

The Stakeholders' Views on Assessment of Competence-Based Curriculum (CBC) In Selected Secondary Schools in Kampala District

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Abstract:- The study investigated the stakeholders' views on assessment of Competence-Based Curriculum (CBC) in selected Secondary schools A and B found in Kampala District. Assessment under the CBC involves both formative and summative assessments, with formative assessments accounting for 20% and summative assessments accounting for 80% of the evaluation. Teachers should frequently assess the learners using new assessment methods of CBC. Teachers are also required to change from a norm-referenced to a criterion-referenced judgment of learners' capabilities or competencies to determine their progress. The study was guided by curriculum implementation theory by Gross et al (1971). The study adopted a qualitative research approach that analysed the stakeholders' views on assessment 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 views of stakeholders on assessment in CBC. A sample of 23 participants including a UNEB Official, 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 a UNEB Official, the two headteachers and eight teachers and focus group discussions (FGD) to twelve students while considering in each group six students 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, the assessment methods used in CBC were good. They included; activities of integration, continuous assessment, end of term assessment, end of year assessment and end of cycle assessment. However, as the methods were being used, schools were faced by many challenges that included; limited skills by teachers, limited sensitisation from UNEB and NCDC on CBC practices, limited facilities to use, time consuming on the side of teachers, laziness of the learners and big class sizes.

The study recommended 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' views; Assessment; Competence Based Curriculum

I. INTRODUCTION

Assessment is one of the major key important aspects of CBC. There is no education system that can achieve its intended goals without proper guidelines and applicability of the assessment methods used. Assessment helps the teachers to examine whether the intended objectives of teaching are realised or not. If not teachers, can be able to redo the teaching and get to understand that learners did not get the content well and try to use another method of teaching to make sure that learners have mastered the content. The new curriculum came with different new methods of assessment and yet the stakeholders in education have been used to the old methods of assessment in KBC.

According to Rutayuga and Kondo (2006), assessment of CBC is one of the essential components that provides assurance of the validity of all the processes conducted in the implementation of the curriculum. This means the quality of assessment has a great impact on achievement of the desired goals of CBC. Therefore, assessment in CBC should aim at testing knowledge, competencies, skills and values for achievement of holistic education. In the same line, Okoye and Isaac (2015) regard assessment as the process of collecting evidence of learners' performance. This enables the assessor to judge whether or not, the learning outcomes have been achieved. The implementation of CBC requires the use of new assessment methods aligned with the new curriculum (Makunja, 2015). The distal educational objectives of a Competency-Based Curriculum (CBC) focus on accurately assessing students' descriptive abilities, attitudes, and knowledge; with measurable goals to be achieved at each stage of the learning process. The proximal goal of CBC lies in its practical approach to an educational system, emphasizing the acquisition and assessment of life skills essential for individuals to be purposeful in their respective societies (Winterton, 2017).

This indicates that assessment in CBC can help to determine the extent to which students have progressed in acquiring competencies necessary for their future profession. This means Competence-based teaching and learning requires multiple ways of assessing learners in order to determine their competences. The implementation of CBC requires the use of new assessment strategies aligned with the new paradigm. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment.

In addition, Deibinger, et al. (2005) asserts that, the type of assessment used can have a powerful influence on the learning behaviour of students. It is argued that, to be part of the learning process, assessment should reflect a learner-centered curriculum. This implies that assessment should not only be examination oriented but be able to test learners in other spheres of life like skilling, socialisation, problem solving and critical thinking among others. It should test the holistic nature of education and considering multiple aspects of social and emotional skills. Similarly, Craddock and Mathias (2009 p. 128), stated that if assessment do not measure important and meaningful content, skills, and knowledge, then precious time and resources are wasted. This implies that, assessment instruments should be designed in such a way that they can measure the required competences of learners which enable them to compete in the labour market. Assessment in CBC will help to create a profile for learners in order for them to discover their strength and areas of weaknesses that need to be improved. Assessment should be intended to bring value to learners since through it, learners can demonstrate the degree to which they have achieved their desired learning outcomes that will help them compete globally at the world of work.

In addition, Moti, et al. (2021 p. 69) argues that, with CBC greater emphasis should be put on assessment instruments that measure not just recall of facts, but the students' abilities to use the material they have learned in live situations competence and performance assessment. This means that assessment should always test the key practical competences that are highly demanded on the job market so as to meet the demands of the 21st Century. Likewise, Brown (2004 p.82) explained that: "If we want our students to demonstrate employability when they graduate, our assessments needs to be designed to be practice-orientated" means competence-based. In his view about assessment, testing the practical outcomes of learning is so paramount to prepare learners to obtain important skills for the world of work. This implies that assessment in CBC should be practical oriented and it should focus on testing what learners are expected to do and apply in their life. This indicates that assessment in CBC should focus on skill demonstration in order to provide an opportunity to learners to apply their knowledge, develop practical skills and prepare for real world challenges. This will help the graduates of CBC to fit in the society and remain relevant and competitive at the work place.

Furthermore, according to Leutner et al. (2017), assessment in CBC involves both; formative and Summative assessment. Formative assessment is done throughout the process of teaching and learning and Summative assessment is done at the end of a learning unit. Formative assessment, on the other hand, is an on-going assessment that takes place throughout the learning process. Formative assessment informs students of the progress they are making and what they need to do next. Formative assessment also informs teachers about how they should plan the next activity. Evidence of formative assessment may be in the form of teachers' observations, checklists, written work, displays, performances, and work selected for inclusion in a portfolio.

