Analysis of the Implementation of Competency-Based Curriculum in the Luganda Language Classroom in Selected Secondary Schools in Rubaga Division, Kampala District, Uganda

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Abstract: *Competency-based Curriculum (CBC) has been implemented in various educational systems around the world, including Uganda, with the aim of improving the quality of education and preparing students for the demands of the 21st century. This paper analyzed the implementation of competency-based curriculum in the Luganda language classroom in selected secondary schools in Rubaga Division, Kampala district. The study was guided by the multiple causation model and a case study design alongside a qualitative approach as reflected in both data collection and analysis. This study was carried out in five secondary schools in Rubaga division, Kampala district, Uganda. . Data was collected using Focus Group Discussions, interview guides and documentary review method. The data was analyzed and the findings showed that awareness of the competency-based learning practices among teachers requires effective use of information and communication technologies for teaching and to engage teachers more in planning within evaluative and accountability frameworks. The study revealed the need for effective implementation of CBC to strengthen various language competencies among students, because these competencies are necessary in society which adopt various language competencies among learners. The challenges encountered are inevitable but there must be collective effort to address them. Therefore, the study recommended that the Luganda teachers in secondary schools in Rubaga Division should be trained more in regard to CBC implementation and be provided with adequate teaching–learning materials. In addition, the funding should be strengthened to ascertain effectiveness of the implementation process.*

Keywords: *Competency- based Curriculum, Challenges, Awareness, Teachers*

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1. Introduction

Curriculum of a school can be regarded as both formal and informal contents and processes geared towards learners to gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the backings of a given school setting (Doll, 2018). A curriculum can either be content or competent based. Competence Based Curriculum refers to the mastering of skills, ability, knowledge and capabilities which enable a leaner in solving different problems in the society (Mulder, Gulikers, Biemans, & Wesselink, 2009). A competency-based curriculum is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on

what they are expected to know (Makunja, 2016). Competency-Based Curriculum (CBC) has been implemented in various educational systems around the world, including Uganda, with the aim of improving the quality of education and preparing students for the demands of the 21st century. In Uganda, the introduction of CBC in the education system has undergone significant transformations, aiming to address the limitations of the traditional curriculum and assessment methods. In Uganda's case, the Competence Based Curriculum was incorporated into the thematic curriculum, which was implemented in 2007. The thematic curriculum was designed with various concepts in mind and among them is the use of mother tongue/area language as a medium of instruction (Read & Enyutu, 2005).

The concept of Competence-Based is interpreted in many ways in education systems all over the world, resulting at one end of the scale into a tick list of skills and at the other into a set of generic abilities that transcends disciplinary knowledge and skills (Kouwenhoven, n.d.). Since 1960, this concept has gradually and steadily gained importance within education reform processes. Many western education institutes are implementing it and African institutes are making the transition towards the same. Although Competence-Based has been found to have some challenges and encounters, fierce criticism in western societies, the overall attitude is positive, since the concept has proved to be an efficient approach for connecting education to the "world of work" Sharon et al., 2011). The history of competency- based curriculum can be traced back to the early 1970's in the United States of America (Richard & Rogers, 2001). It was a kind of an educational movement that defined educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours. The movement spread into European countries such as the United Kingdom and Germany in the 1980's (Wolf, 2001), and in Africa, competency-based curriculum was adopted for the first time in South Africa in 1998, following the acute shortage of professionals like engineers, technicians and artisans. South Africa adopted the competency- based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Komba & Mwandanji, 2015). A competency-based curriculum is one that focuses on what learners are expected to do rather than what they are expected to know (Makunja, 2016). In theory, such a curriculum is learner-centered and adaptable to changing student, teacher, and societal needs. Rutayuga, (2014) proposed conditions for successful implementation of competence based curriculum as follows; 1. Generating awareness among stakeholders, 2. Promoting knowledge and skills to teachers and trainers during lesson delivery as well as in mode of assessing competence, 3. Provision of funds which will support teaching and learning materials such as

textbook, facilities, teaching aids etc., 4. Shift from paper based criterion to actual practice of knowledge competence, 5. Creating conducive environment for teaching and learning, 6. Fostering awareness among global stakeholders including external expertise.

In Uganda, like other countries, the mode of secondary school teaching has been knowledge-based content-centered and examination-oriented, as opposed to competency based entailing acquisition of skills, values and attitudes (Kleickmann et al., 2013). However, this traditional way of education has been blamed for bringing out individuals who are not productive to the economy as they cannot compete favorably in the job market (Malunda, 2018). Beginning 2008, the Ministry of Education and Sports (MoES) made a decision to undertake a reform of the Secondary Education Curriculum with a major aim of making a broader and more inclusive curriculum that can satisfy needs of different abilities (National Curriculum Development Centre [NCDC], 2020). Among the aims of secondary education in Uganda, as provided for by the National Curriculum Development Centre (2020), is to promote an appreciation and understanding of the cultural heritage of Uganda including its languages. The reform towards the concept of Competence Based Curriculum (CBC) caught the attention of the researcher and thus sought to understand the feasibility of this kind of reform in the Ugandan context. Therefore, this study aimed at analyzing the implementation of the Competency- based curriculum in the Luganda language classroom in the selected secondary schools in Rubaga division, Kampala district in Uganda.

2. Literature Review

This section focused on reviewing the literature related to implementation of competency-based curriculum. The major aim of this literature review was to analyze what had been researched in relation to the topic under study. Section one was the theoretical review explaining the theoretical foundation of the study and section two was the review of other related literature arranged in themes which are related to the study objectives.

2.1 Theoretical Framework

The study was guided by the multiple causation model. This model was advanced by Petersen in 1971. This model opines that many contributing factors, causes, and sub-causes are the main culprits in an event scenario. Under this concept, the factors combine together in random fashion, causing events. By using multiple causation model, the surrounding factors to the incident would be revealed (Abdelhamid and Everett, 2016). The set questions will be used to identify the root causes of the incident. The questions asked are not pointed only to the victim of the

incident, but also to the management, supervisor, and other persons or departments that relate to the incident. The answers of these questions could be used to identify the root cause of the incident, and also can be used as an improvement tool for inspections, supervisions, training, better definition of responsibilities, and pre-job planning by supervisors. Multiple causation model also pointed out that the root causes of an incident normally relate to the management system such as management policy, procedure, supervision, effectiveness, training, among others (Abdelhamid and Everett, 2016). Therefore, this model was relevant to the study because it fosters analysis of an incident as a result of a multi-causal incident and thus it agitates for objectivity towards defining the likely causes and possible solutions to an incident.

