

The Stakeholders' Opinions on the Learner-Centred Pedagogies Used in Competence-Based Curriculum (CBC) in Selected Secondary Schools in Kampala District

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Abstract:- The study investigated the Stakeholders' opinions on learner-centred pedagogies used in Competence-Based Curriculum (CBC) in selected Secondary schools A and B found in Kampala District. The Learner-centred Pedagogies (LCP) under the CBC place the learner at the centre of the learning process, promoting active participation and self-directed learning. The study was guided by curriculum implementation theory by Gross et al (1971). The study adopted a qualitative research approach that analysed the learner centred pedagogies 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 opinions of stakeholders on CBC. A sample of 22 participants including 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 for the two headteachers and eight teachers, focus group discussions to students while considering in each group six students from each school and observation method 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 some extent the learner centred pedagogies used by teachers are good and they should be used when teaching. This was because the methods encourage full participation of learners and development of skills. However, to another extent the finding of the study also revealed that, the learner centred pedagogies used by teachers are not good due to inadequate teaching skills by teachers, limited materials to use and methods are time consuming. The study recommended that, the government of Uganda through the MoES to; train teachers so as to equip them with the necessary skills of teaching, facilitate schools with enough educational facilities and materials to use and continuously monitor, supervise and evaluate CBC practices in schools.

Keywords:- Stakeholders' Opinions; Learner Centered Pedagogies; Competence Based Curriculum.

I. INTRODUCTION

In the education system the pedagogy used when teaching the learners is too significant to enable the teachers and the learners achieve the intended goals of teaching and learning. The CBC emphasises that the learner should be at the centre of learning and teachers are just facilitators of the teaching and learning process. Learner centred pedagogies creates an environment that speaks to the heart of learning thus encouraging the learners to deeply engage with the material, develop dialogue and reflect their progress. This implies that it was very important for this study to look at stakeholders' opinions on the learner centred pedagogies.

According to Michael (2021 P. 64), the traditional method of education delivery had not been able to respond to the various emerging trends as it only provides foundational skills such as numeracy and literacy although students' need this foundation for all future learning. The soft skills like creativity, problem solving, critical thinking needed to thrive in the 21st century world is developed through learner centred methods as it encourages the learner to reflect on what they are learning and how they are learning it. The learner centred pedagogies encompasses methods of teaching that shift focus of instruction from the teacher to the students. It puts students' interests first, acknowledging students' voice as central to the learning experience. Learners-centred methods which is very efficient and effective are advised to be used in teaching and learning activities because it always improves the concept of innovation and creativity in learning (Brindley, 2015).

This implies that with learner centred pedagogies the learners are highly given the opportunity to be at the centre of learning and fully participate in the learning process as opposed to the KBC where a teacher was the custodian of knowledge. Majority of teachers currently use learners centred approach to develop the benefit, analytical research, critical thinking and happiness among the learners. This indicates when learners take an active role in learning they shape their own education, they become more engaged and motivated. With the use of the learner centred pedagogies

learning can manifest the four pillars of education. That is to say; learning to know, learning to do, learning to live together and learning to be. All these can help to make education become holistic and sustainable towards solving the societal problems.

Furthermore, Kibor and Kisilu (2020) stress that, the opinions of stakeholders on pedagogies used are crucial for the successful implementation of the CBC. In accordance with Kibor and Kisilu, Porter et al. (2015 p.111) emphasizes the importance of stakeholders in determining the pedagogies used by schools in implementing curriculum policies. Therefore, it is imperative to ensure that all stakeholders, particularly headteachers and teachers, are well-versed with the new pedagogies of teaching students to effectively execute changes in the curriculum. In the same degree, Komba and Mwandaji (2016 p. 157) asserts that; equipping instructors with the new methodologies of instruction and learning is vital to implement critical amendments in the curriculum for successful implementation of the CBC. Additionally, Sajan (2017) in his opinion emphasizes that a shift from KBC to CBC requires new approaches to learning design that all stakeholders, especially headteachers and teachers, should be aware and competent of.

Learner centred pedagogies differs significantly from a traditional method of instruction as it presents the students as "blank slates" and teachers as experts who must impart all relevant information whereas the learner centred method creates a dynamic classroom where students participate actively and the teacher take a more passive role. It boils down to group work, one- on-one tutoring between student and teacher and students' presentations (Caroline, 2019).

This implies that for students to learn a skill, they must be directly involved and that teachers cannot just say a thing in the classroom and expect students to leave the classroom and be able to do it. This means curriculum developers must streamline the new pedagogies to be used by stakeholders during implementation of CBC to avoid confusing old pedagogical methods from new ones. This is because applying new pedagogical learner centred methods involves understanding learners' needs in line with the current needs of the society, creating engaging learning environments, employing effective instructional strategies that can help learners acquire skills, provide timely and constructive feedback, reflecting on teaching practices and building positive relationships. All these requires proper scrutinization of what is imbedded in the new pedagogical methods of teaching and learning process of the new innovation (CBC). This is to ensure that the new innovation yields its proper sustainable quality goals that can transform the Country towards achieving development.

In addition, according to Abdullahi, (2019), Teachers are responsible for creating an environment that maximizes the potential for engagement through discussion, hands-on activities, and feedback. Teaching approaches used for effective implementation of Competence Based Curriculum should be learner centred. Teachers assume the role of

facilitating the learning process rather than controlling classroom activities. Teachers need to shift from traditional methods of instruction and adopt participatory and interactive learning methods that engage learners in the teaching and learning process, both in groups as well as in individuals learning environment avoiding passive learning in order to personalize and address learners' individual needs and expectations. The learner-centred approach is better than everything in term of teaching and learning since it preserves involvement of diverse learning experiences, including individual, paired and group work, oral questioning, discussions, debates, role play, presentations, projects, practical work, investigations, research, prediction, problem-solving, assignments, field visits, tests and quizzes (Rwanda Education Board, 2015).