According to MINEDU (2016), assessment and evaluation become key components and work simultaneously with competency implementation. The CBC strives to promote and transform assessment practices based on competencies by putting them into action and seeking descriptive feedback based on clear and explicit criteria. A further change in assessment practices is the importance given to formative assessment. While in KBC this type of assessment was suggested, its use was not mandatory. In this new curriculum, however, formative assessment is mandatory and all teachers are required to provide adequate feedback to students. Feedback should effectively help students to know what to do to improve their work, it should be done "on the go", and it should point out their strengths and weaknesses, based on clear, known and shared criteria. This implies that assessment in CBC should be done at a daily basis to make education meaningful. It should be geared towards testing what learners can do than what they know. That means knowledge can be tested through understanding and application of the subject matter through practicability of the subject matter.

Furthermore, Heritage (2010) assets that, formative assessment allows learners to be assessed as the teacher continues to teach. The teacher uses learner's knowledge and skills to improve their teaching. This can be done through oral questions, class test, individual assignments, practical exercises, portfolio and project work. Which allows learners to reflect, regulate and monitor their learning progress, evaluate their own learning through feedback. This means, the assessments of CBC should correspond to what is expected from students in the world of work so that education produces competitive graduates with all the necessary skills in the labour market.

In addition, Sumaryanta et al. (2018) stresses that, a learner should not be assessed only in learning achievement but also on mastery of competence in order to catch up with the CBC. If the assessment approaches are effective, it will enable a swift implementation of CBC and its sustainability. ... Knowledge application can be measured by allowing students to demonstrate competency in terms of skills and abilities rather than memorization through short answer questions of true or false.

This implies that, assessment is not conducted to measure learner's achievement in comparison with other learners but is conducted to measure the achievement of learners with reference to competence standards. The generic skills emphasised by CBC of communication skills, collaboration skills, leadership skills, practical skills, digital literacy, analytical skills and problem-solving skills should highly be considered when assessing the students.

II. THEORETICAL FRAMEWORK

This study was guided 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). 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 effectively practice assessment of learners in CBC.

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 assessment pedagogies.

Therefore, testing and studying the innovation before implementation can help identify potential gaps that may affect the process of CBC assessment. This can be possible through carrying out extensive research to explore and critically analyse stakeholder's views on CBC assessment. This makes it possible for curriculum developers and implementers to come up with relevant strategies to alleviate the identified gaps in CBC assessment.

III. METHODOLOGY

The study adopted a qualitative research approach. It analysed the views of stakeholders on CBC assessment 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 views on CBC assessment. Ontologically, reality for the study was constructed through the researcher interacting with the participants using interviews and FGD methods 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 CBC assessment as a case was explored by the researcher through allowing participants such as a UNEB official, Headteachers, 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 assessment 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 stakeholders' views on CBC assessment.

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 (CBC assessment). 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 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 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 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 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 following the objectives of the study. 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

The findings indicated that, schools are using new methods of assessment in CBC, they include; Activities of integration, continuous assessment in class, end of term exams, end of year examinations, observation method of assessment, project work assessment and end of cycle assessment. The participants responded in the following ways:

➤ *Activities Of Integration*

The participants responded that, when assessing the learners, they use activities of integration to check on the level of attainment of the intended objectives of teaching. The participants responded that, every after covering the topic, there is an activity to summarise the topic. It may be covering one topic or having more than one learning outcome. It summarises what has been studied in a given topic (Responses from the Interviews T1B, T2B). In addition, other participants added that, at the end of the topic, we assess the learner while giving them a scenario-based question to capture what learners have learnt in a group (Responses from Interview T3B, T4B).

Similarly, from the use of FGD, participants responded that,

“Every after a topic teacher give us activities of integration to act as an assessment. It is one activity but you have to put each and everything you have understood generally in a topic. The activities of integration are scenario based, whereby they connect us to the daily life which brings us closer to the environment” (Response from FGD STs B).

In addition, participants from another FGD, also responded that;

“The activities of integration given to us measures relevancy, accuracy, coherence and excellency. They are in scenario-based questions that is related to human life situations from the topics we have covered and it is marked out of three” (Response from FGD STs A).

In support of the same, other participants responded that, they give activities of integration after the topic or in the middle, to measure the level of understanding because learners do not grasp at the same time, others are very fast, others slow (Response from Interview T1A). Another participant also added that, the learners are given scenario-based questions by the teacher. Teachers use scenarios to see whether the learners have understood the concepts in the topic or in the chapter. It can be in the middle of the term or at the end depending on how many topics has been allocated for that particular term depending on a subject (Response from Interview T3A).

In addition, a participant responded that;

“We assess and give learners scenario-based questions, they make their own interpretations and write in response to the questions that come after the scenario. It is helping teachers to know whether the students have understood the topic or theme the teacher is about to close before proceeding to another new topic. If you mark and find out that they have not understood you find time to cover the gap” (Response from Interview T4A). Similarly, another participant asserted that, the activities of integration stimulate learning since they are learner centred, it is the learner that will apply it (Response from Interview HA).

The responses from participants indicated that teachers use activities of integration when assessing the learners. The method is majorly used at the end of every topic to help teachers assess whether the intended objectives of teaching that topic are attained. Teachers should take time and think of the appropriate question to set so that it is fit for the purpose. After examining the learners and find out that the intended objectives are not attained, a teacher needs to create time and revisit that topic for learners to master the content.

