

Teachers' Characteristics for the Implementation of the New Business Subjects' Curriculum in Selected Secondary Schools of Kabale District, Uganda

Innocent Muhwezi¹ & Susan Kurgat² & David Ssekamatte³

^{1&2}Department of Curriculum Instruction and Educational Media (CIEM), School of Education, Moi University, Eldoret Kenya

³Department of Management, Uganda Management Institute, Kampala, Uganda

Correspondence: Muhwezi Innocent, Moi University, Eldoret, Kenya.

Email: muhwezill@gmail.com

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Abstract: The main purpose of the current study was to assess the effect of teachers' characteristics in the implementation of the new Business Subjects' curriculum in selected secondary schools of Kabale District, Uganda. The study was based on the doctrines of the curriculum theory developed by Ralph W. Tyler. The mixed methods research, enclosed within a pragmatism paradigm, drawn on a concurrent triangulation research design was used. Thirteen secondary schools were selected as cases of study. Stratified sampling was used to select 5 private and 8 public secondary schools proportionally. A purposive sampling technique was used to select the study participants; 37 Business Subjects teachers and 13 Directors of Studies. Qualitative and Quantitative data were collected using in-depth interview schedules, and questionnaires respectively. The Quantitative data obtained were analyzed through inferential and descriptive statistics while Qualitative data were thematically analyzed. The study found out a significant effect of teacher characteristics on the implementation of the new Business Subjects curriculum. This was revealed by the Regression analysis' correlation of determination value of $R^2(.667)$ indicated that (66.7%) of the determinants of implementation of the new Business subjects' curriculum can be influenced by teacher characteristics. The current study findings should add to existing knowledge on teacher characteristics and the implementation of the new Business Subjects curriculum in Uganda and beyond. Finally, the findings of this study should permit pre-service and in-service Business Subjects teachers towards augmenting their competencies and characteristics for curriculum implementation of Business Subjects.

Keywords: Teachers' Characteristics, Professional Teacher Training, Instructional Characteristics Business Subjects, Curriculum Implementation

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1. Introduction

Teachers should be well prepared to enhance the implementation of the new Business Subjects curriculum to impart the values of Uganda Vision 2040 (MEOS 2020). This is because the Ugandan curriculum has seen various reforms and reviews in the curriculum of Business Subjects. For example, 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: Mott Macdonald, 2020).

These reviews have seen the Genesis of dropping of the previously taught subjects; Shorthand, Office Practice; There is also the integration of Principles of Accounts, Commerce elements into two subjects, that is; Entrepreneurship Education and Economics, (NCDC 2020). This portrays that Uganda has embraced an integrated approach for Business Subjects as two subjects Only-Entrepreneurship Education and Economics, currently Advanced level and Entrepreneurship Education compulsory in senior one and two in the lower secondary (MOES 2020). UBOS (2019) articulates that curriculum reforms are aimed at reducing the heavy workload for both the instructors and the students to enhance the curriculum implementation of Business Subjects.

Besides, limited empirical discussion on the guidelines of the teachers' characteristics for the implementation of the new Business Subjects' curriculum. However, several scholars have studied curriculum implementation of Business Subjects. In this regard, Akampurira (2016) points out that Ugandan secondary school curriculum implementation hinges on offering relevant training to teachers. Congruently, Niwagaba (2018) conducted a study in Kanungu district and reported that teachers' ability and readiness to integrate computer resources affect curriculum implementation in Ugandan secondary schools. However, the highlighted examinations need specific empirical proof of the teacher characteristics and curriculum implementation of the new Business Subjects curriculum

Consequently, aspects of teacher characteristics and the implementation of the new Business Subjects curriculum in Ugandan secondary schools of Kabale district are not adequately covered, illustrating a literature gap. This justified the current study that intended to assess the effect of teachers' characteristics for the implementation of the new Business Subjects curriculum in selected secondary schools in Kabale district, Ugandan.

2. Literature Review

Teachers' Characteristics refer to the job-related features possessed by any teacher in the teaching profession (Penal, Fishman, Yamaguchi, & Gallagher 2007). They are in the form of teacher professional training or instructional features of the teachers (Mwaka, Nabwire, & Musamas, 2014). It should be noted that several studies have been conducted in addressing Teachers' characteristics and curriculum implementation.

Looking at instructional characteristics, Hayward, Lukaj and McCann (2008) found out that the teachers with flexible instruction features positively influences curriculum implementation of Business Studies.

Flexible instruction encourages students' engagement and participation in a class session consequently achieving learning experience outcomes of the curriculum (Mwaka et al., 2014). This means that flexible teacher features are vital for Business Studies curriculum implementation. However, the highlighted studies lacked a Ugandan situation. The current study was done in Ugandan Secondary schools focusing on teachers' preparedness and curriculum implementation of Business Studies.

