



# Why Competency-Based Curriculum Reforms Struggle: The Role of Teacher Commitment in Secondary Schools in Sub-Saharan Africa

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**Abstract:** *Competency-based curriculum (CBC) reforms have been widely adopted to equip learners with skills for labour market demands. In Sub-Saharan Africa (SSA), CBC reforms have been implemented for nearly three decades; however, evidence indicates limited translation of policy intentions into sustained classroom practice. While implementation challenges are often attributed to structural and technical constraints, teacher commitment remains an underexplored mechanism shaping reform outcomes. This narrative review synthesises empirical and policy-oriented literature on teacher commitment and its role in implementing CBC in secondary schools in SSA. Literature published between 1997 and 2025 was reviewed from peer-reviewed journals and policy sources, including Google Scholar, ERIC, and reports from ministries of education, UNESCO, and OECD. Drawing on Organisational Commitment Theory, the review examines affective, continuance, and normative commitment. The findings indicate that teacher commitment is a critical determinant of CBC implementation. Affective commitment is the strongest driver of instructional innovation and learner-centred pedagogy, enabling teachers to internalise CBC principles. Normative commitment sustains engagement through professional and moral obligation in resource-constrained contexts. In contrast, continuance commitment supports reform continuity but is associated with compliance-oriented implementation. The review further shows that the influence of teacher commitment is shaped by teacher preparation, assessment clarity, school leadership, class size, and resource availability. The review concludes that CBC reforms in SSA struggle because insufficient attention has been paid to the motivational and organisational conditions that sustain teacher commitment. Strengthening institutional support alongside teachers' affective and normative engagement is essential for transforming CBC from policy intent into effective classroom practice.*

**Keywords:** *Teacher commitment, Competency-based curriculum, Curriculum implementation, Secondary education and Sub-Saharan Africa*

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## 1. Introduction

Globally, education systems have increasingly shifted from content-based curricula toward competency-based

curriculum (CBC) models in response to concerns that traditional examination-oriented approaches inadequately prepare learners for complex social, economic, and labour market demands (Organisation for Economic Co-operation and Development (OECD), 2025; United Nations

Educational, Scientific and Cultural Organisation (UNESCO, 2025). CBC reforms emphasise the development of transferable competencies such as critical thinking, problem-solving, collaboration, and creativity, positioning learners as active participants in knowledge construction rather than passive recipients of information (Kolb, 2014; McCombs & Whisler, 1997). Despite the widespread adoption of CBC frameworks, translating these curricular intentions into meaningful classroom practice remains a persistent challenge across many education systems.

In Sub-Saharan Africa (SSA), CBC reforms have been implemented for nearly three decades, beginning with outcomes-based education initiatives in South Africa in the late 1990s and subsequently expanding to countries such as Tanzania, Rwanda, Kenya, and Uganda (Makunja, 2016; Ministry of Education and Sports [MoES], 2022; Namatende-Sakwa et al., 2025). While these reforms signal a firm policy commitment to learner-centred education, empirical evidence consistently indicates uneven and often superficial implementation at the classroom level. Across contexts, teachers frequently revert to teacher-centred instructional practices, examination-oriented assessment, and curriculum coverage imperatives, despite policy directives promoting formative assessment and competency development (Mabonga, 2021; Nyoni, 2023; Wambi et al., 2024).

Curriculum implementation scholarship emphasises that successful reform depends less on policy design and more on how teachers interpret, internalise, and enact curriculum changes in their daily instructional practices (Fullan, 2016; Gross & Gross, 1971). Teachers function as the primary mediators between curriculum policy and classroom reality, making pedagogical decisions that determine whether reforms are realised in substantive or symbolic ways. In CBC contexts, these decisions include lesson planning, assessment design, learner engagement strategies, and classroom interaction patterns, all of which require significant shifts in professional practice (Barkley, Major, & Cross, 2014; Kolb, 2014).