However, the response from one of the participants implied that some of the school administrators are not aware of the assessment methods used in CBC. Which implies that, some school administrators have not taken time to learn yet they are supposed to monitor and supervise the assessment process. The response from one of the participants confirmed this. The participant responded that;

“I may not be so much in the know. But they talk about activities of integration that learners must participate in it and award the group. It is a little bit challenging when it comes to submitting those marks to UNEB because work given to a group and all learners get the same marks, some may get free marks” (Response from Interview HB).

➤ *Continuous Assessment*

Continuous assessment in class was also another response from participants. They responded that when teaching, they may assess learners any time in class through giving them activities to do either as an individual or as a group. One participant responded that, this method happens within the class when a teacher gives out work in groups to enable learners discuss in their various groups and come and present to the rest of the class. The teacher must supervise the groups well and ensure full participation of all the members (Response from Interview T2A).

In addition, another participant responded that;

“While in a lesson, the teacher gives the learner an activity. The teacher observes the learner because there is something the teacher expects from the learners when giving them a certain task. Depending on how best the learner achieves their response to what activity or task, the teacher is assessing how the learner is reaching the expectation and awards marks to each learner” (Response from Interview T3A).

Similarly, another participant added,

“We give activities after a lesson to the learners. This can be through presentation and we listen to them as they present and award marks. The presenter can come from any group. As they present the teacher discovers the different competencies that need to be developed in these learners” (Response from Interview T4A).

In support of the same view, another participant also noted that, with the use of continuous assessment in class, the teacher observes the learner, converses with them and the learners come up with a product related to the topic of interest (Response from Interview HA).

In addition, another participant also responded that;

“With continuous assessment in class, we observe what the learners are doing and then we assess them as we make conclusions and say this learner is good at mobilising, this one is attentive in class because she gives correct answers. The ones who will give us wrong answers we can conclude and say that they are not attentive” (Response from Interview T4A).

Similarly, the participant from UNEB stressed that;

“Continuous assessment is one of the assessment strategies recommended for the new curriculum. This kind of assessment evaluates the students’ progress or performance throughout the duration of the course. It is done to give chance to learners to build the knowledge based, allow them apply knowledge in practicum and through projects to renovate new ideas. It helps learners to constantly and consistently demonstrate their level of knowledge and apply it to solve problems. The continuous assessment looks at the student’s overall capabilities in the form of regular assignments. Teachers are supposed to continuously assess learners through giving them activities

of integration and project work” (Response from UNEB Officials).

The responses from participants reflect that teachers have to continuously assess learners when in class to observe their mastery of content and their participation in class. The continuous class assessment helps teachers assess the learners on the various competencies such as self-confidence, communication skills, collaboration, critical thinking and problem solving among others. This is because most of the time the teacher will observe the learners and be able to help them accordingly depending on their level of understanding.

➤ *End of Term Assessment*

Participants also noticed that some schools give learners end of term exams to assess their performance. They noted that the Ministry of education does not allow this in the new curriculum but some schools still do so. One of the participants observed that;

“As a school, there exams we give at the end of the term, but the Ministry of Education says we have to give only activities of integration. But for the school we give beginning and end of term exams to find out whether learners have been reading during the holiday and within the term depending on the subject” (Response from Interview T4B).

In addition, another participant also observed that, in their school they do end of term exams in order to keep learners awake and continue to read with in the term. Learners are now used to this system but the Ministry of education does not encourage it (Response from Interview T4A).

Similarly, another participant also confirmed that, they give end of the term exams and it covers all what is taught that term and content of the other previous terms in different classes. It is helping the learners to stay focused and value education (Response from Interview T1B).

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

“Teachers in this school give us exams. We do end of term exams. This is helpful, It enables the teachers test the performance of our brain instead of waiting for the end of year examinations. If not tested for the whole year it can make us anxious, scared but now we are used to the examinations” (Response from FGD STs B).

The responses from the participants confirm that some schools still give learners end of term exams. They also noted that this is contradicting with the Ministry of Education guideline as far as assessment in CBC is concerned but they do it. The implication behind this can be that some schools still assess learners following the old methods of assessment as it used to be with KBC. Schools look at it as a way of helping learners to continue reading and master the content. This is bringing indifference in the

way schools assess their learners. The Ministry of Education through NCDC and UNEB should look into this issue after discovering that some schools still give end of term exams. Consideration should be given to the standard assessment as per CBC requirements.

➤ *End of Year Examinations*

Participants still noted that they give end of year exams. These exams have been recommended by the Ministry of Education to be given to the learners as they progress from one class to another. One participant noted that, the end of year exams summarises all what the learners have been studying throughout the year. They help the teacher to know the quality performance of the learner that is progressing to another class (Response from Interview HA).

Another participant added that;

“The end of year exam is done once a year to enable the learner progress to another class. This means a student will sit for only four exams from S.1 to S.4. This is what is being emphasised by UNEB” (Response from Interview T1A).

This implies that, schools are following the Ministry of Education directive of giving exams at the end of year. The exams being done once a year, there is a possibility of learners forgetting most of the content after doing that exams and be promoted to another class yet at the end of the cycle they will have to do the final exams. This implies that there is need for continuous testing of the learners during different intervals to keep them academically alert all the time.

➤ *Project Work*

One of the participants reported that, learners are also assessed by the project work. It provides teachers with ample time to see what the learners can do practically. Through the project work we identify those who are very creative compared to others. We sit as teachers of the department and come up with the right decision of how to assess the project just because we have not received any official communication from NCDC or UNEB on how to assess the projects at the moment so we are doing it at the departmental level (Response from Interview T4A).

