TEACHER PRACTICES AND EFFECTIVE IMPLEMENTATION OF COMPETENCE BASED CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN HOIMA DISTRICT, UGANDA

BY

NAJJUMA JOSEPHINE

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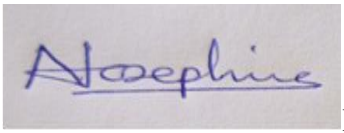
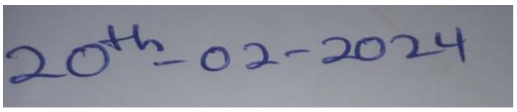
DECLARATION

I Najjuma Josephine declare that this work is my original work and has not been presented/ published in any university or any other awarding institution or higher learning for a degree.

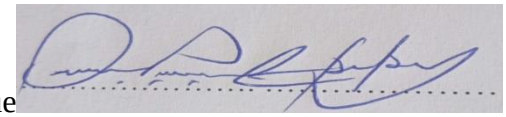
Signature…  Date… 

Najjuma Josephine

2021/U/MED/00341

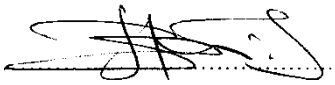
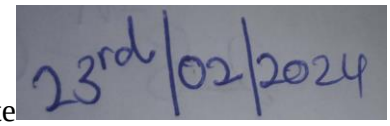
APPROVAL

The research dissertation is entitled “teacher practices and effective implementation of the competence-based curriculum in public secondary schools in Hoima District, Uganda” is prepared and submitted by Najjuma Josephine in partial fulfillment of the requirements of the Degree of Master in Education Planning and Management.

Signatue  Date… 

Rev. Fr. Professor Epiphany Picho Odubuker, MIDM

Main supervisor

Signature  Date 

Mr. Balintumye Michael

Co-supervisor

DEDICATION

I dedicate this work to the almighty God.

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My special appreciation goes to God for the gift of life and monetary provisions. I am forever grateful for the strength and love.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competence Based Curriculum
CVI	Content Validity Index
DEO	District Education Officer
DV	Dependent Variables
EL	Experiential Learning.
ESSP	Education Sector Strategic Plan
HODs	Heads of Departments
IBL	Inquiry Based Learning
ICP	Innovative Classroom Practices
ICT	Information and Communication Technology
IV	Independent Variables
LCA	Learner Centered Approaches
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PPT	Professional Teacher Training
SDGs	Sustainable Development Goals.
SPSS	Statistical Package for Social Sciences
STEM	Science, Technology Engineering and Mathematics.
TD	Teaching Documents
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNESCO	United Nations Education Scientific and Cultural Organization.

USA	United States of America
www	World Wide Web

ABSTRACT

The main aim of the study was to investigate the effect of teacher practices on the effective implementation of the Competence Based Curriculum. The objectives of the study were to find out the effect of using instructional materials on the effective implementation of the CBC, to find out the effect of teacher's adaptation of Learner Centered Approaches on the effective implementation of CBC and to find out the effect of innovative classroom practices on the effective implementation of CBC. A cross-sectional survey design was used incorporating both qualitative and quantitative approaches targeting 138 respondents. Data was analyzed by generating descriptive statistics and by running correlation and regression tests on the study variables using SPSS. Findings indicated that there was no significant relationship between use of instructional materials and effective implementation of CBC (rho=-0.15, p=0.890). There is a significant relationship between Learner Centered Approaches and effective implementation of CBC (rho=0.230, p=0.029). The results showed a markedly low positive correlation (rho=0.037, p=0.729) between ICP and effective implementation of CBC. The regression analysis showed that teacher practices explain up to only 03% of the effective implementation of Competence Based Curriculum. Findings from the interviews indicated that the big class sizes hinder implementation of the CBC. Government should recruit more teachers to manage the big class sizes.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study looked at teacher practices as independent variables (IV) and the effective implementation of the competence-based Curriculum (CBC) in public secondary schools in Uganda's Hoima District as dependent variables (DV). The usage of instructional materials, learner-centered teaching strategies, and innovative classroom practices were used to gauge the teacher's practices. The DV was considered based on record keeping, syllabus coverage, time management, school attendance, and a positive teacher-student relationship. The chapter constitutes the introduction, background to the study perspectives, problem statement, purpose of the study, objectives of the study, research questions, hypotheses of the study, conceptual framework, significance of the study, justification of the study, scope of the study, and operational definition of terms.

1.2 Background to the study

This consists of the historical, theoretical, conceptual and contextual perspectives.

1.2.1 Historical perspective

A competency-based curriculum was in existence in the United States as early as 1957. This was after the first satellite Sputnik1failed. The United States held its educational system responsible because of this failure and difficulty (Pedaste, et al., 2015). The argument over whether the US educational system and research were applicable led to the creation of institutions. Curriculum reform is a trend that has been going on for a time, both in Africa and elsewhere. To deal with political, social, and frequently challenging economic realities, the majority of African countries endeavored to adapt and reform the curriculum from a content-based curriculum to a

competence-based curriculum (CBC) by the 1990s (Ilmu, 2016). CBC is regarded as the most innovative paradigm because it emphasizes the integrated nature of what students need to learn in order to manage not only the labour market but also life in general (Chamane & Mashamba, 2019). Zambia switched to a CBC in 2013 from a knowledge-based curriculum. Zambia emphasized a variety of teaching techniques, including active learning, field visits, role playing, discussions, demonstrations, question and answer technique, and instructor exposition.

In Rwanda, CBC was introduced in April 2013 and implemented in 2016. With a concentration on skills and an orientation to business and daily life, the new curriculum required the students to be less intellectual and more practical. For the new subjects included in the new curriculum, the cascade approach was employed, in which instructors were taught at the national level, followed by district master trainers, teachers in districts, and subject school leaders from all schools (Chamane & Mashamba, 2019).

Based on the findings of a needs assessment research carried out in 2016 by the Kenya Institute of Curriculum Development (KICD) and adapted by the Ministry of Education, Kenya adopted the CBC approach in her curriculum reform in 2019, not wanting to fall behind. Establishing national value systems and enhancing the learning of prerequisite skills for the twenty-first century required key concepts. The core skills include collaboration and communication, critical thinking and problem-solving, creativity and imagination, citizenship, learning how to learn, self-efficacy, and digital literacy (Isaboke et al., 2021).

CBC was established in response to Uganda's Vision 2030 and the fourth Sustainable Development Goal (Quality Education). Additionally, it was intended to align with national

educational objectives, which seek to promote the learner's holistic development through personal responsibility (Musiimenta, 2023).

The Ministry of Education and Sports (MoES) of Uganda started evaluating the lower secondary curriculum in 2008. The East African Secondary School Harmonized Curriculum Framework, the Sustainable Development Goal No. 4, the Vision 2040, the National Development Plans I and II, the Education Sector Strategic Plans (ESSPs) of 2004/05 - 2019/20, the NRM Manifesto 2016-2012, and subsequent MoES research served as the review's guiding principles. In addition, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) underlines the necessity for nations to concentrate on curriculum reform if they are to accomplish Sustainable Development Goal No 4 above, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all through its curriculum department.

1.2.2 Theoretical perspective

The research was directed by the constructivism theory. According to constructivism theory, learners' prior experiences shape reality and help them actively construct or develop their own knowledge. In 1986, Vygotsky put forth the constructivism idea. Constructivism places a strong focus on the importance of creating a supportive learning environment. For instance, field studies, trips, and kiosks can all be successful if the subject being studied is pertinent to those areas. This calls for you to give your students or learners a captivating, interactive experience. According to a constructivist educational philosophy, kids are powerful, competent, engaged, and capable. It enhances memory retention, critical thinking, engagement, and ownership of the knowledge obtained by encouraging learners to learn by doing. Fosnot & Perry (2005) state that constructivism requires instructors to give careful thought to the objectives they set for the students they are teaching, the instructional tactics they use to accomplish these objectives, and

the assessment procedures they employ to capture real learning. A learner-centered philosophy known as constructivism maintains that knowledge develops via reflection on one's experiences, beliefs, and interactions with oneself, others, and the environment. Vygotsky shows how knowledge and prior experience may be applied to new and unexpected events to make sense of them.

The capacity to acquire knowledge meaningfully rather than the ability to retain all of the ontological explanations of the universe, is what Liu & Matthews (2005) define as awareness. According to Liu & Matthews, (2005), the transition from nonverbal and thus no meaningful perception to meaningful and verbal object perception, is correlated with the development of awareness in the child. A person might acquire the potential for new relationships with it and also acquire new potential for acting with respect to it by perceiving something in a meaningfully different way. Meaningful perception is generalized as abstracted perception according to this theory. To allow students to research, explore, analyze, synthesize, and be creative in response to questions in the provided activities, teachers must create the conditions and learning environment. As a result, critical thinking and differentiated education should be used to facilitate learning. Student interactions and activities should be prioritized (Connor, 2022).

For a successful learner-centered approach, complex experiential challenges from real-world situations should be used. Developing, organizing, and executing a protracted driving question that addresses issues that matter to people outside the classroom is project-based learning. As measures of success, learner decisions and opinions must be acknowledged (Muheebwa, 2013).

1.2.3 Conceptual perspective

The success of implementing a CBC will be examined in the study as a dependent variable, while teaching practices will be discussed as an independent variable. In contrast to dependent variables like record keeping, syllabus coverage, time management, regular school attendance, and a positive teacher-student relationship, independent variables like use of instructional materials, learner-centered approaches in teaching, and innovative classroom practices. Teachers must be ready to learn new things, change their attitudes, and improve their abilities Nthulanyanes, (2004). Instructional materials are crucial elements of learning and cannot be easily used without them, claim Mediante et al. (2017). Pedagogical innovations are new practices that modify what teachers and students do and learn in the classroom, preparing students for lifelong learning in the information age.

1.2.4 Contextual perspective

Ideas were detailed in the Education Sector Strategic Plan (ESSP) 2009-2018 for improving the relevance of secondary education. To ensure that post-primary students are prepared to enter the labor force with vocational skills, sub-objective 2.2 of the ESSP was created. This was in line with the 2017–2020 Education Sector Strategic Plan. The Education sector decided to analyze the curriculum to achieve this goal, placing special emphasis on evaluation, instruction style, information overload, and knowledge obsolescence. The current curriculum, which has been in place since the days of the colonies, has come under fire for prioritizing knowledge above values and skills. It has been found that it falls short of meeting the social and economic needs of the nation as well as the challenges that face today's students. The government will continue to prioritize science education, skill development, innovation, and research to prepare students for the workforce (NCDC, 2020). Through the National Curriculum Development Centre (NCDC), the Ministry of Education and Sports (MoES) started a curriculum review at all levels to address

public concerns and execute the Government White Paper (1992) recommendations (NCDC, 2020).

CBC has frequently been taught and studied as a collection of strategies intended to address theoretical exercises and issues using algorithmic techniques. This method has two justifications. On one hand, each teacher's training and motivation heavily influence their teaching approach. The format of the examination items, which is typically multiple-choice, has on the other hand put a lot of pressure on students, instructors, and parents Musiimenta, (2023).

According to (Mbogo 2020), instructors have a critical role in implementing the curriculum, facilitating and evaluating learning. It also means that for students to receive high-quality education, teachers must be of good calibre. Only if the instructor has the required skills and a positive work environment can they fulfill such a function. Instructors were taught in the child-centred pedagogy (CCP) for the implementation of CBC, instructional resources were provided to schools, they were trained to create new instructional materials, and continuous assessment was mandated (NCDC, 2020). When implementing CBC, instructors are required to have a good understanding of the standards for displaying and evaluating instructional materials as well as the ideas that underpin the efficiency of doing so in the classroom, Nacino (2008).