Across SSA, numerous studies attribute challenges in CBC implementation to structural and technical constraints, such as inadequate teacher preparation, limited professional development, overcrowded classrooms, assessment difficulties, and resource shortages (Atibuni, Obong, & Muzaale, 2024; Kidega, Song, & Khaing, 2022; Makunja, 2016). In Uganda, for example, teachers report difficulties aligning classroom assessment and pedagogy with CBC expectations, resulting in continued reliance on traditional teaching methods despite reform mandates (Kachope, Nyakato, & Mwesigye, 2025; Nangonzi, 2024). While these systemic factors are important, emerging literature suggests they may not fully explain variations in

teachers' engagement with CBC reforms, thereby pointing to teacher commitment as an additional explanatory factor.

Within this context, teacher commitment has gained increasing attention as a critical but underexplored explanatory mechanism in curriculum reform implementation. Organisational Commitment Theory conceptualises commitment as a multidimensional construct comprising affective commitment (emotional attachment to reform goals), normative commitment (a sense of professional and moral obligation), and continuance commitment (perceived costs associated with disengagement) (Meyer & Allen, 1991). Research indicates that teachers with strong affective and normative commitment are more likely to engage in instructional innovation, persist with reform implementation, and adapt pedagogical practices to meet curriculum expectations, even in challenging environments (Gitau, 2022; Olorube & Nwachukwu, 2024). Conversely, reliance on continuance commitment may sustain compliance without fostering meaningful pedagogical transformation (Pacapat & Escarlos, 2024).

Despite growing recognition of teacher commitment, existing studies on CBC implementation in SSA have largely prioritised structural, policy, and resource-related explanations, often treating teacher motivation implicitly or as a unidimensional construct (Makunja, 2016; Nyoni, 2023). Moreover, the available literature remains fragmented across countries, reform phases, and methodological approaches, limiting the development of coherent insights into how different dimensions of teacher commitment shape CBC implementation outcomes in secondary schools.

Given this fragmentation and conceptual diversity, a narrative review provides an appropriate approach for synthesising evidence on teacher commitment and CBC implementation. Narrative reviews allow integration of empirical findings, theoretical perspectives, and policy-oriented literature that may not lend themselves to systematic review or meta-analysis (Green, 1991). This approach is particularly suited to examining complex, contextually embedded phenomena such as teacher motivation and curriculum enactment, where implementation processes are shaped by organisational, cultural, and systemic factors (Biesta, 2021).

Accordingly, the purpose of this narrative review is to synthesise empirical and policy-oriented literature on teacher commitment and its role in implementing competency-based curricula in secondary schools in Sub-Saharan Africa. Specifically, the review examines how affective, continuance, and normative commitment influence teachers' engagement with CBC reforms, identifies key contextual factors shaping these

relationships, and highlights gaps for future research. By foregrounding teacher commitment as a central mechanism of curriculum enactment, this review contributes to a more nuanced understanding of why CBC reforms continue to struggle and offers insights for strengthening implementation in SSA contexts.

## Objectives

The study was guided by the following objectives

1. To examine how affective commitment influences teachers' engagement with competency-based curriculum implementation in secondary schools in SSA.
2. To analyse the role of continuance commitment in shaping teachers' participation in competency-based curriculum reforms in secondary education in SSA.
3. To explore how normative commitment affects teachers' implementation of competency-based curricula in resource-constrained secondary school contexts in SSA.

## 2. Literature Review

This literature review is organised according to the study objectives, focusing on the three dimensions of teacher commitment: affective, continuance, and normative, and their conceptual relevance to the implementation of competency-based curricula (CBC) in secondary education (Meyer & Allen, 1991; Ololube & Nwachukwu, 2024).

### 2.1 Affective Commitment and Competency-Based Curriculum Implementation

Affective commitment refers to teachers' emotional attachment to, identification with, and belief in the value of an educational reform and its goals (Meyer & Allen, 1991). In CBC contexts, affective commitment reflects the degree to which teachers internalise learner-centred and competency-focused philosophies and view CBC implementation as meaningful to their professional identity and learner outcomes (Fullan, 2016; OECD, 2025). Policy and research syntheses emphasise that high-quality teaching depends on coherent professional learning, supportive working conditions, and meaningful feedback systems, which can reinforce teachers' affective attachment to reform goals (OECD, 2025).