Similarly, the response from UNEB also rectified that project work is one of the assessment strategies recommended for the new curriculum. The participant stressed that;

“Through projects, learners need to first appreciate the environment they live in with all opportunities and challenges and then come up with solutions or innovations. Teachers are to guide learners on what they are supposed to do and they are encouraged to come up with their own projects. This enables learners to become intrinsically motivated to come up with new ideas and create something new” (Response from the UNEB Official).

The response indicates that, teachers also use project work to assess the learners. This kind of assessment help learners to think critically in order to come up with something new that is relevant to the topic under study.

➤ *End of Cycle Assessment*

End of cycle assessment is another assessment strategy recommended for the new curriculum. The response from UNEB stressed that, with end of cycle assessment, a learner is able to sit a summative test that highlight the level of abilities as knowledge based is concerned. A competent person must be grounded in knowledge and use ideas to come up with solutions or even innovate new things (Response from UNEB Official)

In addition, the participant from UNEB explained in detail how they intend to assess and evaluate the examination in the new curriculum. The participant stressed that;

“Continuous assessment will contribute a ratio of 2(two) while end of the year cycle will contribute a ratio of 8 (eight) together with independently project assessment. The final description of the assessment at the end of the cycle must have assessment on the project work. The project will last for two years. Learners will start the final project to be assessed from S.3 up to S.4. The achievement scores of continuous and end of cycle assessment will form one component. The project work is mandatory and it will form another component. If a learner is missing the project marks that learner will not get a UNEB certificate for the end of the cycle. UNEB will provide a flame work to schools for continuous assessment and project work. The schools will upload the marks to UNEB before the stipulated date by UNEB” (Response from UNEB Official).

The response from UNEB implies that the guideline is still new and schools are not yet aware of it because no participant apart from UNEB had raised it. The participant knew that continuous assessment will contribute 20% and end of cycle which is summative will contribute 80%. They did not know about marks changed to ratios. Thus, a need by UNEB to continuously guide the stakeholders in education.

➤ *Instruments or Tools UNEB Have Put in Place to Enable Use of the Assessment Methods.*

The findings of the study revealed various instruments or tools UNEB has put in place to enable use of the assessment methods. They include; content frame work, test frame work, project assessment tool and digital tool. The participant responded in the following ways;

➤ *Content Frame Work*

The participant responded that, with this tool teachers are required to delineate content from the curriculum that is assessable. The teachers are to interrogate the curriculum and sieve out the aspects of the curriculum applicable under continuous assessment, project assessment and of cycle assessment. This helps the teacher to remain focused and relevant to the teaching and learning process (Response from a UNEB Official).

➤ *Test Frame Work*

The participant stressed that, after teachers have used the content frame work, they need the test frame work to be guided on formulation of the questions that meets the bloom's taxonomy. The formulation of the scenario-based questions should help the learner to remember the content, understand it, be able to apply it, analysing it, evaluating it and be able to use it to create something new (Response from a UNEB Official).

➤ *Project Assessment Tool*

The participant earmarked that, the project tool guides both the teachers and learners on what aspects needed under project work to meet the relevant work. In S.1 and S.2 learners do the project work depending on the subject and they gain the project skills. In S.3 to S.4 each learner needs one integrated project that is to be examined at the end of the cycle (Response from UNEB Official).

➤ *Digital Tool*

This will facilitate instant assessment of learners in class, processing of scores and transmission of scores. UNEB will organise workshops for school administrators and teachers and orient them on how to use this tool. The tool will help schools to upload continuous assessment and project work assessment marks to UNEB at the end of the cycle (Response from a UNEB Official).

In addition, the participant from UNEB responded that UNEB has the capacity building mechanisms it has put in place in preparation to use of the recommended assessment methods. They include; orientation of the UNEB subject Officials on how assessment should be done, training of school administrators and teachers on assessment, hands on exposure to various tools, which will help to expose the stakeholders on how to use the gadgets and stakeholder's engagement in implementation of CBC. Some mechanisms are already used by UNEB and others are yet to be introduced and implemented to ensure effective implementation of CBC (Response from a UNEB Official).

The responses from the participant implies that UNEB as a body is trying to ensure that, schools are helped to assess learners in the most appropriate way that will help them gain the competent skills that will make them remain relevant to the changing advanced world of work.

➤ *Stakeholders' Views about the Assessment Methods in CBC.*

The findings of the study also revealed that, to some extent the assessment methods used are not fair to be used when assessing the learners. The major themes that emerged out of this include; methods are tiresome, limited guidance from NCDC and UNEB, makes learners lazy and inadequate teacher skills. However, to another extent, participants also observed that the methods are good to be used. The major themes that came out of this include; increased critical thinking among learners. Participants responded in the following ways as far as the methods of assessment not being good;

➤ *Assessment Methods are Tiresome*

One participant noted that the assessment methods are tiresome on the side of the teacher. The teacher needs to allocate a lot of time in order to use most of the methods. Some teachers are not using these methods in their proper use and at the end of the day learners are not getting the real benefits of these methods. Some teachers give activities of integration and they fail to mark in order to give feedback to learners, others do not give them but forge marks for learners thus not being effective (Response from Interview T3B).

Similarly, the response from UNEB also indicated that, the assessment methods are laborious and tiresome on the side of the teachers. Most of the methods requires the teacher to prepare well before going to class to facilitate the learning. The methods place high demands on the side of teachers and learners. The investigations done in most of the secondary schools in Uganda indicates that majority of teachers most especially in rural areas are not well equipped on how to use some of the methods. They try to dodge them (Response from a UNEB Official).

