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# Learners Regularity and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda

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## Abstract

This investigation's main target is to inspect the relationship between learners' regularity and new lower secondary curriculum implementation in Uganda, Kampala City, government aided secondary schools in Kawempe Division. This investigation was managed by the subsequent specific goals; i) To examine the relationship between learners' attendance and new lower secondary curriculum implementation, ii) To examine the relationship between learners' participation and new lower secondary curriculum implementation, and iii) To examine the relationship between learners' discipline and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda. This investigation adopted a correlational research technique concentrating solely on quantifiable methodology. This investigation utilized equally descriptive and correlation evaluation methodologies in assessing the quantifiable main facts assembled. This investigation disclosed that learners' attendance possess a robust constructive and substantial association with new lower secondary curriculum implementation in Uganda, Kawempe Division, Kampala City, government aided secondary schools. This investigation furthermore disclosed that learners' participation has a robust constructive and substantial association with new lower secondary curriculum implementation in Uganda, Kampala City, Kawempe Division, government aided secondary schools. This investigation furthermore disclosed that learners' discipline has a robust constructive and substantial association with new lower secondary curriculum implementation in Uganda, Kampala City, Kawempe Division, government aided secondary schools. This investigation deduces that learners' regularity in form of attendance, participation, and discipline has a strong significant and positive association with new lower secondary curriculum implementation in that an increment in learners' regularity would consequently results to advancement in newly lower secondary curriculum enactment in Uganda, Kampala City, government aided secondary schools, Kawempe Division. This investigation commends that schools should strengthen attendance monitoring systems through establishing clear and consistent systems to track attendance as this prevents long-term disengagement which is crucial in the new lower secondary curriculum enactment in Uganda, Kampala City, government aided secondary schools in Kawempe Division.

***Keywords:*** *Learners' Regularity, Learners' Attendance, Learners' Participation, Learners' Discipline, and New Lower Secondary Curriculum Implementation.*

## Introduction

Learners' regularity, reflected through consistent attendance, active participation, and positive discipline, is a critical factor in the effective implementation of school curricula. Regular learners are more likely to engage with instructional

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activities, complete assigned tasks, and benefit fully from classroom interactions, which supports the achievement of intended learning outcomes (UNESCO, 2015). In contrast, irregular attendance and poor participation can undermine teaching processes and hinder curriculum delivery. Uganda's newly lower secondary curriculum implementation emphasizes learner-centred approaches, continuous assessment, and competency development. This curriculum requires active learner involvement, consistent attendance, and disciplined behaviour to ensure effective delivery and achievement of competencies (National Curriculum Development Centre Uganda, 2020). As such, learners' regularity is anticipated to perform a significant part in determining how well the curriculum is implemented in schools.

However, many government-aided secondary schools continue to experience challenges related to learners' irregular attendance, low participation, and indiscipline, which may affect curriculum implementation (UNESCO, 2017). In urban settings such as Kawempe Division in Kampala City, these challenges may be influenced by socio-economic and environmental factors that disrupt consistent learner engagement (World Bank, 2018). Despite the importance of learners' regularity in supporting curriculum implementation, the extent to which attendance, participation, and discipline relate to new lower secondary curriculum implementation remains insufficiently understood (National Curriculum Development Centre Uganda, 2020). This investigation therefore inspected the relationship between learners' regularity and new lower secondary curriculum implementation in Uganda, Kampala City, government-aided secondary schools in Kawempe Division.

**Historical Perspective**

Uganda officially rolled out a competence-based, learner-centered lower secondary curriculum starting in 2020 to replace the older teacher-centered and examination-oriented curriculum that had been in place since the 1970s. This reform aimed to align learning with 21st-century capabilities, like real-world solving of problems, practical competence, and critical thinking. The shift from a traditional framework to the lower secondary curriculum required changes in pedagogy, assessment practices, teacher role, and student engagement (Charles, Song & Khaing, 2022). Implementation research has focused heavily on teacher preparedness, resource availability, and CFD approaches, but also shows that learners' regular participation in school indirectly shapes how effectively the curriculum goals are realized. Regular attendance is a foundational enabler for any curriculum to succeed because it ensures continuity in instruction, consistent teacher-student interactions, and cumulative skill development. In a competence-based regime like the lower secondary curriculum, irregular learner presence disrupts progression through sequential skill mastery tasks, project work, formative assessments, and collaborative learning, all of which are cornerstones of the new curriculum model (Namubiru, Kisembo & Kasiita, 2024).

