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ICT Application as a Predictor for Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District, Uganda

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Abstract: The main purpose was to inspect the impact of ICT Application upon implementation of new lower secondary school curriculum in selected secondary educational institutions under Nakaseke District's Semuto Town Council, Uganda. These were the purposes specifically; i) To examine the influence of ICT access on implementation of new lower secondary school curriculum, ii) To examine the influence of ICT usage on implementation of new lower secondary school curriculum, and iii) To examine the influence of ICT students' proficiency on implementation of new lower secondary school curriculum in selected secondary schools in Semuto Town Council, Nakaseke District. The examination discovered that ICT access has a positive significant influence on implementations of newer lower secondary school curriculums within selected secondary educational institutions under Nakaseke District's Semuto Town Council. Furthermore, the examination as well discovered that ICT usage had a constructive momentous influence on implementations of newer lower secondary schools' curricula within Nakaseke District's selected secondary schools in Semuto Town Council. This investigation further discovered that ICT students' proficiency has a positive significant influence on implementations of newer lower secondary schools' curriculum within Nakaseke District's selected secondary schools in Semuto Town Council. This investigation settles that ICT application in terms of ICT access, ICT usage, and ICT students' proficiency has a significant influence on implementations of newer secondary lower school curricula in selected secondary educational institutions within Semuto Town Council, Nakaseke District in that an improvement in ICT access, ICT usage, and ICT students' proficiency could resultantly result into an enhancement in enactment of new lower secondary school curriculum within selected secondary schools in Semuto Town Council, Nakaseke District. It's recommended that the government, school management, and other stakeholders should equip schools with reliable internet access, digital devices (computers, tablets), and smart classrooms to be utilized by both student and teachers which would significantly influence implementations of newer lower secondary schools' curricula within selected secondary educational institutions within Semuto Town Council, Nakaseke District, Uganda.

Keywords: *ICT Application, ICT Access, ICT Usage, ICT Students' Proficiency, Implementation of New Lower Secondary School Curriculum, and Secondary Schools.*

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I. INTRODUCTION

➢ *Historical Perspective*

For the past time, Uganda has taken steps in integrating Information and Communication Technology (ICT) within its education system to improve learning plus teaching, making sure that learners attain skills crucial for the digital age. In early 2000s, Uganda began identifying the importances of ICT towards improving education quality leading to the establishment of the National Information Technology Authority (NITA-U) in 2009, and several efforts were made to develop ICT infrastructure and promote its use in schools with key developments such as introduction of computer studies embedded in the curriculum at secondary level (Charles, Song & Khaing, 2022). In 2020, Uganda undertook a major overhaul of the secondary school curriculum to better align with contemporary global education trends, emphasizing the development of practical, hands-on skills. The new curriculum for lower secondary schools aimed to improve digital literacy, among other competencies, to prepare students for the digital economy through introduction of ICT as a core subject and integration of ICT across subjects (Kagambe, Kabasiita, Kisembo & Kasiita, 2024).

➢ *Theoretical Perspective*

This Blended Learning Theory guided the study and this was developed by Bronfenbrenner in 1979. The theory combines traditional face-to-face teaching with online education to create a more flexible, student-centered learning environment (Dziuban, Graham & Sicilia, 2018). In this context, El Meifeng, Guoqing, Zhixian and Jing (2024) assert that the new curriculum for lower secondary education encourages a mix of in-person as well as online learning, where ICT plays a central role. Blended learning allows students to access resources online and complete assignments at their own pace, while also participating in structured classroom activities. This blended approach enhances flexibility, engagement, and learning outcomes since it empowers students to take more responsibility for their learning, as they can access educational content outside the traditional classroom. This theory provides a combination between ICT application and its integration in introductions of revised curricula for secondary lower schools.

