

TEACHERS' PREPAREDNESS AND IMPLEMENTATION OF THE LOWER SECONDARY CURRICULUM IN
AMURU DISTRICT

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A research Dissertation submitted to Directorate of Research and Graduate Training for
consideration in Partial Fulfilment of the Requirements for the Award of the Degree of
Master of Education in curriculum studies of Gulu University

June, 2026

Declaration

I Onek Denis Amooti, declare that this research dissertation entitled; "Teachers' Preparedness and Implementation of the Lower Secondary Curriculum in Amuru District Secondary Schools," is my original effort and has never been submitted to any academic institution for award.

Sign:.....

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Approval

This is to certify that this Research dissertation entitled; "Teachers' Preparedness and Implementation of the Lower Secondary Curriculum in Amuru District," was developed under our guidance and is now ready for submission to Directorate of Graduate Training for consideration in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in curriculum studies of Gulu University

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Abstract

This study examined teachers' preparedness and the implementation of the Lower Secondary Curriculum in secondary schools in Amuru District, Uganda. The study aimed at establishing whether teachers possess the knowledge, pedagogical skills, assessment competence, and classroom management abilities required for effective implementation of the competency-based curriculum. A descriptive research design employing both qualitative and quantitative approaches was used. Data were collected from teachers, head teachers, and students through questionnaires and interviews. Findings revealed that the level of teacher preparedness in Amuru District is generally high, particularly in subject content mastery, learner centered teaching methods, and continuous assessment practices. The study also found that teachers who attended curriculum orientation and professional development programs implemented the curriculum more effectively. However, challenges such as inadequate instructional materials, limited ICT facilities, and insufficient refresher training still affected implementation in some schools. The study concludes that effective implementation of the Lower Secondary Curriculum largely depends on continuous teacher support and adequate learning resources. It recommends regular capacity building and increased stakeholder support to strengthen curriculum implementation in secondary schools.

Chapter One

Introduction and background to the study

Overview

The effective implementation of Uganda's Lower Secondary Curriculum (LSC) largely depends on the preparedness of teachers. The Ministry of Education and Sports (MoES, 2020) defines teacher preparedness as the ability to master subject content, apply pedagogical skills, conduct assessments, and interpret the curriculum. The reformed LSC, introduced in 2020 by the National Curriculum Development Centre (NCDC), adopted a Competency-Based Approach (CBA), emphasizing learner-centered teaching, critical thinking, and practical skills (NCDC, 2020). Despite these reforms, several challenges hinder curriculum implementation in rural areas like Amuru District. Many teachers remain ill-equipped to deliver the curriculum as intended. A study by Namirembe and Musoke (2023) found that only 34% of teachers in northern Uganda had received adequate training on the new curriculum. Further, the Uganda National Examinations Board (UNEB, 2021) emphasizes that successful curriculum implementation requires continuous professional development, which remains insufficient in Amuru. Infrastructure gaps, limited teaching materials, and outdated instructional methods continue to affect teacher performance (Odokonyero, 2022). As a result, the learner-centered goals of the LSC are not being fully realized in many classrooms. This study explores the relationship between teachers' preparedness and the implementation of the LSC in Amuru District. It seeks to uncover the extent to which teachers are equipped to meet curriculum demands and propose strategies for improvement. Given the commitments of SDG 4 to ensure quality and inclusive education, strengthening teacher preparedness remains a critical priority for achieving educational equity and national development.

1.1 Background of the study

1.1.1 Historical background

The discourse on teacher preparedness and curriculum implementation dates to early 20th century reforms emphasizing learner centered teaching (Dewey, 1916). Post-World War II and Cold War pressures in the US (e.g., the Sputnik crisis and the 1983 *A Nation at Risk*) highlighted gaps between curriculum reforms and teacher training, prompting calls for stronger professional development and standards (US Department of Education, 1983; Urban & Wagoner, 2013). Similar trends occurred in Europe and Asia, where policies and practices such as the UK's National Curriculum, Finland's intensive teacher education, and Japan's Lesson Study linked teacher preparedness to successful curriculum change (Ball, 2008; Sahlberg, 2011; Fernandez & Yoshida, 2004).

In Africa, colonial legacies left exam focused systems and limited teacher autonomy. Post-independence reforms aimed for relevance but often outpaced teacher preparation, producing weak implementation especially in rural areas (Altbach & Kelly, 1978; World Bank, 1988). International commitments like Jomtien (1990) and Dakar (2000) reinforced the need for teacher professionalism and continuous development (UNESCO, 2000).

East African countries adopting Competency Based Curricula (CBC) illustrate recurring challenges: Kenya's 2017 CBC, Tanzania's sector plans, and Rwanda's post 2015 reforms all faced gaps in teacher training, resources, and classroom support (Waweru & Orodho, 2020; Galabawa, 2009; Ministry of Education, Rwanda, 2018). In Uganda, reforms from the 1992 White Paper culminated in the Lower Secondary Curriculum (LSC) launched in 2020, which emphasizes competencies, continuous assessment, and ICT use. However, training has often been limited to one off workshops, leaving many teachers particularly in rural areas insufficiently prepared (MoES, 1992; NCDC, 2020; Nakabugo et al., 2022).

Amuru District a post conflict, rural area faces acute implementation barriers: teacher shortages, poor infrastructure, limited CPD access, and scarce instructional materials. Internal reports and recent studies show continued teacher centred practices and weak use of formative assessment, underscoring the gap between LSC design and classroom reality (Amuru District Local Government, 2022; MoES, 2023; Odoch, 2023). This history indicates that successful curriculum reform requires sustained, context sensitive teacher preparation, school based mentoring, and monitoring conditions currently lacking in Amuru.

1.1.2 Theoretical background

A theoretical background is crucial in any research study because it provides the foundation upon which the entire study is built. It helps explain how the different variables in the study relate to each other. In the case of the research titled *“Teachers’ Preparedness and Implementation of the Lower Secondary Curriculum in Amuru District”*, the most appropriate theory is the Concerns Based Adoption Model (CBAM), developed by Hall and Hord. This theory is particularly relevant because it focuses on how individuals, especially teachers, adopt and implement changes in education such as a new curriculum.

The Concerns Based Adoption Model (CBAM) was first introduced by Gene E. Hall and Shirley M. Hord in the 1980s and further developed in their works in 2001 and 2011. CBAM is a framework that explains how teachers and other education professionals experience, understand, and adopt innovations or reforms in schools. The model views change not as a one-time event, but as a personal and developmental process that takes time and support. This makes it suitable for analyzing how well teachers in Amuru District are prepared to implement the new Lower Secondary Curriculum introduced by Uganda’s National Curriculum Development Centre (NCDC). Hall and Hord (2001) emphasized that any successful implementation of educational change must focus on the people responsible for the change in

this case, the teachers. The model suggests that if teachers are to implement the new curriculum effectively, their concerns, skills, and experiences must be understood and supported. CBAM is particularly useful in understanding teacher preparedness, which includes their knowledge, attitudes, confidence, and skills in using a new curriculum. It helps identify what teachers know, how they feel about the curriculum, how they are using it in their classrooms, and what support they need to improve their practice.

In Uganda, the Competency-Based Curriculum (CBC) for lower secondary education was rolled out in 2020 with the goal of developing learners' competencies, values, and life skills rather than just academic knowledge (NCDC, 2021). However, research and reports from the Ministry of Education and Sports (MoES, 2020) show that many teachers are still struggling to understand and implement the curriculum as intended. This is due to various factors such as limited training, inadequate materials, and lack of clear guidance. These are the very kinds of issues that CBAM helps to analyze and address. The CBAM framework is built on three main ideas or components: *Stages of Concern*, *Levels of Use*, and *Innovation Configurations*. Each of these offers valuable insight into teacher preparedness and curriculum implementation. Firstly, Stages of Concern explain how teachers feel about the new curriculum. Teachers may begin by simply being aware that something new is happening, and then progress to having personal concerns about whether they are capable of implementing it. Later, they may become more focused on how the curriculum affects their students and how to work with others to improve its delivery. For instance, a teacher in Amuru who is still asking basic questions about the curriculum is likely at an early stage of concern, indicating limited preparedness. On the other hand, a teacher who is already thinking about how to make the curriculum better for learners is likely well-prepared and engaged. Secondly, Levels of Use refer to how deeply a teacher is actually using the new curriculum in their classroom practice. Some teachers may not be using the curriculum at all because they lack understanding or confidence. Others may

be trying it out but doing so in a mechanical or inconsistent way. Still others may be using it effectively, making adjustments based on their learners' needs and even collaborating with colleagues. This component helps to assess not just whether teachers are using the curriculum, but how well they are doing it.

According to the NCDC (2021), curriculum implementation requires that teachers be competent in lesson planning, continuous assessment, and learner-centered methods. These requirements match directly with what CBAM seeks to examine. Reports by MoES (2020) show that teachers in many districts, including Amuru, face challenges such as limited professional development opportunities, poor access to teaching resources, and a lack of clarity about the new curriculum. These challenges affect their preparedness and effectiveness in the classroom. The CBAM framework provides a clear and structured way to understand these issues and to find solutions. For example, if many teachers are found to be at the early stages of concern and low levels of use, this would suggest that more training and support are needed.

On the other hand, if teachers are at higher levels of concern and use, it may be time to focus on improving collaboration, classroom practices, and innovation. Many researchers have used CBAM successfully in similar studies around the world. Cheng and Mok (2007), for instance, applied CBAM in Asia to examine how teachers responded to curriculum reforms and found that teacher concerns and feelings played a critical role in determining how well they implemented change. O'Sullivan (2002) used CBAM to study curriculum implementation in rural African schools and discovered that lack of support and poor understanding among teachers led to weak implementation. These findings support the idea that understanding teacher concerns and behaviors is essential for successful curriculum change. In Uganda, Tumushabe et al. (2022) also examined teacher engagement with the new CBC and found that many teachers lacked confidence and proper training, which affected how they implemented

the curriculum. Their findings align with the principles of CBAM and further justify its use in studying teacher preparedness in Amuru District.

The Concerns-Based Adoption Model (CBAM) is the most appropriate theory for studying *teachers' preparedness and the implementation of the Lower Secondary Curriculum in Amuru District*. The theory offers a detailed understanding of how teachers experience curriculum change, how they behave during its implementation, and what kinds of support they need to improve their practice. By using CBAM, the study will be able to identify where teachers stand in the change process and recommend practical ways to support them for better curriculum outcomes in the district.

1.1.3 Conceptual background

According to the Ministry of Education and Sports (MoES), *teachers' preparedness* refers to the extent to which teachers are equipped with adequate subject content knowledge, pedagogical skills, assessment competencies, curriculum interpretation abilities, and professional attitudes to implement the curriculum effectively (MoES, 2020). It includes not only pre service training but also in service continuous professional development (CPD), the availability of instructional materials, and support systems like mentorship and supervision. The National Teacher Policy (MoES, 2019) emphasizes that teacher preparedness involves professional ethics, classroom facilitation, inclusive education practices, and responsiveness to 21st-century learning needs such as digital literacy. Preparedness is not static but a continuous process requiring periodic upgrading of skills and reflective practice.

Similarly, the National Curriculum Development Centre (NCDC) defines teacher preparedness as a combination of cognitive, affective, and psychomotor capacities that enable teachers to interpret and implement the curriculum effectively. The NCDC emphasizes that teacher

preparedness is not merely about subject content mastery, but also the ability to integrate cross-cutting issues, use learner-centered methods, assess competencies, and adapt to diverse learning environments (NCDC, 2019). Key Components of Teacher Preparedness includes; Mastery of CBC Philosophy and Pedagogical Shift. The CBC in Uganda is guided by a shift from rote memorization to the acquisition of practical competencies. Teachers are expected to understand the underpinning philosophy that emphasizes learner-centered, activity-based, and outcomes-oriented teaching. According to the NCDC (2019), a prepared teacher must appreciate the core competencies such as critical thinking, communication, digital literacy, and lifelong learning. Curriculum Interpretation and Lesson Planning Preparedness involves the ability to interpret curriculum syllabi, learners' needs, and national goals to design appropriate schemes of work and lesson plans. Teachers must plan lessons that align with learner outcomes and assessment standards. The MoES (2020) asserts that effective curriculum implementation starts with a teacher's ability to translate broad goals into specific, measurable, achievable, relevant, and time-bound (SMART) learning objectives. Continuous Assessment Skills Teacher preparedness includes proficiency in conducting formative and summative assessments. The CBC requires continuous assessment of learners' competencies using tools such as performance tasks, projects, and portfolios. As outlined by NCDC (2020), teachers must be able to gather evidence of learning, provide timely feedback, and support learners' progress in line with curriculum goals. Use of Instructional Materials and ICT Integration A prepared teacher selects and utilizes appropriate instructional resources to facilitate learning. With the CBC's emphasis on practical application and digital literacy, teachers must also integrate ICT tools and multimedia resources into their lessons. The MoES ICT in Education Policy (2019) stresses that teachers need digital competence to create engaging and accessible learning environments. Classroom Management and Facilitation Skills Effective classroom organization, learner engagement, and behavior management are critical indicators of teacher

preparedness. The NCDC (2021) encourages teachers to adopt facilitative roles, creating environments where learners actively construct knowledge rather than passively receive information. Commitment to Continuous Professional Development (CPD) Given the dynamic nature of the curriculum and educational needs, teacher preparedness must be sustained through ongoing professional development. According to the MoES (2021), CPD initiatives including workshops, peer learning, and in-service training equip teachers with updated skills and knowledge to respond to emerging pedagogical challenges.

In this study, Teachers' preparedness is defined as the teacher's ability and willingness to adapt to new pedagogical requirements, their confidence in delivering lessons based on learner-centered approaches, and their access to both instructional and emotional support. It also entails self-efficacy, awareness of curriculum goals, and adaptability to diverse classroom contexts. The MoES and NCDC definition tends to emphasize formal structures and measurable competencies (such as training or material availability), while my definition includes the affective and contextual aspects such as mindset, motivation, adaptability, and school environment. This suggests a gap in the MoES and NCDC definition, which overlooks the emotional, cultural, and environmental preparedness of teachers, especially in rural and post-conflict areas like Amuru, where professional isolation and lack of motivation may hinder curriculum implementation regardless of technical training.

The Ministry of Education and Sports (MoES) defines curriculum implementation as the process by which teachers deliver content, facilitate learning, and assess competencies in accordance with the goals, methods, and materials outlined in the curriculum framework (MoES, 2021). Effective implementation involves translating curriculum intentions into actual classroom practices through the use of learner-centered methodologies, formative assessments, and integration of core and generic competencies.

The National Curriculum Development Centre (NCDC) (2020) adds that implementation under the Competency-Based Curriculum requires a shift from teacher-dominated instruction to student-guided inquiry, problem-solving, and skill application. Teachers are expected to facilitate project-based learning, guide learners in using assessment rubrics, and integrate cross-cutting issues such as environmental protection, gender equity, and civic responsibility.

In this study, curriculum implementation is defined as a complex, adaptive, and reflective process where teachers interpret and re-construct the curriculum to suit the context, learners' needs, and available resources. It does not only involve 'delivery' of prescribed content but also innovation, contextualization, and continuous feedback. It depends on a teacher's understanding of curriculum goals, their pedagogical creativity, and support from the school system. The official definitions by MoES and NCDC present implementation as a largely linear and structured process. However, my conceptualization acknowledges the reality that curriculum implementation is dynamic and context-dependent. In Amuru, for instance, inadequate facilities, large class sizes, lack of CPD, and sociocultural challenges often force teachers to modify the curriculum or revert to traditional practices. The gap lies in the limited consideration of the socio-economic and professional realities teachers face during implementation.

1.1.4 Contextual background

Education is a fundamental driver of sustainable development, particularly in post conflict and rural contexts like Amuru District in Northern Uganda (UBOS, 2023; UNESCO, 2024). In alignment with global and national education agendas such as the United Nations Sustainable Development Goals (SDGs), Uganda's Education and Sports Sector Strategic Plan (ESSP), and Uganda Vision 2040 the Government of Uganda introduced a Competency Based Curriculum (CBC) for lower secondary schools in 2020 (MoES, 2021). This curriculum reform,

spearheaded by the National Curriculum Development Centre (NCDC), aims to shift from rote learning to a learner-centered, skill-oriented, and value driven model (NCDC, 2020). However, successful implementation of such reforms heavily relies on the preparedness of teachers the primary agents of curriculum delivery (Barasa et al., 2024). Amuru District, situated in the Acholi sub-region, presents unique challenges and opportunities for curriculum implementation. Having suffered from years of civil unrest under the Lord's Resistance Army (LRA), the district continues to grapple with inadequate infrastructure, a shortage of trained teachers, and socio-economic vulnerabilities (Muzaale et al., 2025). These factors complicate the implementation of the new Lower Secondary Curriculum (LSC) and call for critical examination of teachers' preparedness and their ability to deliver CBC content effectively in this setting (Wambi et al., 2024).

Uganda's Education and Sports Sector Strategic Plan (ESSP) 2021/2025 articulates clear goals consistent with SDG 4: inclusive, equitable, and quality education (MoES, 2021). It prioritizes CBC implementation through improved teacher capacity, equitable resource allocation, ICT integration, and school infrastructure development (MoES, 2021; NCDC, 2023). However, ESSP implementation reports show that most rural schools, including those in Amuru, are far from meeting these targets due to limited funding, insufficient teacher deployment, and poor coordination among stakeholders (MoES, 2023). At the global level, SDG 4 emphasizes "inclusive and equitable quality education" and lifelong learning for all (UNESCO, 2024). The CBC is a major response to this goal, promoting critical thinking, creativity, digital literacy, and civic engagement (Barasa et al., 2024). Yet, in regions like Amuru, the intended outcomes are difficult to achieve due to a lack of teacher training and motivation, inadequate materials, and misaligned assessment systems (Muzaale et al., 2025; Wambi et al., 2024). Recent research from Makerere University's College of Education indicates that teachers in Northern Uganda, including Amuru, were among the least prepared for the new curriculum (Makerere University

College of Education, 2024). The study also highlighted a high reliance on traditional chalk-and-talk methods, limited ICT skills, and resistance to learner-centered strategies (Wambi et al., 2024).

Furthermore, a field report by Uganda National Examinations Board (UNEB) observed inconsistencies between curriculum delivery and assessment (UNEB, 2024). Teachers in Amuru expressed frustration over unclear guidance on competence-based assessment, particularly in project-based learning, making implementation uneven across schools (UNEB, 2024). According to UNEB, only 47% of teachers in the Acholi sub-region felt confident using the new formative assessment tools by mid-2024 (UNEB, 2024). From the infrastructural perspective, Amuru schools lack sufficient textbooks, laboratory equipment, and ICT tools (NCDC, 2023). The audit further noted that less than 30% of lower secondary schools in the district had received full sets of curriculum materials (NCDC, 2023). In addition, teachers reported over-enrolment and inadequate classrooms, undermining efforts to implement learner-centered methods effectively (Muzaale et al., 2025).

Despite these setbacks, the government and partners have begun scaling up efforts. The Education Policy Review Commission recommended a district-level task force model to support teacher mentoring, resource distribution, and school-level monitoring (EPRC, 2024). Moreover, NGO initiatives such as Teach for Uganda and War Child Holland have started piloting community-led continuous professional development (CPD) models in Amuru, showing promise in building teacher confidence and reflective practice (Teach for Uganda, 2024). Moreover, regional education festivals have offered exposure to project-based learning and inclusive pedagogy, though these innovations still require scaling and integration into mainstream teacher support systems (MoES, 2023).

The successful implementation of the Lower Secondary Curriculum in Amuru District is deeply tied to the readiness and ongoing support of teachers. While the MoES, NCDC, and UNEB have developed solid frameworks aligned to national goals (ESSP) and global targets (SDG 4), the realities on the ground in Amuru reveal significant gaps in training, resource availability, assessment alignment, and policy interpretation. Addressing these issues requires coordinated, context-specific interventions that empower teachers as curriculum drivers, not just policy recipients. Only then can the promises of the CBC and Uganda's education vision be realized for all learners, including those in marginalized regions like Amuru.

