

Funding and Implementation of Competency Based Curriculum in Private Secondary Schools
in Nebbi District

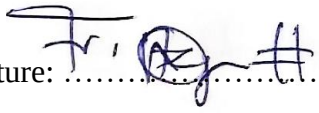
Donald Mugisa Okurulal
BA Phil. (Urbaniana), Dip. Ed. (KYU)
24/U/0676/MED/PS

A Dissertation Submitted in Partial Fulfilment of the Requirements for the award of the
Degree of Master of Education in Education Management of Gulu University

September, 2026

Declaration

I, Donald Mugisa Okurulal, declare that this dissertation titled “*Funding and Implementation of Competency-Based Curriculum in Private Secondary Schools in Nebbi District*” is my original work and has never been submitted to any institution of higher learning for any academic award.

Signature:  Date: 18th/9/2026

Donald Mugisa Okurulal

Reg No: 24/U/0676/MED/PS

Approval

This is to certify that this dissertation titled “*Funding and Implementation of Competency-Based Curriculum in Private Secondary Schools in Nebbi District*” was developed by the candidate under our supervision.

Supervisors:

Signature:  Date: 20/09/2026

Dr. Gloria Lamaro (PhD)

Signature:  Date: 20/9/26

Dr. George Opiyo (PhD)

Dedication

I dedicate this work to Prof. Peter John Opio, my parents, family members, and friends for their continuous support, encouragement, and sacrifices toward my education.

Special dedication goes to all teachers, school managers, and education stakeholders who continue to work tirelessly to improve the quality of education in Uganda.

Acknowledgements

I thank God Almighty for granting me life, wisdom, protection, and strength throughout the course of this study. I sincerely extend my appreciation to my supervisors, Dr. Gloria Lamaro and Dr. George Opio, for their professional guidance, constructive criticism, patience, and encouragement during the entire research process. Their academic support greatly contributed to the successful completion of this work. I am also grateful to the lecturers of the Faculty of Education and Humanities for equipping me with the knowledge and skills that enabled me to undertake this study. Special thanks go to the Head Teachers, Bursars, Board of Governors Chairpersons, Teachers, and Student Leaders of the selected private secondary schools in Nebbi District for accepting to participate in the study and for providing valuable information. I also wish to appreciate Prof. John Peter Opio, my family members, friends, and colleagues for their moral, emotional, and financial support during the course of my study. Lastly, I acknowledge all scholars and authors whose work informed this study and contributed to the development of this research report.

Peace of Christ to you all!

Table of Contents

Declaration.....	ii
Approval	iii
Dedication	iv
Acknowledgements.....	v
List of Figures	x
List of Tables.....	xi
Abstract	xii
Chapter One: Introduction	1
1.0 Overview	1
1.1 Background of the Study.....	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background.....	2
1.1.3 Conceptual Background.....	5
1.1.4 Contextual Background	5
1.2 Statement of the Problem	6
1.3 Purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research Questions	7
1.6 Research Hypothesis	8
1.7 Scope of the Study	8
1.8 Significance of the Study	8
1.9 Conceptual Framework of the Study.....	9
Chapter Two: Literature Review	10
2.0 Introduction	10
2.1 Theoretical Review	10
2.2 Level of Funding in Secondary Schools	11

2.3 Status of CBC Implementation in Secondary Schools.....	15
2.4 Relationship between Funding and CBC Implementation.....	18
2.5 Summary of Gaps.....	18
Chapter Three: Methodology	20
3.0 Introduction	20
3.1 Research Approach.....	20
3.2 Research Design.....	20
3.3 Target Population	21
3.4 Sample Size	21
3.5 Sampling Techniques	22
3.6 Data Collection Methods.....	22
3.6.1 Questionnaire Method	23
3.6.2 Interview Method.....	23
3.7 Data Collection Instruments.....	23
3.7.1 Questionnaires survey.....	23
3.7.2 Interview Guide	23
3.8 Administration Procedures	24
3.9 Quality Control.....	24
3.9.1 Validity of Instruments.....	24
3.9.2 Reliability of Instruments	25
3.10 Data Analysis	25
3.10.1 Quantitative Data Analysis	26
3.10.2 Qualitative Data Analysis	26
3.11 Ethical Considerations.....	26
3.12 Assumptions of the Study.....	26
3.13 Limitations and Delimitations.....	26
Chapter Four: Presentation, Analysis and Interpretation of Findings.....	27

4.0 Introduction	27
4.1 Response Rate	27
4.3 Background Information	28
4.4 Interpretation of Statistical Values to Answer Research Questions One and Two	29
4.5 Level of Funding in Private Secondary Schools in Nebbi District	29
4.6 Status of CBC Implementation	34
4.7. Relationship between Funding and CBC Implementation in Private Secondary Schools	39
Chapter Five: Discussions, Conclusions and Recommendations	45
5.0 Introduction	45
5.1 Assessing the Level of Funding in Private Secondary School in Nebbi District	45
5.2 Examining the Status of CBC Implementation in Private Secondary School in Nebbi District.....	48
5.3 Establishing the Relationship between Funding and CBC Implementation in Private Secondary schools in Nebbi District.....	52
5.4 Conclusions	57
5.5 Recommendations	58
5.6. Areas for Further Research.....	59
5.5 Recommendations	61
References.....	62
Appendices.....	70
Appendix A: Introductory Letter.....	70
Appendix B: Questionnaire for Teachers and Student Leaders in Private Secondary Schools in Nebbi District.....	71
Appendix C: Consent Form for BOG Chairpersons, Head teachers and Bursars in private Secondary Schools in Nebbi District	74
Appendix D: Interview Guide for Chairperson BOGs, Head teachers and Bursars	75
Appendix E: Table for Determining Sample Size	77

Appendix F: Map of Nebbi District Showing the Study Area78

List of Figures

Figure 1: Conceptual Framework Showing Assumed Relationship between the Level of Funding and Implementation of CBC.....	9
---	---

List of Tables

Table 1. Sampling Frame	22
Table 2: Showing validity results.....	25
Table 3: Shows Response rate.....	27
Table 4: Background Information of Two Categories of the Respondents in Percentages.....	28
Table 5: Showing Mean Interval and Interpretation of the Estimate	29
Table 6: Descriptive Statistics Showing Respondents' Opinion on Funding in Private Secondary Schools	30
Table 7: Descriptive Statistics Showing Respondents' Opinion on CBC Implementation in Private Schools.....	34
Table 8: Pearson Correlation Coefficient on Funding Variables and CBC Implementation....	40
Table 9: Regression Results on Status of CBC Implementation in Private Secondary Schools	41

Abstract

This study examined the influence of funding on the implementation of the Competency-Based Curriculum (CBC) in private secondary schools in Nebbi District, Uganda. It was guided by three objectives: to assess the level of funding, examine the status of CBC implementation, and determine the relationship between funding and CBC implementation. The study was based on the premise that effective CBC implementation depends on adequate financial resources to support teacher training, instructional materials, infrastructure, ICT integration, and continuous assessment. A mixed-methods approach was adopted, combining quantitative and qualitative methods. The study targeted 370 respondents, including Board of Governors Chairpersons, Head Teachers, Bursars, Teachers, and Student Leaders, from which a sample of 258 was selected using purposive and simple random sampling. Data were collected using questionnaires and interview guides, and analyzed using descriptive statistics, correlation analysis, multiple regressions analysis through statistical package for social scientists (SPSS) version 27, for quantitative analysis and thematic methods for qualitative analysis. Findings revealed that funding in private secondary schools was generally low, inadequate, and unreliable, with heavy reliance on tuition fees. CBC implementation was found to be moderate, characterized by partial teacher preparedness, inconsistent use of learner-centered methods, low ICT integration, and weak continuous assessment. A strong positive relationship between funding and CBC implementation was established, with better-funded schools demonstrating stronger implementation. School management was also found to positively moderate this relationship through effective resource allocation, supervision, and accountability. The study concluded that private secondary schools in Nebbi District experienced low and unreliable funding, mainly due to dependence on tuition fees and limited alternative sources. CBC implementation was moderate but incomplete, constrained by inadequate teacher preparedness, limited ICT integration, and insufficient instructional resources. The study also found a positive relationship between funding and CBC implementation, indicating that adequate funding supports teacher training, instructional materials, infrastructure, ICT integration, and teacher motivation. It recommended strengthening resource mobilization, financial planning, accountability, and prioritization of CBC needs, alongside increased support from the Ministry of Education and other stakeholders for teacher training, infrastructure, ICT, and instructional materials in rural private schools.

Chapter One

Introduction

1.0 Overview

The implementation of the Competency-Based Curriculum (CBC) has been a global concern, emphasizing skills, values, and problem-solving over rote learning (UNESCO, 2022). Many countries adopted this approach to prepare learners for the labor market and sustainable development. However, its implementation faced persistent funding challenges, particularly in private secondary schools (Kidega et al., 2023). This study investigated the influence of funding on the implementation of CBC in private secondary schools in Nebbi District. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypothesis, scope, significance, and the conceptual framework.

1.1 Background of the Study

The study was structured under four key components: historical, theoretical, conceptual, and contextual backgrounds.

1.1.1 Historical Background

Globally, the implementation of CBC gained momentum in the mid-20th century as education systems shifted from content-based approaches to those emphasizing skills acquisition and real-life application, involving curriculum redesign, teacher retraining, assessment reforms, and restructuring of learning environments (UNESCO, 2017; Mulder, 2017). In the United States, it began in the 1960s within teacher education and later expanded across the education system, emphasizing mastery learning, continuous assessment, and individualized progression, while highlighting the importance of clear learning outcomes, teacher preparedness, and adequate resources (Burke, 2005). In Europe, the Bologna Process of 1999 strengthened CBC implementation by promoting competence development, outcome-based education, and alignment with labor market needs through curriculum restructuring and student-centered approaches (European Commission, 2018).

Across Africa, CBC reforms introduced mainly in the early 2000s aimed to address persistent challenges such as unemployment, skills mismatch, and low levels of innovation

among graduates by equipping learners with practical competencies relevant to labor market demands. These reforms were often supported by international agencies and involved shifts toward outcome-based curricula, continuous assessment, and learner-centered pedagogies. However, implementation has remained uneven across countries due to constraints such as inadequate funding, limited teacher training, insufficient teaching and learning resources, and weak institutional support systems, despite governments' continued prioritization of CBC as a strategy for socio-economic transformation (World Bank, 2020).

In East Africa, countries such as Kenya (2017) and Rwanda (2015) made notable progress in advancing CBC implementation by placing strong emphasis on teacher training, continuous assessment, curriculum alignment, and learner-centered methodologies aimed at developing critical thinking, creativity, and problem-solving skills. These countries also undertook curriculum restructuring and policy reforms to align education systems with national development goals. Nevertheless, challenges related to resource availability, teacher capacity, infrastructure, and institutional readiness continue to affect the consistency and effectiveness of CBC implementation across the region.

In Uganda, CBC was introduced at the lower secondary level in 2020 by the National Curriculum Development Centre (NCDC) to promote competence development through curriculum reforms, teacher training, continuous assessment, and learner-centered approaches (NCDC, 2019). However, implementation has been affected by funding constraints, limited instructional materials, inadequate ICT integration, and inadequate teacher preparedness. In Northern Uganda, particularly Nebbi District, private secondary schools face additional constraints such as inconsistent tuition-based funding, limited infrastructure, inadequate ICT facilities, and restricted teacher training opportunities, although efforts toward learner-centered practices and continuous assessment persist, highlighting the need to examine how funding influences CBC implementation in such contexts.

1.1.2 Theoretical Background

This study was guided by Fullan's Curriculum Implementation Theory, developed by Michael Fullan (1982) and further developed in his subsequent works (1991, 2007). The theory provided a framework for understanding how educational policies and curriculum reforms were translated into actual teaching and learning practices in schools. Fullan (2007) explained that curriculum implementation was not simply the adoption of a new curriculum policy, but a

process of change that required appropriate resources, teacher capacity, institutional support, and commitment from the various stakeholders involved in education. The theory therefore recognized that successful curriculum implementation depended on the conditions under which teachers and schools were expected to put the curriculum into practice.

A central assumption of Fullan's Curriculum Implementation Theory was that resources and support systems were essential for successful curriculum implementation. Schools required adequate financial and material resources to translate curriculum expectations into classroom practices. These resources included instructional materials, teaching and learning facilities, ICT equipment, laboratories, appropriate classrooms, and opportunities for teacher training and professional development. Where such resources were inadequate, teachers and school administrators could experience difficulties in implementing curriculum reforms as intended. Thus, the theory provided an important basis for understanding why the availability and adequacy of funding could influence the extent to which a curriculum was successfully implemented.

The theory was particularly relevant to the implementation of the CBC because CBC emphasized learner-centred teaching, practical learning, continuous assessment, problem-solving, creativity, collaboration, and the application of knowledge and skills to real-life situations. These approaches required more than the existence of a curriculum document; they required teachers who were adequately prepared, sufficient instructional materials, ICT facilities, laboratories, suitable learning environments, and continuous institutional support. Consequently, schools with inadequate financial resources could find it difficult to provide the conditions necessary for effective CBC implementation. In this respect, funding was considered an important enabling factor in translating CBC policy into actual teaching and learning practices.

The theory informed this study by providing the conceptual basis for examining the level of funding and the status of CBC implementation in private secondary schools in Nebbi District. It guided the study in examining funding in terms of the availability and adequacy of financial resources for teacher salaries, instructional materials, infrastructure, ICT facilities, and other school operations. It also informed the assessment of CBC implementation through aspects such as teacher training and competence, learner-centred teaching methods, continuous assessment, ICT integration, and the practical application of knowledge and skills. These

dimensions reflected Fullan's argument that curriculum implementation was influenced by the capacity of schools to provide the resources and support required for educational change.

Furthermore, Fullan's theory provided a basis for examining the relationship between funding and CBC implementation. The theory suggested that where adequate resources were available, schools were more likely to create favorable conditions for curriculum implementation. Conversely, inadequate and unreliable funding could constrain the provision of instructional materials, teacher professional development, ICT facilities, infrastructure, and other requirements of CBC. This theoretical position was consistent with the findings of the present study, which established a positive relationship between funding and CBC implementation in private secondary schools in Nebbi District. The theory therefore helped to explain how financial conditions could facilitate or constrain the implementation of CBC in the study context.

The theory was also useful in interpreting the challenges identified in the study. The findings indicated that private secondary schools depended heavily on tuition fees and had limited alternative sources of funding. The schools also experienced inadequate and irregular funding, which affected their capacity to provide sufficient instructional resources, infrastructure, ICT facilities, and teacher support. From the perspective of Fullan's theory, these challenges represented limitations in the conditions required to support curriculum change. Thus, the theory helped the researcher move beyond describing the financial challenges to explaining how those challenges could affect the practical implementation of CBC at school level.

Overall, Fullan's Curriculum Implementation Theory provided an appropriate theoretical foundation for the study because it established a clear link between the availability of resources and the capacity of schools to implement curriculum reforms. It enabled the study to examine funding not merely as a financial issue, but as an important condition influencing the implementation of CBC. The theory consequently informed the selection of study variables, interpretation of findings, conclusions, and recommendations concerning funding and CBC implementation in private secondary schools in Nebbi District.

1.1.3 Conceptual Background

The study focused on two key concepts: Funding (independent variable) and CBC implementation (dependent variable).

In this study, funding was operationally defined as the availability, adequacy, reliability and allocation of financial resources available to private secondary schools to support the implementation of the Competency-Based Curriculum (CBC). It was not measured simply by the total amount of money a school possessed, but by how adequately the available financial resources supported key CBC requirements. (OECD, 2017; Allegretto, et al., 2022; Jackson, et al, 2015).

In this study, CBC implementation was operationally defined as the extent to which private secondary schools translated the requirements and principles of the Competency-Based Curriculum into actual teaching, learning and assessment practices. It was therefore measured not simply by whether schools had adopted CBC, but by the extent to which teachers and schools practiced competency-based approaches in their day-to-day educational activities. It was measured through teacher preparedness, learner-centered methods, ICT integration, and competency-based assessments (Mabonga, 2021; Tumuheise, et al., 2023).

