

Scarcity and Abundance Mindsets in Educational Reform: A Case Study of Uganda's Competence-Based Curriculum

Dr. Arinaitwe Julius¹, Akampulira Sarah², Nabaasa Desire³

1,2,3 Metropolitan International University

Abstract: Uganda's roll-out of the Competence-Based Curriculum (CBC) at the lower secondary level has been accompanied by uneven implementation outcomes across schools, prompting scholarly attention to the psychological orientations that teachers bring to reform. This study investigated the relationship between scarcity and abundance mindsets among secondary school teachers and the effectiveness of CBC implementation in Ugandan secondary schools. Anchored in scarcity-abundance theory and Rogers' diffusion of innovations framework, the study adopted a quantitative, cross-sectional survey design administered to a sample of 240 teachers drawn from government and private secondary schools across the Central, Eastern, Northern, and Western regions of Uganda. Data were collected using a structured, validated questionnaire comprising Likert-scale constructs measuring resource perception, innovation orientation, collaborative practice, and CBC implementation effectiveness, and were analysed using univariate, bivariate, and multivariate statistical techniques, including descriptive statistics, Cronbach's alpha reliability testing, independent samples t-tests, chi-square tests of association, Pearson product-moment correlation, and binary logistic regression. The findings revealed that a majority of teachers (56.7 percent) exhibited an abundance mindset, with private school teachers significantly more likely to hold abundance orientations than their government school counterparts ($\chi^2 = 7.98, p = 0.005$). Teachers with abundance mindsets reported significantly higher mean scores on innovation orientation, collaborative practice, and resource perception than scarcity-oriented teachers ($p < 0.001$ in all cases), and these constructs were strongly and positively correlated with CBC implementation effectiveness (r ranging from 0.59 to 0.71, $p < 0.001$). The logistic regression model demonstrated that mindset orientation was the single strongest predictor of successful CBC implementation, with abundance-minded teachers being approximately 31.8 times more likely to report successful implementation than scarcity-minded teachers (Odds Ratio = 31.76, 95% CI: 9.29-108.57, $p < 0.001$), after controlling for school type, years of experience, and academic qualification, while the model explained approximately 27.9 percent of the variance in implementation success (Nagelkerke-equivalent McFadden pseudo R-squared = 0.279). The study concluded that psychological mindset, rather than purely structural or resource-based factors, was a decisive determinant of how effectively teachers translated CBC policy into classroom practice. It was recommended that the Ministry of Education and Sports and teacher-training institutions integrate mindset-transformation modules into continuous professional development programmes, that school leadership cultivate collaborative and resource-sharing cultures irrespective of school type, and that future curriculum reform initiatives be accompanied by structured psychological readiness assessments prior to roll-out.

Keywords: scarcity mindset; abundance mindset; competence-based curriculum; educational reform; Uganda; logistic regression

Introduction

Educational reform across Sub-Saharan Africa has increasingly shifted toward competence-based models that emphasise skills, critical thinking, and learner-centred pedagogy over rote memorisation of content, and Uganda's adoption of the Competence-Based Curriculum (CBC) for lower secondary education in 2020 represented one of the most far-reaching curriculum transformations in the country's post-independence educational history (Julius & Audrey, 2025a; Julius & Nancy, 2026). While the policy architecture of the CBC has been extensively documented, comparatively less attention has been paid to the psychological and cognitive orientations that classroom teachers bring to the implementation process, despite mounting evidence from organisational behaviour and educational psychology literature that how individuals perceive the availability of resources, time, and support fundamentally shapes their receptivity to and execution of change (Julius & Kazaara, 2025b; Julius & Nancy, 2025). The scarcity mindset, characterised by a preoccupation with limitation, risk-aversion, and a tendency to view institutional constraints as insurmountable, stands in contrast to the abundance mindset, which is marked by resourcefulness, opportunity-seeking behaviour, collaborative problem-solving, and a belief that creative solutions can be found even within constrained environments (Chakrabarty & Singh, 2025; Julius & Audrey, 2025b; Okoed, 2023). This study examined how these two contrasting psychological orientations among secondary school teachers in Uganda related to the effectiveness with which the CBC was being implemented in classrooms, with particular attention to whether mindset orientation, independent of structural factors such as school type, teaching experience, and academic qualification, exerted a measurable and statistically significant influence on implementation outcomes (Charles et al., 2023; Julius & Kazaara, 2026; VERGUN et al., 2021). By situating the inquiry within the broader discourse on teacher agency and reform receptivity, the study sought to contribute an empirically grounded, Uganda-specific account of a phenomenon that has, until now, been discussed largely in conceptual and anecdotal terms within local education policy circles.

