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**TEACHERS' CHALLENGES AFFECTING THE  
IMPLEMENTATION OF THE NEW BUSINESS  
SUBJECTS' CURRICULUM IN SELECTED SECONDARY  
SCHOOLS IN UGANDA**

DESAFÍOS DE LOS DOCENTES QUE AFECTAN LA  
IMPLEMENTACIÓN DEL NUEVO PLAN DE ESTUDIOS  
DE MATERIAS DE NEGOCIOS EN ESCUELAS  
SECUNDARIAS SELECCIONADAS EN UGANDA

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**ABSTRACT**

The study aimed at identifying the teacher challenges that affect Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum in selected secondary schools of Kabale district, Uganda. Based on the pragmatist perspective, a concurrent triangulation research design was adopted. Data were collected from 37 business subject teachers and 13 directors of studies across 13 secondary schools in Kabale district, making a total of 50 participants. Semi-structured interview schedules and closed questionnaires were used for data collection. Quantitative data were analysed using descriptive statistics while qualitative data were analysed using a thematic analysis approach. Findings indicated that teacher challenges that affected the implementation of the new Business subject's curriculum included: lack of adequate teacher in-service training; limited competent human resources among others. The quantitative findings as Business Subjects

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indicated that they were being faced with both inside and outside school challenges while in the implementation of the new Business Subjects curriculum. This denoted also a high percentage of over 67% that was posted by all the items that were used to measure teacher challenges that affected Business Subjects teachers' preparedness for the implementation of the new Business Subjects curriculum in both private and public secondary schools.

## KEYWORDS

Teacher challenges, new business subjects' curriculum, curriculum implementation, secondary school, curricula, skills

## RESUMEN

*El estudio tuvo como objetivo identificar los desafíos que enfrentan los docentes de materias de negocios que afectan su preparación para la implementación del nuevo plan de estudios de materias de negocios en escuelas secundarias seleccionadas en el distrito de Kabale, Uganda. Se adoptó un diseño de investigación de triangulación concurrente basado en la perspectiva pragmatista. Se recopiló datos de 37 docentes de materias de negocios y 13 directores de estudios de 13 escuelas secundarias en el distrito de Kabale, lo que hizo un total de 50 participantes. Se utilizaron entrevistas semiestructuradas y cuestionarios cerrados para la recopilación de datos. Los datos cuantitativos se analizaron utilizando estadísticas descriptivas, mientras que los datos cualitativos se analizaron utilizando un enfoque de análisis temático. Los hallazgos indicaron que los desafíos que enfrentan los docentes y que afectan la implementación del nuevo plan de estudios de materias de negocios incluyeron la falta de capacitación adecuada para los docentes y la limitación de recursos humanos competentes, entre otros. Los hallazgos cuantitativos indicaron que los docentes de materias de negocios se enfrentaban a desafíos tanto dentro como fuera de la escuela en la implementación del nuevo plan de estudios de materias de negocios. Esto también denotó un alto porcentaje de más del 67% que fue registrado en todos los ítems que se utilizaron para medir los desafíos que enfrentaban los docentes y que afectaban su preparación para la implementación del nuevo plan de estudios de materias de negocios en escuelas secundarias privadas y públicas.*

## PALABRAS CLAVE

*Desafíos docentes, currículo de nuevas materias de negocios, implementación curricular*

## INTRODUCTION

The Ugandan school curriculum has progressed from various reforms and reviews in the past years, especially that of business subjects. These include the Instructional Materials Reform Programme in 2000, the 2008 curriculum review, and the recent curriculum review of 2020 for lower secondary are all aimed at developing appropriate content for the implementation process (NCDC, 2020). Therefore, Business subject teachers should be well prepared

to enhance the implementation of the new Business subject's curriculum to impart the values of UgandaVision 2040 (MEOS, 2020). This is because these reviews have informed the dropping of the previously taught subjects: Shorthand, and Office Practice; and the integration of Principles of Accounts and Commerce elements into two subjects, namely, Entrepreneurship Education and Economics (NCDC, 2020).

This means that Uganda has embraced an integrated approach for Business subjects entailing two subjects only -- Entrepreneurship Education and Economics (currently at the Advanced level) and Entrepreneurship Education which is compulsory in senior one and two at the Lower Secondary level (MOES, 2020). UBOS (2019) articulates that curriculum reforms aimed at reducing the heavy workload for both the teachers and the students is facing numerous teacher-related challenges and limited updated textbooks that are hindering the implementation process of the curriculum.

