
**THE CHALLENGES OF THE NEW COMPETENCE BASED CURRICULUM
IN TEACHING AND LEARNING OF MATHEMATICS AMONG
SECONDARY SCHOOLS IN TORORO DISTRICT**

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DECLARATION

I EMURIA JOSEPH MARTIN declare to the best of my knowledge that this research report is my original work and has never been submitted before for an academic award grant of any institution. However, other people's work has been quoted in this report in review of literature but this has been duly referenced.

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APPROVAL

This research report has been prepared under my supervision upon appointment by Busitema University.

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Signature ... *Rebecca Nalule* ... date ... *24/05/2023*

DEDICATION

This work is dedicated to the almighty God for always giving me the gift of life, my lovely Parents Mr. Oteba Geoffrey Omoding and Mrs. Kayendeke Cecilia, My beloved supervisor Dr Rebecca Nalule, My beloved brother Oteba Eric thanks for

always standing with me whenever financial crisis arose. My brothers and sister Omiot Harbert, Oteba Brian, Ojangole Jude and Amoit Caroline not forgetting my very close friends of Busitema university who stood with me morally, spiritually, financially and in whatever form I can't mention all the names but may the almighty God bless you abundantly. Thanks for your tireless advice and support towards my success.

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Abstract

This report critically discusses the findings from a study of challenges faced in the execution of the new competency based curriculum in the teaching and learning of mathematics. From the study, this report then gives the analysis of the challenges faced by teachers, parents, students, stakeholders in the implementation of this CBC. This now gives a general analysis of the challenges faced in the execution of the

competency based curriculum in the teaching and learning of mathematics among secondary schools in Tororo District and the possible recommendations which can be inform of either solution towards the main challenge. Shifting it aimed at equipping mathematics students, Teachers with knowledge, abilities, skills, values and attitudes needed in school and various disciplines of work as a very important aspect in the mathematical arena. However the shift from knowledge based to learner centered education has lacunas and catastrophes involved but it's not limited to insufficient organization on the part of the stakeholders, bad attitude of teachers, insufficient resources, and High number of students in classes that hampers the study of mathematics among others.

CHAPTER ONE

1.0 INTRODUCTION

A learner centered curriculum (CBC) is a curriculum that looks at what learners are required to do rather than only focusing on what they are required to know. In general, learner centered curriculum is competency based and flexible to the changing requirements of students, teachers, and society.

In Uganda's arena, the learner centered Curriculum was integrated into the thematic curriculum, which was put to work in 2007 for primary one (Altinyelken, 2010). Thematic Curriculum is a curriculum where the content is arranged around common topics to the learners, the thematic curriculum was formulated having the following principles in mind: the use of themes/topics instead of departmentalized subjects; the use of original language or local language as a bridge of instruction; the class teacher system; using of low-cost instructional materials or free cost instructional materials; and continuous assessment. In 2010, thematic curriculum transformed to Transitional Curriculum in Primary Four.

This document looked at the actual scenario on the ground as regards implementation of learner centered curriculum, the, problems and finally the recommendations of what could be taken necessary to the realization of the desired curriculum change. It was understood by various researchers that the learner centered Curriculum approach is imperative in assisting Students of Mathematics in increasing their understanding of abilities and skills, acquisition of knowledge and self-confidence development in problem solving. In other words it's looked at as a strategy which increases students' academic performance (Mkonongwa, 2018).putting into consideration that the government of the republic of Uganda via the National Curriculum Development Centre (NCDC) transformed the lower secondary school curriculum into being the Learner centered Curriculum. This aimed at providing school graduates with enough knowledge, abilities and skills for most of them to able to navigate smoothly both academically and socially in the world of

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