Teachers' Professional Competence and the Implementation of Competence Based Education in Secondary Schools in Gulu City

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October, 2026

Declarations

I, Alex Andini declare that, this research Dissertation entitled **"***Teachers' Professional Competence and the Implementation of Competence-Based Education in Secondary Schools in Gulu City"* is my original work and has not been submitted to any Institution of Higher Education for any academic award.

Signature..... Date.....th 04/10/2026

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Approval

This research Dissertation entitled **"***Teachers' Professional Competence and the Implementation of Competence-Based Education in Secondary Schools in Gulu City"* was developed under my supervision and submitted for review with my approval.

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Mr. Peter Odida.

Signature..... Date..6/10/2026

Dedication

I am destined to dedicate this research work to my beloved parents Marceline Odrajiru and my late father Mr. Paul Sikua for the foundation well laid for me in education achievements. I equally recognize the hearts and moral support rendered to me by my dear friends Mr. Anguma Alex and Mr. Isaac Yiki.

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Abstract

This study was conducted on the relationship between Teachers' Professional Competence and the Implementation of Competence Based Education (CBE) in Secondary Schools in Gulu City. Guided by the objectives; to assess the level of teacher professional competence in lower secondary schools, to examine the level of competency-based education implementation in lower secondary schools and to determine the relationship between teachers' professional competence and CBE implementation in lower secondary schools in Gulu City. The research was conducted using correlation design; data were collected using questionnaire survey from 674 participants. Descriptive statistics was used to analyse the background of the study respondents, objectives one and two. Pearson correlation was used to analyse the relationship between teachers' professional competence and CBE implementation in lower secondary schools. Findings revealed that learners highly appreciated teachers' ability to support learning and academic improvement, teachers in lower secondary schools generally demonstrated a high level of professional competence from the learners' perspective. Teachers were perceived as knowledgeable, committed, collaborative and capable of using appropriate teaching methods that enhanced learner participation and understanding. The findings indicated that teachers' implementation of Competency-Based Education (CBE) in lower secondary schools is positive and at a relatively high level. Findings demonstrate that teachers' professional competence and CBE implementation are positively related. Findings indicated a strong, positive, and statistically significant relationship between teachers' professional competence and CBE implementation from the perspective of school administrators. The study concluded that teachers demonstrate high level of professional competence. Teachers and administrators view CBE implementation as highly successful, teachers' professional competence has a positive, statistically significant relationship with the implementation of CBE in lower secondary schools. The study recommended that Ministry of Education and Sports (MoE&S) authorities and school administrators should invest in continuous training, provision of digital teaching resources and mentorship programmes to bridge the gap between traditional instructional competence and modern technology-enhanced teaching practices required in CBE. The ME&S, in collaboration with school leadership, should strengthen the provision of adequate instructional materials and learning resources to support effective implementation of CBE. There is a need for continuous targeted professional development programmes to strengthen teachers' pedagogical skills, assessment literacy, and learner-centred instructional practices.

Key words: Teachers' Professional Competence and Competence Based Education.

Chapter One
Introduction

1.0 Overview

From a global perspective, competence-based education (CBE) implementation represents a transformative approach to teaching and learning, emphasizing the development of practical skills, critical thinking, and problem-solving abilities essential for the 21st century. (Sangwa, 2025). While CBE has evolved globally, its successful implementation critically depends on teachers' professional competence, including content mastery, pedagogical skills and assessment literacy. Abendan, et al, (2023). For Gulu City in particular, the rollout of the lower secondary Competence-Based Education faces challenges such as limited professional development, inadequate instructional resources and large class sizes, which impede effective CBE implementation. Kidega et al, (2024). This study, therefore, investigated the relationship between teacher professional competence and CBE implementation in secondary schools in Gulu City.

This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, scope of the study, significance of the study and the conceptual framework.

1.1 Background of the Study

The background to this study was structured under four key components: the historical background, the theoretical background, the conceptual background and the contextual background.

1.1.1 Historical Background

Competence-Based Education (CBE) first emerged in the United States during the 1960s and 1970s, as educators and policymakers began to recognize the limitations of traditional content-based curricula in preparing learners for the rapidly changing workforce (Shatten, 2024). Traditional models, which emphasized rote memorization and time-based progression, were increasingly seen as insufficient for equipping students with practical skills, problem-solving abilities, and critical thinking competencies required in modern industries.

Early CBE programs therefore focused on clearly defining the specific knowledge, skills, and behaviours that learners were expected to demonstrate (Garfolo et al., 2016). Student achievement was assessed based on mastery of these competencies rather than time spent in

class or completion of prescribed syllabi (Bergmann, 2022). This shift from teacher-centred learning to competency-based approaches represented a major reconceptualization of education, emphasizing outcomes and performance over traditional instructional methods, and laying the foundation for learner-centred pedagogies central to contemporary CBE frameworks (Manske, 2021).

By the 1980s, the principles of competence-based education had spread to Europe, particularly in countries such as the United Kingdom and Germany, where vocational and technical education systems were reformed to meet the demands of industrialized economies (Dietzen, 2019). These reforms aimed to ensure that graduates could apply practical skills in the workplace, demonstrating problem-solving ability, analytical thinking, and adaptability in real-world contexts (Berniak-Woźny et al., 2023). The shift from rote learning to CBE marked a departure from purely theoretical instruction toward approaches that integrated hands-on learning, applied projects, and competency-based assessment, reflecting the growing recognition that educational success should be measured by performance in authentic settings (DeLorenzo et al., 2024). Consequently, CBE in both the United States and Europe established the conceptual and methodological foundations for its global adoption, influencing curriculum design, teacher preparation, and assessment systems worldwide (Sangwa, 2025).

In Africa, the adoption of competence-based education gained momentum in the late 1990s and early 2000s, largely in response to persistent challenges such as poor learning outcomes, youth unemployment, and a growing mismatch between schooling and labour market needs (Diva Portal, 2020). Policymakers recognized that traditional content-driven curricula often produced graduates with theoretical knowledge but limited practical and employable skills. As a result, several African countries began integrating CBE principles into national education reforms to align learning outcomes with measurable competencies relevant to socio-economic development.

Countries such as South Africa were among the early adopters, linking learner outcomes to workplace competencies during post-apartheid reforms aimed at modernizing education and enhancing relevance to national development goals (UNESCO, 2025). These reforms emphasized outcomes-based instruction, practical skill development, and continuous assessment. However, despite widespread recognition of its benefits, implementation across Africa has remained uneven. Studies show that while many teachers appreciate the value of

CBE, their ability to implement it effectively is constrained by limited professional training, inadequate instructional materials, and systemic resource challenges (Mirza et al., 2023). Consequently, the potential of CBE to improve learning outcomes and employability has often been undermined by structural and capacity-related constraints, highlighting the need for strengthened teacher support systems (Bhardwaj et al., 2025).

Within the East African Community, CBE has been integrated into national education systems to harmonize curricula and respond to regional labour market demands. Kenya, for instance, introduced its Competency-Based Education (CBE) in 2017, replacing the 8-4-4 system and emphasizing skills such as creativity, collaboration, and critical thinking (FLORAH, 2024). Similarly, Tanzania and Rwanda have adopted competency-based frameworks aimed at promoting learner-centred and outcomes-focused education. However, across the region, challenges such as inadequate teacher preparation and limited instructional resources continue to hinder effective implementation (UNESCO, 2025).

In Uganda, the Competency-Based Curriculum was officially introduced at the lower secondary level in 2020 and continues to be implemented with the aim of equipping learners with practical competencies such as problem-solving, critical thinking, and collaboration (Namatende et al., 2025). The curriculum emphasizes learner-centred teaching and continuous assessment to support skills development. However, early evaluations show mixed outcomes: while 93% of head teachers report improvements in learners' problem-solving skills, other findings indicate that widespread competency acquisition remains limited due to inadequate teacher preparedness and insufficient instructional materials (UNEB, 2024).

In Northern Uganda, particularly in Gulu City, the implementation of CBE reflects national efforts but faces additional contextual challenges. Studies indicate that teachers in the region experience limited training opportunities, inadequate professional development, insufficient instructional materials, and large class sizes, all of which hinder effective implementation of competency-based education (Kidega et al., 2022).

1.1.2 Theoretical Background.

This study was guided by Shulman's (1986) Theory of Pedagogical Content Knowledge (PCK), developed by Lee S. Shulman in 1986. The theory emerged as a response to the traditional separation between subject matter knowledge and pedagogy, emphasizing that

effective teaching requires the integration of both. It argues that teaching is not simply about knowing content, but about transforming that content into forms that are understandable and meaningful to learners.

The core assumption of the PCK theory is that teachers must possess and integrate three interconnected knowledge domains: subject matter knowledge (deep understanding of the discipline), pedagogical knowledge (teaching methods, classroom management, and instructional strategies) and knowledge of learners (understanding learners' abilities, prior knowledge, and learning contexts). It further assumes that the quality of teaching is determined by how effectively a teacher blends these knowledge domains to create meaningful learning experiences.

In relation to this study, PCK is highly relevant because Competency-Based Education (CBE) demands teachers who can translate curriculum content into practical, learner-centred, and skills-oriented learning experiences. In Gulu City secondary schools, effective implementation of CBE requires teachers to move beyond content delivery and focus on developing learners' competencies such as problem-solving, critical thinking, and application of knowledge in real-life situations. This directly aligns with the PCK framework, which emphasizes the transformation of subject knowledge into teachable and understandable forms.

The theory has been chosen because it provides a strong conceptual foundation for examining teacher professional competence as a key determinant of CBE implementation. It helps to explain how variations in teachers' pedagogical content knowledge influence the effectiveness of curriculum implementation. Teachers with strong PCK are more capable of designing learner-centred activities, addressing misconceptions and using appropriate assessment strategies, while those with weak PCK may struggle to implement CBE effectively. Therefore, the theory appropriately anchors this study's investigation into the relationship between teacher professional competence and Competency-Based Education implementation in secondary schools in Gulu City.

1.1.3 Conceptual Background

This study was anchored on two key constructs: teacher professional competence as the independent variable and implementation of Competency-Based Education (CBE) as the dependent variable.

Teacher professional competence is understood as the teacher's ability to effectively apply professional knowledge, skills, attitudes, and values in planning, delivering and assessing learning to achieve intended educational outcomes (MoES, 2019). Competent teachers are expected to demonstrate strong subject mastery, apply learner-centred pedagogies, conduct continuous assessment, and support learners' holistic development in line with curriculum goals (Iloka, 2023). In the same line, UNESCO (2017) conceptualizes teacher competence as a combination of knowledge, skills, attitudes, and professional values that enable effective teaching, including instructional planning, classroom management, assessment literacy, and responsiveness to diverse learner needs.

Similarly, Linda Darling-Hammond (2006) emphasizes that teacher professional competence involves the integration of subject matter knowledge, pedagogical skills, and professional judgment to promote meaningful learning. She further highlights that effective teachers not only understand what to teach but also how to teach it in ways that enhance learning. In addition, Mulenga and Kabombwe (2019) argue that teacher competence is reflected in the ability to implement curriculum reforms through appropriate pedagogical approaches, assessment strategies, and classroom management practices that foster learner engagement and competency acquisition.

Drawing from these perspectives, this study conceptualizes teacher professional competence as the teacher's ability to integrate subject content knowledge, pedagogical skills, assessment competence, and professional attitudes in planning, implementing, and evaluating competency-based instruction. It specifically refers to the teacher's capacity to apply learner-centred teaching approaches, use continuous assessment effectively, and support learners in developing critical thinking, problem-solving, creativity, and real-life application skills within the lower secondary education context in Uganda.

On the other hand, the implementation of Competency-Based Education is defined by the Ministry of Education and Sports and also the National Curriculum Development Centre (2019) as the effective implementation of a curriculum that emphasizes the acquisition and application of competencies such as critical thinking, creativity, communication, and problem-solving through learner-centred instruction and continuous assessment. Mulenga and Kabombwe (2019) further describe CBE implementation as instructional practice that shifts emphasis from memorization of content to the development of practical competencies through active learning approaches. Likewise, Waweru (2018) views it as a process in which

learners demonstrate mastery of competencies through practical activities, assessment tasks, and real-life application of knowledge.

In this study, implementation of Competency-Based Education therefore refers to the extent to which teachers apply learner-centred teaching methods, conduct continuous and competency-based assessment, and create learning experiences that enable learners to acquire and demonstrate essential competencies such as critical thinking, problem-solving, communication, creativity, and application of knowledge in real-life situations, as intended in the lower secondary curriculum.

1.1.4 Contextual Background

In Uganda, the education system has undergone major reforms aimed at improving the relevance and quality of learning outcomes. A key reform is the introduction of the Competency-Based Education (CBE) at the lower secondary level, which prioritizes the development of practical skills, critical thinking, creativity, and problem-solving over rote memorization of content (NCDC, 2019; UNESCO, 2017). Implemented in 2020, the curriculum seeks to produce learners who can apply knowledge in real-life situations and respond effectively to the demands of a rapidly changing society (NCDC, 2019).

However, evidence from various studies indicates that teachers' professional competence and readiness to implement CBE vary significantly. Many teachers continue to face challenges in meeting the expectations of competency-based instruction, particularly in areas such as pedagogical skills, assessment literacy, access to instructional resources, and confidence in using learner-centred approaches. These gaps clearly suggest that teacher professional competence plays a central role in determining the effectiveness of implementation of CBE.

Research in Uganda further highlights these challenges. For instance, although 72.5% of teachers report having a general understanding of the CBE framework, only 41.3% feel confident in delivering learner-centred and practical lessons aligned with curriculum goals (UNEB, 2025). Additionally, only 36.8% of schools report adequate access to CBE instructional materials, while fewer than 30% of teachers regularly use formative assessment methods consistent with CBE principles (ResearchGate, 2025). Although the National Curriculum Development Centre (NCDC) trained about 20,000 teachers prior to implementation, a national assessment revealed that nearly 89% of teachers had never attended official CBE training workshops, and 59% demonstrated only a basic understanding

of the curriculum (All Africa, 2024). Furthermore, assessment data from UNEB and UNICEF show that about 52% of teachers still view the curriculum primarily as a testing framework, while 80% are unable to correctly interpret competency-based assessment requirements, reflecting serious gaps in assessment competence (UNICEF Uganda, 2021).

Taken together, these findings show that teacher preparedness for CBE implementation remains uneven, with persistent challenges in training, assessment literacy, resource availability, and the application of learner-centred pedagogy. This evidence reinforces the conceptual understanding that teacher professional competence is a critical determinant of effective CBE implementation. Therefore, examining this relationship is essential for informing strategies aimed at strengthening teacher capacity and improving learner outcomes under the Competency-Based Education framework in lower secondary schools, including those in Gulu City.

1.2 Statement of the Problem

Globally, Competency-Based Education (CBE) has been introduced as an educational reform aimed at shifting learning from traditional teacher-centred approaches and rote memorization toward learner-centred practices that emphasize the development of practical skills, critical thinking, creativity, and problem-solving abilities needed in the 21st century (UNESCO, 2017). In Uganda, this reform was operationalized through the introduction of the Competency-Based Curriculum for lower secondary schools in 2020 by the National Curriculum Development Centre (NCDC, 2019), with the aim of improving the relevance and quality of education by enabling learners to acquire and demonstrate practical competencies in real-life situations rather than simply recalling content. However, the success of CBE largely depends on the professional competence of teachers, who are expected to apply learner-centred pedagogies, facilitate active learning, and use continuous and competency-based assessment to support learners' skill development (Mulenga & Kabombwe, 2019). Despite these expectations, many secondary school teachers continue to face challenges in effectively implementing CBE due to factors such as inadequate instructional materials, overcrowded classrooms and limited pedagogical capacity, which constrain effective delivery (World Bank, 2020). In addition, insufficient pre-service and in-service training, limited continuous professional development, and weak institutional support systems further contribute to low levels of teacher professional competence, thereby, undermining the effective implementation of CBE in schools (UNESCO, 2020). As a result, there is growing

concern that the intended outcomes of Competency-Based Education may not be fully realized. It is therefore necessary to examine the relationship between teacher professional competence and the implementation of CBE in secondary schools in Gulu City in order to generate empirical evidence that can inform teacher training, strengthen continuous professional development, and ultimately enhance the effectiveness of CBE delivery in lower secondary education.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of teacher professional competence on the implementation of Competency-Based Education in lower secondary schools in Gulu City.

1.4 Objectives of the Study

1) To assess the level of teacher professional competence in lower secondary schools in Gulu City.
2) To examine the level of Competency-Based Education implementation in lower secondary schools in Gulu City.
3) To determine the relationship between teachers' pedagogical competence and Competency-Based Education implementation in lower secondary schools in Gulu City.

1.5 Research Questions

1) What is the level of teacher professional competence in lower secondary schools in Gulu City?
2) What is the level of Competency-Based Education implementation in lower secondary schools in Gulu City?
3) What is the relationship between teachers' pedagogical competence and Competency-Based Education implementation in lower secondary schools in Gulu City?

1.6 Hypotheses

1) There is a significant positive relationship between teacher professional competence (pedagogical skills and subject content knowledge) and the effective implementation of Competency-Based Education in lower secondary schools in Gulu City.

