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

Date: Wednesday 27th November 2024

Time: 11.00AM

Venue: School of Education Board Room

Abstract

The study investigated stakeholders' perceptions on the implementation of Competence-Based Curriculum (CBC) in selected Secondary schools in Rubaga Division, Kampala City. The CBC makes a move away from knowledge based and rote memorization learning to competency based and project-oriented learning. The current study was guided by the curriculum implementation theory by Gross et al (1971). The objectives of the study were; to investigate the opinions of stakeholders on the CBC learner-centred pedagogies; to analyse stakeholders' attitudes towards CBC instructional materials and to examine the opinions of stakeholders on the CBC assessment modes. The study adopted a qualitative research approach that analysed the case of the CBC from the subjective point of view using the study participants' opinions. The study followed the interpretivist research paradigm, which enabled participants to create their social reality in line with the objectives of the study. A double case study research design was adopted in order to get an in-depth understanding of the stakeholders' perceptions on the implementation of CBC. Head teachers, teachers, UNEB officers and learners were purposively selected to participate in the study. The methods used to collect data are interviews, focus group discussions, observation, and documentary review. Data was analysed qualitatively using the thematic analysis approach to derive the findings. The findings reveal that; the CBC learner-centred pedagogies are appropriate although there is limited clarity in their use. Secondly, stakeholders had mixed attitudes towards use of instructional materials and lastly, the CBC assessment modes were suitable although most of the teachers did not know how to apply them. The study recommends that the Ministry of Education and Sports needs to conduct more teacher trainings to skill teachers in CBC pedagogies, instructional materials and assessment modes. The government should provide schools with adequate educational facilities, continuously monitor, supervise and evaluate CBC practices in schools.

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