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

“Presentations in class as a method of assessing us is challenging because we are many and some teachers do not know our names and also do not take time to assess us properly. When it comes to giving comments, a teacher may give a good comment to another person who even has not participated which reduces our zeal to participate. Teachers should try to master our names through giving us enough time. It will be tiresome to them but for us to benefit that is what they have to do” (Response from FGD STs A).

This implies that teachers are reluctant in the way they use the methods of assessment. The methods require teachers to be committed to their jobs and be able to look into the assessment assignments given to the learners, mark them and forge a way forward. Failure to do so, implies that teachers may not know the progress of the learners. If we want the best out of CBC, teachers should accept to allocate more time to assessment of learners and do it effectively as guided by the Ministry of Education.

➤ *Limited Final Guidance from NCDC and UNEB*

Participants also noticed that, there is still limited final guidance from NCDC and UNEB on how assessment is going to be at the end S.4 UNEB cycle. This is causing confusion among teachers and learners. One participant noted that,

“With assessment, NCDC and UNEB must come up and guide the stakeholders most especially the teachers well. Some teachers do not know what to do while using these methods. The two bodies NCDC and UNEB have not come up with conclusive information on how learners will be assessed on completing S.4 and how their exams would look like. At this time, they will have given us sample questions but we have not seen them and because of that, guiding the

learners on how questions are to be set becomes a challenge (Response from Interview HB).

Participants also noted that in their school they do exams at their own. They echoed that;

“UNEB tells us that we should do end of year examination, but this is not right because students may get that fear of exams. Exams to students should become normal. It is just to test how much you have understood exams. They say end of S.4 UNEB assessment will be out of 80% the question is how will we work for those marks when we do exams once a year. UNEB has not even given schools sample questions on how the setting will be” (Response from FGD STs B).

In addition, from use of FGD, participants observed that, with assessment we are not sure of how we are going to be assessed. For example, we do different sets of exams here but we do not know whether questions are going to be direct like for us we are going to senior four that means we are expecting end of cycle UNEB examinations. We do not know how UNEB papers are going to look like, will the whole paper be scenario based? They eliminated objective questions, so we are not sure of where to get marks from. We have not got any sample question from UNEB to see how best it can look like (Response from FGD STs B).

Similarly, other participants also noted that;

“If we are to compare assessment in this school with the neighbouring schools, assessment is not the same. At times we are worried we do not know whether in our school we are the one following the right assessment or the neighbouring schools. UNEB should help us come up with the uniform assessment that schools should follow so that we learners are not confused” (Response from FGD STs A).

The responses from participants implies that participants are not yet aware on how the final setting will be. They have not yet seen the sample questions from UNEB. There is a need for UNEB and NCDC to help schools get some sample question so as to help the learners and guide them well. Teachers are setting exams differently and this is likely to confuse the learners at the end of the day it may retard their performance.

➤ *Makes Learners Lazy*

Furthermore, participants observed that, some methods of assessment used, makes learners lazy and this may affect their performance at the end of the S.4 cycle. One participant observed that; The activities of integration make the students so lazy since they come at the end of the topic. In some schools teachers are still reluctant to give these activities of integration, they only wait for end of term exams yet when we are in the trainings they told us schools should not assess learners while giving beginning and end of term exams. Students do not want to read books because they know they are not going to do exams. As teachers, we remain confused and ask ourselves how will these learners work for 80% marks when we give them exams once a year

as NCDC puts it? Something need to be done by NCDC and UNEB to revise it (Response from Interview T4B).

In addition, another participant observed that;

“The methods have made learners become too lazy, the learners do not care, you give them the assessments and some of them do not want to do. Students are not yet serious, they give teachers hard time. The methods can be good when students are self-driven and they love what they do”. Not giving them exams has made them become to lazy to read books” (Response from Interview T1B).

The participants responses indicated that, some methods of assessment used by teachers have made learners become lazy, not focusing on academics too much because they are aware that they are not going to do exams. The activities of integration given to them some times is in groups and all the learners are given the same marks. Those who are not serious may be getting free marks. Teachers should be very observant when using some the assessment methods to make sure that all learners concentrate on academics.

➤ *Inadequate Teacher Skills*

Inadequate teacher skills on how to use the assessment methods is another theme that came out. The participants noted that, some teachers do not know how to use the assessment methods and this is affecting the process of assessment. One participant noted that;

“But as teachers we are still confused, if you go to another school they will also tell you, what if UNEB sets these things and our learners fail? Some teachers end up using some of the old methods of assessment because they still assess learners following the old methods. This is because some do not know how to use the new methods of assessment” (Response from Interview T4B).

The teachers are not trained well on how to use the methods of assessment. This is because when you go to class you find that some teachers know what is supposed to be done and others do not know. The few who attend the training at times find no time to discuss with those who have not. Those who do not know do not consult those who know, then the marking cannot be uniform. This has made learners become confused on what could be the right approach. This may affect their performance at the end of UNEB cycle exams (Response from Interview T4A).

The response from participants indicate that, teachers still need training and workshops on how to use the methods of assessment because some do not know what to do. This may cause confusion on the side of the learners when some teachers are using the new methods and others are using the old methods. Those who do not know how to use the methods should try their level best to consult those who attended the workshops and aware of what to do.

