

## Implementation of the Competence Based Curriculum Activities of Integration and Group Activities on Teachers' Performance: A Case of Public Secondary Schools in Mbale District, Uganda

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### ABSTRACT

*The study focussed on assessing the Implementation of Competence Based Curriculum Activities of Integration and Group Activities on Teachers' Performance in Public Secondary Schools in Mbale District, Uganda. Using a Cross sectional survey design with both quantitative and qualitative research approaches, a sample of 231 respondents was selected based on census and random sampling techniques. Both qualitative and quantitative data were collected using closed ended questionnaires and oral interview guides and data was analysed using descriptive statistics and Regression analysis while content method was used to analyse qualitative data. The study discovered that, activities of integration has a moderate significant influence on teachers' performance ( $\beta = 0.573$ ,  $p = 0.000 < .05$ ), and group activities has a strong statistically significant influence on teachers' performance ( $\beta = 0.602$ ,  $p = 0.000 < 0.05$ ). The study concluded that, competence-based curriculum activities of integration and group activities are vital in enhancing teachers' performance. The study recommended different stakeholders, that is to say, Government of the Republic of Uganda through the Ministry of Education and Sports, District Education Department and school administrators to provide mentorship, and resources in order to empower teachers in their roles so as to enhance teacher performance in government aided secondary schools in Mbale City.*

**Keywords:** Competence Based Curriculum, Activities of Integration, Group Activities, Teachers' Performance, Public Secondary Schools and Mbale District



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## INTRODUCTION

Activities of integration are assessments used in the new Ugandan lower secondary curriculum to evaluate a student's ability to apply knowledge and skills learned in a specific topic or chapter. These activities, often conducted at the end of a chapter, aim to gauge a learner's understanding and mastery of the material, (Tran & O'Connor, 2024). They also help identify areas where students might need further support and contribute to the overall assessment of their learning. These include; Curriculum Alignment- these activities are directly linked to the syllabus and learning outcomes outlined for each subject and topic. Teachers are expected to design these activities based on the specific content and competencies covered in each chapter, Assessment- activities of integration often involve students completing a task or solving a problem that requires them to apply their knowledge, (Ndabaga et al. 2023). For example, they might be asked to write a letter, analyze a scenario, or solve a mathematical problem related to the chapter's content, Grading and Contribution- scores from activities of integration contribute to a student's overall grade or performance assessment. In the new Ugandan curriculum, these activities may contribute to a specific percentage, for example 20% towards the final grade, with the remaining portion coming from end-of-cycle or term assessments, (Muwanguzi et al., 2023). Therefore, teachers are responsible for creating these activities and developing corresponding assessment grids. These grids often outline criteria like relevance, accuracy, coherence, and excellence to evaluate student responses.

On the other hand, Group activities can positively impact both student learning and teacher performance. When effectively implemented, group work fosters collaboration, improves communication skills, and encourages deeper understanding of subject matter, (Amal & Eman, 2025). Therefore, by observing student interactions and problem-solving approaches in group settings, can provide valuable insights into students' learning processes and understanding, encourage teachers to explore diverse teaching strategies and adapt their approaches based on student needs and responses, teachers can also benefit from group activities by gaining insights into student thinking, adapting their teaching strategies, and experiencing a more dynamic classroom environment. Group work can create a more dynamic and interactive classroom environment, making teaching more enjoyable and rewarding for educators and collaborating with colleagues in group-based professional development activities can enhance teachers' knowledge, skills, and overall performance, (Ponomarioviené, 2025). However, Group work requires careful planning, clear instructions, and effective facilitation to ensure that all students participate and benefit from the activity, teachers need to be prepared to address issues like unequal participation, conflict among group members, or off-task behavior, evaluating group work can be challenging, and teachers may need to use a variety of assessment methods to gauge individual contributions

and overall group performance. Therefore, by carefully considering these factors and implementing group activities effectively, teachers can harness the benefits of collaborative learning to enhance both student learning and their own professional performance, which is the focus of this study, (Amal & Eman 2025). Therefore, Competency Based Curriculum (CBC) is an approach to education that focuses on the acquisition of skills, knowledge, and attitudes that are relevant and applicable to real-world situations. According to Mansur et al., (2023), the CBC aims to develop learners who are not just knowledgeable, but also capable of applying their knowledge and skills to solve real-world problems, (Mubaraka et al., 2023). CBC is designed to shift the focus of education from a content-centered approach to a skills-centered approach, McTighe, (2021), thus emphasis is placed on learner agency, self-direction, and self-evaluation.