This implies that teachers should be well immersed in the pedagogical methods that facilitate learning by allowing the learner to be at the centre of learning through full participation in class, in group work and in project work. Teachers to become good teachers need to know and how to apply the teaching learner centred pedagogies so as to help the learners learn and practice what is expected of them. Teaching in CBC is more about giving the learners the skills and strategies to be able to learn at their own. This facilitates the mastering and understanding of the content better on the side of the learners. The learner centred methods of teaching are incredibly important in influencing the learning process of learners. They can shape the class room learning environment, the course objectives and the communication between students and teachers.

It is of great importance to embrace the students' friendly learner centred methods as it is the ideal method of teaching in the 21st century. With the emergence of technology in all part of our life the issue of just being mastery of core subjects is becoming obsolete. The world needs individuals that are critical thinkers, problem solvers, decision makers, creative and digitally literate (soft skills) and all these skills are properly groomed in schools with the learner centred methods as students are exposed to individual practical learning. These are skills that cannot be replaced by automation and for this reason should be effectively transmitted to the learners.

II. THEORETICAL FRAMEWORK

This study was grounded in the curriculum implementation theory developed by Gross, Giaquinta, and Berstein in 1971. The theory posits that successful implementation of any educational programme is dependent on several factors, including teacher competency, clarity and awareness of the implementers, capacity of the implementers, and attitude of the stakeholders (Gross et al. 1971). In addition, Roger (1981 p. 14) further emphasizes the importance of clarity, capacity, and awareness of the implementers for effective curriculum implementation. This implies that the stakeholders involved in the implementation of the CBC should be adequately trained through seminars, workshops, and in-service training to acquire the necessary

skills and knowledge needed to execute the learner centred pedagogies.

In line with Roger, Mulenga (2020 p.52) also emphasizes the importance of clarity and capability of innovation to the implementers, which necessitates the awareness of changes in the curriculum to ensure effective implementation. In addition, Fullan (1982) stressed that, as stakeholders most especially headteachers and teachers lack clarity and understanding about the need for change of the curriculum that is being advocated and not clear about what they ought to do differently in their classrooms, and find the material inadequately developed, impractical or unavailable, they tend to resist the change. Lack of clarity about what stakeholders would actually do when implementing a guideline or policy for the new curriculum innovation, discourages them from using new curriculum pedagogies.

Therefore, testing and studying the innovation before implementation can help identify potential gaps that may affect the process of implementation. This can be possible through carrying out extensive research to explore and critically analyse stakeholders' opinions and clarity about the learner centred pedagogies emphasised by CBC.

III. METHODOLOGY

The study adopted a qualitative research approach. It analysed the opinions of stakeholders on learner-centred pedagogies used in CBC from the subjective point of view while involving the study participants. The study was understood from the standard point of participants in 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 opinions on learner centred pedagogies used in CBC. Ontologically, reality for the study was constructed through the researcher interacting with the participants using interviews, FGDs and observation method to explore facts in relation to the 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 learner centred pedagogy as a case was explored by the researcher through allowing participants such as Headteachers, teachers

and students of School A and B to express their opinions towards it. The researcher earmarks that, a single case study was used to understand learner centred pedagogy 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 22 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 22 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. In 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 (Learner centred pedagogy). 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, focus group discussion and observation method 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 them, 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 observed Trustworthiness throughout 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, focus group discussions and observation method 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 respect 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

➤ *Learner Centred Pedagogies used by Teachers in the Particular Schools used for the Study*

The findings of the study indicated that, teacher use different learner centred pedagogies in CBC. They include; Presentation method, group discussion method, research method, project-based method, field work study, projector method and practical method. The participants responded in the following ways;

➤ *Presentation Method*

One of the participants responded that with this method the learners prepare work in groups, then after get one person to present to the rest of the class. Most of the learners learn more from their friends than the teacher. After presenting the teacher harmonise where the learners have made mistakes. It creates a healthy competition among learners which increases their motivation to come up with new knowledge (Response from Interview T1B).

In addition, another participant stressed that;

“With the presentation method, Learners come up with their own answers in a group, they get somebody to present on behalf of a group. In case the non-group members criticise what has been discussed, as a teacher you are supposed to come in and harmonise. After you tell the learners to make their own notice from what has been harmonised. As a teacher you have to look at each ones’ notice then call those with mistakes and show them what they are supposed to do. Teachers in this new curriculum do not have to give learners the same notes because learners do not think the same way. Teachers need to give them opportunities to explore new knowledge and then come and present to the rest of the class” (Response from Interview T1A).

In the same line another participant stressed that, unlike the KBC methods of chalk and talk, with presentation method, the teacher comes in as a guide to correct what he/she thinks is not right after learners have presented to their fellow learners. Learners are given the opportunity to share their views and ideas without fear and the teacher elaborates where there is a gap (Response from Interview HB).

The responses from participants indicate that, the presentation method open up opportunities for the learners to express themselves and when they do it continually it improves their communication skills, their confidence in public speaking and resilience to learn. However, presentation will make sense in the presence of the teacher. The teacher must listen to the learners’ presentations and be able to supplement or rectify the errors. All that can be possible if the teachers have made enough research on what learners are going to present.

➤ *Group Discussion Method*

Similar to presentation method, participants also noticed that, in their schools they use group discussion method. With this method, one participant stressed that

learners are given questions to discuss in their own groups. In their groups they choose the leader of the group and the secretary. After discussing as a group, they come and present to the rest of the class. The teacher is to act as a facilitator, he/ she is supposed to harmonise what students have been discussing at the end of the discussion. Basically, the method is helping the weak student to also have a chance to share knowledge and helping all the students to be confident enough and improves their communication skills (Response from Interview T2B, T4B, T1A).