1.1.4 Contextual Background

Uganda introduced the Competency-Based Curriculum at the lower secondary level to shift education towards the development and application of competencies rather than emphasis on knowledge acquisition alone. The curriculum emphasizes practical learning, critical thinking, problem-solving, creativity, collaboration and the application of knowledge in real-life situations (NCDC, 2020). Effective implementation therefore requires teachers who are adequately prepared, appropriate instructional materials, suitable infrastructure, ICT facilities and effective assessment practices (MoES, 2022; NCDC, 2020).

The importance of funding is particularly evident in Uganda's secondary education sector because private schools constitute a substantial proportion of secondary schools. The 2025 Education Statistical Abstract reported that 3,078 (67.3%) of the 4,571 responding secondary schools were privately owned, compared with 1,493 (32.7%) government schools, while 38% of secondary-school learners were enrolled in private schools (MoES, 2026). At the

same time, Uganda continues to experience constraints in education financing, with public education expenditure estimated at only 6.6% of total public expenditure in 2024/25, below the international benchmark of 15% (UNESCO, 2026). For example, studies in Northern Uganda indicated that only 35% of private secondary schools had received CBC training, and 42% lacked adequate teaching materials (Kidega et al., 2023).

In Nebbi District, this situation creates a potential gap between what CBC requires and what schools can afford to provide. Private secondary schools adopted strategies such as group discussions, ICT integration, and project-based learning (NCDC, 2024). However, progress remained slow due to inadequate teacher training and limited instructional materials, ICT tools, and laboratory facilities (UNEB, 2022). Many schools relied mainly on tuition payments, struggling to purchase learning materials, train teachers, and provide practical learning opportunities necessary for effective CBC implementation (Nebbi District Local Government, 2023). Adequate and reliable funding was therefore critical to support successful CBC implementation (UNEB, 2022; Nebbi District Local Government, 2023). However, funding alone does not necessarily guarantee effective CBC implementation because the availability of resources must be accompanied by appropriate planning, allocation, supervision and accountability. This suggested that the effectiveness of funding may depend partly on how school managers prioritize and utilize available resources. Despite the importance of these issues, there is limited district-specific empirical evidence examining how funding influences CBC implementation in private secondary schools in Nebbi District.

1.2 Statement of the Problem

Uganda introduced the Competency-Based Curriculum (CBC) at the lower secondary level to shift education from an emphasis on memorization and examination performance towards the development of practical competencies, critical thinking, creativity, problem-solving, collaboration and application of knowledge to real-life situations (NCDC, 2020). Ideally, private secondary schools should have adequate, reliable and appropriately managed financial resources to support teacher training, timely payment of teachers, instructional materials, ICT facilities, laboratories, infrastructure, practical learning and competency-based assessment, thereby enabling teachers to implement learner-centred and practical teaching approaches effectively (MoES, 2022). However, what is known is that inadequate funding presents a significant challenge to CBC implementation because limited financial resources can restrict teacher training and professional development, the purchase of instructional

materials, provision of ICT facilities, development of laboratories and infrastructure, and other activities necessary for competency-based teaching and assessment (Kidega et al., 2024; Arinaitwe et al., 2026). This challenge is particularly relevant to private secondary schools, which have to finance teacher salaries, instructional materials, infrastructure, ICT, utilities and administrative costs from the school fees available resources; indeed, the 2025 Education Statistical Abstract reported that 3,078 (67.3%) of 4,571 responding secondary schools were privately owned (MoES, 2026). Consequently, inadequate, unreliable or poorly prioritized funding may create a gap between the financial requirements of CBC and the resources schools can provide for its effective implementation. However, what remains unknown is the extent to which funding specifically influences CBC implementation in private secondary schools in Nebbi District, particularly whether funding adequacy and reliability, teacher salary payment, instructional materials and infrastructure significantly contribute to effective CBC implementation, and how the allocation and utilization of available resources affect this relationship. Therefore, this study examined the influence of funding on the implementation of the Competency-Based Curriculum in private secondary schools in Nebbi District, Uganda.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of funding on the implementation of CBC in private secondary schools in Nebbi District.

1.4 Objectives of the Study

The study aimed to:

- i. Assess the level of funding in private secondary schools in Nebbi District.
- ii. Examine the status of CBC implementation in private secondary schools in Nebbi District.
- iii. Establish the relationship between funding and CBC implementation in private secondary schools in Nebbi District.

1.5 Research Questions

- i. What was the level of funding in private secondary schools in Nebbi District?
- ii. What was the status of CBC implementation in private secondary schools in Nebbi District?

- iii. What was the relationship between funding and CBC implementation in private secondary schools in Nebbi District?

1.6 Research Hypothesis

Ho: There was no statistically significant relationship between the level of funding and implementation of CBC in private secondary schools in Nebbi District.

1.7 Scope of the Study

The study's scope included content, geographical, and temporal dimensions. It focused on funding and CBC implementation in private secondary schools in Nebbi District, located in northwestern Uganda, bordered by Madi Okollo District (north), Zombo District (west), Pakwach District (east), and the Democratic Republic of Congo (south). Nebbi District lies approximately 430 km northwest of Kampala (Nebbi District Local Government, 2023), with coordinates 2°26'27.38'' N and 31°21'14.987'' E. The study covered the period 2020-2026, capturing six cohorts of learners under CBC and reflecting recent changes in school funding, teacher training, and provision of learning materials.

1.8 Significance of the Study

The study provided policymakers and educational planners with insights into how funding constraints impeded effective curriculum delivery, informing decisions on resource allocation, teacher support programs, and strategies for equitable CBC implementation.

It offered school administrators and teachers practical understanding of how funding shaped classroom practices, linking available resources to teacher capacity, learner-centered teaching, and competency-based assessment. This enabled better planning, prioritization, and advocacy for financial and professional support to sustain CBC implementation.

Academically, the study contributed to literature on CBC implementation in private secondary schools in Uganda, documenting experiences in Nebbi District and providing a foundation for future research on curriculum reform, education funding, and learning outcomes.

1.9 Conceptual Framework of the Study

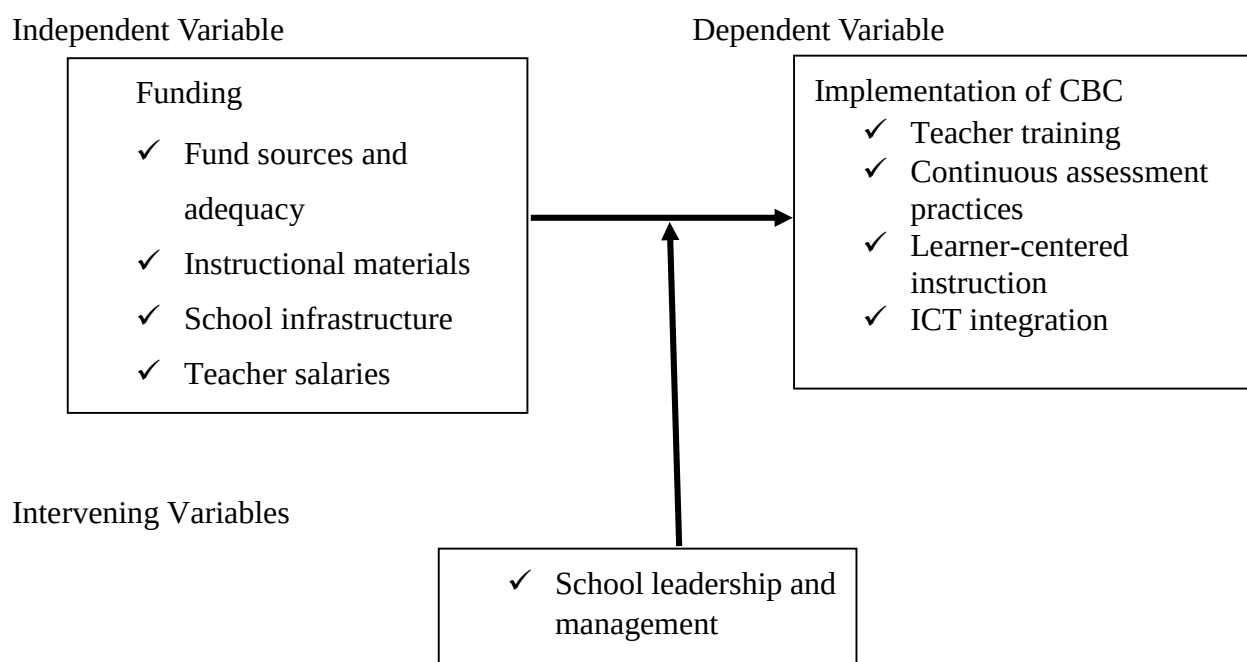


Figure 1: Conceptual Framework Showing Assumed Relationship between the Level of Funding and Implementation of CBC

Source: Adapted from *Curriculum Implementation Theory* by Fullan (1982)

The conceptual framework posited that funding influenced CBC implementation by determining the availability of resources such as instructional materials, teacher training, infrastructure, and ICT. Adequate and reliable funding enhanced implementation, while limited funding constrained it. School management acted as a moderating variable, where effective management strengthened the use of available resources, and weak management reduced the impact of funding on CBC implementation.

Chapter Two

Literature Review

2.0 Introduction

This chapter presented the theoretical review and the review of related literature according to the study objectives: the level of funding in secondary schools, the status of CBC implementation in secondary schools, and the relationship between funding and the implementation of CBC in secondary schools.

2.1 Theoretical Review

The study was guided by the Social Constructivist Theory and the Curriculum Implementation Theory.

The study was also guided by Social Constructivist Theory, advanced by Vygotsky (1978). The theory posited that learning occurred through social interaction and collaboration with more knowledgeable individuals within meaningful contexts. It emphasized that knowledge was actively constructed through interaction rather than passively received by learners (Vygotsky, 1978). The theory assumed that learners developed understanding through guided participation, social mediation, and interaction with others, and that learning was more effective in collaborative and contextually meaningful environments (Kivunja, 2015).

Social Constructivist Theory was particularly relevant to the study because the Competency-Based Curriculum (CBC) emphasized learner-centred approaches, collaboration, active participation, problem-solving, practical learning, and the application of knowledge and skills to real-life situations. Effective implementation of these approaches required teachers to act as facilitators of learning and learners to actively participate in individual and group activities. The theory therefore provided a useful basis for understanding the importance of teacher facilitation, peer interaction, instructional materials, ICT, and other learning resources in creating environments that supported active knowledge construction.

The theory further informed the study by highlighting the importance of adequate resources in supporting socially mediated learning. Adequate funding enabled schools to provide interactive classrooms, instructional materials, ICT facilities, laboratories, and other

resources that supported collaborative and learner-centred learning. Where funding was inadequate, schools could experience difficulties in providing these resources, thereby limiting opportunities for learners to engage in practical activities, collaboration, and meaningful learning experiences. In the context of private secondary schools in Nebbi District, the theory therefore helped explain how financial constraints could affect the learning conditions required for effective CBC implementation.

The theory also provided a basis for interpreting the findings of the study. The findings indicated that CBC implementation was moderate and incomplete, with challenges related to teacher preparedness, instructional resources, ICT integration, and other facilities required to support learner-centred learning. These challenges were consistent with the Social Constructivist perspective, which emphasized the importance of supportive learning environments, teacher guidance, social interaction, and appropriate learning resources in facilitating effective learning. Thus, the theory helped explain how limitations in funding and resources could constrain the practical application of learner-centred and collaborative approaches associated with CBC.

Although Social Constructivist Theory had been widely used to explain learner-centred pedagogy and collaborative learning, there was limited empirical evidence on how funding influenced the availability of resources required to support socially mediated learning, particularly in private secondary schools in rural contexts. The study therefore sought to contribute to addressing this gap by examining how funding was related to the resources and conditions necessary for the implementation of CBC in private secondary schools in Nebbi District.

2.2 Level of Funding in Secondary Schools

According to the Ministry of Education and Sports (2020), funding is a critical factor for the successful implementation of the Competency-Based Curriculum. The report indicated that while public secondary schools benefited from a combination of government grants and capitation funds, most private secondary schools relied heavily on tuition fees as their primary source of income. It further observed that such reliance often resulted in irregular and insufficient funding, which constrained key aspects of CBC implementation, including teacher training, procurement of instructional materials, and development of ICT infrastructure. Consequently, the over-dependence on a single funding source limited the capacity of private

secondary schools to effectively implement the curriculum, particularly in rural districts such as Nebbi. However, the Ministry's reports were largely descriptive in nature and did not employ rigorous quantitative analyses to establish relationships between specific funding sources and measurable curriculum outcomes. In addition, the reports focused on national-level trends without providing context-specific evidence for private secondary schools in rural settings, thereby revealing both methodological and contextual gaps that this study sought to address.

Barasa et Al., (2023), and Wambi et al., (2024) conducted multi-district surveys examining funding challenges in private secondary schools. They found that only 35-40% of schools accessed diversified funding sources such as donor support, school-generated income, and community contributions, while the majority depended solely on tuition fees. Their findings indicated that inadequate and inconsistent funding constrained procurement of instructional materials, teacher professional development, and ICT infrastructure necessary for CBC implementation. However, their studies focused on districts such as Mpigi and Wakiso, limiting generalizability to West Nile districts, and did not directly link funding to measurable CBC implementation indicators, leaving a methodological and content gap addressed in this study. Similarly, Okiria (2019); Tumuheise (2023) reported that 60% of private secondary schools relied primarily on tuition fees, with only 15% accessing external sources. Schools with multiple funding streams performed better in implementing learner-centered methodologies and competency-based assessments. Yet, their studies did not examine schools in Nebbi District, nor quantify the influence of funding on CBC implementation, gaps addressed in the current study.

Spending on instructional materials is essential in secondary schools because it supports effective teaching and learning, particularly under the Competency-Based Curriculum, which emphasizes skills application and practical learning (UNESCO, 2021). Adequate resources such as textbooks, laboratory equipment, and teaching aids enable effective lesson delivery and improve learner understanding and performance (Ministry of Education and Sports, 2020). According to Kidega (2023), adequate instructional materials are essential for effective implementation of the Competency-Based Curriculum, yet funding constraints significantly limited their availability, with about 61% of private secondary schools experiencing frequent shortages of textbooks, teaching aids, and laboratory equipment, thereby hindering learner-centered teaching.

Similarly, Wanyama et al. (2023) found that only 38% of schools were able to procure supplementary instructional materials beyond what was supported through tuition fees. In addition, the National Curriculum Development Centre (2020) indicated that only 42% of private secondary schools had sufficient instructional materials to support all curriculum activities, while the UNEB (2022) reported that about 57% of schools faced challenges in adequately equipping classrooms due to limited financial resources.

Furthermore, Barasa et al., (2024) established that schools with diversified funding sources were more likely to provide sufficient instructional materials and performed approximately 25% better on CBC implementation indicators. However, most of these studies were conducted in districts such as Mukono and Wakiso, which differ from rural settings like Nebbi, thereby limiting the generalizability of the findings. In addition, while they highlighted the availability of instructional materials, they did not sufficiently quantify the direct influence of funding on material adequacy across different contexts, revealing both contextual and methodological gaps that this study sought to address in Nebbi District.

School expenditure on infrastructure is a key component of funding in secondary schools as it provides the physical environment needed for effective teaching and learning under the Competency-Based Curriculum, which emphasizes practical and learner-centered education (UNESCO, 2021). Investment in classrooms, laboratories, libraries, and ICT facilities supports active learning, collaboration, and skills development (Ministry of Education and Sports, 2020). It also enables teachers to use varied instructional methods that improve learner engagement and understanding (Atibuni et al., 2021). In contrast, inadequate infrastructure limits instructional quality and weakens curriculum implementation (World Bank, 2020). Schools with better infrastructure generally achieve stronger learning outcomes than those with poor facilities (UNEB, 2022). Therefore, adequate funding for infrastructure is essential for effective CBC implementation and improved educational performance.

According to Kidega (2023), about 58% of private secondary schools had inadequate or poorly maintained infrastructure, including classrooms, laboratories, and libraries, which constrained effective implementation of the Competency-Based Curriculum. Similarly, Wambi et al. (2024) found that approximately 62% of schools lacked essential facilities such as ICT rooms and adequate furniture necessary to support teaching and learning. In addition, the Uganda National Examinations Board (2022) and the National Curriculum Development Centre (2020) reported persistent challenges related to facility maintenance and limited availability of ICT infrastructure in schools.