**Theoretical Perspective**

This investigation was managed by Gross' 1971 proposed Curriculum Implementation Theory. The theory postulates that the implemented curriculum is shaped by continuous interactions between policy design, teacher actions, learner engagement, resources, external support, and contextual factors (Isyaka, 2019). In this context, according to Emmanuel and Chakrawarty (2026) successful implementation of any innovation including the competence-based lower secondary curriculum depends on multiple factors: clarity of the innovation, capability of implementers, availability of resources, and support/management conditions. The authors argue that learner participation and consistency are implicitly critical within this framework. When learners are regularly present and engaged, teachers can apply the curriculum as intended and assess learner outcomes. Interuptions in attendance can disrupt the sequence of learning activities and weaked the fidelity of implementation at the classroom level (Emmanuel & Chakrawarty, 2026). This notion was relevant to this investigation as it provides a linkage amidst learners' regularity and new lower secondary curriculum implementation.

**Contextual Perspective**

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This investigation was managed amongst Uganda, Kampala City, government aided secondary schools, Kawempe Division inspecting the relationship between learners' regularity and new lower secondary curriculum implementation. Additionally, Kawempe Division was considered as a case study in Kampala City because of the amplified encounters that are constantly affiliated towards the new lower secondary curriculum implementation including limited infrastructure, insufficient learning and teaching materials, misalignment of assessment practices, teachers' incompetence about the new curriculum, inadequate teacher training, and lack of ICT infrastructure among different government secondary institutions (National Curriculum Development Centre, 2023).

## Conceptual Perspective

Learners' regularity denotes the consistent and sustained presence of students in school or scheduled instructional activities over a defined period of time (e.g., a term or academic year). It typically encompasses learners' physical attendance, continuity of engagement with learning activities, and minimal absenteeism so that students are available to receive instruction, participate in classroom interactions, and engage with curriculum content without frequent interruptions (Gabriel-Wettey, Yusif, Aweso & Agbenyo, 2025). Conversely, new lower secondary curriculum implementation refers to the process of incorporating the revised practices or academic frameworks that are recently designed for lower secondary schooling in classrooms and schools. This encompasses integrating subject content, assessment practices, learning materials, and new teaching methods that concur with the new guidelines of the curriculum (Mokoro, 2020). Under this investigation, learners' regularity was conceptualized relating to learners' attendance, learners' participation, and learners' discipline, while implementation of new lower secondary curriculum was envisioned relating to teacher support pedagogy, classroom-based instruction, instructional materials, continuous assessment and evaluation, ICT integration, and consistent professional growth amongst others.

## Statement of the problem

In a well-functioning education system, the implementing of the new lower secondary curriculum is expected to enhance learner outcomes through active participation, consistent attendance, and disciplined behaviour that support learner-centred teaching and competency development (National Curriculum Development Centre Uganda, 2020). In Uganda, the Education and Sports Ministry, Uganda, in partnership with key parties like NCDC, introduced the new lower secondary curriculum to promote critical thinking, practical skills, and improved relevance of education to the world of work (Ministry of Education and Sports, 2018). Consequently, nonetheless of these transformations, in Kampala City's government-aided secondary institutions proceed to experience difficulties towards implementation the new curriculum. Those encounters include inadequate infrastructure, insufficient teaching and learning materials, limited ICT support, misalignment of assessment practices, and inadequate teacher preparation for the new curriculum. Evidence from National Curriculum Development Centre Uganda (2023) indicates that these constraints have slowed effective curriculum implementation across schools. These challenges have resulted in poor lesson delivery, unequal learning outcomes among students, and disparities in curriculum implementation across schools. In addition, learners' irregular attendance, low participation, and indiscipline further undermine the effective implementation of the curriculum by limiting learner engagement and continuity in the learning process.
Additionally, there is limited empirical evidence explaining how learners' regularity influences the enactment of new lower secondary curriculum in Kampala City, government-aided secondary institutions, Kawempe Division. Therefore, this investigation intends to examine this relationship to inform education practice and policy.