MOES, (2020) refers to curriculum as a competency-based curriculum that requires problem-solving, pragmatic, and contemporary teacher skills and computer skills among others. Besides, there has been limited empirical discussion on the guidelines of the teacher practices that support the implementation of the new Business subjects' curriculum. However, several scholars have studied curriculum implementation of Business subjects. In this regard, Tumushabe and Makaaru (2013) point out that Ugandan secondary school curriculum implementation is jeopardized by limited teacher training. Correspondingly, Baluku et al., (2020) conducted a study in Kasese district and reported that teachers integrated computer resources for curriculum implementation in Ugandan secondary schools. However, the highlighted studies need specific empirical proof of the teacher challenges and curriculum implementation of the new Business subjects' curriculum.

Therefore, this article presents key findings of a study that was conducted to identify the teacher challenges that affect the teacher's preparedness in the implementation of the new business subjects' curriculum in selected secondary schools in Kabale district, Uganda. That is to say, the study was conducted in both private and public secondary schools in Kabale district. The article begins with a review of the literature and identifies the gaps; then the methodology followed by the researchers. It also covers the key findings and conclusion as well as recommendations.

## **LITERATURE REVIEW**

To comprehend the teacher challenges affecting the teacher preparedness for curriculum implementation, we first define the term teacher challenges. According to Cambridge Dictionary (2020), Teacher challenges refer to the situation when a teacher is confronted with something that requires excessive mental and physical determination to be successful and consequently tests his/her capability. However, Merriam (2020) defines teacher challenges as the limitations that hinder teachers' successful execution of tasks.

It should be noted that teachers are faced with different teacher challenges that affect their preparedness for curriculum implementation of Business Subjects. Curriculum implementation is thus faced with teacher challenges that are both administrative and school-based, (Charity 2016; Ebaid, 2023). On the other hand, Ejercito (2011) reported a lack of enough instructional materials

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was found to be a challenge that jeopardized the curriculum implementation of Basic Education in Philippine schools of secondary level. The findings show that the lack of enough instructional materials challenges the smooth curriculum implementation in an educational institution.

Mulyati, & Susilana (2019) revealed a challenge of making entrepreneurship education a compulsory course for non-Business Subjects students. This affects negatively the curriculum implementation in non-business studies. This supports the argument that making a course compulsory does not consider students' ability and interest to do the course (Nawastheen, et al. 2012); Wilson (2023). The study findings postulate for curriculum implementation, students should be allowed to select courses according to their abilities and interest otherwise the implementation process will be challenged.

In Sub-Saharan Africa, it is reported that curriculum implementation is ineffective because of limited media used in the implementation process (Bello 2018). This is evidenced by 67% of the participants who testified that there were no other media used in schools apart from the textbooks. However, Charity, (2016); Wosu (2016); Asuquo, Ekpenyog, & Okon (2019) findings indicate that inadequate availability of facilities and human resources limit the curriculum implementation of commercial programmes in public secondary schools. All the reviewed studies above used a quantitative research strategy. The current study implemented a mixed-method research strategy that assisted the investigator to explain the numerical data with qualitative results and also gain an in-depth explanation of the phenomenon.

In Nigeria for example, Edokpolor (2018); Adeoye, & Igbinedion (2018) study indicated that the under-utilization of field trip and computer-driven simulation hindered the instruction of Business Studies in junior secondary school education. However, Christy, & Okolocha (2018); Briggs (2019) reported that Business Studies teachers under-utilized concept mapping in planning instruction which deters the smooth teaching process. Not only were all the highlighted foreign and quantitative studies, the study participants were also only Students. This study involved both the Director of Studies and the teachers to identify the teacher challenges that affected the implementation of the new Business Subjects curriculum.

In Southern Africa, challenges faced by teachers in curriculum implementation have also been addressed by several scholars. A case study is Sithole (2010) who points out that rigidity by teachers to shift from a teacher-centred model of instruction to learner-centred pedagogy is a major challenge to realize the curriculum goals of Business Studies in Botswana junior secondary schools. However, in South Africa, the drama pedagogical approach is preferred at the expense of other instruction modes which limits comprehensive student skill acquisition, and stimulates rather students' engagement in class in a curriculum space of Business studies (Bayat 2019). This means that student-centred pedagogy is vital for curriculum implementation for they encourage student participation in class.