However, participants also observed that the methods are good to be used. The major them that came out of this include; increased critical thinking among learners. Participants responded in the following ways;

➤ *Increased Critical Thinking among Learners*

One participant responded that;

“The way we set activities of integration they are scenario-based questions but when you look at them, they require to reason more to be critical thinkers so that they can solve a particular problem. The questions are not direct, they are brought in a story form and the learner has to think and reason out to answer that particular question. The assessments we use in the new curriculum are far better and it encourages critical thinking” (Response from Interview T2A).

Similarly, another participant noted that it is good assessment because it allows learners to think critically. When they see a scenario, they have to understand it then solve the problem in it while answering the question in it. They think a lot because they have the knowledge of a particular topic. It requires creativity to answer the scenario-based question. The participant added that;

“We were told by UNEB officials in a workshop we had two days ago, that when it comes to UNEB end of year cycle they will not have a specific marking guide as it has been in the old curriculum because the new assessment requires the examiner to enter into the learners’ mind and try to think like a learner. This is because different learners can use different approaches but they can get a solution that is appropriate for what task given. What I like, the assessment makes a learner in charge and responsible for their knowledge and know how to apply it through critical thinking”(Response from Interview T3A).

In addition, the evaluation and assessment methods keep the learner burning with the fire of learning for example activities of integration covers a wider scope over the thinking of the learner. This is because it will not look at only the sub topic of a certain topic but it is something that is scenario based where the teacher has to integrate the information to attempt any kind of questions. This make learners think critically to answer the scenario-based questions (Response from Interview T2B).

Another participant also added that, the assessment is good. A learner of the new curriculum has an open mind to do the activities of integration. Learners are given opportunities of being assessed continuously, if a learner gets a problem and fail to do end year exams, a teacher can look at how this learner has been performing in the activities of integration and make a learner progress to another class if he/she has been performing well. The new curriculum is not after passing examinations but it considers other things most especially the competencies like team work of the learner, communication skills, critical thinking among others so

when assessing the teacher must consider also those ones (Response from Interview T1A).

The responses from participants indicate that, most of the methods used to assess learners encourages critical thinking among learners. This is because most of the questions are scenario-based questions. They help learners to critically reason, analyse and solve the problem under study using real life situations. The critical thinking skills that is developed in the learners will help them solve society problems. Teachers should try their level best to use the methods in their proper use so that learners benefit by getting the necessary skills.

DISCUSSIONS OF THE FINDINGS

➤ *The Assessment and Evaluation Methods that are Recommended for the New Curriculum and Used by Teachers.*

The findings of the study revealed that, teachers as they try to implement CBC use various assessment methods that include; activities of integration, continuous assessment in class, end of term exams, end of year examinations, observation method of assessment, project work assessment and end of cycle assessment. The findings stressed that, to a large extent teacher use activities of integration to assess the learners. This is given every after a topic for the teacher to assess and analyse the extent to which the objectives of the study are achieved. The findings continue to reveal that the activities of integration should be set in a scenario basis so that learners can critically think to analyse the content covered and relate it towards solving the everyday societal problems and also contribute to the values of the 21st Century desired skills needed at the world of work. The finding from one of the participants contended that;

“The assessment in CBC we normally use at my school is giving activities of integration. It is somehow tiresome to me and most of the learners do not like it because it necessitates them to think critically. It requires them to have mastered and understood the subject matter very well in order to perform it well. As a teacher at the beginning of the topic I have to think of what to give to my learners and plan very well for it. The question must be able to trigger the reasoning of the learners. This is a biggest challenge to most of the teachers they do not know how to set the activities of integration”.

This finding of the study is in line with Moshia, (2012) who asserted that, students must demonstrate their ability to apply knowledge, generate new insights, and develop essential abilities and attitudes through doing activities of integration. The activities should include explicit outcome statements that indicate the skills to be acquired and students are informed about the expected behaviours or tasks, execution requirements, and acceptable standards. In addition, Musundi & Kariuki (2020) asserted that, CBC assessment through using activities of integration emphasizes the use of real-life scenarios and project-based learning to enable learners to acquire and apply knowledge and skills in authentic contexts. The curriculum assessment

is geared towards developing critical thinking, problem-solving, communication, and collaboration skills among learners to meet the demands of the 21st-century world.

This implies that achieving the goals of assessment in CBC would require a sustained commitment from teachers and other stakeholders to ensure that CBC is implemented effectively and with a focus on continuous improvement and innovations. Assessment using activities of integration should align the teaching practices with the competencies outlined in the curriculum in order to measure students' progress. Activities of integration should be an eye opener to the teachers to tell if the intended objectives of the topic completed are achieved or not. This implies that teachers should teach and assess learners with a purpose. With this kind of assessment in the CBC the gap between learning and assessment can be minimised.

However, the findings are not in agreement with, Kivunja (2015) noted that, the assessment of CBC using activities of integration is more complex than traditional curriculum due to its focus on competencies and skills, which may lead to inconsistencies in grading and evaluation. Furthermore, Mwesigwa & Tumwebaze (2020) noted that, CBC assessment may lead to a heavy workload for teachers, as they have to develop multiple assessments and continuously adjust their teaching to meet the needs of students with different learning abilities. In addition, Paulo (2014) in his study about teachers' preparedness to implement CBC in Tanzania, noted that, despite the fact that teachers knew about the assessment methods to be used for competency-based curriculum, they were not using the recommended methods in their teaching practice sessions in schools. They tended to use the traditional assessment methods which resulted to learners not attaining the required competencies. This was also confirmed by Lukindo (2016) in his research done in the same country, noted no changes made in terms of assessments of students in schools hence defeating the goal of introducing the curriculum in schools.