2) Teachers with higher levels of continuous professional development (CPD) demonstrate significantly greater competence in using learner-centred methods compared to those with limited training.

1.7 Scope of the Study

The study scope was categorized into content, geographical, and time dimensions.

1.7.1 Content Scope

The study focused on teacher professional competence and Competency-Based Education implementation in lower secondary schools in Gulu City. It specifically examined dimensions of teacher competence, including pedagogical skills, subject content knowledge, assessment competence, and participation in continuous professional development. It also assessed CBE implementation in terms of learner-centred teaching practices, continuous assessment, competency acquisition, and curriculum implementation. Furthermore, the study investigates the relationship between teacher competence and CBE implementation to determine how teacher capabilities influence curriculum implementation.

1.7.2 Geographical Scope

The study was conducted in lower secondary schools in Gulu City, Northern Uganda. Gulu City is located approximately 333 kilometres north of Kampala and it is the commercial and administrative centre of Acholi sub-region. It comprised of both government and private secondary schools across Bardege–Layibi and Laroo–Pece Divisions. The area is suitable for this study because it is actively implementing the Competency-Based Education and has a considerable number of trained teachers involved in its implementation.

1.7.3 Time Scope

The study covered the period from 2020 to 2026. The year 2020 marked the introduction of Competency-Based Education at the lower secondary level in Uganda, while 2026 represents its current implementation phase. This timeframe allows for an assessment of teacher competence and curriculum implementation during both the initial and ongoing stages of implementation.

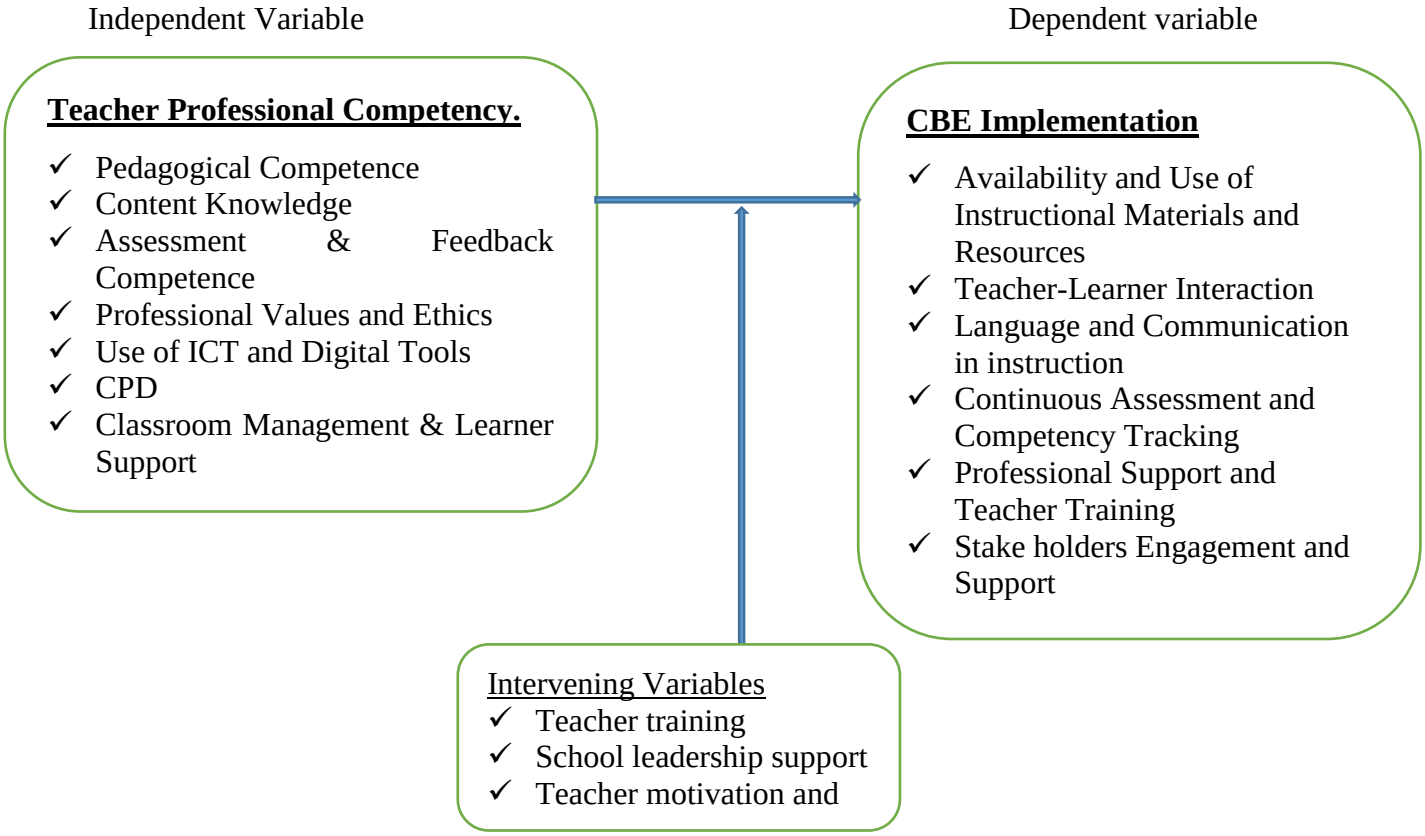
1.8 Significance of the Study

The findings of this study is expected to benefit several stakeholders in the education sector. Teachers might gain insight into areas of professional competence that require improvement, thereby enhancing their ability to effectively implement Competency-Based Education. School administrators and head teachers were to use the findings to design targeted professional development programmes and support systems that strengthen teacher capacity and improve curriculum implementation.

Policy makers, including the Ministry of Education and Sports and the National Curriculum Development Centre, might utilize the results to inform teacher training policies and improve the quality of Competency-Based Education in lower secondary schools. Researchers and academicians were also using the study as a reference for further research on teacher competence and curriculum implementation. Ultimately, the study may contribute to improved learner outcomes by strengthening the implementation of Competency-Based Education and promoting the development of critical thinking, problem-solving, and practical skills among students.

Conceptual Framework

Figure 1: Conceptual Framework Showing the Relationship between Teachers' Professional Competence and Competence-Based Education



Source: Primary Data *(*2026)

The conceptual framework (Figure 1), adapted from Lee S. Shulman's Pedagogical Content Knowledge theory (Tallman, 2023), illustrated the assumed relationship between teacher professional competence and Competency-Based Education (CBE) implementation in lower secondary schools in Gulu City. It conceptualized teacher professional competence comprising pedagogical competence, subject content knowledge, and assessment competence as a key determinant of effective CBE implementation. Teachers with strong pedagogical competence are better able to apply learner-centred strategies such as group work, project-based learning, guided discovery, and problem-solving activities, which are central to CBE implementation (Tomory, 2023). Similarly, sound subject content knowledge enables teachers to interpret the curriculum accurately, simplify concepts, and connect learning to real-life contexts, thereby enhancing meaningful learning. Assessment competence further supports the use of continuous and competency-based assessment practices that track learner progress and promote the development of essential skills such as critical thinking, creativity, communication, and problem-solving.

However, the framework also recognizes that this relationship is influenced by moderating factors within the school environment. These include availability of instructional materials, access to continuous professional development opportunities, and the level of school leadership support. Even highly competent teachers may struggle to effectively implement CBE if resources are inadequate or institutional support is weak. Conversely, strong professional development programmes and supportive leadership can enhance teachers' competence and improve curriculum implementation.

Chapter Two

Literature Review

2.0 Introduction

This chapter presented the theoretical review and related literature on the topic "*Teachers' Professional Competence and the Implementation of the Competency-Based Education in Secondary Schools in Gulu City"*. It examined key theoretical perspectives that underpin the study and provided a conceptual lens for understanding the relationship between teacher competence and curriculum implementation.

2.1 Theoretical Review

The study was guided by three major theories: Pedagogical Content Knowledge (PCK) Theory, Constructivist Learning Theory, and Social Learning Theory. These theories collectively explain how teacher competence influences effective implementation of Competency-Based Education (CBE).

2.1.1 Pedagogical Content Knowledge (PCK) Theory

Pedagogical Content Knowledge (PCK) Theory was developed by Lee S. Shulman in 1987 to bridge the gap between subject matter knowledge and effective teaching practice. Shulman argued that effective teaching goes beyond simply knowing content; it requires the ability to transform that content into forms that are understandable and meaningful to learners.

According to the theory, teachers integrate three key knowledge domains: subject matter knowledge (what to teach), pedagogical knowledge (how to teach), and knowledge of learners (whom to teach) (Lehmann, 2020). The intersection of these domains' forms Pedagogical Content Knowledge, which enables teachers to select appropriate instructional strategies, anticipate learner misconceptions, adapt teaching to diverse needs, and assess learning effectively. Shulman further emphasized that competent teachers must not only understand subject structures but also know how to represent concepts through examples, analogies, demonstrations, and questioning techniques that promote deep understanding (Aubrey, 2022).

In addition, PCK includes assessment competence, whereby teachers evaluate learner progress and provide feedback that supports mastery. This positions teacher competence as an integrated system of knowledge and skills rather than isolated abilities.

In relation to Competency-Based Education (CBE), PCK Theory is highly relevant because CBE requires teachers to adopt learner-centred approaches that emphasize skills development, critical thinking, problem-solving, and application of knowledge. Effective implementation of CBE depends on teachers' ability to design competency-based lessons, facilitate active learning, and conduct continuous assessment aligned with curriculum expectations. Inadequate PCK may hinder teachers from translating curriculum objectives into meaningful classroom practices.

In the context of Gulu City secondary schools, the theory suggests that the effectiveness of CBE delivery is strongly influenced by teachers' professional competence. Teachers with strong subject mastery, pedagogical skills, and assessment competence are more likely to implement CBE effectively, while those with limited competence may struggle to develop learners' competencies. Thus, PCK Theory provides a strong foundation for examining the relationship between teacher competence and CBE implementation.

2.1.2 Constructivist Learning Theory

Constructivist Learning Theory, developed by Jean Piaget (1920s–1930s) and later expanded by Lev Vygotsky, posits that learning is an active process in which learners construct knowledge based on prior experiences and social interactions (Piaget, 1970; Vygotsky, 1978). Piaget emphasized cognitive development stages, arguing that meaningful learning occurs when instruction aligns with learners' existing understanding (Shukri et al., 2025). Vygotsky added that learning is socially mediated through interaction, dialogue, and guidance within the Zone of Proximal Development (ZPD) (Rahman, 2024).

In Competency-Based Education, Constructivist Theory is particularly relevant because it supports learner-centred approaches that emphasize inquiry, collaboration, experiential learning, and problem-solving (Sistermans, 2020). CBE requires learners to actively construct knowledge through real-life tasks such as projects, group work, and simulations.

For this to be effective, teachers must possess strong professional competence to design and facilitate meaningful learning experiences, identify learners' prior knowledge, and provide timely feedback. Without such competence, learner-centred approaches may not achieve their intended outcomes.

In Gulu City secondary schools, constructivism highlights the importance of teachers who can create authentic learning environments that enable learners to apply knowledge in

practical contexts. Therefore, the theory links teacher competence directly to the quality of CBE implementation, emphasizing teachers as facilitators of knowledge construction rather than mere transmitters of information (Ayalew et al., 2024).

2.1.3 Social Learning Theory

Social Learning Theory, developed by Albert Bandura (1977), explains learning as a social process that occurs through observation, imitation, modelling, and interaction. The theory proposes that individuals learn by observing others and the consequences of their actions through processes of attention, retention, reproduction, and motivation.

In Competency-Based Education, Social Learning Theory is highly relevant because teachers serve as role models who influence learners' behaviour, skills, and competencies. Competent teachers demonstrate problem-solving strategies, critical thinking, collaboration, and real-life application of knowledge, which learners observe and imitate.

The theory further emphasizes that teacher professional competence is essential for effective modelling and facilitation of learning. Teachers must possess pedagogical skills, subject knowledge, and classroom management abilities to effectively guide learners' skill development. Without competent teachers, learners may struggle to acquire practical competencies even in resource-rich environments.

In Gulu City secondary schools, teachers who effectively model real-life problem-solving, teamwork, and competency-based assessment are better positioned to support learners' holistic development. Thus, Social Learning Theory underscores the interaction between teacher competence and learner outcomes in CBE implementation, highlighting the teacher's role in shaping meaningful learning experiences (Misbah et al., 2022).

2.2 Levels of Teacher Professional Competence in Secondary Schools

Across many African contexts, although teachers often understand the theoretical value of competence-based approaches, a large proportion still demonstrate low levels of professional competence due to inadequate pre-service training and limited opportunities for continuous professional development (Akinrinola, 2021). This challenge is also evident in Gulu City, where lower secondary schools face insufficient professional development programs necessary to prepare teachers for effective Competency-Based Education (CBE) implementation. As a result, many teachers experience difficulties in applying learner-centred methodologies, facilitating practical skill acquisition, and implementing competency-based

assessment practices that emphasize real-world application (Stout, 2025). Consequently, traditional teacher-centred methods and rote memorization continue to dominate classroom instruction despite ongoing curriculum reforms (Liu et al., 2022) and this situation is similarly observed among teachers in Gulu City.

Although earlier studies such as Mulenga and Kabombwe have documented general challenges faced by teachers in implementing CBE, they did not specifically examine how teacher professional competence directly influences the effectiveness of CBE implementation in secondary schools (Lwanga, 2025). This gap is particularly significant in Gulu City, where the Competency-Based Curriculum is relatively new and requires teachers to integrate subject mastery with appropriate pedagogical strategies (Ndikubwimana et al., 2024). Understanding this relationship is therefore essential for informing targeted interventions aimed at improving teaching quality and learner competency development.

At a broader level, UNESCO (2020) reports that many secondary school teachers across Sub-Saharan Africa exhibit weak pedagogical and assessment competencies, which negatively affects the implementation of CBE (Wawire et al., 2026). Teachers often lack the skills required to design learning experiences that foster critical thinking, creativity, problem-solving, and the practical application of knowledge (Diano et al., 2023). However, while these findings are valuable, they lack context-specific evidence for Uganda, particularly Northern Uganda, thereby creating a need for localized studies in settings such as Gulu City (Souza, 2024; Christine et al., 2024).

Similarly, the National Curriculum Development Centre (NCDC, 2019) observed that although teachers possess moderate subject content knowledge, they demonstrate weak pedagogical competence, particularly in learner-centred instruction (Najjuma, 2024). Many still rely heavily on lecture-based teaching, limiting opportunities for learners to develop higher-order thinking skills (Ssemugenyi, 2023). However, the NCDC report does not empirically establish how teacher competence affects learners' actual acquisition of competencies, leaving a critical research gap (Monsanto, 2025).

Kasule (2021) further highlights that teacher preparedness and professional development in Uganda remain low, limiting their ability to facilitate active learning and continuous assessment. However, this study does not consider the moderating influence of institutional factors such as leadership support, resource availability and class size (Chakrawarty et al.,

2026). These contextual variables are important because they can either enhance or constrain effective CBE implementation.

Evidence from Darling-Hammond et al. (2017) shows that structured professional development, mentorship, and in-service training significantly improve teacher competence and enhance learner-centred instruction (Nugroho, 2024). However, these findings are largely drawn from developed contexts, which differ significantly from resource-constrained environments such as Gulu City (Kix, 2024; Kakooza et al., 2025). This creates a contextual gap regarding how teacher competence interacts with local conditions to influence CBE implementation.

Studies in East Africa, such as Waweru (2018), also reveal low teacher competence in learner-centred pedagogies necessary for CBE implementation, although the study does not directly link teacher competence to learner outcomes (Muthoka, 2025). Similarly, Odhiambo (2019) found that teacher competence in the region is constrained by inadequate resources, large class sizes, and limited training opportunities (Temur, 2026), yet did not explore moderating institutional factors (Abuya et al., 2025).

Overall, the literature consistently shows that teacher professional competence in many African contexts ranges from low to moderate, with notable weaknesses in pedagogical skills, assessment literacy, and learner-centred instruction (Schwartz, 2019). While some studies emphasize the importance of professional development and mentorship (Chukwu et al., 2024), few provide context-specific empirical evidence linking teacher competence directly to CBE implementation in Gulu City. Moreover, many studies overlook the moderating role of school-level factors such as leadership support, infrastructure, and class size, which this study seeks to address.

2.3 Levels of Implementation of Competence-Based Education in Secondary Schools

The implementation of Competency-Based Education (CBE) in secondary schools has generally been reported as low to moderate across many African contexts, largely due to limited teacher professional competence and inadequate instructional resources. Mulenga and Kabombwe (2019) observe that although CBE emphasizes practical skills, problem-solving, and critical thinking, many teachers continue to rely on traditional lecture-based instruction and rote memorization, thereby undermining the intended objectives of the curriculum. This situation points to persistent gaps in teacher training, institutional support, and access to

instructional materials, all of which directly affect the quality of curriculum implementation (Fasinro, 2024).