Besides being a qualitative study conducted in junior secondary schools, the data collection method was the interview. The current study used a mixed-method study that used both questionnaires and interviews to gather data on teacher challenges for curriculum implementation of Business Subjects.

Similarly, Chelesile & Lwazi (2018) report insufficient resources such as low locally published schoolbooks, computer facilities, as well as internet

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connectivity as major challenges encountered by schools in implementing Business studies curriculum in Zimbabwe. Meanwhile, Kimotho's (2016) findings indicated that Business Studies were being taught in high schools majorly by unqualified Business Subjects teachers. The highlighted text display that curriculum implementation is due to limited resources in schools.

In Kenya, Patius (2014) revealed that 70% of teachers lacked adequate teacher training on curriculum implementation in Secondary schools' subjects. Warui (2015) reveals that the combined Business Studies program is languishing in its implementation stage because of insufficient time allotted for teaching this programme, in the day secondary schools in the Kirinyaga West district. This portrays that both limited teacher training and time allocation limit the curriculum implementation of Business Studies. However, the highlighted text lacks the Ugandan context that the current study addressed by identifying the teacher challenges that affect the implementation of the new Business subjects in a Ugandan setting.

Furthermore, Dorothy, & Syomwene (2016); Odundo & Gunga (2013) reveal that the absence of systematic regulation hinders the implementation of life skills instruction in Kenyan public secondary schools. However, Okoth (2018) reported that 36.7% of headteachers with experience of below 16-20years in teaching failed to enhance teacher participation in curriculum implementation in Kenya. This is related to Magutah, & Nyabisi (2017); Kerubo (2015), findings which indicated that the majority of teachers with low professional in-service training hinder the operation of life skills education in Kenya.

The forgoing literature confirms that teachers with limited updated knowledge limit the curriculum implementation of contemporary content. Therefore, the highlighted literature presents a contextual knowledge gap that lacks the Ugandan background. It is against this backdrop that the present study was justified as it focused on teachers' preparedness and implementation of the new Business Subjects curriculum in Ugandan secondary schools.

It should be noted that in Uganda, there is still limited discussion on teacher challenges faced by Business Subjects teachers while implementing the Business Subjects curriculum. Malunda, & Atwebembeire (2018) reports that limited systematic induction and mentoring programmes for beginning teachers' continuous and professional development systems for serving teachers has negatively affected the curriculum implementation in Ugandan secondary school. However, Ndawula, Kahuma, Mwebembezi, & Masagazi (2013) indicated that limited incorporation of ICT into the implementation of Ugandan secondary schools' curriculum hinders the yielding of the expected outcomes of the curriculum.

The ongoing studies indicate that Business Subjects teachers face the challenge of limited teacher professional training and ICT resources to complement the curriculum. In addition, traditional resources slow down the curriculum implementation process. The forgoing text lack empirical evidence of the implementation of the new Business Subjects curriculum which the current study addressed. This is because curriculum implementation is not limited by only those two highlighted teacher challenges, but rather a combination of other forces. Therefore, it is juxtaposed to this milieu that the current study aims to identify teacher challenges restraining the implementation of the new Business Subjects curriculum in Ugandan secondary schools Kabale context.

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## **METHODOLOGY**

The current study adopted the pragmatic worldview. A pragmatism worldview was essential in this study on various study stages. It permitted the blending of the features of quantitative and qualitative methods. This philosophical perspective was adopted because it guides a study that aims at determining applied resolutions to glitches and real connotations of the outcomes, applying what works superlative and exploiting it to comprehend the research problem (Shannon-baker 2016). The present study espoused a mixed-methods research approach.

The study approach permits the researcher to generate, and scrutinize both qualitative and quantitative data in one study (Creswell 2014). The study was denoted by convergent parallel design by Creswell (2014); Cohen, Manion, & Morrison (2018). And according to Creswell (2012) and Creswell et al. (2018), its synonymized as concurrent triangulation research design. The study was conducted in the Kabale district in south-western Uganda. Kabale is in the Southwestern region of Uganda located between 1.24200 S and 29.98560 E of the Equator, bordering the districts of Rukungiri in the North, Rukiga in the North-East, Rubanda in the west, Kanungu in the North West and Rwanda in the East and South.