CBC is based on a set of competencies that are predetermined and aligned with the needs of the society, McTighe, (2021). These competencies are meant to be measurable, observable, and achievable by learners, Nyikadzino, (2023). The CBC is also designed to be flexible, allowing learners to progress at their own pace. The emphasis is on the mastery of competencies, not on the amount of time spent in the classroom. As Toom, (2017), notes, the CBC allows for a variety of teaching and learning approaches that encourage learners to be more active and engaged in the learning process. Overall, the CBC is seen as a promising approach to education that has the potential to better prepare learners for the challenges of the 21st century.

Teacher Performance refers to teacher behaviour in the process of teaching and learning, (Duze, 2012). Also, Mansur et al., (2023) define teacher performance as the effectiveness and competency of a teacher in fulfilling their responsibilities and duties in the classroom. In the essence, Gistituati, (2017) understood teacher performance as how well a teacher performs their duties and responsibilities in the classroom. This includes their ability to effectively plan and deliver lessons, manage the classroom, engage and motivate students, assess student learning, and collaborate with colleagues and parents. Teacher performance is often evaluated through observations, student feedback, student achievement data, and other forms of assessment, (Cohen & Goldhaber, 2016; Kathleen & Dustin, 2020). High teacher performance is typically associated with positive student outcomes and academic success, (Burroughs et al., 2019; Canales & Maldonado, 2018).

Ideally, the performing teachers are expected to regularly conduct lessons as timetabled, prepare their lessons effectively, possess adequate mastery the lesson contents, attend school regularly, build conducive classrooms favourable for learning, assess learners based on agreed up on assessment frameworks and so on, consequently providing students with skills, knowledge and values to work in and provide the necessary services required in the field of

employment, (Oppong-Gyebi et al., 2023). Teacher performance can be enhanced through the implementation of competence-based curriculum in schools. As result, Ministry of Education (MoES) through National curriculum Development Centre (NCDC) reviewed the Lower Secondary Curriculum with the aim of providing a learning environment, opportunities, tasks, and instructions that promote in-depth learning by centring the learner in process of teaching and learning. Accordingly, government aided secondary schools in Mbale city adopted the revised curriculum and teachers adopted pedagogies such project work, group work and forms assessment such as activities of integration. Despite this reform, the level of teachers' performance remains unsatisfactory in government aided secondary schools in Mbale city. The schools' inspection Report of the department of education of Mbale city in 2019 revealed that there is ineffective lesson preparation, dodging of lessons by teachers in schools and also scanty assessment of students. If this problem continues the students' acquisition of values, knowledge, skills, and attitudes vital for their social and economic development shall continually be hampered raising the quality of Education offered by the government aided secondary schools. In view of that, extenuation measures are straightaway needed to curtail the unacceptable levels of teachers' performance in government aided secondary schools in Mbale city. Though, a number of factors may perhaps explain for the unacceptable levels of teachers' performance in government aided secondary schools in Mbale city, the most salient could be competence-based curriculum. So, this study sought to establish the influence of competence-based curriculum Activities of Integration on teachers' performance in public secondary schools in Mbale city.

### **Activities of Integration and Teachers' Performance**

Integrated learning allows teachers within, or across disciplines to help learners see how their learning in one subject relates to learning in another. An activity of integration is a school-based category of assessment that is conducted at the end of each chapter that a teacher has taught, (Boateng et al., 2023). If a teacher covers for instance 3 topics (chapters) in a subject in a given term, this means that at the end of each topic/chapter, the teacher should give the learners an Activity of Integration. In other words, last activity that aims at checking or evaluating the learner's ability or level of achievement acquired in a given chapter or topic. This learner ability or level of achievement is evaluated in line with the competencies stipulated in the chapter, (Addai-Mununkum & Setordzi, 2023). Consequently, assessment is very important as it helps the teachers check the level learner achievement in a chapter, establish whether the learner is progressing well, and know how to help the learner by reacting to their learning demands in line with the competency. It is been indicated activities of integration allows teachers to gain a deeper understanding

of their students' learning needs and progress, (Drake & Reid, 2018). Implying that regularly assessing students' understanding of the material, teachers can identify areas where students are struggling and adjust their teaching strategies accordingly. This helps teachers tailor their instruction to better meet the needs of their students, leading to improved learning outcomes and teacher performance. Benton and Young, (2018) also argued that assessment inform of activities of integration provides valuable feedback to teachers about the effectiveness of their instructional methods. By analyzing the results of formative assessments, teachers can evaluate which teaching strategies are most successful in promoting student learning and which may need adjustment. This reflective practice enables teachers to continually improve their instructional techniques, ultimately enhancing their job performance.