In addition, another participant also observed that;

“With this method, since learners are in groups and in each group, they have leaders, a teacher can give them a question, they interact with one another, they compile their work and after they come up with something good and share with their fellow learners” (Response from Interview T2A).

Similarly, other participants stressed that, with group discussion method, Learners are given a chance to move an extra mile to critically analyse issues at different angles in their different groups. They generate ideas about a certain concept. The teacher can guide the direction of the discussion until learners generate in-depth ideas of the concept (Response from Interviews T2B, T2A)

In addition, participants also responded that, with group discussions method, learners are grouped to discuss certain concepts, after they compile one report and choose one or two people to present the report. The group is supposed to have the chairperson and the secretary. All students in that group have the chance of getting the same marks. The method would be good, only that the teacher must observe each learner to see that all participate and contribute to the concept under study. Due to big numbers of learners this becomes a challenge that teachers cannot handle, so some learners may not participate and they remain dormant yet they are given marks. Despite that challenge, this method has been actually a very effective method used by teachers because it helps learners who are introverts to get a chance to participate (Response from Interviews T3B, T3A, T4A and FGD STs A).

This implies that, with the discussion method, learners are free to participate fully in the learning process and develop skills of cognitive domain that enables them to generate ideas depending on the various aspect they discuss. Learners are able to analyse issues in the most acceptable way throughout the learning process. Learners learn from one another through working in groups while solving problems as this goes a long way to enhance learning. Teachers should monitor these groups to ensure that all learners participate. Some learners may be dormant and as a teacher you must stimulate these learners’ interest to participate so that they all benefit from the discussion.

➤ *Research Method*

With this method participants responded that, Learners are given the task of discovering knowledge on their own through the use of the internet and text books. The teacher is supposed to look at what learners have researched to

confirm whether it is the right information or not (Response from Interviews T2B, T4B, T2A).

Another participant also added that,

“The research method is helping learners acquire more knowledge and more skills. Learners are able to imitate what they see, through research they work on some experiments. They are able to imitate what others are doing or say, then obtain some knowledge until they actualise this knowledge and are able to have their own created (Response from Interview HA).

Similarly, through the use of FGD, participants also elaborated that;

“With the research method, a teacher can introduce a topic, talks about it and tell learners to go and make research. But as learners we have discovered that due to big numbers, teachers do not take time to look at what we have researched. Sometimes we may have differing answers and at the end of the day we remain confused of the right thing to take” (Response from FGD STs B).

In the same line, participants also observed that, with the use of research method, the teacher comes to class and tells learners about a particular topic or concept and communicate to them the learning outcomes and they write them down. The learners gets an idea of what they are going to cover. The teacher gives learners research questions and instruct them to go and do research about that topic or concept. The computer lab is now open all the time, we have encouraged learners with laptops to bring them to school. After bringing them they report to the administrators and they keep them in the computer lab and can use them for research any time under tight supervision (Response from Interviews HA, T3A).

In addition, another participant added that,

“With research method, Learners are able to use internet and do their own research in order to discover new knowledge. This method has helped learners understand concepts better. You find that they discover new knowledge and come up with something new that is useful to the society” (Response from Interview T4A)

The responses from participants shows that, research method is a very important method to make learners realise the benefits of the new curriculum. Learners are helped to discover new knowledge and believe in themselves. After discovering something new, learners feel motivated to continuously research which help them make informed decisions that are more likely to make them achieve their desired outcome.

➤ *Project based method*

On this theme, one of the Participant responded that,

“With the use of project-based method, the teachers instruct learners on a particular concept while referring to some projects. After learners are given guidelines of how to make the same project, Learners can do this in a group or some projects can be personal. As learners practice the project they get more knowledge and skills and they understand better the concepts. There is a possibility of the learners keep on improving on their projects until they come up with a product which can be put on market” (Response from Interview HA).

In addition, another participant added that, a teacher after teaching can give learners activities to do at their own in form of projects. The teacher can give learners the overview of what he/she wants them to do and leave them to do their own projects. The teacher can be moving around, conversing with them and see how they are doing the activity. This is because when teaching we do not only train the cognitive but also, we train other domains of learning (Response from Interview T1A).

The responses from the participants indicate that with project method, learners are involved directly in the learning process. Through the guidance of the teacher, learners can design, develop and construct hands on solution to a problem. This method encourages the learners to learn by applying knowledge and skills through an engaging experience. However, for successful use of the method, teachers must supervise the projects and guide where necessary. The teacher’s role is to act as a mentor and project coordinator. He/she should encourage students to use a variety of sources using an interesting and motivating teaching strategy.

This implies that, the project method engages students in development of psychomotor skills, problem-solving, decision-making, or research activities. Students can work relatively independently, over a period of time, completing the work by creating real products or presenting solutions to complex issues. In terms of project, not only the object is seen, but the entire system of connections around the future object. This helps to make learning in CBC become meaningful and relevant to the changing nature of the society.

➤ *Field Work Method*

Participants also observed that, field work method is used when teaching the learners. One of the participants stressed that, with the use of the field work method a teacher can take learners to the field to do some research work. The teacher will give the learners the guiding questions to answer while in the field and discover knowledge while in the natural environment. Learners can easily gain knowledge and discover the truth while in the field through observation and can also interview some people in the field and gain knowledge. From the field they compile a report and teachers are supposed to read into each learner’s report and give the feedback (Response from Interview T2A).

In addition, other participants from the FGD also responded that;

“In some subjects, for example geography we go for field work and we find out what happens in the field and compare it with what we study in class and compile a report. This has helped us understand the abstract concepts easy because it is very easy to learn through observing concepts in a natural environment” (Response from FGD STs A).

