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## The Eagle Logic Theory (TELT): A Conceptual and Philosophical Framework for Effective Curriculum Implementation

Jackson Matsanga<sup>1\*</sup>

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### ABSTRACT

This paper introduces the Eagle Logic Theory (TELT), as a conceptual framework developed by Jackson Matsanga through inductive reasoning based on observed behavioral patterns of an eagle. This theory posits that preparedness and readiness are essential elements of a plan of action. The Theory derives its strength and name by examining how an eagle strategically positions its self. Just as the Eagle waits patiently for an optimal moment to renew its strength for survival and success, the theory generalizes these patterns to human and organizational contexts, particularly in education. The study conceptualizes with emphasis how strategic and adequate preparation interrelates with sufficient readiness for effective implementation and the successful achievement of a plan of action. The theory is applied to curriculum implementation, emphasizing the roles of policymakers, curriculum implementers, and learners. The study introduces two models as the Eagle Model of Curriculum Implementation (EMCI), illustrating the flow from policy formulation to learner engagement, and the Eagle Logic Model (TELM), demonstrating how preparedness leads to readiness and subsequently to successful achievement of planned objectives. The framework further identifies multi-dimensional preparedness including mental, social, moral, physical, ethical and psychological readiness as key determinants of effective curriculum implementation.

By connecting the eagle inspired behavioral principles to educational practice, TELT provides a novel lens for understanding, planning, and executing programs in schools and other organizational systems. The theory underscores that the quality of outcomes is directly proportional to the degree of preparedness and readiness among stakeholders, offering a practical and scalable framework for improving implementation processes across diverse sectors. The Theory emphasizes that adequate preparedness in a school setting where a teacher is fully equipped morally, physically and mentally, leads to readiness which builds confidence and subsequently produces quality results. The purpose of this study was to come up with a theory which builds its strength from the existing theories to support the implementation of Curriculum and the Operationalisation of different action plans in various areas. It is therefore imperative to note that adequate preparedness in an education system requires a teacher to undergo professional training and regular retooling. Besides, a teacher has to prepare schemes of work, lesson plans, lesson notes and all the relevant teaching aids before he/she can appear before the learners. The degree of readiness which depends on the degree of preparedness determines the degree of achievement of an action plan. In the school setting Curriculum implementation is achieved as expected if the Eagle logic Theory is followed and properly applied.

### INTRODUCTION

#### Historical Background

The development of theories can be traced back to the era of the great philosophers of Athens. Socrates, a renowned Greek philosopher from Athens, significantly contributed to the foundation of theoretical thinking by introducing critical questioning methods such as “what,” “why,” “how,” “when,” and “which.” These questions formed the basis for systematic inquiry and intellectual reasoning, which later became fundamental in theory development.

Socrates’ intellectual legacy was further advanced by his students, notably Plato and Aristotle, who expanded and systematized philosophical thought into structured theories explaining various aspects of knowledge, reality, and human behavior. Their contributions laid the foundation for formal academic theorization across multiple disciplines.

In the modern period, scholars such as John Dewey further developed theoretical frameworks, particularly in education. Dewey emphasized experiential learning and pragmatism, contributing significantly to educational theory and curriculum development. Other contemporary scholars have also developed various theories aimed at explaining complex concepts in education, psychology, management, and social sciences.

These historical developments demonstrate that theory construction has evolved over time from philosophical questioning to structured academic frameworks used to explain, interpret, and guide practice in various fields of study.

This study is underpinned by the constructivism theory.

#### Conceptual Framework

The study examined and applied the relevance of preparedness and readiness in the effectiveness of

<sup>1</sup> Nkumba University / St. Lawrence University, Uganda

\* Corresponding author’s e-mail: [jmatsangab@gmail.com](mailto:jmatsangab@gmail.com)

curriculum implementation. The conceptual framework is grounded in the understanding that effective curriculum implementation depends on the interaction between preparedness and readiness as key determinants of successful educational outcomes.

In this study, preparedness refers to the advance planning, provision of resources, training, and organization required before curriculum implementation. Readiness refers to the state of being fully equipped, mentally, physically, socially, morally, ethically, and psychologically prepared to execute instructional activities effectively.

The action plan is explained in relation to objectives that should be in conformity with the SMART principle as stated by Ryan (2010). SMART objectives are Specific, Measurable, Achievable, Relevant, and Time-bound, and they guide the formulation and execution of curriculum implementation plans.

Within this framework, preparedness influences the development of readiness, and readiness determines the extent to which curriculum implementation objectives are achieved. The interaction between preparedness and readiness therefore leads to effective curriculum implementation and successful attainment of educational goals as defined by SMART objectives which means that the objectives should be specific, measurable, achievable, relevant and time bound.

### Contextual Framework

The formulation of the Eagle Logic Theory emerges in a context where Mbale City in Uganda is registering poor performance in UCE, UACE, and PLE results. This poor academic performance is attributed to weak curriculum implementation, which is further linked to poor preparedness and insufficient readiness among curriculum implementers and learners.

In many schools within Mbale City, there is evidence of inadequate lesson preparation by teachers, lack of sufficient instructional materials, poor time management, and limited learner engagement before instructional delivery. These challenges indicate a gap in the level of preparedness, which directly affects the readiness of both teachers and learners to effectively participate in the teaching and learning process.