UNESCO (2020) provides a broader regional perspective indicating that CBE implementation challenges are widespread in Sub-Saharan Africa; however, it does not offer context-specific evidence for Uganda particularly Northern Uganda, where resource constraints and school management practices may differ significantly (Giacomazzi, 2022). Similarly, the National Curriculum Development Centre (NCDC, 2019) reports that CBE implementation in Uganda's lower secondary schools is uneven, with some schools making progress in integrating competency-based lessons while others continue to lag behind due to teacher-centred practices and limited learning materials (Muthoka, 2025). In practice, teachers often struggle to implement experiential learning and competency-based assessment, which are central to the CBE framework (Bingham et al., 2021). However, these studies do not sufficiently explain how teacher professional competence directly influences the effectiveness of CBE implementation, leaving an important empirical gap.

Kasule (2021) further notes that weak teacher preparedness and inadequate continuous professional development contribute significantly to poor CBE implementation in Uganda. Although this highlights competence-related challenges, it does not adequately consider how contextual factors such as school leadership, resource availability, and class size influence implementation outcomes. This gap is particularly important in Gulu City, where differences in school resources and support systems may affect how effectively teachers implement CBE. In agreement, Darling-Hammond et al. (2017) emphasize that effective CBE delivery is more likely in contexts where teachers receive ongoing training, mentorship, and institutional support. However, such findings are largely based on well-resourced or developed contexts, which differ markedly from resource-constrained environments such as Gulu City (Ayiorwoth et al., 2025).

Studies in neighbouring contexts also reveal similar patterns. Waweru (2018) reports low CBE implementation in Kenya due to limited teacher preparedness and insufficient pedagogical resources, while Odhiambo (2019) describes CBE implementation in East Africa as generally low to moderate, constrained by large class sizes, inadequate materials, and limited training opportunities. Mulinge and Chege (2020) further highlight that weak assessment and instructional competencies among teachers negatively affect learners' ability to demonstrate required competencies, resulting in largely theoretical rather than practical

learning experiences. However, these studies rarely examine how institutional or contextual factors interact with teacher competence to influence CBE implementation outcomes.

Conversely, Chung et al. (2018) found that CBE implementation is more effective in well-resourced urban schools where teachers benefit from strong pedagogical skills, professional development opportunities, and adequate instructional materials. However, this study does not account for rural and semi-urban contexts such as Gulu City, where challenges such as limited resources, large class sizes, and weaker institutional support may significantly affect implementation quality.

Overall, the literature indicates that CBE implementation in secondary schools remains largely low to moderate, with better outcomes mainly observed in well-resourced urban settings. Key challenges include inadequate teacher competence, insufficient professional development, lack of instructional resources, and weak institutional support. However, there is limited context-specific evidence linking teacher professional competence to CBE implementation in Uganda, particularly in Northern Uganda in Gulu City (Oguta, 2025). This study therefore seeks to address this gap by examining how teacher professional competence and school-level factors jointly influence the implementation of Competency-Based Education in selected lower secondary schools in Gulu City.

2.4 The Relationship between Teachers' Professional Competence and Implementation of Competency-Based Education in Secondary Schools

The relationship between teacher professional competence and Competency-Based Education (CBE) delivery has been widely acknowledged in educational literature as a key determinant of curriculum effectiveness. Mulenga and Kabombwe (2019) argue that there is a positive relationship between teachers' professional competence and the quality of CBE delivery, noting that improvements in pedagogical skills, assessment literacy, and learner-centred instructional practices enhance the implementation of competency-based curricula. However, their study does not empirically establish how these competencies translate into actual classroom outcomes, creating a gap for further investigation, particularly in contexts such as Gulu City (Onen, 2025).

Similarly, UNESCO (2020) emphasizes that across Sub-Saharan Africa, stronger teacher competence in pedagogy and assessment is associated with more effective CBE implementation. However, this evidence is regional and does not provide context-specific insights for Uganda or Northern Uganda, where variations in resources and school

environments may significantly influence implementation (Kakooza et al., 2025). The National Curriculum Development Centre (NCDC, 2019) also reports a positive relationship between teachers' pedagogical mastery and effective CBE implementation, as competent teachers are better able to facilitate problem-solving, practical learning and learner-centred activities (Barasa et al., 2025; Tzenios, 2022). Nevertheless, the report does not empirically link teacher competence to learners' actual acquisition of competencies, leaving a critical gap for localized research.

Kasule (2021) similarly identifies a positive relationship between teacher preparedness and successful CBE implementation, highlighting that teachers who can design learner-centred lessons and provide continuous feedback enhance curriculum effectiveness. However, the study does not examine the moderating role of contextual factors such as leadership support, class size, and resource availability, which may influence this relationship. Darling-Hammond et al. (2017) further affirm that professional development and mentorship strengthen teacher competence, leading to improved CBE implementation (Mir, 2025). Yet, these findings are largely based on developed contexts and may not fully reflect the realities of resource-constrained settings such as Gulu City.

In East Africa, Waweru (2018) and Odhiambo (2019) both report a positive relationship between teacher competence and CBE implementation, noting that teachers with stronger pedagogical and assessment skills are more effective in facilitating learner-centred instruction. However, both studies overlook contextual and institutional factors that may shape this relationship (Ho, 2026; Musene, 2025). Likewise, Mulinge and Chege (2020) find that teacher competence significantly influences learner engagement and skill acquisition, but do not examine the role of school-level support systems. Chung et al. (2018) also confirm this positive relationship in urban, resource-rich schools, but their findings may not be generalizable to semi-urban contexts such as Gulu City, where resource limitations and large class sizes persist.

Overall, the literature consistently indicates a positive relationship between teacher professional competence and CBE implementation in secondary schools. Teachers with strong pedagogical skills, assessment literacy, and learner-centred instructional abilities are more effective in implementing competency-based education and supporting learner development (Rurangangabo, 2024). However, most studies do not sufficiently examine the moderating influence of institutional factors such as leadership support, resource availability,

class size, and professional development opportunities (Nachuha et al., 2023). This study, therefore, investigated how teacher professional competence influences CBE implementation in lower secondary schools in Gulu City and addressed above gaps.

2.5 Summary of the Gaps

The reviewed literature reveals several key gaps in existing research on teacher professional competence and Competency-Based Education implementation. First, most studies have not empirically established the direct relationship between teacher competence and actual classroom implementation of CBE. Second, there is limited context-specific evidence from Uganda, particularly at the lower secondary level where CBE is still being implemented. Third, insufficient attention has been given to the influence of school-level factors such as leadership support, availability of resources, and professional development opportunities on both teacher competence and curriculum implementation. Finally, few studies have explored how teacher professional competence affects learners' actual acquisition of competencies and practical skills.

Therefore, there is a clear need for context-specific empirical research that examines how teacher professional competence, in interaction with institutional factors, influences Competency-Based Education delivery in secondary schools, particularly in Gulu City.

Chapter Three
Research Methodology

3.0 Introduction

This chapter outlined the research methodology used to examine the relationship between teacher professional competence and the implementation of Competency-Based Education (CBE) in secondary schools in Gulu City. It presented the research philosophy, research approach, research design, target population, sampling procedures, data collection methods and instruments, as well as issues of validity, reliability, data analysis, and ethical considerations. The chapter also highlighted the study's assumptions, limitations, and delimitations, all intended to ensure the generation of credible and reliable findings, as emphasized by John W. Creswell (2018).

3.1 Research Philosophy

This study was grounded in the positivist research philosophy, which assumes that reality exists independently of human perception and can be objectively measured through empirical methods (Creswell, 2018). Positivism emphasizes objectivity, systematic measurement, and the identification of relationships and possible causal connections among variables (Yitmen, 2025). This philosophical stance supported the use of quantitative methods, where data are collected in measurable form and analysed statistically to establish patterns and relationships between teacher professional competence and CBE implementation.

3.2 Research Approach

The study adopted a quantitative research approach to examine the relationship between teacher professional competence and the implementation of Competency-Based Education in secondary schools in Gulu City (Awila et al., 2024). This approach enabled the systematic collection of numerical data on key variables, including indicators of teacher professional competence such as pedagogical skills, subject mastery, and professional development, as well as indicators of CBE implementation such as learner-centered instruction, availability of teaching materials, and continuous assessment practices (Griffith & Villares, 2023). The use of structured instruments, particularly questionnaires, facilitates the generation of quantifiable data necessary for statistical analysis of the relationship between the study variables (Oguta, 2025).

3.3 Research Design

This study employed a correlational research design to investigate the relationship between teachers' professional competence and Competency-Based Education implementation without manipulating any variables (Creswell, 2018). The correlational design allowed data to be collected from a defined population at a single point in time (Setia, 2016), while the correlational aspect enables the examination of relationships among variables. Data was collected using structured tools, particularly Likert-scale questionnaires, administered to a representative sample of respondents (Holmes, 2023). The collected data was analysed using statistical techniques such as correlation and regression analysis to determine the strength and predictive influence of the relationship between teacher professional competence and the implementation of CBE (Field, 2018; Shero & Hart, 2022). Consequently, this design provided a systematic and practical approach for generating empirical evidence on relationships among variables in educational research (Curtis et al., 2016).

3.4 Target Population

The study was conducted in 33 secondary schools in Gulu City. The target population included teachers implementing Competency-Based Education (CBE) from Senior One to Senior Four, who are responsible for curriculum delivery and learner competency development (NCDC, 2019). It also involved school administrators, including head teachers, deputy head teachers, and directors of studies, who provide instructional leadership and oversee teaching and learning processes. In addition, secondary school learners was included as the beneficiaries of curriculum implementation. These stakeholders are essential for generating comprehensive insights into the relationship between teacher professional competence and CBE implementation (Creswell & Creswell, 2018). The city had an estimated 35,000 learners and about 1,800 teachers, and 113 school administrators who are directly involved in implementing CBE.

Table 1: Sample Size Distribution.

Category	Population	Sample Size	Sampling Procedure
Head teachers, Deputy H/T and Director of Studies	65	56	Simple random sampling
Teachers	700	248	Simple random sampling
Learners	10,000	370	Simple random sampling
Total	10,813	674	

Source: Gulu City Education Office (2025)

3.6 Sampling Techniques.

This study used simple random sampling to select respondents from secondary schools in Gulu City. Simple random sampling was applied to all categories of respondents, including teachers, school administrators, and learners, to ensure that each individual has an equal chance of being selected, thereby reducing bias and enhancing representativeness (Kothari, 2014; Mugenda & Mugenda, 2003). This approach ensured fairness in selection and improves the reliability of the study findings by giving all eligible participants an equal opportunity to participate (Creswell, 2018; Kasozi, 2019).

3.7 Data Collection Methods

This study used a questionnaire survey method to collect data from respondents in secondary schools in Gulu City. A structured questionnaire based on a five-point Likert scale was administered to teachers and student leaders to gather quantitative data on teacher professional competence and Competency-Based Education (CBE) implementation (Creswell & Creswell, 2018). The used of questionnaires was to ensure standardized responses, ease of data collection, and comparability of results across participants. This approach enhanced the reliability and validity of the findings by allowing systematic measurement of variables related to the study (Kothari, 2014; Mugenda & Mugenda, 2003).

3.8 Data Collection Instruments

The study used structured questionnaires as the main data collection instrument. The questionnaires were administered to teachers and student leaders to collect quantitative data on teacher professional competence and Competency-Based Education (CBE) implementation using closed-ended Likert-scale items suitable for statistical analysis (Taherdoost, 2017). This was to ensure standardized responses and facilitate objective measurement of the study variables. The study also employed as a structured questionnaire format alone which ensured that all collected data were uniform from respondents which eased analysis and comparison.

3.9 Administration Procedures

Following approval of the research proposal by the Faculty of Education and Humanities, the researcher obtained an introductory letter from the Dean’s office which facilitated the official access to the secondary schools in Gulu City (Creswell, 2018). This letter served as formal

authorization to engage with the schools and relevant respondents. Thereafter, the researcher made appropriate arrangements with head teachers, deputy head teachers, directors of studies, teachers, and student leaders. These participants were clearly informed about the purpose of the study, the nature of their involvement, and the expected duration of participation. They were also assured of confidentiality and invited to participate voluntarily, ensuring that their involvement was based on informed consent and ethical research practice (Mugenda & Mugenda, 2013).

3.10 Quality Control

3.10.1 Validity of Instruments

To ensure validity, the instruments were sent to two senior lecturers who were well conversant with research to validate as research experts in Gulu University in the Department of Education, Planning and Management (MED) for professional guidance, assessments, or judgments regarding the items' relevance and clarity of the questions for the intended purpose.

Since the CVI approach is the most appropriate validity measure for instrument, it was used. The findings from the senior lecturers' validation were used to establish CVI and the result was 0.875 and accepted. In general, a CVI of 0.7 or higher is considered to be an acceptable level of content validity.

Table 3. 1: Validity of the Tools

Category	**No of Items**	**Approved items**	**CVI Values**
Teachers' Professional Competence	8	7	0.875
Competence-Based Education Implementation	8	7	0.875
Average CVI			0.875

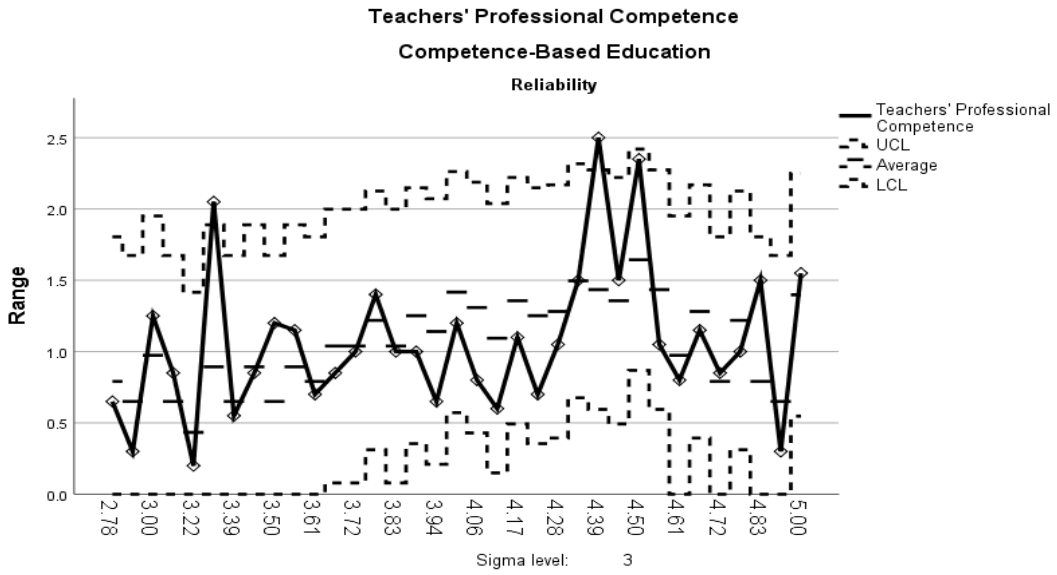
Source: Primary data

Results in Table 3.3 above show that CVI of 0.875 was obtained for all the questionnaire constructs. This score indicates a strong level of agreement among experts that the instrument effectively captures the intended domains. More so, based on the fact that CVI of 0.7 or higher is considered to be an acceptable level of content validity, then this level of content

validity provides significant confidence in the ability of the questionnaire to accurately measure the targeted constructs within this study.

3.10.2 Reliability of Instruments

Reliability was ensured through a pilot study conducted in two secondary schools within Gulu City that would not be part of the main study sample (Creswell, 2018; Orodho, 2016). The pilot involved head teachers, deputy head teachers, teachers, and student leaders to test clarity, consistency, and appropriateness of the questionnaire items. Feedback from the pilot was used to refine ambiguous or weak items before the main study. The formula for Cronbach's Alpha



Using SPSS version 25, internal consistency dependability was determined using Cronbach's alpha, a coefficient with a range of 0 to 1. Stronger reliability was indicated by higher values. Generally, a Cronbach's alpha of 0.7 or higher was considered sufficient. This method was then strongly agreed independently after coding and analyzing the same interview data.

Table 3. 2: Cronbach's Alpha values for Reliability

Constructs	**Cronbach's Alpha**
Teachers' Professional Competence	0.891
Competence-Based Education Implementation	0.925
Average Cronbach Alpha Values	**0.908**

Source: Primary data (2026)

Results in Table 3.4 shows that all the Cronbach values were reliable while the average alpha value was 0.908 which was above 0.7 as recommended in the earlier study of Amin (2005).

3.11 Data Analysis

Data analysis was carried out systematically in line with the study objectives. After data collection, all questionnaires data were checked for completeness and consistency before analysis. The quantitative data was then coded and entered into the Statistical Package for Social Sciences (SPSS) version 26 for analysis (Creswell, 2018; Orodho, 2016). The use of SPSS was further supported by Yadav (2024), who noted that it provides advanced statistical tools, improved data visualization, and a user-friendly interface for efficient analysis of social science data. Descriptive statistics, including frequencies, percentages, means and standard deviations, was used to assess the levels of teacher professional competence in secondary schools in Gulu City. Key indicators such as pedagogical skills, subject mastery, assessment competence and professional development were analysed to classify competence levels as low, moderate, or high. Similarly, descriptive statistics was used to assess the level of Competency-Based Education implementation, focusing on indicators such as learner-centred teaching, continuous assessment, competency acquisition and application of knowledge. To examine the relationship between teacher professional competence and CBE implementation, Pearson's Correlation Coefficient was used to determine the strength and direction of the relationship between the variables.

