are more engaged, they are more likely to be motivated and achieve higher academic standards.” (Deputy Head Teacher A)

“...effective professional development includes strategies for creating a positive and productive classroom environment. Teachers who manage their classrooms well can minimize disruptions and maximize learning time, contributing to improved student outcomes.” (Head Teacher A)

**Effect of Teacher Adaptability to the Competence-based Curriculum on students academic performance in secondary schools in Wakiso district.**

The study further assessed the effect of teacher adaptability to the CBC on the students’ academic performance in Wakiso district. Hence, findings are presented using Simple Linear Regression analysis

**Table 4: Regression findings on the Effect of teacher adaptability to the CBC on students academic performance**

Model summary						
model	R	R square	Adjusted R square		Std. error of the Estimate	
1	.616 <sup>a</sup>	.380	.358		.66550	
a. Predictors: (constant), Teacher Adaptability to the CBC						
coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	sig.
		B	Std. error	Beta		
1	(Constant)	1.104	.713		1.549	.000
	Teacher Adaptability to the CBC	.758	.183	.616	4.141	.000
a. Dependent Variable: Students’ Academic performance						

**Source: primary data(2024)**

Table 4 shows regression findings indicating that teacher adaptability to the competence-based curriculum has a strong positive and significant effect on academic performance of students in secondary schools in Wakiso district ( $\beta=0.616$ ,  $p\text{-value}=0.000$ ) at significance level of 0.05. The findings indicate that a unit increase in teacher adaptability to the CBC significantly results into improved students academic performance in secondary schools by 61.6%. The results imply that as teacher adaptability to the CBC increases, it results into an improved performance of students academically in Wakiso District.

model summary results therefore indicating coefficient of determination (adjusted R-square) that the coefficient of determination (Adjusted R-square) was 0.358, which implies teacher adaptability to the CBC explains 35.8% of the aggregate variations in students’ academic performance and the remaining 64.2% of the variations are explained by other factors. This implies that teacher adaptability to the CBC greatly and significantly affects performance of students in secondary schools in Wakiso district. Therefore, to improve students’ academic performance, there has to be an increase in teacher adaptability to the CRB in the secondary schools.

Some key informants argued in relation to the impact of teachers’ adaptability to the CRC as follows; *“Adaptable teachers can modify their teaching strategies to meet the diverse needs of their students. This responsiveness ensures that all students, regardless of their learning style, receive the support they need to master competencies, leading to improved academic outcomes.”* (Director of Studies A)

*“Adaptable teachers are quick to recognize when students are struggling and can implement timely interventions. By providing additional resources, alternate explanations, or extra practices, they help students overcome challenges and stay on track which enhances performance.”* (Deputy Head Teacher A)

*“...professional development often includes training in formative and summative assessment methods that are aligned with competence-based education. Teachers learn to create assessments that accurately measure student progress and mastery, providing valuable data to inform instruction and support student learning.”* (Head Teacher A)

*“Teachers who are adaptable are often more open to experimenting with new teaching methods and technologies. By incorporating innovative approaches such as project-based learning, flipped classrooms, or digital tools, they can make learning more engaging and effective, thus improving student achievement.”* (Director of Studies A)

*“Adaptable teachers can shift their focus from teacher-centered to student-centered learning, where students take a more active role in their education. This shift encourages students to take ownership of their learning, increasing motivation and performance.”* (Head Teacher B)

*“...teachers who adapt well to competence-based curricula can adjust the curriculum dynamically based on student progress and feedback. This flexibility ensures that the curriculum remains relevant and challenging, helping students achieve their full potential.”* (Deputy Head Teacher B)

**Impact of teachers’ challenges in implementing the CRB on students academic performance in secondary schools in Wakiso district**

The study examined the impact of teachers’ challenges in implementing the CBC on academic performance of students in secondary schools in Wakiso district The findings are presented using simple linear regression presented the findings as hereunder;

**Table 5: Regression analysis on the impact of teachers’ challenges in implementing the CBC on academic performance of students**

