

The Stakeholders' Attitudes on the Transition from Knowledge-Based Curriculum (KBC) to a Competence-Based Curriculum (CBC) in Selected Secondary Schools in Kampala District

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Abstract:- The study investigated the Stakeholders' attitudes on the transition from knowledge-Based Curriculum (KBC) to Competence-Based Curriculum (CBC) in selected Secondary schools A and B found in Kampala District. The implementation of CBC was driven by the need for Uganda to move away from rote memorisation and focus on practical skills and knowledge that will be useful in the workforce. The study was guided by curriculum implementation theory by Gross et al (1971).

The study adopted a qualitative research approach that analysed the case of CBC from the subjective point of view while involving the study participants' opinions. The study followed the Interpretivist paradigm which enabled participants to create and construct their social reality in line with the study. The study also adopted a single case study research design in order to get an in-depth understanding of the stakeholders' attitudes on the transition from KBC to CBC. A sample of 23 participants including a UNEB official (U), Headteachers (H), Teachers (T) and Students (S) were selected purposively and used for the study. This enabled the researcher to gather qualitative responses, from the best-fit participants whose responses were relevant to the study. The study employed the use of the interviews to one UNEB Official, two headteachers and eight teachers and focus group discussions to twelve students while using a group of six students from each school to collect data. Through triangulation the methods enabled the researcher to collect in-depth subjective reality which was analysed using thematic analysis. The findings of the study indicated that; to a greater extent stakeholders had a positive attitude towards the transition from KBC to CBC. This is because CBC had led to development of skills and it is more practical compared to KBC. However, the findings of the study also revealed a negative attitude of stakeholders on a transition from KBC to CBC while stressing that, CBC is expensive and time for preparation was not enough. The study recommended the government of Uganda through the MoES to; train teachers so as to equip them with the necessary skills of teaching and assessment methods, facilitate schools with enough educational facilities and

materials to use and continuously monitor, supervise and evaluate CBC practices in schools.

Keywords:- Stakeholders' attitudes; Transition; Knowledge Based Curriculum; Competence Based Curriculum.

I. INTRODUCTION

Globally, the pursuit of creating societies with core competencies and the need to foster regional and global competitiveness in the job markets has prompted a shift from the Knowledge-Based Curriculum education methods have limitations to produce individuals who are productive to the economy, which has made it difficult for them to compete favourably in the job market (Olema et al., 2021, p. 50). Curriculum reform is necessary as it allows a country to periodically review, revise, and evaluate its education systems and programs (Kennedy, Kwanghee & Javehoon, 2023 p. 61). The advancement of educational programs is a continuous process driven by the need to respond to change, as Stabback (2016) points out. A quality educational program must align with global trends in information developments, media advances and changing job market needs to ensure that students have the skills needed to succeed.

This global shift towards a competence-based curriculum implies an emphasis on "the integration of knowledge, skills, and attitudes that enable a person to perform a certain task in ill-defined and unique environments" (Wesselink et al., 2010). In other words, Competence-Based Curriculum aims to provide students with an integrated performance-oriented capability to reach specific achievements that would allow them to navigate through a world that is constantly changing and full of uncertainty (Mulder, 2001).

The Stakeholders' execution of their work is largely determined by their attitude. Attitude (beliefs, feelings, behavior) of stakeholders has been considered to be a great influence on the adoption of CBC in many countries. Negative attitude sometimes starts by lack of teachers' involvement in the education system during the development stage. Handler (2013) notices a sense of ownership and investment is created when headteachers and

teachers are engaged during the process of developing and implementing the curriculum. Jagersma and Parsons (2014) confessed that headteachers and teachers' attitude of the education system development process might have a huge effect negatively on the adoption process of the CBC.

This implies that for proper implementation of CBC, there is a need to interact with the stakeholders involved in the implementation so as to know their attitude towards the new innovation. This is because the attitude is the basis for everything in our lives. A positive attitude increases peoples' motive to accept the changes in life and adopt the new innovations that can add value to the society. A society to be transformed requires stakeholders who can think positively and welcome opportunities in the education sector that are being introduced by the government to improve on the quality of education. Stakeholders' level of influence varies. Their beliefs and attitudes also shape how they respond to and manage the new curriculum innovation. A better understanding of stakeholders' attitude by curriculum developers and managers manifests into success of the implementation of the innovation.

Furthermore, Jeng'ere (2017) advocates that the change from KBC to CBC requires a change in attitude of the instructional process and pedagogy used. Similarly, Zeiger (2018) asserts that headteachers and teachers are the core implementers of the curriculum, and they require a positive attitude on significant knowledge, skills, and abilities to combine all the components to create a positive learning environment.

This, implies there is need for sensitizing stakeholders about the new innovation before implementation to ensure that their attitudes are geared towards achieving the desired goals. This can be possible through involving all the stakeholders in the of transition process so that they become immersed in the innovation (CBC). In addition, in the education sector, some stakeholders may love the new innovation and be happy to provide and support the implementation of the innovation but others may still hate it and ignore its implementation. That is why successful implementation of any new curriculum innovation requires assessing the current attitudes of stakeholders towards the innovation and work out what needs to be done to change their attitude to make them support the implementation process.

In addition, Hawes (1979) argues that the curriculum involves changing the attitudes of teachers' trainers, supervisors, teachers, learners, parents, policy makers, and administrators. Positive attitudes not only influence the willingness of stakeholders to implement the curriculum but also the students' willingness to learn. In particular, a study done by Waigera et al. (2020), revealed that headteachers and teachers' attitudes contribute a lot to the implementation of Competency-Based Curriculum, such that the more positive teachers they are, the more successful Competency-Based Curriculum implementation. Teachers' attitude is one of the factors to consider when planning, developing and implementing the Competency-Based Curriculum.