➢ *Contextual Perspective*

This investigation was taken amongst designated secondary educational institutions within Semuto Town Council, Nakaseke District examining the influence of ICT Application on introductions of revised curricula for secondary lower schools. This was selected as a result of fewer research that have been undertaken in the town council in accord to ICT Application and implementation of new lower secondary school curriculum. Additionally, Semuto Town Council in Nakaseke District was taken as of the augmented challenges associated with full integration of ICT within the enactment of newer lower secondary curricula including limited infrastructures, teacher training gaps, as well as disparities in access to technology among schools, which limits the effectiveness of ICT integration in a school (National Curriculum Development Centre, 2023).

➢ *Conceptual Perspective*

ICT application refer to the usage of information and communication technological tools, systems, and resources to sustenance and enhance activities such as teaching, learning, communication, management, and administration. In the educational context, ICT application can include the use of devices, software, and internet platforms to facilitate the delivery and consumption of knowledge, improve the learning environment, and increase efficiency in educational practices (Kagambe et al., 2024). Conversely introductions of revised curricula for secondary lower schools refers to aprocess of putting into practice the revised or newly designed educational framework for lower secondary education. This includes the integration of new teaching methods, learning materials, assessment techniques, and subject content that align with the updated curriculum guidelines (Mokoro, 2020). In line with this study, ICT application was abstracted in terms of ICT access, ICT usage, and ICT students' proficiency, while the introductions of revised curricula for secondary lower schools was conceptualized relating to terms of teacher support pedagogy, support services, instructional materials, teaching methods, and continuous professional development among others.

➢ *Statement of the Problem*

The National Curriculum Development Centre (NCDC) in conjunction with Ministry of Education and Sports, introduced a new lower secondary schools' curriculum (Senior One to Senior Three), which emphasized the incorporation of ICT as a core component of education to improve learner-centered education and skill-based learning through integration of ICT in various subjects, inclusion of digital literacy, and ICT teacher training. The incorporation of ICT in introductions of revised curricula for secondary lower schools aims at improving access to educational resources, development of digital literacy skills, support for remote and blended learning, increase teacher professional development so as to enhance teaching and learning (Ministry of Education and Sports, 2018).

Nevertheless, notwithstanding the unsettled developments, there are more challenges in execution of secondary new lower school curricula among secondary educational institutions within Semuto town council in Nakaseke district including fewer infrastructures, teacher qualification gaps, insufficient education materials, insufficient funds and monetary restraints, and unreliable implementation and supervision in a school (National Curriculum Development Centre, 2023). It subsequently gave rise to to slower implementation of new curriculum, unequal learning opportunities, disparities between rural and urban schools, poor lesson delivery as teachers scuffle with current instructional approaches, and lower student participation among others. As a result, it's onto this that this prevailing investigation inspected the impact of ICT Application on implementations of secondary new lower school curricula within selected secondary educational institutions within Semuto Town Council, Nakaseke District, Uganda.

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➢ *Study Objectives*

- *General Objective*

The main objective of the study was to examine the influence of ICT Application on implementation of new lower secondary school curriculum in selected secondary schools in Semuto Town Council, Nakaseke District, Uganda.

- *Specific Objectives*

✓ To examine the influence of ICT access on implementation of new lower secondary school curriculum in selected secondary schools in Semuto Town Council, Nakaseke District.
✓ To examine the influence of ICT usage on implementation of new lower secondary school curriculum in selected secondary schools in Semuto Town Council, Nakaseke District.
✓ To examine the influence of ICT students' proficiency on implementation of new lower secondary school curriculum in selected secondary schools in Semuto Town Council, Nakaseke District.

➢ *Study Hypotheses*

- Ha1: ICT access had a statistical substantial influence upon implementations of secondary new lower school curricula within selected secondary schools within Semuto Town Council, Nakaseke District.
- Ha2: ICT usage had a statistical substantial influence upon implementations of secondary new lower school curricula within selected secondary schools within Semuto Town Council, Nakaseke District.
- Ha3: ICT students' proficiency had a statistical noteworthy influence upon implementations of new secondary lower school curriculum in selected secondary educational institutions within Nakaseke District's Semuto Town Council.