2.2 Empirical Review of Literature

2.2.1 Teachers' Awareness of the Competency-Based Practices

By definition according to an expert panel, a secondary school teacher is: "That professional educator who prepares secondary school students aged 12-18 years for tertiary education and/or for them to fully live their lives as individuals and members of society - with the capacity to achieve their goals, contribute to their communities, and continue learning throughout their lives in the context of the rapidly changing local, regional and global environment". The panel also identified the major duties of a secondary school teacher to be the following: (1) Participate in planning for school programmes. (2) Prepare learning activities/Prepare teaching and learning activities (3) Deliver learning activities (4) Assess learning (5) Carry out co-curricular activities (6) Carry out counselling and guidance (7) Carry out occupational safety, health and environmental conservation practices (8) Carry out administrative roles (9) Participate in continuous professional development (10) Network with various stakeholders (11) Perform entrepreneurship activities (Ministry of Education and Sports, 2016).

Teachers are expected to deliver a competency-based education with greater emphasis on integrating skills that can help learners to be ushered in the competitive world. This requires effective use of information and communication technologies for teaching and to engage more in planning within evaluative and accountability frameworks (Pena-Lopez, 2009). Thus, the education system needs to strengthen teacher professional development program to prepare teachers for all the challenges they will face throughout the implementation of the competence based curriculum. This would consequently augment awareness of the competency-based learning practices among teachers. This is necessary because in accordance with a study carried out by

Chrappan (2015) on teachers' judgement on competency – based education revealed that teachers at secondary schools are the least supporting and inspired about competency-based lessons. Chrappan attributed the indifferent attitude by the teachers towards the competency- based education to the teachers not really believing that the new approach would be beneficial. Chrappan adds that teachers would rather prefer to use chalk and talk method of teaching like they were taught and besides, they consider the role of teaching as being based on knowledge transfer only. It is from this point of view that this research was aimed at establishing and ascertaining the reality of above claims in a Luganda language classroom.

Awareness of the competency-based learning practices among teachers may seem hectic. Kyobe and Rugumayo (2005) observe that teacher professional development in the competency-based education, a customized program, requires a lot of training, preparation and mentorship. Such rigorous requirements for teacher preparation could result in few teachers being adequately trained to take on the new curriculum. In effect, the implementation process could be inefficient and ineffective. However, since Teachers implementing the competency-based curriculum are responsible for designing learning tasks, it is important for curriculum designers to support these teachers in their struggle to do so. Most teachers do not know what to do in designing instructional tasks and quality learning materials since they are graduates of the knowledge-based curriculum (Kasule, 2015). Kasule urges that these tasks cannot be left for curriculum designers and experts because it would inhibit the teachers' role and ingenuity in the competency - based education. Therefore, it is important that teachers are thoroughly trained to take up their role and be supported to master the methodology, formulating appropriate instructional designs and tasks (Kasule, 2015).

The above connotation by Kasule (2015), is supported by Cator, Schneider, and Vander Ark (2014) who suggest that the shift to a competency-based curriculum would require curriculum specialists to compile a competency map of what teachers and teacher leaders need to know and be able to do with customized curriculum elements for specific needs. This should be followed by tagging existing instructional content and resources to the competency map and identifying gaps which need to be filled for efficient and effective implementation. Furthermore, awareness of the competency-based learning practices among teachers fosters their knowledge and skills in conducting assessments, integrating assessments into teaching, and using effective approaches, techniques, and strategies to improve students' competencies (Butler, 2010). Therefore, the researcher wished to establish similar claims in a Luganda language classroom.

It is advised that teachers' awareness of CBC is impeded in case of limited logistics and other classroom material and

environment. Creating a conducive environment for teaching and learning is crucial for the successful implementation of competency-based learning (CBC).The environment includes the proper arrangement of the classroom, availability of desks, teaching and learning aids, and materials, among others (Butler, 2010). It is also urged that teachers' awareness can be bolstered when ample time is given to their training. This is reflected from a 2010 study indicating that the majority of the teachers who took part in this study believed that the training was severely inadequate, as its duration was viewed as too short to deal with all aspects of a new curriculum, and therefore, for them the training was too hectic and hurried. Some teachers also raised questions with regard to the quality of training, suggesting that the trainers themselves were not knowledgeable enough about the new curriculum (Altinyelken, 2010; Makunja, 2015).

Nkya and Huang (2018) conducted a study about community awareness for Competency Based Curriculum, a case of parents of public secondary school students in Arusha Tanzania. The study's objectives were 1. To determine the community awareness of competence of competency- based curriculum 2. To investigate if the community knows any objective of competency- based curriculum. 3. To determine the challenges facing community- based awareness. Findings revealed that about 36 correspondents equal to 72% did not know the meaning of competency- based curriculum. Other 14 corresponds equal 28% knows the meaning of competency- based curriculum. Furthermore, 80% didn't know the objectives of Competency based curriculum, but what they know is that their children should go to school and be given knowledge by teachers. Some of the correspondents 90% perceived a teacher as a sole source of knowledge. This empirical evidence portrays inadequate awareness of CBC by the community at large, which is not the interest for this study as it wished to specifically establish teachers' awareness in secondary schools in Rubaga division, in a Luganda classroom.

2.2.2 Language Competencies generated by Competency-Based Learning Practices

The meaning of competency has been the subject of much debate, and this does indicate the difficulty in obtaining a precise and universally acceptable definition. In this regard, Hoffmann (2009) stated that: The term competency is multi-faceted. Some have defined the term narrowly by using a single element of human performance, and others have allowed their definition to overlap several of the elements of human performance. Mansfield (2014) "postulates the idea that the term competence has evolved over time to imply different meanings. He considers that the ordinary or everyday meaning of the word 'competence' has two facets: the first denotes that a person has completed a task or fulfilled an occupation in a proficient manner, and the second denotes a desirable outcome. For instance, a person may be described as a competent musician, athlete or teacher, but we are unlikely to describe someone as a competent murderer."

Watkins and Cseh (2009) note that different meanings to describe competency have evolved through common usage, with some using the term to describe behaviours and others using the term competencies to denote standards or minimum standards of performance.

Regarding the above literature, CBC is designed to shift the focus of education from a content-centered approach to a skills-centered approach (Mwiria, 2017). As Bhatt and Sharma (2021) state, the CBC is a learner-centered and emphasizes the importance of learner agency, self-direction, and self-evaluation. CBC is based on a set of competencies that are predetermined and aligned with the needs of the society (Mwiria, 2017). These competencies are meant to be measurable, observable, and achievable by learners (Kemboi & Maina, 2021).

Competency-Based curriculum (CBC) is an approach to education that focuses on the development of specific competencies or skills rather than just knowledge acquisition (Thornburg, 2014), because it aims at ensuring that learners are equipped with the necessary skills and abilities to perform tasks effectively in real-life situations. According to Abagi and Wanjala (2019), CBC has several key characteristics, including learner-centeredness; focus on skills and competencies, flexibility, and personalization. It is designed to be adaptable to the individual learning needs of each student, allowing for differentiated instruction and assessment (Mugo & Kariuki, 2020). CBC also emphasizes the use of real-life scenarios and project-based learning to enable learners to acquire and apply knowledge and skills in authentic contexts (Wambua & Wanjala, 2019). The curriculum is geared towards developing critical thinking, problem-solving, communication, and collaboration skills among learners (Thornburg, 2014; Mugo & Kariuki, 2020). CBC also emphasizes the development of soft skills such as communication, teamwork, and leadership, (Nkambwe, et al., 2019). Borrowing a leaf from the above mentioned claims, the study intended to examine them in the context of a Luganda language classroom.