Similarly, Dayal, (2021) opined that activities of integration promote a culture of continuous improvement within the classroom. By regularly monitoring student progress and adjusting instruction as needed, teachers demonstrate a commitment to on-going professional growth. This dedication to refining their practice can positively impact teacher job performance by fostering a sense of efficacy and accomplishment. In the same line, Boud et al. (2023) revealed that that assessing students through activities of integration can contribute to a more positive classroom environment. Suggesting when students receive timely feedback on their learning, they are more likely to feel supported and motivated to succeed. As a result, teachers may experience improved classroom dynamics and student behaviour, which can enhance their overall job satisfaction and performance. Whereas the above scholars have tried to link activities of integration to teacher performance, their arguments however, lack empirical evidence hence need for the current study to fill such gap.

See, (2014) conducted research into classroom assessment practices of secondary school teachers in Arusha District, Tanzania. A questionnaire created for this purpose was distributed to teachers who participated in the 2013 Leaving Certificate classification. A total of 4,160 questionnaires were completed and returned. Descriptive statistics were used for data analysis. The findings also suggest that teachers are overwhelmed with a heavy teaching load, making it difficult for them to effectively use assessment strategies such as activities of interaction that could provide a comprehensive picture of student learning and this impacted negatively teacher performance. This reviewed study however, presents contextual and methodological gaps. The study was carried out in secondary schools in Tanzania whose context differs from that of the secondary schools in Uganda. The study also relied only on the views of the teachers to arrive at the conclusion and yet the views of head teachers that this current study hopes to integrate with those of the teachers are necessary for better conclusions.

Menéndez et al. (2019) studied the importance of the formative assessment in the teaching learning process in the technical education unit in the city of Pedernales. Within

the methodology, analytical, and research methods were utilized. The students were the respondents and the questionnaires were the main tool for data collection. The findings of the study revealed that formative assessment improves the school performance of the students and it was used as strategy to promote collaboration between teachers and positively influenced their performance. Whereas this previous study links formative assessment to teacher performance, content, contextual and methodological gaps exist. The study did not directly link the concept of activities of integration to teacher performance. The context of the study is technical schools in the city of Pedernales that is completely different from the setting of the secondary schools in Uganda that the current study is to be conducted. The study also solely collected the views to the students to arrive at the findings. These gaps necessitate the current study to close them.

### **Students' Group Activities and Teachers' Performance**

The ways that education is taught and learned in schools are evolving. In the contemporary era of pedagogical innovation and change, active learning has gained significant attention, Ashu, (2025). To improve student learning, there is a significant transition occurring in educational practices from teacher-centered to learner-centered. Consequently, group work and collaborative learning are emerging as important pedagogical approaches. Students' group activities can have a significant impact on teachers' performance in the classroom. Amerstorfer et al. (2021) opined that when students engage in group activities, they are able to collaborate, communicate, and problem-solve, which can lead to a more dynamic and interactive learning environment. This, in turn, can positively influence teachers' performance by fostering a more engaged and motivated student body. Additionally, Chiriac & Granström, (2012) indicated group activities provide teachers with valuable insights into their students' individual strengths and weaknesses, allowing them to tailor their instruction more effectively and promote a sense of community and cooperation among students, which can contribute to a more positive classroom atmosphere. However, it is essential for teachers to effectively manage and facilitate group activities to ensure that they are productive and beneficial for all students involved, (Baines et al., 2016).