➢ *Conceptual Framework*

The framework ICT Application conceptually and Implementations of Secondary New Lower Schools Curricula.

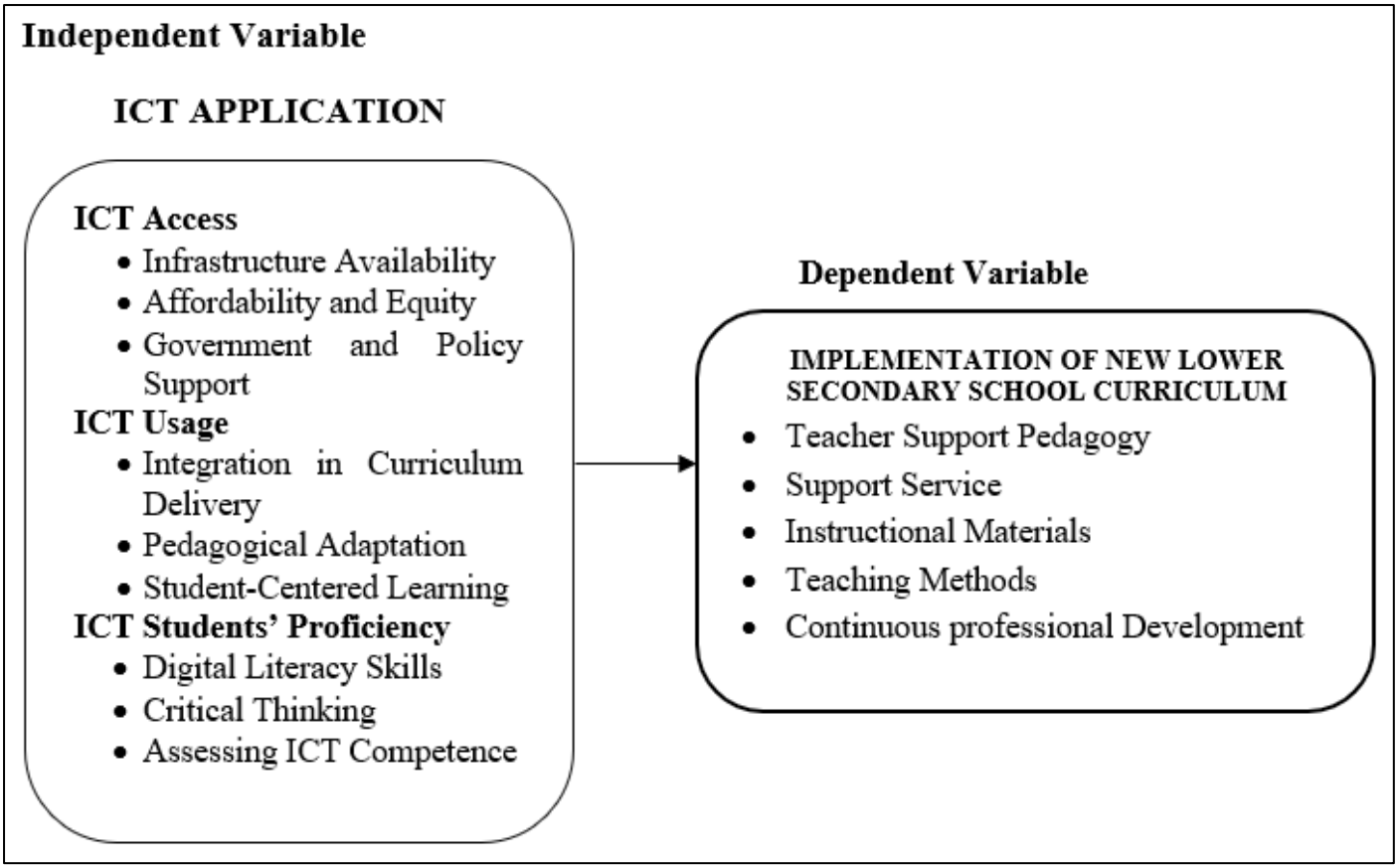

Fig 1 Conceptual Framework

II. LITERATURE REVIEW

➢ *ICT Application and Implementation of New Lower Secondary School Curriculum*

This application of Information as well as Communication Technology (ICT) significantly influences implementations of the new secondary lower school curricula through enhancing teaching and learning, improving administrative processes, and equipping students with essential digital literacy skills. ICT integrations into education framework supports various aspects of curriculum delivery, enabling shifts from methodologies traditionally to more dynamic as well as student-centered approaches (Shan, 2018). Bestowing to Msafiri, Kangwa and Lianyu (2023) ICT

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tools, such as computers, tablets, and interactive whiteboards, allow teachers to present lessons in more engaging and dynamic ways. The lower new secondary schools curricula boosts theuse of technology towards support teaching across subjects.

According to Asiimwe, Conrad and Amanya (2023) ICT application influences the implementation of secondary school curriculum and learning through multimedia and interactive content, access to online resources, and collaborative learning. Teachers can use videos, animations, simulations, and interactive platforms to illustrate complex concepts, making lessons more engaging and accessible. For instance, in subjects like Biology, Chemistry, Physics, and Mathematics, ICT enables the use of simulation to demonstrate abstract concepts that are difficult to visualize in a traditional classroom. Additionally, the authors also posit that students can access e-learning platforms, digital textbooks, and online research tools, enriching their learning experience. This allows them to explore topics beyond the prescribed textbooks, fostering independent learning (Asiimwe et al., 2023).

ICT incorporation towards this curricula implementation necessitates teachers to adapt to new pedagogical practices and tools. Consequently, ICT has a significant impact on teachers' professional development through training and continuous learning, access to global educational communities, as well as assessment and feedback. Teachers receive ongoing trainings upon usage of technology effectively within their teaching. Online courses plus resources provide opportunities for educators to upgrade their skills and stay up-to-date with new teaching tools and methods. (Mbabazi, Micheal & Abiodun, 2022). These writers as well postulate that through ICT application educators can connect with peers nationwide, participate in national forums, and exchange best practices. This nationwide network supports the adaption of teaching strategies and innovation in classroom practices, improving the implementations of the lower secondary new schools' curricula (Mbabazi et al., 2022).