## Objectives of the Study

### General Objective

To examine the relationship between learners' regularity and new lower secondary curriculum implementation in government aided secondary

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schools in Kawempe Division, Kampala City, Uganda.

**Specific Objectives**

i. To examine the relationship between learners' attendance and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda.
ii. To examine the relationship between learners' participation and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda.
iii. To examine the relationship between learners' discipline and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda.

**Study Hypotheses**

This investigation was furthermore managed by these numerous null hypotheses;

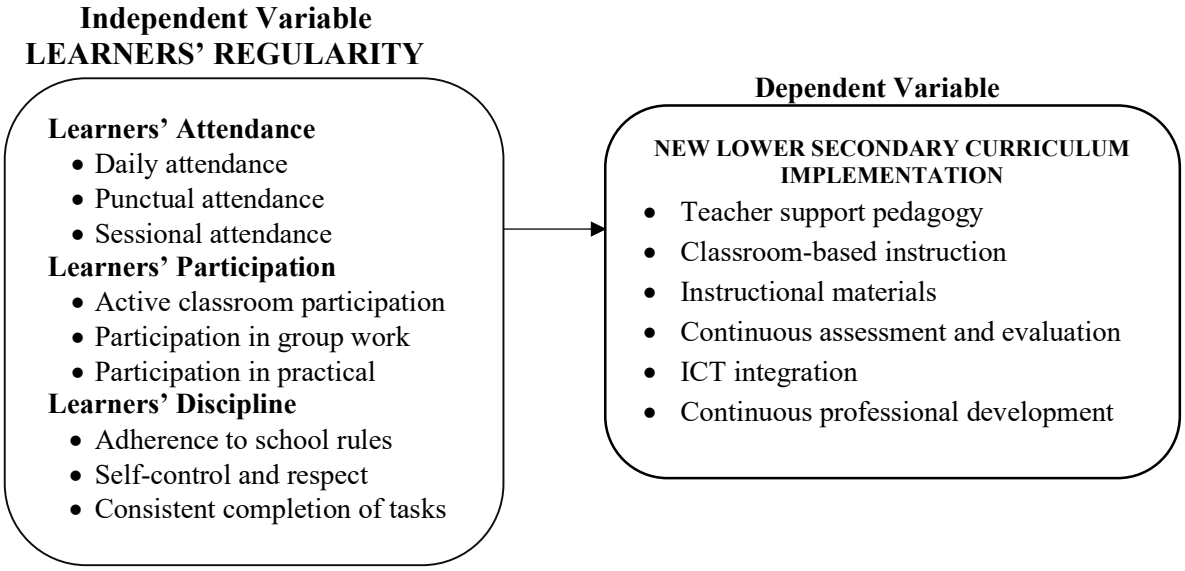
**Ho1:** There is no significant relationship between learners' attendance and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda.

**Ho2:** There is no significant relationship between learners' participation and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda.

**Ho3:** There is no significant relationship between learners' discipline and new lower secondary curriculum implementation in government aided secondary schools in Kawempe Division, Kampala City, Uganda.

**Conceptual Framework**

The conceptual structure presents a schematic illustration on the association amidst Learners' Regularity and New Lower Secondary Curriculum Implementation.




***Source: Adopted from Namubiru et al. (2024)***

The conceptual framework indicates an association between learners' regularity and new lower secondary curriculum implementation. Learners' regularity was conceptualized in terms of learners' attendance, learners' participation, and learners' discipline, while new lower secondary curriculum implementation was formulated relating to teachers' support pedagogy, classroom-based instruction,

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instructional materials, continuous assessment and evaluation, ICT integration, and continuous professional development among others. Consequently, the above conceptual structure is centered upon the presumption that learners' regularity influences advancement in newly lower secondary curriculum implementation.