As a result, the low level of readiness contributes to ineffective curriculum implementation, which ultimately leads to poor academic outcomes in national examinations. This situation highlights the need for a theoretical framework that explains the interdependence between preparedness and readiness as key determinants of effective curriculum implementation and educational performance.

Therefore, the Eagle Logic Theory is formulated within this context to provide a conceptual explanation of how strengthening preparedness enhances readiness, and how the interaction between the two constructs improves curriculum implementation and overall academic performance in schools.

### Theoretical Background

Several theories have been advanced to explain different phenomena across various disciplines. However, no specific theory has emerged to clearly explain the interdependence of preparedness and readiness as key variables that can influence the process of curriculum implementation effectively.

Most existing theories tend to address either preparedness or readiness in isolation, or they focus on broader aspects of learning, motivation, change, and implementation without explicitly integrating these two constructs as mutually dependent factors. As a result, there remains a theoretical gap in explaining how preparedness and readiness interact to determine the effectiveness of curriculum implementation.

### Problem Statement

The Ministry of Education and Sports, in collaboration with the National Curriculum Development Centre, requires all institutions of learning to implement the curriculum effectively in order to achieve quality educational outcomes. To support this objective, teachers are regularly trained, recruited, and deployed to both primary and secondary schools. Furthermore, teachers are expected to undertake adequate preparedness through planning, resource mobilization, lesson preparation, and professional development before executing their instructional duties.

Despite these efforts, challenges in curriculum implementation continue to persist in many educational institutions. These challenges are often manifested through incomplete syllabus coverage, ineffective instructional practices, poor learner outcomes, and inconsistencies in the achievement of curriculum objectives. Evidence suggests that inadequate preparedness and insufficient readiness among implementers remain significant contributors to these challenges.

Although numerous theories and frameworks have been developed to explain preparedness and readiness independently, no single theory has explicitly conceptualized the interdependent relationship between preparedness and readiness as complementary determinants of effective curriculum implementation. This theoretical gap limits the understanding of how these two constructs interact to influence educational practice and outcomes.

It is against this background that the Eagle Logic Theory (ELT) was formulated as a conceptual and philosophical framework for curriculum implementation in Uganda. The theory seeks to explain how preparedness and readiness function as interdependent variables that collectively influence the effectiveness of curriculum implementation and the attainment of desired educational outcomes.

The existing body of theoretical literature explains preparedness and readiness as separate constructs, yet there is a paucity of theory that explicitly addresses their interdependence in the context of curriculum

implementation. This gap is effectively bridged by this study.

### **Purpose**

To formulate a conceptual and philosophical theory that explains the interdependence of preparedness and readiness in the process of effective curriculum implementation and execution of an action plan.

### **LITERATURE REVIEW**

This study is guided by the, philosophical and conceptual framework in developing “The Eagle Logic Theory” through inductive reasoning from the behavioral patterns of an eagle. After careful and critical observations of eagles’ characteristics, it was noted that their actions are never impulsive; instead, they rely on proper preparedness and strategic readiness before executing any critical task. Here below is a sample of the related literature.

#### **Edward Thorndike’s Theory of Readiness**

Edward Thorndike, in his Theory of Readiness, states that people will perform a task only when they are ready. In curriculum implementation, this implies that learners can study effectively only when they are ready, and teachers can teach effectively only when they are ready. The theory emphasizes readiness as a prerequisite for action and performance. However, the theory does not directly bring into consideration the degree and element of preparedness that precedes readiness.

This omission creates a theoretical gap because readiness may not exist independently; rather, it may emerge from adequate preparedness. Consequently, the present study sought to formulate the Eagle Logic Theory to explain preparedness and readiness as interdependent constructs that influence curriculum implementation and the execution of a plan of action.

#### **Constructivism Theory**

The Constructivism Theory was developed by a Swiss Psychologist and Biologist, Jean Piaget who lived between (1896 & 1980). Constructivism Theory is relevant to the process of curriculum implementation because it places the learner at the centre of the learning process. The theory emphasizes active learner participation, knowledge construction, and meaningful engagement with learning experiences. As a result, it provides a strong foundation for learner-centered curriculum implementation.

However, despite its strengths, Constructivism Theory does not explicitly consider preparedness and readiness as key constructs for effective achievement. While it explains how learning occurs, it pays limited attention to the conditions of preparedness and readiness that may influence the effectiveness of the learning process. This creates a theoretical gap that necessitates further explanation through the Eagle Logic Theory.

#### **Kurt Lewin’s Force Field Analysis Theory and Unfreeze–Change–Refreeze Theory (Kurt Lewin (1951))**

Kurt Lewin’s Force Field Analysis Theory and the

Unfreeze–Change–Refreeze Theory provide important explanations regarding change processes and curriculum implementation.

Force Field Analysis Theory states that situations are maintained by an equilibrium between forces that drive change and forces that resist change. Similarly, the Unfreeze–Change–Refreeze Theory explains how change can be initiated, implemented, and stabilized within organizations and systems.

Although these theories adequately explain the process of curriculum implementation and change management, they do not emphasize preparedness and readiness as key interdependent variables.

The Eagle Logic Theory addresses this theoretical gap by proposing that preparedness and readiness are essential and interdependent elements of a plan of action and effective curriculum implementation.

The Eagle Logic Theory which states that, “preparedness and readiness are essential elements of plan of action”, has been explained here.

This Theory has three parts that make a whole and these are Preparedness, Readiness and Action plan.