3.12 Ethical Considerations

This study was adhered to key ethical principles, including voluntary participation, informed consent, confidentiality, anonymity, respect for participants, and the use of appropriate language. Participation was entirely voluntary, and respondents were to take part only after providing informed consent.

To protect confidentiality and anonymity, no names were used; instead, unique codes were assigned to respondents and all data was handled with strict discretion. Participants were treated with respect and all research instruments were written in clear, polite, and culturally appropriate language.

In addition, the questionnaire was to include a preamble outlining the purpose of the study, participants' rights, and the ethical safeguards in place. Respondents were expected to read

and understand this information before deciding voluntarily whether to participate and respond honestly or decline involvement.

3.13 Assumptions of the Study

This study assumed that all selected respondents possessed adequate knowledge, experience, and understanding of the subject matter, enabling them to provide accurate, relevant, and reliable information. It was further assumed that participants were literate and able to read and write, as data would primarily be collected using self-administered questionnaires requiring written responses.

3.14 Limitations and Delimitations.

This study was geographically limited to secondary schools in Gulu City, which restricted the generalization of findings to rural schools implementing Competency-Based Education (CBE). Methodologically, the study adopted a quantitative approach, which focused on numerical data and statistical analysis, and never therefore, captured deeper qualitative experiences and perceptions of stakeholders.

In addition, reliance on self-reported questionnaire data might introduce response bias, while limited access to some teacher professional records might affect the completeness of document analysis. However, these limitations were mitigated through methodological triangulation, whereby questionnaire data was complemented with non-participant observation and document review to enhance the validity, credibility, and robustness of the findings (Creswell & Creswell, 2018; Kivunja, 2018; Orodho, 2016).

Chapter Four

Data Analysis, Presentation and Interpretation

4.0. Introduction.

In this chapter, data analysis, summary of the findings and interpretations of the results are based on the research questions formulated under chapter one above. Descriptive statistics was used to analyse the background of the study respondents, objectives one and two. Pearson correlation was used to analyse the relationship between teachers' professional competence and Competency-Based Education implementation in lower secondary schools in Gulu City.

4.1. Demographic Characteristics of Respondents.

Table 4.1 below presents the demographic characteristics of the 371 learner respondents who participated in the study.

Table 4.1: Demographic Characteristics of Respondents (Learners), N=370.

What is your gender?			
		Frequency	Percentage
Valid	Male	*159*	*42.9*
	Female	*212*	*57.1*
What is your age bracket?			
Valid	14-16 years	*178*	*48.0*
	17-19 years	*193*	*52.0*
Which class are you in?			
Valid	S1	*40*	*10.8*
	S2	*104*	*28.0*
	S3	*98*	*26.4*
	S4	*129*	*34.8*
What is your school type?			
Valid	Government Sponsored	*181*	*48.8*
	Private	*190*	*51.2*

Source: Primary Data (2026)

The findings indicate that the majority of respondents were female learners, who constituted 57.1% (212) of the sample, while male learners accounted for 42.9% (159). This implies that female learners were more represented in the study than male learners. The relatively balanced gender representation, however, suggests that the study captured perspectives from both sexes, thereby improving the inclusiveness and reliability of the findings.

Regarding age distribution, the results show that 52.0% (193) of the respondents were aged between 17–19 years, while 48.0% (178) were aged between 14–16 years. This demonstrates that the study involved learners from both lower and upper adolescent age categories, with a slightly higher representation of older learners. The implication is that the study was able to obtain views from respondents with varying levels of maturity, experience, and understanding of the issues under investigation, which enriches the quality of the data collected.

The class distribution indicates that the largest proportion of respondents were in Senior Four, representing 34.8% (129), followed by Senior Two at 28.0% (104), Senior Three at 26.4% (98), and Senior One at 10.8% (40). This finding suggests that the study had greater participation from learners in upper classes, particularly Senior Four. This may imply that older students were more available, more willing to participate, or more capable of providing informed responses compared to those in lower classes. The inclusion of learners across all class levels nevertheless ensured that the study captured diverse educational experiences and perspectives.

Concerning school type, the findings reveal that respondents from private schools constituted 51.2% (190), while those from government-sponsored schools accounted for 48.8% (181). The near-equal representation of learners from both categories of schools implies that the study was balanced in terms of institutional background. This enhances the comparability of findings across different school settings and increases the generalizability of the study results.

The demographic findings show that the study involved a diverse group of learners in terms of gender, age, class level, and school type. Such diversity strengthens the validity and credibility of the study because it ensures that multiple perspectives were represented. The balanced representation across school types and age categories further implies that the findings can reasonably reflect the experiences and views of secondary school learners within the study area.

Table 4 below presents the demographic characteristics of the 248 teacher respondents who participated in the study. The findings provide information about the gender, age, qualifications, teaching experience and subject specialization of the respondents, which helps to determine the reliability and representativeness of the study data.

Table 4.2: Demographic Characteristics of Respondents (Teachers), N=248.

What is your gender?			
		Frequency	Percentage
Valid	Male	*139*	*56.0*
	Female	*109*	*44.0*
What is your age bracket?			
Valid	25.34 Years	*143*	*57.7*
	35-44 Years	*95*	*38.3*
	45 and Above years	*10*	*4.0*
What is your highest qualification?			
Valid	Diploma	*61*	*24.6*
	Bachelor Degree	*163*	*65.7*
	Master Degree	*23*	*9.3*
	Others	*1*	*.4*
How long have you been in teaching?			
Valid	1-5 Years	*89*	*35.9*
	6-10 Years	*113*	*45.6*
	11-15 Years	*32*	*12.9*
	16 and Above Years	*14*	*5.6*
Which subject do you teach?			
Valid	Sciences	*127*	*51.2*
	Arts	*121*	*48.8*

Source: Primary Data (2026)

The findings on gender reveal that male teachers constituted the majority of respondents at 56.0% (139), while female teachers accounted for 44.0% (109). This indicates that the study involved more male than female teachers, although the difference was not very large. The implication is that the study captured views from both genders, which improves the inclusiveness and balance of the findings. It also suggests that male teachers may be slightly more represented in the teaching workforce within the study area.

Regarding age distribution, the majority of respondents, 57.7% (143), were aged between 25–34 years, followed by 38.3% (95) aged between 35–44 years, while only 4.0% (10) were aged 45 years and above. These findings indicate that most teachers in the study were relatively young and in their active professional years. The implication is that the study benefited from responses from teachers who are likely to be energetic, adaptable, and actively engaged in current teaching practices and educational reforms. The low proportion of older teachers may also suggest limited retention of long-serving teachers or a younger teaching workforce in the study area.

In terms of academic qualifications, the majority of teachers, 65.7% (163), held Bachelor's Degrees, followed by 24.6% (61) with Diplomas, and 9.3% (23) with Master's Degrees,

while only 0.4% (1) had other qualifications. This finding implies that most teachers were professionally qualified to teach at secondary school level. The dominance of degree holders strengthens the credibility of the data because respondents were likely knowledgeable and capable of providing informed opinions on the issues under investigation. The presence of teachers with postgraduate qualifications further enriches the quality of responses through advanced professional experience and expertise.

Concerning teaching experience, the results show that the majority of teachers, 45.6% (113), had taught for 6–10 years, followed by 35.9% (89) with 1–5 years of experience. Teachers with 11–15 years of experience constituted 12.9% (32), while those with 16 years and above represented only 5.6% (14). These findings suggest that most respondents had moderate teaching experience, implying that they had adequate exposure to classroom practice and school environments to provide reliable information for the study. The relatively smaller proportion of highly experienced teachers may indicate that the teaching workforce is dominated by mid-career professionals.

Finally, the findings on subject specialization reveal that science teachers constituted 51.2% (127) of respondents, while arts teachers accounted for 48.8% (121). This near-equal representation indicates that the study obtained balanced views from both science and arts disciplines. The implication is that the findings are likely to reflect a wide range of teaching experiences and academic perspectives, thereby enhancing the comprehensiveness of the study.

Generally, the demographic findings show that the study involved a diverse and professionally qualified group of teachers with varying ages, experience levels, and subject specializations. The majority were degree holders and moderately experienced teachers, which strengthens the reliability and validity of the study findings. The balanced representation across gender and subject areas further enhances the credibility and generalizability of the results to similar educational settings.

Table 5 below presents the demographic characteristics of the 56 school administrator respondents who participated in the study. The findings provide insights into the gender, age, administrative positions and academic qualifications of the respondents, which are important in assessing the credibility and relevance of the information collected from school leadership personnel.

Table 4.3: Demographic Characteristics of Respondents (School Administrators), N=56.

		Frequency	Percentage	Cumulative Percent
What is your gender?				
Valid	Male	*36*	*64.3*	*64.3*
	Female	*20*	*35.7*	*100.0*
What is your age bracket?				
Valid	Below 25	*1*	*1.8*	*1.8*
	25-34 Years	*9*	*16.1*	*17.9*
	35-44 Years	*32*	*57.1*	*75.0*
	45 and Above	*14*	*25.0*	*100.0*
What is your position at school?				
Valid	Head Teacher	*13*	*23.2*	*23.2*
	Deputy Head Teachers	*23*	*41.1*	*64.3*
	Director of Studies	*20*	*35.7*	*100.0*
What is your highest qualification?				
Valid	Diploma	*3*	*5.4*	*5.4*
	Bachelor Degree	*38*	*67.9*	*73.2*
	Master Degree	*15*	*26.8*	*100.0*

Source: Primary Data (2026)

The findings on gender indicate that male administrators constituted the majority of respondents at 64.3% (36), while female administrators accounted for 35.7% (20). This suggests that school administration positions within the study area are predominantly occupied by males. However, the inclusion of female administrators ensured that the perspectives of both genders were represented in the study. The implication is that the study benefited from diverse leadership viewpoints, although male perspectives were more dominant.

Regarding age distribution, the majority of respondents, 57.1% (32), were aged between 35–44 years, followed by 25.0% (14) aged 45 years and above, while 16.1% (9) were aged 25–34 years and only 1.8% (1) were below 25 years. These findings indicate that most school administrators were mature and experienced individuals who had likely spent several years in the education sector before assuming leadership roles. The implication is that the data obtained from administrators is reliable because respondents were likely to possess substantial professional and managerial experience relevant to the study.

Concerning administrative positions, Deputy Head Teachers formed the largest category of respondents at 41.1% (23), followed by Directors of Studies at 35.7% (20), and Head Teachers at 23.2% (13). This finding suggests that the study obtained views from different

levels of school leadership and management. The high representation of Deputy Head Teachers and Directors of Studies implies that the study captured operational and academic management perspectives, while the inclusion of Head Teachers provided strategic and policy-related insights. This diversity of administrative roles enhances the comprehensiveness of the findings.

In terms of academic qualifications, the majority of administrators, 67.9% (38), held Bachelor's Degrees, while 26.8% (15) possessed Master's Degrees and only 5.4% (3) had Diplomas. These findings demonstrate that most school administrators were highly educated and professionally qualified for educational leadership roles. The relatively high proportion of respondents with postgraduate qualifications further suggests that administrators possessed advanced knowledge and managerial competencies. The implication is that the responses provided were likely informed, credible, and based on professional experience.

In summary, the demographic findings show that the study involved experienced and academically qualified school administrators occupying different leadership positions within schools. The majority were middle-aged males with Bachelor's or Master's Degrees, indicating a professionally competent administrative workforce. The diversity in leadership roles and qualifications strengthens the reliability, validity, and richness of the data collected from administrators, thereby enhancing the overall credibility of the study findings.

4.2. Research Question One.

What is the Level of Teachers' Professional Competence in Lower Secondary Schools in Gulu City?

Table 4.4 below presents learners' perspectives on the level of teachers' professional competence in lower secondary schools. The findings were measured using descriptive statistics, particularly the mean and standard deviation values. The mean scores generally range between 3.26 and 4.40, indicating that learners largely agreed that their teachers demonstrated professional competence in various aspects of teaching and learning.

Table 4.4: Level of Teachers' Professional Competence in Lower Secondary Schools (Learners' Perspective) N=370.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
My teachers use different teaching methods to help me understand lessons.	*1.00*	*5.00*	*4.1860*	*.82882*
My teachers involve learners actively during lessons.	*1.00*	*5.00*	*4.1509*	*.89374*
My teachers are knowledgeable in the subjects they teach.	*1.00*	*5.00*	*4.1536*	*.90381*
My teachers explain subject content clearly.	*1.00*	*4.00*	*4.1402*	*1.06379*
My teachers relate lessons to real-life situations.	*1.00*	*4.00*	*4.3531*	*2.27605*
My teachers assess our learning regularly.	*1.00*	*5.00*	*3.8760*	*1.08341*
My teachers give us feedback on our performance.	*1.00*	*5.00*	*4.2022*	*.94130*
Assessment results help me improve my learning.	*1.00*	*5.00*	*4.3962*	*.79992*
My teachers use computers or digital tools in teaching.	*1.00*	*5.00*	*3.5795*	*1.28653*
My teachers use videos or digital materials in lessons.	*1.00*	*5.00*	*3.2615*	*1.38880*
My teachers sometimes use technology to assess us.	*1.00*	*5.00*	*3.4555*	*1.30696*
My teachers behave professionally in class.	*1.00*	*5.00*	*3.9164*	*1.10332*
My teachers respect school rules and regulations.	*1.00*	*5.00*	*4.0997*	*.95763*
My teachers are responsible and committed to their work.	*1.00*	*5.00*	*4.0674*	*.97995*
My teachers attend training to improve their teaching.	*1.00*	*5.00*	*4.0458*	*.99216*
My teachers use new ideas from training in class.	*1.00*	*5.00*	*4.0889*	*.91543*
My teachers work together to improve teaching.	*1.00*	*5.00*	*4.1779*	*.83222*
My teachers maintain discipline in class.	*1.00*	*5.00*	*4.2965*	*.84371*
My classroom is a good place for learning.	*1.00*	*5.00*	*3.9569*	*1.15233*
My teachers support learners with different needs.	*1.00*	*5.00*	*3.8113*	*1.20897*

Source: Primary Data (2026)

The findings reveal that learners highly appreciated teachers' ability to support learning and academic improvement. The highest mean score was recorded on the statement that

“Assessment results help me improve my learning” (Mean = 4.3962, SD = 0.79992), implying that learners strongly believed assessment feedback contributed positively to their academic progress. Similarly, learners agreed that teachers related lessons to real-life situations (Mean = 4.3531, SD = 2.27605) and maintained discipline in class (Mean = 4.2965, SD = 0.84371). These findings suggest that teachers were effective in making learning meaningful and ensuring an organized classroom environment conducive for learning.

The results further show that teachers demonstrated strong pedagogical competence. Learners agreed that teachers used different teaching methods to enhance understanding (Mean = 4.1860, SD = 0.82882), involved learners actively during lessons (Mean = 4.1509, SD = 0.89374), and were knowledgeable in the subjects they taught (Mean = 4.1536, SD = 0.90381). In addition, learners agreed that teachers explained subject content clearly (Mean = 4.1402, SD = 1.06379). These findings imply that teachers possessed adequate instructional skills and subject mastery, which are essential for effective teaching and learner engagement.

The study also established that teachers demonstrated positive professional attitudes and commitment to their work. Learners agreed that teachers respected school rules and regulations (Mean = 4.0997, SD = 0.95763), were responsible and committed to their work (Mean = 4.0674, SD = 0.97995), and attended training to improve their teaching (Mean = 4.0458, SD = 0.99216). Furthermore, learners indicated that teachers applied new ideas from training in class (Mean = 4.0889, SD = 0.91543) and collaborated with one another to improve teaching (Mean = 4.1779, SD = 0.83222). These findings suggest that teachers valued continuous professional development and teamwork, which are important indicators of professionalism in education.

However, the findings reveal comparatively lower mean scores regarding the integration of technology in teaching and assessment. Learners moderately agreed that teachers used computers or digital tools in teaching (Mean = 3.5795, SD = 1.28653), used technology for assessment (Mean = 3.4555, SD = 1.30696), and used videos or digital materials during lessons (Mean = 3.2615, SD = 1.38880). These lower mean scores imply that the integration of Information and Communication Technology (ICT) in teaching and learning was still limited in many schools. The relatively higher standard deviations on these items also indicate variations in learners’ experiences, suggesting that access to or use of digital tools may differ across schools.

Additionally, learners moderately agreed that teachers supported learners with different needs (Mean = 3.8113, SD = 1.20897) and that classrooms were good places for learning (Mean = 3.9569, SD = 1.15233). This suggests that while efforts were being made to create supportive learning environments, there was still room for improvement in inclusive teaching practices and classroom conditions.

The findings indicate that teachers in lower secondary schools generally demonstrated a high level of professional competence from the learners' perspective. Teachers were perceived as knowledgeable, committed, collaborative and capable of using appropriate teaching methods that enhanced learner participation and understanding. Assessment and classroom discipline were also identified as strong aspects of teacher competence. However, the use of ICT and digital learning resources was comparatively low, highlighting an area requiring further improvement.