In light of the foregoing CBC implementation, students learning abilities have greatly improved due to teachers' practices and perspectives. One method to define quality teaching is to see student achievement as proof of learning and connect student learning to the effective or successful instructor. The Competence Based Curriculum was implemented in public secondary schools in Hoima District in Uganda, and the study therefore examined teaching practices and its effective implementation.

1.3 Statement of the problem

In 2008, the Ministry of Education and Sports (MoES) decided to undertake a reform of the lower secondary curriculum in Uganda. This involved a shift from the usual knowledge based curriculum to the CBC. In 2020 the CBC was implemented in all the schools across the country (NCDC, 2020). A CBC emphasizes what the learner can do instead of what they know in order to prepare for the world of employment (NCDC 2020).

The government of Uganda has come out to support the effective implementation of the CBC through many trainings of teachers who are the curriculum implementers, provision of instructional materials like text books, increased funding in schools among others Mbogo (2020).Despite the fact that all this is done by government, teachers are not effectively implementing the CBC. (Tumuheise et al., 2023) carried out a study to explore the several factors affecting implementation of CBC in Kabale district, Uganda.

There are no viable studies carried out to establish the teacher practices and effective implementation of CBC in Hoima District. This has prompted the researcher to carry out a study on teacher practices and effective implementation of CBC in Hoima District, Uganda.

1.4 Purpose of the study

To investigate how well the CBC is being implemented in the public secondary schools in Hoima District, Uganda.

1.5 Objectives of the study

i. To investigate the effect of using instructional materials in effective implementation of CBC in public secondary schools in Hoima District, Uganda.

ii. To investigate the effect of teachers' adaption of learner-centered approaches on the practical implementation of the CBC in public secondary schools in Hoima District, Uganda.

iii. To investigate the effect of innovative classroom practices on the practical implementation of the CBC in public secondary schools in Hoima District, Uganda.

1.6 Research questions

i. What is the effect of using instructional materials on effective implementation of CBC?

ii. What is the effect of using LCA on effective implementation of CBC?

iii. What is the effect of using ICP on the effective implementation of CBC?

1.7 Research hypotheses

i. There is significant effect of using instructional materials in effective implementation of the CBC.

ii. There is a significant effect of teacher's level of adaptation of learner-centered approaches and the effective implementation of CBC.

iii. There is a significant effect of innovative classroom practices and the effective implementation of CBC.

1.8 Conceptual framework

The conceptual frame work that guided the study is as indicated in the figure below;

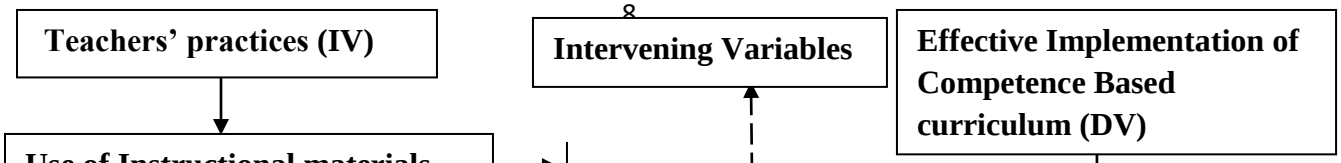

Figure 1.1 Conceptual framework

Source: Adapted with modification from Bass and Avolio (2004)

In accordance with Figure 1.1, the use of instructional materials, learner-centered teaching approaches, and innovative classroom practices are the three constructs used to measure the teacher practices.. These have an impact on how the CBC is implemented. This is determined by the dependent variable (DV) which includes record keeping, syllabus covering, time management, regular attendance at school, teacher-learner relationships, regular preparation, and assessment. For instance, in order to accomplish syllabus coverage in the CBC, teachers are

expected to successfully prepare for their lessons by choosing the best instructional materials, effective teaching strategies, and a better selection of innovative classroom practices.

1.9 Significance of the study

Data from the research will be used by the NCDC and MoES policymakers to enhance teacher training for CBC. The instruction materials will be explained to the school stakeholders, increasing their awareness.

By highlighting the significance of learner-centered approaches, the study will help close the communication gap between educators and students. Both teachers and students are expected to create innovative teaching strategies.

The findings will be used by head teachers to identify the reasons for poor CBC implementation. This will assist all curriculum implementers in figuring out how to make CBC implementation better.

Students will be urged to raise their performance standards. They will be able to finish their school cycle and develop into valuable citizens who can fully participate in the nation's development programs. Thanks to this.

Teachers will use the findings to select appropriate methods for the implementation of CBC. Teachers will also develop positive attitudes towards the implementation of CBC. They will be enlightened on the value of using projects as teaching methods in CBC.

1.10 Justification of the study

Other researches on the impact of teaching practices on successful implementation have been done, but none have looked specifically at the CBC in public secondary schools in the Hoima District. Even though NCDC has held numerous trainings, the curriculum implementation is still

unsatisfactory. The implementation of the CBC in public secondary schools in the Hoima District must therefore be studied to ascertain the impact of teacher practices on its success, as well as strategies to raise student levels of knowledge, skills, values, attitudes, and comprehension.

1.11 Scope of the study

1.11.1 Geographical scope

All public secondary schools in Uganda's Hoima District, Bunyoro sub region will participate in the study. Sir Tiito Winy S.S., Kakindo S.S., Kigorobya Seed School, Buseruka S.S., St. Cyprian SS Butema, and St. Thomas Moore SS, Kitana are the schools in the group. Hoima district is among the districts in Bunyoro kingdom in western Uganda. It is surrounded by the districts of Buliisa in the north, Masindi in the north-northeast, Kakumiro and Kikuube in the south, Lake Albert in the west, and Kyankwazi in the east.

1.11.2 Content scope

The study looked at how teacher practices affected the implementation of the CBC in public secondary schools. It examined the use of instructional materials, learner-centered teaching strategies, and innovative classroom practices. . The researcher was motivated to carry out a study in order to determine the relationship between teachers' practices and the use of the CBC .

1.11.3 Time scope

This analysis was carried out with a focus on the years 2018 through 2023. This time frame is taken into account because it coincides with the introduction of CBC in Uganda's secondary schools. However, despite increased government emphasis and availability of commercially produced materials in secondary schools, implementation was being hampered by some factors related to teachers' practices, leading to a decrease in the use of instructional materials, learner-centered approaches, and innovative classroom practices.

1.12 Operational Definition of Terms

Teacher preparation: Choosing the right teaching materials, preparing the necessary documents like schemes of work, lesson plans among others. It also involves identifying the appropriate teaching methods.

Instructional materials: These are visible items which the teachers use to make teaching easy.

Learner centered approach: making sure that the learners are the authors of knowledge.

Innovative classroom practices: being creative as a teacher to make learning enjoyable.

Lower secondary curriculum: this is a new curriculum which emphasizes what the learner can do in life other than just absorbing knowledge.

Teacher practices: decisions and actions made by teachers on daily basis in order to impart knowledge.

Competence based curriculum: learner centered approach of teaching which caters for the changing needs of student, teachers and the society in which they live.

Inquiry Based Learning: ensuring learners do a lot of consultation especially from the facilitators by designing questions and preparation for learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature on teaching practices and the successful use of the CBC is examined in this chapter.The execution of the CBC is focused on theoretical and conceptual reviews, instructional resources, learner-centered approaches, and innovative classroom practices. These are thought of as the foundation of the research.

2.2 Theoretical review

The research also follows Vygotsky's (1973) theory of learning, which is a cornerstone of socially constructive thinking. By highlighting traits that have a big impact on how we teach and how students learn, it focuses on what knowledge is. The method holds that each learner develops his or her own ideas as opposed to obtaining comprehensive and accurate information from a teacher or other authority figure. It places a focus on improving current teaching techniques in order to support students in developing a satisfying and cogent view of the world through interpersonal interaction, information internalization, and first-hand experience.

According to constructivism, people actively generate their own knowledge and their experiences as learners define what is real. In essence, learners use their own knowledge as a base and add to it new information. Teachers must acknowledge the varied experiences that each student brings to the classroom each day. One theory that explains how people learn and gain information is constructivism (Kouicem, 2008). Learners develop their own understanding and knowledge of the world, according to the theory, by evaluating ideas and approaches based on prior knowledge and experience to help them understand the previous knowledge (Kouicem, 2008).

In essence, when learning new material, students build on their prior knowledge as a foundation. As a result, each person's unique experiences influence how they learn. Since constructivism influences how all of your students learn, it is crucial for educators to understand it. The background and prior knowledge of the learners affect how well they learn. Constructivist learning theory can be used by teachers to help pupils understand their prior knowledge.

Knowledge is formed, or, to put it another way, knowledge is layered upon knowledge. Students take parts and assemble them in their own special way to produce something that is different from what another student might produce. Constructivist learning theory states that people learn how to learn as they go along.

2.3 Conceptual review

In Uganda, the CBC Curriculum was implemented in February 2020 with the intention of generating and solving learner needs, notably in terms of skill development and improvement. According to Mutesi (2020), CBC refers to the methods used to help learners develop the necessary skills. The four learning pillars of hearing, speaking, writing, and reading are all included in the CBC (NCDC, 2020).

The majority of young people, according to the Centre for Policy Analysis, (2019), want more practical subjects, and more than half of them feel that their education did not prepare them for the opportunities that are currently available in the employment market.

According to national goals for socioeconomic transformation and labour market demands, the Ministry of Education and Sports (2019) emphasises the significance of creating a baseline Competence and Skills profile for each Level (primary, secondary, and postsecondary). This is because the previous curriculum did not give students the knowledge and abilities they needed to be creative and create jobs. Instead, it prioritized theoretical learning above practical skills, which accounts for Uganda's high jobless rate. This called for a CBC in Uganda.

The adoption of the new lower secondary curriculum will be the study's dependent variable, while teaching practices will be its independent factors. Instructional resources, learner-centered strategies, and innovative classroom techniques are a few of the independent variables. Examples

of dependent variables include collaboration and self-directed learning, critical thinking and problem-solving, mathematical calculation and ICT proficiency, literacy skills, creativity, and invention. The successful implementation of the new curriculum depends on all of these qualities. The role of the instructor is one of a facilitator. Making educational materials requires a large amount of the teacher's time. Learning chances for children can be improved through teacher preparation (Liu & Matthews, 2005).

Teachers need to understand that putting what we learn into practice is more important than learning facts, laws, or procedures by heart. As a result, educators must adapt their lessons to the pupils' level of comprehension. Before introducing knowledge in those areas, teachers must make an effort to comprehend the learners' prior notions and understandings. Learning is influenced by the attitude of the teacher (Molopo & Ulujami, 2018). Teachers should always retain lesson plans, activities, assessments, quizzes, and worksheets. This helps in tracking what worked and what didn't, as well as suggestions for how to make improvements (MoE&S, 2019).

The number of subjects has dropped and some have changed in scope and content between the previous and new curricula (Centre for Policy Analysis, 2019). Although renaming the subject may not have much of an impact, the focus should be on the information presented in class. They also realized that doing things the way they had traditionally been done would not lead to any results. When theoretical disciplines like ICT, woodworking, and metalworking are taught, a difficulty occurs. They suggested that the purpose for which the curriculum was assessed would be defeated if students were not exposed to actual practice in those fields (Centre for Policy Analysis, 2019).

The new pedagogy, according to Chemongess (2020), intends to give students 21st century skills like analytical thinking, creativity, and cooperation, collaboration, and ICT integration, among others. But these researchers adopted a quantitative strategy. Both quantitative and qualitative research methodologies were used.