According to the local languages learning framework of 2019 by the Uganda's National Curriculum Development Centre, CBC is to enhance the following competencies in local languages education: Critical thinking and problem-solving (plan and carry out investigations, sort and analyse information, identify problems and ways forward, predict outcomes and make reasoned decisions, evaluate different solutions); Creativity and innovation (use imaginations to explore possibilities, work with others to generate ideas,

suggest and develop new solutions, try out innovative alternatives, look for patterns and make generalisations); Communication (listen attentively and with comprehension, talk confidently and explain ideas/opinions clearly, read accurately and fluently, write and present coherently, use a range of media to communicate ideas), and Co-operation and self-directed learning (work effectively in diverse teams, interact effectively with others, take responsibility for own learning, work independently with persistence, manage goals and time).

According to Kellie et al (2002) as cited in Sudsomboon, Anmanatarkul, and Hemwat (2007), a Competency-Based Curriculum's instructional strategies; do establish instructional objectives which are measured and observed, are performance based to measure how students are learning by linking to competence in the objectives, foster learners to have the potential to gain competences, provide feedback to learners on time, and use different types of assessment to evaluate leaners' competence. Students who are faced with the challenge of mastering competence can be helped individually by the instructor. A study by Niemi (2011) showed that, Finland student-teachers are assessed several times on their competencies for the teaching profession to improve quality of education in the future. Countries like Uganda should emulate such system of assessing student-teachers for competence skills development in the teaching and learning context. It has been observed that learners are increasingly gaining access to new online and blended learning opportunities that have the potential to enable them develop deeper learning competencies (Cator, Schneider, Vander Ark, 2014).

Teachers and learners require a mastery of the four language modalities: speaking, reading, writing, and listening to effectively communicate. This requires a different set of language competencies. The language competencies are a set of statements describing linguistic abilities in each of four modalities: speaking, listening, reading, and writing.

Among the four language modalities discussed in the literature reviewed, speaking (oral communication) receives the most attention. Speaking is identified as the language modality most frequently used by teachers, who must master various speech registers, including formal and informal styles of speech (Lebrun, 2008b). They must be able to use language to "present facts, explain, analyze, summarize, ask questions, give instructions, reformulate and restate, convince, etc." (Richard & Dezutter, 2006, p. 84). To be effective speakers, teachers need to speak fluently; accurately pronounce words; produce speech at rates appropriate for classroom interaction; use stress, articulation, and tone of voice appropriate for the situation; use idiomatic expressions appropriately; incorporate the correct language structures; and use both formal and

informal language (Bowers et al., 2010; Çakır & Alici, 2009). Teachers also use rhetorical signaling devices and simplification strategies to communicate specialized knowledge and render it comprehensible to learners (Bowers et al., 2010).

Furthermore, it is suggested that teachers' effective use of spoken language requires the following; knowledge and appropriate usage of the language, such as the proper use of pronouns and the construction of plural forms (Bowers et al., 2010); knowledge of the appropriate modes of address to be used with students (Duchesne, 2010) and other individuals (Bowers et al., 2010); use of oral language to promote the comparison, sharing, and clarification of concepts and notions (Cormier et al., 2010; Bowers et al., 2010); identification, modulation, and adjustment of speech according to the elements of an oral communication situation (Lafontaine, 2000; Sarrasin, 2014); ability to provide a clear and economical explanation of their own knowledge and ideas (Cormier et al., 2010); timely and strategic use of oral language for classroom and student behavior management (Liva, 2015; Mottet & Gervais, 2017); ability to distinguish between explanation, argumentation, interaction, correction, refutation, and feedback and to use them appropriately (Lebrun, 2008a); emphasis on questioning as a tool of communication and as a tool of reflexive communicational practice (Lafontaine, 2006; Lafontaine & Marcotte, 2001-2002; Plessis-Bélair, 2008); use of vocabulary suited to different communication situations, and use of appropriately lengthy and complex sentences with suitable prosody (Armand, 2009; Lebrun, 2008a); linguistic skills required for reformulation, repetition, and substitution (Armand, 2009); knowledge of how to consider their audience, how to evaluate the level of knowledge of listeners, how to provide clarity about new terms and to summarize main ideas, and how to make explicit their intended plan for communication (Boyer, 2015; Howe, 2014; Plessis-Bélair, 2004).

Reading is a cognitive process of decoding letters and symbols to construct meaning from a variety of media and texts. Teachers of all grades and subjects must have a working knowledge of their subject-specific and general vocabulary. They must be able to read and understand a vast range of documents pertinent to their responsibilities and subject areas, such as texts of various genres, purposes, and forms, including traditional and non-traditional texts (Begoray, 2008; Henk, Moore, Marinak, & Tomasetti, 2000; Louden & Rohl, 2006). Teachers' familiarity with a wide range of texts related to their subject area and spanning a range of reading levels (e.g., picture books, biographies, journals, scrapbooks, poetry, photo essays, newspapers, magazines, primary source documents) can help them engage students in literacy (Fisher & Ivey, 2005). Reading aloud to students is considered an effective

way to engage students and to model reading and comprehension strategies, especially when working with complex texts (Gee & Rakow, 2009). Thus, teachers should be able to read fluently with appropriate pauses, intonation, pronunciation, style, accuracy, automaticity, and articulation (Gee & Rakow, 2009). All teachers are considered literacy teachers because reading and writing skills are required in all subject-area curricula. They need to know and be able to implement various reading-comprehension strategies such as predicting, identifying messages and goals, asking questions, summarizing, clarifying, analyzing, relating text to their own experiences, inferring, comparing, contrasting, evaluating, and decoding (Pressley et al., 2001; Sinatra, 2000).

Teachers use writing as part of their instructional practices (e.g., while developing presentations, posting information on the board, providing written feedback, and preparing lessons and handouts) and assembling informational materials for students, parents, and colleagues (Andrew et al., 2005; Blair et al., 2007). To be effective writers, teachers require knowledge of grammar, punctuation, spelling, and sentence structure. From this perspective, the teacher's role as writer and instructor of writing has evolved from that of editor (Bilodeau & Chartrand, 2009) to that of audience and co-creator of students' written productions (Lurcat & Cambon, 2011) and written language model for students (Simard, 2011). Teachers' written language competencies must, therefore, be strong enough to support the role of a language model and guide for students.

As is the case with reading, writing is part of the regular teaching routine in every grade and in every classroom. All teachers model writing strategies and approaches by writing on the board; by providing written comments and assessments on the quality of work submitted by students; by highlighting verb endings, words, and phrases; by pointing out errors; by offering grammatical explanations; by explaining the meanings of words and phrases; by offering synonyms; by spelling out words or phrases; and by conjugating verbs (Kiuhara et al., 2009).