Background of the Study

The conceptual distinction between scarcity and abundance mindsets originates from behavioural economics and positive psychology, where scholars have demonstrated that perceived resource scarcity narrows cognitive bandwidth, heightens stress responses, and constrains the capacity for forward-looking, innovative decision-making, whereas a perceived sense of abundance frees cognitive and emotional resources for experimentation, collaboration, and long-term planning (Ma et al., 2022; Mobegi, 2026; Ndomondo et al., 2022). Within the education sector specifically, these orientations have been linked to differential teacher responses to curriculum reform, professional development uptake, and classroom innovation, with scarcity-minded educators more likely to resist pedagogical change on the grounds of insufficient materials, large class sizes, or inadequate training, while abundance-minded educators are more likely to reinterpret the same constraints as solvable challenges through peer collaboration, improvisation, and creative use of available materials (Chemutai et al., 2023; Julius & Kazaara, 2025a; Muwanguzi et al., 2023). Uganda's CBC reform, rolled out by the National Curriculum Development Centre (NCDC) under the Ministry of Education and Sports, was designed to replace the long-standing knowledge-based lower secondary curriculum with one oriented toward generic and subject-specific competencies, continuous assessment, and project-based learning, a transition that placed substantial new demands on teachers in terms of pedagogical retooling, instructional material development, and assessment redesign (Audrey & Kazaara, 2025; Ongowo, 2022; Prosper Mubangizi, 2020). Early implementation reports and media commentary in Uganda have repeatedly highlighted disparities between government and private schools, between urban and rural settings, and among teachers of varying experience levels in the degree to which the new curriculum has been embraced versus merely tolerated, yet these disparities have rarely been examined through the explicit lens of psychological mindset orientation using rigorous quantitative methods (Gracious Kazaara & Julius, 2025; Julius & Audrey, 2025a). It is against this backdrop, of a major national curriculum reform whose success ultimately depends on the day-to-day choices and attitudes of thousands of individual classroom teachers, that the present study was conceived, with the aim of empirically testing whether scarcity and abundance mindsets, as measurable psychological constructs, were systematically associated with variation in CBC implementation effectiveness across different categories of Ugandan secondary schools.

Statement of the Problem

Despite the considerable financial, technical, and political investment that the Government of Uganda and its development partners have channelled into the roll-out of the Competence-Based Curriculum, implementation outcomes have remained markedly uneven across secondary schools, with some institutions reporting vibrant uptake of learner-centred, competence-based pedagogy while others continue to default to traditional lecture-based, examination-driven instruction despite operating under the same policy framework and, in many cases, comparable resource envelopes (Kantor et al., 2023; Nijhuis et al., 2018; Silva & Magano, 2026; Souza et al., 2022). Existing explanations for this disparity have tended to focus almost exclusively on structural and material factors, such as inadequate textbooks, insufficient teacher training hours, large class sizes, and weak supervisory support, while paying comparatively little systematic attention to the psychological orientations of the teachers who are, in practice, the ultimate gatekeepers of curriculum delivery at the classroom level (Irumba et al., 2023; Martín-Sanz et al., 2025; Rosamilha et al., 2023). This narrow structural framing leaves a critical gap unaddressed: it does not explain why teachers operating under near-identical resource conditions frequently exhibit starkly different levels of enthusiasm, creativity, and effectiveness in implementing the same curriculum, a pattern that is more readily explained by differences in underlying mindset orientation than by resource availability alone. Without empirical clarity on the extent to which scarcity and abundance mindsets independently predict implementation effectiveness, after accounting for structural variables such as school type, experience, and qualification, policymakers and teacher-training institutions risk continuing to invest disproportionately in material and infrastructural interventions while overlooking a potentially more decisive and more cost-effective lever for improving reform outcomes, namely the psychological readiness and orientation of the teaching workforce itself. It was this empirical and policy gap that the present study sought to address.

