

External Stakeholder Engagement and Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District, Uganda

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Abstract: The overall objective of this study was to examine the influence of external stakeholder engagement on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District, Uganda. The study was directed by three specific objectives; i) To examine the influence of stakeholder engagement in training on competence-based curriculum implementation, ii) To examine the influence of stakeholder engagement in supervision on competence-based curriculum implementation, and iii) To examine the influence of stakeholder engagement in assessments on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. The study adopted a cross-sectional research design coupled with only a quantitative approach. Simple linear regression analysis was employed to establish the magnitude, direction, and the significance of the influence of external stakeholder engagement on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District, Uganda. The study revealed that stakeholder engagement in training has a statistically significant and strong positive influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. Additionally, the study also revealed that stakeholder engagement in supervision has a statistically significant and strong positive influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. The study further revealed that stakeholder engagement in assessments has a statistically significant and moderate positive influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. The study concluded that external stakeholder engagement has a statistically significant influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District in that an increase in stakeholder engagement in training, supervision, and assessments would resultantly lead to an improvement in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. The study recommends that the central government or district local government should form boards at district or regional levels comprising educators, parents, community representatives, and experts to oversee and advise on competence-based curriculum implementation which encourages accountability, transparency, and context-specific solutions in secondary schools in Mpigi District.

Keywords: *External Stakeholder Engagement, Stakeholder Engagement in Training, Stakeholder Engagement in Supervision, Stakeholder Engagement in Assessments, Competence-Based Curriculum Implementation, and Secondary Schools.*

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I. INTRODUCTION

The study aims at examining the influence of external stakeholder engagement on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District, Uganda.

➤ *Historical Perspective*

Over the years, Uganda has made significant strides in engaging different stakeholders in the implementation of the competence-based curriculum into its education system to enhance teaching and learning, ensuring that students acquire skills essential for the world ahead. In the early 2000s, the National Curriculum Development Centre (NCDC), working closely with organizations like UNESCO and USAID, gradually integrated competence-based learning principles into Uganda's education system. Their engagement has facilitated policy shifts, capacity building, and resource mobilization, making competence-based curriculum implementation more feasible (Charles, Song & Khaing, 2022). In 2020 up-to-date, external stakeholders continue to influence Uganda's competence-based curriculum implementation. They provide funding for teacher training, digital learning initiatives, and infrastructure development. However, challenges persist, including inadequate teacher preparedness, resistance to change, and limited instructional materials which have a direct impact on competence-based curriculum implementation in different secondary schools in the country (Kagambe, Kabasiita, Kisembo & Kasiita, 2024).

➤ *Theoretical Perspective*

The study was directed by the Stakeholder Theory proposed by Freeman in 1984. The theory emphasizes that organizations (such as educational institutions) must consider the interests of all stakeholders both external and internal for successful implementation of policies and programs (Dziuban, Graham & Sicilia, 2018). According to Meifeng, Guoqing, Zhixian and Jing (2024) in the context of CBC implementation, external stakeholders like private sector employers influence curriculum content by advocating for practical skills that match industry needs, NGOs and donor agencies provide funding, expertise, and teacher training, ensuring competence-based curriculum is effectively rolled out, and government agencies collaborate with international bodies to align competence-based curriculum with national development goals and labor market demands. The authors assert that effective competence-based curriculum implementation requires harmonizing the interests of all stakeholders to create a curriculum that balances global best practices with local needs (Meifeng et al., 2024). This theory was applicable to this study since it offers a connection between external stakeholder engagement and competence-based curriculum implementation.

➤ *Contextual Perspective*

The study was conducted among selected secondary schools in Buwama Sub County, Mpigi District examining the influence of external stakeholder engagement on competence-based curriculum implementation. This was selected due to the limited research conducted in the area in relation to external stakeholder engagement and competence-

based curriculum implementation. Additionally, Buwama Sub County, Mpigi District was considered due to the increased challenges that are still associated with the implementation of the competence-based curriculum among secondary schools such as limited infrastructure, teacher training gaps, insufficient learning and teaching materials, limited ICT infrastructure and digital literacy, inadequate funding and financial constraints, inconsistent implementation and supervision, and increased resistance to change from stakeholders in certain schools (National Curriculum Development Centre, 2023).