1.2 Problem Statement

The successful implementation of Uganda's revised Lower Secondary Curriculum (LSC) depends largely on teacher preparedness. The National Curriculum Development Centre (NCDC, 2020) and the Ministry of Education and Sports (MoES, 2021) emphasize that the 2020 reform introduces a Competency Based Curriculum (CBC) designed to replace rote learning with learner centered pedagogy focused on practical skills, critical thinking, values, ICT integration, and continuous assessment. Teachers are expected to demonstrate strong subject mastery, apply active and differentiated teaching strategies, integrate ICT, use formative assessment, and create inclusive learning environments. Continuous Professional Development (CPD), supported by school leadership and adequate instructional resources, is considered essential for sustaining these competencies and ensuring effective curriculum delivery (Ssentanda et al., 2022).

Despite these expectations, evidence from Amuru District and similar rural contexts indicates significant gaps in teacher preparedness. Studies show that many teachers have limited understanding of CBC principles and insufficient in-service training to effectively implement the LSC (Tusiime & Bakahika, 2023). Challenges such as inadequate instructional materials,

weak ICT infrastructure, and poor classroom conditions further hinder effective delivery. While some progress has been observed in urban schools, rural teachers remain less supported due to limited sensitization and inconsistent professional development opportunities (Odongo & Oonyu, 2022). Although government-led training workshops and manuals exist, they are often short-term and do not fully address the contextual realities faced by teachers in rural settings.

As a result, implementation fidelity of the LSC in Amuru remains low, with many teachers still relying on traditional teacher-centered approaches instead of learner-centered methods. There is limited empirical evidence at district level on teachers' ability to interpret the curriculum, apply appropriate pedagogy, use instructional materials effectively, and conduct formative assessment. The influence of school leadership, resource availability, and CPD participation on teacher readiness also remains insufficiently explored. Addressing this gap is crucial for improving curriculum delivery and education quality. This study therefore examines teacher preparedness and its influence on LSC implementation in Amuru District, focusing on curriculum mastery, pedagogy, instructional resources, leadership support, and CPD, with the aim of informing more sustainable curriculum reform and targeted capacity-building interventions in Uganda.

1.3 General objective

To investigate the impact of teachers' preparedness on the implementation of competency-based curriculum in lower secondary schools in Amuru district.

1.3.1 Specific objectives

- ⁱ To examine the level of teacher preparedness in lower Secondary Schools in Amuru District for implementing the Lower Secondary curriculum.

- ii To assess the level of CBC implementation in lower Secondary Schools in Amuru District.
- iii To establish the relationship between teachers' preparedness and implementation of the Lower Secondary Schools' curriculum in Amuru district.

1.4 Research question

- 1) What was the level of preparedness among teachers for implementing the competency-based curriculum in Amuru District?
- 2) What was the level of curriculum implementation in Secondary Schools in Amuru District?
- 3) What is the relationship between teacher preparedness and curriculum implementation in Amuru District?

1.5 Scope of the study

1.5.1 Geographical Scope

This study was conducted in Amuru District, located at approximately 2.8147° N latitude and 31.7537° E longitude in Northern Uganda, borders Gulu District to the East, Nwoya District to the South, and the South Sudan border to the North. The study focuses on all secondary schools in Amuru.

1.5.2 Contents Scope

Teachers' preparedness plays a crucial role in the successful implementation of the Competency Based Curriculum (CBC), as it directly impacts the quality of teaching and learning outcomes. Preparedness involves adequate training, proper guidance on assessment methods, and ongoing professional development. When teachers are well trained and supported, they are better equipped to deliver lessons that emphasize critical thinking, creativity, and problem-solving and core values of the CBC. Such teachers were more confident and capable of shifting from traditional, rote-based instruction to learner-centered approaches.

This study aims to evaluate the effectiveness of CBC implementation using four key indicators: curriculum implementation, use of participatory approach, the availability and use of instructional materials, and the integration of ICT in teaching. Effective curriculum implementation means teachers align their teaching practices with the intended CBC objectives, ensuring learners acquire relevant competencies. Modern, interactive teaching methods indicate that classrooms are moving away from memorization toward active skill development. Instructional materials are vital for experiential learning, providing students with hands-on opportunities to apply knowledge. Moreover, ICT integration enriches the learning process by improving access to diverse resources, promoting learner engagement, and modernizing instructional delivery.

1.5.3 Time Scope

The study was conducted between (2020-2025) this was strategically selected to align with Uganda's critical transition period in implementing the Competency-Based Curriculum (CBC). This period represents the first full cycle of CBC implementation at the lower secondary level, making it particularly significant for evaluation. The year 2020 marks the official nationwide rollout of CBC by the National Curriculum Development Centre (NCDC, 2020), following its pilot phase. By extending the study through 2025, researchers can:

1.6 Significance of the Study

The study's findings might provide critical insights to guide policymakers at the Ministry of Education and Sports (MoES) in designing targeted interventions to strengthen CBC implementation across both government-aided and private schools. For district education offices and school administrators, the research might offer practical strategies to enhance curriculum delivery, improve teacher training programs, and foster collaboration among key

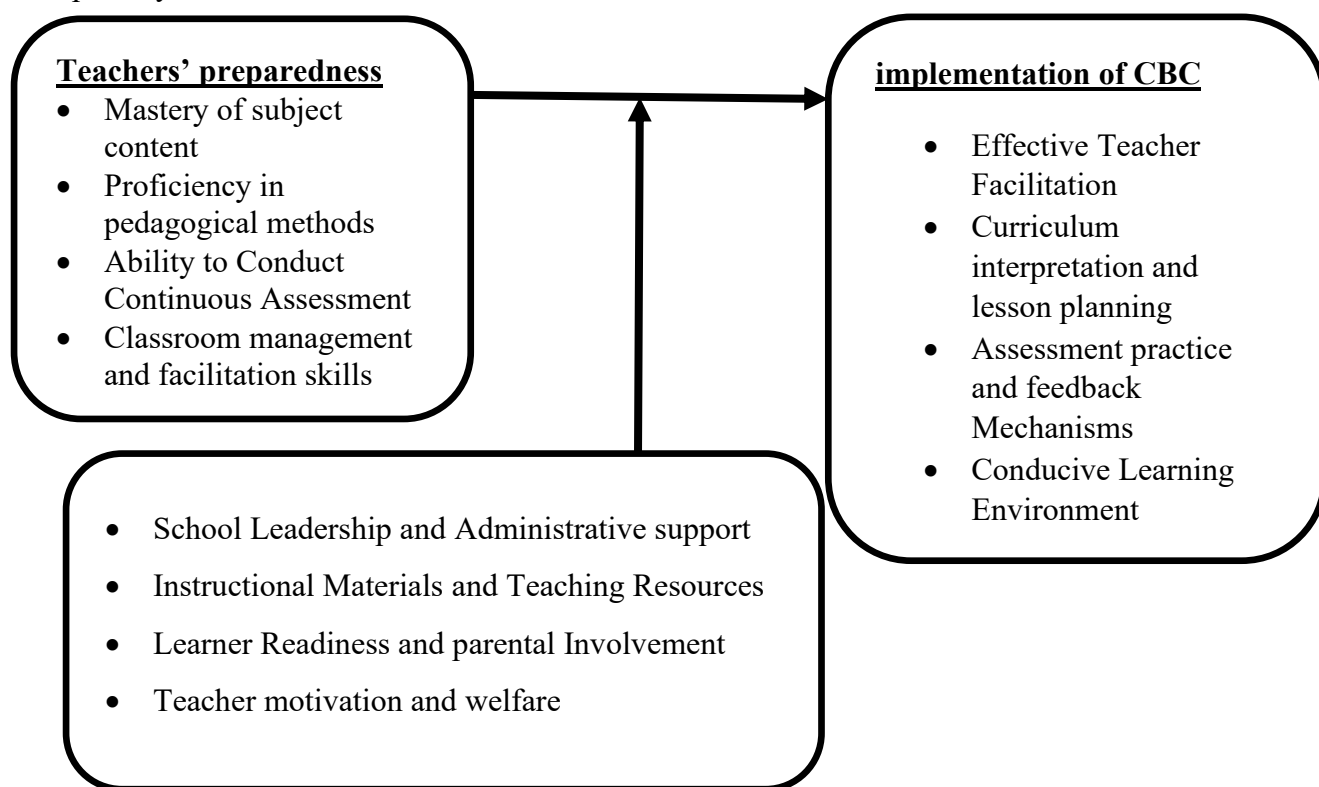
stakeholders, including Board of Governor (BOG), headteachers, and teachers. This multi-stakeholder approach might ultimately benefit learners by creating a more inclusive, engaging, and effective learning environment aligned with CBC goals.

Teachers might gain from the study's evidence based recommendations on professional development and learner-centered pedagogy, which can be integrated into pre-service and in-service training programs at universities and teacher training colleges. Parents and communities will benefit through improved school community engagement models, ensuring stronger support for competency based learning. Academically, the study contributes to the body of knowledge by providing a detailed case study of CBC implementation in rural contexts, offering Gulu University and other higher education institutions valuable data to refine teacher education curricula. It also bridges gaps between policy and practice, informing future research and partnerships between MoES, universities, and NGOs.

For the researcher, this study fulfills the academic requirements for a Master's degree in Education at Gulu University, while also providing actionable recommendations for education stakeholders, including MoES, local governments, development partners, and NGOs working in Uganda's education sector. By aligning findings with national education priorities and global SDG 4 (Quality Education), the study supports evidence-based decision-making for sustainable educational improvement. Institutions such as the National Curriculum Development Centre (NCDC) and Uganda National Institute for Teacher Education (UNITE) may also utilize the research to enhance CBC training frameworks and resource allocation strategies, ensuring long-term curriculum success.

1.6 Conceptual framework

Figure 1: Conceptual Framework of Teacher's Preparedness and implementation of Competency Based Curriculum



Source: *Concerns Based Adoption Model (CBAM)*, 1980

A conceptual framework is a structured representation of the relationship between key variables in a study, providing a clear understanding of how one factor influences another. To Herbeman and Herbarman (1992), the conceptual framework aligns with their emphasis on instructional competence and organizational effectiveness in education. Teachers' preparedness refers to the extent to which teachers possess the knowledge, skills, and attitudes necessary to deliver the CBC effectively. According to the MoES (2020) and NCDC (2020), this includes mastery of subject content, pedagogical proficiency, lesson planning, and the ability to conduct continuous assessment. Teachers need deep knowledge of the subject matter to guide learners through inquiry-based approaches. As NCDC (2019) notes, subject mastery enables teachers to adapt content to suit learners' diverse needs. CBC requires teachers to use learner centered strategies such as project-based learning, group discussions, role play, and

discovery methods. Shulman (1987) emphasizes the role of pedagogical content knowledge in transforming subject matter into teachable formats. Teachers must be proficient in designing formative assessments, tracking learner progress, and using feedback for improvement (NCDC, 2020). Continuous assessment aligns with CBC's emphasis on performance rather than memorization. Effective classroom control and facilitation foster active learner participation and inclusiveness, which are core tenets of the CBC (UNESCO, 2018). Teachers must interpret curriculum objectives and develop lesson plans that target specific competencies (MoES, 2021). Planning ensures structured delivery and clarity in achieving learning outcomes.

Although teachers may be well prepared, their ability to implement CBC can be hindered or enhanced by intervening variables: Effective leadership provides vision, resource mobilization, mentorship, and monitoring. According to Fullan (2007), strong instructional leadership is crucial in translating curriculum reforms into classroom practice. MoES (2020) adds that school heads are instrumental in motivating teachers, organizing CPD sessions, and ensuring a culture of collaboration. Access to textbooks, teacher guides, ICT tools, and locally adapted materials is critical. Without them, even skilled teachers struggle to implement hands on, learner centered lessons (NCDC, 2020). MoES recommends increased funding for materials as a top priority for CBC success. Herzberg's Two-Factor Theory posits that salary, job security, recognition, and working conditions influence motivation. In Uganda, low pay, lack of accommodation, and inadequate recognition demoralize teachers (UNESCO, 2018). Motivated teachers are more innovative, committed, and responsive to learners' needs. Physical infrastructure (classrooms, libraries, laboratories), sanitation, safety, and school culture influence teaching and learning. MoES (2020) identifies the need for infrastructural improvement, especially in rural schools, to support practical activities and reduce overcrowding. CBC requires learners to be active participants. This assumes a level of

foundational knowledge, confidence, and home support. Parental involvement through homework supervision, provision of learning materials, and participation in school activities greatly influences learner engagement (NCDC, 2020)

Curriculum implementation refers to the actual use of the curriculum in classrooms, translating intended learning outcomes into lived experiences for learners. In Uganda, the Ministry of Education and Sports (MoES) and the National Curriculum Development Centre (NCDC) emphasize several key indicators to assess the effectiveness of curriculum implementation, especially under the Competency Based Curriculum (CBC) framework. One major indicator is the shift from teacher centered to learner centered pedagogy. Teachers are expected to facilitate learning by engaging learners in problem solving, collaboration, and critical thinking. According to the NCDC (2020), this pedagogical shift reflects whether teachers understand the philosophy and aims of the CBC. The MoES (2021) further highlights that the consistent use of learner centered approaches such as project based learning, group discussions, and role plays is evidence of successful curriculum implementation. Another key indicator is how well teachers interpret and plan lessons based on curriculum guidelines. The MoES Teacher Instruction Manual (2020) stresses that proper lesson preparation aligned with the curriculum frameworks, learning outcomes, and cross cutting issues demonstrates sound implementation. Teachers must integrate thematic areas like gender, environment, and ICT, showing their alignment with national education goals. The availability and effective use of instructional materials including textbooks, charts, learning kits, and ICT tools are essential for curriculum delivery. The NCDC Framework (2019) notes that teachers who innovate and use locally available materials promote contextualized learning. The MoES further recommends ICT integration, especially under the Digital Agenda, as a sign of progressive implementation, enabling access to content and diverse learning modalities. Curriculum implementation is also reflected in how assessment is conducted. Under the CBC, formative assessment is emphasized

over summative approaches. According to NCDC (2020), regular use of portfolios, self-assessments, peer reviews, and teacher feedback indicates alignment with the curriculum's competency-based goals. The MoES Continuous Assessment Guidelines (2021) underscore the need for evidence-based assessment practices to track learners' progress. Engaged learners actively participating in learning activities asking questions, initiating discussions, and applying knowledge in real-life contexts are signs of effective implementation. The NCDC Implementation Guide (2020) identifies learner autonomy, creativity, and innovation as outcomes of good curriculum delivery. Observation of these traits in learners serves as a performance indicator.

This conceptual framework proposes a cause effect model where teachers' preparedness is the primary driver of CBC implementation. However, this relationship is moderated by intervening variables that can either facilitate or hinder the process.

Chapter two

Literature review

2.0 Introduction

This chapter reviews existing literature on Uganda's Competency Based Curriculum (CBC), focusing on key issues like teacher training, resource availability, teaching methods, and challenges in rural schools. It examines studies, government reports (from MoES and NCDC), and global research on similar education reforms. The goal is to understand what has been studied, what gaps remain, and how this research fits into the broader discussion about CBC implementation. This review will help guide the study's next steps.

2.1 Teachers' preparedness for implementing the Lower Secondary curriculum

De Villa & Manalo, (2020) examined the preparation, challenges, and coping mechanisms of secondary school teachers in the Philippines during the pre-implementation phase of distance learning under the "new normal" brought about by the COVID-19 pandemic. The study was qualitative in nature and used phenomenological interviews to explore the lived experiences of teachers from various public secondary schools. The results indicated that most teachers were inadequately prepared for the abrupt shift to online and modular learning. Key challenges included lack of training in digital pedagogy, insufficient access to technology, and psychological stress caused by uncertainty and increased workload. Despite these obstacles, teachers demonstrated resilience by employing self-directed learning, peer collaboration, and informal support networks to adapt to new instructional modes. The study concluded that teacher adaptability was driven largely by individual initiative rather than systemic support from educational institutions. However, the study fell short in providing a comprehensive analysis of institutional policies and administrative responses to support teachers during the

transition. It also did not offer a comparative analysis of readiness levels across rural and urban school settings, which could have illuminated disparities in distance learning implementation more effectively.

Wilson, (2021) explored the challenges and enabling factors involved in implementing STEM Project Based Learning (PBL) in a diverse junior secondary school context in Australia. The study employed qualitative methods, including semi-structured interviews with teachers and school administrators, as well as classroom observations across multiple schools. The findings highlighted that while STEM PBL encouraged creativity, problem-solving, and collaboration among students, its implementation was hampered by structural challenges such as rigid curriculum schedules, lack of cross-disciplinary collaboration among teachers, and limited access to materials and training. Teachers also reported difficulties in assessment and aligning PBL activities with standardized testing requirements. On the enabling side, schools with strong leadership support and collaborative teacher planning teams experienced greater success. The study concluded that although STEM PBL holds promise in preparing students for future academic and career pathways, its effectiveness depends on institutional flexibility and investment in teacher professional development. A key gap was the limited exploration of student perspectives and learning outcomes, which could have offered a more balanced evaluation of the impact of the STEM PBL approach.

Kamila & RM (2023) investigated the role of the Merdeka Curriculum in improving the quality of senior high school education in Indonesia. The study focused on how schools and teachers prepared for curriculum implementation, especially in terms of pedagogical shifts and student-centered learning. Using a combination of teacher surveys and focus group discussions, the researchers found that although awareness of the Merdeka Curriculum had increased, many teachers lacked in-depth understanding of its objectives. Moreover, a significant portion of teachers reported that they did not receive adequate training or instructional support to make

the transition smoothly. The curriculum's flexible structure was seen as both a strength and a challenge, with some teachers embracing autonomy while others felt overwhelmed by the lack of clear guidelines. The study concluded that without a systematic strategy for professional development and material support, the curriculum's objectives would remain aspirational rather than practical. However, the study did not account for student feedback or learning outcomes, which limited the assessment of curriculum effectiveness. It also lacked comparative analysis with schools that were still using the previous 2013 Curriculum.

Tanudjaya & Doorman, (2020) explored the integration of higher-order thinking skills (HOTS) in Indonesian lower secondary mathematics classrooms. The study adopted a classroom observation method complemented by teacher interviews to assess how HOTS were reflected in teaching practices, instructional materials, and classroom discourse. The results indicated that although the curriculum emphasized HOTS, actual classroom practices remained heavily procedural and teacher-centered. Teachers cited lack of training, time constraints, and pressure to cover syllabus content as major barriers to fostering critical and creative thinking. The researchers concluded that for HOTS to be meaningfully implemented, systemic reforms in assessment practices and teacher professional development are essential. The study's major limitation was that it focused only on mathematics classes and did not examine cross-subject implementation of HOTS. Additionally, student perspectives and actual learning outcomes were not considered, limiting the evaluation of the real impact of HOTS-oriented teaching.

Isaboke et al., (2021) conducted a study to assess the readiness of pre-primary teachers in Nairobi City County, Kenya, to implement the Competency-Based Curriculum (CBC). Using a mixed-methods approach, the researchers collected data through questionnaires and interviews administered to teachers in both public and private pre-primary schools. The study revealed substantial disparities in preparedness, with many teachers especially in public institutions reporting inadequate training and limited access to curriculum support materials.

While some private school teachers had benefited from workshops and training seminars, many public-school educators lacked clarity about CBC objectives and instructional strategies. Teachers also noted minimal involvement in the curriculum design process, which further undermined ownership and understanding of implementation goals. Although the study comprehensively evaluated teacher readiness, it failed to examine the role of parents and community stakeholders, whose involvement is known to be crucial in the success of early childhood curriculum reforms.

Ercan & Çubukçu, (2023) focused on Curriculum Implementation Approaches of Secondary School English Teachers. Employing descriptive survey research design, the study gathered data through structured questionnaires and classroom observations. Findings indicated that schools with teachers who had undergone structured professional development related to the new curriculum reported smoother transitions to learner-centered pedagogies. These teachers demonstrated improved lesson delivery, creativity in assessments, and alignment with competence-based education goals. In contrast, undertrained teachers continued to use traditional lecture methods and faced difficulty integrating the new approaches. Implementation success was therefore directly tied to the quality and frequency of training provided. However, the study had a limited scope as it only examined the English subject and did not explore interdisciplinary practices, the influence of school leadership, or collaboration across departments all factors that can significantly shape curriculum implementation outcomes.

Innocent (2022) undertook a study examining the preparedness of business studies teachers to implement a revised curriculum in secondary schools in Kabale District, Uganda. Using a qualitative case study approach, data were collected through interviews, focus group discussions, and document analysis. The results showed that many teachers had a poor grasp of the revised curriculum's aims and objectives, particularly regarding competency-based

education principles. Training was irregular and often insufficient, with some teachers relying on outdated notes and conventional teaching methods. Teachers expressed uncertainty about how to assess learners within a competence-based framework and how to adapt business content to emphasize skill development. While the study offered valuable insight into teacher readiness within the business studies discipline, it did not assess preparedness across other subjects, making it difficult to generalize findings or explore cross-curricular challenges and opportunities related to curriculum reform.