2.4 Review of related literature

2.4.1 Instructional materials and effective implementation of competence-based curriculum

Dujan & Dahan (2019) state that instructional materials can be both print and non-print resources that are intended to influence students' learning Textbooks, periodicals, newspapers, slides, photos, and workbooks are examples of printed materials. Non-printed materials include, among other things, electronic media. The non-print materials are those that don't need electricity and come in a limitless range of sizes, colors, and shapes that are simple to find and marketable enough to be patterned to meet the needs of the subject. The authors, however, did not demonstrate how the teachers used the resources or how their use affected the implementation of CBC; they simply discussed the materials that were already available.

The textbook is a teaching tool that supports both efficient instruction and self-directed learning. It matters to both the teacher and the student in other settings (Mithans, 2020). The textbook can be incorporated into the entire teaching process by the instructor. To promote learning in their classrooms, teachers in many schools rely solely on state-designed textbooks because they lack the tools to personalize knowledge (Scott & Husain, 2021). The results of this study do not demonstrate how textbooks are used in learner-centered instruction. This study aimed to determine how textbooks are used in competence-based curricula and how teachers are adjusting to the new approaches.

Real specimens, charts, and films have been found to be the finest teaching aids because they tend to increase student accomplishment, according to Mediante et al. (2017). Teachers should consequently learn how to include various teaching aids into their lessons, particularly genuine specimens, and movies. The charts, which are constantly communicating in class, should not be forgotten. The authors merely highlighted how important it is for teachers to use genuine specimens, charts, and films; they did not demonstrate how capable or enthusiastic teachers are about using these resources in CBC. Therefore, the purpose of this study was to determine whether teachers could and did use real examples, charts, and films to apply CBC in secondary schools.

Participants in Bursal & Yetiş's study (2020) to determine learners' graph skills and affective states towards graphs performed better on graph questions demanding interpretations of the graph data. Graphs are frequently used to teach a variety of subjects, including history, economics, psychology, physics, genetics, and the weather. However, national and international examinations reveal that while the majority of students can recognize values on a graph, many have problems recognizing the patterns that are depicted on a graph that has already been constructed and given to them. The authors ignored teachers' practices, which this study sought to establish in favour of focusing on students' use of and advantages from utilizing graphs.

Chalkboards are the most dependable teaching tools. Teachers regularly use the chalkboard as a teaching tool, especially during lectures and group discussions. There are various types, including magic boards, maker boards, write boards, felt boards, and blackboards. It is used in schools by teachers to write essential phrases and statements as well as to create diagrams, figures, and maps (Nwojji, 2019). In this study, the researcher demonstrates in detail how teachers use chalkboards to facilitate learning and teaching. However, the author's research

indicates that teacher-centered techniques like the lecture method use chalk boards. In this study, it was determined how teachers used chalk boards as part of learner-centered pedagogy.

Teaching aids comprise books, audiovisuals, software, and hardware of educational technology, according to FarombiS (2018). According to him, the availability, appropriateness, and relevance of teaching aids in classrooms can have an impact on the caliber of instruction, which in turn can enhance student learning and academic success. The author, however, only focused on the classroom setting, whereas CBC is based on the environment. The purpose of this study was to determine how instructional materials affect learning that is depending on the environment.

According to Longford (2019), projected materials are those that require a light source for their projections. These resources comprise the following: To name a few, there are movies, televisions, overhead projectors, and tape records. The items that are not projected include, among other things, a chalkboard, flamed graphs, magnetic boards, models, specimens, and mock tips; pamphlets and textbooks; plays; theatre; posters; charts; and genuine objects. While some teachers lacked projector-use expertise, the researcher disregarded teachers' views about using projected materials. The goal of the current study was to identify teachers' practices regarding the use of projected materials in the CBC.

2.4.2 Learner-centered approaches and effective implementation of CBC

Miller (2004) promotes instruction that is child-centered and encourages learners to actively participate in their learning. This serves to foster the idea that when students discover something on their own, the teacher only makes conclusions. Since much of their work is focused on "hands-on experience," this also plays a significant part in promoting learning through practical work. Proper practices also help students comprehend things more fully. The author did not

specify the educational level in this article; he merely discussed the benefits of a learner-centered approach. The focus of the current study was CBC in secondary schools.

According to the Ministry of Education and Sports (2002), one of the most crucial techniques teachers can employ when teaching science is discovery learning. However, since teachers do not use such interactive techniques, CBC is not well applied.

It seems logical and quite clear given that the material world is the subject topic of science. The teaching of science will incorporate actions of "showing," as well as the students seeing, holding, and manipulating real things and materials Echevarria, et al., (2011). The authors contend that students should physically interact with educational resources as part of the teaching process. Neither the learner-centered nor the teacher-centered modes of engagement are specifically mentioned by the authors. The goal of this study was to better understand how teachers' practices affect learner-centered physical engagement when the CBC is implemented in secondary schools.

Kong (2021) asserts that one of the key determinants of educational achievement is motivation, which is consistent with student participation in the classroom. According to the constructivist approach, project learning is the focus because it enhances the value of education, which is centered on the development of abilities, skills, and experiences. In a learning environment characterized by a high level of active participation and project learning, a personally responsible participant processes knowledge, skills, and/or attitudes on a cognitive, affective, and behavioral level (Gentry, 1996). The literature emphasizes the project idea without connecting it to the teachers' practices. In order to implement CBC in secondary schools, the current study attempted to investigate the relationship between instructors' practices and the utilization of project work.

One of the various words used to characterize educational approaches that are motivated more by a learner's inquiries than by a teacher's lessons is "Inquiry-based learning," which includes project learning. It draws inspiration from what is sometimes referred to as a constructivist approach to education, which holds that there are numerous ways to construct meaning from the elements of knowledge and that teaching students "how to learn" is more crucial than simply providing them with information Rech et al., (1996). The authors failed to acknowledge that not all constructivist approaches are inquiry-based and that not all inquiry-based approaches are constructivist, despite the parallels and shared philosophical foundations between the two. The current study was founded on CBC-based inquiry-based teaching strategies used in secondary schools.

According to Linda (2015), there are numerous effective teaching methods that can assist effective learning. They consist of tools and resources for writing and presenting information, graphic organisers, cooperative learning, and suggestions for using oral and visual activities. To assist students in organising and presenting information, graphic organisers have a wide range of graphics, including charts, webs, diagrams, maps, templates, grids, and wheels. Cooperative learning studies the teams and groups that students might cooperate to accomplish common learning objectives. Links to options for written activities, such as essay and paragraph writing, are included in writing and presenting information. The author, however, does not demonstrate how the approaches are learner-based or how teachers' practices affect how the aforementioned methodologies are applied in the CBC in secondary schools. The researcher wanted to look at how learner-centered strategies were used to introduce CBC in secondary schools.

The project method as it is used today only retained a few original characteristics: taking into account students' interests when allocating tasks within the project group; distinct characteristics

of student activities and teacher functions at different stages of joint activities; and the humanistic approach as the foundation of the learning process with problem-based learning Ambrozy, et al.,(2017).

The project has steps that must be followed, according to (Muheebwa, 2013), for improved outcomes. He provided the following explanations for them. When choosing a trip, a teacher should decide on the goals and the evaluation strategy. Additionally, picking a location and setting a time and date may be necessary. Conduct a pre-visit to become familiar with the main features and personals on the website. Provide enough supplies, including food, drinks, cameras, and money, and give the students names. Establish expected behavior and talk about the trip's goal and how to ask inquiries. During this phase of the project, the teacher gives students the freedom to complete all other specified activities, including making sketches and asking prepared questions. After a project. Permit students to talk about their project-related observations. The materials gathered during the trip are displayed on a bulletin board made by the teacher. Performing a project evaluation and keeping a teacher journal about it. This serves as a useful resource for upcoming initiatives. The author focused mostly on the implementation of project approach by teachers while ignoring the important role that students play in the CBC. So with a strong emphasis on the teachers' behaviours, the researcher in this study evaluated the role of students in the implementation of CBC in secondary schools.

At the school level, learning is making what others already know your own rather than discovering or creating brand-new, untested concepts. From a cognitive standpoint, the difference is comparable to that between completing a puzzle on your own and having someone else explain the solution to you. The second is convergent and has a guaranteed result, whereas the first could involve exploring multiple lines of reasoning with no assurance of ultimate

success (Dawn, 2010). However, there is still cognitive effort to be done to understand it, so that you can apply it to new problems or communicate it to someone else.

(Isaboke et al 2021), a significant number of teachers were trained in some of the suggested teaching techniques for competence-based curriculum, including demonstration, group discussions, reporting and presentation, according to the findings of a study on teacher preparedness and implementation of the competence-based curriculum in public pre-primary schools in Nairobi, Kenya. However, because the training was mostly in the form of brief seminars, many teachers were not thoroughly trained on the CBC. Many teachers lack training in some of the most effective teaching techniques, including discussions, case studies, technical skills, problem-solving, and web, library, and technical searches. This issue limits the variety of teaching methods that would make students more active and involved in numerous ways for successful learning and establishing different abilities as targeted by the CBC because teachers appear to lack expertise in various CBC-recommended approaches.

2.4.3 Innovative classroom practices and effective implementation of competence-based curriculum

With a focus on underserved and marginalized people, innovations in secondary education offer fresh strategies for achieving equitable and high-quality secondary education. Projects aim to improve employability and entrepreneurial skills while expanding educational opportunities (MasterCard Foundations 2020).

In their investigation into how the new curriculum affected first-year students' retention, student study experiences, and self-evaluated knowledge development, Visikivi et al. (2019) discovered

that student independence and collaboration boosted learning in project teams and increased overall happiness.

(Crina & Hanni 2019) in their research investigated how learning designs in higher education courses enhance students' learning. The results show that learning occurs through interaction and practices that are mediated by shared knowledge objects. They also provide guidance for the creation of object-oriented collaborative learning pedagogical principles. However, the research did not examine the teaching approach or if the classroom environment encouraged projects and other ideas. The researcher wants to see if teachers are using the innovations to manage students.

A UNESCO programme called STEM and Gender Advancement (SAGA) claims that connecting abstract ideas to practical applications, using hands-on activities, and taking advantage of real-world learning opportunities all help to motivate and keep girls interested in STEM. According to (Kenna et al. 2022), The IEEE REACH programme has been created to help participants' students and teachers learn how to use historical narratives and inquiry-designed formats to connect abstract ideas, such as how challenges have been solved in the past, with current real-world situations. To reinforce principles, participants were given a hands-on exercise. There are several exercises that teachers must complete in addition to this one. This has motivated the researcher to find out if instructors in Hoima District public schools link extracurricular activities to the learning environment. If so, do they mix up the activities or do they simply use those listed in the NCDC book.

As a method of instruction, field visits are expected to introduce pupils to actual labor and hands-on activities. As stated by (Doris & Friday 2018), this supports and promotes social connection,

active learning, self-motivation, discovery learning, learning by doing, and learning via experience.

To better understand the role that field trips have in the teaching and learning of physics in the Port Harcourt metropolitan area, Doris & Friday (2018) undertook a study. Four research questions and four hypotheses served as the study's guiding principles. Structured questionnaires served as the study's research tools. These were distributed to the teachers and pupils (respondents) in the target population. While the hypotheses were put to the test using z-test statistics, the study difficulties were analyzed using mean and standard deviation statistics. It was found that field trips help students learn more effectively, provide experiences and opportunities for learning, adopt a practical approach, and develop important character traits. Teachers are recommended to consider filed activities when instructing as a result. (York-Barr, et al., 2004) recognizes teamwork among departmental members as one method for providing educators with enhanced exposure to many disciplines of knowledge and practice.

2.5 Summary of literature review

The aforementioned literature is focused on theories, the use of instructional materials in the implementation of CBC, the impact of teachers' adoption of learner-centered approaches on the practical implementation of the Competence Based Curriculum in public secondary schools, and the impact of innovative classroom practices on this implementation.