➤ *Conceptual Perspective*

External stakeholder engagement refers to the process of interacting, collaborating, and involving individuals or organizations outside an institution or system to influence decision-making, policy implementation, or project outcomes. In the context of education, it involves government agencies, international organizations, donors, NGOs, private sector entities, and community groups working together to support curriculum development, resource allocation, and policy reforms (Kagambe et al., 2024). Conversely, competence-based curriculum implementation refers to the process of applying and integrating a curriculum that focuses on developing learners' practical skills, knowledge, attitudes, and abilities to meet real-world demands. Competence-based curriculum emphasizes learner-centered approaches, critical thinking, problem-solving, and hands-on learning to prepare students for the workforce and society (Mokoro, 2020). For the case of this study, external stakeholder engagement was abstracted in terms of engagement in training, engagement in supervision, and engagement in assessments, while competence-based curriculum implementation was conceptualized in terms of curriculum design, teacher training, assessment methods, resource allocation, and instructional materials.

➤ *Statement of the Problem*

The Ministry of Education and Sports, in collaboration with other stakeholders such as the National Curriculum Development Centre (NCDC), has led to the development of the lower secondary competence-based curriculum (2020), focusing on critical thinking, creativity, and problem-solving, putting more emphasis on external stakeholder engagement in the implementation process. The engagement of external stakeholders has significantly shaped policy formulation, resource allocation, teacher training, and overall educational outcomes (Ministry of Education and Sports, 2021).

However, in spite of all the outstanding advancements, there are still challenges to the implementation of the competence-based curriculum among secondary schools in the different districts in Uganda including Buwama sub county, Mpigi district such as limited infrastructure, teacher training gaps, insufficient learning and teaching materials, limited ICT infrastructure and digital literacy, inadequate funding and financial constraints, inconsistent implementation and supervision, and increased resistance to change from stakeholders in certain schools (National Curriculum Development Centre, 2023). This has consequently resulted into slow adoption of the competence-

based curriculum, unequal learning opportunities, poor delivery of lessons as teachers struggle with new instructional strategies, low student engagement, slow transition into the new system, and unequal student learning outcomes among others. Hence, it is due to this that this study examined the influence of external stakeholder engagement on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District, Uganda.

II. OBJECTIVES OF THE STUDY

➤ General Objective

The overall objective of the study was to examine the influence of external stakeholder engagement on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District, Uganda.

• Specific Objectives

- ✓ To examine the influence of stakeholder engagement in training on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.
- ✓ To examine the influence of stakeholder engagement in supervision on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

- ✓ To examine the influence of stakeholder engagement in assessments on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

• Study Hypotheses

The study was also directed by these various alternative hypotheses;

- ✓ **Ha₁:** Stakeholder engagement in training has a statistically significant influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.
- ✓ **Ha₂:** Stakeholder engagement in supervision has a statistically significant influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.
- ✓ **Ha₃:** Stakeholder engagement in assessments has a statistically significant influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

➤ Conceptual Framework

The conceptual framework shows an illustrative diagram on the relationship between External Stakeholder Engagement and Competence-Based Curriculum Implementation.