## Literature Review

### Learners' Regularity and New Lower Secondary Curriculum Implementation

Regularity of learners' attendance is a fundamental determinant of how successfully a curriculum is implemented in schools, particularly for forms that emphasize active learning, competence development, and continuous assessment. Student consistent presence in class enhances student learning outcomes, fosters engagement with instructional content, and supports academic continuity, while absenteeism disrupts these processes and undermines learning gains. On a contrary, student absenteeism negatively affects academic achievement and behavioral engagement, disadvantage students in classroom interactions, and reduces opportunities for teacher-learner engagement, all of which are critical for effective curriculum delivery (Mokoro, 2020). According to Kearney, Benoit, Gonzalvez and Keppens (2022) irregular learner attendance undermines the social and collaborative dimensions of curriculum implementation. The lower secondary curriculum places emphasis on group work, peer learning, interdisciplinary projects, and assessment of integrated skills, pedagogical methods that require learners to participate consistently and interact with their peers. The authors argue that when learners are absent or infrequent, these social learning processes are hindered; peer groups become unstable, and the rhythm of group assessments and project collaborations falters, reducing the opportunities for learners to internalize competencies through sustained participation (Kearney et al., 2022).

According to Emmanuel and Chakrawarty (2026) learners' regularity is not just a student-centered outcome but a structural factor that shapes how currricula are enacted in real classrooms. Irregular attendance interrupts the continuity of instruction, reduces engagement with active pedagogies, weakens formative and collaborative assessment cycles, and ultimately diminishes teachers' capacity to implement a competence-based curriculum with fidelity. Addressing learner regularity through improved attendance policies, school engagement strategies,and supportive interventions, therefore becomes an integral part of strengthening the enactment of the newly lower secondary curriculum and making sure that its goals for learner competence, participation, and skills development are realized. In addition, the authors also assert that learner attendance is a critical driver of successful curriculum implementation because it directly shapes learners' opportunities to participate in instructional activities, grasp new knowledge and skills, and engage with competency-based learning processes that define the new lower secondary curriculum. Regular class attendance is closely linked to stronger academic performance and learning outcomes, with students who consistently attend classes showing higher achievement than their peers who are frequently absent (Emmanuel & Chakrawarty, 2026).

Attendance influences learners' engagement with assessments, particularly formative and continuous assessment components that have been prioritized under the new curriculum. Continuous assessments designed to capture learners' application of knowledge, critical thinking, and practical skills require consistent presence, missing classes means students might lack opportunities to participate in or complete these assessments adequately. This contributes to implementation challenges as teachers struggle to assess learner progress fairly and comprehensively when attendance is inconsistent, a factor already noted alongside other structural issues like resource shortages and teacher preparedness in surveys of the lower secondary curriculum rollout (Charles et al., 2022).

Learner attendance performs a part in long-term academic outcomes and the sustainability of curriculum reforms. Poor attendance is associated with higher dropout rates, reduced learning continuity, and weaker academic trajectories, which are detrimental to national efforts to improve secondary education quality. Addressing attendance challenges is therefore not only a matter of ensuring learners experience the full breadth of the new

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curriculum but also of maintaining learner retention and achievement throughout lower secondary school (Mokoro, 2020). The author argues that supporting regular attendance through targeted interventions, parental engagement, and school-level attendance tracking can help mitigate disruptions and strengthen the broader implementation of the lower secondary curriculum reforms over time (Mokoro, 2020).

According to Antwine, Birabwa, Mwesigwa and Guloba (2024) active learner participation is a core component of learners' regularity and performs a decisive part in the implementing efficient lower secondary curriculum. Participation goes beyond mere attendance as it encompasses learners' engagement in classroom activities, contribution to discussions, involvement in group projects, and consistent interaction with learning materials. The lower secondary curriculum being a competence-based, learner-centered curriculum, is heavily reliant on such active participation to achieve its intended outcomes of analytical thinking, solving problems, and skill acquisition practically. The authors argue that when learners are consistently participative, teachers can implement instructional plans as intended, sequence lessons effectively, and provide timely feedback, ensuring fidelity to curriculum design (Antwine et al., 2024).

According to Chemutai, Ssentamu, Kurgat and Chang'ach (2024) learners' regularity through active learner participation significantly influences the effectiveness og group-based and collaborative learning, which is central to the lower secondary curriculum. The curriculum requires learners to work in teams on projects, investigations, and problem-solving tasks that build competencies over time. Inconsistent participation, even if learners are physically present, can disrupt the flow of collaborative exercises, hinder peer learning, and reduce the quality of outcomes. The authors argued that participation in learning activities correlates with improved academic performance, greater retention of knowledge, and enhanced social learning experiences, all of which are essential for competence-based curriculum success (Chemutai et al., 2024).