The constructivism theory was thus applied to direct the investigation. According to constructivism theory, humans actively generate their own knowledge, and learners' prior experiences shape reality (Vygotsky 1986).

It is advised that teachers become skilled at integrating a variety of educational resources into their lessons, especially real-world examples and movies. To help them advance their competencies and skills in the effective use of instructional resources, teachers should have access to educational training programs (Mediante et al., 2017).

The literature suggested that project techniques should be used alongside other inquiry-based teaching strategies while implementing the Competence Based Curriculum (CBC) in order to maximize the impact of teachers' adoption of learner-centered approaches. According to Mbabazi et al., teachers that are effective inspire their students to complete course goals. Matching teacher efficacy with training is necessary to realize the full potential of teachers.

According to the literature, projects increase access to education and aim to elevate employability and entrepreneurial skills (MasterCard foundations 2020). This information relates to the impact of innovative classroom practices on the practical implementation of the Competence Based Curriculum in public secondary schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodologies, methods, and tactics used to address the research topic were covered in this chapter. It provided an overview of the study's data collection techniques, population sample methods, research design, and data analysis approaches. Examined were the study's demographics, sample size, sampling techniques, data collection tools, validity and reliability of research equipment, data analysis, variable measurement, and ethical issues.

3.2 Research Design

This study employed a cross-sectional survey study methodology. This strategy was chosen because it enables the researcher to collect data from a wide range of respondents without having to contact them again after obtaining the data (Amin, 2005; Sekaran, 2003). The results are immediately retrieved, saving time and resources during data collection. The researcher only selected a representative sample of the study population (Carron, 2018). Both quantitative and qualitative methodologies were employed in the investigation. This is so that the researcher can gather data that can be measured, whereas the qualitative approach only permits the gathering of data that cannot be measured (Mugenda & Mugenda, 1999).

3.3 Research Population

Six government-aided secondary schools in the Hoima District were used to create the study's sample: Sir Tito Winy S.S., Kigorobya Seed S.S., Buseruka S.S., Kakindo S.S., St. Thomas Moore S.S., Kitana, and St. Cyprian SS Butema. The head teachers, directors of studies, and teachers made up the target audience. 138 people made up the population from which the sample was taken.

3.4 Sample Size and Selection

Table 3.1: showing the sample size and techniques used

Categories	Sir Tito Winy SS	Kakindo SS	St Cyprian SS Butema	Buseruka SS	Kigorobya seed	St Thomas SS	Target population	Sample size	Sample technique
Head teachers	1	1	1	1	1	1	6	6	Purposive sampling
Directors of studies	1	1	1	1	1	1	6	6	Purposive sampling
Teachers	43	16	18	12	17	20	126	86	Simple random sampling
Total	**45**	**18**	**20**	**14**	**19**	**22**	**138**	**104**	

Source: Field data, 2023

Table 3.1 was guided by Krejcie and Morgan (1970) sampling methods as cited by Amin (2005).

3.5 Sampling Techniques and Procedure

Many different sampling techniques were applied. They are divided into probability and non-probability categories. While probability sampling techniques selects participants who are helpful to the study, non-probability sampling methods randomly select respondents from the general population. The probability sampling method used was simple random sampling. Teachers have an equal opportunity to participate in the study because they are the ones who administer the CBC. The target audience was not uniform because some schools are day schools while others are day and boarding schools. As a result, the personalities of the participants may vary.

The directors of studies were picked through purposive sampling. This is a non-probability sampling technique. Because it enables the selection of representative and useful cases, deliberate sampling was used. Due to their knowledge of the curriculum, the directors of studies of the specified schools are pertinent for this goal. The selection of head teachers also involved purposeful sampling.

3.6 Data collection methods

The researcher used a mixed approach to gather data, combining quantitative and qualitative techniques. Utilizing Likert scales such as strongly disagree, disagree, not sure, agree, and highly agree, the researcher was able to convert data collected by the quantitative method into numerical results. The researcher used qualitative methods to gather data afterwards transformed into narratives or explanations. As shown below, the researcher used questionnaires, interviews, and documentary analysis to collect data for this study:

3.6.1 Questionnaire method

Teachers' responses on standardized questionnaires were gathered (Amin, 2005). The approach involved gathering data systematically from a sample of teachers. For this group of respondents, the questionnaire approach was used to save time because they could read and write, were relatively numerous, and had a big number of questions to ask. It's also reasonably priced.

3.6.2 Interview Method

Interviews were used to get data from head teachers because they allow the researcher to establish rapport with these types of respondents and so secure their involvement, according to Mugenda & Mugenda (1999). They were also the smallest and most conscious of how teaching practices and competence-based curriculum delivery affected them. Interviews also gave the researcher the chance to clarify ambiguous responses and gather in-depth data by asking probing questions. Structured interviews were created to gather data for the study.

3.6.3 Documentary Analysis Method

Amin (2005) suggested obtaining information from a chosen set of respondents using the documentary analysis approach. The technique involved obtaining information from the directors of studies because they are responsible for looking after papers. This method also saved time and money while providing information that was supported by proof.

3.7 Instruments for Data Collection

Three different tools were used in the study to collect data. They consist of checklists, interviewing instructions, and questionnaires for document analysis.

3.7.1 Questionnaires

A questionnaire, according to Bhandari (2021), is a set of inquiries or items intended to elicit information from respondents regarding their attitudes, experiences, or opinions. Both quantitative and qualitative data are collected using it (Bhandari, 2021). To allow respondents to express their thoughts, open-ended and closed-ended questions were included in the study's questionaire. The five scales of the Likert scale were used to get feedback on the factors under consideration. 5 = Agree, 4 = Agrees, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree (Bhandari & Kassiani, 2020). Data from teachers in selected public secondary schools was gathered using this method. This was due to the fact that the sample size was sizable and that questionnaires were the ideal method for gathering information from teachers given the time restrictions.

3.7.2 Interview Guide

Through questioning the head teachers, who were able to provide detailed information during the interview (DiCicco-Bloom & Crabtree, 2006), qualitative data was collected (Amin, 2005). The approach of probing questions was heavily used to elicit from the respondents a more thorough description of the problem. The interviewees were questioned by the interviewer, and their answers were recorded. The data collected from the questionnaire and the interviews together provided more insight.

3.7.3 Documentary Analysis Checklist

Amin (2005) recommended using a Documentary Analysis Checklist to collect qualitative data from research participants. The researcher for the study submitted to the study directors the instrument, which is a list of documents to be inspected. This is due to the fact that these individuals are document custodians, the technology offered information backed by evidence, and it was also cost- and time-effective.

3.8 Validity and Reliability of Instruments

3.8.1 Validity

The study is valid if the instrument measures the outcomes that are intended to be measured. It is ensured that the instruments created accurately measure the variables under consideration by calculating the Content Validity Index (CVI). Amin (2005) states that an instrument is good and so legitimate when it ranges from 0.7 and above; it is not good and thus invalid when it ranges below 0.7. The instruments were given to two experts with knowledge in the study topic to assess the ambiguity and relevance of the items in order to ensure construct, content, and face validity. The content validity index (CVI) was calculated using the following formula:

$$CVI = \frac{\text{Number of items declared relevant or valid}}{\text{Total number of items or judgments}}$$

Findings were presented in Table 3.2.

Table 3.2: showing validity results

Raters	**Items rated relevant**	**Total number of items**	**CVI**
Rater 1	15	18	0.83
Rater 2	13	18	0.72
Average	14	18	0.78

Source: Field data, 2023

From the formula, CVI=14÷18

CVI=0.78

The questionnaire was recommended valid since the CVI value is greater than 0.7.

3.8.2 Reliability

Reliability is the extent to which an instrument consistently produces the same results or data across trials, according to Croswell et al. (2018). Reliability is described by Ayiru (2012) as the consistency or stability of a theoretical concept over the course of two or more endeavors. Surveys were pilot tested on comparable respondents in two Hoima City public secondary schools to ensure that they produced consistent results when conducted in the same conditions. The two institutions were Kitara Secondary School and Duhaga Secondary School. The same teachers were given the identical questions after two weeks. The statistical package for social sciences (SPSS) was used to examine the pilot test's data. The outcomes were then subjected to Cranach's alpha reliability coefficient analysis.

Table 3.3: Showing reliability results

Variables	Cronbach's Alpha	Number of items
Use of instructional materials	0.782	05
Use of learner centered approaches	0.793	04
Use of innovative classroom practices	0.911	04
Effective implementation of CBC.	0.850	05

Source: Field data, 2023

From Table 3.3, it was observed that all the variables of the study yielded an Alpha value above 0.7 and thus the questionnaire was considered reliable.

3.9 Procedure for Data Collection

The dean of Muni University's College of Education gave the researcher her blessing. The researcher then visited the chosen schools and secured the head teachers' approval before distributing the questionnaire, which was later collected after being fully completed. The researcher then went to the chosen schools and got the heads' approval to deliver the questionnaire, which was later collected after it was finished. After being gathered through surveys, interviews, and observation, the data was analyzed.

3.10 Data Analysis

Data analysis, according to Kothari (2004), is the act of editing, coding, classifying, and tabulating gathered data. The procedure entails actions that are taken in order to organize and summarize the field data that have been gathered (Kothari, 2004). Due to the fact that the study used both qualitative and quantitative data, the analysis was completed in two steps.

3. 10.1 Quantitative data Analysis

In order to acquire insights from the data and provide answers to queries like how many, how often, and how much, quantitative data analysis approaches often use algorithms, mathematical analytical tools, and software, according to Eteng (2022). Inferential statistics and descriptive statistics (frequency and percentages) made up the majority of this (Eteng, 2022). Frequencies and percentages were used to gauge the respondents' opinions on the efficacy of the CBC and instructor practices. Regression analysis and Spearman's rank order were used to examine the hypotheses. The Spearman's rank correlation coefficient was used to gauge how strongly the variables were related. The degree of confidence in the results was determined by looking at the correlation coefficient's significance. The linear link between variables was determined using the regression coefficient. This was utilized to calculate the amount of variation in the DV and IV (Bhandari, 2021).

3. 10.2 Qualitative Data Analysis

As stated by Moser & Korstjens (2017), qualitative research aims to provide a thorough knowledge of real-world problems by taking into consideration the natural context in which individuals or groups function. In this study, content analysis was used to organise and edit qualitative data into concise, comprehensible phrases that were then presented alongside the findings from quantitative analysis. In this study, thematic analysis was employed. Data patterns and themes were found using thematic analysis. Data has to be coded, or given labels, as part of the procedure (Korstjens & Moser, 2018).

3.11 Measurement of Variables

Nominal, ordinal, interval, and ratio level measurements of variables are included in Cohen et al.'s (2000) analysis. In this study, the independent and dependent variables were categorised and ranked using a questionnaire that was built using ordinal measurement. The five scales of the Likert scale were used to get feedback on the factors under consideration. 1 = Strongly Agree, 2 = Disagree, 4 = Agrees, 3 = Undecided, and 5 = Agree. A Likert scale is a rating scale used to measure opinions, attitudes, or behavior, according to Bhandari & Kassiani (2020). It is made up of a statement or a question, then five or seven answer statements. According to Bhadra & Kassiani (2020), respondents pick the answer that most closely matches how they feel about the statement or question.

3.12 Ethical Points to Consider

The term "ethical consideration" refers to the rules and standards that researchers must follow when carrying out their research (Ayenew, 2022). This is so that the researcher can investigate behaviours and assess the effects of various phenomena while interacting face-to-face with people. To ensure that research is conducted in accordance with the established laws and principles, ethical concerns influence the character of such interactions (Haddad & Geiger, 2023).

The study took a number of ethical issues into account. A permission and briefing letter requesting their signed consent for their involvement in the research was given to each participant. It was guaranteed to members that they might depart at any time and could do so by signing a withdrawal letter. Both letters were written with the intention of reassuring participants

that their participation in the study was fully voluntary and that they could opt out at any time for any reason.