The target population was comprised of all private and public secondary schools, Business Subjects teachers and their administrators. The information available at the District Education Office (2020) indicated that the district has 25 public secondary schools and 16 private secondary schools and 41 Directors of Studies as school administrators. The study sample selection selected 30% of the number of secondary school and Business Subjects teachers. This corresponds to Gelo, Braakman and Benetika (2008) who propose that a sample population should be taken within 10-30% of the entire population. This is also reinforced by Mugenda & Mugenda (2003) who assert that 30 % of the population below 500 population size compared to a large population size that ranges from 500 and above that requires the use of published tables while selecting the representative sample of the entire population.

The study applied both probability sampling and non-probability sampling procedures. The present study samples were selected based on two sampling units namely; school administrators, and Business subjects' teachers. The 13 Directors of Studies as school administrators were selected using a purposive sampling technique while 37 Business teachers were selected using stratified sampling method making a study sample of 50 study participants. The researcher used the questionnaires as a data generation method on Business teachers and in-depth interview schedules to obtain primary data from the Director of studies.

The trial study was conducted in Rubanda district; a district bordering the area of study which has similar participants with the same characteristics as those of the Kabale district. This helped to reveal the defects that could be corrected before the final form is printed and administered. After clearance and endorsement of the planned research by Moi University, the Gulu University Research Ethics committee (GUREC), and the National Council for Science and Technology (UNCST), ethical clearance was sought for a research permit to carry out the study in Uganda.

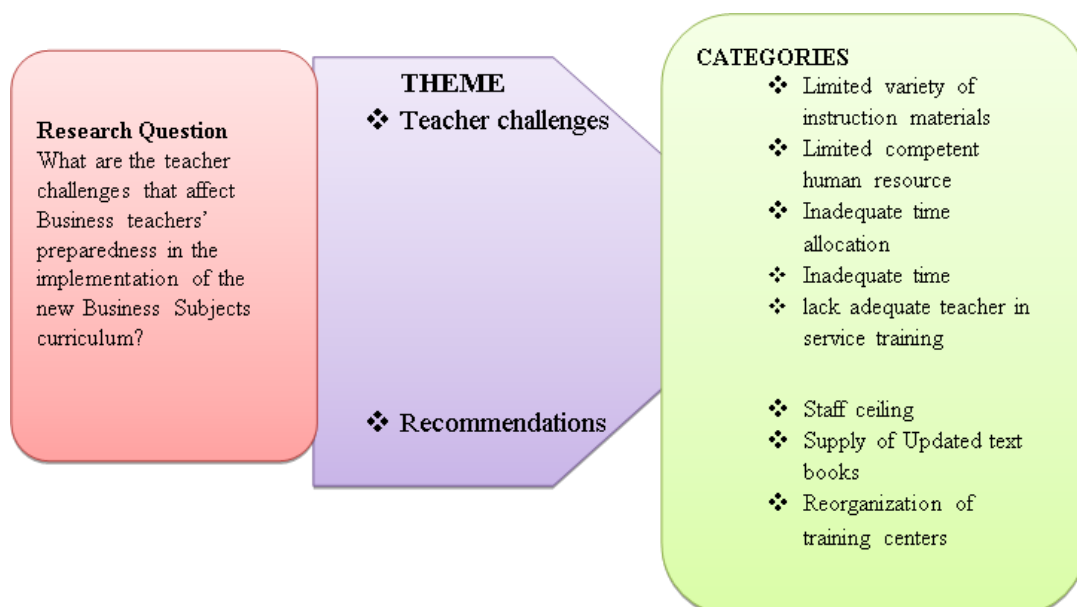
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Quantitative data obtained from questionnaires were analyzed by descriptive and inferential statistics utilizing the Statistics Package for Social Sciences (SPSS V.21.1) while Qualitative Data Analysis was done by identifying themes, categories and patterns emerging from the information collected. The data was analyzed to ascertain the accuracy, credibility, consistency, and usefulness of the information as recommended by Cohen, Manion, & Morrison (2017). The current study observed the following ethical measures: Ethical clearance, Informed Consent and Voluntary Participation and Confidentiality, Privacy and anonymity.

## RESULTS AND DISCUSSION

The objective of the study sought to identify the teacher challenges that affected Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum. The segment analyzes, presents, interprets and discusses the findings that offer the answer to this research question of the present study.