Conceptually, affective commitment is associated with intrinsic motivation, professional engagement, and openness to pedagogical innovation. CBC reforms require teachers to shift from teacher-dominated instruction toward

facilitation, collaborative learning, and experiential approaches that prioritise demonstrated competency (Barkley et al., 2014; Kolb, 2014; McCombs & Whisler, 1997). Where teachers emotionally identify with reform aims, they are more likely to invest effort in acquiring and applying new pedagogical and assessment practices, including classroom-based formative assessment, performance tasks, and competency-aligned feedback (OECD, 2025).

Curriculum Implementation Theory further emphasises that affective commitment is shaped by the perceived feasibility of reform demands and the availability of enabling support systems (Gross & Gross, 1971). In contexts marked by limited instructional resources, ambiguous assessment expectations, and uneven school-level support, teachers' emotional attachment to CBC reforms may weaken over time, increasing the risk of resistance or symbolic adoption (Mabonga, 2021; MoES, 2022). Professional development opportunities and supportive leadership are, therefore, conceptually important for sustaining affective commitment during CBC implementation (Amponsah, Ampadu, & Thomas, 2023; Fullan, 2016).

### 2.2 Continuance Commitment and Competency-Based Curriculum Implementation

Continuance commitment refers to teachers' awareness of the costs associated with disengaging from reforms or the profession, such as loss of job security, professional status, and career progression (Meyer & Allen, 1991). In CBC implementation settings, particularly within constrained labour markets, teachers may maintain engagement with reform directives primarily because disengagement carries perceived personal and professional risks (Nyoni, 2023; Okuchaba, 2021).

Conceptually, continuance commitment can sustain participation in reform processes, ensuring continuity of implementation activities even when intrinsic motivation is low. Nevertheless, literature on teacher commitment cautions that continuance commitment may support compliance-oriented engagement rather than profound pedagogical transformation. Under such conditions, teachers may prioritise curriculum coverage, administrative reporting, or examination-driven routines over learner-centred practices, especially where implementation environments are resource-constrained, and accountability demands are high (Pacapat & Escarlos, 2024; Simiyu, 2025).

Curriculum Implementation Theory suggests that when reforms are experienced as externally imposed and poorly supported, continuance commitment may become a

dominant driver of engagement, reinforcing procedural adherence and limiting instructional innovation (Fullan, 2016; Gross & Gross, 1971). Conceptually, strengthening affective and normative commitment alongside realistic implementation supports is important to prevent CBC reforms from remaining superficial policy activities rather than sustained classroom practice (MoES, 2022; UNESCO, 2025), Scientific and Cultural Organisation

### **2.3 Normative Commitment and Competency-Based Curriculum Implementation**

Normative commitment refers to teachers' sense of moral and professional obligation to implement reforms in the interest of learners, schools, and society (Meyer & Allen, 1991). Within CBC reforms, normative commitment is expressed through professional ethics, loyalty to learners, and a sense of duty to contribute to national education goals and human capital development (Gitau, 2022; Kachope et al., 2025).

Normative commitment is particularly relevant in many Sub-Saharan African education systems where teachers often work under resource limitations yet remain guided by professional values. Conceptual and policy-oriented literature indicates that a duty-driven orientation can sustain effort in implementing learner-centred methods and continuous assessment even when material support is limited (MoES, 2022; UNESCO, 2025). However, normative commitment is vulnerable to erosion where prolonged workload pressure, weak recognition systems, and persistent resource shortages create a perception that reform obligations are not reciprocated by institutional support (Atibuni et al., 2024; Nyoni, 2023).

School leadership and professional support structures are therefore conceptually important for sustaining normative commitment. Leadership literature in African contexts highlights that limited preparation and induction for instructional leadership can constrain the support teachers receive during reform implementation (Bush & Oduro, 2006). Where leadership and accountability pressures conflict with CBC's formative ethos, teachers' sense of obligation may shift toward compliance rather than authentic learner-centred enactment (Fullan, 2016; Simiyu, 2025)..