ICT application allows for personalized learning experiences, where students can learn at their own pace and in their preferred style. Technology provides access to learning management systems and educational software that adapt to the needs of individual students. For instance, students struggling with a particular concept can access supplementary resources, tutorials, or practice exercises to reinforce their understanding. In addition, the combination of in-class teaching with online or digital learning options allows for blended learning experiences. This flexibility allows students to access learning materials outside school hours and review content at their own pace improving students' learning outcomes (Mokoro, 2020). Relating towards Namubiru, Kisembo and Kasiita (2024) ICT application significantly influences the lower secondary new school curricula as it allows digitalization of assessments and grading, making it easier for teachers to track student progress and provide immediate feedback. Online quizzes, assignments, and peer assessments are all part of the evolving teaching landscape, enhancing the way teachers monitor and support student learning.

In an investigation through Kagambe et al. (2024) it was realized that ICT integration had a constructive substantial impact on implementation of the Secondary educational institutions in Uganda's Kyaka II Refugee Settlement, utilizing a competency-based curriculum. It revealed that application of ICT significantly influences the implementations of new secondary lower school curricula through nurturing collaborative, supple, and individualized learning practice. The authors argued that ICT application enhances teaching methodologies, supports digital literacy development, and prepares students for the demands of the digital economy (Kagambe et al., 2024). In addition, the scholars also agitate that ICT also improves administrative efficiency and increases student engagement, contributing to the overall success of the new curriculum. Moving forward, ensuring equitable access to ICT resources and continuing professional development for teachers will be crucial in maximizing ICT integration paybacks within the educational system (Kagambe et al., 2024).