Similarly, one of the participants noticed that, field work is used as a method of teaching in their school, where learners after studying a certain concept in class, are taken outside the school to observe exactly what is happening. This is helping the learners in the new curriculum to get first-hand experience that encourages critical thinking, positive attitudes towards learning, appreciation of nature and increased scientific curiosity to learn and discover new things (Response from Interview T3A).

The responses from participants implies that field work simplifies learning. Difficult concepts can be brought closer to the eyes of learners through observing it in a natural environment. With this method the learners are able to use the environment as a laboratory to observe, record and interpret for themselves the realities within the environment. This means to enhance students’ learning in CBC and improve their ability to apply the acquired knowledge, learning must take place in an environment that facilitates the desired learning outcomes, particularly as they relate to application of knowledge in different situations. The environment must present opportunities to allow learners to frame their knowledge and understanding of the issues and contexts that are relevant to their discipline. Teachers should prepare well the learners by giving them the guidelines before taking them to the field for proper yield of the intended objectives of study.

➤ *Projector Method*

Through the use of FGD, participants observed that teachers use projector method when teaching them in the new curriculum. Participants responded that;

“The teachers also use projectors when teaching us, most especially difficult concepts in the science subjects. They illustrate for us clearly such concepts we would not understand if not projected. This method has enabled us develop a positive attitude towards the science subjects, we physically observe what the teachers explain” (Response from FGD STs A).

This implies that the projector method should be used by all teachers when teaching because it makes learners more engaged and very eager to understand what is being projected and explained by the teacher. This reduces on boredom of the lesson and stimulates the learners’ attitude and desire to learn. School administrators should try their level best to provide teachers with projectors to simplify learning.

➤ *Practical method*

Participants also noted that teachers use the practical method when teaching. They stressed that;

“With the use of the practical method, learners are taken to the laboratory and are exposed to practical lessons by the teachers. It is common in science subjects. Each learner is given the opportunity to use the apparatus and practice out the practical work. Due to continuous practice almost every week, we reach exams when we have gained the confidence to do the practicals in the science subjects. This has changed our attitudes towards the science subjects. Most of the learners now have the positive attitude” (Response from FGD STs A).

The response indicates that, it is very vital for schools and the Ministry of Education to avail practical equipment to be used by teachers when teaching the practical lessons. Learners can easily understand most of the concepts when exposed to practicals. This is because the method promotes hands -on learning, real world application and problem solving. The method goes beyond theoretical principles and immerse the learners to hands-on activities that allow them to actively participate, investigate and experience the subject matter.

Therefore, the teaching methods used in the new curriculum are intended to facilitate students’ learning and satisfaction. It is a must for teachers to use a variety of teaching methods if learning is to be effective and efficient. There is need for a good teacher to be multi-talented in order to be conversant with the use of various teaching methods in the teaching and learning process. The teacher is a vital factor in the success of an educational system of a nation; therefore, teachers should be familiar with the principles underlying the choice of the teaching methods. A combination of teaching methods is encouraged for effective teaching in the CBC.

➤ *Stakeholders’ views about the teaching methods that are recommended in CBC*

The findings of the study indicated that, to some extent the teaching methods used are good and they should be used when teaching. The major themes that emerged out of this include; full participation of learners and development of skills. However, to another extent participants also responded that the teaching methods used are not good, they have challenges. Under this, the themes that emerged include; inadequate teaching skills by teachers, limited materials to use and time consuming. About the teaching methods being good the participants responded in the following ways;

Participants responded that the methods are good because they encourage full participation of the learners. In support of this view, one of the participants responded that;

“The methods are good. For example, the participatory method, makes the learners alert and fully participate towards what is being taught by the teacher. This make the learners understand the content and do not cram it. Full

participation helps these learners improve on their level of self-confidence and improves their academic performance” (Response from Interview HB).

In addition, another participant added that, the methods of the new curriculum are helping the learners build the competencies since learners get involved directly like in the group discussion method, project method and presentation method among others (Response from Interview T4B).

The responses signify that the methods are good, they encourage full participation of the learners while in class. This encourages them to develop ideas and it motivates them to learn better. Teachers while using teaching methods of CBC should give the opportunity to every learner to participate but not select only those who are willing to participate. All learners should be able to benefit from the use of the teaching methods of CBC that are learner centred.

Furthermore, the findings of the study revealed that the learner centred pedagogies are good because they lead to development of skills among learners. One of the participants observed that with use of these methods learners are able to apply knowledge so as to be more practical. This is because the methods seek to make learners acquire holistic learning through skill development. They are trained in a holistic way, being confident, understand the concepts and know how to apply them (Response from Interview T3A).

In addition, another participant stressed that;

“The methods are good because they emphasise acquisition of practical skills. Both the teacher and the learner will have hands on kind of learning. On the side of the teachers, while using these methods we get enough time to supervise learners in order to identify their point of strength, especially when it comes to skills development and the interaction level of the learners. It gives the teacher much time to observe the learners and get to learn much about their ability thus helping them to develop most of their skills” (Response from Interview T4A).

Similarly, from the FGD, participants observed that,

“The methods are good because they expose us to skills like public speaking. A teacher can tell us to discuss, then choose at random someone to discuss the views to the whole class. The methods help us not to be silent or hide our views and also exposes us to other new things and we can easily express ourselves very well. With the use of these methods we have gained a variety of skills like communication skills, collaboration skills and critical reasoning skills” (Response from FGD STs A).

The responses from participants signifies that the methods used in CBC helps learners to develop the various skills. This is because most of the methods encourages participation of learners and hand on activities. Learners feel valued to be at the centre of their learning thus they develop ownership of their own knowledge and skills and be able to

practice them whenever given chance to use them or solve problems in the society.