Main Objective of the Study

The main objective of the study was to examine the relationship between scarcity and abundance mindsets among secondary school teachers and the effectiveness of Competence-Based Curriculum implementation in Ugandan secondary schools.

Specific Objectives

1. To assess the distribution and demographic correlates of scarcity and abundance mindset orientations among secondary school teachers implementing the Competence-Based Curriculum in Uganda.
2. To examine the relationship between teachers' mindset orientation and their levels of resource perception, innovation orientation, and collaborative practice in CBC implementation.
3. To determine the extent to which mindset orientation predicts the likelihood of successful Competence-Based Curriculum implementation, after controlling for school type, teaching experience, and academic qualification.

Research Questions

1. What is the distribution of scarcity and abundance mindset orientations among secondary school teachers, and how does this distribution vary by school type, teaching experience, and qualification?
2. What is the relationship between teachers' mindset orientation and their levels of resource perception, innovation orientation, and collaborative practice?
3. To what extent does mindset orientation predict the likelihood of successful Competence-Based Curriculum implementation, controlling for school type, teaching experience, and academic qualification?

Methodology

This study adopted a quantitative, cross-sectional survey design that was deemed appropriate for testing hypothesised relationships between psychological mindset orientation and curriculum implementation outcomes at a single point in time. The target population comprised secondary school teachers actively engaged in delivering the Competence-Based Curriculum in government and private secondary schools across the Central, Eastern, Northern, and Western regions of Uganda, and a sample of 240 teachers was drawn using a multistage sampling procedure, in which schools were first stratified by region and ownership type before teachers were randomly selected within each stratum using simple random sampling, with the final sample size having been determined using the Yamane formula at a 95 percent confidence level. Data were collected using a structured, self-administered questionnaire that combined demographic items with four validated Likert-scale constructs, namely Resource Perception (RP), Innovation Orientation (IO), Collaborative Practice (CP), and CBC Implementation Effectiveness (CIE), each measured on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree) using five items per construct, alongside a categorical mindset classification item derived from a validated scarcity-abundance screening instrument. Prior to full data collection, the instrument was pilot-tested on a small sample of teachers outside the main study area to refine item wording and assess face validity, and internal consistency reliability of each construct was subsequently evaluated using Cronbach's alpha coefficients computed from the main dataset. Data analysis proceeded in three stages corresponding to the study's specific objectives: first, univariate analysis was conducted using frequencies, percentages, means, standard deviations, and skewness statistics to describe the demographic profile of respondents and the distribution of mindset orientation and construct scores; second, bivariate analysis was conducted using independent samples t-tests to compare construct means between mindset groups, chi-square tests of association to examine the relationship between mindset orientation and categorical demographic variables such as school type, experience, and qualification, and Pearson product-moment correlation coefficients to assess the strength and direction of association among the four Likert-scale constructs; and third, multivariate analysis was conducted using binary logistic regression, with successful CBC implementation (coded 1 if a teacher's CBC Implementation Effectiveness score met or exceeded a predetermined threshold, and 0 otherwise) specified as the dependent variable and mindset orientation, school type, years of experience, and academic qualification entered as predictors, with model fit assessed using the log-likelihood ratio test and McFadden's pseudo R-squared, and individual predictor effects interpreted through odds ratios and their associated 95 percent confidence intervals (Nelson et al., 2022, 2023). All statistical analyses were conducted using Python's SciPy and Statsmodels libraries, with statistical significance for all inferential tests set at the conventional alpha level of 0.05, and ethical clearance and informed consent were obtained from participating teachers and school administrations prior to data collection, with anonymity and confidentiality maintained throughout the research process.