The goals of the study were sufficiently explained to the participants. They were assured that their responses would remain confidential and that they might choose not to respond to any questions throughout the interview.

The heads of the universities gave their approval for the researcher to carry out the study there. Respondents were informed of the study's purpose and given the assurance that the data they submitted would be kept private. The participants were also made aware by the researcher that the study was wholly academic in character. The subjects were also informed of the study's benefits and drawbacks.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF THE FINDINGS

4.1 Introduction

The findings are analyzed and explained in this chapter. It is separated into eight parts. The introduction is covered in the first paragraph. The response rate is examined in the second subsection, and background data is shown in the third.

Findings on instructional materials and successful CBC implementation in public secondary schools in the Hoima district of Uganda are presented in the fourth subsection. The results of the adoption of learner-centered teaching methods and the successful application of the CBC in public secondary schools in Uganda's Hoima District are presented in the fifth subsection. The sixth presents results from the application of cutting-edge instructional strategies and successful CBC implementation in public secondary schools in the Hoima District of Uganda.

Findings about the successful application of the CBC in the Hoima District of Uganda are presented in the seventh subsection. The statistical results for the eighth subsection of the subsection demonstrate which of the IV had the greatest impact on the DV.

4.2 Response rate

Response rate is a percentage of people who answer/responded to the survey to the people in the sample. According to Cleave, (2020) achieving an acceptable response rate is important because too low figure can give rise to sampling bias, particularly if the number of nonresponses is equal among survey respondents. The response rate for this study was presented in the table 4.1.

Table 4.1: Shows Response rate

Category of population	Target population	Sample size	Response rate	Percentage
Head teachers	6	6	6	100
Directors of students	6	6	5	83
Teachers	126	92	86	82.6
Total	**138**	**104**	**86**	**82.7%**

Source: Field data, 2023

According to the findings in the table 4.1 all the six (06) head teachers responded for interviews and gave their opinions very well giving them 100% response rate. Out of six (06) directors of studies 05 responded and filled the questionnaires giving them 83% response rate. In the study the research sampled 92 teachers to fill the questionnaires. However, 86 responded, filled and returned the questionnaires. Therefore, the response rate was (86 ÷ 104) x 100 = 82.7%

According to Amin, (2005) a survey response that is above 67% is often considered to be excellent for most circumstance, with those at the higher and of the scale likely to have been driven by high levels of motivation to complete the survey, which could be a result of a strong personal relationship between the researcher and respondents. Table 4.1 shows response rate of 98% which means the results were a representative of what would have been obtained from the simple size of 104.

4.3 Background information

The researcher gathered pertinent background data, including sex, education level, age, and number of years of teaching, to inform and explain specific phenomena.

Table 4.2 shows back ground information of the respondents

AGE	**FREQUENCY**	**PERCENTAGES**
18-30	25	29
31-40	30	34.9
41-50	22	25.6
51 AND ABOVE	9	10.5
TOTAL	86	100
RESPONDENTS GENDER		
MALE	45	52.3
FEMALE	41	47.7
TOTAL	86	100
LEVEL OF EDUCATION		
A LEVEL	05	5.8
DIPLOMA	40	46.5
BACHELORS DEGREE	38	44.2
MASTERS DEGREE	03	3.5
TOTAL	86	100
TEACHING EXPERIENCE		
LESS THAN 3 YEARS	08	9.3
3-5 YEARS	22	25.6
6-8 YEARS	26	30.2
MORE THAN 8 YEARS	30	34.9
TOTAL	86	100

Source: Field data, 2023

From table 4.2, it is shown that majority of the respondents were in age bracket of 31-40 (30) with 34.9%, this was followed by age 18-30(25) with 29.1% followed by age 41-50 (22) that is 25.6% and lastly above 51 were 09 with 10.5%.This means that majority of the respondents were youth who are strong and determined to implement the CBC.

From Table 4.2 above more of the respondents were male being represented by 45(52.3%) compared to females who were 41 (47.7%). This means that the views of both sexes significantly contributed to the study.

Table 4.2 shows that 05 (5.8%) of respondents had A' level as highest level of education. 40(46.5%of respondents had Diploma as highest level of education, 38 (44.2%) of respondents had bachelor's degree as highest level of education and 03(3.5%) of respondents had Master's Degree as highest level of education. Majority of the respondents were Diploma holders (46.5%) while 44.2% were bachelor's degree holders. This meant that a great majority were highly knowledgeable concerning curriculum implementation and could give first-hand information. Thus, information got from them can highly be relied on.

Majority of the respondents had taught for more than eight years presented by 30 (34.9%) of respondents while only 08 (9.3%) had taught for less than three years. This implied that the biggest sample had sufficient knowledge of what happens regarding curriculum implementation.

4.4 The effect of using instructional materials on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda

Before determining the effect of instructional materials on effective implementation of CBC, descriptive statistics are presented to show the respondents views on this variable.

4.4.1 Descriptive results on use of instructional materials

The study's initial goal was to determine the impact of instructional teaching materials on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda. As stated in the methodology (chapter three), the questionnaire used to collect data was built on a five-point Likert scale with distinct levels of agreement for each item: level 1 for strongly disagree, level 2 disagree, level 3 not sure, level 4 agree, and level 5 for strongly agree. All responses more than three denoted "agree," while all responses less than three represented "disagree," and three represented "not sure."

This study's educational materials were classified as text books, projectors, charts, graphs, and lesson notes. Each of these has a different impact on good curriculum implementation. Adequate resources are required by schools in order to use some of the instructional materials, such as acquiring ICT gadgets, acquiring more text books to supplement the ones provided by the ministry of education and sports, and acquiring other relevant teaching aids as required in the teaching and learning.

The findings were obtained and presented in the table 4.3 using frequency, percentages, mean value (μ) and standard deviations (σ).

Table 4.6 showing descriptive statistics on the use of instructional materials on effective implementation of competence-based curriculum.

Statements	**1**	**2**	**3**	**4**	**5**	**μ**	**σ**
I do consult a variety of text books before going to class	13 (15.1%)	05 (5.8%)	05 (5.8%)	40 (46.5%)	23 (26.7%)	3.6	1.2
Sometimes I use projector to project videos in line with my lessons	60 (69.8%)	13 (15.1%)	05 (5.8%)	01 (1.2%)	07 (8.1%)	2.3	1.3
I rarely display my work on a chart	56 (65.1%)	10 (11.6%)	04 (4.7%)	09 (10.5%)	07 (8.1%)	3.2	1.3
All my learners use graph books for graph work	09 (10.5%)	16 (18.6%)	01 (1.2%)	48 (55.8%)	12 (14.0%)	3.4	1.3
My learners can make their own notes after the lesson	22 (25.6%)	09 (10.5%)	08 (9.3%)	32 (37.2%)	15 (17.4%)	3.9	1.1

Source: Field data, 2023

Key: 1= Strongly Disagree, 2 Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree

μ = Mean value σ = and standard deviations.

According to the statistics in table 4.3, most respondents that is 73.2% (46.5 +26.7) % agreed with the statement that "*I do consult a variety of textbooks before going to class."* However, 20.9% (15.1+5.8) % of respondents disagreed with the statement. The Mean value was 3.6, with a standard deviation of 1.2. The mean value and standard deviation indicate that the item received a higher response rate.

A key source was asked during the interviews, "Did you receive enough textbooks from the Ministry of Education and Sports?"

> "*The ministry of education and sports supplied us with a number of text books and all our teachers have enough books,"* one of the head teachers responded during interviews. "*However, most of the subjects received only one type that is one author, so I encourage my teachers to supplement with the old books that we have had in order to plan thoroughly."* The head teacher added.

Another head teacher reported as follows:

> "*My teachers reported a challenge of using one resource book provided by the ministry where the same activities, same integration activity is given to learners." Learners will simply mimic their counterparts in higher levels as time passes because they have already completed such exercises. However, teachers have not been trained to administer these tests."*

One head teacher said that *"our learners are very many in class. Teachers have a challenge of distributing the instructional materials for each learner to acess.Even when they are grouped others may not access them in time'.*

These findings were also complemented by the findings through documentation of some school records where the researcher analyzed library records showing teachers borrowing books on CBC for consultation and making notes. Also, it was analyzed that students in selected secondary schools were borrowing textbooks from the library to make notes and make research to enrich their education. Regarding the use of projectors to project videos in line with the lesson, majority of respondents that is 84.9% (69.8+15.1) % disagreed with the statement that "*Sometimes I use*

projector to project videos in line with my lessons". Only 9.3% (1.2+ 8.1) % of the respondents agreed that they used projectors to project videos in line with the lesson. The mean was 2.3, with a standard deviation of 1.3. This demonstrates the range of answers. The use of projectors had lowest response under objective one. When asked about projectors during an interview, one of the respondents had this to say:

> *"The school has yet to acquire a projector because we recognize that it is necessary to project videos in line with what the teachers are teaching." In the meantime, teachers use accessible computers by grouping students so that each one may obtain a sense of the concept at hand..."*

Another head teacher in interviews stated,

> *"We encourage students to watch YouTube videos using the available computers, but we have a challenge acquiring data because students rarely pay school dues, and we use the capitation grant for purchasing data as well, which becomes expensive."*

Through observation the researcher realized that computer laboratories in all the selected secondary schools never had a projector. Students were using computer to access some information. However, this was restricted by the fluctuation in the internet network connection. Most of the respondents 76.7% (65.1+11.6) disagreed that teachers rarely display work on the chart. Only 18.6% (10.5 + 8.1) % agreed with the statement that "*I rarely display my work on a chart"*. According to the Table 4.3, a moderate response was recorded, indicating that teachers exhibited work in class for learners to view the chats and retain recalling the knowledge (mean= 3.2), standard deviation was 1.3, indicating response variation.

One head teachers said:

"Charts assist learners in internalizing the content; even when the session is over, they will always refer to it and utilize it for fresh information. To have a talking class, the charts should always be left in class and presented throughout. Out teachers always guide students and encourage them to engage in the preparation of charts in order to stimulate the development of concepts".

Another head teacher respondent that:

"As a school, we always procure enough manila papers and distribute to the different academic departments and encourage them to put drawings and display for the learners to always refer to in class."

The majority of respondents believed that their students could manage to use graph books for graph work. It was revealed by 69.8% (55.8+14) % of the respondents who agreed with statement that "*All my learners use graph books for graph work*". However, 29.1% of the respondents disagreed with the statements. The mean was 3.9 and standard deviation was 1.1. This demonstrates a variation in the answers like responses from head teacher during interview revealed that:

"Graph books are essential in learning because they are required in all disciplines. In mathematics, physics and sometimes in geography, for example, students can deal with statistics on migration, business, and population, among other things. This necessitates the use of a graph to clearly convey the statistical concept".

"We keep encouraging students to possess enough scholastic materials to use in class. We talk to students on assemble and during class meeting. We even communicate with parents to give their

children books of types for use in lesson. Most of them have them". Added another head teacher during interview session.

Most respondents believed that their students can comfortably take notes once the subject has been successfully given. It was revealed by 54.6% of the respondents who agreed with the statement that "My learners can make their own notes after the lesson". However, 36.1% of the respondents disagreed with the statements. The mean was 3.9 and standard deviation was 1.1. This demonstrates a variety in the answer from interviews with head teachers for example one of the head teachers revealed that:

> *"My children especially the senior ones have not yet fully understood how to make their own notes. We have weekly notes checking but most of them have gaps and we encourage them to fill the gap during afternoon period."*

Another head teacher revealed that:

Senior two and senior three students are trying to make their own notes since they are getting used of the curriculum. Sometimes we guide them, and I have always told teachers to expose these learners to text books where these students can get good notes. But most of them are trying and we are happy with them.