Teachers teach and model various writing styles ranging from fiction to non-fiction. Teachers demonstrate writing processes for example, planning, revising, and editing. Teachers help students establish writing goals, provide models of good writing, give appropriate feedback, and teach students to monitor their own written output (Duke, 2015). The focus of writing activities differs from subject to subject. For example, language-arts teachers introduce personal writing, narratives, informative writing, and persuasive writing (Kiuhara et al., 2009) and pay specific attention to grammar, capitalization, punctuation, and text organization. Social studies teachers tend to focus less on grammar and other language rules and more on developing and presenting an argument, as well as reteaching skills and

strategies related to discipline-specific genres of writing (Kiuhara et al., 2009). In science classrooms, informational writing is prevalent. Teachers also need to possess research skills to prepare lesson and unit plans and to be able to model research skills (e.g., note-taking, summarizing, and footnoting) for students so they learn how to write reports and research papers (Duke, 2015).

In the classroom and beyond, listening is a necessary part of a teacher's vital skill set (Davis, 2014; English, 2017), yet listening receives far less attention in the literature than other language modalities, particularly speaking (Sensevy, Forest, & Barbu, 2015). That capacity to listen helps teachers assess students' prior and newly acquired knowledge (Lafontaine, 2000), to intervene appropriately in classroom discussions (Armand, 2009; Dulude, 2006), and to evaluate and clarify anything that may have been misunderstood (Lebrun, 2008a). In addition, the literature suggests that the capacity to listen entails knowledge of different listening techniques (e.g., note-taking, reformulation, and listening with intent) and the capacity to teach these techniques to students (Lafontaine, 2004).

To help students learn, teachers need to understand and interpret student responses and evaluate student understanding of topics and concepts. To listen, teachers need to recognize student points of view and perspectives and communicate compassion, empathy, and respect (Haroutunian-Gordon & Waks, 2010). Thoughtful listening by teachers prompts students to provide thoughtful responses to questions because students tend to react positively when they sense they are being heard. This type of listening, referred to as "pedagogical listening," is based on teachers' sincere desire to hear their students' answers (Davis, 2014) and requires teachers to be open, receptive, and patient (Haroutunian-Gordon & Waks, 2010). Teachers need to be able to patiently listen to the difficulties students can articulate, as well as those they are not able to clearly express, in order to identify and address confusion and misunderstanding (English, 2017).

Active listening requires teachers to speak as well as listen. When actively listening, teachers ask questions, paraphrase, and provide comments and feedback to understand student responses and to communicate their interest in student points of view (Haroutunian-Gordon & Waks, 2010). To be effective listeners, teachers need to possess a variety of skills, including (but not limited to) an ability to understand a range of registers, distinguish between formal and informal speech, comprehend highly contextualized speech and verbal and non-verbal cues, understand general idiomatic speech, be able to listen to a range of ideas and arrange them according to set criteria, as well as understand peers and their language (Viete, 2018).

Language specific competencies that a language teacher needs in order to teach effectively include the ability to do

the following kinds of things (Medgyes, 2011): To comprehend texts accurately, to provide good language models, to maintain use of the target language in the classroom, to maintain fluent use of the target, to give explanations and instructions in the target language, to provide examples of words and grammatical structures give accurate explanations (e.g. of vocabulary and language points), to use appropriate classroom language, to select target-language resources (e.g. newspapers, magazines, internet), to monitor his or her own speech and writing for accuracy, to give correct feedback on learner language, to provide input at an appropriate level of difficulty, and to provide language-enrichment experiences for learners.

2.2.3 Challenges and Solutions of a Competency-Based Curriculum

According to Sajan (2017), "competency-based learning is not new to the education industry. However, a shift from knowledge based to competency-based education comes with relatively new approaches to learning design which in turn comes with many challenges. This section presents a discourse on some of the key challenges facing the shift and the probable solutions as stipulated by various authors." Rutayuga (2014) found challenges of competency-based curriculum as the lack of teaching and learning resources, instability of fund and political will to support implementation of competency-based curriculum, lack of knowledge to teachers due to inadequate training, poor support from educational stakeholders, and inadequate use of instructional strategies which influence competence based. Borrowing a leaf from Gadusova and Predanocyova (2018), governments and other stakeholders responsible for CBC implementation should provide availability of teacher resources to solve the challenges of implementing competencybased curriculum. There is the need for efficient teaching aids or methods for student-teachers to understand a performed-based task in the teaching-learning context. This is supplemented by Makunja (2016) showing that, book to student ratio is 1:7, 1:10, 1:12 or even higher than that; adding that some schools have only four textbooks of a particular subject.

Gadusova and Predanocyova (2018) asserted that, a teacher should encourage and be more familiar on how to use learner-centered methods because they focus on Competence Based Curriculum. Learner-centered methods encourage learning by doing, SWOT analysis, discovery learning, case studies, practical activities and other activities which are based on creating, thinking, discovery and doing. Teaching and learning methods should be emphasized in educational program to enable student-teachers learn practically by reflecting a subject with competency-based knowledge so as in the future (after graduating), they can be able to teach others to be competent (Mndebele, 2017). Therefore, teaching and learning must be interactive to enable the teacher to discover learners' difficulties and ways to solve such problems to stimulate competence in understanding, skills, abilities and knowledge to be applied in real situations (Bernikova, 2017).

Furthermore, challenges are inevitable as stakeholders in education generally perceive a competency-based education as a time-consuming and a highly demanding activity (Chrappan, 2015). Although the content of teaching in the competency-based curriculum may not differ from the knowledge-based curriculum, the applied methods and forms of classroom work differ. The competency-based teaching emphasizes group work and cooperative techniques which demand a lot of input in terms of resources (personnel, materials and time). Therefore, a shift from the current knowledge-based education to a competency-based requires a lot of preparation and in puts from all stakeholders. This is education supplemented by Kyobe and Rugumayo (2005) observing that teacher professional development in the competency-based education, a customized program, requires a lot of training, preparation and mentorship. Such rigorous requirements for teacher preparation could result in few teachers being adequately trained to take on the new curriculum. In effect, the implementation process could be inefficient and ineffective.

A study by Kasule (2015) identified inadequate funding to finance the curriculum holistically as one of the key challenges to its implementation. According to Kasule, 80% of the recurrent education budget of Uganda caters for salaries, leaving a pantry 20% for the core teaching and learning expenditures including professional development. With such limited funding, the shift from knowledge based to competency-based education remains a challenge. In a related observation by Kyobe and Rugumayo (2005), the unique environment and resources required for implementation of a competency-based education may not be available in most secondary schools in Uganda. The shift to a competency-based curriculum requires modern classrooms, smart boards, laboratories, creative centers and technologies at all levels. The inadequacy of material resources and infrastructure may impair the proper implementation of the shift. It can be concluded that the challenges encountered in the implementation of the shift from the traditional curriculum to the competency-based curriculum emanate from inadequacy of human, financial, material, and time resources. These challenges hamper the pockets of effort to create awareness among stakeholders. It is likely that the continued manifestation of these challenges is responsible for the many teachers', students' and other stakeholders' reservations towards the competency-based curriculum. Hence strategies need to be suggested and implemented to abate them.