## Methodology

### Research Design

The investigation adopted a correlational research strategy concentrating on solely a quantifiable methodology. A correlational research strategy is centered on inspecting for an affiliation amidst variables within the model populace of investigation (Kassu, 2019). As a result, this investigation strategy aided the investigators towards inspecting the association amidst learners' regularity and new lower secondary curriculum implementation in Uganda Kawempe Division, Kampala City, government aided secondary schools. The quantifiable strategy allowed the investigator to secure the quantifiable facts which was used to offer this investigation occurrence comprehension.

### Target Population and Sample Size

A cohort of individuals having defined traits where an investigation sample is designated denotes a study population (Majid, 2018). The population study comprises of 71 educators from two designated Kampala City, Kawempe Division, government aided secondary schools, Uganda whereby representatives designated (Kampala Capital City Authority, 2022). The Krejcie and Morgan formula was applied to evaluate the size of the sample rendered as;

$$n = \frac{X^2 Np(1-p)}{d^2(N-1)+X^2 p(1-p)}$$

Where; n =Sample size, $X^2$ = Chi-Square value (3.841), N = Population size (71), p = Population proportion (0.5), and d = Level of accuracy (0.05).

$$n = \frac{3.841*71*0.5*0.5}{(0.05^2*70)+(3.841*0.5*0.5)}$$

n = 60 teachers

A sample size comprising of 60 teachers was considered to provide quantifiable facts that was used to provide answers to this investigation's goals.

### Sampling Procedure

A methological techique of designating a representation sample of people from the intended populace denotes Sampling (Singh & Masuku, 2017). The investigator utilized convenient sampling to designate members who partook under this investigation. Convenient sampling comprise the

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investigator choosing participants whom are unhesitatingly attainable and readily free and this was utilized to choose educators from the diverse designated Kampala City, Kawempe Division, government aided secondary schools, Uganda to partake in this investigation for the purpose of generating quantifiable facts.

**Data Collection Methods**

**Questionnaire Survey Method**

A questionnaire survey technique is mode of procuring facts utilizing a sequence of queries besides further guidelines with the aim of assembling facts from participants (Anokye, 2020). The inquiry survey strategy was pivotal with the aim of obtaining consistent facts which ensures the correspondence of facts utilizing queries that are organized and easier to comprehend. Consequently, this strategy was embraced since it allowed the investigator to attain and assemble facts from members in a timely manner

**Data Collection Instruments**

**Structured Questionnaire**

An instrument embraced to assemble facts from those taking part encompassing closed-end replies to the inquiries whereby participants are requested to take a choice denotes a structured questionnaire is (Kuphanga, 2024). This investigation used organized questionnaires to collect quantifiable facts from those taking part which encompass closed-end queries and encoded replies that were self-directed to the members in the diverse designated educational establishments. The organized surveys were embraced since they seek lesser period to assemble lots of facts on the occurrence under investigation.

**Validity and Reliability**

The validity of the investigation instruments was guarantee through expert judgment through the assistance of the investigative professional. Validity of the instrument was measured using a Content Validity Index (CVI) given by;

$$CVI = \frac{\text{No. of items assumed valid}}{\text{Total No. of items}}$$

A 0.7 Content Validity Index and above indicates the contents of the instrument are valid and therefore instrument is valid to be utilized in this investigation (Amin, 2005).

$$CVI = \frac{20}{25}$$

$$CVI = 0.8$$

These research instruments were considered valid for utilization in data collection because 0.8 CVI attained was more than 0.7 as commended by Amin (2005).

Additionally, to evaluate the dependability of the investigation tools based on the data that was assembled from an instance investigation directed in one of Kampala City, Kawempe Division, government aided secondary schools, a coefficient pre-test of Cronbach Alpha was utilized. As stated by Amin (2005) a 0.7 and more Cronbach Alpha coefficient value specifies reliability and greater internally consistent queries asked in the survey.

**Table 3.1: Reliability Statistics**

| Cronbach's Alpha | No. of Items |
|---|---|
| .869 | 20 |

***Source: Primary Data (2026)***

The investigation tools were considered reliable for collecting facts since 0.869 coefficient of Cronbach's Alpha obtained was more than 0.7 as commended by Amin (2005).