However, the findings also revealed that, the teaching methods used in CBC are not good because of existence of inadequate teaching skills by teachers. Participants responded that some teachers do not know how to use the methods of teaching the new curriculum. The teaching in CBC still yields less learning outcomes because teachers do not use the methods inappropriate way. In support of this, one of the participants observed that;

“The methods are not good because majority of the teachers do not know how to use these methods and they try to dodge them which is a disservice to the learners. This may be that the teachers are not given enough workshops and seminars to help them master some of the techniques of using the methods. If something was introduced and not used then it is wastage of resources. Parents bring their children to school hoping that teachers are teaching them very well yet some teachers do not know what to do. It will be painful on the side of learners, parents and government if the new curriculum fails to yield its intended goals. Let teachers try their level best to properly use the methods so that learners can benefit” (Response from Interview T1B).

In addition, participants from the use of FGD, stressed that, Research method is not good for learners. A teacher comes to class introduces a topic and tells learners to go and research and does not elaborate to add on what is being researched by the learners. After some time, a teacher gives activities of integration and the process continues. Teachers are leaving us to do each and every thing while pretending that the new curriculum methods necessitates that. On top of that the time given to us to do research is not enough. Teachers have not respected the research time. The timetable is full of lessons and no time allocated for making personal research and yet they want to find us when we have researched whatever they have given us. Teachers should know what to do while using these methods because this is limiting us to achieve our academic goals (Response from FGD STs B).

Similarly, the participants added that;

“We do not think that the methods are the best. For example, group discussions, a teacher brings something you have never heard off but then you have to discuss it to a group. Since you do not have the idea your fellow learners may discuss something wrong but the group may believe that it is the right answer. This is very common in mathematics, a teacher may not come to see what we are discussing, at the end of the day as learners we remain confused not sure of the right answers to take. Teachers should help us be real facilitators not leaving us to struggle alone. It is going to affect our performance” (Response from FGD STs B).

In the same line, another participant also stressed that, some teachers do not create time for learners for that case, some methods are not effective because teachers do not

know what to do. The teacher should create time for the learners and supervise and monitor their progress as they use most of these methods. For example, discussion and presentations methods. Once we do not monitor as teachers the methods are going to lose meaning. All the learners may not benefit just the few who are serious may benefit (Response from Interview T2A).

In addition, from the use of FGD, participants responded that;

“The methods are ineffective to some extent, because some methods like discussion, do not give chance to everyone to discuss, since some students are shy, when someone is presenting others may be silent and do not participate. Very few benefits, others remain in their own world. Some teachers would have helped us but they have failed to supervise and monitor us when discussing. Sometimes we do things at our own, some teachers do not have time for us. This may affect our performance” (Response from FGD STs A).

The responses from participants indicate that, some teachers still have limited knowledge about using the new methods of teaching. This is making some still teach the learners following the old methods of teaching or not follow properly the recommended guidelines for using the methods. This may limit them to achieve the intended goals of CBC and at the end of the day some learners may be left without gaining the necessary skills of CBC. The government through the Ministry of Education and school administrators should try to ensure that teachers are given enough seminars and workshops towards the use of the new teaching methods.

Furthermore, the findings still revealed that, the learner centred pedagogies are not good because they are subjected to limited materials to use. Participants noted that, some methods require a lot of materials to use when teaching yet such materials are not available in schools. It becomes hard for a teacher to tell learners use ascertain method when he/she knows very well that learners do not have materials to use. This becomes a contradiction on the side of the teacher. In support of this, one participant noted that;

“Some methods like research to use them we need internet on the side of the learners and the teachers yet at our school sometimes we do not have access to the internet. It becomes a contradiction when teachers tell learners go and make research when in real sense they know that there is no internet” (Response from Interview T2B).

In addition, another participant noted that, with some methods to use them we need money to buy materials to use yet the school cannot provide and some learners do not have money. This becomes the hindering broke for us to use some of the method, which limits us to achieve most of our intended objectives when teaching (Response from Interview T1B).

The responses from participants implies that, for effective use of some of the teaching methods, schools need facilities to use. This will simplify the work of the teachers and learners, Failure to have such facilities and materials to use when teaching, may course teachers to be selective in using some of the methods. Teachers will choose to use simple methods that does not require materials. This may limit the learners to be exposed to a variety of methods and thus affecting them to acquire most of the intended objectives of CBC, most especially the acquisition of skills.

In addition, the findings revealed that, learner centred pedagogies are not good because they are time consuming. Participants noticed that the methods of the new curriculum are not good because they consume a lot of time. This makes them too demanding on the side of the teacher and the learners. One of the participants noted that;

“The new curriculum methods consume a lot of time when using them. This is because most of them necessitates the teacher to look at each learner and see how good they are or bad they are and revise means of helping them. With the big numbers if am to do that, for how long will the lesson end? Group work takes a lot of time, like in my class I have 10 groups how will I look at each learner in the 10 groups? At the end of the day due to limited time and the big numbers we end up not being effective while using these methods” (Response from Interview T3B).

Another participant also added that, the methods are time consuming. As a teacher you need to prepare before you go to class since you have to tell learners certain things relevant to their study and guide them in order to drive them think at their own. Some of the teachers do not teach in one school hence getting enough time to prepare is a challenge. Sometimes we fail and go to class when not prepared well (Response from Interview T1A).

Similarly, other participants also noted that, the new methods require teachers to get enough time and prepare. Teachers must prepare well if they are to get involved in the discussions of the learners. This is because learners may ask them questions when they do not know. Still as a teacher you have to know what students are discussing in order to guide them. When they do research and come to present as a teacher you must have the idea about it so that you can guide them. As a teacher you must be informed all the time through continuous reading and research. All this consumes a lot of time (Responses from Interviews HA, T1A)).