This implies that, stakeholders, especially students, headteachers and teachers, need to be well-prepared to have a positive attitude towards implementing a new curriculum effectively without any bias. This is because the success of any curriculum change depends on the positive contributions of all stakeholders in curriculum implementation. Curriculum implementation demands a collaborative effort of all stakeholders to define the curriculum goals and develop plans that help them achieve those goals.

In the education system, knowing the attitudes of stakeholders is so important as far as implementing the new innovation is concerned. This is because the process of the transition from the old (KBC) to the new (CBC) is complex since it involves adopting the new strategies and methods of implementing the new innovation yet majority of the stakeholders were used to the old methods. The way stakeholders view the CBC can easily determine their motive either to participate in the implementation process or not. This implies that it is imperative for curriculum developers of the CBC to know the attitude of the stakeholders who are the implementers of CBC for easy monitoring and evaluation of the progress of CBC implementation.

II. THEORETICAL FRAMEWORK

The study was guided by the curriculum implementation theory by Gross et al (1971). The theory posits that successful implementation of any educational program necessitates teacher competence, clarity and awareness of the implementers, capacity of the implementers, and attitude of the stakeholders (Gross et al., 1971; Jerotich & Kimutai, 2017, p. 105). Drawing upon Gross's theory, the current researcher emphasises that stakeholders of the CBC must possess a thorough understanding of the changes in the curriculum to achieve its intended objectives. Curriculum implementation is a gradual process that involves a shift from existing practices to new ones, requiring interaction among stakeholders to gauge their attitudes towards the new innovation.

In support of the Gross' theory, Fullan and Pomfret (1977) are of the opinion that for implementation of any curriculum innovation, changes must be made in behaviours and attitudes of all affected parties. They point out that, effective implementation demands that all parties involved in this process be educated about the worth of the new programme and its related components such as new content area and pedagogies to use when teaching and assessing the learners in order to be competent and gain awareness of the changes.

Furthermore, Gross et al (1971) emphasizes the need to change stakeholders' attitudes and perceptions towards implementation of CBC. This signifies that if stakeholders have a negative attitude and perceive the new innovation differently that may hamper successful implementation of the innovation. In the same line with Gross, Hawes (1979), emphasizes the need to change stakeholders' attitudes for

effective curriculum implementation. Consistent with this, the researcher argues that stakeholders' attitudes and perceptions towards the new innovation must be aligned with the CBC, or it will be difficult for them to support it. Thus, serious sensitization of stakeholders about the new innovation is critical for their adoption of the new curriculum.

However, the theory has been criticized for assuming that initial resistance to change is a universal condition that exists among all organizational members (Tom, 1981 p.755). This implies that the theory fails to consider stakeholders who may embrace a change in curriculum and work towards its successful implementation. To address this criticism, the study examined stakeholders' attitudes on implementation of CBC to determine whether they have embraced the curriculum or not.

III. METHODOLOGY

The study adopted a qualitative research approach. It analysed the attitude of stakeholders from KBC to CBC from the subjective point of view while involving the study participants' opinions on a research problem (Monique, Inge & Ajoy 2020 P. 12). The study was understood from the standard point of participants using lenses of interpretation of philosophical orientation through the natural environment. The qualitative approach was preferred to be used of the study, because it provided insights into the problem and provided in-depth information and understanding using study participants. The researcher listened carefully to what participants said, engaged with them according to their individual personalities and styles, and used "probes" to encourage them to elaborate on their answers.

The study followed the Interpretivist paradigm that promotes the idea that people are deliberate and creative in their actions and actively construct their social reality (Monique, Inge & Ajoy 2020 P. 15). This implies that social world should be studied in the natural environment through the eyes of participants. Epistemologically, knowledge for the study was subjectively constructed through social interaction of the researcher with the research participants to discover their attitude on the transition from KBC to CBC. Ontologically, reality for the study was constructed through the researcher interacting with the participants using interviews and FGDs to explore facts in relation to the sub research questions under study.

The study adopted a single case study research design. This is an empirical inquiry that investigates a contemporary phenomenon in-depth within its real-life context through using multiple sources of evidence (Yin 2018). The case of this study is CBC that was introduced and practiced by schools in lower secondary from 2020 in Uganda. The CBC as a case was explored by the researcher through allowing participants such as Headteachers, a UNEB Official, teachers and students of School A and B to express their views towards it. The researcher earmarks that, a single case study was used to understand CBC in depth by gathering the

opinion of participants as well as discovering new phenomenon from the interaction with the participants.

The study was carried out in Kampala District. Kampala District is divided into five divisions. They include; Kampala Central Division, Kawempe, Makindye, Nakawa, and Lubaga Division. The study was conducted in two secondary schools. Secondary school A (Government Secondary School) and School B (Private Secondary School) both found in Lubaga Division. The area was preferred to be used for the study because the initial consultations about CBC was carried out in this area.

The researcher used a sample size of 23 participants. This is justified by Konstantina et al. (2018 p.5) when they stressed that, the sample size in qualitative research is generally small ranging from 10 - 50 participants in order to support the depth of case-oriented analysis that is fundamental to the study. The sample of 23 participants enabled the current researcher to study a relatively small number of units in place of the target population. This was because the researcher was interested in formulating an in-depth contextualisation of the research problem

Purposive sampling technique was employed to select all the participants for the study. With purposive sampling, the decision with regards to which elements, parameters, items or respondents' characteristics to be included or excluded in the study rests on the researcher's judgement and intuition. Purposive sampling method places primary emphasis on saturation (obtaining a comprehensive understanding by continuing to sample until no new substantive information is acquired) (Samar 2017, P.3; Etikam, 2016 P.2). With this method, the researcher identified and selected participants that are specifically knowledgeable about a phenomenon of interest (CBC). Purposive sampling technique was preferred because it enabled the researcher to gather qualitative responses, which led to better insights since the researcher collected information from the best-fit participants whose responses were relevant to the research context.