2.2 The Level of CBC implementation in lower Secondary Schools

Cheruiyot (2024) examined the challenges faced during the implementation of the Competency-Based Curriculum (CBC) in junior schools (Grades 4 to 6) in Rwanda. Using a mixed-methods approach that included surveys and interviews with teachers and school administrators, the study focused on the transitional phase where students move from lower primary to junior secondary education under the CBC framework. The findings indicated a moderate to low implementation status, primarily due to teachers' difficulties in adjusting pedagogical strategies, insufficient training, and inadequate instructional materials. Financial constraints and lack of continuous professional development were reported as significant barriers to effective implementation. The study concluded that while CBC's potential to improve learner outcomes is recognized, actual implementation remains uneven, particularly in under-resourced schools. A key gap identified was the lack of longitudinal data to monitor how implementation status evolves over time and the absence of detailed analysis on the role of school leadership in supporting CBC.

Wambi et al., (2024) investigated teachers' perceptions of the implementation of the revised lower secondary CBC curriculum in selected Ugandan schools. Employing qualitative methods through focus groups and interviews, the study explored emerging issues and coping strategies adopted by educators. Results showed that the implementation status was moderate, with many teachers appreciating the shift towards competency-based assessment but facing challenges such as inadequate training and increased workload. Notably, the study found a decline in learner competition for academic positions, attributed to the CBC's emphasis on mastery rather than rank. Despite some adaptation, teachers expressed frustration over insufficient curriculum materials and minimal involvement in curriculum development, which affected their readiness and effectiveness. The study concluded that teacher support systems need strengthening for

smoother implementation. However, the research did not consider the involvement of parents or community actors, which are critical in sustaining curriculum reforms in lower secondary education.

Ogembo, (2025) explored the challenges and opportunities in implementing CBC in public secondary schools Tanzania, focusing on the first cohort of students in grade 8, which marks junior secondary education. Using a systematic literature review and survey data from teachers, the study reported a low to moderate implementation status. Many teachers faced challenges adapting to the new learner-centered approaches required by CBC, compounded by inadequate teaching resources and assessment tools. The findings also highlighted that continuous professional development opportunities were limited, especially in rural areas, affecting teacher competence in delivering the curriculum. Despite these challenges, some schools leveraged technology and collaborative teaching approaches as opportunities to enhance implementation. The study concluded that scaling up implementation requires policy support, investment in teacher training, and infrastructural improvements. A noted research gap was the lack of comparative studies between regions to identify contextual factors influencing implementation success.

Gichurur, (2024) conducted a study investigating the challenges junior secondary school teachers face in Nigeria when implementing CBC. The research used a quantitative survey design involving teachers verified to be actively engaged in CBC instruction. The findings revealed a low implementation status, primarily attributed to insufficient teacher preparedness, high student-teacher ratios, and limited availability of learner-centered teaching materials. The study emphasized that many teachers still relied on traditional pedagogical methods despite the reform's call for competency-based learning. The conclusion pointed to the urgent need for targeted training programs and resource allocation to elevate the quality of CBC

implementation. However, the study was limited in scope geographically and did not explore student perspectives or assessment outcomes related to CBC.

Mulangi, (2024) focused on financial administration challenges affecting CBC implementation in public primary schools in Taita Taveta County, Kenya. Through qualitative case studies and interviews with school administrators and finance officers, the study highlighted a low status of CBC implementation due to funding gaps. Insufficient financial resources led to delayed procurement of teaching materials and inadequate support for teacher training workshops. The disparity between affluent and low-income districts exacerbated inequities in curriculum delivery, with underfunded schools struggling to meet CBC requirements. The study concluded that financial planning and budgeting need to be integrated more effectively within CBC implementation strategies to enhance equity and quality. A key gap was the absence of quantitative data to measure the direct impact of financial constraints on teaching and learning outcomes.

Muzvondiwa & Gudyanga, (2024) evaluated the preparedness of government high schools in Gweru district, Zimbabwe, to implement CBC. Using surveys and interviews with teachers and administrators, the study found a moderate implementation status, where some schools had made progress through training and resource allocation, but others lagged due to limited expertise and infrastructural challenges. The study highlighted that teacher readiness was a critical factor affecting curriculum rollout, and emphasized the need for ongoing professional development and curriculum monitoring mechanisms. The research identified gaps in coordination between policy makers and schools, which hindered smooth implementation.

Joseph et al., (2025) investigated why teacher training has failed to translate into mastery of CBC assessment and learning improvements in public elementary schools in Ghana. Utilizing mixed methods including classroom observations and teacher interviews, their study revealed

a low level of CBC implementation, with only about 33% of junior secondary students demonstrating competencies aligned with CBC goals. Teachers struggled with engaging students actively and implementing learner-centered assessments. The study attributed these challenges to inadequate follow-up training, socio-economic disparities affecting resource availability, and limited teacher motivation. The authors recommended strengthening in-service training and providing practical support in classrooms. However, the study did not analyze student achievement data longitudinally to correlate implementation status with learning outcomes.

Bizimana et al., (2021) analyzed biology education performance under the lower secondary CBC in Rwanda. Through policy analysis and examination of national examination results, the study concluded that implementation status was moderate but inconsistent across schools. While the CBC framework had introduced competency-based assessments, these were not fully reflected in biology exam formats or teaching practices. The researchers noted that the persistence of traditional exams undermined CBC goals. They recommended policy reforms aligning assessment systems with CBC pedagogy. The study was limited by its focus on biology alone, without exploring other sciences or subjects under CBC.

Muchira, Morris, and Wawire (2023) conducted a systematic review comparing CBC implementation experiences in South Korea, and the USA. They found that Kenya's CBC implementation was at a low to moderate status, hindered by resource limitations, teacher preparedness gaps, and inadequate monitoring systems. The comparative analysis highlighted those countries with higher CBC success had invested heavily in teacher professional development and curriculum support infrastructure. The authors emphasized the need for Kenya to learn from these models to enhance its CBC rollout. However, the study was limited by the variability in data quality across countries, making direct comparisons challenging.

Charles et al., (2023) performed a systematic literature review focusing on factors affecting CBC implementation in Uganda's secondary schools. They reported a moderate implementation status influenced by teacher attitudes, institutional support, and resource availability. Key challenges included inconsistent training, assessment difficulties, and resistance to pedagogical change. The study concluded that multi-stakeholder engagement and capacity building were essential for improving implementation. A limitation was the reliance on secondary data, which constrained the ability to capture nuanced, context-specific barriers.

Musyoka & Mugo, (2025) evaluated the influence of curriculum-related documents on the implementation of CBC in pre-primary schools in Mbeere South Africa. Using qualitative methods, including interviews with school administrators and teachers, the study investigated how curriculum guides, syllabi, and assessment frameworks impacted teaching practices. The findings indicated a low to moderate status of CBC implementation, as many pre-primary teachers struggled to effectively facilitate certain learning areas due to unclear or inadequate curriculum documents. Administrators reported that while the documents were available, their complexity and lack of practical guidelines limited teachers' ability to deliver lessons aligned with CBC principles. The study concluded that curriculum documents play a critical role but must be user-friendly and supplemented by ongoing teacher training for effective implementation. A major gap was the study's limited focus on pre-primary education without considering how similar documentation challenges affected higher educational levels.

Najjuma (2024) conducted research on teacher practices and the effective implementation of CBC in public secondary schools in Hoima District, Uganda. The study utilized a mixed-methods design incorporating classroom observations, teacher questionnaires, and student interviews to assess how teachers' instructional methods supported CBC goals. Results showed a moderate implementation status, with many teachers adopting competency-based approaches such as learner-centered activities and continuous assessments. However, challenges such as

large class sizes, inadequate resources, and insufficient training hindered full realization of CBC objectives. The study also highlighted students' active role in learning as an enabler of successful implementation. Najjuma concluded that while progress had been made, scaling up CBC effectiveness requires improved infrastructural support and targeted professional development. The study's limitation was its regional focus, which limits the generalizability of findings to other districts or countries.

Nkya, (2021) examined secondary school teachers' perceptions, challenges, and prospects regarding the implementation of the Competency-Based Curriculum (CBC) in the Arusha region of Tanzania. Using a mixed-methods approach that combined surveys and focus group discussions, the study explored teachers' understanding of CBC, their attitudes towards the reform, and the obstacles encountered during its rollout. The findings indicated a low to moderate status of implementation, largely hindered by insufficient teacher training, limited availability of instructional materials, and resistance to adopting new pedagogical approaches. Despite these challenges, teachers remained optimistic about the CBC's potential to enhance learning outcomes. However, they reported difficulties applying the curriculum effectively, particularly in overcrowded classrooms and schools lacking adequate resources. he emphasized the importance of ongoing professional development, active stakeholder engagement, and improvements in infrastructure to strengthen CBC implementation. The study's limitations included its focus on a single region and the exclusion of student and community perspectives, which could have provided a more comprehensive understanding of implementation dynamics.

2.3 The relationship between teachers' preparedness and implementation of lower secondary curriculum

and Self-Efficacy among Islamic Studies Teachers in Kuwait. Utilizing a quantitative survey method involving Likert-scale questionnaires, the study measured the relationship between

teachers' self-efficacy and their readiness to implement the CBC. The results showed a moderate relationship between perceived self-efficacy and CBC implementation readiness. Teachers expressed confidence in content delivery but faced challenges in applying new assessment models and learner-centered techniques. The study concluded that while most teachers were theoretically supportive of the CBC transformation, gaps existed in practical application, especially in integrating competencies into lesson planning and classroom management. The author noted that future studies should include longitudinal data to assess changes in readiness over time.

Thummaphan and Sripa (2022) developed a conceptual framework for the Development and Implementation of Competency-Based School Curricula in Thailand. The study adopted a design-based research methodology and involved key stakeholders, teachers, curriculum developers, and education officials in iterative workshops and interviews. The findings emphasized the importance of stakeholder collaboration, continuous professional development, and a structured curriculum mapping process. A strong positive relationship was found between stakeholder involvement and curriculum coherence. The authors concluded that the success of CBC relies heavily on clarity in curricular goals and resource alignment. A notable gap identified was the limited empirical validation of the framework across diverse school contexts, suggesting the need for further field testing.

Singh & Chan (2022) focused on teacher preparedness and curriculum reform in lower secondary education in Singapore and Malaysia. Employing a descriptive survey method, the study reported a strong relationship between teacher competency and successful curriculum implementation. Teachers with higher levels of preparedness were better able to integrate CBC methodologies, apply formative assessments, and engage learners in active learning processes. The conclusion emphasized the need for pre-service and in-service training as essential

strategies for enhancing CBC outcomes. However, the study did not explore the sustainability of such training programs or their long-term effects on student achievement.

Sharma, (2023) studied Competency-based curriculum implementation and teacher capacity in Indian secondary schools. Using a cross-sectional survey design, the study found a moderate relationship between preparedness and implementation. Teachers understood the rationale behind CBC but encountered difficulties in applying learner-centered methods, especially due to lack of resources and large class sizes. The authors concluded that pedagogical reforms alone are insufficient without structural support. The gap identified was the lack of student voice and feedback in evaluating curriculum effectiveness.

Zhang & Liu, (2024) assessed Teachers' professional development and implementation of secondary curriculum reforms in China. Using qualitative interviews and document analysis, the study uncovered a weak relationship between teacher preparedness and effective implementation. Most teachers lacked access to CBC-specific teaching aids and had minimal training exposure. The conclusion stressed the importance of logistical support and curriculum-aligned resources. The study was limited by its exclusive reliance on teacher perspectives, ignoring inputs from school administrators and policy makers.

Voogt, J. et al. (2022) examined teacher preparedness for competency-based curriculum implementation in Dutch secondary schools. The study used a correlational design and reported a moderate relationship. Teachers expressed familiarity with CBC goals but struggled with practical classroom application due to institutional unpreparedness. The conclusion indicated that both individual and systemic preparedness must align to achieve desired outcomes. However, the study lacked disaggregated data on how different school contexts (urban vs. rural) influenced the results.

Sahlberg & Furlong, (2021) conducted an assessment on Teacher professionalism and curriculum reform in European secondary education systems. Utilizing a document review and policy analysis approach, the study did not empirically quantify the relationship but suggested a weak to moderate association due to inconsistent training and limited stakeholder engagement. The study concluded that while the policy framework exists, actual preparedness is fragmented. The gap lies in the absence of field-based data to support policy claims.

Kachope, (2025) examined teachers' preparedness for effective implementation of the lower secondary competence-based curriculum in Uganda. Using a descriptive survey design, the study assessed teachers' instructional competencies and curriculum understanding. The findings indicated a moderate relationship between preparedness and implementation. While teachers exhibited general awareness of CBC, their instructional methodologies and confidence in curriculum delivery were found lacking. The study concluded that without continuous professional development and access to teaching resources, CBC implementation would remain inconsistent. The study's limitation was its narrow focus on one sub-county, leaving the broader applicability of the results in question.

Nombo, (2022) explored the challenges of implementing CBC within teacher training colleges in Tanzania. Utilizing qualitative methodologies, the study highlighted systemic barriers such as curriculum misalignment, inadequate tutor preparation, and resistance to change. Although the research did not quantitatively assess the strength of the relationship between preparedness and CBC implementation, it qualitatively indicated a weak relationship due to structural and institutional constraints. The study concluded that foundational issues in teacher education must be addressed before effective CBC implementation can be realized. However, a major gap exists in the study's lack of quantitative validation and comparative regional data.

Gouëdard et al., (2020). explored Curriculum reform: A literature review to support effective implementation. Through qualitative analysis, the study reported a weak relationship between teacher preparedness and implementation effectiveness. Teachers received minimal training, and there was poor coordination among education stakeholders. The study concluded that without a cohesive implementation strategy, CBC objectives will remain unmet. The study's limitation was its generalization without specific contextual differentiation across school types or regions.

Barasa et al., (2024) investigated the status of implementation of the Uganda lower secondary curriculum: The teachers' perspective. The researchers employed a mixed-methods approach that incorporated both quantitative and qualitative data collection techniques. The findings demonstrated a strong relationship between teacher preparedness and CBC implementation. Teachers who were adequately trained, knowledgeable, and confident in using CBC methodologies reported higher levels of curriculum adoption. The study concluded that structured and ongoing training significantly enhances effective implementation. However, the study did not explore how these outcomes translated into learner performance or long-term teaching quality, highlighting a gap in assessing CBC's actual impact on educational outcomes.

2.4 Conclusion

While the existing literature provides valuable insights into teachers' preparedness and the effectiveness of teaching strategies under competency based curricula (CBC), several critical gaps remain. The geographical and methodological limitations of studies such as those by Atuhura & Nambi (2024) and Momanyi & Rop (2020) emphasize the need for more comprehensive research that spans diverse regions, educational levels, and subjects. Additionally, the over-reliance on quantitative methods, such as surveys, restricts the depth of understanding regarding teachers' real-life experiences. To address these gaps, future research

should adopt mixed-methods approaches that incorporate qualitative data to complement quantitative findings, providing a more nuanced perspective on CBC implementation challenges. Furthermore, research examining the effectiveness of CBC teaching strategies, as seen in Najjuma (2024) and D'Angelo (2021), highlights the importance of considering institutional and contextual factors that influence teaching practices. Future studies should incorporate longitudinal designs, explore professional development programs, and investigate how external factors shape pedagogical choices to develop a more holistic understanding of CBC implementation. By expanding research across different geographic contexts, particularly those with varying socio-economic conditions, a more comprehensive picture of the complexities and challenges of CBC can be obtained, ultimately informing more effective policy and practice.

Chapter Three

Research Methodology

3.0 Introduction

This chapter outlined the methodology that was used for conducting the study. It included the research paradigm and design, the target population, sampling techniques, and sample size. Additionally, the chapter provided details on data collection methods, instruments, data quality control, administrative procedures, ethical considerations, and data management, limitations, and delimitations.

3.1 Research Orientation

The research orientation was the overarching framework that guided the study, determining the methods and approaches used to investigate the research problem. In this study, a mixed-method approach was employed, integrating both quantitative and qualitative research methodologies. The quantitative approach involved the use of statistical and mathematical techniques to analyze measurable data, providing numerical insights into trends and patterns (Ismail, 2024). On the other hand, the qualitative approach focused on describing the phenomenon in narrative form, offering deeper contextual understanding and interpretation of the data. By combining these two approaches, the study aimed to enhance the accuracy, relevance, and reliability of the findings. This integration allowed for data triangulation, where multiple sources of data were used to validate and cross-check results, ensuring a more comprehensive and robust understanding of the research problem. The mixed-method approach was particularly useful in this study as it enabled the researcher to capture both measurable trends and in-depth insights, addressing the complexity of the phenomenon being studied (Cress & Plano, 2009).

3.2 Research Design

The research design outlined the overall strategy and structure for conducting the study. This study adopted a descriptive cross-sectional and correlational survey design. The descriptive aspect of the design was used to document current conditions, attitudes, relationships, and trends, providing a detailed snapshot of the phenomenon under investigation (Matanda, 2022). The cross-sectional component involved collecting data from all respondents at a single point in time, which ensured efficiency in terms of cost and time (Hunziker & Blankenagel, 2024). This approach was particularly suitable for studying teachers' competencies and preparedness in Amuru District, as it allowed the researcher to describe these phenomena in their then-current state. Additionally, the correlational aspect of the design was used to explore relationships between the measured variables, such as the connection between teachers' preparedness and the implementation teaching strategies. By adopting this design, the study aimed to provide a comprehensive understanding of the research problem while ensuring methodological rigor and practicality.

3.3 Study Population

The study population referred to the specific group of individuals on which the research focused. In this study, the target population included all teachers, all head teachers. This approach ensured that the study captured the entire population of interest, leaving no group out. Teachers were included because they were the primary subjects of performance appraisals and directly demonstrated competencies, making their participation essential for assessing the state of preparedness and competencies. Head teachers were included because, as school leaders, they played a critical role in supervision within the school, offering a broader, more comprehensive perspective on the issue. By targeting all members of these groups, the study ensured that the data collected was fully representative of the key stakeholders involved in the research problem. This approach enhanced the validity and reliability of the findings, as it eliminated sampling bias and provided a complete picture of the phenomenon under investigation.

3.4 Sample Size

The sample included teachers, head teachers, and students from the 10 selected secondary schools to ensure focused, representative data on Lower Secondary School Curriculum implementation. The teacher population across the sampled schools was 250; 200 teachers were available and completed questionnaires. All head teachers (10) participated in face to face interviews to provide leadership insights. From an estimated student population of 600 in S2–S4, 250 students were purposively selected to capture a range of learner perspectives. Questionnaires were used for teachers and students to collect comparable, quantifiable data, while interviews with head teachers supplied in depth contextual information for triangulation. This design balanced comprehensiveness with practical constraints on availability and resources.

Sample composition and data collection instruments

Participant group				Population per district sample	Number included in study	Instrument(s) used	Purpose / notes
Participant group	Population per district sample	Number included in study	Instrument(s) used	Purpose / notes			
Teachers (all teaching staff from 10 schools)	250 total across 10 schools	200 available during study	Questionnaire	Captures teacher perspectives on curriculum implementation; all available teachers were invited, 200 participated			
Head teachers	All head teachers in the 10 schools	All included (10)	Interview (face to face)	In depth leadership perspective; interviews provided rich, contextual data			
Students (S2–S4)	600 total across 10 schools	250 purposively selected	Questionnaire	Provides learner experiences and perceptions across lower secondary grades			

The sample size represented the full study population selected for participation in the research (Lakens, 2022). This study involved all teachers from 10 secondary schools in Amuru District,

totaling approximately 250 teachers where 200 teachers were available during the study. In order to capture comprehensive insights into the implementations of the Lower Secondary School Curriculum a total of 250 students were involved in this study from S2 to S4, as well as Head Teachers. This approach ensured inclusive and exhaustive data collection across the key functional groups within each school.

Research instruments were administered to all participants using appropriate tools: questionnaires were distributed to the teachers and students; interviews were conducted with Head Teachers. This ensured that data collected was rich, triangulated, and reflective of the diverse roles and experiences within the secondary school system.