Studies conducted outside Uganda, such as Omondi et al. (2016), further emphasized that sustainable curriculum implementation depends on adequate funding and well-developed infrastructure. However, most of these studies did not quantitatively establish how funding levels influence the quality and adequacy of school infrastructure, particularly in private secondary schools located in rural areas. In addition, their focus was largely general or conducted in different contexts, limiting applicability to districts such as Nebbi. This revealed both methodological and contextual gaps, which the current study sought to address by examining the relationship between funding and infrastructure development in private secondary schools in Nebbi District.

Allocation of funds on teacher salaries is another fundamental aspect of education financing as it influences teacher motivation, commitment, and instructional quality, which are key for effective Competency-Based Curriculum (CBC) implementation (OECD, 2023). Adequate and timely payments improve teacher engagement, lesson preparation, and adoption of learner-centered methods that enhance learning outcomes (UNESCO, 2022). It also supports teacher retention and continuity in curriculum delivery (World Bank, 2020). In contrast, low or delayed salaries lead to demotivation, absenteeism, and reduced teaching effectiveness, negatively affecting learner performance (UNICEF, 2021). Schools that consistently prioritize salary payments achieve better instructional quality and curriculum implementation outcomes (UNESCO, 2022). Therefore, proper allocation of funds to teacher salaries is essential for effective CBC implementation.

According to Kidega (2023), adequate teacher remuneration was critical for effective implementation of the Competency-Based Curriculum, as about 64% of teachers in private secondary schools experienced delayed or irregular salary payments, which reduced their motivation and commitment to teaching. Similarly, Wanyama et al. (2023) found that only 41% of schools consistently paid teachers on time, largely due to heavy reliance on irregular tuition fees. In addition, the NCDC (2020) and the UNEB (2022) indicated that salary-related challenges negatively affected teachers' participation in learner-centered teaching and continuous assessment practices.

Studies conducted outside Uganda by Komba et al., (2015) and O'Sullivan (2022) further emphasized that timely and adequate remuneration was essential for sustaining teacher motivation and effective curriculum delivery. Supporting this, Barasa, Tumusiime, and Namusoke (2023) revealed that schools with diversified funding sources were more likely to pay teachers regularly and achieved up to 28% higher levels of CBC implementation. However,

most of these studies were conducted either outside Uganda or in different regional contexts, limiting their applicability to private secondary schools in rural districts such as Nebbi. In addition, many relied on descriptive or cross-sectional approaches without integrating both quantitative and qualitative evidence to explain how remuneration influences CBC implementation, thereby revealing contextual and methodological gaps that this study sought to address.

2.3 Status of CBC Implementation in Secondary Schools

Teacher Training and Competency is an important component of CBC implementation as it determines teachers' ability to deliver learner-centered and skills-based instruction effectively (UNESCO, 2022). Well-trained teachers apply participatory methods, competency assessment, and practical activities that improve learner outcomes (OECD, 2023). Continuous professional development also strengthens pedagogical skills and supports curriculum reforms (World Bank, 2020). In contrast, inadequate training limits effective delivery and leads to reliance on traditional methods that weaken CBC implementation (UNICEF, 2021). Schools that invest in teacher training generally achieve better instructional quality and learner performance (UNESCO, 2022).

According to Wambi et al. (2024), about 63% of teachers were inadequately trained prior to the rollout of the Competency-Based Curriculum, which limited their ability to effectively implement learner-centered teaching methods, while Nakawuki et al. (2025) reported that only 42% of teachers possessed adequate skills due to irregular and insufficient professional development. Similarly, the NCDC (2020) and UNEB (2022) observed that initial teacher training programs were short and largely theoretical, failing to equip teachers with practical pedagogical and assessment competencies required for effective CBC implementation. Consequently, many teachers lacked the skills and confidence to consistently apply learner-centered methodologies and continuous assessment practices in classroom settings. These findings were primarily derived from qualitative and descriptive studies that relied on reports, surveys, and general observations of teacher preparedness. However, the use of such approaches limited the ability to quantify the extent of the problem across different contexts, and the absence of district-specific evidence, particularly in rural areas such as Nebbi district, constrained the generalizability of the findings. This revealed both methodological and contextual gaps, thereby underscoring the need for a mixed-methods approach to generate more

comprehensive, quantifiable, and context-specific evidence, which this study sought to address in Nebbi District.

Continuous Assessment (CA) is another core component of CBC implementation as it provides ongoing evaluation of learners' progress and supports the development of competencies over time (UNESCO, 2022). Similarly, Aliniiba (2025) found out that continuous assessment is intended to promote ongoing evaluation and development of learners' competencies. It enables teachers to monitor student performance, provide timely feedback, and adjust instructional strategies to meet individual learning needs (OECD, 2023). CA also promotes learner engagement by emphasizing continuous improvement rather than final examinations alone (World Bank, 2020). In contrast, weak implementation of CA limits effective tracking of learner progress and undermines competency development (UNICEF, 2021). Schools that consistently apply CA tend to achieve better learning outcomes and improved curriculum implementation (UNESCO, 2022).

Wambi et al. (2024) and Kidega (2023) reported that teachers employed strategies such as peer assessment, feedback mechanisms, and regular classroom exercises to support continuous assessment practices. Similarly, the Uganda National Examinations Board (2022) indicated that continuous assessment enhanced learners' acquisition of practical skills and competencies. However, Namara (2024) and Okello (2023) found that only about 28-42% of teachers consistently implemented continuous assessment, largely due to unclear assessment procedures, inadequate tools, and limited resources. As a result, the effective application of continuous assessment remained inconsistent across many schools. These findings were mainly derived from studies conducted in government schools and were largely based on descriptive approaches, limiting their applicability to private secondary schools. In addition, the absence of district-specific quantitative evidence, particularly in rural areas such as Nebbi, revealed both contextual and methodological gaps. This therefore underscored the need for a mixed-methods study to generate more comprehensive and context-specific evidence, which the current study sought to address.

Learner-centred methodology is an important element of CBC implementation as it promotes active learner participation in the learning process (UNESCO, 2022). It encourages students to engage in discussions, group work, and practical activities that enhance understanding and skill development (OECD, 2023). This approach also fosters critical thinking, creativity, and collaboration, which are key CBC competencies (World Bank, 2020). In contrast, teacher-centred methods reduce learner engagement and weaken curriculum

effectiveness (UNICEF, 2021). According to Okello (2023), learner-centered methodologies (LCM) promoted active learner participation and the development of practical skills essential for Competency-Based Curriculum implementation. Similarly, Wambi et al. (2024) and Aliniiba (2025) observed that teachers employed strategies such as group discussions and project-based learning to facilitate interactive and skills-oriented learning. In addition, the Uganda National Examinations Board (2022) reported that learners in LCM-oriented classrooms exhibited higher levels of motivation and engagement. Schools that use learner-centred approaches generally achieve better learner outcomes and CBC implementation (UNESCO, 2022). However, studies indicated that only about 32-40% of teachers consistently implemented learner-centered methodologies, with many citing challenges such as inadequate resources and large class sizes (Okello, 2023; Wambi et al., 2024). As a result, the application of LCM remained inconsistent across schools, limiting the realization of intended CBC outcomes. These findings were largely derived from studies conducted in public secondary schools, thereby limiting their applicability to private school contexts. In addition, most studies relied on descriptive approaches and did not provide district-specific evidence from rural areas such as Nebbi, revealing both contextual and methodological gaps that this study sought to address.

ICT integration is another important element of CBC implementation as it enhances teaching and learning through digital tools and technologies (UNESCO, 2022). It supports interactive instruction, access to learning resources, and development of digital skills among learners (OECD, 2023). ICT also improves learner engagement and facilitates competency-based lessons (World Bank, 2020). In contrast, limited ICT use reduces access to resources and weakens curriculum delivery (UNICEF, 2021). According to Namara (2024) and Wambi et al. (2024), ICT was utilized in Competency-Based Curriculum lessons through tools such as computers, projectors, and educational software, which enhanced learner engagement and supported interactive learning. Schools that effectively integrate ICT achieve better learning outcomes and CBC implementation (UNESCO, 2022). However, Kidega (2023) and Okello (2023) reported that only about 25-28% of teachers regularly integrated ICT into their teaching, largely due to shortages of devices, poor internet connectivity, and limited teacher training. As a result, the effective integration of ICT in classroom practice remained low and inconsistent across many schools. These findings were primarily derived from studies conducted in urban settings, where access to ICT infrastructure is relatively better. Consequently, the applicability of these findings to rural private secondary schools remained limited, particularly in districts

such as Nebbi. In addition, these studies relied on descriptive approaches without providing sufficient quantitative evidence on ICT usage patterns in such contexts, thereby revealing both contextual and methodological gaps that this study sought to address.

2.4 Relationship between Funding and CBC Implementation

According to Tumuheise (2020), inadequate funding significantly restricted the availability of instructional materials, teacher training opportunities, and infrastructure development, thereby reducing the effective implementation of the Competency-Based Curriculum in secondary schools. Similarly, Wambi et al., (2024) found that approximately 58% of private secondary schools identified low funding as a major barrier to successful CBC adoption. Kidega (2023) further highlighted that rural private secondary schools in Northern Uganda experienced persistent financial constraints, which negatively affected their operational capacity to effectively implement CBC requirements. In addition, the Uganda

National Examinations Board (2022) and Barasa et al., (2023) reported that schools with better and more diversified funding sources consistently demonstrated higher levels of CBC adoption and implementation effectiveness. Collectively, these studies suggest a strong positive relationship between funding levels and the implementation of the Competency-Based Curriculum. However, most of the reviewed studies lacked district-specific quantitative analysis, particularly in rural contexts such as Nebbi, and did not sufficiently examine how funding levels directly influence CBC implementation indicators in private secondary schools. This revealed a contextual and methodological gap that the current study sought to address by focusing on private secondary schools in Nebbi District.

2.5 Summary of Gaps

Theories used provided limited insight on how funding interacted with educational resources to support CBC implementation.

Regarding the first objective, existing literature on the level of funding reveals several gaps, including limited statistical analysis linking funding sources and adequacy to measurable outcomes, inadequate examination of how funding influences key areas such as instructional materials, infrastructure, and teacher remuneration, and a predominant focus on public rather than private secondary schools. Additionally, most studies have been conducted outside rural contexts, resulting in a geographical gap, particularly in districts such as Nebbi.

For the second objective, existing studies on CBC implementation showed limited quantification of key practices such as learner-centered methods and continuous assessment, insufficient focus on specific implementation components, and a bias toward public and urban schools, with little evidence from private secondary schools in rural areas like Nebbi District.

For the third objective, existing literature showed reliance on qualitative or descriptive designs without mixed-methods integration, lacked comprehensive analysis linking funding and CBC implementation, and provided little district-specific evidence, particularly for Nebbi District.

Chapter Three

Methodology

3.0 Introduction

This chapter presented the methodology that was used to investigate the relationship between funding and the implementation of the Competency-Based Curriculum (CBC) in private secondary schools in Nebbi District. It described the research approach, research design, target population, sample size, sampling procedures, data collection methods and instruments, validity and reliability of the instruments, data analysis procedures, ethical considerations, assumptions of the study, and the limitations and delimitations of the study. The methodological choices were intended to generate credible, reliable, and evidence-based findings (Creswell & Creswell, 2018).

3.1 Research Approach

The study adopted a mixed methods research approach, integrating both quantitative and qualitative methods to provide a comprehensive understanding of the research problem (Creswell et al., 2018). The quantitative component assessed the level of funding in private secondary schools in Nebbi District, examined the status of CBC implementation, and determined the relationship between funding and CBC implementation through statistical analysis. The qualitative component complemented the quantitative findings by providing deeper explanations of how funding influenced the implementation of CBC in the selected schools (Flick, 2018). The mixed methods approach was considered appropriate because it enabled the researcher to draw on the strengths of both quantitative and qualitative inquiry. Quantitative data provided measurable evidence of patterns and relationships, while qualitative data offered contextual explanations that enriched the interpretation of the findings.

3.2 Research Design

This study used a cross-sectional survey design, which involved collecting data from respondents at a single point in time to examine the status of variables and the relationships among them (Creswell & Creswell, 2018; Wang & Cheng, 2020). The design enabled the researcher to gather information simultaneously from teachers, head teachers, and school bursars, allowing for an assessment of how funding influences the implementation of the

Competency-Based Curriculum in private secondary schools in Nebbi District. Cross-sectional designs are appropriate for describing relationships between variables without manipulating them and for providing a snapshot of conditions as they exist at a particular time (Bryman, 2016; Kesmodel, 2018). This design was therefore suitable because it involves one-time data collection rather than tracking changes over time, making it efficient and appropriate for educational research involving multiple schools.

3.3 Target Population

The target population refers to the entire group of individuals who possess characteristics relevant to a study and from whom conclusions are drawn (Creswell & Creswell, 2018). In this study, the target population consisted of 370 respondents, comprising Board of Governors (BOG) chairpersons, head teachers, teachers, bursars, and student leaders from private secondary schools in Nebbi District. These categories of respondents were selected because they possessed relevant knowledge and experience regarding school funding and the implementation of CBC. Teachers were directly involved in classroom instruction and curriculum implementation, which depended on the availability of resources (Kumar, 2011). Head teachers played a central role in financial oversight and curriculum supervision (Mugenda, 2003), while bursars were responsible for financial records and allocation of resources (Orodho, 2009). Student leaders were included because they could provide insights into how funding-related issues affected the learning environment and curriculum experiences in schools.

3.4 Sample Size

A sample size refers to a subset of the target population selected for participation in the study in such a way that valid conclusions can be drawn about the larger population (Creswell & Creswell, 2018). The study involved 258 respondents drawn from 10 private secondary schools in Nebbi District as seen in the sampling frame.

Table 1. *Sampling Frame*

Category	Population	Sample size	Sampling procedure
BOG chairpersons	10	10	Purposive sampling
Head teachers	10	10	Purposive sampling
Teachers	240	148	Simple random sampling
Bursar	10	10	Purposive sampling
Student leaders	100	80	Simple random sampling
Total	370	258	

Adapted from Nebbi District Education Office records (2025).

3.5 Sampling Techniques

The study used purposive sampling and simple random sampling techniques. Purposive sampling selected BOG chairpersons, head teachers, and bursars because they occupied positions with direct responsibility over school governance, financial planning, budgeting, resource allocation, and curriculum supervision (Creswell, 2018; Kumar, 2011). Their inclusion ensured that the study obtained information from respondents with specialized knowledge of the study variables. Simple random sampling was used to select teachers and student leaders, giving all members of these categories an equal chance of participation. This minimized bias and enhanced representativeness (Kothari, 2014; Mugenda, 2003). The sample sizes for teachers and student leaders were determined using the Krejcie and Morgan (1970) sample size table. This sampling approach enhanced representativeness while minimizing selection bias. The combined use of these techniques allowed the study to capture both decision-making perspectives and general experiences of CBC implementation.

3.6 Data Collection Methods

The study used questionnaires and interviews to collect data. This mixed method approach enabled the collection of both broad and in-depth insights into the relationship between funding and CBC implementation. The combination of these methods strengthened the study by enabling triangulation of findings.

3.6.1 Questionnaire Method

The questionnaire method was used to collect quantitative data from teachers and student leaders. It enabled the collection of data from a large number of respondents in a relatively short period (Kothari, 2004). It also allowed respondents to complete the instrument at their convenience, accommodating busy schedules. The questionnaire facilitated uniformity of responses, increasing comparability and supporting statistical analysis.

3.6.2 Interview Method

The interview method was used to collect qualitative data from key informants, specifically BOG chairpersons, head teachers, and bursars. One-on-one interviews enabled the researcher to ask targeted questions and probe further for clarification or elaboration. This method was appropriate because it generated rich and detailed information on how funding influenced CBC implementation. It also captured respondents' views, experiences, and explanations that could not easily be obtained through questionnaires alone (Amin, 2005; Burns, 2000; Sekaran, 2004).

3.7 Data Collection Instruments

3.7.1 Questionnaires survey

A structured questionnaire survey was administered to teachers and student leaders to collect quantitative data on funding levels and CBC implementation. It consisted mainly of closed-ended items measured on a five-point Likert scale. This allowed for standardized responses suitable for statistical analysis (Taherdoost, 2017).

3.7.2 Interview Guide

An interview guide was used to collect qualitative data from BOG chairpersons, head teachers, and bursars. The guide contained open-ended questions aligned with the study objectives and research questions, enabling the collection of detailed perspectives. The guide promoted consistency across interviews while allowing flexibility for probing and clarification (Sekaran, 2004).