• Independent Variable

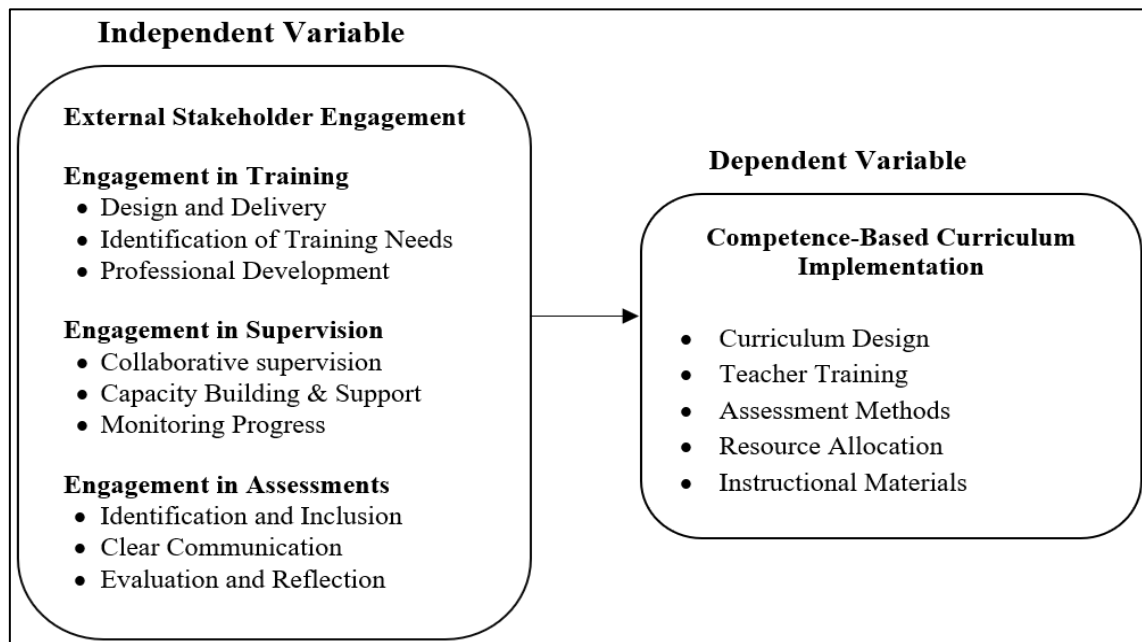


Fig 1 Independent Variable & Dependent Variable

III. LITERATURE REVIEW

➤ External Stakeholder Engagement and Competence-Based Curriculum Implementation

External stakeholder engagement plays a crucial role in the successful implementation of a competence-based curriculum (CBC) by providing financial support, expertise, policy guidance, and infrastructure development. External

stakeholders provide policy recommendations and research on global best practices for competence-based curriculum implementation (Shan, 2018). According to Msafiri, Kangwa and Lianyu (2023) external stakeholders influence policy formulation which focuses on skills development, problem-solving, and digital literacy which significantly influence competence-based curriculum implementation. The authors assert that external stakeholders provide technical expertise

which helps the governments to align their competence-based curriculum with international education standards (Msafiri et al., 2023).

According to Asimwe, Conrad and Amany (2023) external stakeholders such as NGOs and donor agencies fund teacher training programs, making sure educators have skills and methodologies to deliver competence-based curriculum effectively which directly impacts the competence-based curriculum implementation. The authors also assert that international organizations support workshops, digital learning tools, and capacity-building initiatives to improve competence-based curriculum implementation (Asimwe et al., 2023). Additionally, the authors posit that many competence-based curriculum reforms require substantial funding, and external stakeholders play a key role in mobilizing resources and also provide grants for education infrastructure, textbooks, and ICT integration to enhance competence-based curriculum execution (Asimwe et al., 2023).

External stakeholders and partners assist in tracking competence-based curriculum progress and suggesting improvements. NGOs like UNICEF and Save the Children advocate for inclusive education policies, ensuring marginalized groups benefit from competence-based curriculum. However, over reliance on external financing can lead to policy shifts based on donor priorities rather than national needs which may affect the effective implementation of competence-based curriculum (Mbabazi, Micheal & Abiodun, 2022). The authors also argue that some stakeholders, including teachers and parents may resist competence-based curriculum due to lack of awareness and training as well as multiple stakeholders may have conflicting interests, leading to slow implementation of the competence-based curriculum (Mbabazi et al., 2022).

External stakeholders fund and facilitate workshops, seminars, and mentorship programs to equip teachers with competence-based curriculum delivery skills. External stakeholders like international organizations support capacity-building programs focusing on learner-centered approaches, practical assessments, and digital literacy. These training programs help teachers transition from content-based to skills-based teaching, ensuring effective student engagement (Mokoro, 2020). According to Namubiru, Kitembo and Kasiita (2024) external stakeholders such as NGOs and donor agencies provide training manuals, e-learning platforms, and instructional materials to enhance competence-based curriculum implementation. These training manuals, e-learning platforms, and instructional materials ensure that teachers have structured guidance on competence-based curriculum methodologies which influences and improvement in the competence-based curriculum implementation. A study by Kagambe et al. (2024) found out that external stakeholder engagement has a positive and significant influence on competence-based curriculum implementation among secondary schools in Kyaka II Refugee Settlement, Uganda. The study revealed that stakeholder engagement significantly influences the implementation of the competence-based curriculum by