### **2.4 Competency-Based Curriculum Implementation in Secondary Education**

Competency-based curriculum implementation refers to the process through which curriculum intentions oriented

toward the development of learners' competencies are translated into classroom-level teaching, learning, and assessment practices (NCDC, 2021; UNESCO, 2025). CBC emphasises the acquisition and application of knowledge, skills, values, and attitudes needed for real-life problem-solving and lifelong learning (UNESCO, 2025). Core implementation expectations include learner-centred pedagogy, experiential learning, collaboration, and formative and performance-based assessment (Barkley et al., 2014; Kolb, 2014).

At the classroom level, CBC implementation requires teachers to design inquiry-oriented lessons, facilitate collaborative learning, differentiate instruction, and use assessment strategies that capture learners' demonstrated competency rather than rote memorisation (Fulcher, 2012; McCombs & Whisler, 1997; Plake, 1993). It also demands teacher adaptability, the capacity to adjust pedagogy and assessment based on learner progress, contextual realities, and available resources, an attribute linked to persistence and resilience during reform processes (Martin & Marsh, 2008). In developing-country contexts, learner-centred reforms can also be experienced as unrealistic when class sizes and resources are mismatched, producing implementation fatigue even among willing teachers (Schweisfurth, 2011).

Uganda's lower secondary CBC policy guidance emphasises continuous assessment, competency descriptors, and alignment of learning activities with demonstrable outcomes, implying substantial pedagogical and assessment shifts for teachers (MoES, 2022; NCDC, 2019). Public and professional commentary has also drawn attention to early implementation challenges such as teacher assessment readiness and gaps in reform understanding, reinforcing the need for sustained support structures to maintain commitment during rollout (Nangonzi, 2024). Implementation monitoring reports also indicate persistent constraints in instructional materials and teacher support, suggesting risks for sustained commitment without additional system strengthening (MoES, 2022).

### **2.5 Theoretical Anchors and Implications for the Review**

This review is anchored in Organisational Commitment Theory and Curriculum Implementation Theory. Organisational Commitment Theory explains how affective, continuance, and normative commitment shape teachers' motivation and persistence in implementing reforms (Meyer & Allen, 1991). Curriculum Implementation Theory conceptualises implementation as a dynamic process shaped by organisational and system-level conditions, including leadership, resources, training, and feedback mechanisms (Gross & Gross, 1971).

Together, these perspectives justify organising the literature by the three commitment dimensions and interpreting how contextual conditions shape teachers' engagement with CBC reforms (Fullan, 2016; Ololube & Nwachukwu, 2024).

This objective-oriented organisation provides a clear conceptual foundation for the subsequent synthesis, in which empirical and policy-oriented literature is interpreted in terms of affective, continuance, and normative commitment as they relate to CBC implementation in secondary schools.

### **3. Methodology**

#### **3.1 Design**

This study adopted a narrative literature review design to synthesise empirical, theoretical, and policy-oriented literature on teacher commitment and the implementation of competency-based curricula (CBC) in secondary education. A narrative review was considered appropriate because research on CBC implementation in Sub-Saharan Africa (SSA) is methodologically heterogeneous, context-specific, and conceptually diverse, encompassing qualitative case studies, descriptive surveys, correlational analyses, and policy reports. Such diversity limits the suitability of systematic review or meta-analytic approaches, which require methodological uniformity and comparable outcome measures. The narrative approach, therefore, enabled an integrative examination of patterns, consistencies, contradictions, and gaps across studies while situating findings within relevant theoretical and contextual frameworks.

#### **3.2 Data Sources**

Data for the review were drawn from both peer-reviewed academic literature and grey literature relevant to teacher commitment and CBC implementation. Peer-reviewed sources were identified through searches conducted in Google Scholar and ERIC, with supplementary searches conducted through reference list scanning. Grey literature was included to capture policy perspectives and implementation guidance that are often underrepresented in academic journals. These sources included curriculum frameworks, implementation guidelines, evaluation reports, and policy documents from ministries of education, national curriculum development agencies, UNESCO, and the OECD.