**Data Analysis**

Both descriptive and correlation evaluation strategies were utilized by this investigation in assessing the quantifiable primary facts assembled. Descriptive evaluation was embraced while assessing participants' demography displayed in form of percentage and frequency. With the aim of inspecting the association amidst learners' regularity and new lower secondary curriculum implementation, correlation analysis of Spearman ranks' was embraced to offer the empirical proof on this investigation's hypotheses at level of significance of 0.01 since the variables were ranked evaluated using a Likert scale of 5. Spearman's Rank Correlation evaluates the affiliation amidst a pair of ordinal or ranked variables (Jerrold, 2016).

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## Ethical Consideration

The investigator secured Islamic University in Uganda's letter of introduction from the Department of Post Graduate Studies as a necessity to acquire approaval to assemble the necessary facts for the investigation in the diverse educational establishments before taking part in this investigation.

The investigator furthermore intended to get for respondents' permission to partake in this investigation and participants were entirely acknowledged about the aim, processes, and positive outcomes of this investigation and taking part was uncompelled.

The investigator safeguarded the secrecy of participants by guaranteeing the process of safeguarding sensitive details from unauthorized access and disclosure where possible.

The investigator furthermore managed their work with complete sincerity, revealing findings correctly and identifying all limitations or undue influence.

Equally important, each participant was treated respectfully and with dignity, while ensuring their self-determination was fully recognized.

## Study Findings

The findings are offered in terms of descriptive metrics on the contributors' demography besides correlation evaluation results on the aims.

## Findings on the Respondents' Demographics

This investigation determined the participants' demographics compositions in selected Uganda, Kampala City, government aided secondary schools, Kawempe Division and results demonstrated under Table 1;

**Table 1: Respondents' Demographics**

| Category | Items | Frequency | Percentage |
|---|---|---|---|
| **Gender** | Female | 26 | 43.3 |
| | Male | 34 | 56.7 |
| | **Total** | **60** | **100.0** |
| **Age Bracket** | 25-35 years | 12 | 20.0 |
| | 36-45 years | 26 | 43.3 |
| | 46-55 years | 16 | 26.7 |
| | Above 55 years | 6 | 10.0 |
| | **Total** | **60** | **100.0** |
| **Highest Education Level** | Diploma | 1 | 1.7 |
| | Degree | 42 | 70.0 |
| | Masters | 17 | 28.3 |
| | **Total** | **60** | **100.0** |
| **Marital** | Single | 13 | 21.7 |
| | Married | 47 | 78.3 |
| | **Total** | **60** | **100.0** |
| **Period Worked at the Secondary School** | 1-5 years | 8 | 13.3 |
| | 6-10 years | 15 | 25.0 |
| | Above 10 years | 37 | 61.7 |
| | **Total** | **60** | **100.0** |

***Source: Primary Data (2026)***

The results under Table 1 indicate that 34 (56.7%) of participants were men and 26 (43.3%) of the participants were women. The results furthermore specify that 12 (20.0%) of respondents were aged 25-35, 26 (43.3%) of respondents were aged 36-45, 16 (26.7%) of respondents were 46-55 years, and 6 (10.0%) of participants were 55 years and above.

The results still indicate that 42 (70.0%) of participants had obtained degree education levels, 17 (28.3%) of respondents had obtained masters education levels, and a few 1 (1.7%) of participants had obtained diploma education levels. More so, the results specify that 13 (21.7%) of respondents were single and 47 (78.3%) of respondents were married.

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The results further indicate that 37 (61.7%) of participants had taught for above 10 years at their schools, 15 (25.0%) of respondents had taught for above 6-10 decades at their schools, and a few 8 (13.3%) of participants had taught for 1-5 decades at their educational institutions.

**Findings on the Objectives of the Study**

This subsection provided findings on the distinct goals of this investigation indicated subsequently below;

**Relationship Between Learners' Attendance and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda**

This investigation examined the relationship between learners' attendance and new lower secondary curriculum implementation within Ugandan, Kampala City, government aided secondary schools, Kawempe Division and findings are indicated under Table 2.