fostering interactive, flexible, and personalized learning experience. The authors argued that many training programs are funded by international organizations, ensuring that teachers receive ongoing professional development through grants provided for teacher training infrastructure, ICT integration, and curriculum adaptation (Kagambe et al., 2024). The authors also assert that financial support from external stakeholders ensures that rural and underprivileged schools also benefit from competence-based curriculum training which improve the implementation of the competence-based curriculum among schools in these areas (Kagambe et al., 2024).

According to Mukhula, Manyiraho, Atibuni and Olema (2021) external stakeholder engagement enhances and strengthens assessment and evaluation methods in the competence-based curriculum. Training on competence-based assessment is supported by external stakeholders, helping teachers shift from exam-based evaluation to skills-based assessments. The authors argued that stakeholders provide expertise on how to assess critical thinking, creativity, and problem-solving skills in students. This ensures that competence-based curriculum learning outcomes are properly measured and improved to ensure efficiency and effectiveness in the competence-based curriculum implementation (Mukhula et al., 2021).

External stakeholders play an influential part in monitoring and evaluation of the competence-based curriculum implementation. External stakeholders assist in designing monitoring frameworks to assess competence-based curriculum effectiveness (Mokoro, 2020). The author asserts that external stakeholders and organizations conduct periodic evaluations to identify strengths and challenges in competence-based curriculum execution. These monitoring and evaluation reports offer data-driven recommendation for curriculum changes and policy advances required to ensure efficiency in competence-based curriculum execution (Mokoro, 2020).

IV. METHODOLOGY

➤ *Research Design*

This study embraced a cross-sectional research design attached with only a quantitative approach. A cross-sectional research design is focused on assessing the prevalence of certain variables in a population at a specific point in time (Kassu, 2019). Hence, this research design was vital in examining the influence of external stakeholder engagement on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District, Uganda at a given point in time. A quantitative approach was fundamental in obtaining information in numerical form that was used to examine the study phenomenon.

➤ *Target Population and Sample Size*

A study population is a group of individuals with the characteristics of interest out of which a sample is selected (Majid, 2018). The study population comprised of school administrators and teachers from the different selected secondary schools in Buwama Sub County, Mpigi District

from which a sample was selected. The sample size comprised of 60 respondents that was selected from three selected secondary schools in Buwama Sub County, Mpigi District to provide quantitative data that was utilized to give answers to the study objectives.

➤ *Sampling Procedure*

Sampling refers to a systematic procedure of choosing a representative sample of entities from the target population (Singh & Masuku, 2017). The researcher employed convenient sampling to choose individuals who participated in the study. The convenient sampling comprises the researcher choosing participants who are freely available and effortlessly accessible that was utilized to pick both the school administrators and teachers from different selected secondary schools in the sub county to play part in the study in order to generate quantitative data.

➤ *Data Collection Methods*

• *Questionnaire Survey Method*

A questionnaire survey method is a means of obtaining information using subsequent questions for the purpose of collecting information from study participants (Anokye, 2020). The questionnaire survey method was important so as to obtain uniform information which permitted the comparability of data using questions which are structured and easy to comprehend. Hence, this method was employed as it helped the researcher to acquire and gather data from the respondents in the possible shortest time.

➤ *Data Collection Instruments*

• *Structured Questionnaire*

A structured questionnaire is an instrument utilized to gather information from participants containing closed-ended answers to the questions out of which participants are supposed to choose (Kuphanga, 2024). The study utilized structured questionnaires to gather quantitative data from respondents which comprised of closed-ended queries and prearranged answers that were self-administered to participants in different schools. The structured questionnaires were employed because they necessitate fewer

time and gather much information on the phenomenon under study.