Furthermore, the finding of the study also indicated that teachers use continuous assessment method to assess the learners in CBC. This is majorly done during the lesson where by the teacher gives the learner an activity. The teacher supervises the activity to ensure that all learners actively get involved in doing the activity. This can be at the beginning of the lesson or at the end of the lesson to ensure that the intended objectives of the lesson are achieved or not. This finding is in support of Bhattacharya (2021), who stressed that, teachers are supposed to provide continuous, timely and constructive feedback to inform their students about the strengths and weaknesses of their performance since instruction and learning are reviewed and modified based on the feedback. In addition, Likisa (2018) also asserted that assessment through the CBC should also be child-centred, active-dynamic, and participatory. Similarly, Hasan (2013) indicated that, with continuous assessment, teachers must be role models, build students' motivation, and develop their potentials and creativity through activities which inspire students to set and achieve goals that challenge them.

This implies that, learners have to be assessed to measure their ability to integrate, synthesize, and use knowledge and skills in the real-life experiences. This should be an ongoing process in which knowledge and skills are continuously built and assessed. This in return can lead to optimization of the educational processes and improving the effectiveness of educational systems in provision of quality education.

➤ *Stakeholders' Views about the Assessment Methods in the New Curriculum.*

The findings of the study on the views of the stakeholders on assessment reflected a number of challenges faced by school administrators, teachers and learners when it comes to CBC assessment pedagogies as discussed below.

The findings of study indicated that, most of the assessment methods used are tiresome on the side of the teachers and learners. Most of the methods used like activities of integration and project work assessment requires the teacher to get enough time to supervise the projects and mark the activities of integration. With these activities it is difficult to get the marking guide because the questions are set in scenario form so the teacher has to examine the critical thinking and understanding of the learner. The teacher must take time to analyse the learners' level of understanding before making any comment. The teachers are finding it tiresome, it is not like in the old curriculum where a teacher could follow a marking guide and start marking and award marks. In addition, one of the participants stressed that,

“With the Competence Based Curriculum, assessment is to tiresome. I cannot teach in more than two schools as I used to do before the introduction of CBC. This is because assessment requires the teachers to continuously follow up the learners, observe and understand them so as to tell their mastery of the knowledge, skills and competencies. This may not be easy if a teacher fails to allocate enough time for teaching and assessment. That is why I have decided to remain teaching in only two schools so as to create enough assessment time for learners”.

This finding of the study is in line with the study by Mulenga and Lubasi (2019) who suggest that, the amount of time teachers allocate and use for teaching and learning activities is crucial for improving learning outcomes. The amount of time that learners actually spend on learning-related activities is critical for improving learning outcomes. Teachers need to carefully plan and design their assessments to ensure that they align with the competencies outlined in the curriculum which is still a struggle to some of the members. In addition, a study by Nsengimana (2021), indicated that;

“Teachers reported that the implementation of the CBC started with the increase of the number of teaching load per week (from 28 hours per week to between 35 and 40 hours per week). This was coupled with the increase of the number of students, specifically in ordinary level (sometimes 60 students and above). As a result, it is hard for

them to follow the assessment methodology suggested by the CBC as sometimes they are tired, could not get time for preparation, and for effectively support every student during teaching, assessment and learning processes”

This implies that for teachers to be committed to their duties of teaching and assessment of learners in CBC, they should avoid teaching in many schools so as to allocate more time to the learners. School administrators should also try to employ enough number of teachers to effectively handle learners in line with the demands of CBC. This is because the curriculum is too demanding on the side of the teachers to monitor and supervise most of the activities given to learners most especially the project work and discussions to ensure that all learners fully participate. If teachers are enough in the department they will collaborate and work as a team to help learners explore their skills and talents. The teachers in the department can share knowledge, critically reflect on teaching practices and collectively design teaching and assessment methods recommendable by CBC. This will help to reduce on the perception teachers have that CBC is tiresome. Teachers in the new curriculum have to make a follow up on each and every learner which means at least each teacher must monitor a small number of learners so as to effectively help them develop the different competencies and make continuous reports on their progress.

Furthermore, the findings of the study also revealed that, there was limited guidance from NCDC and UNEB on how the assessment should be done. The teachers as major stakeholders of the implementation of CBC assessment revealed that, they are assessing learners but have not yet got a final guideline on how CBC assessment will be done at the end of the cycle. The findings reflected that there is no uniform assessment at the moment that schools should follow, different schools are doing what they think would be of help to make them achieve the intended goals of education. This finding of the study is in line with the finding of Kikomoko (2020) when he asserted that, the implementation of the CBC in Uganda has been hampered by lack of a clear framework for its teaching and assessment. Stakeholders are not yet aware of what to do due to limited guidance by the concerned bodies. This may result into CBC not adequately prepare students for higher education and the job market. In addition, findings derived from Choi (2018) indicated that, teachers needed clearer instructions on how to implement CBC, how to teach and assess, how to change school climate, and how to change their own perceptions toward CBC. Choi argued that successful implementation of CBC required helping teachers better understand the connection between competencies and content-knowledge in teaching and assessing how CBC develops that connection but the concerned bodies had not done it effectively.