#### **Preparedness**

This is a state of equipping yourself for action. In the military, preparedness involves undergoing thorough training to effectively attain the required military skills and having all or most of the required tools purposely for war. In engineering, before any construction can commence, the required resources should be in place and they include both physical materials, human resource and finance, an indicator for proper preparedness. In Education, curriculum implementation requires proper preparation of the implementers that is the teachers and administrators. The teachers should be prepared with the skills of how to deliver the content and should be ready before meeting with the learners. In this preparation, a teacher should have the required materials like lesson notes, textbooks, schemes of work and should take note of the time he/she is to meet the learners. Preparedness refers to the process of equipping individuals or institutions with the necessary skills, resources, and conditions required for action. This aligns with capacity-building theories emphasizing training and resource adequacy (Darling-Hammond, 2000).

Adequate preparedness leads to sufficient readiness which are jointly a prerequisite for achievement of any plan of action.

#### **Readiness**

This is a state of being fully prepared and equipped with all the necessary requirements for that activity. Readiness may require physical energy, money and physical items depending on the nature of the activity at hand. In a class room setting, a learner is said to be ready for examinations if he/she has met the requirements of the institution, has read adequately and has all the required tools for that respective examination. Readiness is as a result of adequate preparedness and therefore the two

terms i.e. preparedness and readiness work hand in hand. One can only be ready for any activity of any nature after adequate preparations have been made. It is the degree of readiness that determines the level of delivery and subsequent achievement of any plan of action. This is not far from the definition by (UNESCO, 2015) which says that Readiness is the state of being fully equipped to perform a task effectively. It reflects both competence and availability of resources (UNESCO, 2015).

### A Plan of Action

A plan of Action is a strategic pathway or road map that leads to the achievement of objectives, goals or expected outcomes that are guided by the principle termed as, “SMART. A plan is an outline of what is intended to be achieved within a certain time frame. It is an outline that shows the expected outcome or results. A plan of Action, therefore, is an outline of what is intended to be achieved and It is guided by the SMART framework (Doran, 1981) which is explained below:

I. Specific: The objectives should be specific for easy and effective achievement.

II. Measurable: The objectives should statistically be measured and proved either null or alternate.

III. Achievable: The objectives should be achievable within a specified time frame.

IV. Relevant: The objectives should be relevant to the situation at hand or the study

V. Time-bound: The time for the specific work should be achieved.

The success of a plan depends on degree of preparedness and level

### Why the Theory is termed “The Eagle Logic Theory”

The Theory derives its name from an eagle whose principles are as explained.

(i) An eagle flies alone at a very high altitude. This implies that Curriculum must be forward-targeting. (Senge, 2006).

(ii) It prepares for action. It constructs its own nest far from other birds. This implies that Investment in teacher readiness is essential for curriculum implementation (Darling-Hammond, 2000).

(iii) It loves the storm. It is confident of itself and does not fear the challenging situations. It is very well calculated for risk taking. This implies that educational reforms require managing resistance as put forward by kart Lewin in the Force Field Analysis Theory (Lewin, 1951).

(iv) It tests before it trusts. (A female eagle tests the male eagle before trusting it). This is in conformity to what Tyler says that assessment ensures effectiveness (Tyler, 1949).

(v) It does not eat dead things. Curriculum must remain relevant through its implementation (Asebiomo, 2009).

(vi) It has a very clear and strong vision. This is relation to the National goals guide education systems (Republic of Uganda, 1992).

(vii) When an eagle realizes that it is weak, it flies to a lonely place where it removes all the feathers and after, it knocks the beak on a hard surface until it is removed. It remains in this state until new feathers are developed and a new beak is developed. This explains that Continuous reform ensures sustainability (Fullan, 2007).

For the purpose of this study, the researcher has picked all of the principles of the eagle to guide generation of new knowledge and this is the reason as to why it is called the Eagle Logic Theory. The word logic comes in because of the seventh principle of the eagle that is, “The eagle logically identifies a lonely place where it goes to renew its strength from”. In relation to Curriculum implementation, the seven principles of the eagle can be explained as follows:

### MATERIALS AND METHODS

This study adopted a conceptual and philosophical design that was grounded in inductive reasoning and analytically the theory was developed through:

I. Observation and Critical analysis of the eagle’s behavioral patterns in relation to educational practices in the process of curriculum implementation.

II. Careful review of the existing literature on curriculum implementation, existing theories, readiness, and preparedness by identifying the gaps that needed mitigation

The Eagle Logic Theory was therefore developed as a conceptual framework rather than an empirical model, using qualitative interpretation and philosophical abstraction.

The study conceptualizes with emphasis how strategic and adequate preparation leads to sufficient readiness for effective implementation and the successful achievement of a plan of action.

### RESULTS AND DISCUSSIONS

The Eagle Logic Theory which states that, “preparedness and readiness are essential elements of plan of action”, has been explained here.

The Theory emphasizes that adequate preparedness in a school setting where a teacher is fully equipped morally, physically and mentally, leads to readiness which builds confidence and subsequently produces quality results. This is adequately explained by a Curriculum

Adequate preparedness leads to sufficient readiness which determines the degree of achievement of an action plan. The study categorizes preparedness and readiness into multiple dimensions including mental, social, moral, physical, ethical, psychological, and institutional dimensions.

The Eagle Model of Curriculum Implementation (TEMCI) illustrates the flow from policy formulation to learner engagement, while the Eagle Logic Model (TELM) demonstrates how preparedness leads to readiness and subsequently to achievement of planned objectives.