The study findings suggest that teachers' professional competence in lower secondary schools was generally satisfactory and positively contributed to the teaching-learning process. Nevertheless, schools and education stakeholders should strengthen ICT integration, promote inclusive teaching practices, and improve classroom learning environments to further enhance teachers' professional effectiveness and learner outcomes.

Teachers' Perspective.

Table 7 below presents teachers' perspectives on the level of professional competence in lower secondary schools. The findings were analysed using descriptive statistics, particularly the mean and standard deviation values. Generally, the mean scores range from 4.1452 to 4.5847, indicating that teachers strongly agreed that they possessed a high level of professional competence in various aspects of teaching, assessment, professionalism and learner support.

Table 4.5: Level of Teachers' Professional Competence in Lower Secondary Schools (Teachers' Perspective) N=248.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Teachers use learner-centred teaching methods in my lessons.	*1.00*	*5.00*	*4.1613*	*.95134*
I select appropriate teaching strategies based on lesson objectives.	*1.00*	*5.00*	*4.3387*	*.70150*
Teachers actively engage learners during classroom instruction.	*1.00*	*5.00*	*4.3589*	*.72285*
Teachers have strong mastery of the subject I teach.	*1.00*	*5.00*	*4.2823*	*.83507*
I confidently explain concepts in my subject area.	*1.00*	*5.00*	*4.4516*	*.72943*
I relate subject content to real-life situations.	*1.00*	*5.00*	*4.4556*	*.72411*
Teachers use continuous assessment to monitor learner progress.	*1.00*	*4.00*	*4.5847*	*2.62210*
Teachers provide timely feedback to learners.	*2.00*	*5.00*	*4.3589*	*.63965*
Teachers use assessment results to improve teaching.	*1.00*	*5.00*	*4.3669*	*.71312*
I integrate ICT tools in teaching and learning.	*1.00*	*5.00*	*4.1815*	*.78145*
I use digital resources to support lessons.	*1.00*	*5.00*	*4.1653*	*.76941*
I use technology for assessment when possible.	*1.00*	*5.00*	*4.1452*	*.88801*
I demonstrate professionalism in my teaching duties.	*1.00*	*5.00*	*4.4516*	*.68948*
I adhere to school rules and ethics.	*2.00*	*5.00*	*4.4758*	*.62296*
I show commitment and responsibility at work.	*1.00*	*5.00*	*4.4516*	*.70688*
I attend in-service training and workshops regularly.	*1.00*	*4.00*	*4.3387*	*2.67054*
I apply knowledge gained from CPD.	*2.00*	*5.00*	*4.1976*	*.68328*
I engage in professional collaboration with colleagues.	*1.00*	*5.00*	*4.3427*	*.70242*
I maintain effective discipline in class.	*1.00*	*5.00*	*4.3589*	*.68252*
I create a supportive learning environment.	*2.00*	*5.00*	*4.4597*	*.66001*
I address diverse learner needs.	*1.00*	*5.00*	*4.3911*	*.65836*

Source: Primary Data (2026)

The findings show that teachers highly rated their pedagogical competence and instructional practices. Teachers agreed that they selected appropriate teaching strategies based on lesson objectives (Mean = 4.3387, SD = 0.70150), actively engaged learners during classroom instruction (Mean = 4.3589, SD = 0.72285), and used learner-centred teaching methods (Mean = 4.1613, SD = 0.95134). In addition, teachers indicated that they had strong mastery of the subjects they taught (Mean = 4.2823, SD = 0.83507) and confidently explained concepts in their subject areas (Mean = 4.4516, SD = 0.72943). These findings imply that

teachers perceived themselves as competent in instructional delivery and subject content mastery, which are critical for effective teaching and learner achievement.

The results further reveal that teachers effectively connected classroom learning to practical experiences. The statement "I relate subject content to real-life situations" recorded a high mean score (Mean = 4.4556, SD = 0.72411), suggesting that teachers were able to contextualize learning and make lessons meaningful to learners. This practice is important in promoting learner understanding, relevance, and application of knowledge.

Concerning assessment practices, the findings indicate that teachers highly valued continuous assessment and feedback. Teachers agreed that they used continuous assessment to monitor learner progress (Mean = 4.5847, SD = 2.62210), provided timely feedback to learners (Mean = 4.3589, SD = 0.63965), and used assessment results to improve teaching (Mean = 4.3669, SD = 0.71312). These findings suggest that teachers recognized assessment as an essential component of the teaching-learning process and used it to enhance learner performance and instructional effectiveness. However, the unusually high standard deviation on continuous assessment implies variations in how consistently assessment practices were implemented across respondents.

The study also established that teachers positively perceived their integration of Information and Communication Technology (ICT) in teaching. Teachers agreed that they integrated ICT tools in teaching and learning (Mean = 4.1815, SD = 0.78145), used digital resources to support lessons (Mean = 4.1653, SD = 0.76941), and used technology for assessment where possible (Mean = 4.1452, SD = 0.88801). These findings suggest that teachers considered themselves relatively competent in the use of technology for instructional purposes. However, compared to other aspects of competence, ICT-related practices recorded slightly lower mean scores, implying that there may still be limitations in access to technology, infrastructure, or digital teaching capacity.

Regarding professionalism and ethical conduct, the findings reveal very high levels of agreement among teachers. Respondents agreed that they demonstrated professionalism in their teaching duties (Mean = 4.4516, SD = 0.68948), adhered to school rules and ethics (Mean = 4.4758, SD = 0.62296), and showed commitment and responsibility at work (Mean = 4.4516, SD = 0.70688). These results indicate that teachers perceived themselves as disciplined, ethical, and dedicated professionals. Such attributes are essential for maintaining effective school operations and promoting positive learner outcomes.

The findings also indicate that teachers valued continuous professional development (CPD) and collaboration. Teachers reported attending in-service training and workshops regularly (Mean = 4.3387, SD = 2.67054), applying knowledge gained from CPD (Mean = 4.1976, SD = 0.68328), and engaging in professional collaboration with colleagues (Mean = 4.3427, SD = 0.70242). These findings imply that teachers recognized the importance of lifelong learning and teamwork in improving teaching effectiveness and professional growth.

Furthermore, teachers highly rated their classroom management and learner support practices. They agreed that they maintained effective discipline in class (Mean = 4.3589, SD = 0.68252), created supportive learning environments (Mean = 4.4597, SD = 0.66001), and addressed diverse learner needs (Mean = 4.3911, SD = 0.65836). These findings suggest that teachers were committed to creating inclusive and conducive learning environments that support learners academically and socially.

The findings indicate that teachers perceived themselves as highly professionally competent in instructional delivery, assessment, classroom management, professionalism, collaboration, and learner support. Teachers also demonstrated positive attitudes toward continuous professional development and ICT integration, although technology use appeared relatively less strong compared to other competencies.

The study findings suggest that teachers in lower secondary schools possessed a high level of professional competence from their own perspective. Their competence was reflected in effective pedagogical practices, strong subject mastery, professionalism, assessment practices, and supportive classroom management. However, there remains a need to further strengthen ICT integration and ensure consistency in assessment and professional development practices across schools to enhance the overall quality of teaching and learning.

School Administrators' Perspective.

Table 8 below presents school administrators' perspectives on the level of teachers' professional competence in lower secondary schools. The findings were analyzed using descriptive statistics, particularly the mean and standard deviation values. Overall, the mean scores ranged from 4.2143 to 4.6607, indicating that school administrators strongly agreed that teachers demonstrated a high level of professional competence across different dimensions of teaching and learning.

Table 4.6: Level of Teachers' Professional Competence in Lower Secondary Schools (School Administrators' Perspective) N=56.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Teachers use learner-centered teaching methods in their lessons.	*2.00*	*5.00*	*4.6071*	*.59325*
Teachers select appropriate teaching strategies based on lesson objectives.	*4.00*	*5.00*	*4.5714*	*.49935*
Teachers actively engage learners during classroom instruction.	*4.00*	*5.00*	*4.5714*	*.49935*
Teachers demonstrate strong mastery of the subjects they teach.	*4.00*	*5.00*	*4.5357*	*.50324*
Teachers confidently explain subject concepts to learners.	*4.00*	*5.00*	*4.4464*	*.50162*
Teachers relate subject content to real-life situations.	*3.00*	*5.00*	*4.4821*	*.53906*
Teachers use continuous assessment to monitor learner progress.	*3.00*	*5.00*	*4.6250*	*.52440*
Teachers provide timely feedback to learners.	*3.00*	*5.00*	*4.6607*	*.51440*
Teachers use assessment results to improve teaching practices.	*3.00*	*5.00*	*4.5536*	*.56952*
Teachers integrate ICT tools in teaching and learning.	*3.00*	*5.00*	*4.5000*	*.63246*
Teachers use digital resources to support lesson delivery.	*3.00*	*5.00*	*4.4286*	*.53452*
Teachers use technology for assessment where appropriate.	*2.00*	*5.00*	*4.2857*	*.62419*
Teachers demonstrate professionalism in their duties.	*3.00*	*5.00*	*4.3750*	*.52440*
Teachers adhere to school rules and professional ethics.	*4.00*	*5.00*	*4.5000*	*.50452*
Teachers show commitment and responsibility in their work.	*4.00*	*5.00*	*4.4821*	*.50420*
Teachers attend in-service training and workshops regularly.	*1.00*	*5.00*	*4.2143*	*.80259*
Teachers apply knowledge gained from CPD in their teaching.	*3.00*	*5.00*	*4.3571*	*.55362*
Teachers engage in professional collaboration with colleagues.	*4.00*	*5.00*	*4.5893*	*.49642*
Teachers maintain effective discipline in classrooms.	*4.00*	*5.00*	*4.4643*	*.50324*
Teachers create a supportive learning environment.	*4.00*	*5.00*	*4.5357*	*.50324*
Teachers address diverse learner needs effectively.	*4.00*	*5.00*	*4.5179*	*.50420*

Source: Primary Data (2026)

The findings show that administrators highly rated teachers' pedagogical competence and instructional practices. Teachers were perceived to use learner-centered teaching methods in their lessons (Mean = 4.6071, SD = 0.59325), select appropriate teaching strategies based on lesson objectives (Mean = 4.5714, SD = 0.49935), and actively engage learners during classroom instruction (Mean = 4.5714, SD = 0.49935). Administrators also agreed that teachers demonstrated strong mastery of the subjects they taught (Mean = 4.5357, SD = 0.50324) and confidently explained subject concepts to learners (Mean = 4.4464, SD = 0.50162). These findings imply that teachers were considered professionally capable of delivering lessons effectively and promoting learner participation.

The results further indicate that teachers effectively linked classroom learning to practical experiences. Administrators agreed that teachers related subject content to real-life situations (Mean = 4.4821, SD = 0.53906). This suggests that teachers were able to contextualize learning and make lessons relevant to learners' daily experiences, which is important in enhancing understanding and application of knowledge.

Regarding assessment practices, the findings reveal very high levels of agreement among administrators. Teachers were reported to use continuous assessment to monitor learner progress (Mean = 4.6250, SD = 0.52440), provide timely feedback to learners (Mean = 4.6607, SD = 0.51440), and use assessment results to improve teaching practices (Mean = 4.5536, SD = 0.56952). The highest mean score was recorded on timely feedback to learners, implying that administrators viewed assessment and feedback as strong areas of teacher competence. These findings suggest that teachers effectively used assessment as a tool for monitoring learner achievement and improving instructional practices.

The findings also demonstrate positive perceptions regarding teachers' integration of Information and Communication Technology (ICT) in teaching and learning. Administrators agreed that teachers integrated ICT tools in teaching and learning (Mean = 4.5000, SD = 0.63246), used digital resources to support lesson delivery (Mean = 4.4286, SD = 0.53452), and used technology for assessment where appropriate (Mean = 4.2857, SD = 0.62419). Although these mean scores were slightly lower than those for pedagogical and assessment practices, they still indicate strong agreement that teachers were making efforts to incorporate technology into teaching. The comparatively lower mean on technology for assessment suggests that ICT use in assessment may not yet be fully developed in all schools.

Concerning professionalism and ethical conduct, administrators strongly agreed that teachers demonstrated professionalism in their duties (Mean = 4.3750, SD = 0.52440), adhered to school rules and professional ethics (Mean = 4.5000, SD = 0.50452), and showed commitment and responsibility in their work (Mean = 4.4821, SD = 0.50420). These findings imply that teachers were viewed as disciplined, ethical, and dedicated professionals who fulfilled their responsibilities effectively.

The study also established that teachers valued continuous professional development (CPD) and collaboration. Administrators agreed that teachers attended in-service training and workshops regularly (Mean = 4.2143, SD = 0.80259), applied knowledge gained from CPD in their teaching (Mean = 4.3571, SD = 0.55362), and engaged in professional collaboration with colleagues (Mean = 4.5893, SD = 0.49642). The high mean score on collaboration suggests that teamwork and peer support were common practices among teachers, which likely contributed to improved teaching quality and school performance.

Furthermore, administrators positively rated teachers' classroom management and learner support practices. Teachers were perceived to maintain effective discipline in classrooms (Mean = 4.4643, SD = 0.50324), create supportive learning environments (Mean = 4.5357, SD = 0.50324), and address diverse learner needs effectively (Mean = 4.5179, SD = 0.50420). These findings indicate that teachers were committed to fostering inclusive and conducive learning environments that support learner participation and achievement.

The findings indicate that school administrators perceived teachers in lower secondary schools as highly professionally competent. Teachers were rated highly in pedagogical skills, assessment practices, professionalism, classroom management, collaboration, and learner support. Administrators also acknowledged teachers' efforts in integrating ICT and participating in professional development activities, although technology use for assessment and participation in training recorded relatively lower mean scores compared to other areas.

The study findings suggest that teachers in lower secondary schools demonstrated a high level of professional competence from the perspective of school administrators. Teachers were perceived as knowledgeable, professional, collaborative, and effective in promoting learner engagement and achievement. However, there is still a need to strengthen continuous professional development and expand ICT integration, particularly in technology-based assessment practices, to further improve teaching effectiveness and educational quality.

4.3. Research Question Two

What is the Level of Competency-Based Education Implementation in Lower Secondary Schools in Gulu City?

Table 4.7 below presents learners' perspectives on the level of implementation of Competency-Based Education (CBE) in lower secondary schools. The findings were analyzed using descriptive statistics, specifically the mean and standard deviation values. Overall, the mean scores ranged from 3.4798 to 5.2857, indicating that learners generally agreed that Competency-Based Education was being implemented in their schools to a considerable extent. The findings further demonstrate strengths in learner participation, teacher support, assessment practices and stakeholder involvement, although some challenges were noted in the adequacy of learning materials.

Table 4.7: Level of Competency-Based Education Implementation in Lower Secondary Schools (Learners' Perspective) N=370.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Our school has enough learning materials.	*1.00*	*5.00*	*3.4798*	*1.30756*
Teachers use learning materials during lessons.	*1.00*	*5.00*	*4.0889*	*2.87396*
Learning materials help me understand lessons better.	*1.00*	*5.00*	*4.2938*	*.86521*
Teachers interact well with learners during lessons.	*1.00*	*4.00*	*5.2857*	*21.81976*
Learners actively participate in class activities.	*1.00*	*5.00*	*4.1914*	*.94642*
Teachers encourage group work and collaboration.	*1.00*	*5.00*	*4.3288*	*.85405*
Teachers communicate clearly during lessons.	*1.00*	*4.00*	*4.1698*	*1.41450*
I understand my teachers' explanations easily.	*1.00*	*5.00*	*4.0674*	*.92607*
Teachers adjust their language to help us understand.	*1.00*	*4.00*	*4.4340*	*2.10221*
Teachers regularly assess our learning progress.	*1.00*	*2.00*	*4.0620*	*1.37308*
Continuous assessment helps me improve my performance.	*1.00*	*4.00*	*4.4987*	*2.22562*
Teachers use assessment results to support learning.	*1.00*	*5.00*	*4.2318*	*.98099*
Our teachers are well trained to teach the new curriculum.	*1.00*	*5.00*	*4.1051*	*.97385*
School administration supports teaching and learning well.	*1.00*	*5.00*	*4.2237*	*.91892*
Teachers guide us well in our studies.	*1.00*	*5.00*	*4.1887*	*.84276*
Parents support my learning.	*1.00*	*5.00*	*4.4232*	*.84239*
School leaders support good teaching and learning.	*1.00*	*5.00*	*4.0916*	*1.00926*
The community supports school learning activities.	*1.00*	*5.00*	*4.0431*	*1.06962*

Source: Primary Data (2026)

The findings reveal that learners positively perceived the use of learning materials and learner-centred instructional practices. Learners agreed that teachers used learning materials during lessons (Mean = 4.0889, SD = 2.87396) and that such materials helped them understand lessons better (Mean = 4.2938, SD = 0.86521). However, the statement "Our school has enough learning materials" recorded a comparatively lower mean score (Mean = 3.4798, SD = 1.30756). This implies that although teachers made efforts to use available instructional materials, many schools still faced shortages of adequate learning resources. The implication is that limited instructional materials may hinder the effective implementation of Competency-Based Education, which largely depends on practical, learner-centred approaches.