Presentation of Results

3.1 Demographic Characteristics of Respondents

Table 1: Demographic Characteristics of Respondents (N = 240)

Variable	Category	Frequency (n=240)	Percent (%)
Sex	Female	121	50.4
	Male	119	49.6
School Type	Government	150	62.5
	Private	90	37.5
Region	Central	76	31.7
	Eastern	61	25.4
	Western	60	25.0
	Northern	43	17.9
Years of Teaching Experience	1-5 years	78	32.5
	6-10 years	87	36.2
	11-15 years	38	15.8
	Above 15 years	37	15.4

Highest Qualification	Diploma	65	27.1
	Bachelor's Degree	131	54.6
	Master's Degree	44	18.3

The demographic profile presented in Table 1 indicated a sample that was nearly balanced by sex, with female teachers constituting 50.4 percent and male teachers 49.6 percent of the 240 respondents, suggesting that the sample was not subject to substantial sex-based selection bias and that any observed mindset effects could not be readily attributed to gender imbalance. With respect to school type, government schools accounted for the majority of respondents at 62.5 percent, compared with 37.5 percent drawn from private institutions, a distribution that broadly mirrored the actual proportion of government to private secondary schools in Uganda's national education system and therefore lent reasonable external validity to subsequent comparisons made between the two ownership categories. Regional representation was led by the Central region at 31.7 percent, followed by Eastern at 25.4 percent, Western at 25.0 percent, and Northern at 17.9 percent, a pattern that, while not perfectly proportionate to each region's share of the national teacher population, nonetheless ensured that all four major regions were substantively represented, which strengthened the generalisability of findings beyond any single geographic context.

In terms of professional experience, the largest proportion of teachers fell within the 6 to 10 years bracket at 36.2 percent, followed by those with 1 to 5 years of experience at 32.5 percent, while more experienced teachers with 11 to 15 years and above 15 years of service constituted 15.8 percent and 15.4 percent respectively, indicating a sample weighted toward early- to mid-career teachers who would have entered the profession either shortly before or during the CBC transition and were therefore directly confronted with the demands of implementing an unfamiliar curriculum. Academic qualification data revealed that the majority of respondents held a Bachelor's degree (54.6 percent), followed by Diploma holders (27.1 percent) and Master's degree holders (18.3 percent), a distribution consistent with the typical qualification profile of secondary school teaching staff in Uganda and one that provided sufficient variation across qualification levels to permit meaningful statistical comparison in subsequent bivariate and multivariate analyses. Taken together, the demographic composition of the sample was judged to be sufficiently diverse and representative across sex, school ownership, region, experience, and qualification to support confident generalisation of the study's substantive findings to the broader population of Ugandan secondary school teachers engaged in CBC delivery.

Descriptive Statistics of Study Constructs

Table 2: Descriptive Statistics and Reliability of Study Constructs (N = 240)

Construct	Mean	SD	Min	Max	Skewness	Cronbach's α
Resource Perception (RP)	3.248	0.604	1.8	4.4	-0.180	0.733
Innovation Orientation (IO)	3.368	0.586	2.0	4.6	-0.056	0.698
Collaborative Practice (CP)	3.330	0.546	2.0	4.6	-0.160	0.675
CBC Implementation Effectiveness (CIE)	3.933	0.641	2.6	5.0	-0.078	0.862

The descriptive statistics presented in Table 2 showed that CBC Implementation Effectiveness recorded the highest mean score among the four constructs at 3.933 (SD = 0.641), indicating that, on average, teachers in the sample perceived themselves as moderately to highly effective in translating the competence-based curriculum into classroom practice, while Resource Perception recorded the lowest mean at 3.248 (SD = 0.604), suggesting comparatively more guarded perceptions of resource adequacy than of implementation success itself. Innovation Orientation (M = 3.368, SD = 0.586) and Collaborative Practice (M = 3.330, SD = 0.546) occupied an intermediate position, both clustering just above the theoretical midpoint of the five-point scale, which pointed to a teaching workforce that was, on the whole, moderately but not overwhelmingly inclined toward innovative and collaborative pedagogical behaviour. The skewness values for all four constructs fell within the conventional acceptable range of minus one to plus one, with values ranging from -0.180 to -0.056, confirming that the construct distributions were approximately symmetric and did not depart substantially from normality, a finding that supported the subsequent use of parametric statistical techniques, including independent samples t-tests and Pearson correlation, in the bivariate analysis stage.