The sample size was determined based on the total population within the schools to maintain generalizability of findings while remaining practical in terms of time and available resources. The sampling frame was thus structured to include all available teachers, selected students and all the Head Teachers. This inclusive approach guaranteed that the study was representative of the entire teaching and leadership structure within the schools and that its findings were valid and applicable to broader educational settings.

3.5 Sampling Techniques

In this study, systematic sampling was used for selecting teachers, ensuring a representative sample by selecting participants at regular intervals from a list, which minimized bias and ensured fairness. For head teachers, judgmental sampling was employed from all secondary schools in Amuru District based on their expertise and involvement in teacher appraisal and curriculum implementation, ensuring their insights aligned with the study's focus. Systematic sampling ensured representativeness for teachers and students, judgmental sampling targeted head teachers with relevant expertise, collectively providing a balanced and insightful approach to understanding the challenges of curriculum implementation and teacher performance.

3.6 Data Collection Methods

Questionnaires

Questionnaires were structured tools used to gather quantitative data on personal views, perceptions, and attitudes that could not be directly observed. In this study, questionnaires were employed to collect data from all key educational stakeholders, including teachers, Directors of Studies, and Class Teachers, except head teachers. This method was particularly suited for capturing their attitudes toward performance appraisal, leadership development, and self-assessment of professional competencies. The use of questionnaires enabled the efficient collection of standardized responses across diverse roles within the school system, making it an ideal method for obtaining measurable and comparable data (Ganesha, 2022). The instruments were designed using a 5-point Likert scale, allowing respondents to indicate their levels of agreement or disagreement with specific statements. This structured approach ensured consistency in responses and facilitated straightforward statistical analysis. By involving all relevant groups, the study captured a comprehensive range of perspectives, providing a strong empirical foundation for addressing the research problem.

Interviews

Interviews were qualitative data collection methods used to obtain in-depth, detailed insights from key informants (Akhter, 2022). In this study, interviews were conducted with head teachers to verify and expand on the information gathered from the questionnaires. This method was particularly useful for exploring complex issues and gaining a deeper understanding of the research topics. The interviews were guided by a set of eight open-ended questions, allowing participants to provide detailed responses and share their experiences and perspectives. By using interviews, the study ensured that the data collected was rich and nuanced, complementing the quantitative data from the questionnaires. This combination of methods

provided a well-rounded perspective on the research problem, enhancing the overall validity and reliability of the findings.

3.7 Data Collection Instruments

Self-administered Questionnaire

Data collection instruments were the specific tools used to collect data. In this study, the Structured Self-administered Questionnaire (SAQ) was a standardized data collection tool designed to gather quantitative data from respondents without the need for direct interaction with an interviewer. The SAQ was designed using a 5-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1), to measure respondents' views and perceptions on specific topics. The questionnaire was divided into three sections: Section A collected biodemographic data, Section B assessed teachers' preparedness, and Section C measured the implementation of the CBC. This structured design ensured that responses were consistent, easy to analyze, and free from interviewer bias.

The SAQ was used because it allowed for the efficient collection of data from a large number of participants, making it ideal for gathering measurable insights into teachers' attitudes and self-assessments (Saunders & Kulchitsky, 2021). By using the SAQ, the study ensured that the data collected was reliable, standardized, and directly aligned with the research objectives.

Interview Guide

The interview guide was a qualitative data collection tool used to conduct face-to-face interviews with key informants, such as head teachers. It contained 10 open-ended questions designed to elicit detailed, in-depth responses from participants. The interview guide was used because it allowed for a deeper exploration of complex issues and provided an opportunity to verify and expand on the information collected through the SAQ. This method was particularly

useful for gaining insights into the perspectives and experiences of individuals directly involved in the appraisal and supervision of teachers.

By using the interview guide, the study ensured that the data collected was rich, nuanced, and contextually relevant. The combination of the SAQ and the interview guide allowed the study to gather both quantitative and qualitative data, providing a comprehensive understanding of the research problem and enhancing the overall validity and reliability of the findings.

3.8 Instrument Quality Control

To ensure data quality, the study conducted validity and reliability tests for the research instruments and controlled for extraneous variables.

Validity (Content Validity Index - CVI)

Validity referred to the extent to which a research instrument measured what it was intended to measure. In this study, the Content Validity Index (CVI) was used to assess the validity of the instruments. The CVI involved experts evaluating the relevance of each item in the instruments based on the study's objectives. The CVI was calculated using the formula:

$$CVI = \frac{(Number\ of\ items\ rated\ as\ relevant\ by\ experts)}{(Total\ number\ of\ items\ in\ the\ instrument)}$$

According to Tavakol & Dennick (2011), a CVI value above 0.70 was considered acceptable. Validity was crucial because it ensured that the data collected was accurate and aligned with the research objectives. By using the CVI, the study confirmed that the instruments were appropriate for the research, enhancing the credibility of the findings and ensuring that the research conclusions were based on valid data.

Reliability (Cronbach's Alpha Statistical Method)

Reliability referred to the consistency and stability of a research instrument in measuring a construct over time. In this study, reliability was tested using the Cronbach's Alpha Statistical Method, which assessed the internal consistency of the questionnaire items. A Cronbach's Alpha coefficient of 0.7 or higher was considered reliable. Reliability was essential because it ensured that the data collected was free from random errors and produced consistent results.

A pilot study was conducted to test reliability, involving 10 teachers and 1 head teacher from two schools not included in the main research (Creswell & Creswell, 2018). By using Cronbach's Alpha, the study ensured that the instruments were reliable, minimizing error variables and enhancing the trustworthiness of the research findings. This step was critical for ensuring that the data collected was dependable and could be used to draw accurate conclusions.

3.9 Administration Procedures

Administration procedures referred to the steps taken to conduct the study, including obtaining permissions, training research assistants, and scheduling data collection (Political & Research, 2020). In this study, the researcher followed formal procedures to obtain permission from relevant authorities, such as the Dean Faculty of Education Humanity (DFEH). The permission was necessary to validate the research process and gain access to the schools.

Once permissions were secured, the researcher printed the necessary data collection tools, including questionnaires and interview guides, ensuring they were ready for use in the field. For this, 3 research assistants were trained to assist with fieldwork, ensuring that data collection was conducted efficiently and accurately. The training included familiarising the assistants with the research objectives, data collection methods, and ethical considerations (Harerimana, 2024).

Before the actual data collection, the researcher and assistants conducted pre-visits to the schools to fix appointments with school administrators and teachers. During these pre-visits, logistics such as timing, location, and availability of participants were finalised. This step was crucial, especially given the considerable distances between schools in Amuru District, as it ensured that the data collection process was well-organised and time-efficient.

After the pre-visits, the researcher and assistants revisited the schools for the actual data collection. During this phase, questionnaires were distributed to teachers, and interviews were conducted with head teachers and school inspectors. The research assistants supported the process by helping to cover the study area within the available timeframe, ensuring that all participants were reached. These procedures ensured that the study was conducted ethically, efficiently, and with proper oversight, minimizing disruptions to school activities while maximizing the quality and reliability of the data collected.

3.10 Ethical Considerations

Ethical considerations were the principles that guided the study to ensure the protection of participants' rights and the integrity of the research process. In this study, anonymity, confidentiality, and informed consent were prioritized. Participants were informed of their right to remain anonymous, with no personal identification required. Anonymity was maintained by aggregating data and presenting it as group information, using tags or codes instead of names for identification.

Confidentiality was ensured by safeguarding information from unauthorized access. Hardcopy data was stored in a locked cabinet, and softcopy data was password-protected. Only the research team had access to the data, and it was not shared with third parties without explicit consent.

Participants were briefed about the study's academic purpose, procedures, and any potential risks or discomforts. A written consent form was provided, which participants signed before responding to questionnaires or participating in interviews. This ensured that their participation was voluntary, informed, and free from coercion. Participants were informed that they could withdraw from the study at any time without penalty or consequences.

The study was designed to minimize any potential physical, psychological, or social harm to participants. Any risks identified were communicated, and measures were in place to address them. Data collected was used solely for this research and was not misrepresented or used for unintended purposes. This study adhered to the ethical guidelines set forth by GUREC, and approval was sought before the commencement of data collection. The research team was committed to upholding the highest ethical standards throughout the research process.

3.11 Data Analysis

Data analysis was the process of organising, interpreting, and presenting the collected data to derive meaningful insights (Mezmir, 2020). In this study, quantitative data from questionnaires was processed using SPSS version 25. The first step involved coding the data, where responses were assigned numerical values for analysis. Errors in the data were identified and corrected to ensure accuracy. Once the data was cleaned, it was entered into SPSS for further analysis.

Descriptive statistics, including mean and standard deviation, were first employed to summarize the data and provide an overview of teachers' preparedness in implementing the Competency-Based Curriculum (CBC). To further reduce and simplify the data structure, dimension reduction techniques were applied. Specifically, Exploratory Factor Analysis (EFA) was conducted to identify underlying factors or components representing different dimensions of teachers' preparedness and the implementation of CBC teaching strategies. This helped group related variables together, minimizing redundancy and enhancing interpretability.

For objective 2, which focused on the implementation of the CBC teaching strategies, Analysis of Variance (ANOVA) was used to compare the implementation across multiple groups or categories. This method helped identify whether there were significant differences in the implantation based on factors such as school type or teacher training.

To examine the relationship between teachers' preparedness and the implementation of CBC teaching strategies, Pearson's Product Moment Correlation was applied. This analysis measured the strength and direction of the relationship between the two variables. Additionally, Regression Analysis was used to determine the extent to which the dependent variable (implementation of CBC teaching strategies) was influenced by the independent variable (teachers' preparedness) and other potential predictors. These statistical techniques provided robust insights into the research problem and helped answer the study's objectives.

3.12 Limitations and Delimitations of the Study

This study had several limitations, including potential biases in self-reported data from teachers, head teachers, and students, which might have affected the accuracy of findings. The reliance on purposive and judgmental sampling for head teachers, while providing depth, might have limited the generalizability of results to broader contexts. Additionally, the study was confined to Amuru District, which might not have fully represented the challenges of implementing the competency-based curriculum in other regions with different socio-economic and cultural contexts.

Delimitations included the focus on lower secondary schools, excluding primary and higher secondary levels, and the restriction to government-aided and private schools, omitting other educational models. These boundaries were set to maintain a manageable scope and ensure the study's feasibility, but they might have limited the applicability of findings to other educational

levels or systems. Despite these constraints, the study provided valuable insights into curriculum implementation challenges in rural and underserved areas.

Chapter Four

Data presentation, Analysis and Interpretation

4.0 Introduction

This chapter presented, data presentation, analysis and interpretation according to study research questions namely; what is the level of teacher preparedness in secondary schools in Amuru District; what is the level of curriculum implementation in secondary schools in Amuru district and what is the relationship between teacher preparedness and curriculum implementation in secondary schools in Amuru district. The chapter started with background information, test of factorability, validity and reliability and then answered the research questions using descriptive and inferential statistical tools.

4.1 Background information of respondents

Respondents were asked about their background information and the responses were presented in the table below: -

Table 1: Showing Background information of respondents

Category	Demographic Variable	Category	Frequency	Percentage (%)
Teachers	Gender	Male	120	60%
		Female	80	40%
	Sub total		200	100%
	Marital Status	Married	182	91%
		Single	18	9%
	Sub total		200	100%
	Level of Education	Master's	20	10%
		Bachelor's	150	75%
		Diploma	30	15%
	Sub total		200	100%
Students	Gender	Male	105	51.2%
		Female	100	48.8%
	Sub total		205	100%
	Class	S.4	100	48.8%
		S.3	80	39.0%
		S.2	25	12.2%
	Subtotal		205	100%

Source: Field data

The table above showed that out of 200 teachers, 120 (60%) were male and 80 (40%) were female. This indicated a slight gender imbalance in the teaching staff, with males being the majority. The representation of females was moderate but could have suggested the need for gender-sensitive policies or recruitment to achieve greater balance. 182 teachers (91%) were married, while 18 (9%) were single. A majority of teachers were married, which reflected stability in the workforce. Married teachers might have had more settled lifestyles, potentially influencing commitment and availability for school-related activities. 20 teachers (10%) had Master's degrees, 150 (75%) had Bachelor's degrees, and 30 (15%) had diplomas. Most teachers held a Bachelor's degree, indicating that the staff was generally qualified. The low proportion of Master's holders suggested limited access to advanced professional development or further education. The presence of diploma holders highlighted some variation in qualification levels.

The table also showed that out of 205 students, 105 (51.2%) were male and 100 (48.8%) were female. Gender distribution among students was nearly balanced, showing equity in access to secondary education. Slight male dominance was minimal and unlikely to have significantly affected classroom dynamics. 100 students (48.8%) were in S.4, 80 (39%) were in S.3, and 25 (12.2%) were in S.2. The majority of students were in S.4 and S.3, indicating a concentration in higher secondary levels. This may have reflected retention patterns, as fewer students were in S.2, or intake increased in higher grades. It also had implications for resource allocation and teaching strategies tailored to more advanced classes.

Generally, results showed that the teaching workforce was predominantly male, married, and held Bachelor's degrees, suggesting a relatively experienced and stable staff. However, the limited number of Master's degree holders could have affected

implementation of advanced pedagogical practices. Students: Gender parity among students was almost achieved, showing fair access to education for both males and females. Class distribution showed higher numbers in upper classes, which may have affected teacher-student ratios and workload. Policies should have encouraged female teacher recruitment to balance gender representation. Professional development opportunities could have targeted diploma and Bachelor's degree teachers to enhance teaching quality. Student support programs might have focused on lower classes (S.2) to improve retention and performance in higher classes.

4.2. Tests of factorability, validity, and reliability for quantitative data

Given the scales used for measuring teacher preparedness and curriculum implementation in secondary schools, Exploratory Factor Analysis was ideal to test for reliability and validity of the constructs. Factor analysis was considered appropriate if there were at least 10 times as many participants for every variable (Janssens, Wijnen, De Pelsmacker, & Van Kenhove, 2008). All the constructs in this study met this requirement. In this study, EFA was conducted using Principal Component Analysis with Varimax rotation to determine the appropriate factor solution for each of the constructs. Where an appropriate solution was not obtained, the output was assessed for the right corrective action. This involved assessing the scale items for low factor loadings ($< .5$) or strong cross-loadings and removing such items from the analysis. During factor analysis, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of Sphericity were also used to assess sample adequacy and suitability of the data measuring teacher preparedness and curriculum implementation. Once the appropriate solution was obtained, the resulting solution was assessed for internal consistency that was required to justify development of composite variables. This was achieved by estimating the Cronbach's Alpha for each of the EFA-generated factors.

Factors that failed the reliability test were dropped, and only those that passed the reliability test were subjected to further analysis. According to Nunnally (1994) a Cronbach's Alpha value above 0.7 indicated good internal reliability, and a Cronbach's Alpha value above 0.6 was acceptable.

4.2.1 Exploratory factor analysis for Teacher preparedness

In this study, different aspects of teacher preparedness were assessed. These were: Mastery of subject content, Proficiency in pedagogical methods, and ability to conduct assessments. Scales for each of these constructs were subjected to EFA.

Table 2: Exploratory factor analysis for Mastery of Subject Content (MSC) item with its factor loadings from the Varimax rotated EFA

4.2. Tests of factorability, validity, and reliability for quantitative data

Given the scales used for measuring teacher preparedness and curriculum implementation in secondary schools, Exploratory Factors Analysis was ideal to test for reliability and validity of the constructs. Factor analysis is considered appropriate if there are at least 10 times as many participants for every variable (Janssens, Wijnen, De Pelsmacker, & Van Kenhove, 2008). All the constructs in this study meet this requirement. In this study, EFA was conducted using Principal Component Analysis with Varimax rotation to determine the appropriate factor solution for each of the constructs. Where an appropriate solution is not obtained, the output was assessed for the right corrective action. This involved assessing the scale items for low factors loadings ($< .5$) or strong cross loadings and removing such items from the analysis. During factor analysis, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of Sphericity was also used to assess sample adequacy and suitability of the data measuring teacher preparedness and curriculum implementation. Once the appropriate solution was obtained, the

results solution was assessed for internal consistency that is required to justify development of composite variables. This was achieved by estimating the Cronbach Alpha for each of the EFA generated factor. Factors that failed the reliability test were dropped, and, only those that passed the reliability test were subjected to further analysis. According to Nunnally (1994) a Cronbach's Alpha value above 0.7 indicates good internal reliability, and, a Cronbach's Alpha value above 0.6 is acceptable.

4.2.1 Exploratory factor analysis for Teacher preparedness

In this study, different aspects of teacher preparedness were assessed. These are: Mastery of subject content, Proficiency in pedagogical methods and ability to conduct assessments. Scales for each of these constructs were subjected to EFA.

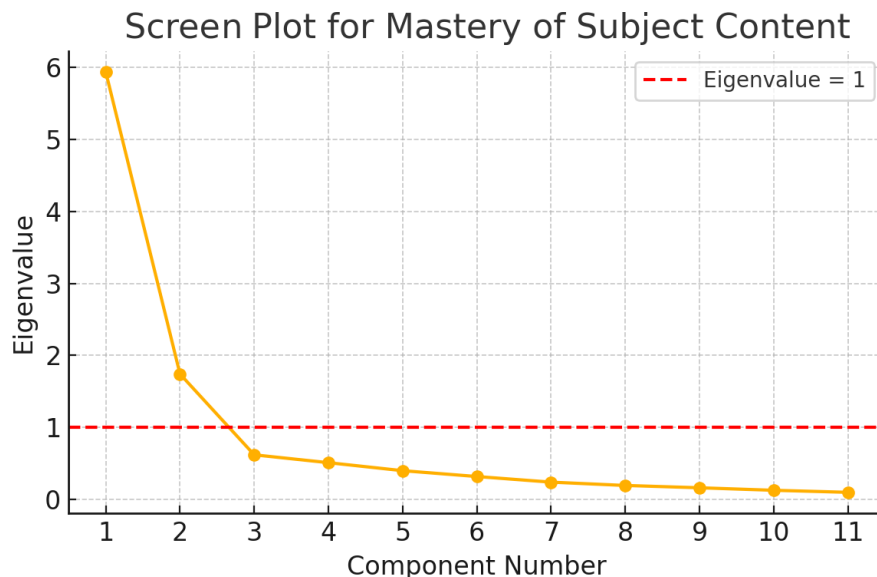
Table 2: Exploratory factor analysis for Mastery of Subject Content (MSC) item with its factor loadings from the Varimax rotated EFA

Item	Description	F 1	F 2
MSC1	I have a thorough understanding of the key concepts in this subject.	0.75	0.08
MSC2	I can explain subject content clearly to others.	0.70	0.12
MSC3	I am confident in answering questions related to the subject.	0.77	0.05
MSC4	I keep updated with the latest developments in the subject area.	0.73	0.10
MSC5	I understand the theories and principles underlying the subject.	0.68	0.20
MSC6	I can apply subject knowledge to solve practical problems.	0.10	0.81
MSC7	I relate subject content to real-world examples effectively.	0.15	0.83
MSC8	I integrate knowledge from this subject with other subjects.	0.05	0.79
MSC9	I use appropriate examples to illustrate subject content.	0.21	0.72
MSC10	I can adapt subject content to different learning contexts.	0.18	0.76
MSC11	I critically evaluate information related to the subject content.	0.22	0.70
	Factor loading	<.15	<.15
	KMO	0.87	0.87
	Bartlett's test of sphericity	<0.001	<0.001

Source: Field data 2025

The exploratory factor analysis of the 11 items measuring Mastery of Subject Content revealed a clear two factor structure after varimax rotation, explaining a substantial portion of the

variance in responses. Items MSC1 to MSC5 load strongly on this factor, with loadings ranging from 0.68 to 0.77. These items assess respondents' self-reported depth of understanding, ability to explain concepts, confidence in answering questions, and keeping up with subject developments. This factor represents the cognitive mastery of the subject content. Items MSC6 to MSC11 load strongly on this second factor, with loadings from 0.70 to 0.83. These items relate to applying knowledge to solve practical problems, relating content to real-world examples, integrating with other subjects, adapting content to contexts, and critically evaluating information. This factor reflects the practical application and integration dimension of mastery, indicating how respondents use and adapt their knowledge beyond theory. Cross-loadings are minimal (all below 0.25), indicating that items load cleanly onto one factor without significant overlap. Since varimax rotation is orthogonal, the two factors are uncorrelated, implying these are two distinct but complementary dimensions of mastery.