3.8 Administration Procedures

After approval of the research proposal by the Faculty of Education and Humanities, the researcher obtained an introductory letter from the Dean's office to facilitate access to the selected private secondary schools in Nebbi District. Permission to conduct the study was then sought from school authorities. Before data collection, the purpose of the study was explained to all respondents, and informed consent was obtained. Confidentiality and anonymity were ensured. Questionnaires were distributed to teachers and student leaders with clear instructions, and interviews were conducted with BOG chairpersons, head teachers, and bursars. All data collected were securely stored for analysis (Ary et al., 2020; Creswell, 2018).

3.9 Quality Control

3.9.1 Validity of Instruments

Content validity was established using the Content Validity Index (CVI). Two educational research experts reviewed the instruments and rated each item on a three-point scale (1 = very irrelevant, 2 = relevant, 3 = very relevant). Items with low I-CVI values were revised or removed. The S-CVI was calculated as the average of all I-CVIs. An acceptable CVI ensured that the instruments adequately represented the study content (Creswell, 2018; Kasozi, 2019).

Validity of the research instruments refers to the extent to which the tools measure what they are intended to measure (Creswell, 2018). In this study, validity was ensured through expert review, where specialists in education and research evaluated the items for clarity, relevance, and appropriateness. The Content Validity Index (CVI) was then computed to quantify the level of agreement among experts, and a value of 0.76 was realized. The questionnaire was recommended valid since the CVI value was greater than 0.7. This process ensured that the instruments adequately covered all aspects of the study variables and were suitable for data collection (Kasozi, 2019). The content validity index (CVI) was calculated using the following formula:

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

Table 2: *Showing validity results*

Raters	Items rated relevant	Total number of items	CVI
Rater 1	22	30	0.73
Rater 2	24	30	0.8
Rater 3	23	30	0.77

Source: Field data, 2023

From the formula, $\text{CVI} = \frac{0.73 + 0.8 + 0.77}{3}$

3

CVI = 0.76

3.9.2 Reliability of Instruments

Reliability of the research instruments refers to the consistency of the data collection tools in producing stable and dependable results (Creswell, 2018). In this study, reliability was established using Cronbach's Alpha after conducting a pilot test among respondents from similar privates' schools outside the main sample (Amin, 2005). The internal consistency (reliability of the instrument) of each construct was determined using Cronbach's alpha. The alpha values were 0.63 and 0.71 for funding and CBC implementation respectively. Although 0.70 is commonly considered acceptable, it is not a strict rule and should be interpreted in context. Reliability levels of 0.60 and above are acceptable in exploratory research (Hair et al., 2019), and Cortina (1993) noted that alpha is influenced by scale length and dimensionality. Cronbach (1951) further explains that shorter or multidimensional scales may produce lower values without indicating poor reliability. Therefore, 0.63 for funding was deemed acceptable due to the exploratory nature of the study, while 0.71 for CBC implementation indicated satisfactory internal consistency.

3.10 Data Analysis

Data were analyzed using SPSS Version 27 for quantitative data and content and thematic analysis for qualitative data.

3.10.1 Quantitative Data Analysis

Quantitative data were cleaned, coded, and entered into SPSS version 27. Descriptive statistics summarized respondents' characteristics and study variables. Pearson's correlation coefficient assessed bivariate relationships, while multiple linear regression determined the net effect of funding on CBC implementation. Statistical significance was interpreted at $p < .05$.

3.10.2 Qualitative Data Analysis

Qualitative interview data were transcribed, coded, and analyzed thematically to identify patterns and themes aligned with the study objectives. Findings complemented quantitative results, and illustrative quotations were included to provide contextual depth.

3.11 Ethical Considerations

Participation was voluntary, with informed consent obtained from all respondents. Confidentiality and anonymity were ensured through coding. Participants were treated respectfully, and culturally appropriate language was used throughout the study (Creswell, 2018; Ary et al., 2020).

3.12 Assumptions of the Study

It was assumed that respondents had adequate knowledge and experience regarding funding and CBC implementation and were able to provide accurate, reliable information. It was also assumed that respondents could read and complete the questionnaire independently.

3.13 Limitations and Delimitations

The study was delimited to private secondary schools in Nebbi District, limiting generalizability to other districts or public schools. Self-reported data could introduce response bias, and some financial data may have been inaccessible. Triangulation through interviews minimized these limitations and enhanced the credibility and validity of the findings (Creswell & Creswell, 2018; Kivunja, 2018; Orodho, 2016).

Chapter Four

Presentation, Analysis and Interpretation of Findings

4.0 Introduction

This chapter presented, analyzed, and interpreted the findings of the study on the influence of funding on the implementation of Competency-Based Curriculum in private secondary schools in Nebbi District. The findings are presented according to the specific objectives of the study, namely: to examine the level of funding in private secondary schools, to establish the status of CBC implementation, and to determine the relationship between funding and CBC implementation. Both quantitative and qualitative findings are presented and integrated in order to provide a more comprehensive understanding of the phenomenon under investigation. Quantitative data were obtained from questionnaires administered to teachers and student leaders as respondents, while qualitative data were obtained through interviews with Head Teachers, Bursars, and Chairpersons of Boards of Governors from selected private secondary schools.

4.1 Response Rate

The study targeted population of 370 respondents and from that a total sample of 265 respondents from selected private secondary schools in Nebbi District.

Table 3: *Shows Response rate*

Category of population	Target population	Sample size	Response rate	Percentage
BOG Chairpersons	10	10	7	70
Head teachers	10	10	7	70
Bursars	10	10	6	60
Teachers	240	148	148	100
Student leaders	100	80	80	100
Total	370	258	248	96.1%

Source: Field data, 2026

According to the findings in the table 3, out of ten BOG chairpersons, only seven (07) were interviewed and gave their opinions very well giving them 70% response rate. Out of ten (10) head teachers, also 07 were interviewed giving a response rate of 70%. Again out of ten (10) sampled school bursars, only six were interviewed giving a response rate of 60%. For the quantitative data, the study sampled 148 teachers to fill the questionnaires and all responded, filled and returned the questionnaires giving a response rate of 100%. In the same way, 80 student leaders were sampled and all responded with also 100% response rate.

According to Amin, (2005) a survey response that is above 67% is often considered to be excellent for most circumstance. Table 2 shows response rate of 96.1% which means the results were a representation of what would have been obtained from the sample size of 258.

4.3 Background Information

In this section, background information about the respondents to the study is presented. It includes gender, categories of respondents and years in service.

Table 4: *Background Information of Two Categories of the Respondents in Percentages*

Category		Teacher	Student Leader
Variable		Percent (%)	Percent (%)
Gender	Male	66.9	70.1
	Female	33.1	29.9
Age in Service	1-5 years	17.0	---
	6–10 years	43.3	----
	11 years and above	39.7	----
Total No. by category(n)		141	98

Source: Field data, 2026

Background information on the categories (Teachers and SL- Student Leader) of respondents was summarized in frequency and percentage as shown in Table 3 above.

The table above shows a relatively fair proportion of respondents used in the study. For example, among teachers, one-third of the respondents were female about 33.1% and about 66.9% were men, and similar representation was noted for student leader, that is, female- 29.9% and male- 70.1%. This proportion allowed the researcher to examine whether patterns in

funding and CBC implementation were consistent across male and female respondents. Methodologically, unequal group proportions are acceptable as long as the sample is representative of the target population rather than evenly distributed, since representativeness is prioritized over equality in survey research (Fowler, 2014; Taherdoost, 2016), thus the observed distribution was considered adequate for meaningful analysis of gender-related patterns.

The table also shows that most of the respondents surveyed had served in their institutions for a sufficient period 6-10 years (43.3%) and above 11 years (39.7%). These years are enough for the respondents to understand the school's financial operations and the practical realities of CBC implementation. This implied that the information collected was likely to be informed, relevant, and reflective of actual school experiences.

4.4 Interpretation of Statistical Values to Answer Research Questions One and Two

The study adopted Alkharusi (2022) interpretation of mean values which revealed the different levels of respondents for each item.

Table 5: *Showing Mean Interval and Interpretation of the Estimate*

Interval	Interpretation
1.00-1.80	Very low level of optimism
1.81-2.61	Low level of optimism
2.62-3.42	Moderate level of optimism
3.43-4.4.23	High level of optimism
4.24-5.04	Very high level of optimism

Adopted from Alkharusi (2022)

4.5 Level of Funding in Private Secondary Schools in Nebbi District

The research question was stated as “What was the level of funding in private secondary schools in Nebbi District?” To answer this question, the study used a 5-Likert scale (1 = strongly disagree to 5 = strongly agree) to assess respondents' opinions; this indicated that an ordinal measurement scale was employed. The composite metrics used to measure respondents' opinions about constructs were arithmetic mean and standard deviation.

In this study, Funding in private schools was operationalized in four constructs, that is, funding source and adequacy, salary payment, acquisition of instructional materials and adequacy of infrastructure. The opinions of two categories of respondents were explored, and results presented in Table 5.

Table 6: *Descriptive Statistics Showing Respondents' Opinion on Funding in Private Secondary Schools*

	Teacher (n=127)	SL n=
Variables/items	M(SD)	M(SD)
L.1 Funding sources and adequacy		
L.1.1 The school has multiple sources of funding	2.06(0.33)	2.00(0.00)
L.1.2 The level of funding is adequate to support CBC implementation	2.02(0.32)	2.00(0.00)
L.1.3 Funding sources are reliable and consistent throughout the year	2.31(0.54)	2.11(0.35)
L.2 Salary Payment		
L.2.1 Teachers are paid salaries on time	2.04(0.44)	2.02(0.20)
L.2.2 Teacher's salaries are adequate to motivate effective performance	1.61(0.72)	1.86(0.35)
L.3 Instructional Materials		
L.3.1 School budget covers procurement of sufficient textbooks for all subjects	1.83(0.69)	1.43(0.54)
L.3.2 Funds allocated for purchasing teaching aids and learning aids are adequate	2.62(0.72)	2.62(0.55)
L.3.3 School regularly replaces worn-out teaching aids	2.32(0.76)	1.83(0.57)
L.3.4 Laboratories are well equipped for practical	1.68(0.72)	1.86(0.54)
L.3.5 ICT resources are adequate	1.94(0.71)	1.36(0.58)
L.4 School Infrastructure		
L.4.1 Classrooms are adequate for effective learning	2.48(0.76)	2.73(0.73)
L.4.2 The school has well-developed laboratory facilities	1.77(0.67)	1.68(0.58)
L.4.3 Library well stocked and functional	2.08(0.85)	1.65(0.68)
L.4.4 ICT facilities are sufficient for CBC implementation	1.81(0.67)	1.89(0.54)

Note. SL- Student Leader, M-Mean and SD-Standard Deviation, respectively.

The findings indicated a low level of optimism about financial sources and adequacy in private secondary schools. This is evident across all respondents in Table 6., where the mean

values of all items (multiple sources of funding, fund to support to CBC activities and consistency in academic year or calendar) ranged from 1.81 to 2.61, in accordance with Table.

In addition, the study discovered that there was very low optimism about salary payments. Indeed, it was found from teachers that their salaries were inadequate ($M = 1.61$, $SD = 0.72$), indicating a very low level of optimism to foster effective performance. Similar view was echoed by student leaders ($M = 1.86$, $SD = 0.35$). This finding suggests that both teachers and student leaders perceived teacher salaries as highly inadequate, which reflects a generally negative outlook toward remuneration in the schools studied. The very low mean scores ($M = 1.61$ for teachers and $M = 1.86$ for student leaders) indicate strong disagreement with statements implying satisfaction or adequacy of salaries, while the relatively low standard deviations show that this perception was consistent among respondents. From the perspective of student leaders, their similar responses suggest that the effects of inadequate salaries are visible to learners, possibly through reduced teacher enthusiasm, limited engagement, or inconsistent classroom practices.

In regard to instructional materials, the studies revealed insufficient (low level) financing and adequacy of the materials. Teachers expressed very low optimism ($M = 1.68$, $SD = 0.72$) about laboratory equipment, and ICT facilities ($M = 1.81$, $SD = 0.67$). On the other hand, Student Leaders had very low optimism ($M = 1.43$, $SD = 0.54$) about school's budget to procure sufficient textbooks for all subjects and adequacy of ICT facilities ($M = 1.36$, $SD = 0.58$).

Similar finding was noted when respondents were asked on school infrastructures. Interestingly, the critical area (i.e., well- developed and functional laboratory) of budgetary item for effective school program in CBE was rated very by both the teachers and student leaders, (Teachers: $M = 1.77$, $SD = 0.67$; Student leaders: $M = 1.68$, $SD = 0.58$). Also, Student Leaders had very low opinion on the level of laboratory facilities ($M = 1.65$, $SD = 0.68$). This raises more concerns about the private sector's commitment and performance in government reform.

Generally, results in table 6 show that teachers and student leaders evaluated the level of funding to be rather low. Different opinions emerged on inadequacy of learning materials and lack of laboratory facilities. The teachers had very low optimism about instructional materials and low optimism about lack of laboratory facilities. While the student leader had

contrary opinions on these issues. However, the teachers' and student leaders' views on infrastructure and financial sources were generally the same, i.e., they rated both items as low.

The interview results revealed four major themes to explain this objective comprehensively: heavy dependence on tuition fees, funding inadequacy, unreliable and irregular funding sources and inadequate infrastructure development.

Sub-theme 1: Heavy Dependence on Tuition Fees

The findings revealed that majority of interviewees reported that private secondary schools in Nebbi District depended mainly on tuition fees as the primary source of funding, with very limited supplementary support from proprietors, PTA contributions, churches, and Alumni. The participants had to say these;

“The main sources of funding include tuition fees from students, small contributions from the foundation body, and occasional support from well-wishers.” (HT1, March 15, 2026). “The school mainly depends on tuition fees and occasional support from the school directors.” (HT3, March17, 2026). “The school mainly depends on tuition fees from learners, with occasional support from proprietors, PTA, and a few well-wishers.” (BG7, March 20, 2026).

These responses suggest that most private secondary schools in study area operate within a narrow financial base, making them vulnerable to instability in school fee collection. Thus, the finding implies that the schools lacked diversified and sustainable funding sources, which made it difficult to support CBC implementation effectively. Overdependence on tuition fees limited financial flexibility and weakened schools’ capacity to invest in the curriculum-related needs. This point to inadequacy of funds for school operations.

Sub-theme 2: Inadequate Funding

As mentioned in the previous sub-theme, the finding showed that private secondary schools in Nebbi District were operating under financial strain. Their ability to procure resources, improve infrastructure, support teacher development, and maintain quality learning environments required under CBC were insufficient. The participants remarked the following;

“The funding is generally inadequate to fully support all school activities and CBC requirements.” (HT1, March 16, 2026). “The level of funding is not sufficient to fully

support the implementation of CBC and other school needs.” (HT2, March 16, 2026). “Financial resources were generally not adequate to fully support all school needs and well as for CBC implementation.” (BU5, March 24, 2026).

Thus, the finding implies that the schools lacked diversified and sustainable funding sources, which made it difficult to support CBC implementation effectively.

Sub-theme 3: Unreliable and Irregular Funding Sources

A strong pattern that emerged from the interviews was that funding was not only inadequate, but also unpredictable and irregular, mainly due to delayed payment of school fees by parents. The participants said the following;

“Funding sources are not very reliable, especially tuition fees, which are often delayed or paid in installments.” (HT1, March 15, 2026) and (HT2, March 16, 2026); “In several occasion, teacher salaries are sometimes delayed due to cash flow challenges arising from irregular fee payments.” (BU2, March 16, 2026) and (BU7, March 20, 2026).

It can be argued that even where schools had projected income, they often faced cash flow challenges, which disrupted their planning and operations. This irregularity of funding can be so detrimental to CBE implementation, where everyone in school systems are learning how to cope with the curriculum. Since many CBC requirements involve continuous expenditure, unstable funding likely affected timely procurement, teacher facilitation, and effective academic programming.