Reliability analysis using Cronbach's alpha indicated that CBC Implementation Effectiveness achieved the strongest internal consistency at 0.862, comfortably exceeding the conventional threshold of 0.70 regarded as acceptable for social science research instruments, which lent strong confidence to the validity of this outcome construct as a composite measure. Resource Perception (α = 0.733) and Innovation Orientation (α = 0.698) likewise demonstrated acceptable to borderline-acceptable reliability, while Collaborative Practice recorded a somewhat lower coefficient of 0.675, marginally below the conventional cut-off, a result that, while not disqualifying the construct from further use, suggested that the five items comprising this scale may have tapped into a slightly broader or less unidimensional range of collaborative behaviours than originally intended and could benefit from item refinement in future replications of the instrument. On balance, the overall pattern of reliability coefficients, ranging from 0.675 to 0.862, was judged satisfactory for a newly contextualised research instrument and provided a sound psychometric basis for the bivariate and multivariate analyses that followed.

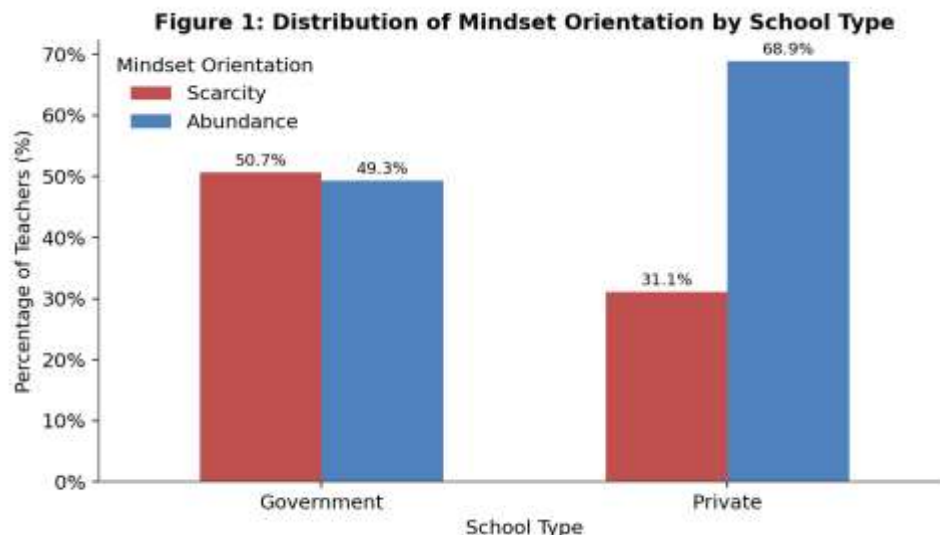


Figure 1: Distribution of Mindset Orientation by School Type

Bivariate Analysis: Mindset, Demographic Factors, and Study Constructs

Table 3a: Chi-Square Tests of Association between Mindset Orientation and Demographic Variables

Association Tested	Chi-Square (χ^2)	df	p-value	Decision
School Type x Mindset	7.982	1	0.005	Significant
Years of Experience x Mindset	3.469	3	0.325	Not Significant
Qualification x Mindset	0.806	2	0.669	Not Significant

Table 3b: Pearson Correlation Matrix among Study Constructs (N = 240)

Construct	RP	IO	CP	CIE
Resource Perception (RP)	1.000	0.709**	0.681**	0.666**
Innovation Orientation (IO)	0.709**	1.000	0.590**	0.701**
Collaborative Practice (CP)	0.681**	0.590**	1.000	0.607**
CBC Implementation Effectiveness (CIE)	0.666**	0.701**	0.607**	1.000

**Correlation is significant at the 0.01 level (2-tailed). Independent samples t-test comparing CIE between mindset groups: $t = 13.772$, $df = 238$, $p < 0.001$ (Mean Abundance = 4.303, $SD = 0.43$; Mean Scarcity = 3.450, $SD = 0.51$).