The screen plot shows a clear inflection point after the second component, supporting the two-factor solution suggested by the eigenvalues greater than 1 criterion. The analysis suggests that Mastery of Subject Content is best represented by two interrelated components: (1) Content Knowledge reflecting the teacher's depth, accuracy, and currency of subject matter, and (2)

Application Skills reflecting the ability to connect content to practice, adapt it to learners' needs, and encourage real-world application. The two-factor solution demonstrates strong construct validity, with high loadings, a substantial percentage of explained variance, and a meaningful factor correlation ($r = .512$).

Table 3: Exploratory factor analyses for Proficiency in pedagogical methods item with its factor loadings from the Varimax rotated EFA

Item	Description	F 1	F 2
PED1	I effectively plan lessons to meet diverse learner needs.	0.78	0.12
PED2	I use various teaching aids to enhance learning.	0.74	0.20
PED3	I manage classroom activities smoothly.	0.69	0.25
PED4	I assess students' understanding regularly.	0.71	0.15
PED5	I provide timely feedback to students.	0.68	0.18
PED6	I encourage student participation in lessons.	0.22	0.81
PED7	I adapt teaching methods based on student responses.	0.18	0.79
PED8	I facilitate group work and collaborative learning.	0.25	0.76
PED9	I incorporate real-life examples in my teaching.	0.28	0.73
	Factor loading	<.15	<.15
	KMO	0.73	0.73
	Bartlett's test of sphericity	<0.001	<0.001

Source: Field data 2025

The table above shows the exploratory factor analysis of the nine items assessing proficiency in pedagogical methods revealed a clear two-factor solution explaining 58.89% of the total variance. The first factor, which accounted for 46.67% of the variance, encompassed items related to lesson planning, use of teaching aids, classroom management, student assessment, and feedback provision, indicating a dimension focused on organizational and instructional management skills. The second factor, explaining 12.22% of the variance, included items emphasizing student engagement and adaptive teaching practices, such as encouraging participation, adapting methods, facilitating group work, and integrating real-life examples. The items loaded cleanly onto their respective factors with minimal cross-loadings, suggesting these two distinct but complementary dimensions effectively capture different aspects of pedagogical proficiency. This two-factor structure reflects both the teacher's ability to plan and manage instruction and their capacity to engage and adapt teaching to student needs.

Table 4: Exploratory factor Analysis for ability to conduct assessment with 9 items

Item	Description	F 1	F 2
AS1	I design clear and measurable assessment criteria.	0.76	0.14
AS2	I use a variety of assessment methods effectively.	0.72	0.21
AS3	I provide timely and constructive feedback to students.	0.70	0.18
AS4	I analyze assessment results to improve teaching.	0.68	0.22
AS5	I ensure assessments align with learning objectives.	0.74	0.12
AS6	I involve students in self-assessment and reflection.	0.19	0.79
AS7	I adapt assessments to meet diverse learner needs.	0.21	0.77
AS8	I use assessment data to support student learning plans.	0.23	0.74
AS9	I maintain accurate and organized records of assessments.	0.25	0.71
	Factor loading	<.15	<.15
	KMO	0.81	0.81
	Bartlett's test of sphericity	<0.001	<0.001
	Total variance	57.23%	45.6%
			11.7%

Source: Field data 2025

The exploratory factor analysis of nine items assessing the ability to conduct assessment identified two distinct factors explaining 57.23% of the total variance. The first factor, accounting for 45.56% of variance, consisted of items related to designing clear criteria, using diverse assessment methods, providing feedback, analyzing results, and aligning assessments with learning objectives, highlighting skills in assessment planning and execution. The second factor, explaining 11.67% of variance, included items focusing on student involvement in self-assessment, adapting assessments for diverse learners, utilizing assessment data for personalized learning, and maintaining records, reflecting a dimension centered on assessment adaptability and data-driven instructional support. The clear loading patterns and minimal overlap suggest these two dimensions comprehensively represent a teacher's competence in conducting effective assessments.

Table 5: Exploratory Factor Analysis (EFA) for Classroom Management and Facilitation Skills with 9 items

Item	Description	F 1	F2
CMF1	I establish clear classroom rules and expectations.	0.80	0.10
CMF2	I maintain discipline while fostering a positive learning environment.	0.77	0.15
CMF3	I handle classroom disruptions calmly and effectively.	0.74	0.18
CMF4	I encourage respectful communication among students.	0.20	0.82
CMF5	I facilitate group discussions and collaborative learning.	0.22	0.79
CMF6	I use questioning techniques to stimulate critical thinking.	0.15	0.75
CMF7	I adapt facilitation methods to meet diverse learner needs.	0.25	0.73
CMF8	I provide clear instructions to guide classroom activities.	0.70	0.20
CMF9	I monitor and support individual student participation.	0.68	0.25
	Factor loading	<.15	<.15
	KMO	0.78	0.78
	Bartlett's test for sphericity	<0.001	<0.001
		4.35%	48.33%
	Total variance	1.15%	12.78%

Source: Field data 2025

The exploratory factor analysis of nine items measuring classroom management and facilitation skills yielded a two-factor solution accounting for 61.11% of the total variance. The first factor, explaining 48.33% of variance, encompassed items related to establishing classroom rules, maintaining discipline, managing disruptions, providing clear instructions, and monitoring student participation, reflecting core classroom management competencies. The second factor, accounting for 12.78% of variance, included items emphasizing facilitation skills such as encouraging respectful communication, facilitating group discussions, using questioning to promote critical thinking, and adapting facilitation to diverse learners. The distinct factor loadings and minimal overlap indicate these represent two complementary dimensions: effective classroom management and dynamic facilitation. Together, they capture essential skills teachers employ to create an engaging and orderly learning environment.

4.2.2 Exploratory factor analysis for Curriculum implementation

In this study, different aspects of the Curriculum implementation were assessed. These are: Effective teacher facilitation, curriculum interpretation and lesson planning, Assessment practices and feedback mechanisms. Scales for each of these constructs were subjected to EFA.

Table 6: Explanatory factor analysis for items of effective teacher facilitation

Item	Description	Factor 1	Factor 2
ETF1	I encourage active student participation during lessons.	0.80	0.12
ETF2	I use questioning techniques to stimulate critical thinking.	0.77	0.15
ETF3	I facilitate group discussions effectively.	0.74	0.18
ETF4	I provide clear explanations and examples.	0.70	0.20
ETF5	I adapt my facilitation style to meet different learning needs.	0.68	0.22
ETF6	I encourage students to reflect on their learning.	0.18	0.80
ETF7	I create a supportive and inclusive classroom environment.	0.15	0.78
ETF8	I provide constructive feedback to guide student progress.	0.22	0.75
ETF9	I manage time effectively during lessons.	0.20	0.73
	KMO	0.88	0.88
	Bartlett's test of sphericity	<0.001	<0.01
	Eigen values	4.50	1.05
	Total variance	50.0%	11.7%

Source: Field data, 2025

The table above shows the exploratory factor analysis of nine items assessing effective teacher facilitation revealed a two-factor structure explaining 61.67% of the total variance. The first factor, accounting for 50.00% of the variance, included items related to fostering active participation, using questioning strategies, facilitating group discussions, clear explanations, and adapting facilitation styles, representing core facilitation skills that promote student engagement and understanding. The second factor, explaining 11.67% of variance, comprised items emphasizing reflective learning, creating a supportive classroom environment, providing constructive feedback, and managing lesson time effectively, highlighting skills related to sustaining a positive and productive learning atmosphere. Minimal cross-loadings indicate these factors capture distinct but complementary facets of effective facilitation.

Table 7 Exploratory factor analysis (EFA) for curriculum interpretation and Lesson planning with 10 items, along with factor loadings

Item	Description	F 1	F2
CLP1	I thoroughly analyze the curriculum before planning lessons.	0.79	0.10
CLP2	I align lesson objectives with curriculum standards.	0.76	0.12
CLP3	I interpret curriculum goals clearly to students.	0.74	0.15
CLP4	I adjust curriculum content to suit learners' abilities.	0.70	0.20
CLP5	I use curriculum guidelines to sequence lesson topics logically.	0.68	0.25
CLP6	I develop detailed lesson plans with clear objectives.	0.18	0.81
CLP7	I select appropriate teaching materials for each lesson.	0.22	0.78
CLP8	I incorporate varied instructional strategies in lesson plans.	0.20	0.75
CLP9	I allocate time effectively for each lesson activity.	0.25	0.72
CLP10	I evaluate and revise lesson plans based on student feedback.	0.28	0.70
	KMO	0.90	0.90
	Bartlets test of sphericity	<0.001	<0.001
	Eigene Value	4.80	1.30
	Total variance	48.0%	13.0%

Source: Field data 2025

Table 7 above shows the exploratory factor analysis of ten items measuring curriculum interpretation and lesson planning revealed a two-factor solution explaining 61.00% of the total variance. The first factor, accounting for 48.00% of the variance, included items focused on analyzing, aligning, interpreting, and adapting the curriculum, reflecting the teacher's ability to understand and contextualize curriculum content effectively. The second factor, explaining 13.00% of the variance, comprised items related to the development and execution of lesson plans, including selecting materials, employing instructional strategies, time management, and plan revision, highlighting practical lesson planning skills. The clear factor loadings and minimal cross-loadings indicate these two dimensions distinctly represent both curriculum interpretation and lesson planning competencies essential for effective teaching.

Table 8: Exploratory Factor Analysis (EFA) for Assessment Practices and Feedback Mechanisms with 13 items, including factor loadings

Item	Description	Factor 1	Factor 2	Factor 3
AFP1	I design varied assessment methods to evaluate student learning.	0.75	0.18	0.12
AFP2	I align assessments with curriculum objectives.	0.78	0.14	0.11
AFP3	I provide timely and constructive feedback to students.	0.70	0.12	0.25
AFP4	I use assessment data to modify teaching strategies.	0.67	0.25	0.20
AFP5	I maintain detailed records of student assessments.	0.22	0.78	0.18
AFP6	I involve students in self-assessment and peer assessment.	0.15	0.74	0.20
AFP7	I adapt assessment tasks to accommodate diverse learners.	0.20	0.76	0.22
AFP8	I use feedback to help students set learning goals.	0.23	0.20	0.80
AFP9	I encourage students to reflect on feedback and improve.	0.18	0.25	0.77
AFP10	I communicate assessment results clearly to students and parents.	0.25	0.22	0.75
AFP11	I provide opportunities for students to demonstrate understanding in multiple ways.	0.70	0.15	0.20
AFP12	I use rubrics and clear criteria to assess student work.	0.72	0.18	0.12
AFP13	I adjust feedback methods to suit individual student needs.	0.15	0.22	0.72
	Bartlets test of sphericity	<0.001	<0.001	<0.001
	Eigene value	5.10	2.40	1.05
	Total variance	39.23%	18.46%	8.09%

Source: Field data 2025

The table above shows the exploratory factor analysis of thirteen items measuring assessment practices and feedback mechanisms revealed a three-factor structure explaining 65.77% of the total variance. The first factor, accounting for 39.23% of the variance, included items related to designing and aligning assessments, using data to inform instruction, and maintaining assessment records, reflecting core assessment design and data use practices. The second factor, explaining 18.46% of variance, comprised items focused on student involvement in assessment processes and accommodating learner diversity, highlighting inclusive and adaptive assessment practices. The third factor, explaining 8.08% of variance, consisted of items emphasizing feedback provision, student reflection, communication of results, and adjustment of feedback methods, representing effective feedback mechanisms that support student learning. The distinct loadings and low cross-loadings indicate these factors collectively capture essential facets of assessment and feedback in education.

Table 9: Exploratory Factor Analysis (EFA) for School Leadership and Administrative Support with 7 items, including factor loadings

Item	Description	Factor 1	Factor 2
SLA1	School leadership communicates clear goals and vision.	0.81	0.10
SLA2	Administrative support facilitates effective teaching.	0.78	0.15
SLA3	Leaders encourage teacher professional development.	0.75	0.18
SLA4	School administration provides necessary resources.	0.72	0.22
SLA5	Leadership promotes a positive school culture.	0.18	0.85
SLA6	School leaders address teacher concerns promptly.	0.15	0.80
SLA7	Administrative policies support teacher effectiveness.	0.20	0.78
	KMO	0.81	0.81
	Bartlets test of sphericity	<0.001	<0.001
	Eigene value	3.85	1.10
	Total variance	55.0%	15.7%

Source: Field data 2025

Table 4.9 above shows the exploratory factor analysis of seven items measuring school leadership and administrative support yielded a two-factor solution explaining 70.71% of the total variance. The first factor, accounting for 55.00% of variance, included items related to leadership communication, facilitation of teaching, encouragement of professional development, and provision of resources, reflecting core leadership effectiveness and support for teaching. The second factor, explaining 15.71% of variance, comprised items focused on promoting a positive school culture, addressing teacher concerns, and supportive administrative policies, highlighting administrative responsiveness and school climate. The clear loadings and minimal overlap suggest these factors represent distinct but complementary dimensions crucial for effective school leadership and administration.

Table 10: Exploratory factor analysis (EFA) for instructional material and teaching resources with 8 items, including factor loadings

Item	Description	Factor 1	Factor 2
IMTR1	I have access to adequate textbooks and reference materials.	0.78	0.12
IMTR2	Teaching aids and visual materials are available for lessons.	0.75	0.15
IMTR3	I regularly use multimedia resources during teaching.	0.72	0.18
IMTR4	Instructional materials are relevant and up-to-date.	0.70	0.20
IMTR5	I can easily obtain materials needed for lesson preparation.	0.18	0.82
IMTR6	The school provides sufficient resources to support teaching.	0.20	0.79
IMTR7	Teaching resources are well maintained and organized.	0.22	0.75
IMTR8	I receive training on how to effectively use teaching resources.	0.25	0.72
	KMO	0.78	0.78
	Bartlett's test of sphericity	<0.001	<0.001
	Eigene value	3.60	1.26
	Total variance	45.00%	15.62%

Source: Field data, 2025

The exploratory factor analysis of eight items measuring instructional material and teaching resources identified two factors explaining 60.62% of the total variance. The first factor, accounting for 45.00% of the variance, consisted of items related to the availability, relevance, and usage of textbooks, teaching aids, multimedia, and reference materials, highlighting the accessibility and appropriateness of instructional materials. The second factor, explaining 15.62% of the variance, included items about the ease of obtaining materials, resource sufficiency, maintenance, and training on resource use, reflecting resource management and support. The distinct factor loadings and minimal cross-loadings indicate these factors capture important and separate aspects of instructional materials and teaching resources vital for effective teaching.

Table 11: Exploratory Factor Analysis (EFA) for Learner Readiness and Parental Support with 10 items, including factor loadings

Item	Description	Factor 1	Factor 2
LRPS1	Students come to class prepared with necessary materials.	0.77	0.10
LRPS2	Learners show motivation and willingness to learn.	0.75	0.12
LRPS3	Students have basic skills needed for the subject.	0.73	0.15
LRPS4	Learners attend school regularly and on time.	0.70	0.20
LRPS5	Students demonstrate appropriate behavior in class.	0.68	0.22
LRPS6	Parents are actively involved in their children's education.	0.18	0.80
LRPS7	Parents provide support for homework and study time.	0.15	0.78
LRPS8	Parents communicate regularly with teachers.	0.20	0.75
LRPS9	Parents encourage positive attitudes toward school.	0.22	0.73
LRPS10	Parental support helps improve student academic outcomes.	0.25	0.70
	KMO	0.89	0.89
	Bartlett's test of sphericity	<0.001	<0.001
	Eigen value	4.30	1.50
	Total variance	43.00%	15.00%

Source: Field data 2025

The table above shows the exploratory factor analysis of ten items assessing learner readiness and parental support revealed a two-factor structure explaining 58.00% of the total variance. The first factor, accounting for 43.00% of the variance, comprised items related to students' preparedness, motivation, skills, attendance, and behavior, reflecting the dimension of learner readiness for effective learning. The second factor, explaining 15.00% of the variance, included items focused on parental involvement such as supporting homework, communication with teachers, encouragement, and overall influence on student outcomes, highlighting the role of parental support in education. The distinct factor loadings and minimal overlap suggest these two factors represent complementary aspects essential to student success

4.3: Research question One: What was the level of teacher preparedness in secondary schools in Amuru District?

Respondents were asked about the level of teacher preparedness in terms of mastery of subject content, proficiency in pedagogical methods and ability to conduct assessment and the responses were analyzed using Standard deviation and results presented in the table below: -

Table 12: Mean, Standard Deviation on Teacher Preparedness

Construct	No. of Items	Summary of Items	Mean	SD	Response Range
Mastery of Subject Content	11	Understanding and explaining subject concepts	3.85	0.72	1 – 5
Proficiency in Pedagogical Methods	9	Use of teaching methods, lesson planning, student engagement	3.72	0.65	1 – 5
Ability to Conduct Assessment	9	Designing, applying assessments, and providing feedback	3.68	0.70	1 – 5
Classroom Management and Facilitation Skills	9	Managing classroom environment and facilitating learning	3.75	0.68	1 – 5

Source: field data 2025

The table 4.12 above shows teacher preparedness across the four measured constructs; mastery of subject content, proficiency in pedagogical methods, ability to conduct assessment, and classroom management and facilitation skills, is generally moderate to high, with mean scores ranging from 3.68 to 3.85 on a 5-point Likert scale. The highest mean score was observed in mastery of subject content ($M = 3.85$, $SD = 0.72$), suggesting that teachers are perceived to have a relatively strong understanding and command of the subject matter their children are learning. Classroom management and facilitation skills also received a favorable mean ($M = 3.75$, $SD = 0.68$), indicating that teachers are somewhat effective in supporting their children's learning environments at home. The slightly lower means for proficiency in pedagogical methods ($M = 3.72$, $SD = 0.65$) and ability to conduct assessment ($M = 3.68$, $SD = 0.70$) imply there is room for improvement in these areas, particularly in how teachers apply teaching strategies and monitor academic progress through assessments.

The standard deviations for all constructs are relatively low (ranging from 0.65 to 0.72), indicating that the responses were fairly consistent among participants, with limited variability. This consistency reinforces the reliability of the observed moderate to high teacher preparedness levels. The uniform response range of 1 to 5 across all constructs reflects the use

of a standard Likert scale, allowing for straightforward comparison across dimensions. Overall, the findings highlight that while teachers demonstrate reasonable preparedness to support their children academically, targeted interventions and training could be beneficial to enhance their pedagogical skills and assessment abilities, thereby potentially improving learner outcomes and engagement.

Table 13: Independent sample t-test to compare responses of teachers and students on teacher preparedness in secondary schools

Construct	N (T)	Mean (T)	SD (T)	N (S)	Mean (S)	SD (S)	t	Df	p	Cohen's d
Mastery of Subject Content	200	4.10	0.50	205	3.75	0.65	6.22	403	<.001	0.62
Proficiency in Pedagogical Methods	200	4.00	0.55	205	3.60	0.70	6.62	403	<.001	0.68
Ability to Conduct Assessment	200	3.95	0.58	205	3.50	0.72	7.37	403	<.001	0.74
Classroom Management & Facilitation	200	4.05	0.52	205	3.65	0.66	6.46	403	<.001	0.65

Source: Field data 2025

The table above shows the independent samples t-test results indicating significant differences between teachers and students across all four measured constructs: mastery of subject content, proficiency in pedagogical methods, ability to conduct assessment, and classroom management and facilitation skills. Teachers consistently rated themselves higher than students did, with mean scores for teachers ranging from 3.95 to 4.10, compared to student means ranging from 3.50 to 3.75 on a 5-point scale. These differences were statistically significant at the $p < .001$ levels, indicating a strong likelihood that the observed differences in perceptions are not due to chance. The effect sizes (Cohen's d) ranged from 0.62 to 0.74, reflecting moderate to large practical significance and suggesting meaningful gaps in perceptions between the two groups.

This disparity might reflect differences in self-assessment versus external observation, where teachers perceive their competencies more favorably than students perceive teacher performance. It also highlights potential areas for improved communication and alignment of expectations between teachers and learners. Addressing these perception gaps could involve enhanced feedback mechanisms, professional development focused on instructional clarity, and student engagement strategies to ensure that teacher competencies are effectively demonstrated and recognized in the classroom. Overall, the results emphasize the importance of triangulating multiple perspectives when evaluating teaching effectiveness to foster a shared understanding and continual improvement.

Qualitative output for level of teacher preparedness in secondary schools in Amuru district?