The researcher employed the use of interviews and focus group discussion when collecting data. The study being qualitative in nature, the use of these methods enabled the researcher to be exposed to the in-depth ontological subjective reality while respecting and valuing the emic perspectives of the respondents. The researcher tested the interview guide and FGD guide before using them to ensure that the tools to be used are valid. The researcher first prepared and present them to the supervisors (experts) of Makerere University who checked on their correctness. The supervisors' comments were used by the researcher to improve the data collection tools by eliminating all errors.

In order to go to the field to collect data, the researcher followed a series of data gathering procedures. First, the researcher obtained an introduction letter from the Dean, College of Education and External Studies (CEES) Makerere University. Then, the researcher sought for permission from head teachers of schools A and B to carry

out the study while writing to them indicating the purpose of the study and requesting permission to interview their teachers and student. The researcher received verbal responses from the headteachers of School A and B accepting her to collect data from their institutions. The researcher had to seek permission in writing to interview the a UNEB Official. The researcher received the response from UNEB on 7th December 2023 accepting her to carry out an interview with them.

The researcher observed Trustworthiness through out the study. The researcher considered credibility of the study so as to ensure that the results of the qualitative data are believable to the research participants. To achieve this, the researcher triangulated the data collection methods through using interviews and focus group discussions when collecting data. The researcher also ensured transferability of the study so as to enable the other scholars understand and determine the applicability of the findings in their own setting. In order to meet this criterion, data collection and analysis processes was explained in detail. The researcher provided thick and dense description of the collected data until a point of saturation was reached. The researcher ensured dependability through being consistent when collecting, presenting, analyzing and drawing conclusions of the data collected. Dependability ensured that the findings of the research study can be reproduced again using the same participants, methods of data collection and context. To ensure this the researcher followed the methodological rigor when collecting, organizing, analyzing, presenting and interpreting the data collected through multiple data collection methods.

Data was analysed using thematic analysis. Thematic analysis entails searching across a data set to identify, analyse and report repeated patterns. It involves interpretation in the process of selecting codes and constructing themes (Michelle &Lara 2020 P. 2). This implies that thematic analysis illustrates the data in great detail with diverse subjects via interpretations made through careful reading and re-reading of transcribed data. According to Seraswati (2020) and Michelle & Lara (2020), the researcher did the following while using thematic analysis. Familiarising with the data: The researcher thoroughly read through the data collected using different tools to be very familiar with it. While reading transcripts, all the interesting information was highlighted and cross-referenced against the research questions. This step helped the researcher to figure out the type of themes that emerged through the data. Generating initial codes; The researcher detected various categories in the data, which was distinct from each. The researcher used codes to generate themes and categories. The reference codes helped the researcher to identify specific information in the text so as to locate or retrieve it. Searching for themes; The researcher examined the coded and collated data extracts to look for potential themes of broader significance. Themes were constructed by the researcher through analysing, combining, comparing and graphically mapping how codes relate to one another. Reviewing themes; The researcher looked at the coded data within each theme to ensure proper fit. The researcher

reviewed all relevant codes and data extracts under each theme. The researcher at this point ensured that data extracts is re-sorted and themes modified to better reflect and capture coded data. Writing the report; Finally, the researcher with rigour transparently reported the findings of the research study in a systematic way. The researcher presented the findings through narrative and direct quotes. When writing the report, the researcher took care of bias by continually focusing on the neutrality of the data and maintaining an open-minded attitude when interpreting data.

To maintain ethical principles in this research, the researcher obtained permission to conduct research from the Dean, College of Education and External Studies (CEES) Makerere University. The researcher recognised and respected the research participants in the most acceptable way throughout the research study (autonomy). To do this, the researcher had to seek their consent to participate in the study or not to participate while assuring them confidentiality of their responses. The researcher also allowed participants to respond voluntarily towards the phenomena under question. This helped to create a free atmosphere for discussion thus gathering in-depth naturalistic subjective reality. The researcher also maintained confidentiality at all times. The participants were fully informed about the research procedure and they all consented before the commencement data collection. To ensure confidentiality the researcher assured participants that pseudonyms would be used instead of their real names and that other critical identity characteristics would be kept confidential. The researcher used pseudonyms when analysing and reporting the data from the field. Furthermore, the researcher was good to participants. She did not discriminate them (beneficence). The researcher geologically listened to participants and notified them about the time and length of the interviews. The researcher made sure that all this is agreed upon by the two parties. The researcher allowed flexibility and freedom for participants to withdraw from the study in case they feel so but throughout the data collection process, participants did not withdraw. In addition, the researcher treated participants equally and fairly (justice). The researcher avoided exploitation and abuse of participants. To maintain justice, the researcher exercised a high degree of honesty in all scientific communications. The researcher honestly reported, analysed and interpreted data. Only true and collect information from the field without bias was reported by the researcher. This enabled the findings of the research to carry great meaning to all generations to come and expand on the frontier of knowledge.

IV. FINDINGS OF THE STUDY

➤ *Stakeholders' Views About the Transition from KBC to CBC*

Through the use of interviews and focus group discussion, the findings of the study revealed that, to a greater extent the transition from KBC to CBC is good. The transition from KBC to CBC being good to a greater extent reflected a positive attitude and not good to a small extent reflected a negative attitude of stakeholders towards CBC.

The findings of the study stressed that transition from KBC to CBC is good because CBC enables development of skills among learners since it is learner centred. One of the participants from school B reported that:

“The new curriculum is good because it focuses on development of skills and competencies among learners as it’s a departure from the previous mainly theoretical curriculum. It will help Uganda move towards meeting the needs of all learners by helping them discover their true potential and become more powerful in executing new ideas. It is learner based not like the old curriculum that was teacher centred” (Response from Interview T4B).