In regard to solutions to these challenges, other authors urge that the government needs to embed some forms of structures and policies for professional development that have not been in the system. These may include formal collaborative professional development activities, working with educational curriculum designers, attending workshops and short courses, as well as attending and presenting at conferences (Kasule, 2015).

It is advised that teachers implementing the competency-based curriculum are responsible for designing learning tasks. However, it is important for curriculum designers to support these teachers in their struggle to do so. Most teachers do not know what to do in designing instructional tasks and quality learning materials since they are graduates of the knowledge-based curriculum. At the same time these tasks cannot be left for curriculum designers and experts because it would inhibit the teachers' role and ingenuity in the competency-based education (Kasule, 2015). Therefore, it is important that teachers are thoroughly trained to take up their role and be supported to master the methodology, formulating appropriate instructional designs and tasks.

Cator, Schneider, and Vander Ark (2014) suggest that the shift to a competency-based curriculum would require curriculum specialists to compile a competency map of what teachers and teacher leaders need to know and be able to do with customized curriculum elements for specific needs. This should be followed by tagging existing instructional content and resources to the competency map and identifying gaps which need to be filled for efficient and effective implementation. Though Uganda has embraced Competence Based curriculum, teachers' resistance to implementing competence-based curriculum is hindering its success, as they perceive it to be time-consuming in terms of preparation and instructional materials. However, Ondimu (2018) argues that competence-based curriculum is simpler than knowledge-based curriculum, and teachers' resistance may stem from a preference for the old approach and reluctance to adapt to new methodologies.

It is further advised that there is need to design, develop and identify technology-based platforms such as social media platforms (e.g., WhatsApp groups, Instagram, LinkedIn, Tweeter, and Facebook) that support the transformation from the knowledge based to competency-based education (Cator, Schneider, & Vander Ark, 2014). This would boost the face-to-face teacher professional development efforts, which alone may not be enough for an effective transformation. Such technology enhanced platforms would encourage informal collaborative professional development activities such as discussions with peers, being mentored, informal peer review, and peer feedback well beyond the formal settings. For a successful shift to the competency-based education, it is necessary to foster a bottom-up approach to the implementation of the curriculum. The Ministry of Education and Sports needs to take into consideration the voices of all stakeholders for inclusion. The curriculum requires a complement of pre-service education and phased comprehensive in-service program for secondary school teacher education. To adapt to the new curriculum there is need for training and a good working environment to change teachers' attitudes (Tambwe, 2015). For a sustained implementation of the competency-based curriculum, certain critical structural determinants such as teachers' welfare, effective evaluation, and inspection framework need to be factored in. Kikomeko, et al. (2020) argue that the implementation of the CBC in Uganda has been hampered by the lack of a clear framework for its implementation, inadequate funding, and the need for significant changes in teaching and learning strategies. Despite these challenges, the government of Uganda has continued to implement the CBC, with a recent report by the Uganda National Examinations Board (UNEB) indicating that the CBC has contributed to improved performance among students (UNEB, 2020).

Empirical evidence has demonstrated that many countries have experienced a number of challenges in due course of implementing the competency-based approaches to teaching and learning. For instance, in Ghana, a study which was carried out by Acquah, Frimpong and Kwame (2017), seeking to establish the challenges facing the implementation of Competency Based Training Programs (CBT) in training institutions, the study reported that the curriculum had not been effectively implemented due to inadequate funding of the institutions, lack of infrastructure development and lack of policy guidelines in the institutions.

Another study which was carried out by Marion (2020) sought to establish the CBC activities that required parental involvement and the challenges they experienced in the implementation of the CBC, 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. The teachers reported other challenges which they faced when implementing the curriculum which included lack of materials, lack of parental support, lack of adequate time to prepare for lessons, and large class sizes. Based on the results, the study recommended sensitization of parents, more funding by the government to build more classrooms and employment of more teachers. It is clear that teachers are facing a lot of challenges in implementing the curriculum, however, the challenges which were pointed out in the reviewed study emanated from lower primary school teachers. So, the big question is what challenges teachers and management in secondary schools face when implementing CBC in a Luganda classroom.

A study conducted by Marion (2020) purposed to examine the challenges experienced by teachers in implementation of CBC in lower primary schools 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 public primary schools. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy was seriously impeded by the lack of adequate instructional materials. Further, the study established that infusing of digital literacy, problem solving and critical thinking competencies was challenging majority of the teachers, who indicated that they were still developing their ability. Lack of materials for digital learning was reported by majority of the teachers. Further, the teachers reported that the CBC training was short and not adequate to acquire the prerequisite skills required in the implementation of CBC. The study recommended that the government should build more classrooms, provide adequate teaching-learning materials and conduct regular training of teachers. The result from the reviewed study exposes several challenges experienced in lower primary grades when implementing the curriculum. This means that CBC has not been effectively implemented in lower primary grades due to the many challenges faced by teachers. However, the findings in lower primary grades may not be generalized to secondary schools; therefore, it is of importance to investigate challenges faced in a Ugandan context regarding a Luganda classroom.

A study conducted by Sitenei (2020) investigated how school-based factors influenced implementation of CBC in primary schools in Kibera Sub- County, Kenya. The findings showed that majority of teachers (81.6%) attended one week training, while (18.4%) attended two weeks training. This indicated that majority of the teachers had not received adequate training on the new curriculum. Further, it was reported that the time allocated was not adequate for the CBC lessons given the large class sizes. It was also reported that most of the schools in Kibra Sub-County lacked or had inadequate materials for implementing the curriculum. Further, the findings confirmed that the public primary schools in Kibra were very overcrowded. The classes were crowded to the extent of forcing some learners to study from outside especially during practical subjects that required demonstration. This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio 1:80 was very high hence straining the teachers' efforts in managing pupil discipline, teaching and learning as well as their teaching methodology. The study highlighted a number of challenges affecting the implementation of CBC, but the study only focused in lower primary grades. Therefore, it was important to establish the challenges faced by

secondary school in implementing the curriculum in a Luganda classroom.

There are many challenges facing teachers in the implementation of the CBC. This was pointed out by KNUT (2019) which established that there was minimal implementation of CBC in schools due to the following challenges: overcrowded classrooms due to extremely high learners' enrolment and lack permanent classrooms which have led institutions to combine some learners of different grades. The report showed that most public schools did not have PP1 and PP2 classrooms forcing learning to be undertaken under a shade or tree. In addition, KNUT reported that majority of CBC learning areas did not have approved books, materials and delayed Government distribution of textbooks to school. It was also reported that the assessment rubrics had unclear guidelines hence teachers found it extremely difficult to assess learners' competencies and learning progress. Finally, the report showed that CBC training sessions were inadequate, ineffective and the duration was short and lack of shareholders involvement in CBC roll-out.