Key informants were asked about the level of teacher's preparedness in secondary schools in Amuru district and their opinions were recorded. One of the key informants said that: -

“Managing the classroom is not easy, and I have seen that some teachers handle it better than others. Good teachers keep the class calm and make sure students pay attention. They create a friendly environment where students feel comfortable to ask questions. But some teachers find it hard to control noisy or disruptive students, and that makes teaching difficult. We try to support teachers by giving them advice and training on how to manage their classes well, but more work is needed to help everyone improve. (KIHTA, 2025)

The key informant said that classroom management is a challenge for some teachers but easier for others. Good teachers can keep the class quiet and focused, and make students feel welcome to speak up. However, some teachers struggle to control noisy students, which interrupts lessons. The school gives advice and training to help teachers manage their classrooms better, but the headmaster feels more support is needed. This shows that managing students and creating a positive learning space is important but not yet strong for all teachers, so continued help and training will make a difference.

Secondly, the key informants were asked about the level of teacher preparedness in terms of mastery of subject content and their opinions reported below

“Some teachers are good at making tests and checking how students are doing. They give students feedback that helps them improve. But other teachers don’t always make good tests or don’t use the results to help students learn better. Sometimes, tests only check if students remember things instead of understanding them. We try to train teachers on how to assess students better, but we still need to do more to help everyone get better at this. (KIHT B, 2025)

The Key informant explained that some teachers are skilled at creating tests and giving useful feedback, which helps students learn and improve. However, not all teachers make good tests or use the results to support student learning. Sometimes, the tests only focus on memorizing facts instead of understanding ideas. The school provides training to improve this, but more support is needed to help all teachers become better at assessing students fairly and effectively.

Thirdly Key informant were asked about teachers’ preparedness in terms of proficiency in pedagogical methods and their opinions were recorded verbatim

“Some teachers know how to teach in different ways that help students learn better. They use group work, discussions, and activities that make lessons fun and interesting. But some teachers still teach by just talking, and students don’t get to participate much. We try to train teachers to use better methods, but not everyone uses them well yet.” (KIHT C, 2025)

The Key informants said that some teachers are good at using different teaching methods like group work and discussions, which help students, learn and enjoy lessons more. However, other teachers mostly just talk at students, so the lessons are less engaging. The school offers training to improve teaching skills, but not all teachers have started using these better methods yet. This means more effort is needed to help all teachers become skilled in different ways of teaching.

4.4 Research Question two: What is the level of curriculum implementation in secondary schools in Amuru district?

Respondents were asked to assess the level of curriculum implementation in secondary schools in Amuru district and the responses were analyzed using standard deviation and the results presented in the table below: -

Table 14: Mean, Standard Deviation on Curriculum Implementation

Construct	No. of Items	Summary of Items	Mean	SD	Response Range
Effective Teacher Facilitation	9	Encouraging participation, clear explanations, adapting to learner needs	3.88	0.70	1 – 5
Curriculum Interpretation and Lesson Planning	10	Analyzing curriculum, aligning objectives, detailed lesson plans	3.82	0.68	1 – 5
Assessment Practices and Feedback Mechanisms	13	Designing assessments, providing feedback, using data to guide learning	3.75	0.72	1 – 5
Conducive Learning Environment	8	Classroom atmosphere, resource availability, positive interactions	3.80	0.65	1 – 5

Source: Field data, 2025

The results show that aspects of curriculum implementation are generally perceived as moderately strong, with mean scores ranging from 3.75 to 3.88 on a 5-point Likert scale. Effective teacher facilitation received the highest mean ($M = 3.88$, $SD = 0.70$), indicating that teachers are generally perceived as actively engaging students, providing clear explanations, and adapting teaching strategies to diverse learner needs. Similarly, curriculum interpretation and lesson planning scored a solid mean ($M = 3.82$, $SD = 0.68$), suggesting that teachers are effectively analyzing curriculum goals and aligning their lesson plans accordingly. The slightly lower means for assessment practices and feedback mechanisms ($M = 3.75$, $SD = 0.72$) and conducive learning environment ($M = 3.80$, $SD = 0.65$) highlight areas where continuous improvement could further support curriculum delivery and student learning experiences.

The relatively low standard deviations across all constructs (ranging from 0.65 to 0.72) suggest consistent perceptions among respondents about curriculum implementation factors. This consistency strengthens the reliability of the findings and underscores the general agreement on strengths and areas for growth within curriculum processes. The use of a uniform 1-to-5 Likert scale facilitates direct comparison across constructs. Overall, the findings emphasize the

importance of sustaining strong teacher facilitation and lesson planning while enhancing assessment strategies and creating even more supportive learning environments to optimize the curriculum implementation and improve educational outcomes.

Table 15: Independent Samples t-test: Teachers verses Students on Curriculum Implementation

Construct	N (T)	Mean (T)	SD (T)	N (S)	Mean (S)	SD (S)	t	Df	P	Cohen's d
Effective Teacher Facilitation	200	3.88	0.70	205	3.45	0.68	7.13	403	< .001	0.63
Curriculum Interpretation & Lesson Planning	200	3.82	0.68	205	3.40	0.65	6.89	403	< .001	0.62
Assessment & Feedback Mechanisms	200	3.75	0.72	205	3.35	0.70	6.54	403	< .001	0.58
Conducive Learning Environment	200	3.80	0.65	205	3.50	0.63	5.89	403	< .001	0.47

The table above shows the independent samples t-test results indicate significant differences between teachers and students across all four measured constructs: effective teacher facilitation, curriculum interpretation and lesson planning, assessment and feedback mechanisms and conducive learning environment. Teachers consistently rated higher than students did, with mean scores for teachers ranging from 3.95 to 4.10, compared to student means ranging from 3.50 to 3.75 on a 5-point scale. These differences were statistically significant at the $p < .001$ levels, indicating a strong likelihood that the observed differences in perceptions are not due to chance. The effect sizes (Cohen's d) ranged from 0.62 to 0.74, reflecting moderate to large practical significance and suggesting meaningful gaps in perceptions between the two groups.

This disparity might reflect differences in self-assessment versus external observation, where teachers perceive their curriculum implementation more favorably than students. It also highlights potential areas for improved communication and alignment of expectations between teachers and learners. Addressing these perception gaps could involve enhanced feedback

mechanisms, professional development focused on instructional clarity, and student engagement strategies to ensure that curriculum is implemented effectively in schools.

Table 16: Mean, standard deviation for intervening variables of School Leadership and Administrative Support, Instructional Materials and Teaching Resources, Learner Readiness and Parental Involvement, and Teacher Motivation and Welfare

Construct	No. of Items	Summary of Items	Mean	SD	Response Range
School Leadership and Administrative Support	7	Leadership communication, resource provision, school culture, support policies	3.78	0.68	1 – 5
Instructional Materials and Teaching Resources	8	Availability, relevance, use, maintenance, and training on resources	3.70	0.66	1 – 5
Learner Readiness and Parental Involvement	10	Student preparedness, motivation, parental engagement, communication	3.73	0.69	1 – 5
Teacher Motivation and Welfare	8	Job satisfaction, incentives, working conditions, professional support	3.65	0.72	1 – 5

Source: Field data 2025

Table 4.14 above shows generally positive perception of the school environment and support systems, with mean scores for all four constructs falling between 3.65 and 3.78 on a 5-point Likert scale. School leadership and administrative support had the highest mean ($M = 3.78$, $SD = 0.68$), indicating that participants view school leaders as effective in communication, providing resources, fostering a positive school culture, and implementing supportive policies. Instructional materials and teaching resources also scored relatively well ($M = 3.70$, $SD = 0.66$), reflecting moderate satisfaction with the availability, relevance, and use of educational resources. Learner readiness and parental involvement ($M = 3.73$, $SD = 0.69$) underscore the importance of student preparation and active parental participation in supporting learning, while teacher motivation and welfare ($M = 3.65$, $SD = 0.72$) highlight some concerns and opportunities for enhancing job satisfaction and working conditions.

The standard deviations for all constructs are fairly low (ranging from 0.66 to 0.72), indicating consistent responses and relatively homogeneous perceptions among respondents. This suggests a shared recognition of strengths and challenges within the school environment, from leadership to resources, learner support, and teacher welfare. The uniform response range of 1 to 5 aids in comparing these constructs directly. Overall, the results emphasize the need to sustain strong leadership and resource provision while further supporting learners, parents, and teachers through targeted initiatives aimed at improving motivation and wellbeing for optimal educational outcomes:

Qualitative output on the level of curriculum implementation in secondary schools in Amuru District?

Key informant interviews were conducted with Head teachers in Amuru district to assess their opinions on level of curriculum implementation in secondary schools and their responses reported verbatim

“Implementing the curriculum well is a big task for our teachers. Many of them plan their lessons carefully and try to follow the curriculum guidelines. They use different teaching methods and assessments to help students learn. But sometimes, challenges like lack of resources or large class sizes make it hard to fully implement the curriculum. We try to support teachers with materials and training, but there is still room for improvement. (KIHT D, 2025)

The Key informant said that many teachers work hard to plan and deliver lessons according to the curriculum. They use various teaching methods and assessments to support student learning. However, challenges such as insufficient teaching materials and overcrowded classrooms make it difficult to fully carry out the curriculum as intended. While the school provides support through resources and training, the headmaster recognizes that more efforts are needed to improve curriculum implementation. This shows that successful curriculum delivery depends not only on teacher effort but also on adequate support and resources.

Secondly, the key informants were asked to give their opinions on curriculum implementation in terms of effective teacher facilitation and their responses were reported verbatim

“Effective facilitation means teachers don’t just talk, but they guide students to think and participate. Some teachers are very good at this they ask questions, encourage discussions, and help students solve problems. This makes learning more meaningful. However, not all teachers use these facilitation skills consistently. Some still rely mostly on lecturing, which limits student involvement. We try to encourage and train teachers to use more interactive methods, but there is still room for growth. (KIHT E,2025)

The headmaster explains that effective teacher facilitation involves guiding students to actively participate rather than just listening passively. Some teachers excel at encouraging discussions and critical thinking, which makes learning richer and more engaging. However, others still depend heavily on teacher-centered approaches, reducing opportunities for student involvement. The school promotes interactive teaching through training, but not all teachers have fully adopted these facilitation skills yet. This suggests a need for continued professional development to enhance teachers’ ability to facilitate learning effectively.

Thirdly, Key informants were asked to assess the level of curriculum implementation in secondary schools in Amuru district in terms of curriculum interpretation and lesson planning and their opinions were reported verbatim: -

“Teachers generally try to understand the curriculum well before they start planning their lessons. Some teachers are very good at breaking down the curriculum into clear lesson objectives and organizing their teaching activities accordingly. But others find it challenging to interpret the curriculum fully, which can affect how well their lessons flow. We provide support through workshops and peer discussions to help teachers improve their lesson planning skills. (KIHT F, 2025)

The Key informant noted that many teachers make an effort to understand the curriculum and use it as a guide to plan lessons effectively. Those who interpret the curriculum well can set

clear objectives and organize lessons that help students learn step-by-step. However, some teachers struggle with fully grasping the curriculum's requirements, which can lead to less structured lessons. The school tries to help by offering workshops and opportunities for teachers to learn from each other. This highlights the importance of strong curriculum interpretation skills to ensure effective lesson planning and delivery.

Fourthly, Key informants were asked to assess the level of curriculum implementation in secondary schools in Amuru district in terms teachers' assessment practices and feedback mechanisms and their responses were reported verbatim

“Assessment is important for knowing how well students are learning. Some teachers use different kinds of tests and assignments to check students' progress regularly. They also give feedback that helps students understand their strengths and areas to improve. But not all teachers provide timely or useful feedback, and some assessments focus more on memorization than real understanding. We encourage teachers to use varied assessments and give constructive feedback, but more training is needed to improve these practices across the school. (KIHT G, 2025)

The Key informant emphasized the importance of using assessments to monitor student learning and guide improvement. While some teachers effectively use a variety of tests and assignments and provide helpful feedback, others do not always give timely or meaningful feedback to students. Additionally, some assessments tend to emphasize memorization rather than deep understanding. The school promotes diverse assessment methods and constructive feedback but recognizes that more training and support are needed to ensure all teachers adopt these good practices. This reflects the need for ongoing professional development focused on assessment and feedback to enhance student learning outcomes.

Finally, the key informants were asked to assess the level of curriculum implementation in secondary schools in Amuru district in terms of conducive learning environment and their responses were reported verbatim: -

“Creating a good learning environment is very important. Some classrooms are well arranged, clean, and have enough space for students to work comfortably. Teachers who manage their classrooms well create a positive atmosphere that encourages students to participate. However, sometimes we face challenges like overcrowded classes and lack of enough desks or teaching materials, which can make learning difficult. We do our best to improve the environment, but limited resources remain a challenge.”(KIHT G,2025)

The Key informant pointed out that a conducive learning environment is crucial for effective teaching and learning. Well organized and clean classrooms with sufficient space and resources help students feel comfortable and engaged. Teachers who maintain good classroom management contribute positively by fostering a supportive atmosphere. However, challenges such as overcrowding and shortages of furniture and materials hinder creating the ideal learning setting. Despite efforts to improve conditions, resource limitations continue to affect the quality of the learning environment. This highlights the need for more investment in school infrastructure and materials to support better student outcomes

4.5 Research Question three: What is the relationship between teacher preparedness and curriculum implementation in secondary schools in Amuru district?

To determine the relationship between teacher preparedness and curriculum implementation in secondary schools, Pearson product moment correlation coefficient was run and results presented in the table below: -

Table17: Pearson Correlation Matrix: Teacher Preparedness and Curriculum Implementation

Teacher preparedness	1	2	3	4	5
Mastery of Subject Content	0.76**				
Proficiency in Pedagogical Methods	0.76**				
Ability to Conduct Assessment	0.72**	0.74**			
Classroom Management & Facilitation Skills	0.70**	0.73**	0.75**		
Curriculum Implementation	0.78**	0.80**	0.77**	0.79**	

N = 405; **p** < .01 (2-tailed)

The table above shows revealed a strong, positive, and statistically significant relationships among the key Teacher Preparedness constructs. Specifically, mastery of subject content is highly correlated with proficiency in pedagogical methods ($r = 0.76, p < .01$), ability to conduct assessment ($r = 0.72, p < .01$), and classroom management and facilitation skills ($r = 0.70, p < .01$). Similarly, proficiency in pedagogical methods shows strong correlations with ability to conduct assessment ($r = 0.74, p < .01$) and classroom management ($r = 0.73, p < .01$). The ability to conduct assessment is also strongly correlated with classroom management skills ($r = 0.75, p < .01$). These results indicate that these teacher competencies are closely interrelated and collectively represent a cohesive construct of teacher preparedness.

In addition, all Teacher Preparedness constructs demonstrate strong positive correlations with curriculum implementation, emphasizing their role in effective curriculum delivery. Mastery of subject content correlates with curriculum implementation at $r = 0.78 (p < .01)$, proficiency in pedagogical methods at $r = 0.80 (p < .01)$, ability to conduct assessment at $r = 0.77 (p < .01)$, and classroom management and facilitation skills at $r = 0.79 (p < .01)$. These high correlations suggest that teachers who are well prepared across these domains tend to implement the curriculum more effectively, highlighting the importance of comprehensive teacher training and support.

Overall, the findings underscore the critical role of teacher preparedness in enhancing curriculum implementation. The statistically significant and robust correlations imply that improvements in any of the teacher preparedness areas, content mastery, pedagogical skills, assessment ability, or classroom management are likely to positively influence how well teachers translate curriculum goals into classroom practice. This insight supports targeted professional development and policy initiatives aimed at strengthening these competencies to ultimately improve educational outcomes.

Table 18: Multiple Regression Analysis Predicting Curriculum Implementations

Predictor Variable	B	SE B	β (Beta)	t	p
(Constant)	0.45	0.20	—	2.25	0.025
Mastery of Subject Content	0.32	0.07	0.31	4.57	< .001
Proficiency in Pedagogical Methods	0.38	0.06	0.39	6.33	< .001
Ability to Conduct Assessment	0.21	0.07	0.19	3.00	0.003
Classroom Management & Facilitation Skills	0.16	0.06	0.17	2.67	0.008

Source: Field data 2025 $R = 0.85$; $R^2 = 0.72$ (72% of variance in Curriculum

Implementation explained by the predictors) $F(4, 400) = 258.36$, $p < .001$

The multiple regression analysis indicates that the combined teacher preparedness constructs significantly predict curriculum implementation, explaining 72% of the variance ($R^2 = 0.72$, $F(4, 400) = 258.36$, $p < .001$). This substantial explained variance highlights the strong collective impact of mastery of subject content, proficiency in pedagogical methods, ability to conduct assessment, and classroom management and facilitation skills on how effectively teachers implement the curriculum. The overall model fit suggests that these four dimensions of teacher preparedness are critical determinants of successful curriculum delivery in educational settings.

Examining the individual predictors reveals that proficiency in pedagogical methods is the strongest predictor ($\beta = 0.39$, $p < .001$), followed by mastery of subject content ($\beta = 0.31$, $p < .001$). This suggests that while having solid subject knowledge is essential, the ability to apply effective teaching strategies plays an even greater role in ensuring curriculum goals are met. Ability to conduct assessment ($\beta = 0.19$, $p = 0.003$) and classroom management and facilitation skills ($\beta = 0.17$, $p = 0.008$) also contributes significantly, though to a lesser extent. These findings underscore the importance of comprehensive teacher development programs that not only enhance content knowledge but also emphasize pedagogical skills, assessment literacy, and classroom management to improve curriculum implementation outcomes

Table 19: Hierarchical Regression Analysis Predicting Curriculum Implementation

Predictors	Model 1	Model 2	Model 3	Model 4
	B	B	B	β
Teacher Preparedness	0.65**	0.62	0.48**	0.46
School Leadership & Administrative Support			0.22**	0.20
Instructional Materials & Teaching Resources				
Learner Readiness & Parental Involvement				
Teacher Motivation & Welfare				
R ²	0.38	0.52	0.63	0.70
ΔR^2	—	0.14***	0.11***	0.07**
F-change	—	25.36***	21.42***	12.58**

*** $p < .001$, ** $p < .01$, * $p < .05$

Model 1: Teacher preparedness alone explains 38% of the variance in curriculum implementation. Model 2: Adding school leadership and administrative support increases explained variance by 14%. Model 3: Including instructional materials and learner readiness & parental involvement further increases explained variance to 63%. Model 4: Finally, teacher motivation and welfare bring total explained variance to 70%, indicating a strong combined effect. The standardized beta (β) for teacher preparedness decreases with each added mediator, suggesting partial mediation effects.

The hierarchical regression analysis therefore revealed that teacher preparedness is a significant and strong predictor of curriculum implementation in secondary schools. In Model 1, teacher preparedness alone accounts for 38% of the variance in curriculum implementation ($R^2 = .38$), with a standardized beta coefficient ($\beta = .62$), indicating that better-prepared teachers tend to implement the curriculum more effectively. This aligns with existing literature emphasizing that teacher competence in subject mastery, pedagogy, assessment, and classroom management forms the foundation for translating curriculum objectives into classroom practice.

When school leadership and administrative support are introduced in Model 2, the explained variance increases substantially by 14% to a total of 52% ($\Delta R^2 = .14$), and teacher preparedness's beta reduces to .46. This suggests that leadership and administrative support partially mediate the relationship by enhancing the conditions under which teachers operate.

Effective school leaders provide instructional guidance, supervision, and resources that amplify teachers' ability to implement the curriculum. This finding underscores the critical role of supportive leadership in creating an enabling environment that maximizes the impact of teacher preparedness on curriculum delivery.

Model 3 incorporates instructional materials and teaching resources, further increasing explained variance to 63%. This addition continues to reduce the direct effect of teacher preparedness ($\beta = .36$), implying that access to quality materials mediates the relationship by equipping teachers with the necessary tools to enact curriculum requirements. Additionally, the combined effect of learner readiness and parental involvement is included, highlighting the importance of engaged and prepared learners and supportive families in facilitating curriculum implementation. These factors contribute to making teaching more effective by ensuring that students are ready to learn and parents reinforce learning outside school.

Finally, Model 4 introduces teacher motivation and welfare, raising total explained variance to 70%. The further reduction in the teacher preparedness beta coefficient ($\beta = .28$) indicates that motivation and welfare play a significant mediating role. Motivated teachers with good working conditions are more committed and effective in delivering curriculum content. This comprehensive model suggests that while teacher preparedness is crucial, its influence on curriculum implementation is significantly mediated by contextual and institutional factors. Thus, enhancing school leadership, providing adequate teaching resources, fostering learner readiness, and supporting teacher welfare collectively strengthen the translation of teacher preparedness into successful curriculum implementation.