Forsell et al. (2021) presents that group activities necessitate a shift in assessment practices, challenging teachers to evaluate student learning in more nuanced and holistic ways. Implying that teachers must design assessment criteria that account for both individual contributions and group dynamics, fostering a culture of accountability and mutual support. Adopting strategies, such as peer evaluations, self-assessments, and rubrics, enable teachers to provide timely feedback, monitor student progress, and identify areas for intervention and this positively affects their performance. McTighe, (2021) and McTighe et al. (2020) opined that, by actively involving

students in group tasks and projects, teachers can create a dynamic learning environment where students are motivated to participate, share ideas, and collaborate with their peers. This increased engagement not only fosters a sense of ownership and responsibility among students but also provides teachers with valuable insights into students' learning processes and areas of strength and improvement. There are several benefits for including group work in any teacher' class, however, sharing these benefits with students in a transparent manner helps them understand how group work can improve learning and prepare them for life experiences, Yansyah, (2022). Students engaged in group work, or cooperative learning, show increased individual achievement compared to students working alone, for example, in their meta-analysis examining over 168 studies of undergraduate students, Catacutan et al. (2023) argued that students learning in a collaborative situation had greater knowledge acquisition, retention of material, and higher-order problem solving and reasoning abilities than students working alone. There are several reasons for this difference. Students' interactions and discussions with others allow the group to construct new knowledge, place it within a conceptual framework of existing knowledge, and then refine and assess what they know and do not know. This group dialogue helps them make sense of what they are learning and what they still need to understand or learn, (DiPaola, & Wagner, 2018). In addition, groups can tackle more complex problems than individuals can and thus have the potential to gain more expertise and become more engaged in a discipline thus, group work creates more opportunities for critical thinking and can promote student learning and achievement, (Oppong-Gyebi, 2023). In addition, student group work enhances communication and other professional development skills. Estimates indicate that 80% of all employees work in group settings, (Filgona et al., 2020). Therefore, employers value effective oral and written communication skills as well as the ability to work effectively within diverse groups (Kadir et al., 2021; Finelli, et al. 2011). Creating facilitated opportunities for group work in your class allows students to enhance their skills in working effectively with others. Group work gives students the opportunity to engage in process skills critical for processing information, and evaluating and solving problems, as well as management skills through the use of roles within groups, and assessment skills involved in assessing options to make decisions about their group's final answer, (Wawire, 2025). This study therefore focussed on investigating the Implementation of the Competence Based Curriculum Activities of Integration and Group Activities on Teachers' Performance in Mbale District, Uganda

### **METHODOLOGY**

A cross sectional research design was used combining both the qualitative and quantitative approaches as *Alexander et al.* (2015), recommends.

**Table 1:** Descriptive Statistics on Activities of Integration on teachers' performance in government-aided secondary schools in Mbale City.

Items	SD	D	UD	A	SA	Mean
I have a clear understanding of the purpose of the Activity of Integration.	6 (2.9%)	4 (2.0%)	15 (7.3%)	109 (53.2%)	71 (34.8%)	4.15
I ensure that the Activities of Integration align with the learning objectives outlined in the Competence Based Curriculum.	4 (2.0%)	2 (1.0%)	17 (8.3%)	108 (52.7%)	74 (36.1%)	4.20
I prepare scenarios that are engaging, relevant, and challenging for students	12 (5.9%)	8 (3.9%)	22 (10.7%)	93 (45.4%)	70 (34.1%)	3.98
I clearly communicate the task instructions to students, including what they need to do and what they are expected to produce as a result.	8 (3.9%)	3 (1.5%)	14 (6.8%)	121 (59.0%)	59 (28.8%)	4.07
I encourage creativity and innovation in how students' approach and solve the given Activity of Integration	2 (1.0%)	5 (2.4%)	8 (3.9%)	119 (58.0%)	71 (34.6%)	4.23
I Incorporate a variety of assessment methods within the Activity of Integration, such as written reports, presentations, diagrams, models, or calculations.	4 (2.0%)	6 (2.9%)	14 (6.8%)	124 (60.5%)	57 (27.8%)	4.09
I ask students to evaluate their own work against the evaluation criteria and identify areas for improvement.	8 (3.9%)	19 (9.3%)	38 (18.5%)	82 (40.0%)	58 (28.3%)	3.80

Source: Field Data (2025)

The study accessible population consisted of 5 Headteachers and 231 teachers selected from five government aided secondary schools in Mbale town using census inquiry and simple random sampling techniques. The study used questionnaires and interview guides to collect data. Quantitative data was analysed descriptively, and the study also used regression analysis technique and for qualitative data, the study utilized a content analysis technique as Maxwell, (2021) recommends.