The study further explains curriculum implementation challenges in Mbale City including poor preparation,

insufficient readiness, poor academic performance, and weak implementation of curriculum policies.

### Application of Eagle Principles in Curriculum Implementation

For the purpose of this study, the researcher has picked all of the principles of the eagle to guide generation of new knowledge and this is the reason as to why it is called the Eagle Logic Theory. The word logic comes in because of the seventh principle of the eagle that is, “The eagle logically identifies a lonely place where it goes to renew its strength from”.

1. An eagle flies at a very high altitude: This is related to a Curriculum being a supreme entity in every Education system. As Senteza Kajubi puts it, “No Government is better than the quality of its education system, and no Education system is better the quality of its teachers”, the researcher, therefore, states that it is the quality of the Curriculum and its effective implementation which determine the quality of every Education system. This is in agreement with Asebiomo (2009) who states that no matter how well a curriculum is designed, its effective implementation is essential towards achieving the desired goals of Education. Hence, policy makers should be highly positioned to have the Curriculum process very successful by viewing it from a “high altitude”. A curriculum should be fore sighted and should be well thought out to solve societal needs over time.

2. An eagle prepares for action. This is in connection with Curriculum design. The Government, through the Ministry of Education and Sports; and through the act of parliament, as supreme Policy makers should ensure that a Curriculum is designed in such a way that it supports future actions by addressing societal needs, political needs, religious needs and generally moral needs. The Government should prepare adequately by training the teachers and retooling them; and to provide all the necessary resources required to boost the process of Curriculum implementation.

3. An eagle is confident of itself and does not fear a storm. This principle is related to risk taking. Policy makers after designing or reviewing Curriculum, roll it out through Curriculum implementers for implementation without fear of any risk. The Force Field Analysis Theory supports this statement as it states that, “situations are maintained by an equilibrium between forces that drive change and others that resist change”. This Theory implies that the forces that resist change should be minimized while those forces that drive change should

be maximized in order for a Curriculum to be effectively implemented. It calls for the headteachers intervention in ensuring that teachers who dodge lessons, absentee themselves, don’t scheme and do not have learners’ records are well addressed not to affect the process of curriculum implementation. The teachers as curriculum implementers should be ready to take risks in handling stubborn students to ensure quality Education.

4. An eagle tests before it trusts. This principle explains Curriculum evaluation and assessment. The Curriculum should be evaluated or pre-tested in order to ascertain the level of achievement of the learners and the degree of relevance of the curriculum by that time. Hence, assessment is an essential element in the process of Curriculum implementation.

5. An eagle does not eat dead things. This principle explains that a fresh Curriculum is inevitable. There should be curriculum change whenever it seems to be getting outdated. In principle, it is imperative to have a modern and relevant curriculum that addresses the societal issues of that time. This can be supported by the Education reforms since 1922.

6. An eagle has a very clear and strong vision. This principle is related to the Government vision for Education. It is the vision that determines the Curriculum design and implementation in any country. As it is in Uganda, there is a vision for 2040 on which the Curriculum is being implemented and there is hope of revisiting it by that time.

7. An eagle flies to a lonely place for renewal of its feathers and its beak. Curriculum reforms are a necessity in every country in accordance to this principle of the eagle. In Uganda since 1924, the Government has been undergoing different reforms which is proper according to this principle. Curriculum review is a long-sighted activity that attempt to predict other changes after some time through studying trends in life.

### The Eagle Model of Curriculum Implementation (EMCI)

In Curriculum implementation, the Government through the Ministry of Education and Sports enacts laws that are rolled out using different arms like National Curriculum Development Centre (NCDC) and Uganda National Examinations Board (UNEB). Whereas NCDC is specifically concerned with the designing of the Curriculum, UNEB is concerned with the assessment of the Learners for any designed Curriculum. The Learners are always the recipient of any designed Curriculum.

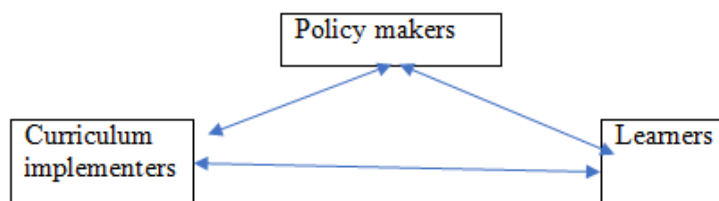


Figure 1: The Eagle model of Curriculum implementation:( EMCI)  
Source: Primary data (2026)

However, during the Curriculum design process, policy makers should make technical consultations with all the parties i.e. the Curriculum implementers, the learners, NCDC and UNEB. This helps to make the designed Curriculum relevant and makes its implementation easy and effective.

The Government White Paper on Education (1992) that resulted from Prof. Senteza kajubi Commission recommendations of 1989 that notes that, **“No Government is better than the quality of its Education system and No Education system is better than the quality of its teachers”** brings out the quality of the Education system as the basis for the quality of every Government and teachers are seen from the fore front. There is ,therefore,need for teachers’ preparedness in order for them to be ready to effect the Curriculum implementation perfectly as required.

**The policy maker**

Government of Uganda does its work through Ministry of Education and Sports and through an Act of Parliament .In the process,included are the NCDC and UNEB for effecive designing and assessment respectively. These policy makers are not just concerned with the learners but they target the quality of the Government in the future time.This can be reflected from the quotation of the kajubi report of 1989 which states that , “No government is better than the quality of its Education system and no Education system is better than the quality of its teachers”.