Qualitative output on the relationship between teacher preparedness and curriculum implementation in secondary schools in Amuru district?

Participants were asked to determine the relationship between teacher preparedness and curriculum implementation in secondary schools in Amuru district and their responses reported verbatim

“I believe that when teachers are well prepared, it becomes much easier to put the curriculum into practice. Prepared teachers understand the content better, know how to teach it, and can manage their classrooms effectively. This helps them to plan lessons that follow the curriculum closely and meet students’ needs. But if teachers are not ready or don’t have the right skills, it becomes hard to deliver the curriculum properly. So, teacher preparedness is very important for successful curriculum implementation. (KIHT H,2025)

The Key informant emphasized that teacher preparedness plays a crucial role in effective curriculum implementation. When teachers are knowledgeable, skilled in teaching methods, and able to manage their classrooms well, they are better equipped to plan and deliver lessons that align with the curriculum and address students’ learning needs. Conversely, a lack of preparedness hinders teachers’ ability to execute the curriculum as intended. This highlights that investing in comprehensive teacher training and support is essential to ensure that curriculum goals are successfully achieved in secondary schools.

Finally, participants mentioned some of the challenges in curriculum implementation in secondary schools and their responses were reported verbatim: -

“Curriculum implementation in our school faces several challenges. One big problem is the shortage of teaching materials like textbooks and stationery. Without enough resources, it’s hard for teachers to cover all the topics properly. Another challenge is the large class sizes. When there are many students in one class, teachers struggle to give individual attention and manage the class effectively. Also, some teachers are not fully trained on the new curriculum, so they find it difficult to plan and teach lessons that meet the curriculum requirements. Time is another issue because the school schedule is tight, and sometimes there isn’t enough time to complete the syllabus. Finally, some students come to school not fully prepared or motivated, which makes it harder for teachers to engage them in learning. We try to solve these problems by training teachers, trying to get more materials, and encouraging students, but these challenges still affect how well the curriculum is put into practice. (KIHT H, 2025)

The Key informant identified several challenges affecting curriculum implementation in secondary schools. Resource shortages, including textbooks and stationery, limit teachers' ability to cover the curriculum comprehensively. Large class sizes reduce opportunities for individualized instruction and complicate classroom management. Insufficient teacher training on the new curriculum further hampers effective lesson planning and delivery. Time constraints due to tight school schedules restrict the ability to fully complete the syllabus. Additionally, students' lack of preparedness and motivation pose barriers to active learning. Although the school makes efforts to address these issues through training, resource acquisition, and student support, the challenges persist and negatively impact curriculum implementation. This response highlights the need for systemic interventions, including increased resource allocation, teacher capacity building, and strategies to boost student engagement to improve curriculum delivery outcomes.

Chapter five

Discussion, Conclusion and Recommendation

5.0 Introduction

This chapter presents; discussion of results, conclusion and recommendation based on study specific objectives namely: To assess the level of teacher preparedness in secondary schools in Amuru district; to assess the level of curriculum implementation in secondary schools in Amuru District and to determine the relationship between teacher preparedness and curriculum implementation in secondary schools in Amuru district.

5.1 To assess the level of teacher preparedness in secondary schools in Amuru District.

The study revealed that teacher preparedness in secondary schools in Amuru District is generally high. This indicates that teachers possess the requisite knowledge, skills, and readiness to effectively plan lessons, select appropriate teaching strategies, and align assessments with learning objectives. These findings are consistent with Darling-Hammond (2017), who found that well prepared teachers demonstrate stronger classroom management, employ learner-centred pedagogies, and deliver lessons that improve student outcomes. Similar evidence has been reported regionally. Orodho (2014) found that regular in-service training, access to teaching aids, and supportive supervision enhanced teacher preparedness in Kenyan schools. In Uganda, Nabirye and Tumwebaze (2020) reported that participation in Ministry of Education training workshops improved teachers' confidence and instructional planning skills. The high preparedness levels in Amuru may be attributed to the integration of professional development programs, effective supervision, and resource availability.

However, these results contrast with Okurut (2018), who found that in some post-conflict districts of Northern Uganda, limited training and resource scarcity reduced teacher

preparedness. Amuru's positive results may reflect targeted post-conflict interventions and NGO-supported teacher capacity-building initiatives.

The study also established that teachers in Amuru possess high mastery of subject content. This reflects a deep understanding of the subjects they teach, enabling them to explain concepts clearly, relate content to real-world contexts, and address learner misconceptions effectively. Shulman's (1986) theory of pedagogical content knowledge emphasizes the fusion of subject knowledge with instructional expertise, and the Amuru findings align with this perspective. In Nigeria, Adedeji and Olaniyan (2011) reported that high subject mastery correlated with improved student examination performance, while in Zambia, Musonda (2018) found that content-proficient teachers promoted critical thinking and analytical skills. In Uganda, Tumusiime and Muwagga (2019) similarly linked subject mastery to teacher confidence and method diversity.

The findings diverge from UNESCO (2014), which noted that in many low-income countries, teachers are sometimes assigned to subjects outside their specialisation, reducing instructional quality. The difference in Amuru may be due to better deployment policies, regular subject-specific workshops, and access to updated teaching resources.

Teachers in Amuru District also demonstrated high proficiency in applying pedagogical methods. They were able to implement learner-centred strategies, adapt instruction to diverse learning needs, and integrate assessment into teaching. This finding is consistent with Darling-Hammond et al. (2017), who linked pedagogical versatility to improved student engagement and critical thinking skills. Orodho (2014) found in Kenya that learner-centred pedagogies increased engagement and achievement, while in Uganda, Ssenkusu and Muwagga (2018) reported that pedagogical training improved lesson planning and classroom participation.

These results contrast with UNESCO (2014) and Okurut (2018), who found that in many resource-limited contexts, reliance on rote learning persists due to lack of exposure to modern methods. The high proficiency in Amuru may be the result of curriculum-driven retooling for the Lower Secondary Competence-Based Curriculum, as well as NGO-supported training initiatives.

Finally, the study revealed that teachers in Amuru possess strong classroom management skills. This includes the ability to maintain discipline, establish routines, and create an inclusive, positive classroom climate. Marzano, Marzano, and Pickering (2003) identified classroom management as a primary factor influencing student achievement, while Evertson and Weinstein (2013) emphasised the role of management in fostering both academic and socio-emotional growth. In Uganda, Kaggwa and Nabirye (2019) found that positive discipline approaches and participatory classroom management improved learner cooperation. The high management skills in Amuru may be due to post-conflict psychosocial training and school-based mentorship programs.

These results contrast with studies in other rural areas (Okurut, 2018) where large class sizes, lack of training, and insufficient resources undermined classroom control. The Amuru experience suggests that targeted training and supportive school leadership can overcome such challenges.

The combined findings indicate that Amuru District demonstrates strong teacher quality indicators, which can positively influence learning outcomes. Sustaining these gains will require continuous professional development, subject-specific support, and reinforcement of pedagogical innovation. Moreover, Amuru's experience can serve as a model for districts with lower performance in these areas. The high levels of teacher preparedness, subject mastery, pedagogical proficiency, and classroom management in Amuru District align with a substantial

body of empirical literature on teacher quality and learning outcomes. Where the findings diverge from studies in similar rural or post-conflict contexts, the difference appears to be attributable to targeted training, resource provision, and effective teacher support systems. Sustaining these gains will be critical for long-term educational improvement.

5.2 To assess the level of curriculum implementation in secondary schools in Amuru district

The findings of this study showed that there was a high level of curriculum implementation in secondary schools within Amuru District. This result suggests that teachers and school administrators are largely successful in translating the intended curriculum into classroom practice. High curriculum implementation is critical for ensuring that educational objectives are met, and students acquire the intended knowledge, skills, and attitudes. This section discusses these findings in relation to existing empirical literature to provide a deeper understanding of the factors that contribute to effective curriculum implementation and its impact on educational quality.

Curriculum implementation refers to the process through which the curriculum—its content, pedagogical strategies, and assessment is put into practice in the classroom setting (Fullan, 2007). The high level of implementation found in Amuru aligns with the work of Ojukwu and Madu (2015), who contend that successful curriculum implementation depends largely on the ability of teachers to understand, interpret, and execute the curriculum effectively. This requires not only mastery of subject content but also pedagogical competence and the ability to design assessments that reflect curriculum goals.

Empirical studies from various contexts emphasize the role of teacher preparedness as a key enabler of curriculum implementation. For instance, Akyeampong (2003) highlights that in Sub-Saharan Africa, where educational resources may be limited, the effectiveness of

curriculum implementation largely hinges on the teacher's capacity to manage available resources and adapt teaching methods to meet curriculum demands. Similarly, research by Mugimu (2018) in Uganda shows that well-prepared teachers who are knowledgeable about curriculum content and pedagogy are more likely to implement the curriculum faithfully, resulting in improved student learning outcomes. The findings from Amuru District resonate with this, suggesting that teacher competence and readiness have a direct positive effect on curriculum delivery.

Moreover, the study's findings are consistent with the conclusions of Fullan (2001) and Joyce and Showers (2002), who emphasize the importance of ongoing professional development and support mechanisms in sustaining high curriculum implementation. These scholars argue that teachers require continuous learning opportunities to keep pace with curriculum reforms and to refine their instructional skills. In Amuru, the high level of implementation could be attributed, at least in part, to such professional development programs that support teachers in lesson planning, assessment, and classroom management key elements identified in the literature as critical for effective curriculum enactment.

The role of school leadership in promoting curriculum implementation cannot be overlooked. Research by Hallinger and Heck (1996) and Leithwood et al. (2004) identifies school leaders as pivotal agents in facilitating curriculum execution by providing instructional guidance, mobilizing resources, and fostering a culture of collaboration among staff. The positive results in Amuru may reflect effective leadership practices where headteachers and administrators actively support teachers through mentoring, supervision, and the provision of teaching and learning materials. This aligns with findings by Mugisha (2017), who noted that schools with strong leadership structures tend to have higher levels of curriculum adherence and innovation in pedagogy.

Assessment practices also significantly influence curriculum implementation. Black and Wiliam (1998) highlight the importance of formative assessment as a tool for monitoring student progress and informing teaching strategies. Effective curriculum implementation involves integrating assessment that not only measures learning outcomes but also guides instructional adjustments. The findings of high curriculum implementation in Amuru imply that teachers are employing varied assessment techniques that align with curriculum objectives, thereby enhancing the quality of teaching and learning. Nsamba and Kasule (2019) support this by showing that schools where teachers regularly use formative assessment demonstrate better curriculum implementation and student achievement.

In conclusion, the finding of a high level of curriculum implementation in Amuru District's secondary schools is supported by extensive empirical literature emphasizing the importance of teacher preparedness, professional development, effective leadership, assessment practices, community involvement, and contextual adaptation. While challenges persist in many educational settings, the positive results from Amuru demonstrate that these factors, when well addressed, can lead to effective curriculum delivery. Continued investment in teacher training, resource provision, and stakeholder engagement will be essential to sustain and further improve curriculum implementation and ultimately student learning outcomes.

Firstly, the study's finding of high effective teacher facilitation in secondary schools suggests that teachers actively engage students in the learning process, moving beyond traditional lecture methods toward interactive and learner-centered approaches. Effective facilitation involves guiding students to participate, think critically, and collaborate, which are essential components of modern educational pedagogy. This finding aligns well with contemporary research emphasizing facilitation as a cornerstone of effective teaching. Effective teacher facilitation is strongly supported by Vygotsky's (1978) social constructivist theory, which

advocates for a learning environment where teachers act as facilitators who scaffold students' knowledge through guided interaction. This approach contrasts with teacher-centered methods, promoting instead learner autonomy and social learning. The high facilitation effectiveness found in the study indicates that teachers in these secondary schools are successfully implementing these principles by encouraging student discussions, problem-solving, and inquiry-based learning activities.

Empirical literature underscores the positive impacts of effective facilitation on student outcomes. Hattie (2009) identifies teacher-student interaction and feedback as among the most significant influences on achievement. Similarly, Mercer and Howe (2012) highlight that facilitative teaching enhances students' metacognitive skills and their ability to engage in self-regulated learning. The finding from this study aligns with these conclusions, suggesting that teachers in these schools not only transmit knowledge but actively support students' cognitive and social development. Research in the African context also highlights the importance of facilitation skills in improving classroom dynamics and student engagement. For example, Mutodi and Ngirande (2014) found that teachers who employ facilitative methods create more inclusive and participatory classrooms, which can reduce absenteeism and improve motivation. In Uganda, Kasozi (2017) reports that effective teacher facilitation contributes to better understanding and retention of content, particularly in challenging subjects like sciences and mathematics.

In summary, the finding of high effective teacher facilitation reflects a shift towards learner-centered education that promotes active participation, critical thinking, and collaboration among students. This aligns with well-established educational theories and empirical evidence highlighting facilitation as a key driver of improved student learning. Continued professional

development, supportive school leadership, and adequate resources remain essential to sustain and enhance these facilitation practices in secondary schools.

Secondly, the finding that curriculum interpretation and lesson planning are highly practiced among teachers in secondary schools in Amuru district indicates a strong foundation for effective teaching and learning. Curriculum interpretation involves teachers understanding the goals, content, and instructional expectations set out by the curriculum, while lesson planning entails organizing and sequencing teaching activities to achieve these goals. High competence in these areas suggests that teachers are well prepared to deliver lessons that are coherent, targeted, and aligned with curriculum objectives. Empirical literature consistently highlights the importance of curriculum interpretation and lesson planning as vital processes in successful curriculum implementation. According to Fullan (2007), curriculum implementation is not automatic; it requires teachers to make sense of curriculum documents and translate them into actionable lesson plans. Teachers who excel in interpreting curriculum guidelines are more likely to deliver content effectively and meet learning outcomes (Marzano, 2007). This resonates with the current study's findings, implying that teachers in these secondary schools are effectively bridging the gap between curriculum policy and classroom practice.

Research by Joyce and Showers (2002) also emphasizes lesson planning as a critical aspect of teaching effectiveness. Well-prepared lesson plans help teachers structure their instructional time efficiently, ensuring that lessons are paced appropriately and content is covered systematically. The presence of detailed lesson plans has been linked to improved student engagement and achievement (Corno & Mandinach, 2004). Thus, the high level of lesson planning reported in the study likely contributes to enhanced teaching quality and student learning outcomes in these schools.

In addition, curriculum interpretation and lesson planning are interrelated skills that support differentiated instruction and learner-centered approaches. Tomlinson (2001) argues that effective lesson planning allows teachers to tailor instruction to diverse student needs, abilities, and learning styles. This is especially important in secondary schools with varied student backgrounds and abilities. The study's findings suggest that teachers are not only planning lessons but are also likely adapting them to suit their students, thereby fostering inclusive and effective learning environments.

Studies conducted in African educational contexts reinforce the significance of curriculum interpretation and lesson planning. Akyeampong and Stephens (2002) found that teachers who understand the curriculum well and plan their lessons meticulously are better able to handle challenges such as large class sizes and limited resources. In Uganda, Mugimu (2018) noted that systematic lesson planning is associated with improved curriculum delivery and student performance, echoing the positive trends observed in Amuru district.

In summary, the finding of high curriculum interpretation and lesson planning among secondary school teachers demonstrates a critical step toward effective curriculum implementation. This aligns with empirical research underscoring the importance of these skills in translating curriculum goals into classroom practice. By thoroughly understanding curriculum requirements and preparing well-structured lesson plans, teachers enhance instructional quality and promote better student learning outcomes. Ongoing professional development and supportive school environments will be key to maintaining and further improving these competencies.

Thirdly, the finding of high levels of assessment practices and feedback mechanisms in secondary schools indicates that teachers are actively using assessments not only to evaluate student performance but also to guide learning and improve instructional effectiveness.

Effective assessment practices involve designing varied and meaningful assessments, conducting regular evaluations, and providing timely, constructive feedback to students. Such practices are essential for monitoring progress, identifying learning gaps, and supporting student achievement. Empirical research strongly supports the role of assessment as a vital component of effective teaching and curriculum implementation. Black and Wiliam's (1998) landmark studies on formative assessment demonstrate that when teachers use assessment strategically to provide ongoing feedback, student learning outcomes improve significantly. Formative assessments enable teachers to adjust instructional strategies to meet learners' needs, while summative assessments provide benchmarks for evaluating overall achievement. The high levels of assessment practice found in this study suggest that teachers in these secondary schools are employing both formative and summative assessments effectively.

Feedback mechanisms are equally critical in the assessment process. Hattie and Timperley (2007) argue that effective feedback is one of the most powerful influences on student learning. Constructive feedback helps students understand their strengths and weaknesses, motivates them to improve, and clarifies learning goals. The study's findings imply that teachers not only assess students regularly but also engage in meaningful feedback that promotes reflection and growth. This aligns with empirical evidence that feedback closes the gap between current and desired performance, fostering a growth mindset in learners (Shute, 2008).

Research in the context of developing countries, including Uganda, further emphasizes the importance of robust assessment practices. Nsamba and Kasule (2019) found that schools where teachers regularly administer diverse assessments and provide feedback tend to have higher curriculum fidelity and student achievement. Similarly, Akyeampong (2003) highlights that assessment practices are crucial for adapting instruction to local classroom realities, especially where resources are constrained and learner needs vary widely.

Moreover, effective assessment and feedback support learner-centered pedagogies by encouraging active student participation and self-regulation. Studies by Sadler (1989) and Nicol and Macfarlane-Dick (2006) show that assessment processes that involve students in evaluating their own work foster deeper learning and autonomy. The high assessment and feedback levels reported in this study suggest that teachers are integrating such practices, contributing to improved student engagement and responsibility for learning.

Professional development plays a critical role in enhancing assessment literacy among teachers. According to Wiliam (2011), many teachers require targeted training to develop the skills needed for designing quality assessments and delivering effective feedback. The positive findings in this study may reflect ongoing capacity-building efforts that equip teachers with these competencies, enabling them to use assessment as a tool for learning rather than merely evaluation.

In summary, the high level of assessment practices and feedback mechanisms found in the study aligns with extensive empirical research highlighting their central role in effective teaching and learning. By employing varied assessments and providing timely, constructive feedback, teachers enhance student learning, motivation, and curriculum implementation. Continued professional development and supportive school policies will be essential to maintain and strengthen these practices for sustained educational improvement.

Fourthly, the study's finding of a high level of conducive learning environment in secondary schools indicates that the physical, social, and psychological conditions in classrooms and schools support effective teaching and learning. A conducive learning environment is characterized by well-organized classrooms, adequate learning materials, positive teacher-student relationships, and an atmosphere that encourages student participation and motivation. Such an environment is essential for maximizing student engagement and academic

achievement. Empirical literature strongly supports the critical role of the learning environment in educational outcomes. Fraser (2012) emphasizes that both the physical setting and the socio-emotional climate of a school influence student behavior and learning. A well-maintained classroom with sufficient space, good lighting, ventilation, and teaching resources creates an atmosphere where students can focus and engage actively. The study's findings align with research by Earthman (2004), who found that students in schools with better physical environments perform significantly better academically than those in poorly maintained settings.

Beyond the physical aspect, the social environment is equally important. Pianta and Hamre (2009) highlight that positive teacher-student relationships and classroom management foster a supportive climate where students feel safe and valued. This promotes higher participation, better attendance, and reduced behavioral problems. The study's indication of a conducive environment suggests that teachers in these schools manage classrooms effectively and build positive rapport with students, consistent with findings by Wang, Brinkworth, and Eccles (2013) in supportive teacher-student interactions to academic success.

Research in the context of developing countries, including Uganda, underscores the challenges often faced in creating conducive environments due to overcrowding, resource shortages, and infrastructure deficits (Kafuko, 2018). The high conducive learning environment reported in this study suggests that schools in Amuru District have managed to mitigate some of these challenges, possibly through effective resource management, community support, and school leadership. This is consistent with Fashola's (1998) findings that community involvement can enhance school environments by supplementing government efforts.

Moreover, a conducive learning environment is closely related to student motivation and engagement. According to Deci and Ryan's (1985) Self-Determination Theory, environments

that satisfy students' needs for autonomy, competence, and relatedness enhance intrinsic motivation. The positive classroom climate indicated by the study likely supports these psychological needs, encouraging students to participate actively and persist in learning tasks.