**Figure 1.** Summary of the key qualitative findings for research question three.



### **Limited variety of instruction materials**

The interviews with Directors of Studies revealed that Business Subjects teachers were faced with the lack of adequate instructional materials while implementing the new Business Subjects curriculum. Below were some of their responses;

*“The Business Subjects department has a limited variety of textbooks for individual subjects. The library is full of only one authored text in the name of S. A. Butt. This limit referencing from a variety of books for a*

*wide range of knowledge on a specific concept by both teacher and students” (Interview, key informant, line 50, p.31{21/03/2021}).*

*“We only have a few textbooks for Business Subjects. To be specific, we only have two copies of Economics textbooks here and to make matters worse the book is published in Kenya with only Kenyan examples. This has brought many complaints from students to my desk asking; Are we studying East African commerce in Uganda? or Kenyan Commerce in Uganda? To me the lack of a variety of textbooks may be copies from locally made textbooks may cripple students thinking when applying the content in a real-life situation” (Interview, key informant, line 58, p.47{26/03/2021}).*

These narrations indicate that the Business Subjects teacher’s preparedness for implementation of the new Business Subjects curriculum was hindered by the limited variety of instructional materials in form of textbooks, and computers among others. This is jeopardising the implementation of the new Business Subjects curriculum in line with its goals. The foregoing study findings seemed to correspond to Ejercito's (2011) study which found that lack of enough instructional materials was found to be a major implementation challenge of the basic education curriculum implementation in Philippine secondary schools.

### **Limited competent human resources**

Further interviews with the Directors of Studies revealed that their schools were faced with limited numbers of competent Business Subjects teachers while in the implementation of the new Business Subjects curriculum. The following are some of their responses.

*“Surely the implementation of the new curriculum implementation is being limited by inadequate competent Business Subjects teachers’ with updated skills for sharing of these classes and class streams’ workload here. Sincerely, the government should add us like two fresh graduate teachers who are trained on the current curriculum. (Interview, key informant, line 47, p.50{26/03/2021}).*

*“Inadequate workforce is one of the big challenges my Business Subjects department is facing right now, we only have only two teachers for 6 classes. These teach two subjects per class. The school through the Headteachers requested more Business Subjects teachers last year. The government had promised the addition of two Business Subjects teachers last year but we are still waiting up to date.” (Interview, key informant, line 77, p.44{25/03/2021}).*

The above highlights can imply that the delay in recruitment by the government has led to the inadequate workforce challenge that affects the implementation of the new Business Subjects curriculum. The present research findings conform with the findings of Wosu (2016) in Nigeria which found that inadequate human resources limited the curriculum implementation of Business Subjects programmes in public secondary schools.

### **Inadequate time allocation**

The interview findings indicated that Business Subjects were being allocated inadequate time on school timetables which heavily affect the implementation of new Business Subjects’ curricular goals. The above is evident in the following quotations.



*“According to the National Curriculum, 160 minutes per week is the recommended time allocation for Business subjects, this is little time to me for one to complete the syllabus.” (Interview, key informant, line 171, p.72 {29/04/2021}).*

*“Being a Director of Studies, I am always urged by the school proprietors to allocate more time to science because they are prescience Subjects. The school, in general, wants to be known as a super school for science subjects. [...]. (Interview, key informant, line 14, p.21 {15/03/2021}).*

This means that a lot of attention is focused on science subjects by allotting much time to them as the subjects are being emphasized by the government of Uganda. This has left Business Subjects with little attention while allocating time to them which affects the timely completion of the syllabus. These findings correspond with the study findings that were conducted in Kenya by Warui (2015) which revealed that the Integrated Business Studies curriculum was suffering in its implementation due to insufficient time allocated for teaching the subject, in day secondary schools of Kirinyaga West District.