Another head teacher had this to say:

> *"Our children are good but they are just careless; we make termly notes checkup and see whether they have their own notes. Most of them have tried, however much some are lazy just forced while others do not know what to. Teachers have always worked towards giving proper guidelines to learners showing them what write."*

4.4.2 Inferential statistics on use of instructional materials and effective implementation of CBC

Inferential statistics were calculated using SPSS and presented in the table below following variables in the research objectives.

Table 4.7: Showing correlation coefficient of determination of use of instructional materials and effective implementation of the CBC.

Use of Instructional materials	*rho*	*-0.15*
	Rho^2	*0.0225*
	p	*0.890*
	N	*86*

Source: field data 2023

The first hypothesis, "There is a significant relationship in the effect of using instructional materials and effective implementation of the competence-based curriculum" was tested. Findings show that there was a very low negative correlation (rho= -0.15) between teacher use of instructional materials and effective implementation of the CBC in public secondary schools in Hoima District Uganda.

The coefficient of determination shows that the use of instructional materials accounted for 2.25% variance in the effective implementation OF CBC in public secondary schools in Hoima district Uganda. The significance of the correlation was (P=0.890) which is greater than the recommended critical significance of 0.05. Because of this, the hypothesis "there is significant effect of the use of instructional materials on the effective implementation of the competence based curriculum" was **rejected**.

A very low negative correlation implied that an improvement in use of instructional materials contributed a very small change in the effective implementation of the competence-based curriculum in public secondary schools in Hoima District, Uganda.

The negative nature of the correlation coefficient implied that more use of instructional materials never contributed to the effective implementation of the CBC in public secondary schools in Hoima District, Uganda.

4.5 The effect of using learner centered approaches on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda

The second objective of the study was to determine the impact of using learner-centered approaches on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda. Before determining the effect of learner centered approaches on effective implementation of the CBC, descriptive statistics are presented to show the views of the respondents on this variable.

4.5.1 Descriptive statistics on use of learner centered approaches on effective implementation of CBC

As stated in the methodology in chapter three, the questionnaire used to collect data was designed on a five-point Likert scale with different levels of agreement for each item, namely: level 5 for strongly agree, level 4 for agree, level 3 not sure, level 2 disagree, and level 1 for strongly disagree.

The findings were obtained and presented in the table 4.3 using frequency, percentages, mean value (μ) and standard deviations (σ).

Table 4.8 showing descriptive statistics on use learner-centered approaches on the effective implementation of the CBC

Statements	**1**	**2**	**3**	**4**	**5**	**μ**	**σ**
My learners are able to learn from each other in class	21 (24.4%)	5 (5.8%)	2 (2.3%)	35 (40.7%)	23 (26.7%)	4.1	0.8
We do projects for each topic with my learners	7 (8.1%)	1 (1.2%)	1 (1.2%)	61 (70.9%)	16 (18.6%)	2.9	1.2
I give my learners questions which encourage them think deeply	5 (5.8%)	5 (5.8%)	2 (2.3%)	49 (57.0%)	25 (29.1%)	3.9	0.9
I give learners many activities relating to previous knowledge	34 (39.5%)	5 (5.8%)	6 (7.0%)	11 (12.8%)	30 (34.9%)	3.9	1.1

Source: Field data, 2023

Key: 1= Strongly Disagree, 2 Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree

μ = Mean value σ = and standard deviations.

According to the findings in Table 4.4, it is indicated that most of the respondents (67.4) % agreed that learners are able to learn from each other in class while 30.2% disagreed with the statement. The mean value was 4.1 and standard deviation was 0.8.

When interviewed, one of the head teachers said:

"*Learner to learner interactions in class is very important as well as learner to teacher interactions. They aid in effective implementation of the curriculum by building confidence in the learners. It also encourages learners to construct their own knowledge by building on prior knowledge and adding on what other learners are putting across." I do encourage teachers to group learners and give them task to perform together. This has been common in mathematics and physics where learners have groups and present their work to the teacher together as one group".* The head teacher added.

Also, another head teacher revealed that:

"In their classes, learners share a lot through discussions and their friends are able to learn from them". Learners share a lot from others especially in project work which is helping them to learn together as peers."

In the responses about project work the findings in the table 4.4 show that majority of respondents (89.5) % agreed that projects are given for each topic taught while 9.3% disagreed with the statement. The mean was 2.9 and standard deviation was 1.2 implying that the response rate was about average.

In an interview, one of the head teacher stated,

"*Students study until 2:50pm and then work on projects." However, there is not enough time to complete all the projects for each topic and subject. The materials to be used are also a challenge because the majority of them are expensive to purchase."*

According to the findings in Table 4.8 majority of respondents (86.1) % agreed that learners are given questions which encourage them think deeply while 11.6% of the respondents disagree. A high number of respondents agreed to give learners probing questions which encourage critical

thinking with mean of 3.9 and standard deviation of 0.9. The value of the standard deviation shows variation in the responses.

One head teacher revealed that:

> *"We are normally giving activity of integration cutting across of areas of studies aimed at making children think from different perspectives. Activity of integration is scenario based and requires learners to critically think on how to solve community problems."*

Another head teacher said "*own test normally has support materials especially physical material or pictures requiring students to observe and interpret it and then give appropriate answers."*

The findings are supported by documentary analysis done in the office of director of studies in three selected secondary schools concerning examination items of S.3 biology end of term three when there were support materials in form of a photograph of a branch of tree showing types of leaves. Also, another examination paper for S.2 geography paper one was analyzed containing men carrying out fishing activities and the examination was requiring the student to mention the economic activity taking place and the problems being faced by people carrying out the activity.

According to the findings in Table 4.8, 45.3% of the respondents disagreed that they give learners many activities relating to previous knowledge. However, 47.7% (12.8+34.9) % of the respondents agreed with the findings. Most of the respondents agreed to give learners many activities to encourage them to understand the concept better. This had a mean value of 3.90 and standard deviation of 1.1. Activities are always cutting across disciplines, and they enable learners to use knowledge acquired from various subjects.

4.5.2 Inferential statistics on of using learner centered approaches on the effective implementation of CBC

Table 4.9 showing the correlation coefficient of determination of use of learner centered approaches in teaching and effective implementation of the competence-based curriculum in public secondary schools in Hoima District of Uganda.

Learner centered approaches in teaching.	rho	0.230
	rho^2	0.0529
	P	0.029
	N	86

Source: field data 2023

From table 4.11 there was a very low positive correlation (rho=0.230) between teacher use of learner centered approaches and effective implementation of the competence-based curriculum in public secondary schools in Hoima District, Uganda. Learner centered approaches contributed 5.29% in the effective implementation of the competence-based curriculum in public secondary schools in Hoima District of Uganda. This was got from the coefficient of determination (rho^2 = 0.0529).

The test of critical significance revealed that critical significance value (p=0.029). This is less than the recommended critical significance value of 0.05. Therefore, the hypothesis "There is significant relationship between the learner centered approaches and effective implementation of the competence based curriculum in public secondary schools in Hoima District Uganda" was **accepted.**

The positive nature of the correlation coefficient implied that an increase in the application of learner centered approaches in teaching positively affects the effective implementation of the curriculum.

4.6 The effect of using innovative classroom practices in the effective implementation of the CBC in public secondary schools in Hoima District, Uganda

Before determining the effect of learner centered approaches on effective implementation of the CBC, descriptive statistics are presented to show the views of the respondents on this variable.

4.6.1 Descriptive statistics for innovative classroom practices and effective implementation of competence based curriculum

The data collection questionnaire was built on a five-point Likert scale with varied levels of agreement for each issue, namely: levels 1 for strongly disagree, 2 disagree, 3 not sure, and 4 agree and level 5 strongly agree. The final goal of the research was to determine the impact of innovative classroom practices on the effective implementation of the CBC in public secondary schools in the Hoima District of Uganda. According to the methodology (chapter agree and 1 for strongly agree). All replies with more than three denoted "agree," while all responses with less than three represented "disagree," and three represented "not sure." Table 4.5 displays the descriptive statistics for items under the utilization of innovative classroom practices on effective CBC implementation.

The findings were obtained and presented in the table 4.3 using frequency, percentages, mean value (μ) and standard deviations (σ).

Table 4.10 showing descriptive statistics on use of innovative classroom practices on effective implementation of the CBC

Statements	**1**	**2**	**3**	**4**	**5**	**μ**	**σ**
I take my learners for field activities in and outside school	25 (29.1%)	11 (12.8%)	1 (1.2%)	30 (34.9%)	19 (22.1%)	2.9	0.8
I always refer to living examples while teaching.	0 (0.0%)	2 (2.3%)	1 (1.2%)	40 (46.5%)	43 (50.0%)	1.6	0.9
We do planning and teaching as a team	26 (30.2%)	9 (10.5%)	2 (2.3%)	24 (27.9%)	25 (29.1%)	2.8	0.8
My learners usually debate in my subject.	20 (23.3%)	9 (10.5%)	0 (0.0%)	30 (34.9%)	27 (31.4%)	2.6	0.8

Source: Field data, 2023

Key: 1= Strongly Disagree, 2 Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree

μ = Mean value σ = and standard deviation

According to most respondents 57% stated that they do take students on field trips near the school while 41.9% disagreed with the statement. This had mean vale of 2.9 and standard deviation of 0.8 indicating diversity in replies. One of the respondents stated in an interview,

> "*In Hoima, we are blessed to have many learning areas outside school like factories, water bodies, bakeries, hotels, markets to name a few where our learners can be taken for field study but the school is always limited by funds." As a result, most pupils are only taken within the school compound for their field activities.*"

Other respondents said that, "*field work is now conducted in almost all subject for example we take agriculture students for tour study at Bulindi national agriculture research centre."*

Another respondent stated that "*the school is blessed with a large land for agriculture activities, and thus learners can be taken for field agricultural activities and hands on is very possible."*

96.5% of respondents agreed that they refer to living examples while teaching. There was a very high response with agree to the fact that respondents use living examples while teaching. The mean value was 1.6 and standard deviation was 0.9 making subject content and concepts relevant will not only help learners master it more effectively but applying it to real life situations. A respondent said:

> "*We have very many real-life examples to refer to like bearings, travels, weather, farming, banking, elections, worship, respect for others, to mention but a few. I strongly believe that if my teachers put them under serious considerations, implementation of CBC will be a walk over. "*

In the findings 40.7% of the respondents disagreed that they do planning and teaching as a team. However, most of respondents 49 % (27.9+ 29.1) agreed with the statement.

Most of the respondents agree that there was planning and teaching as a team with mean value of 2.8 and standard deviation of 0.8 meaning that there were deviations in the responses. A respondent when asked about team teaching said that: "*Planning involves schemes of work, lesson plans and also preparing record books".*

"This is usually done at departmental level. The head of department is supposed to supervise and inspect members in their departments. Members sharing a class should always coordinate; go through activities together before giving them to learners such that they don't confuse learners.

In another interview, a respondent said:

> "*We have few teachers, and, in most subjects, there is only one teacher in the whole school but still these teachers coordinating since the knowledge cuts across subjects".*

In the table 4.10 the findings show that majority of the respondents (66.3%) agreed to the fact that learners usually debate in subject contents. The response was moderate with mean of 2.6 and standard deviation of 0.8.

"*In this school, we do debates once in a week specifically not in individual subjects but depend on the motion at hand. We also do interclass competitions and also reward the best debaters"*a head teacher said.

