SECTION C

IMPLEMENTING THE NEW CURRICULUM ON THE INFRASTRUCTURE OF SECONDARY SCHOOLS. A CASE OF TWO SECONDARY SCHOOLS IN LUBAGA DIVISION, KAMPALA

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ABSTRACT

This research was carried out to find out how some secondary schools in Lubaga division, Kampala district have made endeavors to create infrastructures which are required to facilitate the operations of the new lower secondary curriculum. The authors used a descriptive cross sectional survey design and it was found out that schools are still using structures that which were being used by the teacher centered curriculum

It was concluded that in this state of fairs, teachers will find it Cumbersome to easily implement the new curriculum. It was recommended that the administrators of schools should endeavor to create structures which the new curriculum requires.

INTRODUCTION.

Entering the 21st century, the wave of globalization is felt to be strong and open, as is the demand for education in life. The progress of this era has a big impact on life. In addition, the quality of education is required to be able to compete with and meet the needs of life. It describes the abilities needed in life in the 21st century: 1) skills to learn and make innovations; 2) ability to work and survive 3) the ability to obtain information through media, and access technology (Anthony, M., & Pa-Alisbo, 2010). So, to achieve this needs supporting infrastructure facilities as part of supporting needs in the era of globalization.

The procurement of school infrastructure must be pursued through educational institution policies. Through school infrastructure that ensures that it is able to facilitate student learning. Learning in the classroom and outside the classroom can run optimally, especially by supporting teachers and students in learning.

Some experts revealed that student learning activeness consists of students' physical and psychological involvement. This is because the existence of student learning activities can later increase academic involvement. Active learning is intended to be able to help students to be active during learning, so as not to be passive. Students are said to be active because the physical part and mind are involved in the learning process. Increased academic involvement invites students to take part in the process of improving their intellect, while at the same time being closely related to the emotional and comfort that is built in the classroom (Wandberg & Rohwer, 2009).

Active learning as a teaching method in schools, students take part in learning. Active learning emphasizes that the teacher in his role has an influence on the activity carried out by students in the teaching and learning process in school. This can foster the activeness of students and teachers in packaging and managing learning to provide support so that students can be active in the learning process (Hyun, Ediger, & Lee, 2017).

Statement of the Problem.

For learning to be effective all necessary infrastructure should be put in place and as the government rolled out the new lower secondary curriculum. That requires more of learner engagement.(Ministry of education circular standing 2019).The government of Uganda and various secondary schools have put in place a number of infrastructures for example, provision of enough desks, provision of classrooms, installation of internet services through different initiatives and further providing guidelines for private institutions to register.

Despite all those efforts and the requirements of the effective implementation of the new lower secondary curriculum, the situation has remained as it was before. It is on the above ground that the researchers intend to find out the relationship between infrastructure and the effective implementation of the new lower secondary curriculum.

General Objectives

The general objective was to find out the relationship between infrastructure and the implementation of the new lower secondary curriculum

Specific Objectives

The study was guided by the following objectives

a) To establish the effect of infrastructure on effective implantation of the new lower secondary curriculum in Lubaga division Kampala district

b) To investigate the relationship between infrastructure on effective implantation of the new lower secondary curriculum in Lubaga division Kampala district

METHODOLOGY

Research design

The researchers used descriptive cross-sectional survey design that picked only some representative sample across the study population. The study was carried out for a short period of time without any further follow up of participants (Amin, 2005). The fact that the design is economical and allowed rapid data collection with ability to understand a population from a representative of the population justified its use (Amin, 2005). Both Quantitative and qualitative research approaches were applied to ensure clear explanation and interpretation of data and in-depth investigation of the problem that gave elaborate results (Creswell, 2002). The quantitative approach was used to understand meanings of statistics and numbers for deeper analysis, interpreting, presentation of the findings (Creswell, 2003). Descriptive statistics (frequencies, percentages) were used to describe how many times a certain score occurs in that presentation and conclude on the population from which the sample was collected. Inferential statistics using Pearson Correlation Coefficient tested the hypothesis (Saragih & Andarini, 2019). While qualitative approach provided firsthand information and related the idea of teacher motivation and learner academic

performance to a wider context (Eyisi, 2016), including coded and textual information for better interpretation of the findings (Elliot, 2018).

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Response Rate

According to Glaser (2011) the response rate is defined as a mathematical formula computed by researchers into a tool to make sense of the success rate of a completed survey, it is the percentage of people in the sample who actually respond. Response rate is often used as the primary measure of quality and validity for data collected through surveys and questionnaires (Mellahi & Harris, 2016). For this study, a total of 80 questionnaires were administered however 70 were duly filled and returned giving a response rate of 87.5%. The response rate was considered admissible given the recommendations by Kothari (2011) who suggests that a response rate of above 70% is deemed to be very good.