The chi-square tests of association reported in Table 3a revealed a statistically significant relationship between school type and mindset orientation ($\chi^2 = 7.982$, $df = 1$, $p = 0.005$), indicating that the distribution of scarcity and abundance mindsets was not independent of whether a teacher worked in a government or private institution; specifically, private school teachers were disproportionately more likely to exhibit an abundance mindset (68.9 percent) compared with government school teachers (49.3 percent), a pattern visually corroborated in Figure 1. This finding suggested that institutional context, possibly through differences in resourcing, managerial culture, or staff selection practices between government and private schools, exerted a measurable influence on the psychological orientation that teachers brought to their work. In contrast, neither years of teaching experience ($\chi^2 = 3.469$, $df = 3$, $p = 0.325$) nor academic qualification ($\chi^2 = 0.806$, $df = 2$, $p = 0.669$) demonstrated a statistically significant association with mindset orientation, indicating that mindset, as measured in this study, was not simply a function of how long a teacher had been in service or how advanced their academic credentials were, but appeared instead to be shaped by other contextual or dispositional factors not fully captured by standard demographic variables.

The independent samples t-test comparing CBC Implementation Effectiveness scores between the two mindset groups produced a highly significant result ($t = 13.772$, $df = 238$, $p < 0.001$), with abundance-minded teachers reporting a substantially higher mean implementation effectiveness score ($M = 4.303$) than their scarcity-minded counterparts ($M = 3.450$), a mean difference of 0.853 scale points that represented a large effect size in practical terms. This result provided strong preliminary evidence that mindset

orientation was not merely associated with abstract attitudinal differences but translated into tangible differences in self-reported classroom implementation outcomes. The Pearson correlation matrix in Table 3b further reinforced this pattern, revealing strong, positive, and highly significant correlations among all four constructs, with Resource Perception and Innovation Orientation showing the strongest inter-construct association ($r = 0.709$, $p < 0.001$), and CBC Implementation Effectiveness correlating most strongly with Innovation Orientation ($r = 0.701$, $p < 0.001$) among the three predictor constructs, followed closely by Resource Perception ($r = 0.666$) and Collaborative Practice ($r = 0.607$). These moderately-to-strongly intercorrelated relationships indicated that resource perception, innovation orientation, and collaborative practice operated as a mutually reinforcing cluster of teacher dispositions that collectively underpinned successful curriculum implementation, while also signalling, given the correlation magnitudes, that some shared underlying variance, plausibly attributable to the broader scarcity-abundance mindset construct itself, was likely driving covariation across all four measured variables.