The responses from participants indicate that, for proper use of the new teaching methods, teachers must allocate enough time to prepare well. Before coming to class, teachers must first prepare well and know the method fit for teaching a particular concept, so that the intended objectives of teaching and learning are obtained. To be more effective, teachers should devote themselves to teach in few schools at least a maximum of two schools because the curriculum and the methods used are too demanding on the side of the teachers. It requires them to be on ground to

supervise, monitor, observe and assess what learners are doing for proper achievement of good yields of CBC.

V. DISCUSSIONS OF THE FINDINGS

➤ *Teaching Methods Used by Teachers in the Particular Schools Used for the Study*

The findings of the study revealed that some teachers majorly use the new teaching methods as they implement the CBC. The methods they use include; Presentation method, group discussion method, research method, project-based method, field work study, projector method and practical method. The methods are learner centred and they help learners fully participate in the teaching and learning process and they place the learners at the centre of learning. The findings stressed that some methods such as group discussion methods have helped the learners to become confident and resilient towards academics. Learners have become self-motivated to participate in group discussions and present to the rest of the class. This kind of teaching has fostered collaboration and team work among the learners. It is always building critical thinking in the learners to always come up with ideas and share with the group. From the use of FGD findings revealed that;

“With the new curriculum we have been trained to believe in ourselves. Through group discussions we have learnt that, to be successful one has to compete enough to identify, differentiate, analyse and access what it takes to be a winner. We are becoming people of sound minds who have the capacity to think, reason and understand the content without cramming. The learner centred methods used by teachers are exposing us to real life situations we have to solve on a daily basis”.

The findings of the study concur with the findings of Khalid et, al. (2018) in their study about the use of the discussion method to enhancement of teaching and learning, they discovered that majority of respondents indicated that the discussion method had been of value to them and they had learned a lot from the discussion method which is interesting. The majority of respondents indicated a preference for interaction during the discussion. This is because teachers notify them in advance about the topic of discussion, give them equal opportunities to talk during the discussion, raise topics for discussion in collaboration with them, feel free to participate in the discussion, and help them form sentences during the discussion. In addition, the findings are in line with Daudau (2010), who revealed that learners learn to look into problems through discussions and are thus motivated to think, express their own views, and listen to other children's views in order to review their own. He added that teachers should ensure that each learner has an equal opportunity to participate in the discussions. The findings are also in agreement with Umunodi, (2012) who revealed that Small group teaching entails dividing the class into different ability groups and teaching the children in various ways. This would assist the children in learning by imitating and assisting one another, as well as applying what they have learned to other situations. It also helps to

strengthen the children's ability to communicate and collaborate with one another.

This implies that with the discussion method, learners would be able to improve their various essential skills through the active participation in the class discussion. Learners can develop self-confidence during discussion, state opinions without hesitation and are motivated to participate in future discussion. All this can create a positive change in them and begin to see education as a valuable asset they need to treasure if they are to attain a bright future.

This implication by the researcher is in line with Theresa, (2015) who asserted that, discussion method is usually at a higher cognitive level and it develops critical thinking. It is a student-centred teaching technique but requires careful planning by the teacher to guide discussion. Successful discussions are guided by specific teaching goals. It involves a process of free guided discussion and expression of views and ideas on a given topic, question or problem by the teacher. Various students are able to participate and are exposed to other student's ideas. In small groups, students can discuss a complex issue and when they are brought back to the larger groups, these students can discuss their reactions, share ideas and build on each other's suggestions. This method encourages student's participation, develops critical thinking, develops student's ability to communicate, and problem-solving skills. In addition, Sybing (2015) reports that, discussions provide students with a platform to participate in their learning process. When students are actively involved in using the relevant material, learning would be more interesting for them and students would be more motivated. Classroom discussions are valuable for developing critical thinking when students learn how to arrange their ideas and then present them convincingly. Later in life, they may find themselves in situations where they participate actively in social debates.

Similarly, the findings of the study are in line with Han (2007) who emphasized that a sufficient knowledge base established prior to discussion tasks is essential to learners' participation. When students gain confidence in their knowledge, then they are more motivated to participate freely in the oral discussion. Thus, the class discussions may effectively assist in the teaching and learning both by presenting significant, interesting topics to incorporate the students and offering a wide range of opportunities for students to interact and reach a useful negotiation for meaning. In addition, Bloom (1956) asserts that, discussion approaches are appropriate to a number of objectives which include providing the feedback about students' learning; meeting higher-order cognitive objectives, such as application, analysis, synthesis, and evaluation. These approaches also help students develop their interests and values and change attitudes as well as allowing students to become more active contributors to their own learning.

This implies that, to start a constructive class discussion, a teacher could spend more time and effort to prepare thoroughly for a discussion. Although the students

present the ideas, teachers may have sufficient knowledge of the subject matter to be able to absorb the flow of ideas. They must be aware of ideas that may lead the discussion off and direct the discussion away from these ideas. The teacher may also guide the students away from irrelevant ideas and toward the desired aims without dominating the whole discussion.

Furthermore, the findings of the study are also in line with the finding of Anastas (2010). The study stressed that discussion ‘tool’ could be acknowledged as a preferable method of teaching because of an increase in students’ participations; the learning is more effective; and students do not have to rely on rote learning as this method develops creativity among students. In addition, Howard (2015) also pointed out that, when class discussion is informal, it tends to be loose and that may encourage some students to talk more often. Yet, when discussion is more formal, it tends to be more productive and interesting.

This implies that, discussion method improves students’ ability to think and could be more tempting to learning than mere listening to a lecture. It may also assist in fostering intellectual growth, individual expression and character development. It offers students opportunities to exchange thoughts and views with each other and heightens language proficiency through constant reinforcement and use. Therefore, teachers should bear a huge ethical responsibility towards themselves and their learners by choosing the most effective method of teaching.