### ***The rigidity of teachers to shift from teacher centeredness to learner centeredness.***

Interview responses from the study participants revealed that Business Subjects teachers were not ready to shift from the teacher-centredness to learner-centeredness that is recommended for the implementation of the new Business Subjects curriculum. The following quotations are evidence of the above;

*“We were taught that the current curriculum requires learner centeredness teaching methods. However, our teachers are rigid to change to this new requirement because they have been used to it for decades while implementing the Business Subjects curriculum. I hope with these training, teachers will be able to cope up with the new curriculum requirements though their rigidity to change is still slowing down the implementation of the new Business Subjects curriculum” (Interview, key informant, line 15, p.36 {15/03/2021}).*

*“Business Subjects teachers here have been used to old teaching approaches where they could dominate the class session. It becoming difficult for them to adopt the new approach of learner-centeredness. [...]. (Interview, key informant, line 21, p.38 {15/03/2021}).*

The above means that the bond between the old modes of teaching and Business subjects' teachers is still strong. Business subject teachers have not yet been fully prepared to shift to the new curricular requirement. This rigidity eventually limits the achievement of the new Business subject's curriculum. The current study findings correspond to a study conducted in Botswana by Sithole (2010) on Pedagogical practices of Business studies teachers. The study found that the rigidity by teachers to shift from a teacher-centred model of instruction to learner-centred pedagogy limited the realization of the curricular goals of Business Studies in Botswana junior secondary schools.

### **Lack of Adequate Teacher In-service Training**

The responses from the majority of the interview participants indicated that most Business subjects' teachers lacked adequate teacher in-service training to enhance and implement the new curriculum.

The following quotations confirm the above;

*"Though some of the teachers have been trained, it's not enough because some of them have not acquired the required expertise of achieving the new curricular objectives." (Interview, key informant, line 90, p.50{26/03/2021}).*

*"The teachers have attended only one government-organized Inservice training on the implementation of the new Business curriculum." (Interview, key informant, line 70, p.58{26/03/2021}).*

*"[...] most of our Business Subjects teachers are trained on the new Business Subjects Curriculum through the workshops and seminars organized by the MOES even though the training was very short." (Interview, key informant line 100, p.45 {25/03/2021}).*

*"My Business Subjects teachers have never received training on the implementation of the new Business studies organized by the MOES. We as a school organize workshops to retool our teachers by exchanging with teachers from the invited teachers around" (Interview, key informant, line 101, p.132-133{24/04/2021}).*

This means that the serving teachers lack adequate teacher in-service training to enhance their skills to skillfully implement the new curriculum that came with contemporary content and requires refreshed and updated minds. This could also imply that the majority of the training attended was inadequate to improve teachers' performance in the implementation of the new Business Subjects curriculum. This is because the current study findings indicated that professional training received by Business subjects' teachers was too short to impact their competencies for the implementation of the new curriculum.

These current study findings are related to those of Kerubo (2015), which indicated that the majority of the teachers with low professional in-service training hindered the operative implementation of life skills education in Kenya. Moreover, Magutah, & Nyabisi (2017) reported related findings that limited mentoring programmes for beginning instructors and nonstop professional development systems for serving teachers have negatively affected the curriculum implementation in Ugandan secondary schools.

### **Supply of Updated Textbooks.**

The current study participants suggested that both the Government and School proprietors should procure new and updated texts with contemporary content to aid the implementation of the new Business Subjects curriculum in both public and private schools respectively. Their expressions are as follows;

*"Our schools need more updated textbooks from the NCDC and MOES that capture the current Business Subjects curriculum updates on the new issues and requirements of the curriculum." (Interview, key informant, line 31, p.38{26/03/2021}).*

*"I suggest that schools use the PTA funds available to order some new textbooks, and magazines required for the implementation of the curriculum as they wait for government stocks as promised. Because all the new materials haven't been delivered to schools. For example, here we have only received only five copies of Entrepreneurship prototypes,*

*no syllabus or textbooks of the same received yet.” (Interview, key informant, line 10, p.19{15/03/2021}).*

This means that provision of updated textbooks for Business subjects could guide the Business Subjects teachers to ably implement the new Business Subject’s curriculum. The current findings match with Ejercito (2011) who conducted a study on implementation challenges of the basic education curriculum in Philippine secondary schools. The study recommended a supply of new and enough instructional materials to facilitate the implementation of the basic education curriculum. Moreover, Bello (2018) suggested similar recommendations new media used for instruction should be supplied to schools to enable them to achieve curriculum objectives.