Sub-theme 4: Inadequate Infrastructure Development

Participants indicated that the little funding available was mostly directed toward basic school survival needs such as salaries, feeding, utilities, and minor repairs, leaving little room for CBC-related investments. Majority of the participants observed that infrastructure development is often underfunded. As a result, important CBC requirements such as ICT development, laboratory expansion, and instructional resource acquisition were likely compromised. Participants noted the following;

“Inadequate funding affected the availability of instructional materials, laboratories, libraries, and ICT resources.” (HT4, March 22, 2026); “The little available funding was

mainly spent on teacher salaries, feeding, utilities, and daily school operations, leaving very little for infrastructural development.”(BG2, March 16, 2026).

In summary, sub-themes 1, 2 & 3 speaks to funding sources, inadequacy and irregular funds in private secondary schools in the study area. While sub-theme 4 clearly pointed out the challenge of infrastructure in the CBC implementation. This view coincided with teachers and students-leaders, where they ranked the two sub-themes as the main challenges.

4.6 Status of CBC Implementation

The research question was stated as “What is the status of CBC implementation in private secondary schools in Nebbi District?” To answer this question, the study used a 5-Likert scale (1 = strongly disagree to 5 = strongly agree) to assess respondents' opinions; this indicated that an ordinal measurement scale was employed. The composite metrics used to measure respondents' opinions about constructs were arithmetic mean and standard deviation.

In this study, Competency-Based Curriculum implementation was operationalized as teacher training and competence in the curriculum, use of learner-centered methods, ICT integration, and continuous assessment. Respondents’ opinion on each of the four was interpreted according to Table 7.

Table 7: *Descriptive Statistics Showing Respondents' Opinion on CBC Implementation in Private Schools*

Variables/items	Teacher	Student Leaders
	<i>M(SD)</i>	<i>M(SD)</i>
L.4 Teacher training and competence in CBC		
L.4.1 Teachers are well trained in CBC implementation	2.23(0.67)	2.11(0.43)
L.4.2 Teachers regularly attend CBE related training and workshops	2.66(0.65)	2.45(0.77)
L.4.3 Teachers have adequate skills to deliver CBC content	2.95(0.42)	2.96(0.52)
L.4.4 Teachers plan lessons following CBC principles	2.85(0.74)	3.05(1.05)
L.4.5 Teachers use real-life examples and projects to enhance learning	3.11(0.65)	3.05(0.67)
L.5 Learner-Centered Methods		
L.5.1 Teachers frequently use learner-centered teaching methods	3.09(0.55)	2.40(0.62)
L.5.2 Learners actively participate in classroom throughout the lesson	3.35(0.67)	3.14(0.64)
L.5.3 Teaching focuses on developing learner' practical skills and problem-solving abilities	1.82(0.80)	3.04(0.38)
L.5.4 Teachers promote student collaboration and peer learning	1.65(0.63)	3.17(0.63)
L.6 ICT integration		
L.6.1 ICT is regularly used in teaching and learning	1.63(0.63)	1.58(0.66)
L.6.2 Teachers are competent in ICT for instruction	1.70(0.70)	1.87(0.53)
L.6.3 ICT facilities are adequate for CBC implementation	3.08(0.72)	1.84(0.65)
L.7 Continuous assessment		
L.7.1 Continuous assessment is effectively implemented	3.07(0.66)	3.20(0.59)
L.7.2 Assessment methods reflect competency-based approaches	2.85(0.73)	2.97(0.31)
L.7.3 Assessment focuses on learners' ability to demonstrate competencies rather than memorize content	3.49(0.81)	2.91(0.41)
L.7.4 Feedback from assessment helps learners improve performance	2.80(0.79)	2.89(0.43)

Note. M and SD denote mean and standard derivation, respectively.

Table 7. presents the detail findings from Teachers and Student Leaders on CBC implementation in the study area.

The findings on teacher training and competence in CBC show a generally moderate perception, suggesting that training was somewhat moderate but not fully sufficient for effective implementation. The relatively low mean scores for both teachers ($M = 2.23$, $SD = 0.67$) and student leaders ($M = 2.11$, $SD = 0.43$) indicate concerns about the quality and adequacy of training. This implies that many teachers may not feel fully equipped with the necessary knowledge, skills, and pedagogical approaches required under CBC. The student leaders may have noted also inconsistencies in teaching practices and limited use of effective CBC strategies, which influenced their judgments. Overall, this suggests that insufficient training may limit teachers' confidence and effective delivery of CBC, highlighting the need for stronger continuous professional development.

Furthermore, in the case of learner-centered methods, the teachers had different perspectives on the items. For example, whether teachers commonly employ learner-centered teaching strategies and students actively participate in the classroom during the instruction, the teachers had a moderate level in these items. However, they underscored (very low) the responsibility of teachers in improving learners' practical skills and problem-solving abilities, as well as facilitating student collaboration and peer learning. Student leaders pointed out that students actively participate in the classroom throughout the lesson, which teaching focuses on enhancing learners' practical skills and problem-solving abilities, and that teachers encourage student collaboration and peer learning. But their opinion were moderate.

On ICT integration, irregularity in using ICT in teaching and learning had been noted as very low across the respondents' category, see item L.6.1 in Table 6. Notwithstanding, in the other areas of ICT integration such as teachers' competent in ICT for instruction and adequacy of ICT facilities for CBC implementation, teachers scored them moderate. Interestingly, student leaders underscored the all items of ICT integration. In fact, they rated it as very low.

On continuous assessment, the respondents largely rated them moderate, the mean values ranges between 2.62-3.42 as indicated in Table 6.

In general, the survey results show that status of CBC implementation was moderate (the means 2.62-3.42) in the areas of teacher training and competence in CBC, continuous

assessment and learner-centered methods across the groups. However, all the teachers and student leaders underscored (the means, between 1.4-1.81) the ICT integration in CBC implementation in the study area.

Findings from the interviews supplemented these insights through five key sub-themes: partial implementation of CBC, moderate teacher preparedness, inconsistent use of learner-centered methods, low ICT integration, and weak continuous assessment practices.

Sub-theme 1: Partial CBC Implementation

The participants agreed that CBC was being implemented in their schools, but only at a partial or moderate level. This is what the participants said about the implementation of CBC;

“The implementation of CBC is not fully effective”, (HT3, March 17, 2026); “CBC has been partially implemented in the school.” (HT1, March 15, 2026); “CBC is being implemented, but the level is still moderate.” (HT3, March 17, 2026); another participant said “CBC is being implemented in the school, but the implementation is not yet fully effective.” (BG7, March 20, 2026)

In general, the schools had embraced the education reform to some extent, but many had not attained the expected standard of implementation yet.

Sub-theme 2: Teachers’ Competence

It was found that teachers had some level of CBC orientation, but many still lacked adequate preparation and practical competence. The participants in their words said the following;

“Teachers moderately prepared and some still need more training in CBC approaches.” (HT4, March 22, 2026); “Teachers have received some orientation, but many still need further training in CBC practices.” (HT2, March 16, 2026); “Teachers have received some CBC-related support, but more training is still needed.” (BU6, March 23, 2026)

This finding suggests that teacher preparedness was not yet sufficient to support effective CBC implementation. Since teachers are central to the curriculum delivery, inadequate preparation likely weakened classroom activities, and underscored the competency-based methods in the curriculum.

Sub-theme 3: Inconsistency in Learner-Centered Method

The interviews showed that learner-centered methods were being practiced, but not uniformly or consistently across subjects and teachers. The participants came up with the following;

“Learner-centered methods are used, but not consistently across all subjects.” (HT1, March 15, 2026); another one said, “Learner-centered teaching is practiced, but not all teachers use it effectively.” (HT3, March 17, 2026); “Learner-centered teaching methods are being encouraged, but implementation varies among teachers and subjects.” (BG7, March 20, 2026).

These results suggested that the pedagogical shift required under CBC had not yet been fully internalized by all teachers. This may have reduced the effectiveness of classroom engagement and competency development.

Sub-theme 4: Low ICT Integration

One of the strongest recurring findings was that ICT integration remained very weak in most schools due to lack of equipment, few computers, unstable internet or internet access, and teacher competence as mentioned by the participants;

“ICT integration is still low due to limited equipment and internet access.” (HT1, March 15, 2026); “ICT use is still very low because the school has few computers and unstable internet access.” (HT2, March 16, 2026); “ICT integration remains limited because the school cannot easily afford computers, internet, and other digital tools.” (BG7, March 20, 2026).

The low level of ICT integration from the finding suggests that private secondary schools in Nebbi District were not yet adequately positioned to support digital and interactive learning under CBC. This likely limited innovation and modern competency development in the teaching-learning process.

Sub-theme 5: Ineffective Continuous Assessment Practice

Participants acknowledged that continuous assessment was being conducted, but not yet at the expected standard. The participants said the following;

“Continuous assessment is being conducted, but not as effectively as required.” (HT1, March, 2026); “Continuous assessment is being carried out, but not effectively enough in all subjects.” (HT6, March 24, 2026); “Continuous assessment is being conducted, but the process is affected by inadequate facilitation and materials.” (BU5, March 24, 2026).

It was found that although many private secondary schools in Nebbi District were attempting to implement continuous assessment, several lacked the resources, systems, and teacher capacity required to operationalize it fully.

4.7. Relationship between Funding and CBC Implementation in Private Secondary Schools

To answer the third research question “What is the relationship between funding and CBC implementation in private secondary schools in Nebbi District?” analysis was done using Pearson correlation and multiple regression.

The status of CBC implementation was assessed in two stages. First, the analysis considered influence of funding sources and adequacy, salary payment, instructional materials, and school infrastructure on CBC implementation. Second, the combined IV was regressed against the DV. In both cases, Pearson correlation coefficient (r) was used to determine the relationship between variables.

In the first scenario, the goal was to determine the relationship between each funding indicator and the CBC implementation. The latter aimed to study the overall relationship between funding and CBC implementation.

Table 8: *Pearson Correlation Coefficient on Funding Variables and CBC Implementation*

		CBC Implementation	Funding sources adequacy	Salary and payment	Instructional materials	School infrastructure
CBC Implementation	<i>r</i>	1				
Funding sources and adequacy	<i>r</i>	0.10	1			
	<i>p</i>	.12				
Salary payment	<i>r</i>	0.32	0.33	1		
	<i>P</i>	.000***	.000***			
Instructional materials	<i>R</i>	0.21	0.05	0.22	1	
	<i>P</i>	.001**	.430	.001**		
School infrastructure	<i>R</i>	0.37	0.32	0.53	0.34	1
	<i>P</i>	.000***	.000***	.000***	.000***	

*** $p < .0001$; ** $p < .001$

The findings indicate a positive and statistically significant relationship between salary payments ($r = 0.32$, $p < .0001$), instructional materials ($r = 0.21$, $p < .0001$), and school infrastructure ($r = 0.37$, $p < .0001$) with the status of CBC implementation. This suggests that improvements in these aspects of funding are associated with better implementation of the curriculum, with school infrastructure showing the strongest relationship among the variables. However, no statistically significant relationship was found between funding sources and adequacy and CBC implementation ($r = 0.10$, $p < .12$), implying that the type or perceived sufficiency of funding alone does not necessarily translate into effective curriculum implementation.

The findings indicate a positive and statistically significant relationship between the level of funding and the status of CBC implementation ($r = 0.37$, $p < .0001$), suggesting that higher levels of funding are associated with better implementation of the curriculum in the study area. The moderate strength of the correlation implies that funding plays an important role in supporting key aspects of CBC such as provision of instructional materials, teacher facilitation, and infrastructure development. This means that schools with more financial resources are better positioned to implement CBC effectively. However, since the relationship is not very strong, it also suggests that funding alone is not sufficient, and other factors such as management practices and teacher competence may also influence the success of CBC implementation.

A multiple linear regression analysis was conducted to examine whether financial source and adequacy, salary payment, instructional materials, and school infrastructure influenced CBC implementation. Results are shown in Table 9.

Table 9: *Regression Results on Status of CBC Implementation in Private Secondary Schools*

<i>Model</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>p-value</i>	<i>VIF</i>
(Constant)	2.25	0.16		14.37	.000	
Funding sources and adequacy	-0.05	.07	-0.05	-.72	.470	1.17
Salary payment	0.11	0.04	0.18	2.45	.015**	1.46
Instructional materials	0.05	0.04	0.08	1.24	.217	1.14
School infrastructure	0.17	0.05	0.26	3.53	.000***	1.57

Note: Multi-collinearity measured using variance inflation factor (VIF) were less than 5.

The findings indicate that the regression model accounted for 40% of the variation in CBC implementation, suggesting that the selected funding factors moderately explain differences in adoption across schools. The results further show that salary payments (Beta = 0.18, $p = .015$) and school infrastructure (Beta = 0.26, $p < .001$) had positive and statistically significant effects on CBC implementation. This implies that improvements in teacher remuneration and investment in school facilities are associated with better implementation of the curriculum. The stronger effect of infrastructure suggests it plays a more influential role, although both factors are important in enhancing effective CBC delivery in the study area.

The interviews revealed a clear perception among participants that funding had a direct and significant influence on CBC implementation.

Five major sub-themes emerged: teacher training, instructional materials, infrastructure development, ICT integration, and teacher motivation through salaries.

Sub-theme 1: Funding-Teacher Training and Preparedness

Participants strongly agreed that the availability of funding determined whether teachers could access CBC-related training and professional support as well as classroom preparation. A BOG Chairperson stated;

“Funding directly affects teacher preparedness because training opportunities require financial support.” (BG7, March 20, 2026)

Majority of the participants noted that inadequate funding limits teacher training opportunities and affects teacher preparedness for classroom engagement, which in turn negatively affected implementation of CBC goals. The participants said the following;

“Limited funding reduces opportunities for teacher training, affecting preparedness.” (HT1, March 15, 2026); “Inadequate funding limits teacher training opportunities and affects teacher preparedness.” (HT2, March 16, 2026).

This implies that low funding constrained teacher capacity building, which in turn negatively affected teachers’ readiness to implement CBC effectively.

Sub-theme 2: Funding-Instructional Materials

Most participants reported that the adequacy of textbooks, laboratory resources, charts, and other learning materials depended heavily on school funding. Participants had to say this in their words;

“Funding constraints limit the procurement of instructional materials.” (HT1, March 15, 2026); “Funding directly affects the availability of textbooks, laboratory equipment, and teaching aids.” (HT2, March 16, 2026); “Procurement of textbooks, laboratory equipment, and teaching aids depends heavily on the availability of funds.” (BU1, March 15, 2026)

This finding indicates that funding was a critical enabler of the material resources necessary for CBC implementation. Inadequate funding therefore translated directly into shortages of learning and teaching resources.

Sub-theme 3: Funding-Infrastructure Development

Participants also emphasized that funding had a strong effect on the development and maintenance of infrastructure needed for CBC implementation. The participants said this;

“Inadequate funding delays infrastructure development and maintenance.” (HT1, March 15, 2026). Another head teacher added “Limited funds make it difficult to expand and maintain school infrastructure.” (HT2, March 16, 2026).

This suggests that the physical environment for CBC implementation, including classrooms, laboratories, libraries, and practical spaces, was strongly dependent on financial capacity.

Sub-theme 4: Funding Greatly Influenced ICT Integration

Participants consistently linked poor ICT integration to inadequate funding. The participants said the following;

“ICT integration is greatly affected by insufficient funding for equipment and connectivity.” (HT1); “ICT integration is hindered by lack of funds for computers, internet, and digital learning tools.” (HT2).

This finding shows that ICT integration under CBC could not be strengthened without deliberate financial investment. Limited funding therefore directly undermined the technological aspect of curriculum implementation.

Sub-theme 5: Funding-Teacher Motivation through Salary Payment

Another important issue raised by participants was that funding influenced CBC implementation indirectly through teacher morale and commitment, especially in relation to salaries. This is what the participants had to say in the interviews:

One head teacher said, “Delayed and inadequate salaries reduce teacher motivation and commitment.”(HT5, March 22, 2026). Another one mentioned, “Delayed and inadequate salaries reduce teacher motivation and weaken commitment to curriculum delivery.” (BG4, March 23, 2026).

This implies that salary-related financial constraints weakened teacher motivation, which likely affected commitment, consistency, and quality in CBC implementation.

In a nutshell, participants across sampled schools overwhelmingly agreed that funding had a strong positive relationship with CBC implementation. The participants summarized this by saying that;

“Overall, funding significantly affects the effectiveness of CBC implementation in the school.” (HT4, March 22, 2026); “In general, funding has a strong influence on how effectively CBC is implemented in the school,” (HT2, March 16, 2026); one of the Board of Governors added, “Overall, I believe funding has a very strong influence on CBC implementation in the school.” (BG 5, March 24, 2026).