In addition, another participant responded that, the transition from KBC to CBC is a good reform because it emphasises development of skills and deals with the needs of the society. It was designed in a way that it does not only focus on cognitive development but also caters for affective and psychomotor domain. This is done by integrating values and skills that are expected for the development of the society (Response from a UNEB official).

The responses from participants implies that practicality is a cornerstone of CBC. It encourages learners to apply what they learn in real-world scenarios, fostering a deeper understanding of concepts and better preparation for future careers. The skills, if well acquired will help learners have value in life and creating a society of entrepreneurs who are willing to exploit the opportunities in their environment to create a difference through job creation.

Similarly, another participant from school A stressed that:

“The transition is very good because it makes learners have hands on and everything which is taught in the new curriculum is learner centred and we teachers are no longer called teachers. We are just facilitators and students we teach are now called learners. They take charge of their learning. I think this transition is going to be a good thing. It is going to open opportunities for many people when they come out” (Response from Interview T1A).

The response from the participant implies that, with the CBC, learners are more exposed and being trained to be self-reliant, through participating actively in academic exercises without being forced by the teachers. This is because the teachers are just facilitators and most of the academic work are to be done by the learners. This prepares them to be more resilience to accept whatever opportunity that will come their way in future as far as the world of work is concerned. It enhances self-help from the learners as they are more participatory in the learning process than before.

In the same way, another participant from school B added:

“For the short time, I have been in the new system, it is good. It makes a student fully participate in the teaching and learning. It helps a teacher to prepare before they go to class, unlike the old system where the teacher would come

sometimes unprepared because he/she has been teaching the same thing over a period” (Response from Interview HB).

Similarly, another participant added that, the new curriculum is good, because it is not about leaving the knowledge in class at least learners go out and implement what they have studied. The products of the new curriculum in years to come will be better than the products of the old curriculum (Response from the Interview HA).

Equally, another participant shared a similar view:

“The new curriculum is far better than the old one. Learners have benefited more, they can think on their own. It is mainly learner centred other than leaving it to the teacher to give every content to the learner. Students have expanded a lot in their reasoning capacity, they can do their own research work and teachers can majorly guide the learners” (Response from the Interview T2A).

A similar view was expressed by one of the participants from school A:

“The transition is a good idea by the government because the old curriculum was training the students to cram, they would pump the students to get a lot of content like in primary school. But now in the new curriculum the learner is in charge of knowledge. To understand the content better through research, learners make presentations in class and there able to use the content they learnt in a particular topic to find a way of responding to a task when doing end of Chapter assessment” (Response from Interview T3A).

Similarly, a group of participants from school B also responded that:

“The new curriculum is not only about knowledge but understanding without cramming the content. This is because it enables the learner to participate more in searching new knowledge through making enough research and present to the rest of the class” (Response from FGD STs B).

They also added that, CBC is learner centred due to its focus on research, the teachers are facilitators. Most of the work is done by students and if you research something you cannot forget but if you cram something you can forget it easily (Response from FGD STs B).

In addition, another participant responded that;

“The transition is so much beneficial to the learners. The curriculum is not more of cram work, learners can do something out of the blue. The transition is helping a learner basically to understand his or her level of confidence in most of the academic activities. In the old curriculum, teaching was centred to only the teacher. The teacher was the Alpha and Omega but now the student can provide notice for him or herself through research” (Response from Interview T2B).

The responses from the participants emphasises the benefits of CBC, where by learners have gained the confidence to express themselves because the new curriculum requires them to understand the content and share it with the rest of the class. This is making the learners become custodians of knowledge and put pressure on teachers to always prepare and make research before they go to class. Teachers fear to be challenged by learners who are becoming more confident with knowledge through research and full participation.

Furthermore, the findings of the study also revealed that the transition from KBC to CBC is good because CBC is more practical than KBC. One of the Participant from school A also noted that;

“The transition is good because CBC is more practical than KBC. All the topics are taught in a way that learners are given much time to interact and their opinions are given response and time than in KBC where teachers used to be the centre of knowledge, but now students have much time to contribute towards learning. It is helping them to discover their hidden talents. There are learners sometimes who are good at speaking and mobilising others compared to KBC where teachers used to go as instructors giving students everything” (Response from Interview T4A).

In addition, from the use of focus group discussion, participants from school B, noted that, CBC was introduced to eliminate unemployment in the country since it is practical. The new curriculum is intended to train people who can create their own jobs. Through projects, learners get skills, these skills will help them after the University to create their own jobs in case they fail to get jobs (Response from FGD STs B). Participants from school A also noted that, projects, helps them gain more skills like team work, innovation and creativity (Response from the FGD STs A).

This implies that with CBC, learners are expected to always think of what to create out of their own creativity, understanding of the subject matter and mastery of the content. In doing so, learners are applying knowledge to add value to the environment through problem solving that is reflected out of their own projects.

Furthermore, from the focus group discussion, participants noted that,

“The transition has done better because it has not promoted laziness among learners. This is because UNEB designed activities of integration to keep learners busy and the project work put us on pressure to accomplish them since we cannot forge the project” (Response from FGD STs A).

Additionally, participants from school A noted that, the curriculum is more of being innovative, a learner has to focus on what he/ she wants to achieve. The curriculum keeps the brain of the learner working, except in the old curriculum where by during holiday learners were just at home not exposed to practical work. But now learners are

innovative even in the holiday they can come up with something new (Response from the FGD STs A).