### **Staff Ceiling**

Furthermore, the current study participants suggested that not only the government through its Ministry of Education and sports should embark on national novel recruitment but also the Private schools should increase the capacity of teachers by recruiting enough teachers to support the implementation of the new Business Subjects curriculum. They expressed the following views:

*“To the proprietors of schools, they need to do staff ceiling, that is to increase the capacity of teachers to teach the Business subjects. This will increase human resources needed to effectively implement the new Business Subjects curriculum” (Interview, key informant, line 82, p.91 {29/04/2021}).*

*“The government of Uganda through the MOES and Education Service Commission (ESE) should embark on national recruitment of Business Subjects teachers into the system. This should be based on our teachers’ gaps documentation submitted to the ministry to increase the number of teachers required per school for instance 3 to 4 Business Subjects teachers for each secondary school.” (Interview, key informant, line 45, p.55{21/03/2021}).*

*“I suggest that our government through the MOES to do fresh recruitment of fresh graduates with new skills like ICT skills so that they can be trainers of the old teachers in schools with no computer knowhow yet it’s required in the implementation of this Computer-based curriculum. For example, we have two teachers here who have spent about 15 years in service which means they finished teacher education a long time ago when computers had not become common in most institutions. They have attended many pieces of training but those pieces of training don’t train them on ICT skills but rather tell them that ICT skills are required in the implementation of the current curriculum. Therefore, new teachers can spearhead the process not only their input in-class sessions but also by training fellow teachers some basics of ICT.” (Interview, key informant, line 61, p.40{25/03/2021}).*

This means that fresh recruitment should be embarked on by both government and Private school owners so that they reduce heavy workloads and obtain fresh minds with up-to-date skills necessary for the implementation of the new Business subjects’ curriculum. The current findings agree with the Uganda National Teachers Union UNATU (2019) survey report on teacher capacity and curriculum implementation in lower and upper secondary schools

in Uganda. The survey recommended that there should be annual national recruitment of teachers to increase their capacity for the implementation of the same.

### **Reorganization of Training Centres**

Reorganization can as well be synonymized as decentralization which refers to the location of training centres in different parts within a certain geographical coverage. The current study participants suggested that the training should be located at the district level rather than at the regional level since Business Subjects teachers came from far places in different districts of the regions to attend the training. They expressed the following views: The above highlight is evident from the following quotations from the interview conversations with some of the D.O. Ss:

*“The organizers should open more centres of training because for us here in Kabale district, we meet at St Marys College Rushororza because it’s the Kigezi region coordination centre for Kabale, Kanungu, Rukungiri, Rubanda, Kisoro and Rukiga districts those pieces of training and there must be a teacher travelling from those areas including Kabale far end areas to go for the training. Therefore, if they can break these training centres into smaller centres at the district level the way we have the branches in sports, I don’t doubt that the training might be more effective. This can even help in the training of more trainers at the district level to make a district self-reliant in terms of trainers’ numbers. This can help the teachers at one district who get trained train the other district instead of calling us to go to the region where some teachers fail to go and even those who try come late because of the far distances travelled.” (Interview, key informant, line 57, p.15 {25/03/2021}).*

*“I suggest that training be organized in smaller groups than one big group. If I can say, for example, secondary schools in a sub-county can form one centre in that small zonal area than the whole region or even a district because when teachers meet at the sub-county, it becomes very easy for the trainers to reach out to all the teachers in that training session.” (Interview, key informant, line 171, p.79-80 {29/03/2021}).*

The current study participants’ views imply that the government should organize professional teacher training in the easily accessed cluster to enable the Business Subjects teachers to easily attend them. This can help many attend the training if organized in the near centres than the far end training centres at the regional level. The current findings agree with the Uganda National Teachers Association Union (UNATU) (2020) report on teacher preparedness for the implementation of the new Business Subjects curriculum in lower and Upper secondary in Uganda. The survey findings recommended that training programmes for the new curriculum should be broken down into smaller hubs and be conducted simultaneously in all regions and districts in Uganda so that they can easily reach out to many Business Subjects teachers.

The current findings moreover concur with Stronge (2011): and Akampuirira (2016) who posit those trainers must receive training to assume their purposes in the implementation of contemporary curriculum content. Furthermore, the present research findings correspond with a study conducted in Nigeria which

found that teachers were exposed to training for them to handle the new curriculum (Ikegwuani 2019).

### Quantitative findings

Quantitative findings confirmed the above qualitative study findings of the teacher challenges that affected Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum. The table below shows the analysis of items measuring attitudes of Business Subjects teachers towards the teacher challenges affecting Business Subjects teachers' preparedness for the new Business Subjects curriculum.

**Table 1.** Descriptive statistics teacher challenges that affect Business Subject teachers for the implementation of the new Business Subject curriculum.