So the policymakers in designing the curriculum and rolling It out to the learners ,they have focus on the government. For the government to exist ,different sectors like engineering, judiciary, legislature, Education and medical should function effectively and efficiently. This is the reason as to why the Education system should be checked upon because the Government cannot have the above mentioned sectors strongly operational without Education.This prompts the policymakers to design a curriculum that can address all the above sectors and for this to be achieved, curriculum implementers have to be prepared through training programs, retooling or refresher courses to ensure that the laid down curriculum is properly implemented effectively and efficiently as planned.

Subsequently, the learners have to be prepared through school rules and regulations that should be reviewed from time to time, the case in point being corporal punishments was rampantly used before the strengthening of the NRM government in Uganda.As of today, it is illegal to apply corporal punishments but other

measures should be used to instill discipline and order in learners.After all these, after the policymakers have rolled out the curriculum down to the learners through the curriculum implementers, there is need for evaluation to be conducted to ascertain the degree to which the set objectives are being achieved hence, the body of UNEB comes in.

The Eagle Curriculum Logic Theory may also be interpreted and used as follows:

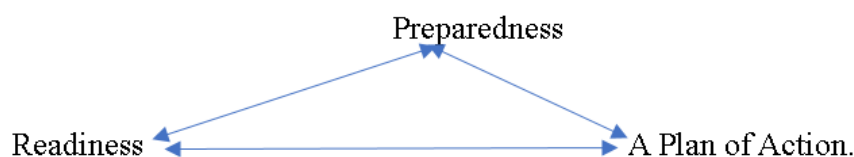
The Eagle is like a government that should exist with different body parts being well functioning which can be related to the different sections of the government like engineering, judiciary ,legislature, Education and medical. Now the eagle is organized in that it constructs its own nest and that is under the department of engineering ,the eagle has strict and proper strategies of making sure that any prey that appears in its proximity should be picked and eaten that is the judiciary; The eagle has it that it does not eat anything found dead and that is legislature and at acertain old age when the beak becomes weak ,the feathers become old and it realizes the general body weakness in performing its functions, it will fly to a lonely place where it removes all its feathers and after it puts off its beak by knocking on a hard surface and it remains in that state of treatment awaiting the development of a new beak and new features before it can resume its functions fully and that is medical department.

With regard to Curriculum implementation , however,now the eagle is a government, its beak and claws are the curriculum implementers (teachers and school administrators) and the prey becomes the learners. This is done so because the eagle wants to make the prey part of itself by properly tearing it into pieces and eating it fully, hence the process is made complete by preparing for future engineers, doctors , lawyers and so forth.The eye of the eagle is such that the eagle is able to identify a prey at a very high altitude.These are now the monitoring systems that the government puts in place like the inspectorate to check on the curriculum implementation and Just as the eyes of the eagle don’t touch the prey,the inspectorate team do not implement the curriculum directly but they recommend and advise where necessary.

In all the above explanations, adequate **preparedness** is a prerequisite for **readiness** that substantially and subsequently leads to achieving an effective plan of action, hence, **“The Eagle Logic Theory”**

**The Eagle Logic Model (TELM)**

From the above model, we note that adequate preparedness leads to readiness and readiness leads



Primary data :(2025)

to successful achievement of a plan of action.. A plan of action, however is evaluated by the degree of preparedness because preparedness informs the level of readiness. If plan of action is not well achieved, then the degree of preparedness is questioned because it informs the level of readiness. Fair preparedness leads to fair readiness and subsequently facilitates fair achievement of a plan of action. Substandard preparedness leads to substandard readiness which eventually leads to substandard achievement of a plan of action. Realistically, **adequate preparedness leads to full readiness which subsequently leads to effective achievement of a plan of action.** Therefore, if the expected outcome of a plan of action or rather if the results of any program are not realized as required, the degree of preparedness should be held responsible because it determines the level of readiness which in turn leads to fulfillment or achievement of a plan of action.

In this context of curriculum implementation, therefore, the quality of Education is determined by the degree of preparedness by both, the curriculum implementors (teachers and school administrators) and curriculum consumers (learners). This degree of preparedness influences the level of readiness by both the teachers as curriculum implementors and the learners as curriculum consumers. The teachers should have proper preparedness by having schemes of work, lesson plans and lesson notes in place before the teaching can commence. Further, they should have all the required resources for instruction in place and they include teaching aids like charts, maps and any other material relevant for the teaching of that subject and specifically that topic or sub topic.

Teachers should be psychologically and emotionally prepared to handle the learners at Ordinary Level who are adolescents with several related challenges like peer influence and drug abuse. A teacher should morally be prepared and made ready in accordance with the Education act that emphasises professional ethics in the Education system. Teachers should be prepared to value and manage time in order to attend to the learners effectively and efficiently as scheduled.

Learners, however, should be prepared emotionally, psychologically and morally to attend to all their learning activities as required by the school. The learners should be readily availed with adequate tools for use in the lesson like in the case of mathematics lesson, one should have a mathematical set, a pencil, a pen, a calculator, a graph book and an exercise book as the topic or subtopic may demand.