Table 3.1: A table showing the response rate

Category	**Total population**	**Total number of respondents**	**Females**	**Males**	**%**
Head teachers	2	2	1	1	100
Class teachers	12	12	6	6	100
Teachers	71	56	32	24	78
Total	**85**	**70**	**39**	**31**	**87.5**

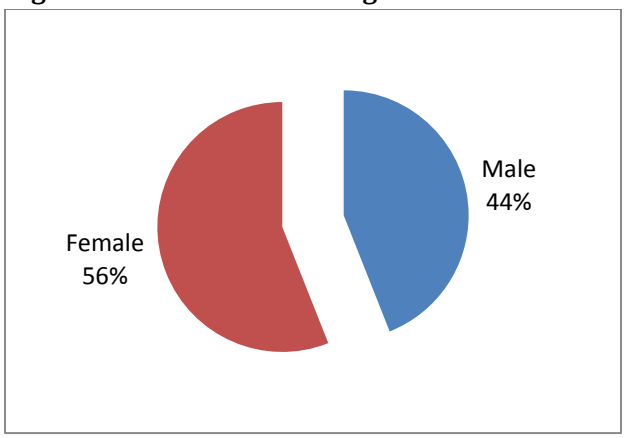
Background Information of Respondents

Data on background information of respondents was collected because it may have influence Infrastructure on the implementation of the new lower secondary curriculum in Kampala district. Background data included gender, age category, highest level of education, and years served in the school.

Gender

The study sought participation from respondents without gender bias and so it was important to capture data on gender characteristics of study participants. The results are presented in figures.

Figure 1 A Pie Chart showing Gender distribution of Respondents



Source: Primary Data, 2023

Figure 4.1 results indicate that the majority 56% of respondents were female while 44% were male. This showed that there were more females employed in the secondary Schools that participated in the study compared to the males. However, the researcher ensured that responses were drawn from both male and female without bias.

4.2.2 Age Bracket

Age can be a key determinant of the quality of responses from study participants. Hence it was important to collect data on age characteristics of study participants as showed in table 4.1 below.

Table 1: Showing Age characteristics of respondents

	Age	Frequency	Percent	Valid Percent
Valid	< 25 years	12	16	16
	25-34 years	25	33	33
	35-44 years	18	24	24
	45-54 years	11	15	15
	55+ years	09	12	12
	Total	**75**	**100.0**	**100.0**

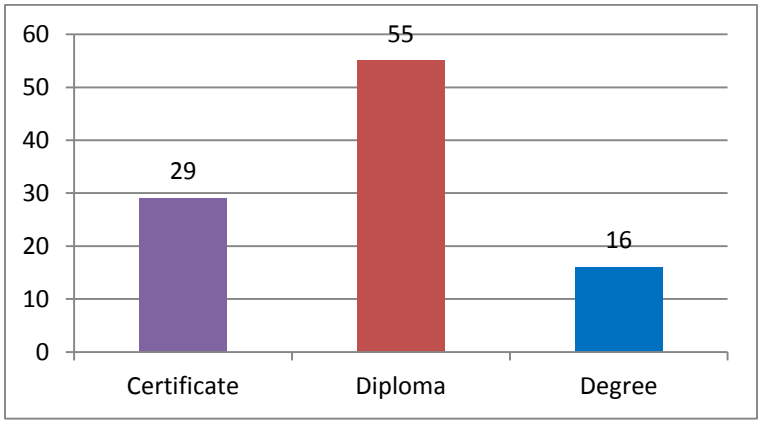
Source: Primary Data (2023)

Table showed that 33% of the respondents were in the age bracket of 25-34 years, 24% in the age bracket of 35-44 years, 16% were below 25 years, 15% were between 45-54 years while 12% were in the age category of 55 and above years. The results imply that all study respondents were adults in position to give informed responses.

Highest Education Qualification

Study participants' level of education can also have a bearing on how they interpret and respond to the questions. Hence it was important to collect data on participants' level of education. The results are presented in figure 4.2 below;

Figure4.2: Showing Age characteristics of respondents



Source: Primary Data (2023)

4.2.4 Years Served in School

Here the researcher wanted to know how long study participants had served in respective secondary Schools. Respondents with a long working experience may have a good understanding of the subject under study than those with a shorter working experience. The results are presented in Table 4.2 below;

Table 2 Showing Years Served in School

Years	Frequency	Percent	Valid Percent

Valid	< 3 years	13	17	17
	3-6 years	27	36	36
	7-10 years	23	31	31
	10+ years	12	16	16
	Total	**75**	**100.0**	**100.0**

Source: Primary Data (2023)

Table 2 results indicate that 36% of the respondents had served their secondary school for 3-6 years, 31% for 7-10 years, and 17% for less than 3 years while 16% had served their school for above 10 years. The results imply that the majority of study participants had good work experience of above 3 years and thus in position to give informed responses on infrastructure on the new lower secondary curriculum in Lubaga division, Kampala district.