Another study by Waweru, (2018) explored the perceived challenges of involving parents in implementation of CBC in early year's education. Findings showed that parents acknowledged the importance of participation in school activities and learning. However, they reported some of the factors which influenced their collaboration with schools which included: lack of time, lack of training for parents to understand what CBC all is about, lack of adequate knowledge on how to assist children and lack of resources. This means that engaging parents in learning activities as required by CBC may not be successful if the parents are not sensitized on its importance and how they need to play their roles. The reviewed study focused on parental involvement in implementation of CBC, however, there might be many other challenges which may hinder effective implementation of the curriculum which should be established and addressed.

Teachers are likely to face challenges when implementing a new curriculum. As highlighted by Wambua and Waweru (2019) who conducted a study to establish the challenges facing the implementation of CBC in all public primary schools in Machakos County. The study established that teachers were not fully prepared for the implementation of CBC and there were inadequate staff, inadequate infrastructure and lack of adequate teaching and learning resources. The study recommended that the Ministry of education should invest more on teacher training and involve teachers in curriculum reform process to change their attitudes towards the curriculum for effective implementation. The study highlights a number of challenges hindering effective implementation of CBC, but it only focused on lower primary schools, it was therefore important to establish the challenges facing secondary

schools in a Luganda classroom, in implementing the Curriculum.

A study conducted by Sifuna and Obonyo (2019) examined the challenges hindering effective implementation of CBC in Kenya. It was established that the Curriculum was not systematically planned and implemented. There was minimal training of teachers on the curriculum content and teaching methods. In addition, it was highlighted that there was inadequacy of instructional materials and lack of participation by parents and other relevant stakeholders in the curriculum reform process. The study recommended the Ministry of Education to create an adequate framework for training teachers, sensitize parents and provide adequate instructional materials and classrooms in all schools. This implies that for effective implementation of a curriculum, adequate training of teachers, sensitizing parents and providing adequate teaching and learning resources are key factors to be considered. The highlighted factors were established in lower primary grades, which was not the case in secondary schools in a Luganda classroom.

Further, Komba and Mwandanji (2015) investigated issues surrounding the implementation of CBC in Tanzanian secondary schools. The results indicated that the majority (86%) of the teachers lacked adequate knowledge on the curriculum. Further, the study reported that majority (78%) of the reviewed lesson plans did not reflect the qualities of a competency-based lesson plan. In addition, it was reported that the involvement of learners in classroom activities by the teachers was overall low and less than 50% of the observed teachers conducted formative assessment. Based on the findings, the researcher concluded that CBC was not implemented effectively in the sampled schools and recommended that regular training for in-service teachers should be conducted in order to enable them to acquire up-to-date teaching skills as required by the changes introduced in the curriculum.

In Kenya, Momanyi and Rop (2019) conducted a survey in Bomet East Sub-County which sought to establish challenges faced by teachers when implementing CBC. The results showed that teachers' lack of adequate knowledge and skills on how to implement the curriculum was the major factor hindering effective implementation of the CBC. The study recommended that the Ministry of Education and KICD should provide more in-service training sessions for teachers. This will help bridge the capacity gaps in pedagogy, assessment and preparation of teaching materials. This means if teachers lack adequate knowledge and skill on CBC, they will experience challenges when implementing the curriculum.

In addition, Hipolite (2019) explored the challenges of implementing CBC in public secondary schools in Morogoro Municipality, Tanzania. The study employed a case study design and qualitative research approach whereby data was collected from 36 participants using observations, interviews and focus group discussions. The study reported that teachers were faced with many challenges which hindered effective implementation of the Curriculum. These included large number of pupils in classes, lack of adequate materials for teaching-learning and teachers' lack of proper understanding of CBC. The study recommended that the Ministry of Education in Tanzania should provide schools with adequate teaching-learning materials and adequate in-service training to all teachers.

In Rwanda, Mugabo, Ozawa and Nkundabakura (2021) conducted a case study which explored the relationships between a school's profile and their capacity to implement CBC. Findings from the study indicated that variations in the implementation of CBC between teachers were caused by the differences in their professional development, inadequate training on CBC, inadequate teaching learning resources and lack of infrastructural capacity of the schools. Based on the findings, the study recommended provision of adequate instructional resources and establishment of strong and regular in-service training programs to help teachers know how to put the new ideas into practice. The report from the reviewed study shows that lack of adequate instructional resources and failure to adequately train teachers can cause challenges in implementing curricula.

In addition, a report by Ndayambaje (2018) highlighted the challenges facing implementation of the Competency Based Curriculum in Rwandan schools. The report indicated that despite the fact that all teachers in primary schools were trained on how to implement the curriculum, some were resisting change. As a result, they continued using the old teaching materials and methods. Further, Ndayambaje (2018) pointed out that lack of sufficient teaching-learning resources was reported as another issue hindering effective implementation of CBC in Rwanda. This implies that provision of adequate instructional materials and constant training of teachers to change their perception about the CBC is important for successful implementation.

In this chapter, the methodology and procedures of data collection and analysis were presented. It constituted of the study's research design, population of the study, sample size and sampling techniques, data collection methods and instruments, data validation, methods of data analysis, ethical consideration and study limitations.

3. Methodology

3.1 Research Design

Qualitative methods provide an in-depth explanation because they collect the data that are needed to meet the objectives. As a result of this paradigm, the data collection tools were designed in a semi- structured manner to allow for explanatory responses and enabling researchers to probe deeper into participants' responses and uncover rich, detailed data. It also allowed participants to express their thoughts freely, providing a more nuanced understanding of the topic under investigation.

3.2 Sample Size and Sampling Techniques

Head teachers from selected schools, teachers and divisional education officer were chosen using purposive sampling. Purposive sampling, according to Adams (2007), is a non-probability sampling method that allows for the selection of a sample with experience and knowledge of the study variables. However, students were chosen by simple random sampling to give them equal chance of being chosen. The study looked at private secondary schools that were implementing competency-based curriculum and could provide the necessary information without bias. The sample size was derived using table for determining the sample size by Krejcie and Morgan, (1970) as cited by (Amin, 2005). The study involved 280 respondents as shown in the following table below:

Table 1: Population and Sample size of respondents

Category	Target population	Sample size	Sampling technique
Divisional education officer	1	1	Purposive
Head teachers	5	5	Purposive
Teachers	9	9	Purposive
Students	850	265	Simple random
Total	865	280	

Source: Research 2023

3.3 Data Collection Methods and Instruments

Data was collected using Focus Group Discussions, interview guides and documentary review method.