All these suggest that participants perceived funding not merely as a supporting factor, but as a core determinant of successful CBC implementation in private secondary schools in Nebbi District.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

This chapter discusses the findings of the study on the influence of funding on the implementation of the Competency-Based Curriculum in private secondary schools in Nebbi District. The discussions, conclusions and recommendations are organized according to the RE and integrated both quantitative and qualitative findings. The findings are interpreted in relation to existing literature and the conceptual framework of the study.

5.1 Assessing the Level of Funding in Private Secondary School in Nebbi District

The first objective of the study was to assess the level of funding in private secondary schools in Nebbi District. The quantitative findings indicated that the level of funding was generally low, with considerable limitations in funding adequacy, timely payment of teachers' salaries, provision of instructional materials, and infrastructure development. The qualitative findings corroborated these results, as Head Teachers, Bursars, and Board of Governors (BOG) Chairpersons consistently reported that schools depended heavily on tuition fees, which were often delayed, paid in installments, and insufficient to meet the schools' financial requirements. The convergence of the quantitative and qualitative findings suggests that the financial challenges experienced by private secondary schools were not isolated incidents but reflected a broader pattern of inadequate and unstable funding within the study area.

The findings further revealed that most private secondary schools had limited alternative sources of income beyond tuition fees. Participants identified occasional contributions from proprietors or foundation bodies, Parent-Teacher Association (PTA) contributions, churches, and well-wishers as additional sources of financial support. However, these sources were described as irregular and insufficient to provide a stable financial base. For example, one Head Teacher reported that "the main sources of funding include tuition fees from students, small contributions from the foundation body, and occasional support from well-wishers" (HT1, March 15, 2026). Similarly, another Head Teacher observed that "the school mainly depends on tuition fees and occasional support from the school directors" (HT3, March 20, 2026). These accounts indicate that private secondary schools in Nebbi District operated

with a narrow funding base that was highly dependent on household payments. Such dependence makes schools vulnerable to fluctuations in fee payment and limits their capacity to plan and implement long-term educational programmes.

The findings are consistent with Kidega (2023), who reported that many private secondary schools in Uganda, particularly those located in rural areas, experienced low and unstable funding. The present study extends this observation by demonstrating how limited diversification of funding sources affected the day-to-day financial capacity of private secondary schools in Nebbi District. Similarly, Wambi et al. (2024) found that inadequate funding was a major constraint to the implementation of the CBC in private secondary schools. The agreement between the present findings and these previous studies suggests that the challenge of inadequate funding is not merely an institutional management problem but is also associated with the broader financial environment within which private schools operate.

The study also established that funding was not only inadequate but also unreliable. The irregular flow of school income was largely attributed to delayed and installment-based payment of school fees by parents and guardians. This affected the ability of school administrators to meet recurrent financial obligations in a timely manner. In particular, irregular fee payments were reported to affect teachers' salaries, procurement of teaching and learning materials, and maintenance of school facilities. For example, one Bursar stated that "teacher salaries are sometimes delayed due to cash flow challenges arising from irregular fee payments" (BU7, March 20, 2026). Similarly, a Head Teacher explained that "funding sources are not very reliable, especially tuition fees, which are often delayed or paid in installments" (HT1, March 15, 2026).

These findings suggest that the problem was not simply the amount of money available to schools but also the predictability and timing of the funds. Reliable funding is important for effective financial planning because schools need to anticipate income and allocate resources according to their priorities. When funds are received irregularly, school administrators may be compelled to postpone planned activities, defer procurement, or redirect available resources to more immediate needs. This situation can undermine the continuity of CBC-related activities that require sustained investment in teaching and learning resources, teacher development, ICT facilities, and practical learning experiences. The findings therefore support Tumuheise (2020), who observed that inadequate funding limits the availability of instructional materials, infrastructure, and teacher support required for effective curriculum implementation.

Another important finding was that the limited funds available to the schools were largely consumed by recurrent and essential operational expenditures. Participants reported that salaries, feeding, utilities, and routine maintenance received priority because they were necessary for the continued operation of the schools. Consequently, fewer financial resources remained for longer-term investments in instructional materials, teacher training, ICT integration, laboratory facilities, libraries, and infrastructure development. As one Head Teacher explained, “the little funds are allocated mainly to salaries, basic instructional materials, and maintenance, but infrastructure development is often underfunded” (HT1, March 15, 2026).

This finding is significant because it demonstrated the competing financial priorities faced by private secondary schools. Although recurrent expenditures are essential for keeping schools operational, the implementation of CBC requires investment beyond basic school administration. CBC emphasizes the development of practical competencies, learner-centered teaching, continuous assessment, problem solving, and application of knowledge to real-life situations. These approaches require adequate instructional materials, practical facilities, ICT resources, teacher preparation, and appropriate learning environments. Therefore, when most available funds are absorbed by recurrent expenditure, schools may have limited capacity to make the investments necessary to strengthen CBC implementation.

The findings are in agreement with Aliniiba (2025), who reported that schools operating in resource-constrained environments often face difficulties in providing the facilities and instructional materials required for effective CBC implementation. The present study adds to this body of evidence by showing that, in the context of private secondary schools in Nebbi District, the challenge was compounded by dependence on tuition fees, irregular fee payments, limited alternative funding sources, and competing recurrent expenditure demands. These factors created a situation in which schools had to prioritize immediate operational survival over longer-term curriculum development.

Overall, the findings indicated that the level of funding in private secondary schools in Nebbi District was generally low, inadequate, and unstable. The quantitative findings demonstrated limitations in the adequacy of funding, salary payment, instructional materials, and infrastructure, while the qualitative findings explained how dependence on tuition fees, delayed payments, limited alternative funding sources, and competing operational demands contributed to these limitations. The implication is that inadequate and unpredictable funding

may constrain the capacity of private secondary schools to make the sustained investments required for effective CBC implementation. Therefore, improving the diversification, adequacy, and reliability of funding sources is important for strengthening the capacity of private secondary schools in Nebbi District to implement CBC effectively.

5.2 Examining the Status of CBC Implementation in Private Secondary School in Nebbi District

The second objective of the study was to examine the status of Competency-Based Curriculum implementation in private secondary schools in Nebbi District. The quantitative findings indicated that the overall status of CBC implementation was moderate. This finding suggests that although the sampled schools had made progress in adopting some of the principles and practices associated with CBC, implementation had not yet reached the expected level of consistency and effectiveness. The qualitative findings reinforced this conclusion, as Head Teachers and BOG Chairpersons consistently described CBC implementation as partial, ongoing, or moderate rather than fully established. For example, one Head Teacher stated that “CBC has been partially implemented in the school” (HT1, March 15, 2026), while another observed that “CBC is being implemented, but the level is still moderate” (HT3, March 17, 2026). Similarly, a BOG Chairperson reported that “CBC is being implemented in the school, but the implementation is not yet fully effective” (BG7, March 20, 2026). The convergence of the quantitative and qualitative findings therefore indicates that CBC implementation was taking place, but the transition from the previous curriculum practices to the competency-based approach was still incomplete.

One of the major findings under this objective was that teacher preparedness for CBC implementation was moderate. The quantitative results indicated that teachers had acquired some awareness, training, and exposure to CBC, but their preparedness was not yet sufficient to support fully effective implementation. This finding was supported by the qualitative evidence, where participants repeatedly indicated that teachers required additional training, professional support, and practical guidance on CBC approaches. For example, one Head Teacher explained that “teachers are moderately prepared, though some still need more training in CBC approaches” (HT1, March 15, 2026). Another participant similarly noted that “teachers have received some orientation, but many still need further training in CBC practices” (HT2, March 16, 2026).

These findings suggest that exposure to CBC does not necessarily translate into adequate competence to implement the curriculum effectively. Teachers may understand the general principles of CBC but still experience difficulties in translating those principles into classroom practice, particularly in lesson planning, learner-centered pedagogy, competency-based assessment, practical activities, and the use of ICT. This distinction is important because effective curriculum implementation depends not only on teachers being informed about a curriculum reform but also on their ability and confidence to apply its requirements in actual classroom situations. The findings are consistent with Wambi et al. (2024), who reported that schools in Uganda continued to experience challenges related to teacher preparedness and the adoption of learner-centered pedagogies under CBC. The present findings therefore suggest that continued professional development is necessary if private secondary schools are to move from basic awareness of CBC to more consistent and effective classroom implementation.

The study further established that learner-centered teaching methods were being adopted, but their application remained inconsistent across teachers and subjects. The quantitative findings showed relatively positive responses regarding the use of learner-centered approaches, while the qualitative findings indicated that such practices were not yet uniformly applied. One Head Teacher observed that “learner-centered methods are used, but not consistently across all subjects” (HT1, March 15, 2026). Similarly, another participant reported that “learner-centered teaching is practiced, but not all teachers use it effectively” (HT3, March 17, 2026). These findings suggest that the principles of learner-centered pedagogy had begun to influence classroom practice, but the shift away from predominantly teacher-centered approaches was still incomplete.

The inconsistent application of learner-centered methods may be associated with differences in teacher competence, availability of instructional materials, class conditions, and teachers' familiarity with CBC pedagogical approaches. Learner-centered teaching often requires teachers to design activities that engage learners in discussion, problem solving, projects, practical activities, and the application of knowledge to real-life situations. Where teachers lack adequate preparation or instructional resources, they may continue to rely on familiar teacher-centered practices. This interpretation is consistent with O'Sullivan (2022), who emphasized that learner-centered educational reforms can be difficult to implement successfully in resource-constrained educational settings. The present findings therefore

demonstrate that the adoption of CBC at policy level does not automatically result in uniform changes in classroom pedagogy.

Another important finding was that ICT integration remained weak in most of the private secondary schools studied. The quantitative findings indicated low levels of access to computers, internet connectivity, and other digital learning resources, while the qualitative findings helped explain the factors underlying this situation. Participants associated limited ICT integration with inadequate equipment, insufficient infrastructure, and unstable internet connectivity. For example, one Head Teacher reported that “ICT integration is still low due to limited equipment and internet access” (HT1, March 15, 2026). Another participant explained that “ICT use is still very low because the school has few computers and unstable internet access” (HT2, March 16, 2026).

The findings indicated that ICT integration was one of the weaker components of CBC implementation. This is significant because ICT can support learner-centered teaching, access to learning materials, communication, collaboration, research, and the development of practical competencies. However, meaningful ICT integration requires more than the availability of computers; it also depends on reliable connectivity, appropriate digital resources, teacher competence, and school-level investment in ICT infrastructure. The findings therefore suggest that the limited use of ICT in the sampled schools was partly a resource problem and partly a capacity problem. This interpretation is consistent with UNESCO (2020) and OECD (2021), which highlighted the challenges associated with integrating technology into teaching and learning where schools face limitations in infrastructure, resources, and teacher capacity.

The study also found that continuous assessment was being practiced in the schools, but its implementation was not yet fully aligned with the expectations of CBC. The quantitative findings indicated that schools had adopted continuous assessment to some extent, while the qualitative findings suggested that the quality and consistency of its implementation remained inadequate. One Head Teacher reported that “continuous assessment is being conducted, but not as effectively as required” (HT1, March 15, 2026). Similarly, another participant stated that “continuous assessment is being carried out, but not effectively enough in all subjects” (HT2, March 16, 2026).

These findings suggest that the schools had recognized the importance of continuous assessment under CBC but were still experiencing difficulties in translating the assessment

principles into consistent practice. Effective competency-based assessment requires teachers to assess not only what learners know but also what they can do through activities that demonstrate the acquisition and application of competencies. This may require appropriate assessment tools, adequate teacher preparation, sufficient time, and systematic record keeping. Where these conditions are limited, assessment may continue to emphasize conventional approaches rather than the broader assessment of competencies. The findings are consistent with UNEB (2022), which reported that schools experienced challenges in implementing continuous assessment effectively. The present study therefore suggests that strengthening teachers' assessment competence and providing appropriate assessment resources would be important for improving CBC implementation.

Taken together, the findings indicated that CBC implementation in private secondary schools in Nebbi District was characterized by progress alongside significant implementation gaps. The schools had begun to adopt key elements of CBC, including teacher training, learner-centered teaching approaches, continuous assessment, and, to a limited extent, ICT integration. However, the extent and consistency of implementation varied across schools and practices. Teacher preparedness remained moderate, learner-centered approaches were not consistently applied, ICT integration was weak, and continuous assessment had not yet reached the level of effectiveness expected under CBC.

The moderate status of CBC implementation can therefore be understood as a reflection of the interaction between teacher capacity, availability of resources, school support, and the practical demands of curriculum reform. The findings suggested that curriculum implementation is not achieved simply by introducing a new curriculum; rather, it required adequate preparation, resources, institutional support, and sustained professional development. This interpretation is particularly relevant to the context of private secondary schools in Nebbi District, where the preceding findings established that funding was low, inadequate, and unstable. Limited funding may consequently have constrained schools' ability to provide the teacher training, instructional materials, ICT facilities, and infrastructure required to translate CBC policy into consistent classroom practice.

In conclusion, the study established that the status of CBC implementation in private secondary schools in Nebbi District was moderate and incomplete. Although schools had made measurable progress in adopting CBC practices, important gaps remained in teacher preparedness, consistent use of learner-centered methods, ICT integration, and effective

continuous assessment. The findings imply that improving CBC implementation requires not only teachers' commitment but also sustained professional development, adequate instructional resources, improved ICT infrastructure, effective school-level support, and reliable financial resources.

5.3 Establishing the Relationship between Funding and CBC Implementation in Private Secondary schools in Nebbi District

The third objective of the study was to examine the relationship between funding and the implementation of the Competency-Based Curriculum (CBC) in private secondary schools in Nebbi District. The quantitative findings revealed a moderate positive and statistically significant relationship between funding and CBC implementation ($r = .37, p < .001$). This finding indicates that private secondary schools in Nebbi with relatively better funding tended to report better levels of CBC implementation than schools with more limited financial resources. The positive direction of the relationship suggests that improvements in the availability of financial resources were associated with improvements in the capacity of schools to implement CBC. However, the moderate magnitude of the correlation also indicates that funding was not the only factor associated with CBC implementation. Other factors, including teacher competence, school leadership and management, availability of instructional resources, and institutional readiness, may also contribute to variations in CBC implementation.

The finding of a statistically significant positive relationship between funding and CBC implementation is consistent with Tumuheise (2020), who reported that financial resources were positively associated with the implementation of curriculum reforms in Ugandan schools. The present study extends this finding to private secondary schools in Nebbi District, where the preceding findings established that schools operated with relatively low, inadequate, and unstable funding. The results therefore suggested that the financial conditions under which private schools operate have important implications for their capacity to translate CBC requirements into classroom practice. Nevertheless, the correlation should not be interpreted as evidence that funding alone caused better CBC implementation. Rather, it demonstrates that the two variables were significantly associated within the schools studied.

The qualitative findings provided further explanation of how funding was associated with CBC implementation. Participants consistently reported that financial resources influenced several components of CBC, particularly teacher training and preparedness. Limited

funding was perceived to reduce schools' ability to organize or facilitate teachers' participation in professional development activities, workshops, and other CBC-related training. One Head Teacher explained that “limited funding reduces opportunities for teacher training, affecting preparedness” (HT1, March 15 2026). Similarly, another Head Teacher stated that “inadequate funding limits teacher training opportunities and affects teacher preparedness” (HT2, March 16 2026), while a BOG Chairperson observed that “funding directly affects teacher preparedness because training opportunities require financial support” (BG7, March 20, 2026).

These accounts suggested that the relationship between funding and CBC implementation may partly operate through teachers' preparedness to implement the curriculum. CBC requires teachers to adopt new approaches to lesson planning, teaching, assessment, learner engagement, and practical application of knowledge. Such changes may require continuous professional development rather than one-time orientation. Where schools have insufficient financial resources, opportunities for teachers to participate in relevant training may be limited. Consequently, teachers may have difficulty developing the knowledge, skills, and confidence required to implement CBC consistently. This interpretation is consistent with Wambi et al. (2024), who reported that inadequate resources constrained teacher preparedness and the adoption of CBC practices in Ugandan schools.