4.6.2 Inferential statistics for use of innovative classroom practices on effective implementation of CBC

Table 4.11 showing correlation coefficient of effect of innovative classroom practices on the practical implementation of the Competence Based Curriculum in public secondary schools

Innovative classroom practices	rho	0.037
	Rho^2	0.00137
	P	0.729
	N	86

Source: field data 2023

From table 4.11 there was a markedly low positive correlation (rho=0.037) between teacher use of innovative classroom practices and effective implementation of the competence-based curriculum in public secondary schools in Hoima District, Uganda. Innovative classroom approaches contributed 0.137 in the effective implementation of the competence-based curriculum in public secondary schools in Hoima District of Uganda. This was got from the coefficient of determination (rho^2 = 0.00137). The test of critical significance revealed that critical significance value (p=0.729). This is more than the recommended critical significance value of 0.05. Therefore, the hypothesis "There is significant relationship between innovative classroom practices and effective implementation of the competence based curriculum in public secondary schools in Hoima District Uganda" was **rejected.**

The positive nature of the correlation coefficient implied that an increase in the use of innovative classroom practices in teaching positively affects the effective implementation of the competence-based curriculum.

4.7 Effective implementation of CBC

As indicated in methodology (chapter 3) the questionnaire from which data was collected was designed on a five-point likert scale with different levels of agreement for each item namely: level 5 for strongly disagree, 4 disagree, 3 not sure, 2, disagree, 1, agree. The mean level was computed as 3. Thus, all responses whose average is less than 3 accounted for 'disagree' and all responses averaging 3 accounted for 'not sure'. The responses averaging above 3 accounted for 'agree'. The descriptive statistics for items under effective implementation of the CBC are shown in table 4.5.

Table 4.12: showing descriptive statistics on effective implementation of CBC

Statement	**1**	**2**	**3**	**4**	**5**	**μ**	**σ**
I keep my records well	11 (12.8%)	7 (8.1%)	2 (2.3%)	24 (27.4%)	42 (48.8%)	4.4	0.7
My syllabus coverage is up to date in line with NCDC	57 (66.3%)	9 (10.5%)	2 (2.3%)	15 (17.4%)	3 (3.5%)	3.1	1.2
I'm always punctual for my lessons	26 (30.2%)	6 (7.0%)	1 (1.2%)	19 (22.1%)	34 (39.5%)	4.3	0.6
I go to school regularly	40 (46.5%)	5 (5.8%)	1 (1.2%)	9 (10.5%)	31 (36.0%)	4.5	0.5
I have a good relationship with my learners	5 (5.8%)	4 (4.7%)	0 (0.0%)	28 (32.6%)	49 (57.0%)	4.4	0.6

Source: Field data 2023

Key: 1= Strongly Disagree, 2 Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree

μ = Mean value σ = and standard deviation

According to most of the respondents (76.2%) agreed that they kept all the records and prepare them well with mean of 4.4 and standard deviation of 0.7. This was observed in the documentary analysis check list by the directors of studies (DOS) of the schools visited by the researcher. The records kept among others included: schemes of work, lesson plans, lesson notes, record of work covered, daily attendance register, lesson attendance forms, and record of marks for learners, syllabus coverage records, records of guidance and counseling. A respondent noted that "*the*

school provides templates in duplicates for the records. After filling, the teacher submits a copy to the DOS and also keeps one in his/ her personal file."

Many respondents (76.6%) strongly disagreed that the syllabus coverage in their subjects is in line with the one for NCDC with Mean value of 3.14 and standard deviation of 1.2.

Most of the respondents (61.6%) stated that they are punctual for lessons with mean value of 4.3 and standard deviation of 0.6. When the teacher arrives early for lessons, it helps in proper time management.

According to the findings 52.3% of the respondents disagreed that they went to school regularly. However, many of the respondents are regular at school 46.5% (10.5% +36.0%) with mean value of 4.5 and standard deviation of 0.566. Being at school regularly enables learners to always consult teachers and thus building good relationship and cooperation among teachers and learners.

According to the findings 89.6% agreed that they had good relationship with learners. Many respondents agreed that they have a good working relationship with the learners mean (4.36) and SD (0.624). This encourages free interaction and supporting one another.

4.8 Regression statistics

Regression analysis was conducted to establish which of the independent variable affected the dependent variable most. The findings are presented in the table below.

Table 4.13 showing Regression analysis results Summary

	R	**R Square**	**Adjusted Square**	**Standard error of the estimate**	
	0.252	0.064	0.030	2.102	
ANOVA					
	Sum of squares	**df**	**Mean square**	**F**	**Sig**
Regression	25.473	3	8.491	1.922	0.132
Residual	375.471	85	4.417		
Total	400.944	88			
COEFFICIENTS					
	Unstandardized coefficients		Standardized coefficients		
	B	Standard error	Beta	t	sig
constant	16.716	2.572		6.500	0.000
Use of instructional materials	-0.032	**0.077**	**-0.045**	**-0.419**	**0.676**
Use of learner centered approaches in teaching	0.244	0.105	0.246	2.336	0.022
Innovative classroom practices	0.064	0.116	0.059	0.553	0.582

Source: field data 2023

Findings in the Table 4.13 show a very low linear regression coefficient (R=0.252) between the teacher practices (use of instructional materials, learner centered approaches in teaching and innovative classroom practices) on the implementation of the CBC in public secondary schools in Hoima District of Uganda. The adjusted R square (0.030) shows that the dimensions of the teacher practices accounted for only 03% variance in the effective implementation of the CBC. In other words, teacher practices explain only 3% of the effective implementation of the CBC.

The findings were also subjected to Analysis of variance (ANOVA) test in order to accept or reject them. Anova test showed that at degree of freedom 3 and 85 (df =3, 85), the fishers ratio (F=1.922) and had a significant value of 0.132. This is more than the significance value of 0.05. This indicated an unacceptable error in the findings and hence no confidence in the findings. The whole model is therefore not significant.

03% was combined variance of the teacher practices that is use of (instructional materials, learner centered approaches and innovative classroom practices) on the effective implementation of the CBC.

Learner centered approaches (β=0.246) has more effect on effective implementation of curriculum, followed by innovative classroom practices (β=0.059), and lastly use of instructional materials (β=-0.045).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter talks about eight sections. The first section is the introduction, followed by summary of the research findings presented objective by objective. The third section presents the discussions, followed by conclusions; the fifth section presents the recommendations, contribution of the study findings, limitations of the study and lastly the areas for further study.

5.2 Summary of findings

5.2.1 Effect of using instructional materials on effective implementation of CBC in public secondary schools in Hoima district of Uganda.

There was a very low negative correlation (rho=-0.15) between use of instructional materials and effective implementation of CBC in public secondary schools in Hoima district of Uganda. Instructional materials accounted for 2.25% variance in effective implementation of CBC in public secondary schools in Hoima district of Uganda. Thus it was concluded that instructional materials did not significantly affect effective implementation of CBC in public secondary schools in Hoima district of Uganda.

5.2.2 Effect of using LCA on effective implementation of CBC in public secondary schools in Hoima district of Uganda.

There was a very low positive correlation (rho=0.230) between teacher use of LCA and effective implementation of CBC in public secondary schools in Hoima district of Uganda. LCA contributed 5.29% variance in effective implementation of CBC. Thus it was concluded that

LCA significantly affected effective implementation of CBC in public secondary schools in Hoima district of Uganda.

5.2.3 Effect of ICP on effective implementation of CBC in public secondary schools in Hoima district of Uganda

There was a markedly low positive correlation (rho=0.037) between use of ICP and effective implementation of CBC. The ICP contributed 0.137% of variance in the effective implementation of CBC in public secondary schools in Hoima district of Uganda. Thus it was concluded that ICP did not significantly affect effective implementation of CBC in public secondary schools in Hoima district of Uganda.

5.3 Discussions of the findings

5.3.1 The effect of use of instructional materials on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda.

The findings of the study revealed that most respondents agreed that they use instructional materials in the effective implementation of the CBC in Hoima District of Uganda. In line with the findings, Dujan & Dahan, (2019) recognised instructional materials as print materials or non-print materials that are designed to impact information to students in the educational process.

Findings in the study also indicated that teachers consulted textbooks before going to class. According to the research textbooks are very important tool in the teaching and learning process. This is also supported by other researchers like Mithans, (2020) who stated that textbook is a teaching tool that facilitates both effective teaching as well as independent learning. The teacher can integrate the textbook into all stages of the teaching process(Mithans, 2020)(Mithans, 2020)(Mithans, 2020)(Mithans, 2020). Teachers in many schools are unequipped to personalize

information therefore they rely entirely on a single information source, state-designed textbooks, to foster learning in their classroom (Scott & Husain, 2021).

Regarding the use of projectors to project videos in line with the lesson, it was revealed that teachers did not use projectors to project videos in line in with the lesson. This was because projectors are expensive and require constant supply of power which was missing in most rural schools which were visited. According to Longford, (2019), projected materials are those materials that need a source of light for their projections. These materials include the following: Tape records, overhead projectors, televisions, films to mention but a few.

It was revealed that teachers were displaying work on a chart to their learners. Teachers exhibited work in class for learners to view the chats and retain recalling the knowledge. This was in line with Mediante, et al., (2017), who revealed that real specimens, charts and videos were discovered to be the best instructional materials one can use in teaching due to the fact that they tend to raise the students' achievement. Teachers therefore should develop the technique of integrating different types of instruction materials especially real specimens and videos into their teaching. Not forgetting the charts which are always communicating in class.

The findings also show that students can use graph books for graph work. It was revealed Graph books are essential in learning subjects like mathematics, physic and sometimes in geography, for example, students can deal with statistics on migration, business, and population, among other things. Bursal & Yetiş (2020) in their study to to establish graph skills and affective states about graphs by learners, participants were found to perform better at graph questions requiring interpretations of the graph data. Graphs are widely used for learning about many topics, such as weather, history, economics, psychology, physics, genetics, and astronomy. Yet national and

inter- national assessments show that although most students can identify values on a graph, many have trouble identifying what trends are shown on a graph provided to them and has already been drawn.

It was also revealed that learners can make their own notes after the lesson. The majority of respondents believed that their students can comfortably take notes once the subject has been successfully taught. According to Farombi, (2018), instructional materials include books, audio-visual, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students' learning and academic performance.

5.3.2 The effect of learner centered approaches on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda.

The findings of the study revealed that most respondents agreed that they apply learner centered approaches in the effective implementation of the lower secondary curriculum in Hoima District of Uganda. This was related to Miller, (2004) who advocates for child-centered methods of instruction which encourage learners' active participation in learning. This reinforces the fact that when learners discover by themselves, the teacher just draws conclusion.

According to the findings most of the respondents agreed that learners are able to learn from each other in class. The findings revealed that learner to learner interactions in class are very important as well as learner to teacher interactions. They aid in effective implementation of the curriculum by building confidence in the learners. This is also emphasized by Ministry of Education and Sports, (2002) that discovery learning is one of the most important methods teachers can use while teaching science. Linda, (2015) states that there are many useful teaching

strategies to support effective learning. They include graphic organizers, co-operative learning, tools and resources for writing and presenting information and ideas for using oral and visual activities.

In the findings project works are given for each topic taught. Students study until 2:50pm and then work on projects. Muheebwa, (2013) said that project has steps to be followed for better results. He explained them in following ways. Trip selection: a teacher ought to identify objectives and plan of evaluation for the trip. It may also involve selecting the site, arrange time and date. Conduct pre-visit to familiarize yourself with major features and the personals at the site. Apply for enough logistics like meals, drinks, cameras, money and make students names. Set standard conducts and discuss the purpose of the trip and how to ask questions.

The findings indicated that there was giving learners questions which encourage them to think deeply. According to the findings learners are given activity of integration with across other areas of studies aimed at making children think from different perspectives. Activity of integration is scenario based and requires learners to critically think on how to solve community problems. These views were related to Dawn, (2010) who stated that learning at the school level is not only the discovery or construction of ideas, it is also making what others already know your own. The difference, from a cognitive perspective, is like that between solving puzzle and having the solution explained to you by someone who already knows it. The first might involve pursuing several lines of reasoning and there is no guarantee of eventual success, whereas the second is convergent and with an assured outcome. But there is still cognitive work to be done to grasp it, so as to be able to explain it in turn to someone else, or to apply it to new solutions.