3.3.1 Focus Group Discussions

In this case, the study did utilize focus group discussions with students from each school. A focus group discussion of 25 students was from Victory High School-Kabuusu and the remaining 4 schools comprised of 51 students in each focus group discussion. The main invigilator was the researcher, who could introduce a subject of research questions and sub-questions for further deliberation by the participants. Ho (2006) contends that FGDs are effective at combining collective ideas provided by various participants into a single theme based on written minutes of what was discussed and the list of participants. This is because the studies intend to develop themes and categories from the stories of the various participants and are appropriate for thematic development. The researcher did organize the group discussions.

3.3.2 Interview Guide

An interview guide was used to obtain in-depth information from head teachers, teachers and a divisional education officer. This is a method of data collection where the investigator is given a chance to gather data through direct verbal interaction with participants (Amin, 2005). It was also chosen because it does allow the researcher to clarify questions and allow informants to respond in anyway, they see fit, as well as allowing the interviewer to observe verbal and nonverbal behavior of the respondents. It also reduces anxiety, allowing potentially sensitive topics to be studied (Sekaran, 2003). An interview schedule consisting of open-ended questions was designed to foster probing thus obtaining of in-depth information.

3.3.4 Documentary Review Method

This method involves review of available literature from different sources such as organizational records, industry analysis, journals, articles, internet websites, dissertations and among others to enable collection of relevant data (Sekaran, 2003). This method was preferred to others because it saves time and money and it helps to validate data collected using other methods (Sekaran, 2003). In addition, the study also captured documents of the internet. The review enhanced the quality and reliability of the study findings by capturing reported facts, practices, and contrasts.

3.4 Data Collection Sources

The study did use primary and secondary data sources to help in collecting more elaborate and extensive data. The primary data helped the researcher get original and direct information from the respondents.

Primary data was collected using Focus Group Discussions, and an interview guide. These methods were appropriate due to the distance between the case study and the researcher's area of residence. The researcher also did use secondary data sources. Amin (2003) defines secondary data as that kind of data that is available, already reported by some other scholars. Secondary data was extracted from various published sources as well as the internet through the websites of relevant institutions. These included journals, reports, and public records from websites of relevant institutions.

3.5 Data Analysis

Data analysis is the process of bringing order, structure, and meaning to a large amount of information (Creswell & Miller, 2012). Qualitative data from open ended questions as well as interviews was analyzed thematically. This was done by narrative as recorded during face-to-face interview, and focus group discussion. The researcher made use of a quick impressionist summary in analyzing qualitative data; summarized key findings by noting down the frequent responses of the respondents during the interview on various factors influencing the implementation of a Competence-based Curriculum in the Luganda language classroom in selected secondary schools. The collected data was organized in an orderly fashion by the researcher in order to minimize errors and maintain maximum accuracy. Richards (2001) refers to this method as systematic analysis because it entails categorizing data into the same group in order to determine whether the instrument was generated from the research objectives and measured what it was supposed to measure consistently.

4. Results and Discussion

Data analysis is the process of bringing order, structure, and meaning to a large amount of information (Creswell et al., 2012). The results of this study were presented and discussed basing on the three research questions extracted from previous objectives respectively according to themes. To answer the research questions, a qualitative content analysis was used. Qualitative data from open ended questions were analyzed thematically. This was done by narrative as recorded during face-to-face interviews, and focus group discussions. The researcher used a quick impressionist summary in analyzing qualitative data; summarized key findings by noting down the frequent responses of the respondents during the interview on implementation of competency- based curriculum in the Luganda language classroom in selected secondary schools. The collected data was organized in an orderly fashion by the researcher in order to minimize errors and maintain maximum accuracy.

Qualitative data collection tools assist the researcher in developing the study on an inquiry-based point of view with a practical mechanism of seeking people's opinions and experiences on a subject matter. First, the focus groups interviews were read separately several times by the moderator (the researcher) to provide an overall sense of the material. The data was then reflected on and discussed and brought together to a naïve understanding and a summary of the material. Meaning units from the text were then identified in relation to the aim of the study. These meaning units were condensed, abstracted and labelled with codes. Through identification of differences and similarities between the codes, further abstraction could be achieved. I held focus group discussions with learners of the 5 schools (a focus group discussion of 25 students was from Victory High School-Kabuusu and the remaining 4 schools comprised of 51 students in each focus group discussion).

Lastly, with individual interview, the researcher administered interviews among 9 Luganda language teachers who were direct implementers in the classroom, 5 head teachers who were the immediate supervisors of the implementation, and 1 divisional education officer who represented education agencies at the division level. This is a method of data collection where the investigator is given a chance to gather data through direct verbal interaction with participants (Amin, 2005). It is also chosen because it does allow the researcher to clarify questions and allow informants to respond in any way they see fit, as well as allowing the interviewer to observe verbal and nonverbal behavior of the respondents.

4.1 Teachers' awareness of the competency-based practices

Regarding research objective one, respondents commented that: "Awareness in regard to implementation of the competency-based learning practices among us- teachers, is inevitable. The world has already embraced this educational adjustment to boost learners' competence in regard to life skills" (Respondent from school C).

She further commented that: "Awareness and implementation of competency-based learning practices is inadequate in some parts of the country…especially rural areas. There's inadequate material and logistics to effectively foster its awareness and implementation…in my opinion, so much still needs to be done" (Respondent from school C).

There are those respondents who unanimously emphasized that availability of classroom logistics and lesson material was inadequate. This was raised from the responses of a group of learners in a Focus Group Discussion in School C, and they had this to say:

"We often toil to access reading material due to a large number of learners in class. Even when we try to buy our own material, it's expensive in streets and bookshops…we also don't get ample time to make use of those few books and material accessed from teachers" (Respondents from school C).

Regarding benefits of training sessions that teachers undertake, mixed feelings were raised among respondents as discussed below.

There was polarity in regard to undertaking training sessions. Respondents claimed that training time was inadequate, some trainers were seemingly naïve, training logistics and materials were inadequate etc. However, they all implied that training sessions that teachers undertook were seemingly beneficial as they got acquainted with knowledge, and skills necessary today. In their own comments they said:

"The ultimate reason as to why we're called upon to undertake these trainings is to update us with new knowledge and skills necessary in our career" (Respondent from school E).

In reference to the above comment, it can be evident that training sessions foster awareness among teachers. Therefore, it's beneficial, and effort geared towards such programmes should be boosted to cause impact.

4.2 Language competencies generated

In reference to competencies generated as a result of the implementation of the competency-based learning practices, and how are learners likely to benefit from these competencies, respondents in their own comments they said:

"Competency-based learning practices are seemingly practical in nature…students and teachers get more avenues to interact with each other (thus, it's interactive in nature). It bolsters collectiveness among learners" (Respondent from school A).

Another respondent posited that, "My comprehension skills are improving, I do talk confidently, read accurately and fluently, write and present coherently and I am able to use a range of media to communicate ideas" (Respondent from school E).

He further added that, "it's learner-centered and holistic in nature" (Respondent from school E).