The study further found that funding was associated with the availability of instructional materials required for competency-based teaching and learning. The quantitative findings indicated that schools with relatively better financial resources had better access to textbooks, laboratory equipment, teaching aids, and other learning materials, whereas schools with limited resources experienced shortages. The qualitative findings supported this pattern. For example, one Head Teacher reported that “funding constraints limit the procurement of instructional materials” (HT1, personal communication, March 2026). Another explained that “funding directly affects the availability of textbooks, laboratory equipment, and teaching aids” (HT2, personal communication, March 2026).

These findings suggested that financial capacity contributes to the material readiness of schools to implement CBC. Competency-based learning requires learners to participate in activities that enable them to apply knowledge and develop practical skills. Such activities may require textbooks, laboratory equipment, teaching aids, project materials, and other instructional resources. Therefore, shortages of learning materials limited teachers' ability to provide practical and learner-centered learning experiences. However, the multiple regression

findings provided an important qualification to this interpretation. Although instructional materials were positively associated with CBC implementation, their unique contribution was not statistically significant in the regression model ($\beta = .08$, $p = .217$). This suggests that instructional materials may contribute to CBC implementation, but their influence may overlap with other funding-related factors or may depend on how effectively available resources are managed and utilized.

Infrastructure development was another area in which the relationship between funding and CBC implementation was particularly evident. Participants reported that inadequate financial resources constrained the construction, expansion, and maintenance of classrooms, laboratories, libraries, and ICT facilities. One Head Teacher stated that “inadequate funding delays infrastructure development and maintenance” (HT1, March 15, 2026). Another explained that “limited funds make it difficult to expand and maintain school infrastructure” (HT2, March 16, 2026).

The quantitative findings provided particularly strong support for the importance of infrastructure. In the regression analysis, infrastructure had a positive and statistically significant effect on CBC implementation ($\beta = .26$, $p < .001$). This indicates that, when the other funding-related variables were considered simultaneously, infrastructure made a significant unique contribution to explaining variations in CBC implementation. The finding is important because CBC requires learning environments that support practical activities, learner interaction, experimentation, ICT use, and other forms of active learning. Adequate classrooms, laboratories, libraries, and ICT facilities can therefore provide the physical conditions necessary for teachers and learners to engage in competency-oriented activities. The findings are consistent with Wambi et al. (2024), who identified inadequate infrastructure and other resource limitations as important constraints to CBC implementation.

The study also found that ICT integration was closely associated with the financial capacity of schools. Participants explained that computers, internet connectivity, projectors, and other digital learning resources were costly to acquire, operate, and maintain. One Head Teacher reported that “ICT integration is greatly affected by insufficient funding for equipment and connectivity” (HT1, March 15 2026). Similarly, a Bursar explained that “ICT integration is constrained by the high cost of digital equipment, internet, and maintenance” (BU7, March 20, 2026).

These findings suggested that the financial resources available to schools have implications for their ability to integrate technology into CBC teaching and learning. ICT can support access to information, interactive learning, collaboration, research, and the development of digital competencies. However, effective ICT integration requires not only the initial purchase of equipment but also reliable electricity, internet connectivity, maintenance, replacement of obsolete equipment, and teachers who are competent in using digital technologies. Therefore, the weak ICT integration observed in the sampled schools may reflect both financial and human-resource constraints. This finding is consistent with Kidega (2023), who reported that inadequate funding constrained the operational capacity of schools to implement CBC effectively.

The study further established that funding was associated with teacher motivation and commitment, particularly through the timely payment of salaries. The quantitative findings indicated that salary payment was positively associated with CBC implementation and made a statistically significant contribution in the regression model ($\beta = .18, p = .015$). The qualitative findings provided additional insight into this relationship. One Head Teacher explained that “delayed and inadequate salaries reduce teacher motivation and commitment” (HT1, March 15, 2026). Similarly, another Head Teacher reported that “low and delayed salaries reduce teachers' motivation to fully engage in CBC practices” (HT3, March 17, 2026).

These findings suggested that the influence of funding extends beyond the provision of physical resources to the human resources responsible for implementing the curriculum. Timely and adequate remuneration may contribute to teachers' morale, commitment, and willingness to engage in additional activities associated with CBC, including lesson preparation, assessment, practical activities, and learner support. Conversely, delayed or inadequate salaries may create dissatisfaction and reduce teachers' motivation to undertake responsibilities beyond the minimum requirements of their work. This interpretation is consistent with UNESCO (2020) and OECD (2021), which emphasized the importance of adequate resources and supportive conditions for successful educational reform. The significant regression coefficient for salary payment further indicates that this aspect of funding was particularly important in explaining variations in CBC implementation among the schools studied.

The qualitative findings also demonstrated that participants perceived funding as a central condition for effective CBC implementation. For example, one Head Teacher stated

that “overall, funding significantly affects the effectiveness of CBC implementation in the school” (HT1, March 15, 2026). Another participant similarly observed that “in general, funding has a strong influence on how effectively CBC is implemented in the school” (HT2, March 16, 2026). These perceptions are consistent with the quantitative finding of a statistically significant positive relationship between funding and CBC implementation.

However, the findings also demonstrate that funding should not be regarded as the sole determinant of CBC implementation. The correlation coefficient of $r = .37$ indicates a moderate relationship, meaning that a considerable proportion of the variation in CBC implementation was associated with factors other than funding. In addition, the regression results showed that not all funding dimensions made statistically significant unique contributions when considered simultaneously. Funding sources and adequacy did not have a significant effect ($\beta = -.05, p = .470$), and instructional materials also did not make a statistically significant unique contribution ($\beta = .08, p = .217$). In contrast, salary payment ($\beta = .18, p = .015$) and infrastructure ($\beta = .26, p < .001$) were significant predictors. These findings suggested that the type and manner in which financial resources are translated into school-level support may be more important than the mere existence of funding sources.

The overall regression model further indicated that funding-related variables explained approximately 40% of the variation in CBC implementation ($R^2 = .40$). This finding reinforces the importance of funding while simultaneously demonstrating that approximately 60% of the variation was attributable to other factors not captured by the model. Such factors may include teacher competence, school leadership and management, availability and utilization of teaching and learning resources, school readiness, class size, and teachers' attitudes toward curriculum reform. Therefore, improving CBC implementation requires a comprehensive approach that combines adequate financial resources with effective management, teacher development, and institutional support.

Overall, the findings established that there was a moderate positive and statistically significant relationship between funding and CBC implementation in private secondary schools in Nebbi District. Better financial conditions were associated with stronger CBC implementation, particularly through improved teacher support, infrastructure, instructional resources, ICT opportunities, and teacher motivation. The qualitative findings further explained the mechanisms through which financial constraints affected implementation, while the regression analysis demonstrated that infrastructure and salary payment were particularly

important funding-related predictors. The findings therefore suggest that adequate and reliable funding is an important enabling condition for CBC implementation, but it must be accompanied by effective school management, and other institutional conditions necessary to translate financial investment into improved curriculum practice.

5.4 Conclusions

Based on the findings of the study, the following conclusions were drawn:

Level of funding in private secondary schools

The study concluded that private secondary schools in Nebbi District operated under generally low, inadequate, and unreliable funding conditions. The schools depended heavily on tuition fees, while alternative sources of funding were limited and irregular. Delayed and installment-based payment of school fees further affected the predictability of school income and constrained the ability of schools to meet recurrent expenditures and make adequate investments in instructional materials, teacher development, ICT, and infrastructure. This finding responds to the first objective of the study and confirms the funding challenge identified in the problem statement.

Status of CBC implementation

The study concluded that the implementation of the Competency-Based Curriculum in private secondary schools in Nebbi District was moderate and incomplete. Although schools had made progress in adopting some CBC practices, implementation remained inconsistent. Learner-centered teaching and continuous assessment were being practiced to some extent, but teacher preparedness remained moderate, ICT integration was limited, and instructional resources were insufficient. Thus, the schools had moved toward CBC implementation but had not yet achieved the level of consistency and effectiveness required for full implementation. This conclusion directly addresses the second objective and reflects the implementation gap highlighted in the problem statement.

Relationship between funding and CBC implementation

The study concluded that there was a moderate positive and statistically significant relationship between funding and CBC implementation in private secondary schools in Nebbi

District ($r = .37, p < .001$). Schools with relatively better funding tended to demonstrate better levels of CBC implementation. The regression analysis further showed that funding-related factors explained approximately 40% of the variation in CBC implementation. Salary payment and infrastructure made statistically significant contributions to CBC implementation, whereas funding sources and adequacy and instructional materials did not make statistically significant unique contributions when the variables were considered simultaneously. These findings indicate that funding is an important enabling condition for CBC implementation, although it is not the only factor determining the success of curriculum implementation.

In a nutshell, the study concluded that inadequate and unreliable funding constituted an important constraint to the effective implementation of CBC in private secondary schools in Nebbi District. The findings demonstrate that financial resources are necessary to support teacher preparedness, timely salary payment, infrastructure development, ICT integration, and the provision of instructional resources. However, the moderate correlation and the regression results also indicate that funding alone cannot fully explain variations in CBC implementation. Other factors, including teacher competence, school leadership and management, institutional support, and effective utilization of available resources, are also likely to influence implementation. Therefore, addressing the funding challenges facing private secondary schools, while simultaneously strengthening teacher capacity, school management, infrastructure, ICT provision, and stakeholder support, is essential for improving the effective and sustainable implementation of CBC in Nebbi District.

5.5 Recommendations

School administrators and proprietors should diversify funding beyond tuition fees by engaging alumni, community stakeholders, NGOs, development partners, and income-generating activities, while strengthening financial planning, budgeting, and accountability. In line with Fullan's Curriculum Implementation Theory, schools should prioritize resources for teacher training, instructional materials, ICT, and infrastructure. The Government and other stakeholders should provide targeted financial and technical support, particularly to rural private schools, to strengthen CBC implementation.

Regarding CBC implementation, school administrators should strengthen teacher training, mentoring, supervision, and continuous professional development to enhance teachers' capacity to facilitate learner-centred and collaborative learning. Schools should also

prioritize instructional materials, ICT facilities, appropriate infrastructure, practical learning, continuous assessment, and learner-centred teaching approaches that enable learners to actively construct knowledge through interaction and collaboration. In line with Vygotsky's Social Constructivist Theory, Government and other education stakeholders should support private schools with relevant teacher training and learning resources to create supportive and interactive learning environments for effective CBC implementation.

Regarding the relationship between funding and CBC implementation, school management should align financial planning with CBC priorities and direct available resources towards areas that most support curriculum implementation, particularly teacher salaries, infrastructure, instructional materials, and ICT facilities. Schools should also strengthen partnerships with parents, communities, alumni, and development partners to improve funding stability and enhance effective CBC implementation.

5.6. Areas for Further Research

The study recommends further research in the following areas:

Further research should include a comparative study between private and government secondary schools on funding and the implementation of the Competency-Based Curriculum (CBC). In addition, a longitudinal study is recommended to examine changes in CBC implementation over time in relation to funding. There is also a need for a study focusing on the impact of ICT integration on learner outcomes under CBC.

Conclusions of the Study

Based on the findings of the study, the following conclusions were drawn:

About funding level, the study concluded that private secondary schools in Nebbi District operated under generally low, inadequate, and unreliable funding conditions. The schools depended heavily on tuition fees, while alternative sources of funding were limited and irregular. Delayed and installment-based payment of school fees further affected the predictability of school income and constrained the ability of schools to meet recurrent expenditures and make adequate investments in instructional materials, teacher development, ICT, and infrastructure. This finding responds to the first objective of the study and confirms the funding challenge identified in the problem statement.

In line with CBC implementation, the study concluded that the implementation of the Competency-Based Curriculum in private secondary schools in Nebbi District was moderate and incomplete. Although schools had made progress in adopting some CBC practices, implementation remained inconsistent. Learner-centered teaching and continuous assessment were being practiced to some extent, but teacher preparedness remained moderate, ICT integration was limited, and instructional resources were insufficient. Thus, the schools had moved toward CBC implementation but had not yet achieved the level of consistency and effectiveness required for full implementation. This conclusion directly addresses the second objective and reflects the implementation gap highlighted in the problem statement.

As far as the relationship between funding and CBC implementation was concerned, the study concluded that there was a moderate positive and statistically significant relationship between funding and CBC implementation in private secondary schools in Nebbi District ($r = .37, p < .001$). Schools with relatively better funding tended to demonstrate better levels of CBC implementation. The regression analysis further showed that funding-related factors explained approximately 40% of the variation in CBC implementation. Salary payment and infrastructure made statistically significant contributions to CBC implementation, whereas funding sources and adequacy and instructional materials did not make statistically significant unique contributions when the variables were considered simultaneously. These findings indicate that funding is an important enabling condition for CBC implementation, although it is not the only factor determining the success of curriculum implementation.

Overall, the study concluded that inadequate and unreliable funding constituted an important constraint to the effective implementation of CBC in private secondary schools in Nebbi District. The findings demonstrate that financial resources are necessary to support teacher preparedness, timely salary payment, infrastructure development, ICT integration, and the provision of instructional resources. However, the moderate correlation and the regression results also indicate that funding alone cannot fully explain variations in CBC implementation. Other factors, including teacher competence, school leadership and management, institutional support, and effective utilization of available resources, are also likely to influence implementation. Therefore, addressing the funding challenges facing private secondary schools, while simultaneously strengthening teacher capacity, school management, infrastructure, ICT provision, and stakeholder support, is essential for improving the effective and sustainable implementation of CBC in Nebbi District.

5.5 Recommendations

Based on the findings, school administrators and proprietors should improve the level of funding by diversifying funding sources beyond tuition fees through alumni, community stakeholders, non-governmental organizations, development partners, and income-generating activities. They should also strengthen financial planning, budgeting, and accountability to ensure effective use of available resources. The Government should consider providing targeted financial support to private secondary schools, especially those in rural areas.

Regarding CBC implementation, school administrators should strengthen teacher training, mentoring, supervision, and continuous professional development to improve teachers' competence in CBC delivery. Schools should also prioritize instructional materials, ICT facilities, infrastructure, practical learning, continuous assessment, and learner-centred teaching approaches. Government and other education stakeholders should support private schools with relevant training and resources for effective CBC implementation.

Regarding the relationship between funding and CBC implementation, school management should align financial planning with CBC priorities and direct available resources towards areas that most support curriculum implementation, particularly teacher salaries, infrastructure, instructional materials, and ICT facilities. Schools should also strengthen partnerships with parents, communities, alumni, and development partners to improve funding stability and enhance effective CBC implementation.

References

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2019). Sampling: Why and how of it? *Indian Journal of Medical Specialties*, 10(1), 3–7.
- African Center for Economic Transformation. (2024). *Transforming education systems in Africa: The role of competency-based curricula*. Accra, Ghana: Author.
- Akyeampong, K. (2018). *Revisiting secondary education in Africa: Policy and practice*. Washington, DC: World Bank.
- Aliniiba, J. (2025). Continuous assessment practices in competency-based curriculum implementation. *Journal of Educational Practice*, 14(2), 45–59.
- Allegretto, S., García, E., & Weiss, E. (2022). *Public education funding in the U.S.: Trends and disparities*. Washington, DC: Economic Policy Institute.
- Alkharusi, H. (2022). A descriptive analysis and interpretation of data from Likert scales in educational and psychological research. *Indian Journal of Psychology and Education*, 12(2), 13–16.
- Altinyelken, H. K. (2010). Pedagogical renewal in sub-Saharan Africa: The case of Uganda. *Comparative Education*, 46(2), 151–171.
- Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*. Kampala, Uganda: Makerere University Printery.
- Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. (2020). *Introduction to research in education* (10th ed.). Boston, MA: Cengage Learning.
- Atibuni, D. Z., Ssentamu, P. N., & Kibanja, G. (2021). Social constructivism and curriculum implementation in Uganda. *African Educational Research Journal*, 9(3), 456–465.
- Barasa, F., Tumusiime, D., & Namusoke, J. (2023). Funding disparities and curriculum implementation in Ugandan secondary schools. *Journal of African Education Studies*, 14(2), 21–38.