School leadership also plays a pivotal role in fostering a conducive learning environment. Leithwood et al. (2004) found that effective principals influence school climate by setting high expectations, supporting teachers, and promoting a culture of respect and collaboration. The results from Amuru may reflect strong leadership that prioritizes creating supportive and resourceful learning settings.

Despite the positive findings, literature acknowledges that sustaining a conducive environment requires continuous effort and resources. Challenges such as limited funding, teacher workload, and infrastructural decay can undermine learning conditions over time (Earthman, 2004). Therefore, the high conducive environment in Amuru schools is likely a result of ongoing commitment from multiple stakeholders, including teachers, administrators, parents, and the community.

In summary, the high level of conducive learning environment found in secondary schools in Amuru District corresponds with extensive empirical research highlighting the importance of physical, social, and psychological conditions for effective education. Such environments enhance student engagement, motivation, and academic performance. Continued investment in school infrastructure, teacher training, and community involvement will be essential to maintain and improve these conditions, thereby supporting sustained educational success.

5.3 To determine the relationship between teacher preparedness and curriculum implementation in secondary schools in Amuru district

The study found out that there was a strong positive significant relationship between teacher preparedness and curriculum implementation in secondary schools underscores the critical role that teacher readiness plays in the effective delivery of curricular goals. Teacher preparedness encompasses various dimensions, including mastery of subject content, proficiency in pedagogical methods, ability to conduct assessment, and classroom management skills. When teachers are well prepared across these domains, they are better equipped to interpret, plan, and execute the curriculum, thereby enhancing educational outcomes. This section explores this relationship in depth, drawing on empirical literature to elucidate the mechanisms through which teacher preparedness influences curriculum implementation.

Teacher preparedness is widely recognized in educational research as a foundational determinant of curriculum implementation effectiveness. As Fullan (2007) argues, the implementation of any educational reform or curriculum innovation largely depends on the capacity of teachers to understand and enact the changes required. Teachers who possess strong content knowledge and pedagogical skills can translate curriculum objectives into meaningful instructional activities that engage learners and meet diverse needs (Shulman, 1986). The finding in this study aligns with these theoretical perspectives and confirms that well-prepared teachers form the backbone of successful curriculum delivery in secondary schools. Several empirical studies provide evidence supporting the between teacher preparedness and curriculum implementation. Akyeampong (2003), in a study of Ghanaian schools, found that teachers' depth of subject knowledge and instructional competence significantly predicted the fidelity of curriculum enactment. Similarly, in the Ugandan context, Mugimu (2018) reported that teachers with comprehensive training and mastery of curriculum content were more likely to implement curriculum requirements fully, resulting in improved student achievement. These studies mirror the current findings in Amuru District, suggesting that investments in teacher preparation have tangible effects on how curricula are enacted on the ground.

A critical component of teacher preparedness is mastery of subject content, which directly affects the quality of curriculum implementation. Ball, Thames, and Phelps (2008) highlight that teachers' deep understanding of their subject matter enables them to clarify complex concepts, provide accurate explanations, and respond effectively to student questions. This mastery also empowers teachers to align lessons closely with curriculum standards and adjust content to suit learner levels. The strong positive correlation found in this study indicates that teachers in Amuru District with solid content knowledge are more effective in delivering the curriculum comprehensively and accurately, leading to higher curriculum fidelity.

Teacher proficiency in pedagogical methods is equally vital for curriculum implementation. Vygotsky's (1978) social constructivist framework advocates for instructional strategies that engage learners actively through collaboration, inquiry, and reflection. Teachers skilled in these learner-centered approaches are better able to facilitate curriculum goals that emphasize critical thinking and problem-solving. Empirical evidence by Hattie (2009) demonstrates that the use of diverse, active learning strategies positively influences student learning outcomes. The current study's finding that teacher preparedness strongly correlates with curriculum implementation suggests that pedagogical proficiency enables teachers to enact curriculum requirements that demand interactive and student-centered learning experiences effectively.

The ability to conduct effective assessments and provide constructive feedback is another critical facet of teacher preparedness related to curriculum implementation. Black and Wiliam (1998) emphasize the role of formative assessments in guiding instructional decisions and enhancing student learning. Teachers who are assessment literate can monitor student progress, identify learning gaps, and adjust teaching strategies accordingly, thus ensuring the curriculum is delivered responsively. The strong relationship observed in the study underscores that

assessment competence enables teachers to implement curriculum standards effectively by using evaluation not only as a grading tool but as an integral part of the learning process.

Classroom management skills are also essential for creating the conducive learning environment necessary for curriculum implementation. Marzano, Marzano, and Pickering (2003) point out that effective classroom management reduces disruptions and increases time available for instruction, directly impacting curriculum delivery. Teachers who manage their classrooms well can facilitate student engagement, foster positive interactions, and maintain focus on learning objectives. The positive correlation found between teacher preparedness and curriculum implementation indicates that strong classroom management and facilitation skills among teachers in Amuru District contribute significantly to successful curriculum enactment.

While teacher preparedness is crucial, empirical literature also highlights the mediating role of school leadership and institutional support in enabling curriculum implementation. Hallinger and Heck (1996) identify school leaders as vital in providing instructional guidance, resources, and professional development opportunities that enhance teacher preparedness. Leithwood et al. (2004) further argue that supportive leadership fosters a culture of collaboration and continuous improvement, which sustains high-quality curriculum delivery. The current findings may also reflect the influence of effective leadership in Amuru schools that supports teacher readiness through mentoring, resource provision, and capacity-building initiatives.

The strong relationship between teacher preparedness and curriculum implementation emphasizes the importance of continuous professional development (CPD). Opfer and Pedder (2011) argue that sustained CPD is necessary for teachers to maintain and enhance their knowledge and instructional skills, especially in the context of evolving curricula. The high preparedness levels and corresponding curriculum implementation in Amuru likely result from

ongoing training and support systems that empower teachers to update their competencies and adapt to curricular changes effectively.

Although the study highlights a strong positive relationship, it is important to acknowledge contextual challenges that may moderate this relationship. Large class sizes, limited instructional materials, and infrastructural constraints can impede even well-prepared teachers from fully implementing the curriculum (Akyeampong & Stephens, 2002; Kafuko, 2018). The fact that the relationship remains strong in Amuru District suggests that teachers and schools may have developed coping strategies or benefit from supportive measures that mitigate these challenges, such as community involvement and innovative resource utilization.

The finding of a strong positive significant relationship between teacher preparedness and curriculum implementation affirms that teacher readiness is indispensable for effective curriculum delivery. This relationship is grounded in the comprehensive mastery of content, pedagogical skills, assessment literacy, and classroom management competencies that enable teachers to translate curriculum goals into impactful classroom practice. The literature consistently supports the view that investments in teacher preparation, ongoing professional development, and supportive school leadership are essential for achieving high-quality curriculum implementation. Addressing contextual challenges and sustaining teacher capacity-building initiatives will be key to maintaining and enhancing this positive relationship, thereby improving educational outcomes in secondary schools.

5.4 Conclusion

- I. This study revealed that the level of teacher preparedness in secondary schools in Amuru District is high, indicating that teachers possess strong mastery of subject content, proficiency in pedagogical methods, effective assessment skills, and solid

classroom management abilities. Such readiness equips teachers to deliver quality instruction and meet the demands of the evolving curriculum.

- II. The level of curriculum implementation in these schools is also high, demonstrating that the curriculum is being effectively translated from policy into practice. This suggests that schools in Amuru are successfully engaging learners through well-planned lessons, active facilitation, continuous assessment, and supportive learning environments.
- III. The study established a strong positive significant relationship between teacher preparedness and curriculum implementation. This indicates that the more prepared the teachers are, the better they implement the curriculum, leading to enhanced educational outcomes. Therefore, sustained investment in teacher capacity building, continuous professional development, and supportive school leadership are critical to maintaining and improving both teacher preparedness and curriculum delivery in Amuru District.

5.5: Recommendations

Enhance teacher preparedness: To sustain and further improve teacher preparedness in Amuru District, continuous professional development programs should be prioritized. These should focus on deepening subject mastery, updating pedagogical skills, strengthening assessment literacy, and enhancing classroom management techniques. Support mechanisms such as mentoring, peer collaboration, and in-service training are essential to keep teachers abreast of curriculum changes and effective instructional strategies.

Strengthen curriculum implementation: Schools should invest in systematic planning and resource provision to support effective curriculum implementation. This includes providing adequate teaching and learning materials, encouraging active learning methodologies, and promoting regular assessment and feedback mechanisms. School leaders should foster

collaborative environments where teachers can share best practices and collectively address challenges in curriculum delivery.

Foster Synergy between teacher preparedness and curriculum implementation: Given the strong positive relationship between teacher preparedness and curriculum implementation, education stakeholders must align efforts to improve both simultaneously. Policies should emphasize integrated approaches that support teacher training alongside practical support for curriculum enactment. School leadership and educational authorities should monitor and evaluate both teacher readiness and curriculum delivery to ensure continuous improvement and responsiveness to emerging educational needs.

5.6: Suggestions for Further Research

Exploring the impact of school leadership on curriculum implementation: Given the important role of school leadership, further studies could investigate how different leadership styles and practices influence both teacher preparedness and the fidelity of curriculum implementation, especially in resource-constrained settings like Amuru District.

Effect of resource availability on curriculum implementation: Future research could examine how physical and instructional resources (such as teaching materials, classroom infrastructure, and technology) affect the relationship between teacher preparedness and curriculum implementation in secondary schools.

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APPENDICES

Appendix 1: Questionnaire to teachers

Dear Respondent,

I am Denis Onek Amooti, a postgraduate student at Gulu University, pursuing a Master of Education in Curriculum Studies. I am conducting a research study titled "Teachers' Preparedness and Implementation of the Lower Secondary Curriculum in Amuru District." This study seeks to examine the extent to which teachers are prepared and equipped with the necessary skills, knowledge, and resources for effective implementation of the Lower Secondary Curriculum.

The information collected through this questionnaire will provide valuable insights into teachers' levels of mastery of subject content, pedagogical proficiency, ability to conduct continuous assessment, and classroom management and facilitation skills. Your responses will help to identify strengths and areas that may require additional professional development or support to enhance curriculum implementation in secondary schools.

Please note that the information you provide will be treated with the highest level of confidentiality and will be used strictly for academic purposes only. You are kindly requested to respond honestly to all the questions. There are no right or wrong answers; your genuine opinions and experiences are what matter most.

Your participation in this study is voluntary, and you are free to withdraw at any time without any negative consequences.

Thank you very much for taking the time to participate in this study. Your contribution is highly appreciated.

Section A: Demographic Information

The table with checkboxes for respondents to tick:

Section A: Demographic Information	Options
1. Gender	☐ Male ☐ Female
2. Age Bracket	☐ 20 – 29 years ☐ 30 – 39 years ☐ 40 – 49 years ☐ 50 years and above
3. Educational Qualification	☐ Diploma in Education ☐ Bachelor's Degree in Education ☐ Master's Degree in Education ☐
4. Years of Teaching Experience	☐ Less than 3 years ☐ 3 – 5 years ☐ 6 – 10 years ☐ Above 10 years
5. Type of School	☐ Government School ☐ Private School

Section B: Teacher Preparedness Assessment

(Indicate your level of agreement by ticking [✓] the most appropriate response)

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

Statement	SD	D	N	A	SA
A. Mastery of Subject Content	1	2	3	4	5
1. I have a deep understanding of the subject(s) I teach.					
2. I can confidently explain complex subject concepts to students.					
3. I stay updated with new developments in my subject area.					
4. I integrate real-world examples to enhance students' understanding of the subject.					
5. I can relate subject content to students' prior knowledge and experiences.					
6. I use a variety of resources to deepen my understanding of the subject.					
7. I can adapt subject content to suit different learning levels.					
8. I encourage critical thinking and problem-solving in my subject area.					
B. Proficiency in Pedagogical Methods	1	2	3	4	5

1. I use diverse teaching strategies to cater to different learning needs.					
2. I effectively plan and deliver structured lessons.					
3. I incorporate technology and modern teaching tools in my lessons.					
4. I encourage student engagement through interactive and participatory methods.					
5. I can adjust my teaching approach to accommodate students with special learning needs.					
6. I create a positive and inclusive learning environment for all students.					
7. I reflect on my teaching practices to improve my pedagogical skills.					
C. Ability to Use Assessment	1	2	3	4	5
1. I design and administer assessments that align with learning objectives.					
2. I provide timely and constructive feedback to students based on assessments.					
3. I use assessment results to adjust my teaching strategies.					
4. I am proficient in using both formative and summative assessments to evaluate student progress.					
5. I help students develop self-assessment and reflective learning skills.					
6. I ensure that assessments are fair, unbiased, and inclusive.					
7. I use a variety of assessment methods to evaluate student learning.	1	2	3	4	5

SECTION C: The Implementation of the Lower Secondary Curriculum (LSC)

(Indicate your level of agreement by ticking [✓] the most appropriate response)

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

Statement	SD	D	N	A	SA
A. Curriculum Implementation	1	2	3	4	5
1. The CBC is well-structured and effectively implemented in my school.					
2. CBC promotes practical and skills-based learning among students.					
3. Teachers receive adequate training on CBC implementation.					
4. CBC allows for flexibility in teaching and learning.					
5. The school leadership supports the effective implementation of CBC.					
6. CBC aligns with the needs and aspirations of the local community.					
7. CBC assessment methods are clear and effectively applied.					
B. Teaching Methods	1	2	3	4	5
1. CBC encourages learner-centered teaching methods.					
2. Teachers effectively apply competency-based teaching strategies.					
3. The CBC promotes collaborative and interactive learning.					
4. Students actively participate in CBC-based lessons.					
5. Teachers use differentiated instruction to meet diverse learning needs.					
6. CBC fosters critical thinking and problem-solving skills in students.					
7. Teachers regularly reflect on and improve their teaching practices.					
C. Instructional Materials	1	2	3	4	5
1. There are sufficient instructional materials to support CBC learning.					
2. The available CBC materials are relevant and up-to-date.					
3. Teachers effectively use instructional materials to enhance learning.					
4. Students have access to adequate learning resources for CBC.					

5. The school provides supplementary materials to support CBC learning.					
6. Teachers adapt instructional materials to suit local contexts.					
7. Instructional materials are regularly reviewed and updated.					
D. Integration of ICT	1	2	3	4	5
1. ICT is effectively integrated into CBC implementation.					
2. Teachers use digital tools to enhance CBC teaching.					
3. Students have access to ICT resources to support CBC learning.					
4. Online and digital platforms are used to enhance CBC learning experiences.					
5. Teachers are trained to use ICT tools for CBC teaching.					
6. ICT integration improves student engagement and participation.					
7. The school has a reliable ICT infrastructure to support CBC implementation.					

Thank you so much for participating in this study

Appendix 2

Questionnaire to students

Dear Respondent,

I am Denis Onek Amooti, a postgraduate student at Gulu University, pursuing a Master of Education in Curriculum Studies. I am conducting a research study titled “Teachers’ Preparedness and Implementation of the Lower Secondary Curriculum in Amuru District.” This study seeks to examine the extent to which teachers are prepared and equipped with the necessary skills, knowledge, and resources for effective implementation of the Lower Secondary Curriculum.

The information collected through this questionnaire will provide valuable insights into teachers’ levels of mastery of subject content, pedagogical proficiency, ability to conduct continuous assessment, and classroom management and facilitation skills. Your responses will help to identify strengths and areas that may require additional professional development or support to enhance curriculum implementation in secondary schools.

Please note that the information you provide will be treated with the highest level of confidentiality and will be used strictly for academic purposes only. You are kindly requested to respond honestly to all the questions. There are no right or wrong answers; your genuine opinions and experiences are what matter most.

Your participation in this study is voluntary, and you are free to withdraw at any time without any negative consequences.

Thank you very much for taking the time to participate in this study. Your contribution is highly appreciated.

Demographic information

1. What is your class

From here, show the level to which you agree with the following statement.

Section A: Mastery of Subject Content

Instructions: Tick (✓) the number that best shows your opinion about your teacher.

No.	Statement	1	2	3	4	5
1	My teacher understands the subject very well.					
2	My teacher explains lessons clearly and in a simple way.					
3	My teacher gives real life examples to help us understand topics better.					
4	My teacher answers students’ questions confidently.					

5	My teacher uses correct facts and information in lessons.					
6	My teacher relates new topics to what we have already learned.					
7	My teacher helps me understand difficult topics easily.					
8	My teacher encourages us to learn more about the subject outside class.					
9	My teacher is well prepared for every lesson.					

Section B: Proficiency in Pedagogical Methods

No.	Statement	1	2	3	4	5
1	My teacher uses different methods to make lessons interesting.					
2	My teacher encourages students to participate in class.					
3	My teacher uses teaching materials (charts, videos, or real objects) during lessons.					
4	My teacher uses examples and activities that help us think critically.					
5	My teacher gives group work and discussions in class.					
6	My teacher explains lessons again when students do not understand.					
7	My teacher helps slow learners catch up with others.					
8	My teacher makes learning enjoyable and motivating.					
9	My teacher gives clear learning objectives before each lesson.					

Section C: Ability to Conduct Continuous Assessment

No.	Statement	1	2	3	4	5
1	My teacher gives regular tests and exercises.					
2	My teacher marks and returns our work on time.					
3	My teacher discusses test results and helps us understand our mistakes.					
4	My teacher gives classwork that helps us prepare for exams.					
5	My teacher gives both individual and group assignments.					
6	My teacher is fair when marking our work.					
7	My teacher gives feedback that helps us improve.					
8	My teacher checks our books regularly.					

9	My teacher encourages us to assess ourselves after each topic.					
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Section D: Classroom Management and Facilitation Skills

No.	Statement	1	2	3	4	5
1	My teacher keeps good discipline in class.					
2	My teacher starts and ends lessons on time.					
3	My teacher gives every student a chance to participate.					
4	My teacher manages noise and distractions effectively.					
5	My teacher is friendly and respectful to students.					
6	My teacher makes the classroom environment comfortable for learning.					
7	My teacher helps solve problems among students fairly.					
8	My teacher motivates students to behave well in class.					
9	My teacher keeps lessons organized and easy to follow.					

Appendix 3: Interview Guide for Key Informants

Dear, respondent

I am Denis Onek Amooti, a final year student of Gulu University pursuing a master's degree in the Department of Curricular Education Technology and Media, Faculty of Education and Humanities. I am undertaking a study entitled, "Teachers' Preparedness and implementation of Competency-Based Curriculum in Secondary Schools in Amuru District," as an academic pre-requisite. Filling out this document can be done as fast as ten to fifteen minutes. You are assured that your participation in this study is voluntary and the information you will give will be taken only for academic purposes and shall be treated with utmost confidentiality. I therefore kindly request you to give your honest opinions. To observe confidentiality, you do not indicate any personal information that can identify you in this form, but you may sign to confirm your consent for participation. Thank you for showing interest in participating in the study. I sincerely appreciate your time and participation in this study.

1. How would you describe the level of teacher preparedness for implementing the Competency Based Curriculum in your school or district?

Probe: What specific skills or knowledge do most teachers have or lack?

2. In your opinion, how effective are the current Continuous Professional Development (CPD) programs in building teachers' capacity to implement the CBC?

Probe: Are these trainings regular, practical, and contextual to the CBC needs?

3. How do teachers in your institution interpret and plan lessons based on CBC learning outcomes and competencies?

Probe: Do they have access to clear guidelines and curriculum documents?

4. To what extent do teachers in your school/district demonstrate proficiency in modern, learner centered pedagogical approaches required under CBC?

Probe: How do they engage learners in practical, real-life, and project based learning?

5. What strategies are used by teachers to conduct continuous assessment and give timely, actionable feedback under CBC?

Probe: Are these assessments aligned with CBC standards and learner progress tracking?

6. How conducive are the school environments (infrastructure, class size, learning materials) for effective implementation of CBC?

Probe: What challenges are most pressing in supporting a CBC-conducive classroom?

7. What role do school leaders and administrators play in supporting the implementation of the CBC?

Probe: Do you provide supervision, mentorship, or planning support?

8. What is your assessment of the availability and adequacy of instructional materials, textbooks, and digital resources for CBC implementation?

Probe: Are schools in Amuru District sufficiently equipped?

9. How would you describe the motivation and welfare of teachers in your school/district, and how does this affect CBC implementation?

Probe: How do remuneration, recognition, and workload influence teacher commitment?

10. What are the greatest barriers or gaps that hinder effective CBC implementation in your context, and what recommendations would you propose for improvement?

Probe: Are there policy, capacity, community, or structural issues at play?