Respondents posited various competencies urging that competency-based curriculum is geared towards developing critical thinking, problem-solving, communication, creativity and innovation, co-operation and self-directed learning, teamwork, leadership and collaboration skills among learners. This connotation was consistent to literature (Thornburg, 2014; Mugo & Kariuki, 2020; Nkambwe, et al., 2019; local languages learning framework, 2019), positing the various competencies resulting from the implementation of the competency-based learning practices.

Regarding how teachers assist learners to develop their competencies, foster creativity and innovation among students through implementation of the competency-based learning practices, respondents commented that:

"I often make sure they're assigned with an activity to present in a 10-learner groups every after a subject unit…it's mandatory for every individual to present" (Respondent from school A). He further commented "Leadership in learners' teams or groups is on a rotational basis so as to assess one's leadership prowess" (Respondent from school A).

"Learners must receive my feedback promptly so as to ascertain areas of adjustment" (Respondent from school D).

In a Focus Group Discussion (FGD) with learners, they commented: "We individually and collectively present in class…these presentations are awarded marks" (Respondents from school B).

In reference to above comments, respondents implied that teaching and learning must be interactive to enable the teacher to discover learners' difficulties and ways to solve such problems in order to stimulate competence in understanding, skills, abilities and knowledge to be applied in real situations. Furthermore, teachers do provide feedback to learners on time, and use different types of

assessment to evaluate leaners' competence. A respondent from school B clarified that students who are faced with the challenge of mastering competence could be helped individually by the instructor. This implies that teachers are learner-centered and as depicted in literature, such learner-centered methods encourage learning by doing, SWOT analysis, discovery learning, case studies, practical activities and other activities which are based on creating, thinking, discovery and doing.

4.3 Challenges and solutions of a competency-based curriculum

Respondents' comments about challenges of competency-based curriculum in a Luganda language classroom, were:

According to a participant from school A, "we're in transition, new material is needed, and we need to upgrade some material and training avenues have to be in place". This implied that challenges were inevitable due to this transition. A participant from school C commented; "we are faced with challenges like; inadequate funding, it's time-consuming in terms of preparation and instructional materials, inadequacy of material resources and infrastructure". Another participant from school B commented; "challenges hamper the pockets of effort to create awareness among stakeholders. It is likely that the continued manifestation of these challenges is responsible for the many stakeholders' reservations towards the competency- based curriculum". Hence strategies need to be suggested and implemented to abate them. A participant from school E uttered; "…there are various challenges we have encountered…I doubt if a list could be exhausted…some of them are; lack of knowledge to teachers due to inadequate training, poor support from educational stakeholders, and inadequate use of instructional strategies which influence competence based".

In regard to a Focus Group Discussion (FGD), a learner from school A commented; "all I see is inadequate material and use of costly material" A participant from school C commented; "beinga new context, we need ample time to internalize the concepts…it's a gradual process though".

From previously mentioned comments, it could be evident that academic institutions still encountered challenges as a result of CBC implementation. These challenges included; inadequate new material, inadequate training avenues, it's time-consuming in terms of preparation and instructional materials, inadequacy of infrastructure, lack of knowledge by teachers due to inadequate training, poor support from educational stakeholders, and inadequate use of instructional strategies which influence competence based.

According to another participant, "engaging and involving all concerned stakeholders at all stages of CBC's design

and implementation would seem helpful" (participant from school E).

A participant from school B commented, "Our government should massively carry out sensitization programs. Integration effort to align the knowledge-based curriculum with CBC is necessary, commitment by local government and government officials is vital in the implementation".

"There's need to utilize technological avenues to foster CBC's effectiveness" (participant from school E).

In reference to above comments, it is implied that all stakeholders have to collectively be supportive in regard to solving CBC's challenges. They have to ensure engagement and involvement of all concerned stakeholders, boost funding, have political will, various stakeholders have to be trained to secure support for CBC implementation, provision of adequate logistical material and mass sensitization. Therefore, for a sustained implementation of the competency-based curriculum, certain critical structural determinants such as teachers' welfare, effective evaluation, and inspection framework need to be factored in (Tambwe, 2015).

5. Conclusion and Recommendations

This section presents the summary, conclusions and recommendations arising out of the research findings in chapter four and suggestions for further research.

5.1 Conclusion

Awareness of the competency-based learning practices among teachers

The study revealed that awareness of the competency-based learning practices among teachers requires effective use of information and communication technologies for teaching and to engage teachers more in planning within evaluative and accountability frameworks. Furthermore, strengthening teacher professional development programs to prepare teachers is necessary in due course of CBC implementation. Respondents urged for availability of classroom logistics and lesson material to be adequate so as to augment awareness. All respondents implied that training sessions that teachers undertook were seemingly beneficial as they got acquainted with knowledge, and skills necessary today. Lastly, all respondents supported a view that engagement of teachers in the design and implementation of competency-based learning practices is ultimate.

Language competencies generated

The study revealed that competency-based curriculum is geared towards developing critical thinking, problem-solving, communication, creativity and innovation, co-

operation and self-directed learning, teamwork, leadership and collaboration skills among learners.

Furthermore, respondents implied that teaching and learning must be interactive to enable the teacher to discover learners' difficulties and ways to solve such problems in order to stimulate competence in understanding, skills, abilities and knowledge to be applied in real situations. The

study revealed that teachers do provide feedback to learners on time, and use different types of assessment to evaluate leaners' competence.

Challenges and solutions of a competency-based curriculum

The study revealed that academic institutions still encountered challenges as a result of CBC implementation. These challenges included; inadequate new material, inadequate training avenues, it's time-consuming in terms of preparation and instructional materials, inadequacy of infrastructure, lack of knowledge by teachers due to inadequate training, poor support from educational stakeholders, and inadequate use of instructional strategies which influence competence based.

This study further revealed that learners stood a chance of receiving insufficient knowledge and skills. Similarly, teachers tended to inadequately deliver in class due to such loopholes.

However, it was revealed that all stakeholders have to collectively be supportive in regard to solving CBC's challenges. They have to ensure engagement and involvement of all concerned stakeholders, boost funding, have political will, various stakeholders have to be trained to secure support for CBC implementation, there has to be provision of adequate logistical material and mass sensitization. Therefore, for a sustained implementation of the competency-based curriculum, certain critical structural determinants such as teachers' welfare, effective evaluation, and inspection framework need to be factored in (Tambwe, 2015).

5.2 Recommendations

The study recommended that the Luganda teachers in secondary schools in Rubaga Division should be trained more in regard to CBC implementation, and be provided with adequate teaching–learning materials. In addition, the funding should be bolstered to ascertain effectiveness of the implementation process.

Areas for Further Research.

The research dealt with analysis of implementation of competency-based curriculum in the Luganda language

classroom in selected secondary schools in Rubaga division, Kampala district. A research that illuminates the influence of school's management in regard to competency-based curriculum implementation will be helpful especially in rural areas far from Kampala and other urban areas. Also a research that examines the role of parents in fostering competency-based practices is also welcome.

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