The responses from the use of interviews to a greater extent implied that, the participants have a positive attitude towards the transition from KBC to CBC. This indicated that, they have appreciated and welcomed the transition with an open mind and were willing to implement it if given support by the Government. Some participants have compared the KBC and CBC and have consented that, CBC is better than KBC and if well implemented in years to come the products of CBC will be far better than those of KBC. In addition, the responses from the use of FGDs indicated that, learners have a positive attitude towards CBC. They have welcomed any approach given to them. Teachers have to be informed of the new approaches to use to transfer knowledge to the learners. The CBC has helped learners become more inquisitive to learn new concepts through making research and group discussions. The CBC has prepared learners to be critical thinkers therefore teachers have to make a lot of research to remain relevant to the CBC approaches. In addition, CBC ensures that learning is continuous as it can still go on in the holidays without much guidance from the teacher.

However, the findings of the study also revealed that, the transition from KBC to CBC is not good. This is because the new curriculum is expensive. Through the use of FGD, participants noted that the new curriculum is expensive. It is expensive in the way that, learners have been tasked to do research and project work. Teachers have been coming to class at times with nothing to do. Learners are contributing a lot towards everything. They need computers and internet to make research and also project work requires facilities to use (Response from FGD STs A). This implies that implementing CBC is a collective effort between the government, school administrators and parents to ensure that learners are provided with the academic facilities that will enable them participate very well in academic learning and project work. Inadequate learning facilities limits the opportunity of a learner to exploit and develop their own talents and competencies.

In addition, the findings of the study also revealed that, the transition from KBC to CBC is not good because the time for preparation was not enough. One of the participants noted that;

“With the new curriculum, the time for preparation was not enough. It was so abrupt, teachers were not prepared well and up to now most of the teachers are using the old methods of teaching. Teachers were not given enough seminars and facilitations, some do not know what to do. Although the Government give them teaching books, but they do not know how to use them. Some are using them as novels. Teachers are not facilitated and most teachers do not want to make research, yet the new curriculum requires them to prepare activities before they go to class” (Response from Interview T1B)

The response implies that, some teachers are teaching learners but actually they do not know what to do and because of that they are teaching following the old methods of KBC. This implies that their attitude towards CBC implementation is not yet good. They still need a lot of sensitisation and organising seminars and workshops for them so as to make them adopt the changing needs of CBC.

Furthermore, another participant also noted that,

“Learners in CBC are failing to interpret the scenario-based questions. Some learners are passive and they do not want to participate in discussions and presentations. Learners attitude towards CBC is not good. Some learners and teachers are still confused. The teachers are wondering how UNEB is going to set the final exams. Both the teachers and learners are scared about how the final setting of exams is going to be. In addition, the content used in CBC is also hard and some learners do not understand it. You find that some topics in literature we used to teach to S.3 in KBC are being taught to S.1 in CBC (Response from Interview T3B).

This implies that sometimes in CBC learners are taught hard concepts which are difficult for them to understand. Teachers are not yet exposed to sample questions so that they can get used to the setting and interpretations of the questions. This has made them set scenario questions that sometimes are too hard for learners to interpret as they try to solve problems.

Furthermore, findings of the study also revealed that the transition from KBC to CBC is not good because there is still existence of a lot of confusion in the new curriculum. One of the participants responded that;

“The new curriculum is bad because there is still a lot of confusion. The confusion is coming in where learners and teachers are saying how are they going to set UNEB? Learners are failing to interpret the questions. Learners are asked things beyond their level of understanding. I teach S.3 English, learners are asked to write some techniques in literature that are taught in S.6 for the old curriculum. This needs a learner to be mature that is why some of them are not understanding the content because some concepts are too abstract to be understood by these learners. The old curriculum had sequenced the content very well for the learners depending on their level of understanding but in the new curriculum the content taught is abstract, something to be taught in S.3 is taught in S.1” (Response from the Interview T3B).

The same participant responded that to eliminate the confusion, NDC need to revise the sequencing of the content to be taught to learners. The topics are good but they need to grade them according to the level of understanding of the learners. Something that has been taught to S.5 and S.6s in the old curriculum, it may not be good to teach it to S.1 and S.2s in the new curriculum e.g. teaching learners Napoleon in S.1 (Response from the Interview T3B).

Similarly, another participant also observed that, with CBC confusion comes in awarding of marks and marking activities of integration. You find a learner has not written anything correct but according to the guideline of CBC that learner must get something even if it is not connected to the question, you award something yet that student would have got a zero. This may create laziness among learners who do not want to study (Response from the Interview T4B).

In addition, from the FGD, participants also realised that;

“The dark side of the CBC, we are expected to know something we have never heard off. They want us to research, but yes, we shall go and research but it does not mean we understand. That is why we need the facilitators’ help, even facilitators think that we understand when we research since that is what CBC stresses. Sometimes the books are not there, the internet is also not there, so we end up not understanding most of the concepts. We are confused as learners, we do not know what to do” (Response from the FGD STs B).

The responses from participants implies that some stakeholders are still confused about the proper implementation of CBC most especially when it comes to teaching and assessment of the learners. Teachers are not sure of how to set exams in CBC, learners are also still confused about how the UNEB exams will look like in CBC. There is an urgent need for giving teachers workshops about the teaching and assessment of CBC and UNEB should also come up with sample questions so that teachers prepare the learners well.

Furthermore, from the FGD, participants noticed that, in the new curriculum, they eliminated some subjects which could be of great help. Important subjects were eliminated and new ones were brought on board. At our school agriculture was eliminated yet some learners may prefer doing it at A level but are not given a chance to do it. Sometimes the schools have to choose an option for the learners for example here the school choose for us C.R.E as the option. This denies us the opportunity to exercise our choice of the subjects we want, which may affect us to get carriers of our choice in future (Response from the FGD STs B).

This response implies that, some schools are dictating to the learners the subjects to do which is not good. Some schools want not to spend a lot of money employing a number of teachers that can teach all the subjects of the new curriculum but in so doing, learners are denied a chance to choose subjects of their own choice. This may hinder them to achieve their desired goals.