Presentation of Findings

This section presents both descriptive and inferential findings on infrastructure on the new lower secondary curriculum in Rubaga division, Kampala district. it further presents the information (qualitative) from the interviews and answers the hypothesis statement. Questionnaire items were rated on a Likert scale (1-5) requiring respondents to show their level of agreement/disagreement. The mean scores less than three (<3) reveals disagree in responses and the scores above three (>3) reveal agree in responses. Standard deviation scores less than one (<1) reveal communalities in responses and the scores above one (>1) reveal divergences (varying responses). Lastly, both agreed and strongly agreed were combined to represent agreed scores and both disagreed and strongly disagreed were combined to reflected respondents that disagreed.

To establish the effect of infrastructure and the implementation of the new lower secondary curriculum in Lubaga division, Kampala district.

Objective one: To establish the effect of infrastructure and the implementation of the new lower secondary curriculum in Lubaga division, Kampala district,as measured using a number of questions with following responses obtained in return (Table 4.3).

Table 3 Descriptive Results on the effect of infrastructure and the implementation of the new lower secondary curriculum

Questionnaire item	**N**	**Mean**	**Std. Deviation**
Desks are comfortable at school.	75	3.27	1.05
Are learners comfortable with the desks and tables used	75	2.59	1.17
Additional desks were introduced to implement the curriculum?	75	2.80	1.31
Teachers manage learners using the available infrastructure	75	**2.77**	1.26

Source: Primary Source, 2023

On whether desks are comfortable at school the majority agreed to the statement. This implied that school administrators in Kampala district understood the implications of infrastructure on the effective implementation of the new lower secondary curriculum such schools perform extremely well in different forms of assessment for example national examinations.

On whether administrators recognize teachers for their work done, a mean score of 2.59 implies that the majority of study participants were in disagreement with the statement. This implies that head teachers in some secondary schools do not care much whether teachers meet performance targets or not. Such laxity may explain the discrepancy in performance levels between some secondary schools

When asked whether teachers manage learners using the available infrastructure at school, a mean value of 2.77 implies the majority disagreement. This may be so because teachers can easily manage learners using the available infrastructure. Respondents also showed agreement to the statement that teachers are occasionally praised for the work well done (mean=3.37). This means that administrators always recognize the work done by teachers occasionally.

Correlation Analysis

Hypothesis one of the study stated that "There is a significant relationship between infrastructure and the effective implementation of the new lower secondary curriculum..." Pearson Correlation analysis was conducted to test the hypothesis. The results are presented in table 4.4 below;

Table 4 Correlations

		Motivational practices	Students Performance
Motivational practices	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	75	75
Students performance	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 results indicate that the correlation coefficient between infrastructure and the implementation of the new lower secondary curriculum is positive (r= 0.726**) and significant (p-value<0.000) at 5%.

Therefore, the null hypothesis that there is no significant relationship between infrastructure and the implementation of the new lower secondary curriculum was maintained.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Effect of infrastructure on effective implementation of the new lower secondary curriculum.

The study results indicated that there is a positive significant relationship between infrastructure and effective implementation of the new lower secondary curriculum schools in Kampala district.

Discussion of Findings

Effect of infrastructure and on the effective implementation of the new lower secondary curriculum in secondary schools in Lubaga Division, Kampala district From the results of the study, it was observed that there is a significant relationship between infrastructure and on the effective implementation of the new lower secondary curriculum ($r= 0.726^{**}$, p-value<0.000).

In general, infrastructure facilities are interpreted as a central point in a community's social development. Infrastructure facilities are the drivers of the overall activities carried out by the community. This shows that infrastructure is a very influential part of support, especially in various activities. As a follow up to the influence of facilities and infrastructure, the output can be seen from how a system is able to run well, because the support of system activities is based on how the infrastructure works optimally in accordance with its portion (Stevens, 2006).

It was also discovered that schools faced a number of challenges while implementing the new lower secondary curriculum and they included; financial constraints, hardships in timetabling the many events required by the curriculum and over flooding of classrooms that makes it hard for teachers to manage classrooms

In the world of education, infrastructure facilities are identified as one of the effects of the results of an education. The main factors that have an impact on educational goals are curriculum, teacher quality, public relations, and school organization (Keating, 2003).

School infrastructure facilities have an influence on student teaching and learning activities, for example, the state of the classroom which is part of the school building when in good condition will support the continuity of learning. Students will feel comfortable, excited and facilitated in the learning process (Lawanson & Gede, 2011). So in this case, the mechanism of control of facilities and learning infrastructure is very necessary in order to judge optimizing the management of the existing infrastructure (Pearson & Thomas, 2010).

From the various explanations of the experts above, it can be concluded that educational facilities and infrastructure are facilities to support the learning process to run optimally, especially in achieving learning objectives. If the infrastructure provided is not adequate, then later students will become less enthusiastic and less interested which can affect the activity of students in following the learning process.

CONCLUSION.

There is a positive significant relationship between infrastructure and the implementation of the new lower secondary curriculum.

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