## RESULTS AND DISCUSSION

### Activities of integration on teachers' performance in government-aided secondary schools in Mbale City

The study sought to examine the influence of activities of integration on teachers' performance in government-aided secondary schools in Mbale City. An activity of integration which was the main construct of the first objective was measured using 7 items. The descriptive statistics results include frequencies, percentages and means as presented on (Table 1).

Results in (Table 1), shows that 10 (4.9%) of the respondents disagreed that they had a clear understanding of the purpose of the activity of integration, 15(7.3%) respondents were undecided, while 180 (88%) of the respondents agreed. The finding on this item shows that majority of the teachers had a clear understanding of the purpose of the activity of integration ( $M=4.15$ ). As to whether

teachers ensured that the activities of integration align with the learning objectives outlined in the CBC, findings in Table 4.8 reveal that 6 (3.0%) of the respondents disagreed that they ensured that the activities of integration align with the learning objectives outlined in the CBC, 17 (8.3%) of the respondents were undecided, while 182 (88.8%) agreed. The study finding on this item showed that majority of teachers ensured that the activities of integration align with the learning objectives outlined in the CBC ( $M=4.20$ ).

Concerning whether teachers prepared scenarios that were engaging, relevant, and challenging for students, results in (Table 1), shows that 20 (9.8%) of the respondents disagreed that they had prepared scenarios that were engaging, relevant, and challenging for students, 22(10.7%) were undecided, 163(79.5%) agreed. The finding on this item shows that majority of the teachers had prepared scenarios that were engaging, relevant, and challenging for students ( $M=3.98$ ). As to whether teachers clearly communicated the task instructions to students, including what they needed to do and what they were expected to produce a result, results in Table 4.8 reveal that 11(5.4%) of the respondents disagreed that clearly communicated the task instructions to students, including what they needed to do and what they were expected to produce a result, 14(6.8%) were undecided, while 180 (87.8%) agreed. The study finding on this item showed that majority of teachers clearly communicated the task instructions to students, including what they needed to do and what they were expected to produce a result ( $M=4.07$ ).

Pertaining whether teachers encouraged creativity and

innovation on how students' approach and solve the given activity of integration, results in Table 1, shows that 7(3.4%) of the respondents disagreed that they had encouraged creativity and innovation on how students' approach and solve the given activity of integration, 8 (3.9%) of the respondents were undecided, 190 (92.6%) agreed. The finding on this item shows that majority of the teachers encouraged creativity and innovation on how students' approach and solve the given activity of integration ( $M=4.23$ ). As to whether teachers incorporated a variety of assessment methods within the activity of integration, such as written reports, presentations, diagrams, models, or calculations, results in (Table 1) shows that 9 (4.9%) of the respondents disagreed that they had incorporated a variety of assessment methods within the activity of integration, such as written reports, presentations, diagrams, models, or calculations, 14(6.8%) of the respondents were undecided, 181 (88.3%) agreed. The finding on this item shows that majority of the teachers had incorporated a variety of assessment methods within the activity of integration, such as written reports, presentations, diagrams, models, or calculations ( $M=4.09$ ). As to whether teachers asked students to evaluate their own work against the evaluation criteria and identify areas for improvement, results in Table 1, shows that 27 (13.2%) of the respondents disagreed that they had asked students to evaluate their own work against the evaluation criteria and identify areas for improvement, 38 (18.5%) of the respondents were undecided, while 140 (68.3%) agreed. The finding on this item shows that majority of the teachers had asked students to evaluate their own work against the evaluation criteria and identify areas for improvement ( $M=4.23$ ).

### Linear Regression Analysis between Activities of Integration and Teachers' Performance

To establish whether there is no statistically significant influence of activities of integration on teachers' performance in government-aided secondary schools in Mbale City, a linear regression analysis was done (Table 2).

**Table 2:** Regression Coefficient for Activities of Integration and Teachers' Performance

Model	Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
Activities of integration	1.966	0.223		8.805	.000
Teachers' performance	0.542	0.054	0.573	9.969	0.000

a. Dependent Variable: Teachers' Performance

The results in (Table 2) show the coefficient result of linear regression for activities of integration and teachers' performance which explains the fitness of the model. Teachers' performance score =  $1.966 + .542$  (activities of integration) revealed that for every unit increase in activities of integration there is 0.542 increase in teachers' performance. Also ( $\beta = .573$ ,  $p = 0.000 < .05$ ).