V. DISCUSSION OF THE FINDINGS

The first finding of the study indicated that, to a greater extent, stakeholders loved the transition from KBC to CBC and had a positive attitude towards CBC. This was reflected in the statement they made that, the new curriculum is good compared to KBC. The finding of the study emphasised that, the new curriculum is good since it is learner centred and learners can fully participate in various activities through project work and group discussions. This finding of the study indicated that, with CBC teachers were encouraging the learners to fulfil their potential and develop new skills through active participation in lessons since the learners were at the centre of learning.

This finding of the study is consistent with past studies by Ineke et al. (2018) who noted that with CBC the learning is learner centred and adaptable to changing needs of the society, students and teachers. The study indicates that CBC not only involves knowledge and skills, but also the capacity to use these effectively in various situations and under diverse reasons. In competency-based classrooms, learners acquire and apply knowledge skills and attitudes to scenarios that they encounter in their everyday life. This makes them fully participate in the learning and have a positive attitude towards CBC.

This implies that with CBC learners are more involved in learning, this enables them to be motivated to learn and raises their attitude towards working for the achievement of their desired goals of education. Learners should be at the centre of learning because the optimistic value of education is majorly determined by the learner. Parents and teachers cannot force the learners to concentrate on learning if they do not want. The learners must have the driving force that stimulates them to learn. By CBC being learner-centred learners are energised to learn and value education since they fill they are at the centre of learning.

Similarly, in consent with the same finding, a study done by Cheptoo & Ramadasi (2019) noted that stakeholders' attitude about CBC in most of the African Countries like Kenya was positive. This is because the crucial centre point in CBC is the acquisition and application of learned knowledge, skills, attitudes, competencies, and values in real-life situations. Learners are meant to construct knowledge while actively involved in the learning process. The progression of learners is based on the acquisition, development, demonstration, and accomplishment of competency. The CBC is designed based on what learners can do in performing tasks rather than what they know about the functions. Thus, making the learners, teachers and parents have a positive attitude towards CBC since they now see education as more practical and relevant to the changing needs of the society.

This implies that learners are expected to play a more active role in their learning through engagement in discussions and ownership of the learning process. This enables them to take an active role in their own education

which may result into greater comprehension of the subject matter and improved memory recall.

In support of the same finding, a study by Amutabi (2019) stressed that stakeholders like teachers and learners have a positive attitude towards CBC because it is learner-centred and ready to adjust to the changing learning environment and needs of students, teachers and society. Learners are at the centre of learning and are given the opportunity to explore their hidden talents. This indicates that, since each learner is different, teachers need to adapt to the different needs of learners so as to help them realise their education potential. The learners' needs should always come first and the teachers should help to develop them while putting the learner at the centre of learning.

Furthermore, in line with this finding of the study, another study by Krause; Portolese & Schedler (2015) also confirmed that, stakeholders' attitude towards CBC was good in most of the Countries that are implementing it because CBC is learner-centred and is democratic. It depends on the learner to make the first choice and pursue it to the end or shift to something else if they are not happy or satisfied. It offers and provides alternatives in case the first choice fails. The CBC eliminates dictatorship of teachers and allows learners to exercise their rights towards learning.

This implies that a teacher is now a prompter, has to encourage the learners to participate and makes suggestions about how learners may proceed in an activity. The teacher should be helping learners only when necessary to clarify ideas and limit tasks but not as a dictator of learning.

Similarly, the same finding of the study is in line with the findings by Irvine and Kevan (2017) when they noted that, stakeholders in education have a positive attitude towards the transition from KBC to CBC because CBC increases student engagement. Students are more likely to engage with the material because they have ownership over their learning. They feel empowered, having control over when, where, and how they learn. This approach promotes individualized learning and accommodates various learning styles, resulting in a genuinely personalized experience. Ultimately, this experience increases engagement because the content is tailored to each student and becomes more relevant.

This implies that, with CBC, learners can monitor their own progress and are able to reflect on their learning based on mastery of content. This is because learners are more deeply involved in deciding on what they are going to learn. This may be through negotiation of the projects they have to do. They try themselves to be innovative in order to create something new.

Furthermore, the same finding of the study is still in line with the findings of Kennedy, Kwanghee & Jaehoon (2023) when they stressed that, CBC is liked by stakeholders in Kenya because it nurtures all learners' potential differences, it caters to learners with different cognitive experiences and individual abilities, it is child-centred, and

learning revolves around the learner, unlike the old system where everything was centred on the teacher. In addition, Robert, Jane & Lucy (2023) asserted that, “CBC requires learners to construct their knowledge, moving at their own pace, graduating based on demonstration of competencies”

This implies that with CBC, learners have the ability to apply learning with confidence in a range of situations. This will help to train successful life-long learners, ready to adapt to new situations and be agents of problem solving in the society. It is a good idea that students are able to bring out their opinions then guided by teachers since the CBC is learner centred. However, this may encourage laziness due to the fact that students know that, whatever answer they give has some truth in it. It may bring confidence among themselves but make them fail to learn to make proper and right conclusions.

Furthermore, the finding of the study also revealed that, CBC is good because it focuses on development of skills and competencies among learners and it is more practical. It is helping learners get involved in project work, do hands on activities and explore their hidden talents. The finding stressed that majority of the teachers, parents and learners have a positive attitude towards the transition because they expect the products of CBC to have the relevant skills that would be yearned for at the world of work. The participants stressed that;

“Through projects, learners get skills, these skills will help them after the University to create their own jobs in case they fail to get jobs. The skills acquired will help the learners become more competitive at the world of work. With the CBC the learners are very innovative to discover and come up with something new”.