Furthermore, the findings of the study also revealed that, teachers use project method when teaching in the new curriculum. It was discovered that, teachers use this method to enable learners practice hands on activities majorly after every topic. Learners are getting exposed to practical skills that will help them in their future carriers to be competitive. The findings stress that by the use of this method the teacher only guides the learners on what to do and learners through critical thinking and innovativeness come up with something new. Participants stressed that;

“Sometimes the learners surprise us with unique projects created out of their creativeness. Learners are too creative. They are using the environment to come up with something new. In our school the environment is well protected through the project work”.

This finding of the study is in line with Markham (2011) in his study about project learning stressed that, with project work, the students acquire knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. In the process, the students integrate knowing and doing, they learn elements of the core curriculum and also apply what they know to solve environmental and societal problems. During project planning and execution, the learners work cooperatively and, in the process, acquire communication and collaborative competencies. Projects by their very nature connect the learners with the real world outside the

classroom to the community members and mentors. This builds in them the sense of belonging to the community.

In addition, Rakhmonberdiyeva (2019) emphasised that, Project methods require preparedness on students’ part, that is they require students to gain practice and knowledge through indirect communication in real life and refer to improvement, reflection, initiative, freedom of speech and independence. Each project is considered to be a result of a team work of students. Teacher’s responsibility for working on projects lies in the following:

- The teacher helps students to find materials for the project
- The teacher himself or herself is considered a source of material supplies
- The teacher coordinates the whole process
- The teacher motivates students and supports them
- The teacher maintains the continuous mutual understanding atmosphere.
- Project methods activate students’ acquisition of knowledge because they are:
 - Student -directed
 - Using several didactic approaches;
 - Self-motivated. This adds interest to learning and is a real challenge for stimulation;
 - It supports all the pedagogical purposes at all levels;
 - It enables to learn based on one’s and others’ experience;
 - It produces satisfaction for those students who want to see outcomes of their performance during lessons.

This implies that, working on projects stimulate students to collaboratively work hard in teams and come up with a solution to a problem through identifying ways or approaches of solving it. Learners are also able to arrange necessary materials, discuss it within a group of students, systemize it, shaping students’ ways of thinking of how to represent it and finally, preparing for presenting it. This means involving students in different forms of group projects enables them to develop their integrated skills. Working on projects helps learners to conceive the world individually and in groups, using experience subjectively in assessing and interpreting events and facts about the surrounding environment.

Similarly, the findings are supported by Sanghamitra, (2022) who asserts that, with the use of project method the students are assigned a project to be done which has direct utility for students as well as teachers. The project has to be done under the guidance of the teachers with an intention to find out the solution of the problem on the basis of their own experience. In addition, Amulu (2023) asserts that, Project method of teaching is a type of learner-centred method whereby the learner is in control and responsible for his own action. This implies that, with project method learners can acquire the knowledge by actively participating, experiencing and being affected by it. Project-based learning improves the global perspective as well as the flexible communication common in the student community. Technology, combined with progressive teaching strategies, dissolves traditional learning approaches, and the nature of

learning becomes more and more understandable for different students (Anisimova, 2020).

This implies that, the project method emphasizes powerful or rich learning environments that enable students to engage in meaningful learning processes. The teacher will create or look for meaningful contexts in which students will in a natural way experience the relevance and the meaning of the competences to be acquired. Therefore, through projects, learners engage in a process of constructing their own knowledge by interacting with their environment, rather than as a process of absorbing the knowledge that the traditional teacher might try to transfer to them.

However, Lea et al (2003) noted that, project work can result in student resistance to student-centred approaches. Students may feel anxious in terms of what is expected from them, lack motivation or fear that they are being left to themselves without much guidance from the instructor. Students have to gradually be prepared to take greater responsibility for their own learning with the instructor discussing with them the theoretical ideas and practical implications of implementing learner centred pedagogies to help them understand the benefits of this approach through project work.

➤ *Stakeholders' views about the teaching methods that are recommended in CBC.*

The findings of the study stressed that the teaching methods used in CBC is good because they encourage the full participation of the learners in class and also encourages the development of skills by the learners. The methods in CBC are making learning in CBC appear lively and holistic to cater for the three learning domains of cognitive (thinking), affective(emotions) and psychomotor (physical). The teaching methods like demonstration, discussion and project method used enable learners to share their knowledge and skills with that of the teacher in the class. With the use of the methods, teachers create a friendly and interactive learning environment. Learners feel free to learn from each other and to contribute their ideas and perceptions regarding the subject matter. In the course of this interaction, teachers need to motivate and honour the contributions learners make in the lesson. In addition, teachers stand as moderators of the interactions going on in the learning process. In this way, learners not only develop communicative competences and confidence in expressing their views but also mastery of the subject matter and the practical skills through project work.

This finding of the study is in line with Wangeleja (2010) in his study about the teaching and learning of competence-based mathematics curriculum stressed that;

“There is a common saying that “practice makes perfect”. This means that competences are developed when learners engage in practical activities. In a competence-based teaching and learning it is required that students be engaged in various practical experiences (in and outside the classroom) that give them opportunities to apply their knowledge and skills to solve problems. This is

accomplished through involving students in hands-on activities which enable them to gain experiences that have a far-reaching impact as far as the students' comprehension of the taught content is concerned”

This implies that, teachers should attempt to construct more holistic teaching methods that caters for the three domains and construct learning tasks that involve the full participation of the learners. This diversity helps to create more well-rounded learning experiences and meets a number of learning styles and learning modalities. Using more diversity in delivering lessons also helps students to be more creative and critical thinkers. The learning process must go beyond reading and memorising of facts and information to the ability to critically evaluate information, explain to others as well as design things out of everyday use in order to get use of the environment. This implies that with the use of CBC teaching methods, learners can acquire and apply the knowledge, skills, attitudes, and values to solve situations they encounter in everyday life.