• *Data Analysis*

The study engaged both descriptive and linear regression analysis approaches in studying the quantitative data collected. Descriptive analysis was engaged when evaluating data on respondents' demographics. To investigate the influence of the independent variable on the dependent variable, linear regression analysis was engaged to provide the empirical evidence on the study hypotheses at a 95% confidence interval. Linear regression analysis is important in research in examining the strength of the relationship between the outcome variable and the predictor variable (Maulud & Abdulazeez, 2020). Linear regression analysis comprised the use of simple linear regression models comprising of both the independent and dependent variables.

• *Ethical Consideration*

The researcher acquired an introductory letter from the Department of Post Graduate Studies at Islamic University in Uganda before undertaking the study as a prerequisite to obtain permission to gather the required data for research in the different schools.

The researcher also sought for respondents' consensus to take part in the study and respondents were fully educated about the purpose, procedures, and benefits of the study and participation was voluntary without any coercion. Additionally, the researcher ensured confidentiality of participants and ensuring that data was anonymized where possible.

• *Study Findings*

The findings presented in this subsequent section include the descriptive statistics and regression analysis results.

➤ *Findings on the Demographic Characteristics of the Respondents*

The study explored the demographic characteristics of the respondents from selected secondary schools in Buwama Sub County, Mpigi District. The results are presented in Table 1;

Table 1 Demographic Characteristics of the Respondents

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Male	32	53.3
	Female	28	46.7
	Total	60	100.0
Age Groups	25-30 years	10	16.7
	31-35 years	13	21.7
	36-40 years	14	23.3
	Above 40 years	23	38.3
	Total	60	100.0
Education Level	Diploma	5	8.3
	Bachelors	47	78.4
	Masters	8	13.3
	Total	60	100.0

Marital Status	Married	42	70.0
	Single	18	30.0
	Total	60	100.0
Duration of Work at the School	1-2 years	10	16.7
	3-5 years	16	26.7
	Above 5 years	34	56.6
	Total	60	100.0

Source: Field Data (2025)

The results in Table 1 revealed that out of 60 respondents who participated in the study, majority 32 (53.3%) of the respondents were males and 28 (46.7%) of the respondents were females. The results also revealed that most 23 (38.3%) of the respondents were aged above 40 years, followed by 14 (23.3%) of the respondents who were aged 36-40 years, then 13 (21.7%) of the respondents who were aged 31-35 years, and the least proportion 10 (16.7%) of the respondents were aged 25-30 years.

The study findings also revealed that out of 60 respondents who participated in the study, majority 47 (78.4%) of the respondents had attained a bachelors' education level, followed by 8 (13.3%) of the respondents who had attained a masters' education level, and the least proportion 5 (8.3%) of the respondents had attained a diploma education level. In addition, the study findings revealed that out of 60 respondents who participated in the study, majority 42 (70.0%) of the respondents were married and the least proportion 18 (30.0%) of the respondents who were single. The study also further revealed that out of 60 respondents who participated in the study, majority 34 (56.6%) of the

respondents had worked for a duration of above 5 years with the respective schools, followed by 16 (26.7%) of the respondents who had worked for a duration of 3-5 years with the respective schools, and the least proportion 10 (16.7%) of the respondents had worked for a duration of 1-2 years with the respective schools.

➤ Findings on the Study Objectives

This section gives findings in relation to the specific objectives of the study.

• Influence of Stakeholder Engagement in Training on Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District

The study sought to examine the influence of stakeholder engagement in training on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. To establish the influence, simple linear regression analysis was adopted and the results are presented in Table 2.

Table 2 Regression Analysis on the Influence of Stakeholder Engagement in Training on Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District

Model Summary							
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate	
1		.588 ^a	.345		.334	.40184	
a. Predictors: (Constant), Stakeholder Engagement in Training							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		2.438	.285		8.562	.000
	Stakeholder Engagement in Training		.404	.073	.588	5.533	.000
a. Dependent Variable: Competence-Based Curriculum Implementation							

Source: Field Data (2025)

The results in Table 2 revealed that stakeholder engagement in training has a statistically significant and strong positive influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District ($\beta=0.588$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings indicate that a unit increase in stakeholder engagement in training significantly results into an improvement in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District by 58.8%. The results imply that as stakeholder engagement in training improves, it resultantly leads to a progression in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.334, which indicates that stakeholder engagement in training explains 33.4% of the total variations in competence-based curriculum implementation and the remaining 66.6% of the variations are explained by other factors. This implies that stakeholder engagement in training considerably and significantly influences competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. Therefore, to improve competence-based curriculum implementation, there has to be an enhancement in the stakeholder engagement in training in selected secondary schools in Buwama Sub County, Mpigi District.