The results also indicate strong teacher-learner interaction and active learner participation. Learners agreed that teachers interacted well with learners during lessons (Mean = 5.2857, SD = 21.81976), that learners actively participated in class activities (Mean = 4.1914, SD = 0.94642), and that teachers encouraged group work and collaboration (Mean = 4.3288, SD = 0.85405). These findings suggest that classroom practices were increasingly learner-centred, which is a key principle of Competency-Based Education. The very high mean and unusually large standard deviation on teacher interaction may indicate the presence of outliers or inconsistencies in responses, but the general interpretation still points toward positive learner-teacher engagement.

Regarding communication and instructional clarity, learners agreed that teachers communicated clearly during lessons (Mean = 4.1698, SD = 1.41450), that they easily understood teachers' explanations (Mean = 4.0674, SD = 0.92607), and that teachers adjusted their language to help learners understand concepts (Mean = 4.4340, SD = 2.10221). These findings imply that teachers were making deliberate efforts to ensure effective communication and learner comprehension, which are essential for successful competency acquisition.

The study further established that assessment practices strongly supported Competency-Based Education implementation. Learners agreed that teachers regularly assessed their learning progress (Mean = 4.0620, SD = 1.37308), that continuous assessment helped improve their performance (Mean = 4.4987, SD = 2.22562), and that teachers used assessment results to support learning (Mean = 4.2318, SD = 0.98099). These findings indicate that continuous assessment was being utilized as an important tool for monitoring

learner progress and enhancing achievement, which aligns with the principles of Competency-Based Education.

Concerning teacher preparedness and institutional support, learners agreed that teachers were well trained to teach the new curriculum (Mean = 4.1051, SD = 0.97385) and that school administration supported teaching and learning effectively (Mean = 4.2237, SD = 0.91892). Learners also indicated that teachers guided them well in their studies (Mean = 4.1887, SD = 0.84276). These findings suggest that both teachers and school leaders played active roles in facilitating the implementation of the Competency-Based Curriculum.

The findings additionally reveal strong stakeholder support for learning. Learners agreed that parents supported their learning (Mean = 4.4232, SD = 0.84239), school leaders supported good teaching and learning (Mean = 4.0916, SD = 1.00926), and the community supported school learning activities (Mean = 4.0431, SD = 1.06962). These findings imply that the successful implementation of Competency-Based Education was not only dependent on teachers and schools but was also strengthened by parental and community involvement.

The findings indicate that learners generally perceived the implementation of Competency-Based Education in lower secondary schools positively. The implementation was reflected in learner-centred teaching methods, active learner participation, effective communication, continuous assessment practices, teacher preparedness, and support from school leaders, parents, and the community. However, the adequacy of learning materials emerged as a relatively weaker area, suggesting that some schools still faced resource limitations.

The study findings suggest that Competency-Based Education was being implemented to a fairly high level in lower secondary schools from the learners' perspective. Teachers were actively engaging learners, using assessment to improve learning, and promoting collaboration and participation in classrooms. Nevertheless, there is a need for schools and education stakeholders to improve the availability of instructional materials and strengthen resource provision to ensure more effective and sustainable implementation of Competency-Based Education.

Teachers' Perspective

Table 10 below presents teachers' perspectives on the level of implementation of Competency-Based Education (CBE) in lower secondary schools. The findings were analysed using descriptive statistics, particularly the mean and standard deviation values. The

mean scores ranged from 4.1411 to 4.5282, indicating that teachers generally agreed that Competency-Based Education was being implemented at a high level in their schools. The findings demonstrate strengths in instructional resource use, learner participation, communication, assessment practices and institutional support for curriculum implementation.

Table 4.8: Level of Competency-Based Education Implementation in Lower Secondary Schools (Teachers' Perspective) N=248.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Adequate instructional materials are available in my school.	*1.00*	*5.00*	*4.1492*	*.85717*
I effectively use available teaching resources.	*1.00*	*5.00*	*4.3387*	*.66597*
Learning materials support competency-based learning.	*2.00*	*5.00*	*4.4073*	*.61646*
There is active interaction between teachers and learners.	*1.00*	*5.00*	*4.4073*	*.62946*
Learners participate actively in lessons.	*1.00*	*5.00*	*4.3629*	*.62776*
I encourage collaboration among learners.	*2.00*	*5.00*	*4.4234*	*.57809*
I use clear language during instruction.	*1.00*	*5.00*	*4.4234*	*.66291*
Learners understand my explanations easily.	*1.00*	*5.00*	*4.3669*	*.67220*
I adjust communication to learners' level.	*1.00*	*4.00*	*4.5282*	*2.65400*
I regularly assess learners' competencies.	*1.00*	*5.00*	*4.3105*	*.60058*
I track learner progress using continuous assessment.	*1.00*	*5.00*	*4.3669*	*.69004*
Assessment results guide my teaching.	*1.00*	*5.00*	*4.3266*	*.66291*
I receive adequate training on CBE.	*1.00*	*5.00*	*4.1411*	*.81001*
School administration supports CBE implementation.	*1.00*	*5.00*	*4.2540*	*.77144*
I receive professional guidance for curriculum implementation.	*1.00*	*4.00*	*4.4758*	*3.24184*
Parents support learners in competency development.	*2.00*	*5.00*	*4.4758*	*4.59883*
School leadership supports CBE implementation.	*2.00*	*5.00*	*4.2137*	*.67240*
Community involvement enhances curriculum implementation.	*1.00*	*5.00*	*4.1694*	*.71107*

Source: Primary Data (2026)

The findings reveal that teachers positively perceived the availability and use of instructional materials in supporting Competency-Based Education. Teachers agreed that adequate instructional materials were available in their schools (Mean = 4.1492, SD = 0.85717), that they effectively used available teaching resources (Mean = 4.3387, SD = 0.66597), and that learning materials supported competency-based learning (Mean = 4.4073, SD = 0.61646). These findings suggest that instructional resources played an important role in facilitating

practical and learner-centred learning experiences. The relatively high mean scores imply that teachers were making good use of available materials to support competency acquisition among learners.

The study also established strong teacher-learner interaction and learner participation in classroom activities. Teachers agreed that there was active interaction between teachers and learners (Mean = 4.4073, SD = 0.62946), that learners participated actively in lessons (Mean = 4.3629, SD = 0.62776), and that teachers encouraged collaboration among learners (Mean = 4.4234, SD = 0.57809). These findings indicate that classroom practices were learner-centered and participatory, which are key principles of Competency-Based Education. The promotion of collaboration further suggests that learners were being encouraged to develop communication, teamwork, and problem-solving skills.

Regarding communication and instructional delivery, teachers highly agreed that they used clear language during instruction (Mean = 4.4234, SD = 0.66291), that learners understood their explanations easily (Mean = 4.3669, SD = 0.67220), and that they adjusted communication to suit learners' levels (Mean = 4.5282, SD = 2.65400). These findings imply that teachers were responsive to learners' needs and made deliberate efforts to ensure comprehension and effective knowledge transfer. However, the high standard deviation on adjusting communication to learners' level suggests that there were variations among teachers in how consistently this practice was implemented.

The findings further reveal that assessment practices strongly supported Competency-Based Education implementation. Teachers agreed that they regularly assessed learners' competencies (Mean = 4.3105, SD = 0.60058), tracked learner progress using continuous assessment (Mean = 4.3669, SD = 0.69004), and used assessment results to guide teaching (Mean = 4.3266, SD = 0.66291). These results indicate that continuous assessment was widely embraced as a mechanism for monitoring learner progress and improving instructional practices. This aligns with the principles of Competency-Based Education, which emphasize continuous feedback and learner improvement.

Concerning teacher preparation and institutional support, the findings show that teachers generally agreed that they received adequate training on Competency-Based Education (Mean = 4.1411, SD = 0.81001) and that school administration supported CBE implementation (Mean = 4.2540, SD = 0.77144). Teachers also indicated that they received professional guidance for curriculum implementation (Mean = 4.4758, SD = 3.24184). These

findings suggest that schools and educational authorities were making efforts to equip teachers with the necessary skills and support required for implementing the competency-based curriculum. However, the high standard deviation on professional guidance indicates inconsistencies in the level of support provided across schools.

The study additionally established that stakeholder support contributed positively to curriculum implementation. Teachers agreed that parents supported learners in competency development (Mean = 4.4758, SD = 4.59883), that school leadership supported CBE implementation (Mean = 4.2137, SD = 0.67240), and that community involvement enhanced curriculum implementation (Mean = 4.1694, SD = 0.71107). These findings imply that the implementation of Competency-Based Education extended beyond the classroom and depended on collaboration among schools, parents, and the wider community. Nevertheless, the very high standard deviation regarding parental support suggests that parental involvement varied considerably across respondents and schools.

Generally, the findings indicate that teachers perceived the implementation of Competency-Based Education in lower secondary schools positively and at a relatively high level. The implementation was reflected in the effective use of instructional materials, active learner participation, collaborative learning, continuous assessment practices, teacher preparedness, and support from school leadership, parents and communities. However, variations in teacher support, communication adjustment, and parental involvement suggest that implementation experiences differed across schools.

The study findings suggest that Competency-Based Education was being implemented effectively in lower secondary schools from the teachers' perspective. Teachers were actively engaging learners, using learner-centred teaching methods, and employing continuous assessment to support competency development. Despite these positive findings, there remains a need to strengthen consistency in teacher training, professional support and parental involvement to ensure more uniform and sustainable implementation of Competency-Based Education across all schools.

School Administrators' Perspectives

Table 11 below presents school administrators' perspectives on the level of implementation of Competency-Based Education (CBE) in lower secondary schools. The findings were analysed using descriptive statistics, particularly the mean and standard deviation values. The mean scores ranged from 4.2321 to 4.6071, indicating that school administrators strongly

agreed that Competency-Based Education was being implemented at a high level in their schools. The findings demonstrate strengths in instructional resource use, learner participation, assessment practices, communication, and institutional support for curriculum implementation.

Table 4.9: Level of Competency-Based Education Implementation in Lower Secondary Schools (School Administrators' Perspective) N=56.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
The school provides adequate instructional materials for teaching.	*2.00*	*5.00*	*4.3929*	*.65167*
Teachers effectively use available teaching resources.	*4.00*	*5.00*	*4.4643*	*.50324*
Learning materials support competency-based learning.	*3.00*	*5.00*	*4.5000*	*.53936*
There is active interaction between teachers and learners.	*4.00*	*5.00*	*4.5536*	*.50162*
Learners participate actively in lessons.	*4.00*	*5.00*	*4.5179*	*.50420*
Teachers encourage collaboration among learners.	*4.00*	*5.00*	*4.5000*	*.50452*
Teachers use clear language during instruction.	*4.00*	*5.00*	*4.5179*	*.50420*
Learners understand teachers' explanations easily.	*1.00*	*5.00*	*4.4286*	*.68376*
Teachers adjust communication to learners' level.	*1.00*	*5.00*	*4.4107*	*.78107*
Teachers regularly assess learners' competencies.	*4.00*	*5.00*	*4.4643*	*.50324*
Teachers track learner progress using continuous assessment.	*4.00*	*5.00*	*4.6071*	*.49281*
Assessment results guide teaching and learning decisions.	*3.00*	*5.00*	*4.5179*	*.53906*
Teachers receive adequate training on CBE implementation.	*1.00*	*5.00*	*4.2500*	*.85812*
School administration supports CBE implementation.	*1.00*	*5.00*	*4.3036*	*.68542*
Teachers receive professional guidance for curriculum implementation.	*1.00*	*5.00*	*4.3036*	*.73657*
Parents support learners in competency development.	*1.00*	*5.00*	*4.2321*	*.78604*
School leadership supports CBE implementation.	*1.00*	*5.00*	*4.4107*	*.75743*
Community involvement enhances curriculum implementation.	*1.00*	*5.00*	*4.2500*	*.83666*

Source: Primary Data (2026)

The findings reveal that administrators positively perceived the provision and utilization of instructional materials in schools. Administrators agreed that schools provided adequate instructional materials for teaching (Mean = 4.3929, SD = 0.65167), that teachers effectively used available teaching resources (Mean = 4.4643, SD = 0.50324), and that learning materials supported competency-based learning (Mean = 4.5000, SD = 0.53936). These findings imply

that schools were making efforts to provide and utilize learning resources necessary for effective implementation of Competency-Based Education. The effective use of instructional materials further suggests that teachers were applying practical and learner-centred teaching approaches.

The results also indicate strong learner participation and teacher-learner interaction in classrooms. Administrators agreed that there was active interaction between teachers and learners (Mean = 4.5536, SD = 0.50162), that learners participated actively in lessons (Mean = 4.5179, SD = 0.50420), and that teachers encouraged collaboration among learners (Mean = 4.5000, SD = 0.50452). These findings suggest that classroom instruction was highly learner-centred and participatory, which aligns with the principles of Competency-Based Education. The emphasis on collaboration further indicates that schools were promoting teamwork, communication, and problem-solving skills among learners.

Regarding communication and instructional clarity, administrators agreed that teachers used clear language during instruction (Mean = 4.5179, SD = 0.50420), that learners understood teachers' explanations easily (Mean = 4.4286, SD = 0.68376), and that teachers adjusted communication to learners' levels (Mean = 4.4107, SD = 0.78107). These findings imply that teachers were responsive to learners' academic abilities and learning needs, thereby enhancing learner understanding and participation during lessons.

The study further established that assessment practices strongly supported Competency-Based Education implementation. Administrators agreed that teachers regularly assessed learners' competencies (Mean = 4.4643, SD = 0.50324), tracked learner progress using continuous assessment (Mean = 4.6071, SD = 0.49281), and used assessment results to guide teaching and learning decisions (Mean = 4.5179, SD = 0.53906). The highest mean score was recorded on tracking learner progress through continuous assessment, implying that assessment was a central component of the teaching-learning process. These findings suggest that teachers were effectively using continuous assessment to monitor competency acquisition and improve learner outcomes.

Concerning teacher preparation and institutional support, administrators generally agreed that teachers received adequate training on CBE implementation (Mean = 4.2500, SD = 0.85812), that school administration supported CBE implementation (Mean = 4.3036, SD = 0.68542), and that teachers received professional guidance for curriculum implementation (Mean = 4.3036, SD = 0.73657). These findings indicate that school leadership and educational

support systems played an important role in facilitating successful curriculum implementation. However, the comparatively lower mean score on teacher training suggests that some gaps in professional preparation may still exist.

The findings additionally show that stakeholder involvement contributed positively to curriculum implementation. Administrators agreed that parents supported learners in competency development (Mean = 4.2321, SD = 0.78604), that school leadership supported CBE implementation (Mean = 4.4107, SD = 0.75743), and that community involvement enhanced curriculum implementation (Mean = 4.2500, SD = 0.83666). These findings imply that Competency-Based Education implementation was strengthened by cooperation among schools, parents, and communities. Nevertheless, parental and community support recorded relatively lower mean scores compared to classroom practices, suggesting that stakeholder involvement outside the school environment could still be improved.

Generally, the findings indicate that school administrators perceived the implementation of Competency-Based Education in lower secondary schools positively and at a high level. The implementation was reflected in effective use of instructional materials, learner-centered teaching practices, active learner participation, continuous assessment, clear communication, and strong institutional support. School leadership, parents and communities were also viewed as contributing to the successful implementation of the curriculum.

The study findings suggest that Competency-Based Education was being effectively implemented in lower secondary schools from the perspective of school administrators. Teachers were actively engaging learners, using assessment to guide learning and utilizing instructional resources effectively to promote competency development. However, there remains a need to strengthen teacher training, professional guidance, and stakeholder involvement, particularly parental and community support, to ensure more comprehensive and sustainable implementation of Competency-Based Education across schools.

4.4. Research Question Three

What is the Relationship between Teachers' Professional Competence in Lower Secondary and Competency-Based Education Implementation in Lower Secondary Schools in Gulu City?

Table 12 below presents the relationship between teachers' professional competence and the implementation of Competency-Based Education (CBE) in lower secondary schools from the

learners' perspective. The analysis was conducted using Pearson's Product Moment Correlation Coefficient to determine the strength and direction of the relationship between the two variables.

Table 4.10: Relationship between Teachers' Professional Competence in Lower Secondary and Competency-Based Education Implementation in Lower Secondary Schools (Learners' Perspective) N=370.

Correlations

		Teachers' Professional Competence	Competence Based Education Implementation
Teachers' Professional Competence	Pearson Correlation	*1*	*.239***
	Sig. (2-tailed)		*.000*
	N	*371*	*371*
Competence Based Education Implementation	Pearson Correlation	*.239***	*1*
	Sig. (2-tailed)	*.000*	

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2026)

The findings reveal that there was a positive and statistically significant relationship between teachers' professional competence and Competency-Based Education implementation in lower secondary schools (r = .239**, p = .000, N = 371). The positive correlation coefficient indicates that an increase in teachers' professional competence was associated with an improvement in the implementation of Competency-Based Education. In other words, schools where teachers demonstrated higher levels of professional competence were more likely to exhibit better implementation of the competency-based curriculum.