<b>Code</b>	<b>Teaching documents</b>	<b>Response</b>	<b>%</b>
TC1	lack of locally published textbooks	Agree/Strongly agree	67.5
		Disagree/ Strongly disagree	5.4
		Undecided	27.1
TC2	Inadequate time allocation of Business Subjects	Agree/Strongly agree	83.8
		Disagree/ Strongly disagree	13.5
		Undecided	2.7
TC3	The rigidity of teachers to shift from teacher-centeredness to learner centeredness	Agree/Strongly agree	86.5
		Disagree/ Strongly disagree	8.1
		Undecided	5.4
TC4	Heavy workloads	Agree/Strongly agree	81.1
		Disagree/ Strongly disagree	10.8
		Undecided	8.1
TC5	Inadequate human resource	Agree/Strongly agree	83.8
		Disagree/ Strongly disagree	10.8
		Undecided	5.4
TC6	lack of adequate teacher in-service training	Agree/Strongly agree	89.2
		Disagree/ Strongly disagree	5.4
		Undecided	5.4
TC7	Inadequate instruction materials	Agree/Strongly agree	97.3
		Disagree/ Strongly disagree	2.7
		Undecided	0

Table 1 shows the descriptive statistics for the seven items measuring attitudes of Business Subjects teachers towards the teacher challenges affecting Business Subjects teachers' preparedness for the new Business Subjects curriculum. The surveyed Business subjects' teachers agreed at a high response rate between 67.5% and 93.3% for the item measuring their attitudes towards the teacher challenges that affected their preparedness to implement the new Business Subjects curriculum.

The majority 67.5%, 83.8%,86.5%, 81.1%, 83.8%, 89.2%, and, 97.3% agreed that lack of locally published textbooks, inadequate time allocation to Business Subjects, the rigidity of teachers to change to the new teaching techniques, heavy workloads, Inadequate human resource, lack of adequate teacher in-service training, and inadequate instructional materials respectively hindered the implementation of the new Business Subjects curriculum. Interpreting the descriptive data implies that, there is no single teacher challenge that hampers the implementation of the new Business Subjects

curriculum but rather a combination of school-based and outside school-related teacher challenges.

The current findings relate to Ejercito (2011) who conducted a study on implementation challenges of the basic education curriculum in Philippine secondary schools. The study found that the implementation of the basic education curriculum was papered by challenges within and outside school premises.

## **CONCLUSIONS**

Based on the study findings, the study conclusion was; the delay and postponing supplies by both the government and school proprietors create teacher-related challenges that mired their preparedness for the implementation of the new Business Subjects curriculum. These teacher challenges include: lack of adequate teacher in-service training; limited competent human resources; inadequate time allocation to Business subjects on respective schools' timetables; rigidity of teachers to shift from teacher centeredness to learner centeredness; and; lack adequate teacher in-service training.

### **Recommendations**

Based on the above summary and conclusions, this study makes the following recommendations:

1. The education service commission should provide opportunities for teachers to further their studies. These opportunities include offering paid leaves or scholarships to the serving Business Subjects teachers. Besides, more funds should be allocated to schools for the purchase of new instruction materials, and payment of teachers' salaries as well as creating frequent forums to air out teacher challenges through school heads.

2. The government and private school owners should always act timely in responding to teachers' needs to enhance their preparedness for the implementation of the new Business Subjects curriculum. This can prevent a given teacher-related challenge at an early stage.

### **Limitations of the study**

The study was limited on the teachers challenges that affected the teacher's preparedness for the implementation of the new Business Subjects curriculum. In future, a similar study should be conducted on strategies to overcome the teacher challenges affecting their preparedness for the implementation of the new Business Subjects curriculum.

The study was done in a small section of Kabale District. That is to say, the study was conducted in selected secondary schools of Kabale District. In future, a similar study ought to be done in the rest of the region and Uganda at large

This study also experienced the limitation of using questionnaires for data generation. Data gathered using research questionnaires relied on Business Subjects teachers self-reported data. Although data collected using questionnaires were supported and validated by the evidence from interviews with the Director of Studies, data depended on Business Subjects' teacher's individual-reported data. This potentially did not reflect what happens in the school since observation of the real school life/setting was not done. However,

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this was solved through triangulation of data generation methods. This helped to eventually validate the data gathered using questionnaires by the data from in-depth interviews.

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