Relating towards Mukhula, Manyiraho, Atibuni and Olema (2021) ICT access plays a central role in effective implementations of the lower secondary new schools curricula. Access to Ict resources ensures that both studets and teachers can take full advantage of the curriculum's goals, which emphasizes digital literacy, innovative teaching methods, and 21st-century skills development. The availability of digital tools, internet connectivity, and modern devices influences the way teaching and learning occur, facilitating a more dynamic, engaging, and efficient educational experience. The authors argued that ICT access opens the doors to a wider range of online resources that can supplement traditional classroom learning through digital platforms to access a broader range of content, including up-to-date information and interactive resources which enriches the learning experience, providing students with more learning material than traditional textbooks alone (Mukhula et al., 2021).

III. METHODOLOGY

- *Research Design*

A research designs for cross-sections were embraced joined towards a quantitative tactic. The research designs are basing upon judging an occurrence of particular variable factors in the populace towards a specified time (Kassu, 2019). Thus, it was vibrant towards ascertaining influences of ICT Application on implementations of lower secondary new schools' curricula within Nakaseke District's selected secondary educational institutions in Semuto Town Council, Uganda towards a specified time.

- *Target Population and Sample Size*

The populace ought to be an assembly of society having aspects of concentration from wherein samples are taken (Majid, 2018). This encompassed educators and administrators of several secondary educational institutions taken under Semuto Town Council, Nakaseke District to

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generate a sample. A sample of 60 respondents constituting of 10 school administrators and 50 teachers from three secondary educational institutions selected under Nakaseke District's, Semuto Town Council, was taken to offer the required statistics.

➢ *Sampling Procedure*

Sampling describes the process of selecting sample representatives to this study populace (Singh & Masuku, 2017). Samples for convenience could be utilized by an investigator to obtain responders that took part in this survey. This was used to select educators and administrators in diverse secondary educational institutions selected under Semuto Town Council, Nakaseke District that could be easily accessed and available at school to take part in this survey.

➢ *Data Collection Methods*

- *Questionnaire Survey Method*

This was a methodology used towards gaining statistics from respondents utilizing queries and given prompts (Anokye, 2020). It was vibrant towards gaining undeviating statistics that guarantees comparison of data engaging questions that are organized and quick to understand.

➢ *Data Collection Instruments*

- *Structured Questionnaire*

This ought to be tools utilized to get statistics of study participants comprising closed-end replies to queries whereby responders were obligatory to take one choice (Kuphanga, 2024). These were utilized to get data from respondents comprising of closed-end enquiries plus coded replies directly given towards each participant within the designated educational institutions.

➢ *Data Analysis*

This investigation involved analysis tactics for linear regressions and description towards assessing statistics. Description analysis was involved to scrutinize statistics on participants' demography. So as to examine the influence, analysis for linear regressions were employed to give the empiric confirmation on hypothesis with .05 significance occurrences. Analysis for Linear regressions was imperative within ascertaining strengths of an association amongst consequence variables and predictors' variable factors (Maulud & Abdulazeez, 2020).

➢ *Ethical Consideration*

Before undertaking the study, an introduction memo was attained by an investigator of the department of research at the university that was utilized to attain permission in order to gather the needed data from different schools.

A consent form was filled by the participants as an agreement to engage in the study to ensure voluntary participation.

The researcher sheltered the privacy of actors by warranting discretion of personal information and anonymity.

In addition, all individuals received respect and decency, and their individuality was acknowledged.