The significance value (p = .000) is less than the 0.01 level of significance, implying that the relationship observed was not due to chance. Therefore, the relationship between teachers' professional competence and Competency-Based Education implementation was statistically significant. This means that learners perceived teacher competence as an important factor influencing the successful implementation of Competency-Based Education in schools.

However, the correlation coefficient of .239 indicates a weak positive relationship between the two variables. This suggests that although teachers' professional competence contributes to the implementation of Competency-Based Education, it is not the only determinant. Other factors such as availability of instructional materials, school leadership, teacher training,

parental support, ICT integration, and learning environment may also play significant roles in influencing the implementation of Competency-Based Education.

The findings imply that professionally competent teachers are more likely to employ learner-centred teaching methods, use continuous assessment effectively, engage learners actively, and apply appropriate instructional strategies that align with the principles of Competency-Based Education. Competent teachers are also more capable of adapting instructional approaches to learners' needs, thereby improving the quality of curriculum implementation.

The findings demonstrate that teachers' professional competence and Competency-Based Education implementation are positively related. Learners perceived that higher levels of teacher competence were associated with better learner participation, improved instructional practices and more effective implementation of competency-based teaching and assessment approaches.

The study findings confirm that teachers' professional competence significantly influences the implementation of Competency-Based Education in lower secondary schools. Although the relationship was weak, it was positive and statistically significant, indicating that improving teachers' pedagogical skills, subject mastery, professionalism, and assessment practices can contribute to better implementation of Competency-Based Education. The study therefore suggests the need for continued teacher training, professional development and institutional support to strengthen teacher competence and enhance the successful implementation of the competency-based curriculum.

Teachers' Perspective

Table 13 below presents the relationship between teachers' professional competence and the implementation of Competency-Based Education (CBE) in lower secondary schools from the teachers' perspective. The analysis used Pearson's Product Moment Correlation Coefficient to determine the strength and direction of the relationship between the two variables.

Table 4.11: Relationship between Teachers' Professional Competence in Lower Secondary and Competency-Based Education Implementation in Lower Secondary Schools (Teachers' Perspective) N=248.

Correlations

		Teachers' Professional Competence	Competence Based Education Implementation
Teachers' Professional Competence	Pearson Correlation	*1*	*.394***
	Sig. (2-tailed)		*.000*
	N	*248*	*248*
Competence Based Education Implementation	Pearson Correlation	*.394***	*1*
	Sig. (2-tailed)	*.000*	

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2026)

The findings reveal a positive and statistically significant relationship between teachers' professional competence and Competency-Based Education implementation (r = .394**, p = .000, N = 248). This indicates that an increase in teachers' professional competence is associated with an improvement in the implementation of Competency-Based Education in schools. In other words, teachers who perceive themselves as more professionally competent are also more likely to report higher levels of effective implementation of the competency-based curriculum.

The significance value (p = .000) is below the 0.01 level of significance, meaning that the relationship is statistically significant and not due to chance. This confirms that teachers' professional competence is an important factor influencing how Competency-Based Education is implemented in lower secondary schools.

The correlation coefficient of .394 indicates a moderate positive relationship between the two variables. This suggests that teachers' professional competence has a meaningful and more substantial influence on the implementation of Competency-Based Education compared to a weak relationship. However, it still implies that while professional competence is important, it does not operate in isolation. Other factors such as availability of instructional materials, school leadership support, teacher training opportunities, workload, and learner readiness may also significantly affect implementation.

The findings imply that teachers who are more competent in areas such as learner-centred pedagogy, subject mastery, continuous assessment, classroom management, and ICT integration are more likely to effectively implement Competency-Based Education. Such teachers are better positioned to translate curriculum requirements into practical classroom activities that enhance learner participation and competency development.

The results show that there is a positive, moderate, and statistically significant relationship between teachers' professional competence and Competency-Based Education implementation from the teachers' perspective. This indicates that improvements in teacher competence are likely to lead to better implementation of the competency-based curriculum in lower secondary schools.

The study confirms that teachers' professional competence plays a significant role in the implementation of Competency-Based Education. The moderate strength of the relationship suggests that strengthening teacher professional development, pedagogical skills, assessment literacy, and ICT integration would substantially improve the effectiveness of Competency-Based Education implementation. However, complementary institutional and environmental factors should also be addressed to achieve optimal curriculum implementation outcomes.

School Administrators' Perspective.

Table 14 below presents the relationship between teachers' professional competence and the implementation of Competency-Based Education (CBE) in lower secondary schools from the school administrators' perspective. The analysis employed Pearson's Product Moment Correlation Coefficient to determine the strength and direction of the relationship between the two variables.

Table 4.12: Relationship between Teachers' Professional Competence in Lower Secondary and Competency-Based Education Implementation in Lower Secondary Schools (School Administrators' Perspective) N=56.

Correlations

		Teachers' Professional Competence	Competence Based Education Implementation
Teachers' Professional Competence	Pearson Correlation	*1*	*.708***
	Sig. (2-tailed)		*.000*
	N	*56*	*56*
Competence Based Education Implementation	Pearson Correlation	*.708***	*1*
	Sig. (2-tailed)	*.000*	

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2026)

The findings reveal a strong positive and statistically significant relationship between teachers' professional competence and Competency-Based Education implementation (r = .708**, p = .000, N = 56). This indicates that higher levels of teachers' professional competence are strongly associated with more effective implementation of Competency-Based Education in lower secondary schools. In practical terms, administrators observed that schools where teachers demonstrate stronger professional skills tend to implement the competency-based curriculum more successfully.

The significance value (p = .000) is less than the 0.01 level of significance, confirming that the relationship is statistically significant and not due to chance. This means that teachers' professional competence is a key determinant of successful Competency-Based Education implementation from the perspective of school leadership.

The correlation coefficient of .708 indicates a strong positive relationship between the two variables. This suggests that teachers' professional competence has a substantial influence on how Competency-Based Education is implemented in schools. Compared to the learner and teacher perspectives, this result shows a much stronger association, implying that school administrators perceive teacher competence as a more decisive factor in curriculum implementation effectiveness.

The findings imply that teachers who demonstrate high levels of competence in instructional delivery, learner-centred methodologies, assessment practices, classroom management, ICT integration, and professional ethics are more likely to effectively implement Competency-Based Education. Administrators, being in supervisory and evaluative roles, are likely to observe how teacher competence directly translates into classroom practice and school-wide curriculum implementation.

The results indicate a strong, positive, and statistically significant relationship between teachers' professional competence and Competency-Based Education implementation from the perspective of school administrators. This shows that teacher competence is a critical driver of successful curriculum implementation in lower secondary schools.

The study findings confirm that teachers' professional competence has a strong influence on the implementation of Competency-Based Education. The strong correlation suggests that improving teacher training, professional development, instructional supervision, and continuous support will significantly enhance the effectiveness of Competency-Based Education implementation. Therefore, strengthening teacher competence is essential for achieving the intended outcomes of the competency-based curriculum in lower secondary schools.

Chapter Five

Discussions, Conclusions, Recommendations and Suggestions for Future Studies

5.0. Introduction

This chapter presents discussions arising from the investigations and findings on the level of teacher professional competence in lower secondary schools, the level of Competency-Based Education implementation in lower secondary schools and the relationship between teachers' professional competence and Competency-Based Education implementation in lower secondary schools in Gulu City. These discussions are made following the research questions developed under chapter one. Several recommendations were made subsequently.

5.1. Discussions

This section discusses the findings of this study; it begins with determining the level of teachers' professional competency in lower secondary schools in Gulu City. This is as presented below.

5.2. Level of Teachers' Professional Competence in Lower Secondary Schools in Gulu City

The findings of this study, which indicate that teachers in lower secondary schools generally demonstrate a high level of professional competence across pedagogy, assessment, classroom management, collaboration, and learner support, are consistent with the views of several contemporary scholars. From the learners' perspective, teachers are seen as knowledgeable, committed, and effective in promoting learner participation. Teachers themselves also report high professional competence, while school administrators reinforce this view by rating teachers highly in instructional delivery and overall professionalism.

These findings strongly align with Stout (2025), who argues that teacher professional competence remains the cornerstone of effective curriculum implementation in competency-based systems. Stout emphasizes that competent teachers are those who integrate learner-centred approaches, formative assessment, and adaptive communication strategies to enhance learner outcomes. Similarly, in this study, teachers were consistently rated highly in learner-centred instruction, assessment practices, and classroom engagement, confirming Stout's assertion that teacher competence directly shapes curriculum effectiveness.

In the same vein, Liu et al. (2022) found that teacher competence significantly influences student engagement and learning outcomes, particularly in systems that emphasize

competency-based or skills-oriented education. Their study highlights that teachers who demonstrate strong pedagogical knowledge and assessment literacy are more successful in improving learner participation and understanding. This is reflected in the current study, where both learners and administrators reported high levels of teacher effectiveness in engaging learners and using continuous assessment to support learning.

Furthermore, Darling-Hammond et al. (2017) emphasize that high-quality teaching is multidimensional, involving subject mastery, pedagogical skill, reflective practice, and continuous professional development. They argue that teacher competence is not static but is enhanced through ongoing learning and professional collaboration. This aligns with the present findings, where teachers reported active participation in continuous professional development, collaboration with colleagues, and application of new instructional strategies. These elements collectively reinforce the notion that teacher competence in lower secondary schools is evolving and supported by professional learning structures.

Similarly, Nugroho (2024) highlights that in competency-based education environments, teacher effectiveness is strongly linked to their ability to integrate instructional technologies and adapt teaching methods to diverse learner needs. Nugroho further notes that while teachers may demonstrate strong traditional pedagogical competence, ICT integration often remains a challenge. This directly reflects the findings of this study, where ICT use and digital learning resources were consistently rated lower compared to other competencies across learners, teachers, and administrators. This indicates a shared global challenge in fully integrating technology into classroom practice despite strong overall teaching competence.

However, contrasting perspectives are also observed in studies by Akinrinola (2021), Kix (2024), and Kakooza et al. (2025), who reported that teacher professional competence in similar contexts is often moderate rather than high. These authors highlight persistent challenges such as inadequate training, limited ICT skills, weak assessment practices, and insufficient instructional support. Their findings differ from the present study, which shows generally high levels of competence across respondent groups. This divergence may be explained by differences in contextual factors such as teacher training systems, school leadership support, and resource availability in different educational settings.

5.3. Level of Competency-Based Education Implementation in Lower Secondary Schools in Gulu City

The findings from learners, teachers and school administrators consistently indicate that the implementation of Competency-Based Education (CBE) in lower secondary schools is generally positive. Across the three respondent categories, there is agreement that learner-centred teaching methods, active learner participation, continuous assessment, and supportive school leadership are central features of classroom practice. This alignment suggests that the lower secondary curriculum reform is being progressively implemented in line with its intended objectives of developing competencies rather than rote memorisation.

From the learners' perspective, CBE implementation is experienced mainly through active classroom participation, teacher support and continuous assessment practices that enhance understanding. Learners particularly appreciate interactive teaching methods and timely feedback, which help them improve academically. However, they also highlight a key limitation insufficient learning materials which constrains effective learning. This points to a gap between curriculum intentions and resource availability at the learner level.

Teachers, on the other hand, present themselves as active implementers of the competency-based curriculum. They report using learner-centred approaches, continuous assessment, ICT tools, and collaborative learning strategies. Teachers also acknowledge professional development and institutional support, although they note inconsistencies in training, parental involvement, and communication adaptation across different schools. This suggests that while teachers are generally implementing CBE as required, the quality and consistency of implementation vary depending on contextual factors such as resources and school environment.

School administrators present the most optimistic assessment of CBE implementation, rating it as highly effective across all dimensions. They emphasize strong teacher competence, effective instructional practices, learner engagement, and institutional support systems. From their managerial perspective, the curriculum appears to be functioning well and aligning with policy expectations. However, their perspective may reflect an administrative or supervisory lens that emphasizes compliance and structural readiness rather than day-to-day classroom challenges experienced by learners and teachers.

However, a clear divergence emerges between learners' experiences and the perceptions of teachers and administrators. While teachers and administrators present a largely successful

implementation narrative, learners highlight practical challenges, particularly the lack of adequate learning materials. This creates a "perception gap" in the evaluation of CBE implementation.

On one hand, administrators and teachers emphasize structural and instructional progress such as training, learner engagement, and assessment systems suggesting that the curriculum is effectively implemented. On the other hand, learners provide a more grounded classroom reality, where resource constraints and uneven learning support affect their learning experience. The CBE implementation may be stronger at the policy and instructional design level but weaker at the learner experience level, especially in resource-constrained environments. It also implies that success indicators used by teachers and administrators may not fully capture the lived realities of learners in classrooms.

5.4. Relationship between Teachers' Professional Competence in Lower Secondary and Competency-Based Education Implementation in Lower Secondary Schools in Gulu City

The findings of this study consistently show a positive and statistically significant relationship between teachers' professional competence and the implementation of Competency-Based Education (CBE) in lower secondary schools, as perceived by learners, teachers, and school administrators. Across all three respondent groups, it is evident that higher levels of teacher competence are associated with more effective learner participation, improved instructional practices, and stronger implementation of competency-based teaching and assessment approaches.

These findings strongly align with Mulenga and Kabombwe (2019), who argue that the success of competency-based curricula largely depends on teachers' ability to translate curriculum intentions into practical classroom activities. They emphasize that teacher competence in pedagogy, assessment, and learner engagement is central to effective CBE implementation. Similarly, UNESCO (2020) highlights that competency-based education systems require highly skilled teachers who can facilitate active learning, apply formative assessment, and support learner-centred approaches. The current findings confirm this position by demonstrating that teacher competence significantly enhances curriculum implementation across schools.

In the same line, Barasa et al. (2025) found that teacher professional competence is a strong predictor of successful curriculum implementation in competency-based education systems.

Their study emphasizes that teachers who are well-trained and professionally competent are more likely to implement learner-centred methodologies effectively, leading to improved learner outcomes. This is reflected in the current study, where a moderate to strong positive relationship was observed between teacher competence and CBE implementation, particularly from teachers' and administrators' perspectives.

Furthermore, Tzenios (2022) argues that teacher competence plays a critical role in shaping student engagement and learning effectiveness, especially in modern education systems that emphasize skills development. The findings of this study support this argument by showing that learners perceive improved participation and understanding in environments where teachers demonstrate higher professional competence.

Similarly, Mir (2025) and Ho (2026) emphasize that competency-based education reforms are highly dependent on teacher readiness, professional development, and instructional capacity. They note that without adequate teacher competence, curriculum reforms often fail to achieve their intended outcomes. This aligns with the current study, which confirms that stronger teacher competence is directly linked to more effective implementation of CBE in schools.

Musene (2025) further reinforces this view by highlighting that teacher competence, particularly in assessment literacy and learner-centred pedagogy, is essential for the success of competency-based curriculum reforms. The present study echoes this by showing that teachers' ability to use continuous assessment and engage learners meaningfully is a key driver of successful CBE implementation.

However, a notable contrast emerges in the strength of relationships reported across respondent groups. While administrators reported a strong positive relationship between teacher competence and CBE implementation, teachers reported a moderate relationship, and learners reported a weaker but still significant relationship.

This divergence suggests that perceptions of curriculum success vary depending on the stakeholder's role. Administrators, who evaluate implementation from a supervisory and compliance perspective, tend to view teacher competence as a more decisive factor in curriculum success. Teachers, on the other hand, recognize their competence but also acknowledge contextual challenges such as workload, resource constraints, and varying school conditions, which may limit implementation effectiveness. Learners provide the most practical perspective, focusing on classroom realities such as participation, feedback, and resource availability, which may not fully reflect institutional or policy-level progress. This

suggests that while teacher competence is universally acknowledged as important, its perceived impact on curriculum implementation differs depending on stakeholder experience and expectations.

5.5. Conclusions

In conclusion, the findings of this study are largely consistent with international scholarship, particularly the works of Stout (2025), Liu et al. (2022), Darling-Hammond et al. (2017) and Nugroho (2024), which emphasize that teacher professional competence is central to effective curriculum implementation and learner engagement in competency-based education systems. The study confirms that teachers in lower secondary schools demonstrate high professional competence, although ICT integration remains a persistent challenge.

In conclusion, although Competency-Based Education is being implemented positively in lower secondary schools, with strong evidence of learner-centred teaching, active participation and continuous assessment, there is a disconnect between stakeholder perspectives. Teachers and administrators view implementation as highly successful, while learners highlight critical gaps, particularly in learning resources and consistency of support. This indicates that CBE implementation is progressing, but not yet fully harmonized across all levels of the education system.

In conclusion, the study confirms that teachers' professional competence has a positive, statistically significant relationship with the implementation of Competency-Based Education in lower secondary schools. The relationship ranges from moderate to strong depending on the stakeholder perspective, but consistently indicates that improved teacher competence enhances curriculum implementation effectiveness. This finding is strongly supported by international and regional literature emphasizing the central role of teachers in competency-based education reforms.

5.6. Recommendations

There is a need for targeted professional development programs that specifically strengthen teachers' ICT integration skills and digital pedagogy. Education authorities and school administrators should invest in continuous training, provision of digital teaching resources, and mentorship programs to bridge the gap between traditional instructional competence and modern technology-enhanced teaching practices required in Competency-Based Education.