Searches were conducted using combinations of keywords and phrases such as teacher commitment, affective commitment, normative commitment, continuance

commitment, competency-based curriculum, curriculum implementation, learner-centred pedagogy, and secondary education. Literature published between 1997 and 2025 was considered, reflecting the period from the early introduction of competency-oriented reforms in SSA to the present.

#### **3.3 Eligibility Criteria for Inclusion and Exclusion**

The literature included in this narrative review was selected using defined eligibility criteria to ensure relevance, conceptual coherence, and alignment with the study objectives. Eligible sources comprised empirical studies, conceptual papers, and policy-oriented documents that examined teacher commitment, teacher motivation, or closely related constructs in relation to curriculum implementation, competency-based curricula, or learner-centred reforms. To capture the historical evolution and implementation experiences of competency-oriented reforms in Sub-Saharan Africa, the review considered literature published between 1997 and 2025. Only sources written in English were included to ensure accessibility and consistent interpretation. The review focused on studies that addressed secondary education or provided disaggregated insights relevant to the secondary school context. Both peer-reviewed journal articles and grey literature, such as policy documents, curriculum frameworks, and implementation reports from ministries of education, national curriculum development bodies, UNESCO, and the OECD, were included to ensure a comprehensive understanding of policy intentions and classroom-level realities of implementation. Sources were excluded if they focused exclusively on early childhood or higher education, addressed curriculum reform without reference to teacher-level factors, or lacked sufficient empirical, theoretical, or policy grounding to inform analysis of teacher commitment and competency-based curriculum implementation.

#### **3.4 Study Selection Process**

The study selection process involved three stages. First, titles and abstracts were screened to identify potentially relevant sources. Second, full-text articles and documents were reviewed to confirm alignment with the review objectives and eligibility criteria. Third, reference lists of key studies were examined to identify additional relevant literature. Rather than applying rigid quality appraisal tools, included studies were assessed for conceptual relevance, contextual clarity, and contribution to understanding teacher commitment and CBC implementation, consistent with established guidance for narrative reviews.

### 3.5 Data Extraction and Synthesis

Data extraction focused on identifying key information related to the review objectives, including how teacher commitment was conceptualised, how different commitment dimensions were linked to CBC implementation, and the contextual factors shaping these relationships. Extracted information was organised thematically according to the three dimensions of teacher commitment: affective, continuance, and normative, derived from Organisational Commitment Theory.

Data synthesis was conducted through thematic narrative synthesis, integrating findings across studies to identify recurring patterns, convergences, divergences, and explanatory themes. Rather than aggregating results statistically, the synthesis emphasised interpretive integration, allowing empirical findings, theoretical perspectives, and policy insights to be examined collectively. This approach enabled a nuanced understanding of how teacher commitment shapes CBC implementation across diverse SSA contexts.

### 3.6 Ethical Considerations

As this study was based exclusively on secondary analysis of publicly available literature, it did not involve human participants, primary data collection, or access to confidential information; formal ethical approval was therefore not required. Ethical principles were observed through accurate citation of all sources, faithful representation of original authors' interpretations, and avoidance of plagiarism or misrepresentation. The review adhered to standards of academic integrity and transparency throughout the research process. The methodological choices adopted in this review are consistent with established guidance for narrative literature reviews in education and policy research and are supported by relevant theoretical and empirical literature.

## 4. Results and Discussion

This section presents results and discusses the findings of the narrative review in line with the study objectives.

### 4.1 Affective Commitment and Competency-Based Curriculum Implementation

The review establishes that affective commitment is the most influential dimension of teacher commitment for effective CBC implementation. Teachers who demonstrate strong emotional attachment to CBC reforms are

consistently associated with deeper pedagogical change, learner-centred practices, and sustained instructional innovation.