The headteacher as an immediate curriculum implementor/supervisor should make adequate preparations for the whole process of curriculum implementation. The headteacher should have a clear program of timely supervision of curriculum implementation and should provide the necessary requirements to the teachers to help them in the process like chalkboards, chalk, dusters, chemicals and apparatus for laboratory use, textbooks, Bibles for christian

religious education, computers for computer studies, prep books for teachers' preparations, well designed scheme books, time tables and any other requirement that may be required to facilitate the teaching and learning of a specific lesson. The infrastructure and furniture are part of the administrators' requirements for preparedness in ensuring quality Education as far as curriculum implementation is concerned.

All the above discussions about preparedness, if fully and properly done, lead to perfect readiness that leads to achievement of plan of action, hence quality Education. To sum it up, the degree of preparedness influences the degree of readiness that yields to the equivalent degree of achievement of a plan of action, hence "The Eagle Logic Theory's relevance to this study.

The Eagle has the following attributes that makes it achieve its objective:

- (i) The claws are sharp and heavy enough to grab the prey.
- (ii) The beak is sharp, strong and curved in the shape that is required to tear the prey.
- (iii) It has the strength to grab the prey.
- (iv) It has a clear and strong vision to locate a prey from a far distance

In relation to the curriculum implementation, the interpretation here is that the claws and the beak are school administrators and teachers respectively. The claws are representing school administrators who admit learners and provide the necessary arrangements for the teachers to handle curriculum implementation effectively. The beak represents the teachers who have to break the curriculum into subjects, topics and sub topics for the learners to enjoy. The strength in this case of curriculum implementation are the resources which are human, financial and material. The school with enough resources in terms of human, money and materials, is strong enough to implement the curriculum effectively and efficiently. Just as Eagles are of different sizes with different strengths, schools are of different sizes with different strengths in terms of resources. So the resources i.e human resource (learners, teachers and other staff), financial resource and material resource, play a big role in providing the strength as a basis for curriculum implementation. In the case of a clear and strong vision, every school is guided by a clear and strong vision in the process of curriculum implementation.

Conclusively, from an Eagle, the researcher has managed to develop a Theory and two models as explained above where by the Theory stands as **The Eagle Logic Theory** which states that **"preparedness and readiness are essential elements of plan of action"**.

This model reflects systems theory, where inputs influence processes and outcomes (Bertalanffy, 1968).

This model explains that Teacher preparedness significantly influences learner achievement (Darling-Hammond, 2000). However, Learner, readiness determines engagement and academic success (Bransford *et al.*, 2000).

Further still, Instructional leadership plays a key role in implementation effectiveness (Hallinger, 2005).

The Eagle Logic Model has been mathematically represented as below:

The model can be presented as:

Where:

$$PA = \alpha + (xP + yR) * k$$

- PA = Plan of Action
- $\alpha$  (Alpha) = Other variables that can influence a plan of action independently of preparedness and readiness.
- P = Preparedness
- R = Readiness
- x = Coefficient representing the degree or effect of preparedness.
- y = Coefficient representing the degree or effect of readiness.
- k = Variables arising from the interaction between preparedness and readiness.
- \* = As a result of the interaction

### Interpretation of the Variables

#### Alpha ( $\alpha$ )

These are factors that may cause a plan of action to proceed even when preparedness and readiness are low or absent. They include Interest, Self-motivation, Policy requirements and Time-bound obligations.

For instance, a candidate may sit for UCE examinations because educational policy requires it after a specified period, regardless of the candidate's level of preparedness or readiness. While UNEB examinations occur according to a national time table, when the scheduled time arrives, the examination process proceeds despite individual variations in preparedness and readiness.

Thus,  $\alpha$  represents external or independent forces that sustain action without considering preparedness and readiness.

#### Preparedness (P)

Preparedness refers to the extent to which resources, knowledge, skills, plans, and materials have been assembled before undertaking an activity. The degree of preparedness is fundamental in influencing the degree of readiness such that they interdependently determine the level of achievement of a plan of action.

#### Readiness (R)

Readiness refers to the state of being mentally, physically, emotionally, or organizationally prepared to execute a planned activity.

#### Interaction Constant (k)

The constant k captures outcomes that emerge when preparedness and readiness interact. These include Confidence, Courage, Willingness, Commitment and Determination.

When preparedness and readiness are both high, these positive attributes are strengthened, thereby increasing the effectiveness of the plan of action.

### Theoretical and philosophical Meaning of the Mathematical representation

According to the Eagle Logic Theory, preparedness and readiness are the principal drivers of successful implementation of a plan of action. However, other factors represented by  $\alpha$  may also compel action to occur. The interaction between preparedness and readiness generates additional positive attributes (k) that enhance performance and increase the likelihood of successful outcomes.

Therefore, the Eagle Logic Model suggests that:

A plan of action is influenced by independent external factors ( $\alpha$ ), strengthened by preparedness (P), enhanced by readiness (R), and further reinforced by confidence, courage, and willingness arising from the interaction of preparedness and readiness (k).

This gives the complete mathematical expression:

$$PA = \alpha + (xP + yR) * k$$

which serves as the foundational equation of the Eagle Logic Theory.

The results that emerge out of  $\alpha$  only may not be dependable because readiness and preparedness are key in effective achievement of any action plan and more so in Curriculum implementation.