This finding of the study is in line with the findings by Albert (2014) when he confirmed that in Tanzania, stakeholders perceived Competence based curriculum as an innovation which focuses on building performance ability on learners that is making them more practical than theoretical. Learners are given a chance to exercise their capability through making their own decisions of what they want to do. This makes them become more creative and exploit most of the opportunities available for them that will make them more valuable at the world of work. In addition, this finding agrees with Akankwasa (2020), who noted that the CBC aims to promote student-centred learning and the development of practical skills that align with the needs of the job market. Similarly, Mulindwa et al. (2020) highlight that the CBC is designed to enhance critical thinking, creativity, and innovation among learners.

This finding is also in line with the findings by Cheptoo (2019) when he observed that;

“Majority of stakeholders in education have a positive attitude towards CBC because with CBC learning goes beyond the closed classrooms, teaching and learning instructions aims at life-long skills that help learners solve complex problems in their future profession recall of information will transcend to the ability to act and perform

to the standards of the expertise. Learning is more personalized, practical, and requires reflection among teachers and learners to facilitate the appropriate provision of feedback. CBC focusses on the development of the entire individual competence different from the knowledge-based curriculum; it is designed based on what students can do in performing tasks rather than what they know about the functions”

This implies that with CBC learners are given the support they need individually to move forward and master the content and inherent practical skills. The focus is placed on deep understanding that is demonstrated through application by action thus learners take responsibility for their education. This indicates that if the learners clearly understand what they need to do in order to be proficient and move forward in class, they will take more ownership over their education thus have a positive attitude towards CBC.

This finding of the study is also in line with the finding of Gitahi (2019). Gitahi asserted that, Stakeholders in education have a positive attitude towards CBC because CBC programs are designed around competencies required for specific careers, ensuring that the material is relevant. As a result, one of the key benefits of CBC is that learning centres on real-world skills and competency development. Consequently, students become workplace-ready with expertise in their chosen field, making CBC a direct path to a successful career for many students since it is more practical. Similarly, Bhatt & Sharma (2021) noted that, the emphasis in CBC is on the mastery of competencies, not on the amount of time spent in the classroom. The CBC allows for a variety of teaching and learning approaches that encourage learners to be more active and engaged in the learning process (Mutisya 2019 p. 2). In addition, Kemboi and Maina (2021) noted that, CBC is seen as a promising approach to education that has the potential to better prepare learners for the challenges of the 21st century. The CBC provides an opportunity for learners to develop the skills and competencies needed to thrive in an increasingly complex and interconnected world. All this attracts stakeholders to value CBC and have a positive attitude towards it.

This implies that, teaching and learning in CBC emphasises application and creation of knowledge, along with the development of important skills to enable the learners benefit more from education and remain relevant to the changing needs of the society. The learners are to come out of the education system when they are able to apply knowledge and skills and create their own jobs where possible. This is because CBC is based on practical study whereby students are given chance to put into practice what they study, they are helped to develop different skills in different fields either learn from within themselves or acquiring knowledge from their teachers and fellow students. This is basically good and important to help Ugandans grow into a level of self-reliance. However, it should be understood that this chance of developing such skills is limited to the facilities of the school and its ability. A number of schools limit students not because they don't

want them to develop their talents but because schools cannot afford to support certain talents due to limited funds, personnel and environment, thus, some students are forced indirectly to do certain practical work that are not of their interests. Therefore, the government as it is supposed to plan for its people accordingly should put into consideration all schools whether government aided or private to help them obtain the necessary requirements for helping almost all students get skilled in the rightful fields of their interests in nature of their growth if the CBC is to become effective. This can be done by providing both material and monetary support and they should be distributed equally.

However, the findings of the study also revealed that, the transition from KBC to CBC is not good, due to limited preparations that were made before the implementation of CBC. The study observed that teachers had limited knowledge about the use of the CBC teaching and learning pedagogies and the assessment methods. The findings revealed that some teachers were still using the old methods of teaching and assessment because they were not aware of what to do. Some teachers still had a negative attitude towards CBC due to the fact that they were not competent enough to be immersed in the CBC teaching and assessment practices.

One of the participants stressed that;

“We teachers really suffer a lot to implement CBC. This is because majority do not know what to do yet, the government and NCDC expects us to facilitate learning in a most appropriate way while following guidelines of CBC. Some of us still have a negative attitude towards CBC because we are forced to implement something we do not understand. Remember we were trained using KBC. How do they expect us to know something about CBC if not given enough workshops and seminars about CBC teaching and assessment?”

This finding of the study is line with the finding of Mathias et al (2023) in their study about challenges facing Public secondary school teachers on Implementing Competence-Based Curriculum in Magu District, Mwanza - Tanzania. The study found that, some teachers possess inadequate knowledge, techniques, and skills required for implementing CBC in the classroom, which leads them to resort to teacher-centred approaches. During the interview sessions, qualitative information gathered from respondents also supports the view that poor teachers' knowledge, techniques, and skills are a challenge that hinders teachers from effectively implementing CBC, as one of the respondents observed that:

“The majority of teachers lack the necessary knowledge, techniques, and skills for implementing CBC. This deficiency arises from the fact that many of them did not receive training on this curriculum during their time in teachers' colleges and universities. Furthermore, even to this day, they have not received comprehensive training on it”.

This implies that, without teacher trainings on CBC to equip them with necessary skills, quality education of CBC may remain a myth. This is because teachers are the key to the success of any education system. The teachers' role is critical in helping the learners achieve their educational goals. This is due to the fact that, teachers give learners purpose, set them up for success and inspire in them a drive to do well and succeed in life. Teachers should be well informed about CBC in order to effectively implement it.