The Ministry of Education and Sports, in collaboration with school leadership, should strengthen the provision of adequate instructional materials and learning resources to support effective implementation of Competency-Based Education. In addition, continuous professional development should be standardized across schools to ensure consistent teaching practices, while mechanisms for learner feedback should be strengthened so that policy implementation reflects classroom realities more accurately.

There is a need for continuous and targeted professional development programs aimed at strengthening teachers' pedagogical skills, assessment literacy, and learner-centred instructional practices. In addition, education stakeholders should harmonize perceptions of curriculum implementation by improving feedback mechanisms between learners, teachers, and administrators, while also addressing contextual challenges such as resource limitations and workload to ensure more consistent and effective implementation of Competency-Based Education across all schools.

5.7. Suggestions for Future Studies

This study didn't investigate and report on all the aspects of teachers' professional competence and CBE and, therefore, I suggest the following for other researchers to delve in:

1) Teachers' Pedagogical Skills and the Implementation of Competency-Based Curriculum in Secondary Schools.

2) Influence of Continuous Professional Development on Teachers' Effectiveness in Implementing Competency-Based Education in Secondary Schools.

3) Instructional Resources and Teachers' Competence in Enhancing Competency-Based Curriculum Implementation in Secondary Schools.

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Appendices

Appendix A: Introduction Letter

GULU UNIVERSITY

P.O. BOX 166 GULU

TEL: +256471432922

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

13th April 02026

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Andini Alex (Reg No. 24/U/05328/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

He is undertaking research on the Topic:

TEACHER PROFESSIONAL COMPETENCE AND THE IMPLEMENTATION OF COMPETENCE BASED EDUCATION IN SECONDARY SCHOOLS IN GULU CITY

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

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

Yours faithfully,

GULU UNIVERSITY
13 APR 2026
FACULTY OF EDUCATION AND HUMANITIES

Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities

Appendix B: School Administrators' Questionnaire (Head teachers, Deputy Head teachers and Director of Studies)

Section A: Background Information

Please provide your background information by indicating the appropriate option.

1. Gender: ☐ Male ☐ Female
2. Age: ☐ Below 25 ☐ 25–34 ☐ 35–44 ☐ 45 and above
3. Position in school: ☐ Head Teacher ☐ Deputy Head Teacher ☐ Director of Studies
4. Highest qualification: ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ Others

Section B: Teacher Professional Competence (As Observed by School Administrators)

Scale:1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A), 5 = Strongly Agree (SA)

No.	Statement	SD	D	NS	A	SA
A. Pedagogical Competence						
	Teachers use learner-centered teaching methods in their lessons.	☐	☐	☐	☐	☐
	Teachers select appropriate teaching strategies based on lesson objectives.	☐	☐	☐	☐	☐
	Teachers actively engage learners during classroom instruction.	☐	☐	☐	☐	☐
B. Content Knowledge						
	Teachers demonstrate strong mastery of the subjects they teach.	☐	☐	☐	☐	☐
	Teachers confidently explain subject concepts to learners.	☐	☐	☐	☐	☐
	Teachers relate subject content to real-life situations.	☐	☐	☐	☐	☐
C. Assessment & Feedback						
	Teachers use continuous assessment to monitor learner progress.	☐	☐	☐	☐	☐
	Teachers provide timely feedback to learners.	☐	☐	☐	☐	☐

	Teachers use assessment results to improve teaching practices.	☐	☐	☐	☐	☐
D. ICT Use						
	Teachers integrate ICT tools in teaching and learning.	☐	☐	☐	☐	☐
	Teachers use digital resources to support lesson delivery.	☐	☐	☐	☐	☐
	Teachers use technology for assessment where appropriate.	☐	☐	☐	☐	☐
E. Professional Ethics						
	Teachers demonstrate professionalism in their duties.	☐	☐	☐	☐	☐
	Teachers adhere to school rules and professional ethics.	☐	☐	☐	☐	☐
	Teachers show commitment and responsibility in their work.	☐	☐	☐	☐	☐
F. CPD						
	Teachers attend in-service training and workshops regularly.	☐	☐	☐	☐	☐
	Teachers apply knowledge gained from CPD in their teaching.	☐	☐	☐	☐	☐
	Teachers engage in professional collaboration with colleagues.	☐	☐	☐	☐	☐
G. Classroom Management						
	Teachers maintain effective discipline in classrooms.	☐	☐	☐	☐	☐
	Teachers create a supportive learning environment.	☐	☐	☐	☐	☐
	Teachers address diverse learner needs effectively.	☐	☐	☐	☐	☐

Section C: CBE Implementation in Schools

No.	Statement	SD	D	NS	A	SA
A. Instructional Materials						
	The school provides adequate instructional materials for teaching.	☐	☐	☐	☐	☐
	Teachers effectively use available teaching resources.	☐	☐	☐	☐	☐
	Learning materials support competency-based learning.	☐	☐	☐	☐	☐
B. Teacher–						

Learner Interaction						
	There is active interaction between teachers and learners.	☐	☐	☐	☐	☐
	Learners participate actively in lessons.	☐	☐	☐	☐	☐
	Teachers encourage collaboration among learners.	☐	☐	☐	☐	☐
C. Communication						
	Teachers use clear language during instruction.	☐	☐	☐	☐	☐
	Learners understand teachers' explanations easily.	☐	☐	☐	☐	☐
	Teachers adjust communication to learners' level.	☐	☐	☐	☐	☐
D. Continuous Assessment						
	Teachers regularly assess learners' competencies.	☐	☐	☐	☐	☐
	Teachers track learner progress using continuous assessment.	☐	☐	☐	☐	☐
	Assessment results guide teaching and learning decisions.	☐	☐	☐	☐	☐
E. Professional Support						
	Teachers receive adequate training on CBE implementation.	☐	☐	☐	☐	☐
	School administration supports CBE implementation.	☐	☐	☐	☐	☐
	Teachers receive professional guidance for curriculum implementation.	☐	☐	☐	☐	☐
F. Stakeholder Engagement						
	Parents support learners in competency development.	☐	☐	☐	☐	☐
	School leadership supports CBE implementation.	☐	☐	☐	☐	☐
	Community involvement enhances curriculum implementation.	☐	☐	☐	☐	☐

Section D: Intervening Variables

No.	Statement	SD	D	NS	A	SA
	Large class sizes affect effective CBE implementation.	☐	☐	☐	☐	☐
	Availability of school resources influences teaching effectiveness.	☐	☐	☐	☐	☐
	Teacher motivation affects CBE implementation.	☐	☐	☐	☐	☐
	School leadership support influences teaching performance.	☐	☐	☐	☐	☐

Appendix C: Teachers' Questionnaire

Section A: Background Information

Please provide your background information by indicating the appropriate option.

Section A: Background Information

(Please tick where appropriate)

1. Gender: ☐ Male ☐ Female
2. Age: ☐ Below 25 ☐ 25–34 ☐ 35–44 ☐ 45 and above
3. Highest qualification: ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ Others
4. Teaching experience: ☐ 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16+ years
5. Subject taught: _____

Section B: Independent Variable – Teacher Professional Competence

Scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A), 5 = Strongly Agree (SA)

No.	Statement	SD	D	NS	A	SA
A. Pedagogical Competence						
	Teachers use learner-centered teaching methods in my lessons.	☐	☐	☐	☐	☐
	I select appropriate teaching strategies based on lesson objectives.	☐	☐	☐	☐	☐
	Teachers actively engage learners during classroom instruction.	☐	☐	☐	☐	☐
B. Content Knowledge						
	Teachers have strong mastery of the subject I teach.	☐	☐	☐	☐	☐
	I confidently explain concepts in my subject area.	☐	☐	☐	☐	☐
	I relate subject content to real-life situations.	☐	☐	☐	☐	☐
C. Assessment & Feedback						

	Teachers use continuous assessment to monitor learner progress.	☐	☐	☐	☐	☐
	Teachers provide timely feedback to learners.	☐	☐	☐	☐	☐
	Teachers use assessment results to improve teaching.	☐	☐	☐	☐	☐
D. ICT Use						
	I integrate ICT tools in teaching and learning.	☐	☐	☐	☐	☐
	I use digital resources to support lessons.	☐	☐	☐	☐	☐
	I use technology for assessment when possible.	☐	☐	☐	☐	☐
E. Professional Ethics						
	I demonstrate professionalism in my teaching duties.	☐	☐	☐	☐	☐
	I adhere to school rules and ethics.	☐	☐	☐	☐	☐
	I show commitment and responsibility at work.	☐	☐	☐	☐	☐
F. CPD						
	I attend in-service training and workshops regularly.	☐	☐	☐	☐	☐
	I apply knowledge gained from CPD.	☐	☐	☐	☐	☐
	I engage in professional collaboration with colleagues.	☐	☐	☐	☐	☐
G. Classroom Management						
	I maintain effective discipline in class.	☐	☐	☐	☐	☐
	I create a supportive learning environment.	☐	☐	☐	☐	☐
	I address diverse learner needs.	☐	☐	☐	☐	☐

Section C: Dependent Variable – CBE Implementation

No.	**Statement**	**SD**	**D**	**NS**	**A**	**SA**
A. Instructional Materials						
	Adequate instructional materials are available in my school.	☐	☐	☐	☐	☐
	I effectively use available teaching resources.	☐	☐	☐	☐	☐
	Learning materials support competency-based learning.	☐	☐	☐	☐	☐
B. Teacher–Learner Interaction						

	There is active interaction between teachers and learners.	☐	☐	☐	☐	☐
	Learners participate actively in lessons.	☐	☐	☐	☐	☐
	I encourage collaboration among learners.	☐	☐	☐	☐	☐
C. Communication						
	I use clear language during instruction.	☐	☐	☐	☐	☐
	Learners understand my explanations easily.	☐	☐	☐	☐	☐
	I adjust communication to learners' level.	☐	☐	☐	☐	☐
D. Continuous Assessment						
	I regularly assess learners' competencies.	☐	☐	☐	☐	☐
	I track learner progress using continuous assessment.	☐	☐	☐	☐	☐
	Assessment results guide my teaching.	☐	☐	☐	☐	☐
E. Professional Support						
	I receive adequate training on CBE.	☐	☐	☐	☐	☐
	School administration supports CBE implementation.	☐	☐	☐	☐	☐
	I receive professional guidance for curriculum implementation.	☐	☐	☐	☐	☐
F. Stakeholder Engagement						
	Parents support learners in competency development.	☐	☐	☐	☐	☐
	School leadership supports CBE implementation.	☐	☐	☐	☐	☐
	Community involvement enhances curriculum implementation.	☐	☐	☐	☐	☐

Section D: Intervening Variables

No.	Statement	SD	D	NS	A	SA

	Large class sizes affect effective CBE implementation.	☐	☐	☐	☐	☐
	Availability of school resources influences teaching effectiveness.	☐	☐	☐	☐	☐
	Teacher motivation affects CBE implementation.	☐	☐	☐	☐	☐
	School leadership support influences teaching performance.	☐	☐	☐	☐	☐

Appendix D: Learners' Questionnaire

Section A: Background Information

Please provide your background information by ticking the appropriate option.

1. Gender: ☐ Male ☐ Female
2. Age: ☐ Below 14 ☐ 14–16 ☐ 17–19 ☐ 20 and above
3. Class level: ☐ Senior 1 ☐ Senior 2 ☐ Senior 3 ☐ Senior 4
4. School type: ☐ Government ☐ Private

Section B: Independent Variable – Teacher Professional Competence

Scale:1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree (SA)

No.	Statement	SD	D	NS	A	SA
A. Pedagogical Competence						
	My teachers use different teaching methods to help me understand lessons.	☐	☐	☐	☐	☐
	My teachers involve learners actively during lessons.	☐	☐	☐	☐	☐
B. Content Knowledge						
	My teachers are knowledgeable in the subjects they teach.	☐	☐	☐	☐	☐
	My teachers explain subject content clearly.	☐	☐	☐	☐	☐
	My teachers relate lessons to real-life situations.	☐	☐	☐	☐	☐
C. Assessment & Feedback						
	My teachers assess our learning regularly.	☐	☐	☐	☐	☐
	My teachers give us feedback on our performance.	☐	☐	☐	☐	☐
	Assessment results help me improve my learning.	☐	☐	☐	☐	☐
D. ICT Use						
	My teachers use computers or digital tools in teaching.	☐	☐	☐	☐	☐
	My teachers use videos or digital materials in lessons.	☐	☐	☐	☐	☐

	My teachers sometimes use technology to assess us.	☐	☐	☐	☐	☐
E. Professional Ethics						
	My teachers behave professionally in class.	☐	☐	☐	☐	☐
	My teachers respect school rules and regulations.	☐	☐	☐	☐	☐
	My teachers are responsible and committed to their work.	☐	☐	☐	☐	☐
F. CPD (Teacher Improvement)						
	My teachers attend training to improve their teaching.	☐	☐	☐	☐	☐
	My teachers use new ideas from training in class.	☐	☐	☐	☐	☐
	My teachers work together to improve teaching.	☐	☐	☐	☐	☐
G. Classroom Management						
	My teachers maintain discipline in class.	☐	☐	☐	☐	☐
	My classroom is a good place for learning.	☐	☐	☐	☐	☐
	My teachers support learners with different needs.	☐	☐	☐	☐	☐

Section C: Dependent Variable – CBE Implementation

No.	**Statement**	**SD**	**D**	**NS**	**A**	**SA**
A. Learning Materials						
	Our school has enough learning materials.	☐	☐	☐	☐	☐
	Teachers use learning materials during lessons.	☐	☐	☐	☐	☐
	Learning materials help me understand lessons better.	☐	☐	☐	☐	☐
B. Teacher–Learner Interaction						
	Teachers interact well with learners during lessons.	☐	☐	☐	☐	☐
	Learners actively participate in class activities.	☐	☐	☐	☐	☐
	Teachers encourage group work and collaboration.	☐	☐	☐	☐	☐
C. Communication						
	Teachers communicate clearly during lessons.	☐	☐	☐	☐	☐

	I understand my teachers' explanations easily.	☐	☐	☐	☐	☐
	Teachers adjust their language to help us understand.	☐	☐	☐	☐	☐
D. Continuous Assessment						
	Teachers regularly assess our learning progress.	☐	☐	☐	☐	☐
	Continuous assessment helps me improve my performance.	☐	☐	☐	☐	☐
	Teachers use assessment results to support learning.	☐	☐	☐	☐	☐
E. Professional Support						
	Our teachers are well trained to teach the new curriculum.	☐	☐	☐	☐	☐
	School administration supports teaching and learning well.	☐	☐	☐	☐	☐
	Teachers guide us well in our studies.	☐	☐	☐	☐	☐
F. Stakeholder Support						
	Parents support my learning.	☐	☐	☐	☐	☐
	School leaders support good teaching and learning.	☐	☐	☐	☐	☐
	The community supports school learning activities.	☐	☐	☐	☐	☐

Section D: Intervening Variables

No.	**Statement**	**SD**	**D**	**NS**	**A**	**SA**
	Large class sizes make learning difficult.	☐	☐	☐	☐	☐
	Lack of learning materials affects my learning.	☐	☐	☐	☐	☐
	Teacher motivation affects how well I learn.	☐	☐	☐	☐	☐
	School leadership affects teaching and learning quality.	☐	☐	☐	☐	☐

Appendix E: Sample Size Determination Table

Population Size (N)	95% Confidence Level				99% Confidence Level			
Margin of Errors	5%	3.5%	2.5%	1%	5%	3.5%	2.5%	1%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	303	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1,067	427	636	827	1,119
1,500	306	515	759	1,297	460	712	959	1,376
2,000	322	563	869	1,655	498	808	1,141	1,785
2,500	333	597	952	1,984	524	879	1,288	2,173
3,500	346	641	1,068	2,565	558	977	1,510	2,890
5,000	357	678	1,178	3,288	586	1,066	1,734	3,842
7,500	365	710	1,275	4,211	610	1,147	1,960	5,165
10,000	370	727	1,332	4,899	622	1,193	2,098	6,239
25,000	378	760	1,448	6,939	646	1,285	2,399	9,972
50,000	381	772	1,491	8,056	655	1,318	2,520	12,455
75,000	382	776	1,506	8,514	658	1,330	2,563	13,583
100,000	383	778	1,513	8,762	659	1,336	2,585	14,227
250,000	384	782	1,527	9,248	662	1,347	2,626	15,555
500,000	384	783	1,532	9,423	663	1,350	2,640	16,055
1,000,000	384	783	1,534	9,512	663	1,352	2,647	16,317
2,500,000	384	784	1,536	9,567	663	1,353	2,651	16,478
10,000,000	384	784	1,536	9,594	663	1,354	2,653	16,560
100,000,000	384	784	1,537	9,603	663	1,354	2,654	16,584
300,000,000	384	784	1,537	9,603	663	1,354	2,654	16,586

Source: Morgan & Krejcie, 1970

Morgan and Krejcie Sample Size Determination Table (1970)

Appendix F: A Sketch Map of Gulu City Showing the Study Area.