In addition, a study by Theresa, (2015) on different teaching methods stressed that, it is through the use of teaching methods that teachers are able to implement the school curriculum. In situations where teachers fail to use appropriate teaching methods, a good curriculum plan could turn out to be damaged. The main purpose of curriculum implementation is to translate the ideas into a workable blueprint, and this can be achieved basically by using appropriate teaching methods as those recommended by CBC. The planned learning experiences and learning outcomes of CBC can be attained by the use of effective teaching methods. The teacher through his teaching methods makes direct use of the curriculum, thereby implementing it. The teacher uses the appropriate teaching methods and resources to achieve learning. In addition

Pudjiono, (2017) in his study about the effects of presentation method and learning skill toward English asserted that,

“In order to make learning process works properly and successfully, a teacher must determine an approach and method of learning before teaching. The right choice of learning and teaching method will influence the learning success. It is caused by the fact that students are from different backgrounds so they will have different characters and ability. The environment also gives different impacts for students. A teacher must be smart in using the appropriate method of teaching and must use many methods to teach if he finds obstacle in using one method. He should be responsive and creative to find the right method if he gets failure”

This implies that, the teaching methods employed by teachers in CBC have to encourage the active participation of students during the teaching and learning process as there would be interactions between students and teachers and also among students themselves. Through sharing, exchanging and advocating of ideas and opinions, learners have the opportunity to express themselves, defend their

points of view and shape their thoughts through contrast and comparison with those of their fellow students. Therefore, teachers may bear a huge ethical responsibility towards themselves and their students by choosing the most effective method of teaching.

VI. CONCLUSION

The study concluded that to a greater extent the CBC learner-centred pedagogies used by the selected secondary schools when implementing CBC are good. They include; presentation method, group discussion method, research method, project-based method, field work method, practical method and use of projector method. The methods have encouraged full participation of the learners and this has given them an opportunity to develop their talents and self-esteem. The learner-centred pedagogies have created an environment that speaks to the heart of the learners and encourages them to deeply deal with their project work and create something new. The skills acquired through the use of the learner centred pedagogies will help to create graduates with the necessary skills who will be able to compete in the world of work.

However, the study also concluded that, most of the teachers to implement the learner centred pedagogies did not receive enough training on how to use the CBC methods of teaching. Majority of the teachers revealed that, they did not know what they were doing, they were just gambling with the curriculum. Some teachers reported that, they were still using Knowledge based methods of teaching. To make matters worse, the learners had also observed that, some teachers did not know what they were doing and this was detrimental to their studies. Learners assumed that. teachers must know each and everything since they are the custodians of knowledge. For that reason, learners felt disappointed by the CBC, they did not know whether they would achieve the goals of CBC at the end of the course. This is because they had witnessed that, some teachers were not performing to their satisfaction. In addition, materials to use during teaching and learning like text books, internet, computers and project materials were not enough and this had limited learners in exploiting their talents most especially when it came to project work and research work.

RECOMMENDATIONS

The study recommended the training of teachers so as to equip them with the necessary skills of teaching and assessment methods. 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.

Furthermore, the study recommended the Government and parents to facilitate schools with enough educational facilities and materials to use when implementing CBC. A number of schools did not have enough facilities to accommodate the requirements of CBC. Due to this, they end up dictating the subjects and projects learners should do which sometimes limits their interest and opportunities to exploit their talents. The government should provide necessary facilities like text books, electricity, computers, internet, laboratory equipments to both government and private secondary schools to help them cope with the standards of CBC. In addition, interest free loans in form of “charity funds” may be given to different poorly equipped secondary schools in order to help them get the required facilities to facilitate the implementation of CBC. In addition, parents should also be sensitized to financially support schools to buy the necessary facilities to be used by learners most especially in project work to enable the acquisition of practical and innovative skills.

In addition, the study also recommended continuous monitoring, supervision and evaluation of CBC implementation practices in schools by the Ministry of Education and Sports to ensure effective CBC performance in schools. Different officials from the Ministry of Education, NCDC and UNEB should be tasked to inspect different schools all over the country to ensure proper running and management of CBC educational practices. These must be genuine and knowledgeable about CBC teaching and assessment pedagogies so that they are able to identify gaps and guide the schools accordingly. This should not be done once or twice but several times until the CBC goals are stably achieved. This is because since CBC was introduced, some schools have never received any educational official from the Ministry of Education to check on their performance on implementation of CBC. We may have schools that are still following KBC thus a need for continuous monitoring and supervision of CBC activities in schools by the concerned bodies.

Furthermore, the study also recommended that, the Government of Uganda sponsors some teachers and administrators of secondary schools to benchmark on CBC practices with developed countries that have succeeded in implementing CBC in phases. In many cases we learn through observation and experience. The government should help to get scholarships in short CBC courses for some administrators and teachers in the developed countries that have already successfully established this program of CBC

with the aim of training them to become more competent with CBC practices. After the training these may come back home and train others. It should be an initiative of the government of Uganda to train implementers of CBC in different developed countries like United States of America and Singapore among others. This will help the teachers and administrators of schools to interact with teachers and administrators of developed countries and copy new innovations that can be integrated in CBC implementation in our Country.

Lastly, the study also recommended the Government of Uganda through the Ministry of Education and Sports to allow learners who can be provided with laptops and phones by their parents to bring them to schools for academic purposes. This is because some schools have limited computers to make it possible for every learner to make research and practice computer skills yet some parents can provide for their children. The laptops can be controlled by the school management and be used during the research time and computer lessons. This implies that, learners who will not have their personal laptops will be the ones to use the school facilities. This will help to reduce on the problem of inadequate computers in secondary schools.

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