BUSITEMA UNIVERSITY
Pursuing Excellence

P.O. Box 236, Tororo, Uganda
Gen: +256 - 45 444 8838
Fax: +256 - 45 4436517
Email: info@adm.busitema.ac.ug

www.busitema.ac.ug

THE RELEVANCY OF THE COMPETENCE BASED LOWER SECONDARY SCHOOL CURRICULUM IN SHAPING STUDENTS' ATTITUDE IN MATHEMATICS IN ENTEBBE CITY IN UGANDA.

Ochwo Joseph

BU/UP/2018/3509

ochwojosephhh@gmail.com

Supervisor

Dr Asaph Keikara Muhumuza (Ph.D.)

A RESEARCH REPORT SUBMITTED TO THE MATHEMATICS DEPARTMENT IN THE PARTIAL FULFILMENT FOR THE AWARD OF A BACHELOR DEGREE IN SCIENCE AND EDUCATION AT BUSITEMA UNIVERSITY.

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DECLARATION

I declare that this research report is entirely my own initiative except where acknowledged, and that it has never been submitted before to any other higher institution of learning, college or university for any award.

Name: OCHWO JOSEPH

Signature: .....

Date: 08/APRIL/2023

APPROVAL

This dissertation has been submitted for approval of the University supervisor

Sign .....

Date 11/04/2023

Dr Asaph Keikara Ahumuza

DEDICATION

This report is dedicated to my beloved parents Mr. Omukaga Alfred and Mrs. Omukaga Janet for their tireless financial support and belief in me. Special thanks go to my beloved brother Owere Moses and Ochieng Raphael and my uncle Mr. Masinde Joram for their financial support as well as my supervisor **Dr Asaph Keikara Muhumuza**, my lecturers and course mates. It is through your love, support, guidance and encouragement that I have been in position to achieve this goal

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First, I thank the Almighty God for sustaining my life and seeing me through this course at the university. I would not have achieved all that I have done without His mercy, grace favor and provision.

I extend my sincere appreciation to my supervisor Dr. Asaph Keikara Muhumuza for his high level of devotion, patience, monitoring, and parental guidance that he has afforded to me right from the inception of this study to its conclusion without which this couldn't be a success.

I feel overwhelmed with indebtedness to my family most especially my beloved brother Owere Moses because if it wasn't for his support all this wouldn't be successful. Furthermore, I appreciate the effort of my siblings, relatives and friends for the love, support, guidance, encouragement and assistance during the course.

Finally, I would like to extend my gratitude to my fellow course mates and friends for their encouragement and support throughout my study at Busitema University.

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LIST OF ABBREVIATIONS AND ACROYMNS

NCDC- National Curriculum Development Centre

MoES- Ministry of Educational and Sports

SNE- Special Needs Education

IE- Inclusive Education

ESSPs-Education Sector Strategic Plan

NRM-National Resistance Movement

UNESCO-United Nations Educational, Scientific and Cultural Organization.

ABSTRACT

The general objective of the study was to investigate the goal of the new lower secondary school curriculum in shaping students attitude towards mathematics performance and specific objectives were to identify the best instructional method ,to identify the best instructional and teaching methodology that can intrinsically motivate students towards mathematics ,to establish the impact of new lower secondary school curriculum on students' self-confidence towards mathematics, establish the advantages of the mode of assessment of the new lower secondary school curriculum in terms of the usefulness of mathematics.

From the findings 52.8% of the respondents agreed that the new lower secondary school curriculum is helping in shaping students' attitude towards mathematics in Entebbe city and the study also revealed that 38.5% of the respondents disagreed that the new lower secondary school curriculum does not help in shaping students attitude towards mathematics and 8.7% of the respondents did not know whether the new lower secondary curriculum is helping in shaping students attitude towards mathematics or not.

The study recommends that under this new curriculum, mathematics concepts must be directed towards solving real life problems such that students realize the usefulness of mathematics in their lives. The study also recommends that mathematics teachers should be audible enough, friendly, approachable and give students time.

1.0 CHAPTER ONE

1.1 INTRODUCTION

The new lower secondary school curriculum can be briefly defined as the type of curriculum that focuses on competence (what learners are able to do) rather than the old curriculum whose emphasis was basically what learners know about the subject content

In addition, the new lower secondary school curriculum actually relates the subject content to its application in solving the real-world problems like sequencing in mathematics can be applied in real life in hierarchy of authority like from local council one-local council two… up to local council five in that respective manner

1.2 BACKGROUND

In accordance to the National Curriculum Development Centre (NCDC) a body responsible for curriculum design, assessments ,review and implementation, the reform steps that culminated into the new curriculum for lower secondary school was behind the high need for "A holistic Education for personal and national development" and because of cognizance of the curriculum, Assessment, Special needs and inclusive Education (SNE and IE), Instructional materials development, guidance and counselling, inspection and teacher support programs. The NCDC still identified the ongoing Education system as observed in the products of the curriculum was not enough and also out of fashion in argument that it relied more of its attention and values on subject content at the expense of students' acquisition of marketable skills, transferable skills and desired competencies.

Based on recommendations from the 1992 Education White Paper, the NCDC echoed a need for a 'radical shift within the secondary education sub- sector from a curriculum that was initially

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