**Table 2: Correlation Findings on the Relationship Between Learners' Attendance and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda**

| | | Learners' Attendance | New Lower Secondary Curriculum Implementation |
|---|---|---|---|
| **Learners' Attendance** | Spearman's Correlation Coefficient | 1.000 | .682** |
| | Sig. (2-tailed) | . | .000 |
| | N | 60 | 60 |
| **New Lower Secondary Curriculum Implementation** | Spearman's Correlation Coefficient | .682** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 60 | 60 |

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

***Source: Primary Data (2026)***

Results under Table 2 specify that learners' attendance possesses a robust constructive and substantial association towards new lower secondary curriculum implementation in Uganda, Kampala City, Kawempe Division, government aided secondary schools ($r = .682$, p-value $< .01$). This implies that an increament in learners' attendance would substantially result towards advancement in the new lower secondary curriculum implementation in Uganda, Kampala City, Kawempe Division, government aided secondary schools.

**Relationship Between Learners' Participation and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda**

This investigation also examined the association amidst learners' participation and new lower secondary curriculum implementation in Uganda's, Kampala City, government aided secondary schools, Kawempe Division and results are demonstrated under Table 3.

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**Table 3: Correlation Findings on the Relationship Between Learners' Participation and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda**

| | | Learners' Participation | New Lower Secondary Curriculum Implementation |
|---|---|---|---|
| **Learners' Participation** | Spearman's Correlation Coefficient | 1.000 | .609** |
| | Sig. (2-tailed) | . | .000 |
| | N | 60 | 60 |
| **New Lower Secondary Curriculum Implementation** | Spearman's Correlation Coefficient | .609** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 60 | 60 |

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

***Source: Primary Data (2026)***

Results under Table 3 indicate that learners' participation possesses a robust constructive and substantial association towards new lower secondary curriculum implementation in Uganda, Kampala City, Kawempe Division, government aided secondary schools (r = .609, p-value < .01). This implies that an increase in learners' participation would considerably result to an improvement in the new lower secondary curriculum implementation in Kampala City, Kawempe Division, government aided secondary schools, Uganda.

**Relationship Between Learners' Discipline and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda**

This investigation further examined the association amidst learners' discipline and implementation of newly lower secondary curriculum in Uganda's, Kampala City, government aided secondary schools, Kawempe Division and results displayed under Table 4.

**Table 4: Correlation Findings on the Relationship Between Learners' Discipline and New Lower Secondary Curriculum Implementation in Government Aided Secondary Schools in Kawempe Division, Kampala City, Uganda**

| | | Learners' Discipline | New Lower Secondary Curriculum Implementation |
|---|---|---|---|
| **Learners' Discipline** | Spearman's Correlation Coefficient | 1.000 | .598** |
| | Sig. (2-tailed) | . | .000 |
| | N | 60 | 60 |
| **New Lower Secondary Curriculum Implementation** | Spearman's Correlation Coefficient | .598** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 60 | 60 |

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

***Source: Primary Data (2026)***

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Results under Table 4 indicate that learners' discipline possesses a robust positive and substantial association towards new lower secondary curriculum implementation in Kampala City, Kawempe Division, government aided secondary schools, Uganda ($r = .598$, p-value $< .01$). This implies that advancements in learners' discipline would substantially results to an improvement in the newly lower secondary curriculum implementation in Uganda's Kampala City, Kawempe Division, government aided secondary schools.

## Conclusion

This investigation deduces that learners' regularity in form of attendance, participation, and discipline has a strong significant and positive association with new lower secondary curriculum implementation in that an increment in learners' regularity would consequently results towards advancements in the implementation of newly lower secondary curriculum in Uganda, Kampala City, government aided secondary schools, Kawempe Division.

## Recommendations

This investigation commends that schools should strengthen attendance monitoring systems through establishing clear and consistent systems to track attendance as this prevents long-term disengagement which is crucial in the implementation of newly lower secondary curriculum in Uganda's Kampala City, government aided secondary schools, Kawempe Division.

This investigation also commends that schools should identify and reduce factors or barriers that prevent learners from attending as this helps sustain regular attendance which is fundamental in the implementation of newly lower secondary curriculum across Uganda's Kampala City, government aided secondary schools, Kawempe Division.

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