Affective commitment enables teachers to internalise CBC principles and translate curriculum intentions into classroom practice. Emotional identification with CBC goals motivates teachers to redesign lessons, adopt formative assessment, and engage learners actively, even when implementation demands are high.

These findings are consistent with international literature demonstrating that intrinsically motivated teachers are more likely to sustain educational change and instructional innovation (Fullan, 2016; OECD, 2025). In Sub-Saharan Africa, studies from Tanzania, Kenya, and Uganda similarly show that teachers who positively identify with CBC reforms demonstrate greater pedagogical adaptability and resilience (Makunja, 2016; Gitau, 2022; Kachope et al., 2025). Ugandan evidence further indicates that affective commitment supports continued CBC enactment despite large class sizes and limited instructional resources (Wambi et al., 2024; Nangonzi, 2024).

Despite its central role, affective commitment is highly vulnerable to systemic constraints. Several studies report that inadequate training, unclear assessment frameworks, and policy-practice misalignment weaken teachers' emotional attachment to CBC reforms, leading to symbolic rather than substantive implementation (Mabonga, 2021; Atibuni et al., 2024). This highlights that emotional buy-in alone is insufficient without institutional support.

Strengthening affective commitment requires sustained professional development, clear assessment guidance, and leadership practices that promote teacher agency. Without these supports, even teachers who are initially motivated may disengage over time.

### 4.2 Continuance Commitment and Competency-Based Curriculum Implementation

The review finds that continuance commitment contributes primarily to the persistence of CBC implementation rather than its pedagogical quality. Teachers often continue engaging with CBC reforms due to perceived costs of disengagement, including job insecurity and institutional sanctions.

Continuance commitment sustains participation in reform processes but does not consistently foster learner-centred pedagogy or instructional innovation. Teachers motivated mainly by necessity tend to prioritise procedural compliance, curriculum coverage, and examination demands over deep pedagogical change.

This pattern aligns with Organisational Commitment Theory, which suggests that continuance commitment promotes retention without necessarily enhancing performance quality (Meyer & Allen, 1991). Empirical evidence from SSA shows that limited alternative employment opportunities and centralised accountability structures reinforce compliance-driven implementation (Makunja, 2016; Okuchaba, 2021; Nyoni, 2023). Similar associations between continuance commitment and surface-level practice are reported in international studies (Pacapat & Escarlos, 2024).

While often viewed negatively, continuance commitment plays a stabilising role by preventing outright resistance or abandonment of reforms. However, reliance on this dimension alone risks institutionalising minimal compliance rather than meaningful transformation. Policy approaches that depend heavily on sanctions and accountability mechanisms may maintain reform activity but undermine the transformative intent of CBC. Continuance commitment must therefore be complemented by affective and normative commitment.

### **4.3 Normative Commitment and Competency-Based Curriculum Implementation**

The review identifies normative commitment as a key driver of sustained CBC implementation in Sub-Saharan Africa, particularly in resource-constrained contexts. Teachers' moral and professional obligation motivates continued engagement with CBC reforms.

Normative commitment reinforces professional identity and ethical responsibility to learners and society. Teachers persist in implementing CBC practices because they perceive reform engagement as part of their professional duty rather than as a response to incentives or sanctions.

These findings are consistent with studies from Uganda, Kenya, and Tanzania highlighting the ethical orientation of teachers and the role of professional duty in sustaining reform engagement (Gitau, 2022; Kachope et al., 2025; Kidega et al., 2022). Normative commitment has been shown to compensate for limited material incentives, aligning with broader literature on professional ethics in education (Fullan, 2016).

Despite its strength, normative commitment is not limitless. Prolonged exposure to overcrowded classrooms, heavy workloads, limited recognition, and resource shortages erodes teachers' sense of obligation over time (Nyoni, 2023; Wambi et al., 2024). This challenges assumptions that professional duty alone can sustain long-term reform implementation.

Sustaining normative commitment requires institutional reciprocity, including recognition, supportive leadership, and realistic workload expectations. Without these, moral obligations may deteriorate into compliance-driven behaviour.