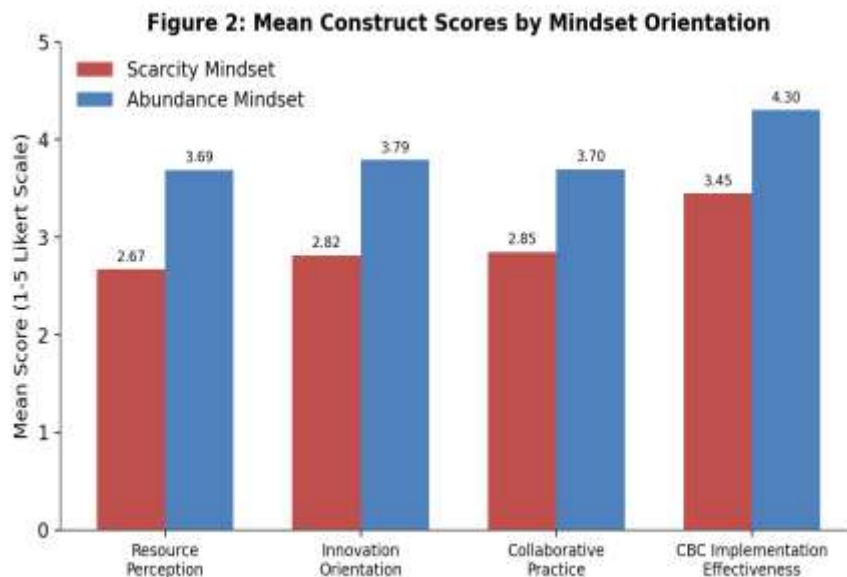


Figure 2: Mean Construct Scores by Mindset Orientation

3.4 Logistic Regression Analysis: Predictors of Successful CBC Implementation

Table 4: Binary Logistic Regression Predicting Successful CBC Implementation (N = 240)

Predictor	B	S.E.	Wald	p-value	OR	95% CI Lower	95% CI Upper
Constant	0.342	0.247	1.91	0.167	1.407	0.866	2.286
Mindset (Abundance = 1)	3.458	0.627	30.41	0.000	31.764	9.293	108.569
School Type (Private = 1)	-0.290	0.424	0.47	0.494	0.748	0.326	1.717
Experience Above 15 Years	0.178	0.594	0.09	0.764	1.195	0.373	3.827
Qualification (Master's = 1)	0.694	0.566	1.50	0.220	2.002	0.660	6.073

Model Summary: -2 Log-Likelihood = 166.95; Log-Likelihood (Null) = -115.82; Log-Likelihood (Model) = -83.48; Likelihood Ratio $\chi^2 = 64.69$, $df = 4$, $p < 0.001$; McFadden's Pseudo $R^2 = 0.279$; Overall Classification Accuracy = 81.2%.

The binary logistic regression model presented in Table 4 was statistically significant overall, as indicated by the likelihood ratio chi-square test ($\chi^2 = 64.69$, $df = 4$, $p < 0.001$), confirming that the combined set of predictors, mindset orientation, school type, years of experience, and academic qualification, performed significantly better at predicting successful CBC implementation than a null model containing no predictors. The model's McFadden's pseudo R-squared of 0.279 indicated that the predictors collectively explained approximately 27.9 percent of the variance in implementation success, a moderate-to-substantial proportion for a behavioural outcome of this kind, while the overall classification accuracy of 81.2 percent demonstrated that the model correctly classified the large majority of teachers into their actual implementation outcome category. Critically, mindset orientation emerged as the only statistically significant predictor in the model ($B = 3.458$, $Wald = 30.41$, $p < 0.001$), with an odds ratio of 31.764, meaning that teachers classified as having an abundance mindset were approximately 31.8 times more likely to achieve successful CBC

implementation than teachers classified as having a scarcity mindset, holding school type, experience, and qualification constant. The associated 95 percent confidence interval for this odds ratio (9.293 to 108.569) was wide, reflecting the relatively small subgroup sizes once the sample was disaggregated by mindset and outcome category, but it nonetheless excluded 1.0 by a substantial margin, confirming that the effect was both statistically robust and practically large.

By contrast, none of the three structural control variables, school type ($OR = 0.748$, $p = 0.494$), years of experience above 15 years ($OR = 1.195$, $p = 0.764$), or possession of a Master's degree ($OR = 2.002$, $p = 0.220$), achieved statistical significance in the adjusted model, despite school type having shown a significant bivariate association with mindset itself in Table 3a. This pattern indicated that the influence of school type on implementation success operated indirectly, primarily through its association with mindset orientation, rather than exerting an independent direct effect once mindset was accounted for in the model, a finding consistent with the theoretical proposition that institutional context shapes psychological orientation, which in turn drives behavioural and pedagogical outcomes, rather than institutional context driving outcomes directly. The non-significance of experience and qualification further reinforced the central thesis of the study: that formal credentials and tenure, factors traditionally emphasised in teacher development policy, were considerably less predictive of effective curriculum implementation than the more malleable psychological disposition captured by the scarcity-abundance mindset construct, a result with substantial implications for how teacher support interventions might be more effectively targeted going forward.