Results presented in (Table 3), explained how well the regression model fit the dataset.

**Table 3:** Regression Model for Activities of Integration and Teachers' Performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.573 <sub>a</sub>	0.329	0.325	0.42698

Predictors: (Constant), Activities of Integration

The results revealed how much variance in activities of integration account for teachers' performance. The coefficient of determination ( $R^2 = .329$ ) indicates that 32.9% of activities of integration account for the variations in the teachers' performance in government-aided secondary schools in Mbale City. However, the R square percentage was moderate, implying activities of integration does not greatly predict changes in teachers' performance. Results in (Table 4) explained the overall statistical significance of the regression model, ( $F = 1, 203 = 99.391$ ,  $p = 0.000 < 0.05$ ).

**Table 4:** ANOVA for Activities of Integration and Teachers' Performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.120	1	18.120	99.391	0.000 <sup>b</sup>
Residual	37.010	203	0.182		
Total	55.130	204			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Activities of Integration

This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. The null hypothesis that there is no statistically significant influence of activities of integration on teachers' performance in government-aided secondary schools in Mbale City, is therefore rejected. It means that activities of integration as aspect of Competence Based Curriculum does significantly contribute to teachers' performance in government-aided secondary schools in Mbale City.

### Qualitative Findings on Activities of Integration and Teachers' performance in Government-aided Secondary Schools in Mbale City

Qualitative findings (interviews) of the study similarly revealed that the influence of activities of integration in CBC on teachers' performance is profound. The head teachers revealed that activities of integration empower teachers to be more creative in their instructional approaches, fosters student engagement and achievement, and ultimately contributes to improved overall teachers' performance. The head teachers further expressed that activities of integration are essential for teachers because they enhance their preparations to teaching and promote collaboration among them which positively impacts various aspects of their

performance and attitudes towards their profession. For instance, participant C explained contribution of activities of integration on teachers' performance in this way;

*The integration of activities in CBC requires differentiated instruction. This has made teachers use a variety of activities to cater to diverse learning styles and abilities within their classes. In offering a range of activities that appeal to different learners, teachers have created a more inclusive learning environment where all students have the opportunity to excel.* (Interviewed on 19/05/2025).

Participant B also said,

*One key aspect of integrating activities in CBC is the emphasis on competency development. Teachers are required to design activities that focus on developing specific competencies outlined in the curriculum. This approach has encouraged teachers to tailor their teaching strategies to help students acquire the necessary skills and knowledge to succeed academically.* (Interviewed on 18/05/2025).

The views above indicate that activities of integration in the CBC have a significant impact on teachers' performance. Incorporating various activities that align with the curriculum objectives and student learning outcomes, teachers are provided with opportunities to engage students effectively, assess their progress, and adapt their teaching methods to meet individual student needs and ultimately better teachers' performance.

### **Group activities and teachers' performance in government-aided secondary schools in Mbale City.**

The study also sought to investigate the influence of group activities on teachers' performance in government-aided secondary schools in Mbale City. Group activities as the main construct was measured using 7 items. The descriptive statistics results include frequencies, percentages and means as presented on (Table 5). Results in (Table 5), shows that 8 (4.0%) of the respondents disagreed that they had ensured that the group activities directly related to the competencies and skills that students were expected to develop, 5(2.4%) were undecided, while 192 (93.6%) agreed. The finding on this item shows that majority of the teachers had ensured that the group activities directly related to the competencies and skills that students were expected to develop ( $M=4.27$ ). As to whether teachers set clear expectations for student behavior during group work, emphasized professionalism, respect, and collaboration, results in Table 5 reveal that 7 (3.5%) of the respondents disagreed that they had set clear expectations for student behavior during group work, emphasized professionalism, respect, and collaboration, 7(3.4%) of the respondents were undecided, while 191 (93.2%) agreed. The study finding on this item showed that majority of teachers had set clear expectations for student behavior during group work,

emphasized professionalism, respect, and collaboration. ( $M=4.18$ ).