➤ *Influence of Stakeholder Engagement in Supervision on Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District*

The study also sought to examine the influence of stakeholder engagement in supervision on competence-based

curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. To establish the influence, simple linear regression analysis was adopted and the results are presented in Table 3.

Table 3 Regression Analysis on the Influence of Stakeholder Engagement in Supervision on Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District

Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
1		.618 ^a	.382	.371	.40796		
a. Predictors: (Constant), Stakeholder Engagement in Supervision							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		1.761	.433		4.065	.000
	Stakeholder Engagement in Supervision		.645	.108	.618	5.983	.000
a. Dependent Variable: Competence-Based Curriculum Implementation							

Source: Field Data (2025)

The results in Table 3 revealed that stakeholder engagement in supervision has a statistically significant and strong positive influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District ($\beta=0.618$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings indicate that a unit increase in stakeholder engagement in supervision significantly results into an enhancement in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District by 61.8%. The results imply that as stakeholder engagement in supervision increases, it resultantly leads to an improvement in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.371, which indicates that stakeholder engagement in supervision explains 37.1% of the total variations in competence-based curriculum implementation and the remaining 62.9% of the

variations are explained by other factors. This implies that stakeholder engagement in supervision substantively and significantly influences competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. Therefore, to improve competence-based curriculum implementation, there has to be an enhancement in stakeholder engagement in supervision in selected secondary schools in Buwama Sub County, Mpigi District.

➤ *Influence of Stakeholder Engagement in Assessments on Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District*

The study further sought to examine the influence of stakeholder engagement in assessments on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. To establish the influence, simple linear regression analysis was adopted and the results are presented in Table 4.

Table 4 Regression Analysis on the Influence of Stakeholder Engagement in Assessments on Competence-Based Curriculum Implementation in Selected Secondary Schools in Buwama Sub County, Mpigi District

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.417 ^a	.174	.159	.45153	
a. Predictors: (Constant), Stakeholder Engagement in Assessments						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.733	.364		7.511	.000
	Stakeholder Engagement in Assessments	.322	.092	.417	3.491	.000
a. Dependent Variable: Competence-Based Curriculum Implementation						

Source: Field Data (2025)

The results in Table 4 revealed that stakeholder engagement in assessments has a statistically significant and moderate positive influence on competence-based curriculum implementation in selected secondary schools in Buwama

Sub County, Mpigi District ($\beta=0.417$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings indicate that a unit increase in stakeholder engagement in assessments significantly results into an enhancement in competence-

based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District by 41.7%. The results imply that as stakeholder engagement in assessments increases, it resultantly leads to a progression in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.159, which indicates that stakeholder engagement in assessments explains 15.9% of the total variations in competence-based curriculum implementation and the remaining 84.1% of the variations are explained by other factors. This implies that stakeholder engagement in assessments slightly but significantly influences competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District. Therefore, to improve competence-based curriculum implementation there has to be an enhancement in the stakeholder engagement in assessments in selected secondary schools in Buwama Sub County, Mpigi District.

V. CONCLUSIONS

The study concludes that external stakeholder engagement has a statistically significant influence on competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District in that an increase in stakeholder engagement in training, supervision, and assessments would resultantly lead to an improvement in competence-based curriculum implementation in selected secondary schools in Buwama Sub County, Mpigi District.

RECOMMENDATIONS

The study recommends that the central government or district local government should form boards at district or regional levels comprising educators, parents, community representatives, and experts to oversee and advise on competence-based curriculum implementation which encourages accountability, transparency, and context-specific solutions in secondary schools in Mpigi District.

The study also recommends that the school administrators should organize regular sensitization workshops and meetings to educate parents on the goals, structure, and role of the competence-based curriculum as this will encourage home support for learners' skill development, values, and independent learning, influencing effective implementation in secondary schools in Buwama Sub County, Mpigi District, Uganda.

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