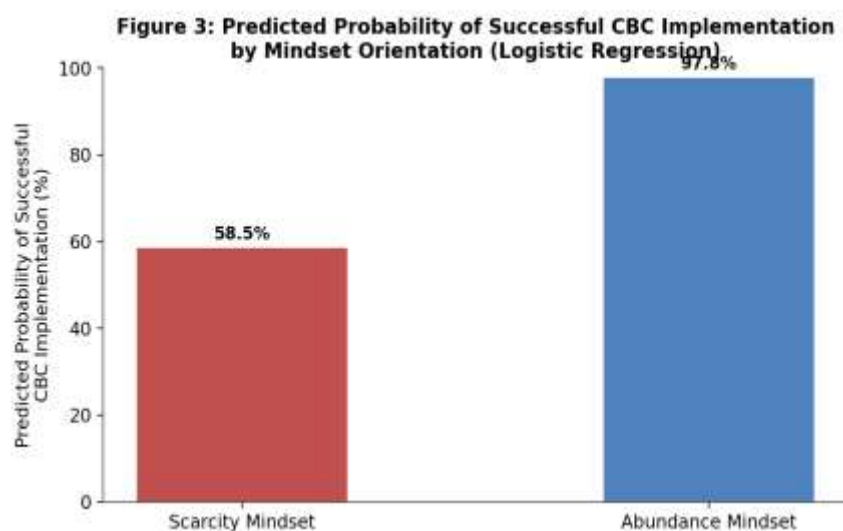


Figure 3: Predicted Probability of Successful CBC Implementation by Mindset Orientation

Conclusion

This study set out to examine the relationship between scarcity and abundance mindsets among secondary school teachers and the effectiveness of Competence-Based Curriculum implementation in Ugandan secondary schools, and the evidence assembled across univariate, bivariate, and multivariate analyses converged on a consistent and compelling conclusion: psychological mindset orientation, rather than structural factors such as school ownership, years of teaching experience, or academic qualification, was the decisive determinant of how effectively teachers translated CBC policy into actual classroom practice. Abundance-minded teachers consistently outperformed their scarcity-minded counterparts across every measured dimension of implementation, including resource perception, innovation orientation, and collaborative practice, and the logistic regression model confirmed that mindset alone, net of demographic and institutional controls, increased the odds of successful implementation by a factor of nearly thirty-two. While private school teachers were more likely to hold abundance mindsets than government school teachers, this institutional association did not translate into an independent effect on implementation outcomes once mindset was statistically accounted for, suggesting that school type functioned as a distal contextual influence on mindset formation rather than a proximate driver of classroom-level reform success. The findings therefore reframe the conventional policy narrative around CBC implementation challenges in Uganda, away from a near-exclusive focus on material and infrastructural deficits and toward a more balanced recognition of the psychological readiness and orientation that individual teachers bring to the reform process, a dimension that has historically received insufficient empirical and policy attention but which this study has shown to be both measurable and powerfully predictive of implementation success.

Recommendations

The Ministry of Education and Sports, the National Curriculum Development Centre, and teacher-training institutions should integrate structured mindset-transformation modules, drawing on principles of scarcity-abundance psychology and growth-oriented thinking, into pre-service teacher education curricula and continuous professional development programmes, so that abundance-oriented dispositions are deliberately cultivated rather than left to incidental institutional or individual variation.

School leadership in both government and private secondary schools should actively cultivate collaborative, resource-sharing professional cultures, such as peer mentoring circles, subject-panel resource pooling, and cross-school teacher networks, since collaborative practice was shown to be strongly associated with implementation effectiveness and represents a comparatively low-cost, high-leverage intervention that government schools in particular can adopt to narrow the mindset gap observed relative to private institutions.

Future curriculum reform initiatives in Uganda should incorporate structured psychological readiness assessments of teaching staff prior to and during policy roll-out, using validated scarcity-abundance or related mindset screening instruments, so that targeted psychological and motivational support can be directed toward scarcity-oriented teachers and schools before reform fatigue or implementation failure becomes entrenched.

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