As to whether teachers created tasks that were challenging yet achievable, promoting critical thinking, problem-solving, and creativity, results in Table 5 reveal that 13 (6.4%) of the respondents disagreed that they had created tasks that were challenging yet achievable, promoting critical thinking, problem-solving, and creativity, 6(2.9%) of the respondents were undecided, while 186 (90.7%) of the respondents agreed. The study finding on this item showed that majority of teachers created tasks that were challenging yet achievable, promoting critical thinking, problem-solving, and creativity ( $M=4.10$ ). Regarding whether teachers encouraged a sense of shared responsibility among group members where individual success was tied to the success of the entire group, results in Table 5 reveal that 15 (7.4%) of the respondents disagreed that they had encouraged a sense of shared responsibility among group members where individual success was tied to the success of the entire group, 12 (5.9%) were undecided, while 178 (86.8%) agreed. The study finding on this item showed that majority of teachers encouraged a sense of shared responsibility among group members where individual success was tied to the success of the entire group ( $M=4.04$ ).

Regarding whether, teachers developed assessment guide that enabled evaluation of both individual contributions and overall group performance, results in Table 5 reveal that 9 (4.4%) of the respondents disagreed that they had developed assessment guide that enabled evaluation of both individual contributions and overall group performance, 10 (4.9%) of the respondents were undecided, while 186 (90.7%) of the respondents agreed. The study findings on this item showed that majority of teachers developed assessment guide that enabled evaluation of both individual contributions and overall group performance ( $M=4.10$ ). Also concerning whether teachers encouraged open communication within groups by promoting active listening, sharing ideas, and providing constructive feedback, results in Table 5 reveal that 6 (3.0%) of the respondents disagreed that they had encouraged open communication within groups by promoting active listening, sharing ideas, and providing constructive feedback, 9 (4.4%) of the respondents were undecided, while 190 (92.7%) of the respondents agreed. The study findings on this item showed that majority of teachers encouraged open communication within groups by promoting active listening, sharing ideas, and providing constructive feedback ( $M=4.32$ ).

Pertaining as to whether teachers offered necessary resources, materials, and guidance that helped groups accomplish their tasks effectively, results in Table 5 reveal that 12 (5.8%) of the respondents disagreed that they had offered necessary resources, materials, and guidance that helped groups accomplish their tasks effectively, 2 (1.0%) of the respondents were undecided, while 191 (93.1%) of the respondents agreed. The study findings on this item showed that majority of teachers offered necessary resources,

**Table 5: Descriptive Statistics on independent variables.**

Items	SD	D	UD	A	SA	Mean
I ensure that the group activities directly relate to the competencies and skills that students are expected to develop.	4 (2.0%)	4 (2.0%)	5 (2.4%)	112 (54.6%)	80 (39.0%)	4.27
I set clear expectations for student behavior during group work, emphasizing professionalism, respect, and collaboration.	4 (2.0%)	3 (1.5%)	7 (3.4%)	130 (63.4%)	61 (29.8%)	4.18
I create tasks that are challenging yet achievable, promoting critical thinking, problem-solving, and creativity.	10 (4.9%)	3 (1.5%)	6 (2.9%)	124 (60.5%)	62 (30.2%)	4.10
I encourage a sense of shared responsibility among group members where individual success is tied to the success of the entire group.	4 (2.0%)	11 (5.4%)	12 (5.9%)	124 (60.5%)	54 (26.3%)	4.04
I develop assessment guide that enables evaluation of both individual contributions and overall group performance.	5 (2.4%)	4 (2.0%)	10 (4.9%)	132 (64.4%)	54 (26.3%)	4.10
I encourage open communication within groups by promoting active listening, sharing ideas, and providing constructive feedback.	4 (2.0%)	2 (1.0%)	9 (4.4%)	102 (49.8%)	88 (42.9%)	4.31
I offer necessary resources, materials, and guidance to help groups accomplish their tasks effectively.	6 (2.9%)	6 (2.9%)	2 (1.0%)	112 (54.6%)	79 (38.5%)	4.23

Source: Field Data (2025)

**Table 6: Regression Coefficient for Group Activities and Teachers' Performance.**

Model	Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	Activities of integration	1.828	.220	8.297	.000
	Teachers' performance	.562	.052	10.738	.000

a. Dependent Variable: Teachers' Performance

**Table 7: Regression Model for Group Activities and Teachers' Performance.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.602 <sup>a</sup>	0.362	0.359	0.41617

a. Predictors: (Constant), Group Activities

**Table 8: ANOVA for Group Activities and Teachers' Performance.**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.971	1	19.971	115.304	.000 <sup>b</sup>
	Residual	35.159	203	.173		
	Total	55.130	204			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Group Activities

materials, and guidance that helped groups accomplish their tasks effectively ( $M=4.23$ ).