### The Eagle Logic Theory Extended

An Eagle can fly at a speed of 300 kilometers per hour and it can tear even a large animal with its beak. Between the age over 30 to 40 years an eagle begins to experience body changes that if not dealt with results to death. The eagle's feathers become heavy for it to fly faster and higher. The beak begins to bend making it harder to eat, so the eagle has to take a tough decision or else wait for its death. When it decides to survive, the eagle flies to a lonely place where it identifies a hard surface and on it, it knocks its beak until it is removed. The process takes about 150 days. The eagle is in this state patiently waiting until a new beak is developed. It then starts to pluck off the unwanted feathers and also waits patiently for the new feathers to develop. The process takes about 150 days and after developing new feathers the change is complete for the eagle to fly freely and normally. This transformation helps the eagle to live for further 30 – 40 years until it reaches the age of 70 years.

### Interpretation

(The above brief story about an eagle, when well interpreted, can be applied to explain the reforms in the Education system.

**The feathers.** These are the learners that make a curriculum. The curriculum cannot be in operation

without the learners just as an eagle cannot fly without feathers. The curriculum cannot exist without learners. Whenever a curriculum is implemented, there are learners whose conduct may make the whole process hard, the case where students go on strikes, their curriculum implementation may not be possible, the heavy fathers should be identified and removed, meaning the learners of gross indiscipline should be identified and suspended indefinitely just as the feathers are plucked off Permanently. A school can be closed for some time just as an Eagle suspends its movement for some time until the new feathers are developed. It has to do it from an isolation place. Similarly, the gross indisciplined students should be identified and suspended out from the other learners in order for the curriculum to be resumed.

In a situation where the strikes occur, the school authorities should be ready to take a very hard decision or either to close the school or lose some of the notorious learners. As there is no strike that can succeed when teachers are not involved the situation cannot be very hard for the eagle without the beak. Hence, as the indisciplined and the really notorious learners, teachers who may seem to be extremely un cooperative should be relocated after being identified to have participated in some malicious act, like a strike. This is really a very tough decision that has failed in some schools and subsequently the curriculum implementation is compromised. It may not be necessarily a strike but in schools there are feathers that needed to be plugged off in order to realize peace. These may be teachers or learners who are notoriously indisciplined and not cooperative. There are schools in Uganda where learners went on strike and were suspended for some time. On returning, they were re admitted selectively by suspending others indefinitely, like Nabumali high school and Bukedi college kachonga, both in Elgon zone, Eastern Uganda.

**Curriculum implementation requires innovation and creativity.** The curriculum designers and planners should always be ready for changes that may affect their learners, teachers or administrators. The curriculum implementers have to be checked upon timely. They are like the beak to the eagle. They need to be retrained and the others who may seem to be heavy or not cooperative should be removed. The learners are very essential in the curriculum implementation process but should be well understood as adolescents. The Ministry of Education and sports should ensure that the curriculum implementers are sufficient to handle all the relevant parts of the Curriculum and specifically subjects for this case.

The principle of interdependence of preparedness and readiness is what makes the eagle to live longer but it has to undergo a painful experience. The eagle has to accept the pain of removing the beak and the pain of staying without food for some good time. This implies that there should be a tougher decision of laying off their teachers who do not perform well such that those that can do better are identified. The curriculum should be revised by removing some subjects that may be making

the curriculum heavy to move. The government decides painfully by making some curriculum implementers to retire even if they are fully attached. Replacing the teachers is not done in a single day it takes some time which calls for patience and endurance. The curriculum implementers require retooling to refresh their ability to perform better in the implementation of a curriculum that is relevant to the societal needs.

The process of interdependence of preparedness and readiness is very vital but painful in terms of resources and time. It requires the curriculum implementer to be trained and retrained and these are the teachers, the directors of studies and heads of departments in respective subjects. These teachers in the interdependence process of preparedness and readiness, there is need to ensure that what is required is available. The head teacher should be designing a monitoring tools and evaluation forms to monitor and evaluate the curriculum implementation in relation to teachers' qualifications and performance. The eagle cannot fly away from a hideout until it feels that the new beak has well developed and new feathers have fully developed. It should know that it can fly well and perfectly hence the curriculum implementers should not appear in school or class if they have not been fully prepared are not ready. so, readiness and preparedness are vital interdependent variables as far as curriculum implementation is concerned. Just as adequate preparedness and sufficient readiness give the eagle the courage and confidence to grab a prey and eat it comfortably, the curriculum implementer gains his or her confidence and courage to conduct his duty from the degree of readiness that results from adequate preparedness. A curriculum implementer can handle his or her task perfectly if the required resources are fully in place. The curriculum implementer who is a teacher should be prepared mentally, socially, morally, physically, ethically and psychologically. This preparation should be done as follows:

#### **Preparedness and Readiness Dimensions**

The study generates new conceptual and philosophical knowledge by presenting preparedness and readiness as interdependent variables necessary for the successful achievement of strategic goals and effective performance of duties. The study argues that preparedness involves the advance organization, planning, provision, and positioning of the required conditions and resources, whereas readiness refers to the actual state of being capable, willing, and fit to execute a task when required. The study further conceptualizes preparedness and readiness as mutually reinforcing constructs operating within a single action system. The degree of preparedness significantly determines the level of readiness, while readiness operationalizes preparedness into effective action. Consequently, the absence or weakness of either preparedness or readiness undermines the successful implementation of a strategic plan.

The study categorizes preparedness into seven interrelated

dimensions, and these are Mental, Physical, Social, Moral, Ethical, Psychological, and institutional preparedness. Similarly, preparedness is viewed as the deliberate establishment and organization of these dimensions before action is undertaken. The study therefore argues that effective performance and strategic success depend on the balanced interaction between preparedness and readiness within a given environment. The subsequent seven dimensions of Readiness are as presented and explained here as Physical Readiness, Social Readiness, Ethical Readiness, Mental Readiness, Moral Readiness, Psychological Readiness and Institutional Readiness.