IV. STUDY FINDINGS

➢ *Findings on the Respondents' Demographic Characteristics*

This investigation assessed responders' demographics from different secondary schools in Nakaseke District's Semuto Town Council. These conclusions were displayed within Table 1;

Table 1 Respondents' Demographic Characteristics

Demographic Characteristics			
Category	**Items**	**Frequency**	**Percentage**
Gender	Female	27	45.0
	Male	33	55.0
	Total	**60**	**100.0**
Age Groups	25-30 years	8	13.3
	31-35 years	12	20.0
	36-40 years	11	18.3
	Above 40 years	29	48.4
	Total	**60**	**100.0**
Education Level	Diploma	5	8.3
	Degree	48	80.0
	Masters	7	11.7
	Total	**60**	**100.0**
Marital Status	Single	15	25.0
	Married	45	75.0
	Total	**60**	**100.0**
Working Time at the School	1-2 years	9	15.0
	3-5 years	14	23.3
	Above 5 years	37	61.7
	Total	**60**	**100.0**

Source: Field Data (2025)

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Table 1 results show that 33 (55.0%) of respondents are men and 27 (45.0%) are women. These outcomes as well revealed that 29 (48.4%) are aged above 40 years, 12 (20.0%) are aged 31-35 ages, 11 (18.3%) are 36-40 ages, plus 8 (13.3%) are 25-30 years.

Furthermore, the examination findings discovered that 48 (80.0%) respondents have degrees, 7 (11.7%) had a masters, and 5 (8.3%) had a diploma.

The findings also revealed that 45 (75.0%) were married and 15 (25.0%) were single. Further, the findings revealed that 37 (61.7%) had worked for over 5 years, 14 (23.3%) have labored for 3-5 ages, plus 9 (15.0%) have labored for 1-2 years.

➢ *Findings on the Study Objectives*

The subsection presents the deductions comparative to investigative objectives precisely.

Influence of ICT Access on Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District

An investigation sought to inspect an impact of ICT access upon implementations of lower secondary new school curricula within selected secondary educational institutions within Semuto Town Council, Nakaseke District. These outcomes are displayed within Table 2.

Table 2 Regression Findings on the Influence of ICT Access on Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418[a]	.175	.161	.41183
a. Predictors: (Constant), ICT Access				

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.336	.274		12.189	.000
	ICT Access	.256	.073	.418	3.509	.000
a. Dependent Variable: Implementation of New Lower Secondary School Curriculum						

Source: Field Data (2025)

Table 2 outcomes displayed that ICT access possess constructive substantial impacts on implementations of lower secondary new school curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council, (β=.418, P-value=.000) with .05 significance occurrences. Those discoveries indicate that a slight improvement within ICT access directly led to an enhancement within implementations of lower secondary new school curricula within selected secondary educational institutions under Semuto Town Council, Nakaseke District by 41.8%. Results imply that as ICT access improves, this resultantly leads to an enhancement in implementations of new secondary lower schools' curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council.

From these model summaries, coefficient of determination was 0.161, specifying that ICT access explains 16.1% of the total discrepancies in implementations of lower secondary new school curricula within selected secondary educational institutions under Semuto Town Council, Nakaseke District and remaining 83.9% discrepancies are detailed through additional influencers. It infers that ICT access slightly but suggestively impact implementations of lower secondary new schools' curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council. Therefore, to improve an implementation of new lower secondary educational institutions curriculum, there should be an enhancement in ICT access in secondary educational institutions under Nakaseke District's Semuto Town Council.

Influence of ICT Usage on Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District.

This investigation as well sought to inspect the impact of ICT usage upon implementations of lower secondary new school curricula within selected secondary educational institutions under Semuto Town Council, Nakaseke District. These consequences are within Table 3.

Table 3 Regression Findings on the Influence of ICT Usage on Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496[a]	.246	.233	.39368
a. Predictors: (Constant), ICT Usage				
Coefficients[a]				

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Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.105	.274		11.332	.000
	ICT Usage	.320	.074	.496	4.353	.000
a. Dependent Variable: Implementation of New Lower Secondary School Curriculum						

Source: Field Data (2025)

Table 3 consequences displayed that ICT usage possess constructive momentous impacts onto implementations of lower secondary new schools' curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council (β=.496, P-value=.000) with .05 significance occurrences. These specify that a slight improvement within ICT usage considerably results into an enhancement in implementations of lower secondary new school curricula within selected secondary educational institutions under Semuto Town Council, Nakaseke District by 49.6%. These consequences infer that as ICT usage improves, this resultantly led towards an enhancement within implementations of lower secondary new schools' curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council.