Furthermore, the finding of the study is also in line with the study carried out by Kafyulilo, Rugambuka and Ikupa (2013) in Tanzania when they found out that teachers were not well prepared to implement CBC and had a negative attitude towards it. This made them fail to implement teaching and assessment approaches of CBC in schools of Tanzania due to inadequate training. Similarly, the finding is consistent with that of Momanyi and Rop (2019), who established that teachers in the Bomet East Sub-county were not adequately trained to handle the CBC system of education. In addition, Hickey and Itow (2012) argued that there was a regular curriculum change without adequate preparations in terms of the teaching and learning process. Similarly, most curriculum developers and the teachers, the implementers of the curriculum were rarely involved in the whole process CBC. This implies that teachers need to feel confident and competent in implementing the new curriculum, so they need to have opportunities to learn, practice and reflect on their practice. They need flexibility to adapt the curriculum to their students' needs and interest.

The finding on limited preparation of teachers, is also in line with the finding of the study by Makunja (2016), on “difficulties facing teachers in implementing CBC in Tanzania” It found out that teachers had not been oriented through in- service training to keep them abreast with core competencies for implementation of the CBC. The respondents confirmed that inadequate teachers' pedagogical preparedness was encumbering the implementation of the CBC. Teachers who were critical stakeholders lacked ethics, skills, and knowledge for implementation of the CBC in Tanzania and this affected their performance. The same finding is also in line with the study of Nombo (2022) when it found out that most teachers in Tanzania are not able to implement CBC. They are inefficient in meeting the demands of the new curriculum. It was unclear whether these teachers received good training in the teachers' colleges and it has been found out that teacher training programs are not to the expected level and need serious attention to improve the quality of teachers. The findings indicated that most of the teachers lacked sufficient knowledge and skills on this new reform and most could not use the instructional materials and the pedagogy and it was calculated that 86% of them were not able to facilitate the lessons. Most of the teachers failed to prepare relevant schemes of work and lesson plans as reviewed during an inspection by the education officers and the head teacher.

Furthermore, the finding of the study is also in line with the study by Makunja (2015) on adopting competence-based curriculum to improve quality of secondary education in Tanzania. The study found out that, majority of teachers, who are the major implementers of the competence-based curriculum, did not have a clear understanding of CBC. In fact, some of them had no idea at all about what CBC means. Moreover, the majority of teachers did not get any training to orient them on competence-based teaching approaches. As a result, teachers' ability to apply competence-based teaching approaches was very limited. Amid knowledge deficit about competence-based curriculum among teachers, it suffices to conclude that the adoption of competence-based curriculum in Tanzania had not yet translate into quality secondary education in Tanzania, particularly in the schools under study in Morogoro. Similarly, the finding of the study is also in line with the finding of Komba & Mwandanji (2015) in their study about reflections on the implementation of Competence Based Curriculum in Tanzanian Secondary Schools, one of the participants in their study stressed that;

“I do not really know the objectives of competence-based curriculum! First of all, let me tell you something.... when I was pursuing my degree programme in education, I was not taught about the so-called competence-based curriculum. I was neither told that upon the completion of my degree programme, I would be involved in the implementation of competence-based curriculum in schools. To be honest, I do not even know what the competence-based curriculum is all about!”

Yet according to the curriculum implementation theory by Gross (1971) a teacher who is the implementer should be competent; be aware of the content and what is to be implemented. Gross argues that when the implementers are not aware of the changes of the curriculum, they may not effectively and sufficiently implement the curriculum.

This implies that clarity on curriculum implementation is still needed among teachers. Teachers cannot give learners what they do not have instead they are likely to gamble and give them half- baked content that may not be relevant to the changing needs of the society. Teachers are very key stakeholders in curriculum implementation, without them a change in curriculum may remain on paper without yielding fruits. The competence-based curriculum requires teachers who are professionals, knowledgeable and competent in their work, particularly in implementing school curricula. If teachers are knowledgeable and conversant with the competence-based curriculum they become an important aspect in improving the quality education.

VI. CONCLUSION

The study concluded that, to a greater extent stakeholders had a positive attitude towards the transition from KBC to CBC. This is because CBC had enabled learners to develop skills such as communication, critical thinking, collaboration, problem solving and leadership

skills through allowing full participation of learners in the teaching and learning process since the curriculum is learner centred and more practical. Learners are more exposed through project work and research work thus making them motivated to discover new things. The skills learners are acquiring will make them remain competitive in the world of work and be able to create their own jobs thus solving the unemployment problem in the country.

However, the study also concluded that some stakeholders had a negative attitude towards the transition from KBC to CBC. This is because there was limited time for preparation before implementing CBC and for that reason most of the teachers had inadequate knowledge and skills about CBC practices and some teachers were still teaching and assessing learners following the KBC because they did not know what to do. There were also limited facilities to use during implementation of CBC. This limited the learners' opportunities to exploit their talents for example absence of the internet in some schools limited them to make research. All these had made some stakeholders have a negative attitude towards the transition from KBC to CBC.

RECOMMENDATION

The study recommended the training of teachers so as to equip them with the necessary skills of teaching and assessment methods of CBC. The findings revealed that teachers were not given enough time for training as regards implementation of CBC. The government through the Ministry of Education and Sports should consider providing CBC courses on teaching and assessment pedagogies to teachers especially during holidays to enable them become more informed about what they were implementing. The courses should be administered by the different recognized Universities and certificates be awarded to the teachers after attending these courses and successfully passing the exams. This is because, if workshops and seminars are just given, some teachers will pretend to have attended yet in the actual sense they have not. The government has been organizing these workshops but still majority of the teachers have not been attending and some who attend do not take it seriously. It should be made a policy for all teachers to go back to the university and get a certificate of CBC training. It should be given a period of two years after that period all teachers would be required to have a CBC certificate in order to teach in a secondary school. If we fail to be strict on training of teachers, as a country we may fail to achieve the goals of CBC yet the government and parents are investing a lot of money in education.

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