### **Physical Readiness**

Physical readiness refers to a situation where all the required physical facilities, materials, resources, and environmental conditions necessary for the performance of a specific task are available and functional. In relation to curriculum implementation, physical readiness is very essential in determining the quality of education.

### **Social Readiness**

Social readiness refers to the state in which the available group of learners or participants are adequately mobilized, motivated, guided, and socially prepared by the teacher or leader to actively participate in the lesson or assigned activity. This creates harmony between the teacher and the learners increasing the chances of better understanding of the concept.

### **Ethical Readiness**

Ethical readiness refers to the extent to which a teacher, leader, or individual is adequately equipped with the principles of professional ethics, integrity, and the accepted code of conduct governing behaviour and practice. The degree of ethical readiness is key in determining the quality of education.

### **Mental Readiness**

Mental readiness refers to the preparedness of the mind to think, concentrate, reason, and make appropriate prior decisions before undertaking a task or responsibility. No body can function without a clear mind and therefore mental readiness is a foundation of one's success in achieving the targeted goals.

### **Moral Readiness**

Moral readiness refers to the possession of acceptable values that include discipline, honesty, responsibility, and upright character necessary for proper conduct and duty performance. In Curriculum implementation especially as far as learners are concerned this is necessary and essential in determining the level of achievement and subsequently the quality of education.

### **Psychological Readiness**

Psychological readiness refers to the emotional and psychological stability, confidence, motivation, and

self-belief required for effective participation and performance in a given task or situation. Where the degree of readiness is high, the classroom environment is expected to be conducive towards the achievement of quality education.

The study therefore generates new conceptual knowledge by categorizing readiness into seven interrelated dimensions, namely mental, physical, social, moral, ethical, psychological and institutional readiness as explained above. The researcher argues that effective performance and achievement of strategic objectives depend on the balanced existence and interaction of these dimensions of readiness and preparedness.

### **Preparedness and Readiness**

The study generates new conceptual and philosophical knowledge by presenting preparedness and readiness as interdependent variables necessary for the successful achievement of strategic goals and effective performance of duties. The study argues that preparedness involves the advance organization, planning, provision, and positioning of the required conditions and resources, whereas readiness refers to the actual state of being capable, willing, and fit to execute a task when required. Hence, the study of The Eagle Logic Theory marries the two terms determining the degree of achievement of a plan of action.

The study further conceptualizes preparedness and readiness as mutually reinforcing constructs operating within a single action system towards a specific well-grounded objective. The degree of preparedness significantly determines the level of readiness, while readiness operationalizes preparedness into effective action. Consequently, the absence or weakness of either preparedness or readiness undermines the successful implementation of a strategic plan and the vice versa is significantly true.

### **Summary of New Knowledge Generated by the Eagle Logic Theory**

I. The Eagle Logic Theory introduces a new conceptual understanding of action systems by repositioning preparedness and readiness as interdependent rather than independent constructs that are key in the process of achieving an action point.

II. The theory generates new knowledge by challenging traditional sequential planning models which treat preparedness and readiness as separate stages.

III. The theory proposes that preparedness and readiness function as a unified and integrated logic system in an action plan, where each continuously influences and sustains the other.

IV. The theory establishes that the degree of preparedness strongly determines the level of readiness which subsequently leads to the success of a plan of action made by an individual, institution, or organization.

V. The Eagle Logic Theory introduces a holistic explanation of strategic achievement in which success

depends on the quality of interaction between preparedness and readiness rather than isolated variables of readiness and preparedness.

VI. The theory conceptualizes planning effectiveness as a result of a relational system ( $P \leftrightarrow R$ ) rather than independent causal factors, where P indicates Preparedness and R stands for Readiness.

VII. The theory contributes a philosophical shift in planning theory by moving from linear causality to interdependent systemic logic and this can mathematically be explained as

VIII. The theory expands theoretical understanding by presenting an action plan as a co-constructed process between preparedness and readiness operating within contextual environments.

IX. The theory provides a new conceptual perspective for interpreting performance outcomes in organizational, educational, leadership, and strategic planning systems.

X. The theory establishes a foundation for future conceptual, theoretical, and empirical studies by positioning preparedness and readiness as mutually reinforcing constructs within strategic action systems.

### Conclusion on New Knowledge:

Therefore, “The Eagle Logic Theory” introduces new conceptual and philosophical knowledge by establishing that preparedness and readiness are not independent variables but interdependent constructs within a strategic action system. Preparedness forms the foundational condition that produces readiness, while readiness operationalizes preparedness into effective performance and strategic action. The theory further argues that successful achievement of strategic goals depends on the continuous interaction between preparedness and readiness.

### Recommendations

The purpose of this study was to come up with a theory which builds its strength from the existing theories to support the implementation of Curriculum and the Operationalisation of different action plans in various

areas.

It is therefore imperative to note that adequate preparedness in an education system requires a teacher to undergo professional training and regular retooling.

Besides, a teacher has to prepare schemes of work, lesson plans, lesson notes and all the relevant teaching aids before he/she can appear before the learners.

The degree of readiness which depends on the degree of preparedness determines the degree of achievement of an action plan.

In the school setting Curriculum implementation is achieved as expected if the Eagle logic Theory is followed and properly applied

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