### Linear Regression Analysis on Group Activities and Teachers' Performance

To establish whether there is no statistically significant

influence of group activities on teachers' performance in government-aided secondary schools in Mbale City, a linear regression analysis was done. The result in (Table 6) is the coefficient result of linear regression for group activities and teachers' performance which explains the fitness of the model. Teachers' performance score =  $1.828 + .562$  (group activities) revealed that for every unit increase in group

activities there is 0.562 increase in teachers' performance. Also ( $\beta = .602$ ,  $p = 0.000 < .05$ ). Results presented in (Table 7), explained how well the regression model fit the dataset. The results revealed how much variance in group activities account for teachers' performance. The coefficient of determination ( $R^2 = .362$ ) indicates that 36.2% of group activities account for the variations in the teachers' performance in government-aided secondary schools in Mbale City. However, the R square percentage was moderate, implying group activities does not greatly predict changes in teachers' performance. Results in (Table 8) explained the overall statistical significance of the regression model, ( $F = 1, 203 = 115.304$ ,  $p = 0.000 < 0.05$ ). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. The hypothesis that there is no statistically significant influence of group activities on teachers' performance in government-aided secondary schools in Mbale City is therefore rejected. It means that group activities as aspect of Competence Based Curriculum does significantly contribute to teachers' performance in government-aided secondary schools in Mbale City.

### **Qualitative Findings on Group Activities and Teachers' Performance in Government-aided Secondary Schools in Mbale City**

The majority of the study participants interviewed revealed that group activities played a substantial contribution to teachers' performance in government-aided secondary schools in Mbale city. The head teachers noted that group activities have provided opportunities to teachers for continuous professional development. Teachers share best practices, learn new teaching methodologies, and stay updated with the latest educational trends. This collective learning environment has helped teachers to enhance their skills and knowledge, which in turn has improved their performance. Participant C during interviews explained the contribution of group activities on teachers' performance in this way:

*In this school teachers' involvement in designing group activities has facilitated the sharing of available resources, such as lesson plans, teaching materials, and assessment tools. This access to a wider range of resources has improved teachers' efficiency and effectiveness in preparing assessments for the students.* (Interviews on 19/05/2025).

Also, Participant A shared her experience on contribution of group activities on teachers' performance as follows:

*In this school the need for group activities in CBC has cultivated strong support networks for school administrations, teachers and students. This support has offered guidance, mentorship, and accountability to teachers which in turn, have contributed to better assessment practices by teachers.* (Interviewed on

18/05/2025).

The qualitative findings above and participants' views above suggest that the group activities cultivate preferred professional practices in teachers that eventually result to their teachers' performance in government aided schools in Mbale City.

### **Conclusion**

Activities of Integration are important for teachers' performance. These activities allow teachers to gain a deeper understanding of their students' learning needs and progress. This helps teachers tailor their instruction to better meet the needs of their students, leading to improved learning outcomes and teacher performance. In addition, regularly monitoring student progress and adjusting instruction as needed, teachers demonstrate a commitment to on-going professional growth. This dedication to refining their practice positively impacts teacher job performance by fostering a sense of efficacy and accomplishment. Students' group activities have a significant influence on teachers' performance. Group activities provide teachers with valuable insights into their students' individual strengths and weaknesses, allowing them to tailor their instruction more effectively and promote a sense of community and cooperation among students, which contributes to a more positive classroom atmosphere and general teacher performance

### **Recommendations**

The study recommended as follows;

- i) Head teachers and administrators of secondary schools in Mbale city should provide mentorship, resources, and recognition to empower teachers in their roles in using project as a method of instruction. The effective school leadership will support teachers' professional growth and fostering a positive school climate necessary for better teacher performance.
- ii) The Head teachers should encourage collaborative planning among teachers to integrate activities across subjects or grade levels can help create a more cohesive learning experience for students. In addition, Teachers should clearly outline the objectives, expectations, and assessment criteria for group activities.

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