Model summary				
Model	R	R square	Adjusted R square	std. error of the Estimate
1	.120 <sup>a</sup>	.014	.035	.58594

a. Predictors: (constant), Teachers’ Challenges in Implementing the CBC						
coefficients <sup>a</sup>						
Model		Unstandardized coefficients		Standardized coefficients	t	sig.
		B	std. error	Beta		
1	(constant)	1.997	.628		3.182	.004
	Teachers’ Challenges in Implementing the CBC	-.017	.161	-.120	-.103	.001

a. Dependent Variable: Students’ Academic performance

**Source: Primary data(2024)**

Table 5 shows regression findings indicating that teachers’ challenges in implementation of CBC have a weak negative and significant impact on academic performance of students in selected secondary schools of Wakiso district. ( $\beta=-0.120$ ,  $p\text{-value}=0.000$ ) at a significance level of 0.05. The regression findings indicate that a unit decrease in teachers’ challenges in implementing the CBC significantly results into improved performance of students in secondary schools by 12.0%. The results imply that as teachers’ challenges in implementing the CBC decrease, it results into improved students’ performance in schools in Wakiso district.

There is model summary whose results indicate the co-efficiency of determination (adjusted R-square as 0.035, which implies, teachers’ challenges in implementing the CBC explain 3.5% of the aggregate variations in academic performance of students in secondary schools and the remaining 96.5% of the variations are explained by other factors. This implies that teachers’ challenges in implementing the CBC slightly but significantly affects students’ academic performance in secondary schools in Wakiso district. Therefore, to improve students’ academic performance, there has to be a reduction in teachers’ challenges in implementing the CBC in schools.

In relation to teachers’ challenges and their related impact in the implementation of the competence-based curriculum on academic performance of students, some of the key informants argued that;

*“Without adequate training, teachers may struggle to understand and effectively implement competence-based strategies. This can lead to poorly designed lessons and assessments that fail to support student mastery of competencies, resulting in lower academic performance.” (Deputy Head Teacher B)*

*“Competence-based curricula often require specific materials and resources that might not be readily available. The lack of appropriate resources can hinder the ability of teachers to deliver engaging and practical lessons, limiting students’ opportunities to fully grasp and apply the competencies, thereby affecting their performance.” (Head Teacher B)*

*“...implementing a competence-based curriculum can be time-consuming, especially when individualized instruction and continuous assessment are required. Teachers pressed for time may not be able to provide the necessary support and feedback to all students, potentially leading to gaps in learning and lower academic outcomes.” (Deputy Head Teacher A)*

*“Some teachers may resist shifting from traditional teaching methods to competence-based approaches. This resistance can lead to a half-hearted implementation that does not fully embrace the principles of competence-based education, resulting in suboptimal student engagement and achievement.” (Director of Studies A)*

*“...in large classes, providing personalized attention and managing diverse learning needs become more difficult. Teacher may struggle to implement individualized learning plans and formative assessments*

*effectively, which can prevent students from receiving the targeted support they need to succeed.” (Head Teacher B)*

*“...students come to class with varying levels of preparedness and different learning paces. Teachers may find it challenging to address these differences within a competence-based framework, potentially leading to some students falling behind while others are not adequately challenged.” (Director of Studies B)*

## Conclusions

The study concludes that teachers’ readiness for the CBC in form of practices for teachers including actual implementation of CBC, professional teacher development in the CBC, teachers’ adaptability to the CBC, and teachers’ challenges in implementing the CBC has a significant influence on the performance of students, academically in selected secondary schools in Wakiso district in that an increase in teachers’ practices, professional teacher development and teachers’ adaptability will also result into an improvement in academic performance of students while a decrease in teachers’ challenges also result into improved academic performance of students.

## Recommendations

The government and secondary school administrators should come up with measures and strategies to ensure that teachers in secondary schools undertake different practices so as to improve academic performance of students through the implementation of the competence based curriculum in Wakiso district.

The study also recommends that the National Curriculum Development Center should conduct sensitization programs aimed at enhancing teachers’ professional development through training sessions, workshops, mentorship, and coaching programs where certificates are awarded after completion that align with competence-based curriculum with the objective of improving students’ academic performance in schools.

The school administrators and stakeholders should provide assistance and support to the different teachers so as to minimize some of the challenges that they face during the implementation of the competence-based curriculum as this has a significant influence on students’ academic performance in secondary schools in Wakiso district.

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