From these model summaries, 0.233 determinant coefficient specifying that ICT usage details 23.3% of the total discrepancies within implementations of lower secondary new school curricula under selected secondary educational institutions in Semuto Town Council, Nakaseke District and a remaining 76.7% discrepancies are detailed through additional influencers. It infers that ICT usage substantially influences implementations of lower secondary new school curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council. Therefore, towards improving implementations of lower secondary new school curricula, there had to be enhancements towards ICT usage within secondary educational institutions under Nakaseke District's Semuto Town Council.

Influence of ICT Students' Proficiency on Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District.

An investigation additionally sought towards inspecting an impact of ICT students' proficiency on implementations of lower secondary new school curricula in selected secondary educational institutions under Semuto Town Council, Nakaseke District. These consequences are within Table 4.

Table 4 Regression Findings on the Influence of ICT Students' Proficiency on Implementation of New Lower Secondary School Curriculum in Selected Secondary Schools in Semuto Town Council, Nakaseke District

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482[a]	.233	.219	.39726
a. Predictors: (Constant), ICT Students' Proficiency				

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.695	.381		7.074	.000
	ICT Students' Proficiency	.406	.097	.482	4.192	.000
a. Dependent Variable: Implementation of New Lower Secondary School Curriculum						

Source: Field Data (2025)

Table 4 results revealed that ICT students' proficiency had a constructive substantial impact on implementations of lower secondary new school curricula within selected secondary educational institutions in Nakaseke District 's Semuto Town Council, (β=.482, P-value=.000) with .05 significance occurrences. Those deductions indicate that a minor improvement under ICT students' proficiency led to an enhancement towards implementations of lower secondary new schools' curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council via 48.2%. It infers that as ICT students' proficiency improves, resultantly leads to enhancement in implementations of lower secondary new schools' curricula within selected secondary educational institutions under Nakaseke District's Semuto Town Council.

From these model summaries, 0.219 determination coefficient specify that ICT students' proficiency details 21.9% overall discrepancies in implementations lower of secondary new school curricula within selected secondary educational institutions under Nakaseke District 's Semuto Town Council and a outstanding 78.1% discrepancies are detailed by additional influencers. It infers that ICT students' proficiency substantively and significantly influences the implementations of lower secondary new school curricula in selected secondary educational institutions under Nakaseke District's Semuto Town Council. Therefore, to improve

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implementation of new lower secondary school curriculum, there should be an enhancement in ICT students' proficiency in secondary schools in Semuto Town Council, Nakaseke District.

V. CONCLUSIONS

In conclusion, ICT application in terms of ICT access, ICT usage, and ICT students' proficiency has a significant influence on implementations of lower secondary new school curricula in selected secondary educational institutions under Semuto Town Council, Nakaseke District in that an improvement in ICT access, ICT usage, and ICT students' proficiency would adversely lead to an improved implementations of lower secondary new school curricula within selected secondary educational institutions in Semuto Town Council, Nakaseke District.

RECOMMENDATIONS

It's commended that the government, school management, as well as other investors ought to equip educational institutions with reliable internet access, digital devices (computers, tablets), and smart classrooms to be utilized by both student and teachers which would significantly influence the implementations of lower secondary new school curricula within selected secondary educational institutions in Semuto Town Council, Nakaseke District, Uganda.

It is also recommended that the school administrators and other stakeholders should offer continuous professional development on integrating ICT into teaching such as training teachers on digital pedagogy, online assessment tools, and content creation software which would influence the teachers' performance in implementations of lower secondary new school curricula in Uganda's selected secondary educational institutions under, Nakaseke District's, Semuto Town Council.

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