According to the findings respondents strongly agreed learners are given many activities to encourage them to understand the concept better. According to Kong, (2021) one of the significant determining factors of success in education is motivation which is in line with classroom engagement. Based on the constructivist approach, project learning is at the center of attention, because of its contributions to improving the value of education which centers on developing abilities, skills and experiences.

5.3.3 The effect of use of innovative classroom practices on the effective implementation of the CBC in public secondary schools in Hoima District, Uganda.

The findings of the study revealed that most respondents agreed that they use innovative classroom practices in the effective implementation of the lower secondary curriculum in Hoima District of Uganda. Innovations in secondary education advance new approaches to achieve equitable and high-quality secondary education with a focus on marginalized and disadvantaged groups (MasterCard foundations 2020).

According to most respondents stated that they do take students on field trips near the school. Teachers are expected to expose students to practical works, hands on activities through field trips as a method of teaching. This promotes and encourages social interaction, active engagement in learning, self-motivation, discovery learning, learning by doing and learning by experience (Doris & Friday, 2018)**.** Doris and Friday (2018) conducted a study to explore the importance of field visits in the teaching and learning of physics in the Port Harcourt metropolitan. Field trips were discovered to improve effective learning, provide experiences and learning, provide a practical approach, and promote essential attributes in pupils. As a result, teachers are urged to think about filed activities while instructing.

Findings also show that teacher refer to living examples while teaching. There was a very high response with agree to the fact that respondents use living examples while teaching. Visikivi et al (2019) in their study to investigate how the new curriculum influenced first year student's retention, student study experiences and self-evaluated development of knowledge. Furthermore, student collaboration and independence were found to increase overall satisfaction and boost learning in project teams.

In the findings, most of the respondents agree that there was planning and teaching as a team.

The findings show the fact that learners usually debate in subject contents. Schools did debates once in a week specifically not in individual subjects but depend on the motion at hand. It was revealed that schools do interclass competitions and reward the best debaters. According to a UNESCO program, STEM and Gender Advancement (SAGA) linking abstract concepts to real life situations and the use of hands-on activities, in addition to real world learning opportunities, has been shown to inspire and retain girls intersect in STEM. This is cited by Kenna et al (2022) The IEEE REACH program has been designed to enable participants students and teachers learn to combine inquiry designed format and historical narratives in order to link abstract concepts such as how problems have been solved in the past, with real life situations today.

5.4 Conclusions on the findings.

The study sought to find out the effect of teacher practices on the effective implementation of the CBC in public secondary schools in Hoima District Uganda. In relation to findings of the study objective one, the researcher concludes that use of instructional materials had no significant effect on the effective implementation of the CBC. In line with the interview guide by the head teachers, text books and other instructional materials provided by government are few and monotonous.

In light of the findings of the second objective, it can be concluded that applying learner centered approaches significantly affects the implementation of the CBC.

Based on objective three findings, the conclusion was that applying innovative classroom practices did not significantly influence effective implementation of the CBC in public secondary schools in Hoima District, Uganda. In line with the discussion with the head teachers, one of the head teachers reported costly activities like tours in learning areas near the school and yet parents don't have money.

5.5 Recommendations

5.5.1 Effect of use of instructional materials on the effective implementation of CBC in Hoima district, Uganda.

The study recommends that the Ministry of education and sports should organize more training in retooling and adequate use of instructional materials like textbooks, ICT gadgets, charts and graph books.

Learners should be encouraged to do more research on their own to supplement the information in the text books.

5.5.2 Effect of using learners centered approaches on the effective implementation of the CBC

Government should recruit more teachers to manage the big class sizes.

NCDC should always do monitoring and evaluation of the implementation of CBC.

5.5.3 Effect of Innovative classroom practices on the effective implementation of CBC.

Traditional classrooms always hinder learners to construct own knowledge but if taken out of class for field activities it makes sense. School administrators should sensitize parents on the relevance of the CBC.

5.6 Contribution of the study

The study has contributed to the body of existing knowledge through the findings on the study variables that is the effect of using instructional materials, the effect of learner centered approaches and the impact of innovative classroom practices on the effective implementation of the CBC in public secondary schools in Hoima District of Uganda. Although the findings of this study are specific to the secondary schools in Hoima District, they can be extrapolated to other secondary schools since the CBC is for all the secondary schools in Uganda. This can be done provided conditions are similar.

5.7 limitations of the study

This study focused on the teacher practices in the effective implementation of the CBC in public secondary schools in Hoima District of Uganda. This makes it limited in scope to the extent that it cannot be generalized to other schools which are in the town setting, private schools, those which are purely boarding, those which are single sex. Besides, only three instruments were used for collecting data. Other methods and instruments could have yielded additional information that could have enriched the findings all the more. There are many other factors that affect effective implementation of CBC other than teacher factors.

5.8 Areas for further study

The regression analysis in table 4.13 shows that the study captures only 03% of the predictors of the effective implementation of the competence based curriculum (adjusted R square=0.030). This implies that the remaining 97% is not captured by the study. This is a research gap which necessitates other studies to explain other factors not considered for this study for example teacher preparedness, assessment of learners, monitoring and evaluation to mention but a few. These can influence the effective implementation of the CBC.

The research was carried out in a very small area of Hoima District in only six schools. The same research can also be carried out in another part of the country considering a bigger sample size so that the in-depth and clear understanding on how teacher practices affect the effective implementation of the CBC is sought. The researcher also recommends that other methods of data collection like experimental methods, observation among others be employed in same study to reconcile the discrepant findings.

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APPENDICES

APPENDIX I: QUESTIONAIRE FOR TEACHERS

Dear respondent,

I am conducting research on "teacher practices and effective implementation of competence based curriculum in public secondary schools in Hoima District Uganda.". I am therefore requesting you to willingly participate in this research by responding to the items presented under the various sections in this questionnaire. The purpose of the research is purely academic and it will build on the body of knowledge in higher institutions of learning. The research is for partial fulfillment of the requirement of Master of Education in Education planning and Management of Muni University. Be as much transparent and truthfully to your response.

Instruction: *Please tick the most appropriate*

Section A: Background Information

1. Age of the respondent

18 – 30 years	31 – 40 years	41 – 50 years	51+ years
1	2	3	4

2. Gender of the respondent Male ☐ Female ☐

3. Highest level of education

A' level	Diploma	Bachelor's Degree	Master's Degree
1	2	3	4

4. Number of years of teaching

Less than 3 years	3 – 5 years	6 – 8 years	More than 8 years
1	2	3	4

Section B: Use of instructional materials and the effective implementation of the Competence Based Curriculum in public secondary schools

Please evaluate by ticking on the scale 1-5 indicating the extent to which you agree with the statements. Please use the key below to answer the following questions by ticking: (1) If you strongly Disagree (SD) (2) If you Disagree (D) (3) If you are Not Sure (NS)

(4) If you Agree (A) (5) If you strongly Agree (SA).

Use of instructional materials						
1	I do consult a variety of text books before going to class.	1	2	3	4	5
2	Sometimes I use a projector to project videos in line with my lessons	1	2	3	4	5
3	I rarely display my work on a chart.	1	2	3	4	5
4	All my learners use graph books for graph work	1	2	3	4	5
5	my learners are able to make their own notes at the end of the lesson	1	2	3	4	5

Section C: Teacher's adaptation of learner centered approaches and the effective implementation of the Competence Based Curriculum in public secondary schools

Teacher's adaptation of learner centered approaches		**SD**	**D**	**NS**	**A**	**SA**
1	My learners are able to learn from each other in class	1	2	3	4	5
2	I give my learners questions which encourage them to think deeply.	1	2	3	4	5
3	We do project work for each topic with my learners	1	2	3	4	5
4	I give learners many activities relating to previous knowledge	1	2	3	4	5

Section D: Use of innovative classroom practices on the implementations of the competence based Curriculum in public secondary schools

Innovative classroom practices		**SD**	**D**	**NS**	**A**	**SA**
1	I take my learners for field activities in and outside school	1	2	3	4	5
2	I always refer to living examples while teaching.	1	2	3	4	5
3	We do planning and teaching as a team	1	2	3	4	5
4	My learners usually debate in my subject.	1	2	3	4	5

Section E: Effective Implementation of lower secondary curriculum

Effective Implementation of lower secondary curriculum		**SD**	**D**	**NS**	**A**	**SA**
1	I keep all my records well	1	2	3	4	5
2	My syllabus coverage is up-to-date	1	2	3	4	5
3	I'm always punctual for my lessons	1	2	3	4	5
4	4. I go to school regularly	1	2	3	4	5
5	I have good relationship with my learners	1	2	3	4	5

The end

Thank you for your cooperate

APPENDIX 2

INTERVIEW GUIDE FOR HEAD TEACHERS

Dear respondent,

This questionnaire is intended to facilitate a study about Teacher practices and effective implementation of competence based curriculum in public secondary schools in Hoima District. Teacher practices are the Independent Variable while effective Implementation of competence based curriculum is the Dependent Variable. The study is for academic purpose in addition to adding to the body of knowledge in higher Education management; and is being carried out in partial fulfillment of the requirements for the award of Master of Education in Education Planning and Management of Muni University. Accordingly, I am kindly requesting you to spare your precious and valuable time and answer the questionnaire questions according to the instructions. Your honest responses will be highly appreciated, kept and treated with utmost confidentiality.

Section A: Background Information

Name of school ……..…….

Respondent's Title……

Instruction: Please tick the most appropriate

1. Age of the respondent

Below 18 years	18 – 30 years	31 – 40 years	41 – 50 years	51+ years
1	2	3	4	5

2. Sex of the respondent Male ☐ Female ☐

3. Highest level of education

'O' LEVEL	'A' LEVEL	DIPLOMA	DEGREE	MASTERS
1	2	3	4	5

4. Number of years in the school

2 years and below	3 – 4 years	5 – 7 years	8 years and above
1	2	3	4

Question by the Interviewer	Opinion of Interviewee on the corresponding item
SECTION B: use of instructional materials	
1. We received enough text books from ministry of education and sports.	
2. Our teachers use a number of teaching materials.	
3.Our teachers often use charts in class to display their work	
4. Teachers supervise notes making by the learners	
SECTION C: use of learner centered approaches in teaching	
1. teachers usually give learners assignments which they do and discuss with other learners	
2. Teachers always give a probing question to the leaners to enable the discover.	
3. teachers encourage learners to inquire as much as possible	
4. Teachers usually encourage learners by sharing experience both for the teachers and the learners.	
SECTION D:use of innovative classroom practices	

1. Teachers usually take learners for field activities around the school and outside the school.	
2. Real situations are emphasized by the teachers.	
3. Our teachers are cooperative and they teach as a team.	
4. We usually hold debates for all the subjects.	

Any additional information that may add value to the study in relation to teacher factors and curriculum in your school shall be appreciated

……

……

……

……

……

……

The end

Thank you for your cooperation

APPENDIX 3:

DOCUMENTARY ANALYSIS CHECKLIST FOR DIRECTORS OF STUDIES

School Name……...……..

DOCUMENT	**AVAILABLE**	**NOT AVAILABLE**	**GENERAL COMMENT**
1. Schemes of work			
2. Lesson plans			
3. Lesson notes			
4. Records of work covered			
5. Daily attendance register			
6. Lesson attendance forms			
7. Record of marks for learners			
8. Syllabus coverage records.			
9. Records of guidance and counseling.			

End

Thank you for your cooperation.