- Barasa, F., Tumusiime, D., & Namusoke, J. (2024). Funding diversification and instructional resources in secondary schools. *International Journal of Educational Development*, 95, 102–118.
- Barasa, F., Wambi, G., & Ouma, M. (2023). Implementation of competency-based curriculum in East Africa: Progress and challenges. *International Journal of Educational Development*, 92, 102–115.
- Barasa, F., Wambi, G., & Ouma, M. (2025). Resource constraints and curriculum implementation in Ugandan secondary schools. *Journal of African Education Studies*, 15(1), 33–49.
- Bloom, B. S. (1968). Learning for mastery. *Evaluation Comment*, 1(2), 1–12.
- Burke, J. W. (2005). *Competency-based education and training*. London, England: Routledge.
- Burns, R. B. (2000). *Introduction to research methods* (4th ed.). London, England: Sage.
- Chisholm, L., & Leyendecker, R. (2018). Curriculum reform in postcolonial Africa. *International Journal of Educational Development*, 62, 213–220.
- Clément, B. (2020). Competency-based approaches in European education systems. *European Journal of Education*, 55(1), 89–103.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: Sage.

- East African Community. (2014). *Harmonization of education systems in East Africa*. Arusha, Tanzania: EAC Secretariat.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). London, England: Sage.
- Fullan, M. (1982). *The meaning of educational change*. New York, NY: Teachers College Press.
- Fullan, M. (1991). *The new meaning of educational change*. New York, NY: Teachers College Press.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York, NY: Teachers College Press.
- Gervais, J. (2016). The operational definition of competency-based education. *Journal of Competency-Based Education*, 1(2), 98–106.
- Gliem, J. A., & Gliem, R. R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*, 82–88.
- Guskey, T. R. (2007). Closing achievement gaps: Revisiting Bloom's learning for mastery. *Journal of Advanced Academics*, 19(1), 8–31.
- Jackson, C. K., Johnson, R. C., & Persico, C. (2015). The effects of school spending on educational and economic outcomes. *Quarterly Journal of Economics*, 131(1), 157–218.
- Kagolo, F. (2021). Challenges in implementing competence-based curriculum in Uganda. *Daily Monitor*.
- Kasozi, A. (2019). *Educational research methods in Uganda*. Kampala, Uganda: Kampala Academic Press.

- Kidega, A. (2023). *Funding and curriculum implementation in rural secondary schools in Uganda* [Unpublished manuscript].
- Kidega, A., Tumuheise, G., & Ssentamu, P. (2023). Financial constraints and CBC implementation. *Uganda Journal of Education*, 10(2), 45–60.
- King, K. (2007). Balancing basic education in Africa. *International Journal of Educational Development*, 27(4), 358–370.
- Kivunja, C. (2015). Exploring constructivism. *International Journal of Higher Education*, 4(2), 1–14.
- Kivunja, C. (2018). Theory vs. conceptual framework. *International Journal of Higher Education*, 7(6), 44–53.
- Komba, W. L., & Mwandanji, M. (2015). CBC implementation in Tanzania. *Journal of Education and Learning*, 4(2), 73–80.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi, India: New Age International.
- Kothari, C. R. (2014). *Research methodology: Methods and techniques* (3rd ed.). New Delhi, India: New Age International.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). London, England: Sage.
- Lewin, K. M. (2020). *Educational planning reflections*. Geneva, Switzerland: NORRAG.
- Mabonga, J. (2021). Teacher preparedness and CBC implementation. *Makerere Journal of Education*, 17(1), 67–82.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

- Ministry of Education and Sports. (2016). *Education sector fact sheet*. Kampala, Uganda: Author.
- Ministry of Education and Sports. (2020). *CBC implementation guidelines*. Kampala, Uganda: Author.
- Ministry of Education and Sports. (2021). *Education sector analysis report*. Kampala, Uganda: Author.
- Ministry of Education and Sports. (2022). *Education statistical abstract*. Kampala, Uganda: Author.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi, Kenya: Acts Press.
- Mugenda, O. M., & Mugenda, A. G. (2013). *Research methods* (Rev. ed.). Nairobi, Kenya: Acts Press.
- Mulder, M. (2014). Professional competence. In *International handbook of research in professional and practice-based learning* (pp. 107–137). Dordrecht, Netherlands: Springer.
- Mulder, M. (2017). *Competence-based education and training*. Cham, Switzerland: Springer.
- Nakawuki, P., Ssembatya, V., & Kato, J. (2025). Teacher competence in Uganda. *Uganda Journal of Education*, 12(1), 88–104.
- Namara, R. (2024). Learner-centered approaches. *East African Education Review*, 10(3), 112–129.
- National Curriculum Development Centre. (2020). *Lower secondary curriculum framework*. Kampala, Uganda: Author.
- National Curriculum Development Centre. (2021). *Curriculum implementation report*. Kampala, Uganda: Author.

- National Curriculum Development Centre. (2024). *CBC implementation guidelines*. Kampala, Uganda: Author.
- Nebbi District Education Office. (2025). *Education statistics report*. Nebbi, Uganda: Author.
- Nebbi District Local Government. (2023). *District development report*. Nebbi, Uganda: Author.
- Nodine, T. (2016). *History of competency-based education*. Boston, MA: Jobs for the Future.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1–13.
- Nsengimana, T. (2018). CBC in Rwanda. *Rwanda Education Journal*, 5(2), 23–35.
- Organisation for Economic Co-operation and Development. (2017). *School funding*. Paris, France: OECD Publishing.
- Organisation for Economic Co-operation and Development. (2018). *The future of education and skills: Education 2030*. Paris, France: OECD Publishing.
- Organisation for Economic Co-operation and Development. (2021). *Education policy outlook*. Paris, France: OECD Publishing.
- Okello, D. (2023). Learner-centered pedagogy. *African Journal of Teaching and Learning*, 8(2), 54–70.
- Okiria, J. (2019). Financial management practices. *Uganda Education Review*, 9(1), 23–37.
- Okoth, P. (2026). Funding and CBC implementation. *International Journal of Comparative Education*, 18(1), 1–19.
- Omondi, G., & Owuor, J. (2016). Infrastructure and curriculum. *International Journal of Educational Development*, 48, 23–31.
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th ed.). Boston, MA: Pearson.

- Orodho, A. J. (2009). *Elements of education and social science research methods*. Nairobi, Kenya: Maseno University Press.
- Orodho, A. J. (2016). *Writing research proposals and reports*. Nairobi, Kenya: Kanezja Publishers.
- O’Sullivan, M. (2002). Reform implementation and the realities within which teachers work: A Ugandan case study. *Compare: A Journal of Comparative and International Education*, 32(2), 219–232.
- O’Sullivan, M. (2004). The reconceptualisation of learner-centred approaches: A Namibian case study. *International Journal of Educational Development*, 24(6), 585–602.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
- Pauline Rose, & Alcott, B. (2015). *Education equity*. Washington, DC: World Bank.
- Rosenblad, K., Niemi, A. M., & Jahnukainen, M. (2023). CBC in Europe. *European Educational Research Journal*, 22(3), 345–360.
- Sekaran, U. (2004). *Research methods for business: A skill-building approach* (4th ed.). Hoboken, NJ: Wiley.
- Ssekamwa, J. C. (1997). *Education in Uganda*. Kampala, Uganda: Fountain Publishers.
- Ssekamwa, J. C. (2000). *Educational development in Uganda*. Kampala, Uganda: Fountain Publishers.
- Taherdoost, H. (2017). Validity and reliability of the research instrument: How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management*, 5(3), 28–36.
- Tikly, L. (2013). Education quality and the development of a learning society. *International Journal of Educational Development*, 33(1), 1–6.

- Tumuheise, G. (2020). *Funding and curriculum implementation* [Unpublished master's thesis].
- Tumuheise, G., Ssentamu, P., & Mugisha, J. (2023). ICT and CBC. *Uganda Education Review*, 11(1), 78–92.
- Uganda National Examinations Board. (2022). *Curriculum implementation report*. Kampala, Uganda: Author.
- UNESCO. (1996). *Learning: The treasure within*. Paris, France: UNESCO.
- UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. Paris, France: UNESCO.
- UNESCO. (2020). *Global education monitoring report*. Paris, France: UNESCO.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Paris, France: UNESCO.
- UNESCO. (2022). *Transforming education*. Paris, France: UNESCO.
- Vavrus, F. (2009). The cultural politics of constructivist pedagogies: Reflections from Tanzania. *International Journal of Educational Development*, 29(3), 303–311.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wambi, G., Barasa, F., & Ouma, M. (2024). Teacher preparedness and CBC implementation. *African Journal of Teacher Education*, 13(2), 101–118.
- Wanyama, P., Nsubuga, Y., & Kato, R. (2023). Instructional materials. *Journal of Education Research*, 11(2), 66–82.
- Wambua, R. (2019). *Curriculum reforms in Kenya*. Nairobi, Kenya: Kenya Institute of Curriculum Development.
- World Bank. (2020). *Realizing the future of learning: From learning poverty to learning for everyone, everywhere*. Washington, DC: World Bank

Appendices

Appendix A: Introductory Letter

GULU

P.O. BOX 166 GULU



UNIVERSITY

TEL: +256471432922

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

23rd March, 2026

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Donald Mugisa Okurulal (Reg No. 24/U/0676/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

he is undertaking research on the Topic:

FUNDING AND IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PRIVATE SECODARY SCHOOLS IN NEBBI DISITRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

for Denis



Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities

Appendix B: Questionnaire for Teachers and Student Leaders in Private Secondary Schools in Nebbi District

Preamble

Dear Respondent, my name is Donald Mugisa Okurula a student pursuing Master of Education in Education Management at Gulu University. I am conducting a research study titled: *“Funding and Implementation of the Competence Based Curriculum in Private Secondary Schools in Nebbi District.”* The purpose of this study is to examine how funding influence the implementation of the Competence-Based Curriculum in private secondary schools. You have been identified as a key person with relevant contribution to this study. The information you provide will be used solely for academic purposes.

Your participation in this study is voluntary, and you are free to decline or withdraw at any time without any negative consequences. All responses will be treated with the highest level of confidentiality, and no names or identifying details will appear in the final report. This ensures your anonymity and protection of personal information.

The researcher assures you of respect and professionalism throughout the process. You are encouraged to answer all questions honestly and to the best of your knowledge. There are no right or wrong answers. Your honest opinion is what matters most for the success of this study. By proceeding with this questionnaire, you acknowledge that you have understood the purpose of the study and voluntarily agree to participate.

Thank you for your valuable time and cooperation.

Section A: Background Information

This section seeks general information about the respondent and the school. The data collected will be used only for classification and analysis purposes. Please tick (✓) the appropriate option or write your response in the space provided.

1. Category of respondent:

☐ Teacher ☐ Student Leader

2. Gender:

☐ Male ☐ Female

3. Years of service:

☐ 1-5 years ☐ 6-10 years ☐ 11 years and above

Instruction: Please indicate your level of agreement with each statement using the scale below:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly Agree (SA)

Section B: Level of Funding in Private Secondary Schools

	Funding sources and adequacy	1	2	3	4	5
1.	The school has multiple sources of funding (fees, donors, government support)					
2.	The level of funding is adequate to support CBC implementation					
3.	Funding sources are reliable and consistent throughout the year					
	Salary Payment					
4.	Teachers are paid salaries on time					
5.	Teacher salaries are adequate to motivate effective performance					
	Instructional Materials					
5.	The school budget covers procurement of sufficient textbooks for all subjects					
7.	The school has funds allocated for purchasing teaching aids and learning materials adequately					
8.	The school regularly replaces worn-out teaching aids					
9.	Laboratories are well equipped for practical lessons					
10.	ICT resources (computers, internet) are adequate					
	School Infrastructure					
11.	Classrooms are adequate for effective learning					
12.	The school has well-developed laboratory facilities					
13.	The library is well stocked and functional					
14.	ICT facilities are sufficient for CBC implementation					

Section C: Status of CBC Implementation

	Teacher Training and Competence in CBC	1	2	3	4	5
15.	Teachers are well trained in CBC implementation					
16.	Teachers are regularly attend CBE related trainings and workshops					
17.	Teachers have adequate skills to deliver CBC content					
18.	Lesson plans are developed following CBC principles					
19.	Teachers use real-life examples and projects to enhance learning.					
	Learner-Centered Methods					
20.	Teachers frequently use learner-centered teaching methods					
21.	Learners actively participate in classroom through discussions and group activities.					
22.	Teaching focuses on developing learners' practical skills and problem-solving abilities.					
23.	Teachers promote student collaboration and peer learning					
	ICT Integration					
24.	ICT is regularly used in teaching and learning					
24.	Teachers are competent in using ICT for instruction					
26.	ICT facilities (Lab, computers, internet) are adequate for CBC implementation					
	Continuous Assessment					
27.	Continuous assessment is effectively implemented					
28.	Assessment methods reflect competency-based approaches.					
29.	Assessment focuses on learners' ability to demonstrate competencies rather than memorize content.					
30.	Feedback from assessment helps learners improve performance.					

Appendix C: Consent Form for BOG Chairpersons, Head teachers and Bursars in private Secondary Schools in Nebbi District

Study Title:

Funding and Implementation of the Competence-Based Curriculum (CBC) in Private Secondary Schools in Nebbi District

Purpose:

This study aims to examine how funding influences the implementation of the Competence-Based Curriculum (CBC) in private secondary schools.

Participation:

You are invited to participate as a:

☐ Chairperson (BOG)

☐ Head teacher

☐ Bursar

Your participation involves answering a short questionnaire/interview (about 20 minutes).

Voluntary Participation

Your participation is voluntary. You may withdraw at any time without any penalty.

Confidentiality

Your responses will be kept confidential and used for academic purposes only. No names will be disclosed.

Consent

By selecting "Agree", you confirm that you understand the study and voluntarily agree to participate.

☐ I agree

☐ I do not agree

Pseudo Name or Code (optional):Date:

Appendix D: Interview Guide for Chairperson BOGs, Head teachers and Bursars

Section A: Background Information

1. What is your position in this school?
2. How long have you served in this position?

Section B: Level of Funding in Private Secondary Schools

3. What are the main sources of funding in your school (e.g., tuition, donors, government support, and school projects)?
4. How adequate is the funding to support school operations and CBC implementation?
5. How regular and reliable are these funding sources throughout the year?
6. How does the school allocate funds to key areas such as: Teacher salaries, instructional materials, infrastructure development?
7. Are teacher salaries paid adequately and on time? How does this affect staff performance?
8. How sufficient are instructional materials such as textbooks, laboratory equipment, and ICT resources?
9. What is the state of school infrastructure (classrooms, laboratories, libraries, ICT facilities)?
10. What major financial challenges does the school face?

Section C: Status of CBC Implementation in private secondary schools in Nebbi District

11. To what extent is CBC implemented in your school?
12. How prepared are teachers to implement CBC (training, skills, knowledge)?
13. How often are learner-centered teaching methods used in classrooms?
14. To what extent is ICT integrated into teaching and learning?
15. How effectively is continuous assessment conducted?
16. How adequate are teaching and learning resources for CBC implementation?
17. What challenges affect the implementation of CBC in your school?

Section D: Relationship between Funding and CBC Implementation

18. How does the level of funding influence teacher training and preparedness for CBC?
19. In what ways does funding affect the availability of instructional materials?
20. How does funding influence the development and maintenance of school infrastructure?

21. To what extent does funding support ICT integration in teaching and learning?
22. How does funding affect the implementation of continuous assessment?
23. How do teacher salaries influence commitment and effectiveness in CBC implementation?
24. Overall, how does funding affect the success of CBC implementation in your school?

Section E: Conclusion

25. What recommendations would you suggest to improve funding and CBC implementation in private secondary schools?

Appendix E: Table for Determining Sample Size

Population Size (N)	Sample Size (S)	Population Size (N)	Sample Size (S)	Population Size (N)	Sample Size (S)
10	10	220	140	1,000	278
15	14	240	148	1,200	291
20	19	260	155	1,500	306
25	24	280	162	2,000	322
30	28	300	169	3,000	341
35	32	320	175	4,000	351
40	36	340	181	5,000	357
45	40	360	186	7,000	364
50	44	380	191	10,000	370
55	48	400	196	15,000	375
60	52	420	201	20,000	377
65	56	440	205	30,000	379
70	59	460	210	40,000	380
80	66	480	214	50,000	381
90	73	500	217	75,000	382
100	80	550	226	100,000	384
120	92	600	234	500,000	384
140	103	650	242	1,000,000	384
160	113	700	248	—	—
180	123	800	260	—	—
200	132	900	269	—	—

Source: *Krejcie and Morgan, 1970*

Appendix F: Map of Nebbi District Showing the Study Area