The finding of the study also concurs with the study in Machakos County, Kenya by Muasya and Waweru (2019) on the challenges encountered in Competency-Based Curriculum implementation. It pointed out that, teachers were not fully prepared for CBC implementation and for

that matter could not implement it well. In addition, a study by Waweru (2018) on examining the impact of teacher preparation on the implementation of a competency-based curriculum found that teachers were unprepared for CBC implementation. Specifically, 98.8% of teachers reported not being ready to implement CBC, particularly in regard to new subjects, and 95% believed that preparing lesson plans for all lessons and assessment were unsustainable. Conversely, the research also showed that over 50% of teachers needed help in cultivating their creativity and imagination, as well as designing rubrics that align with learners' abilities to discern in practice and perform specific tasks.

This implies that, teachers are still gambling with the assessment methods in CBC. This is because, they do not have clear guidelines from UNEB as far as assessment is concerned. This is likely to affect the education system of Uganda since if the evaluation practices are not well stipulated it is very hard to monitor the progress of the new innovation. To ensure effective assessment of learners, teachers must clearly understand and stipulate what they want to get from learners at the end of the assessment. The guideline for assessment must be the same followed by all teachers to avoid confusion in education. In a situation where there are no clear guidelines, different un defined assessment methods are likely to be used which may limit quality education to be achieved.

The findings also revealed that there were limited materials to use when assessing the learners most especially with project work. This had affected the assessment programs of teachers and learners. Learners were so innovative sometimes they wanted to come up with their own projects but in most cases, they lacked materials to use. Majority of teachers loved to expose their learners to several assessment methods but they did not have facilities to use, schools could not provide enough materials and majority of the parents did not have money to provide their children with the required facilities. From the findings one of the participants stressed that;

“I always attend workshops for CBC assessment, in most cases I love to practice whatever new knowledge I get about CBC assessment but am limited with the facilities to use when assessing the learners. Sometimes when I ask the administrators and they say the school does not have, I just give up. The challenge of limited facilities to use is demotivating teachers and learners to perform as expected, something has to be done”.

The finding of the study concurs with Nsengimana (2021) when he stressed that, some teachers reported that, learners do not fully acquire skills in the ways suggested and wanted by the CBC due to limited facilities to use during teaching and assessment of the learners. Teachers argued also that, the aim of the CBC to encourage students to be creative and innovative in what they are studying, and the idea for learners to work together and build skills by themselves may not be achieved. Other teachers indicated that most of students do not get good marks during assessments, particularly when the questions are related to

innovation and creativity, particularly in science subjects. This is because they do not practice through being given the exercises due to limited facilities to use. This is affecting the proper implementation of CBC assessment. Similarly, Were and Ashioya (2020) sought to establish the CBC activities that required parental involvement and the challenges they experienced in the implementation of the CBC. Results indicated that parents were not collaborating with schools in implementing the curriculum. It was reported that, majority of the parents were reluctant in providing learning materials for practical lessons to learners. In addition, a study conducted by Marion (2020) purposed to examine the challenges experienced by teachers in implementation of CBC in Laikipia East Sub- County in Kenya. Findings indicated that, there were many challenges which were experienced by teachers as they were implementing the new curriculum. The teachers reported large class size as a serious challenge that impeded the implementation of CBC. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy were seriously impeded by the lack of adequate instructional materials. In addition, Mpeirwe (2020), asserted that, having a large number of students in a classroom can negatively impact student-instructor interactions and limit peer exchanges during discussions. This is because students have different learning styles, and the instructor's pace may not work for everyone in a high-density class. As a result, it becomes difficult to apply interactive teaching methods that are learner-centric. To overcome this challenge, reducing class size can be beneficial for both students and educators. This will enable instructors to provide individualized assistance to students with learning difficulties, leading to improved student performance.

This implies that instructional materials are the blood for CBC. This is because the use of instructional materials have the potential to help teachers explain the new concepts clearly, resulting in better student understanding of the concepts being taught. They help to make learning appear more attractive and interesting to the learners. Presence of educational materials like text books and project work, makes learners become more determined to make research and using their environment to create something new.

This argument by the researcher is in line with Uiseb (2007), who asserted that, the process of changing must be well resourced. The shortage of resources hurts teaching. Teachers cannot dispense information to learners if they do not have enough support materials to offer. In addition, Mulaudzi (2009) and Raselabe (2006) stressed that, without appropriate resources like teachers' guides and learning materials, the anxiety and stress level of the teachers' increases. Due to that, teachers cannot implement the curriculum successfully in the classroom. Teachers who cannot access the necessary resources and materials feel completely ill-equipped, and they do not have the motivation to implement the newly introduced curriculum.

V. CONCLUSION

The study concluded that most of the CBC assessment methods used by the selected schools while implementing CBC were good but most of the teachers and the learners did not know how to use them. The assessment methods included; activities of integration, continuous assessment, end of term assessment, end of year assessment and end of cycle assessment. The study findings confirmed that the headteachers and teachers did not get enough trainings as far as assessment was concerned. It was also confirmed by UNEB that the official communication and documented report to guide the stakeholders on assessment was not yet in place. For that matter teachers and learners were all still confused on how the final assessment was going to be at the end of cycle most especially to do with the project work and the setting of summative assessment. The study further concluded that, schools were following different assessment procedures and both teachers and learners were becoming more confused. Some learners had even proposed that UNEB should use the KBC assessment method at the end of S.4 in 2024 but how could that be when the learners had been taught following CBC guideline.

The study further concluded that the assessment methods of CBC faced many challenges that included; limited assessment skills by teachers, limited sensitisation from UNEB and NCDC on assessment, limited facilities to use, assessment methods being time consuming, laziness of the learners and big class sizes. All these were found to be affecting the proper implementation of CBC teaching and assessment methods.

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.

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 officials 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.

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