Across all objectives, the review demonstrates that teacher commitment is a central mechanism through which CBC policies are translated into classroom practice. Affective commitment enhances instructional depth and innovation, normative commitment sustains engagement under adversity, and continuance commitment ensures reform continuity but often limits pedagogical quality. These patterns strongly support Organisational Commitment Theory and Curriculum Implementation Theory, confirming that motivation interacts with systemic conditions such as training, leadership, class size, and resources (Meyer & Allen, 1991; Gross & Gross, 1971; Fullan, 2016). As a narrative review, findings depend on the scope and quality of available literature and may be subject to selection bias. Emphasis on SSA contexts also limits broader generalisability.

Future research should adopt longitudinal and mixed-methods designs to examine how teacher commitment evolves during CBC implementation and how commitment dimensions interact with changing institutional conditions across contexts.

## **5. Conclusions and Recommendations**

### **5.1 Conclusion**

This narrative review demonstrates that teacher commitment is a central explanatory mechanism underlying the persistent struggles of competency-based curriculum (CBC) reforms in secondary schools in Sub-Saharan Africa. While CBC policies articulate ambitious goals for learner-centred pedagogy and skills development, their translation into classroom practice is fundamentally shaped by teachers' motivational engagement with reform demands.

The review shows that affective commitment plays a critical role in driving instructional innovation and deep pedagogical change, enabling teachers to internalise CBC principles and adopt learner-centred and competency-aligned practices. Normative commitment sustains teachers' engagement through a sense of professional and moral obligation to learners and national education goals, particularly in resource-constrained contexts. In contrast, continuance commitment, although contributing to reform continuity, is primarily associated with compliance-driven implementation and limited pedagogical transformation.

Crucially, the review highlights that these dimensions of teacher commitment do not operate in isolation. Their influence on CBC implementation is profoundly moderated by contextual and systemic conditions, including the adequacy of teacher training, the clarity of assessment frameworks, school leadership practices, class size, and the availability of instructional resources. Where institutional support systems are weak or misaligned with classroom realities, even highly committed teachers struggle to meaningfully enact CBC principles.

Overall, the review concludes that CBC reforms in Sub-Saharan Africa struggle not primarily because of flawed policy design, but because insufficient attention has been paid to the motivational and organisational conditions required to sustain teacher commitment. Without deliberate strategies to strengthen both institutional support and teachers' affective and normative engagement, competency-based curricula risk remaining policy aspirations rather than lived classroom practices.

## 5.2 Recommendations

1. Education policymakers should move beyond predominantly technical approaches to CBC reform and explicitly address teacher commitment as a policy priority. Continuous, practice-oriented professional development should be institutionalised to strengthen teachers' affective and normative commitment, rather than relying on one-off training workshops. Clear and coherent assessment frameworks aligned with CBC principles are also essential to reduce uncertainty and frustration that undermine teacher motivation.
2. CBC implementation policies should be aligned with realistic classroom conditions. Addressing persistent challenges such as large class sizes, limited instructional materials, and inadequate staffing is critical for enabling committed teachers to translate curriculum intentions into practice.
3. At the school level, leadership practices should focus on fostering supportive professional environments that reinforce teachers' sense of agency, recognition, and ethical responsibility. School leaders should prioritise instructional support, collaborative planning, and constructive feedback over compliance-oriented monitoring. Such practices are more likely to strengthen affective and normative commitment and reduce reliance on continuance commitment driven by fear of sanctions.
4. Schools should also adopt deliberate strategies to motivate teachers, including peer learning communities, recognition of innovative practice, and opportunities for professional growth,

particularly in resource-constrained settings where intrinsic motivation plays a compensatory role.

5. Future research should adopt longitudinal and mixed-methods approaches to examine how teacher commitment evolves during CBC implementation and how different dimensions of commitment interact with changing institutional and policy contexts. Comparative studies across Sub-Saharan African countries would further enhance understanding of context-specific dynamics and inform more responsive and sustainable curriculum reform strategies.

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