Additionally, In Spain, De-Juan, López, Peris, Yáñez, Martínez, Cuevas, and Vallés (2010) found out that the didactic (practical classes) instruction is for curriculum implementation. This is supported by Mohammad (2015) who reports that Business Studies curriculum implementation is enhanced when a single lesson utilizes a variety of instruction methods-case study, roleplay, and simulation. From the foregoing, encouraging students' participation in class didactic instruction should be embraced by Business Subjects teachers for the implementation of the new Business Subjects curriculum. However, these studies only used the quantitative approach. The current study employed a mixed-methods research approach.

Canagarajah (2012) findings show that in-service teacher professional training leads to Business Studies curriculum implementation. The teachers need to refresh their teaching skills for contemporary curriculum content due to reforms and reviews for proper curriculum implementation process in the USA. This is interrelated to Frost, Hill, Lightfoot, & Redonda-Sama (2016) who reports that the introduction of a new Master of Education (M.Ed), Philosophy of Education (PhD), and, Postgraduate Diploma in Education (PGDE) programme for instructors was rational for curriculum implementation. Postgraduate programmes enhance and assure academic quality and programme sustainability, (Ball, Lightfoot, & Val Hill 2017). This implies that professional training is important in curriculum implementation. However, the preceding focused on curriculum implementation in all the secondary school subjects. The current study was conducted on only Business Subjects focusing on teachers' professional training and its effect on curriculum implementation.

In Thailand however, Barton, Garvis, & Ryan (2014) findings show that curriculum implementation occurs ultimately when pre-service professional teacher training is allowed for all intending teachers to learn vital skills for a teacher. This is validated by the Asian study by Marina, Vidhecharoen, Pornputtkul, & Surungkipirat (2017) whose findings indicate that Pre-service professional training and response to learners' skills development and academic progress. This implies that pre-service training is essential for teaching in a secondary school curriculum. However, the study results are applicable in an Asian context. The current study focused on the teacher professional training features and the execution of the new Business Subjects curriculum in the Ugandan secondary school context.

In Latin America, Tapia, & Echaurren (2019) study found out that digital technology instruction and the training and support to teachers locally in Chilean education leads to learning and realizing the intended curriculum outcomes. This assertion shows that Business Subjects teachers with digital teaching features are imperative to curriculum implementation. The main emphasis of this study was on the examination of the Business Studies curriculum in higher Business Education. Nonetheless, the present study focused on

instructional features and curriculum implementation of Business Subjects in the secondary school context.

In Sub-Saharan Africa, the assertion is that; the higher the qualification of the teacher, the higher the capability to implement the government curriculum (Aneke, & Nnabuike, 2015). This is reinforced by Achor, Olokwu, and Ejeh (2018) who reported qualified teachers rationally use the teaching materials such as chalkboards, textbooks. Furthermore, Olori and Olajide (2018) study findings revealed no substantial variance between the discernment of experienced and less experienced serving tutors on the use of instructional media for the teaching Business Studies. These studies were conducted on teachers' qualifications and teaching of Business studies. The present study focused on assessing the effect of teachers' characteristics on the implementation of the new Business Subjects curriculum. Tuke and Olaitan, (2019); Bayo and Agbonluare, (2019) findings portray that pre-service Business studies teachers need further training to be operative in lesson presentation, class management and time management. However, the organisation of workshops for Business Studies teachers on the use of modern instructional approaches and to equip them with new skills to implement contemporary Business Studies curriculum (Dikeocha, Nwagu, Ugochukwu, & Okoronkwo, 2019). This indicates that Business studies curriculum implementation is operative among pre-service teachers who attain further in-service professional training.

In Central Africa, teacher characteristics and curriculum implementation has attracted limited scholarly writeups. However, Simunthala (2019) examined the implementation of Business Studies in Zambian Secondary Schools. The study findings indicated; most of the teachers attend in-service professional training before the implementation of the Business Studies curriculum for efficiency. Using questionnaires, it was revealed that 73% of instructors had attended the in-service professional sessions before curriculum implementation of the Business Studies to attain the intended curriculum. This reflects the importance of in-service professional training to Business Subject teachers for curriculum implementation. However, the data gathering methods used for the study were only questionnaires that relied only on teachers' self-reported data. For this reason, the current researcher will triangulate the data collection methods. That is by the use of interview and questionnaire data gathering method whereby the information from the former was used to validate the data collected through questionnaires.

In East African, teachers' characteristics and curriculum implementation have attracted regional scholars who have tried to address the issue though inadequate. Hardman, Abd-Kadir, and Tibuhinda (2012) reports that reforming teacher education in Tanzania advocates for In-service professional training of new entrants in the teaching profession to improve their instruction skills for curriculum implementation. Similarly, a study by Wafula (2017) indicated that humanizing pedagogy approach that provides prospects for active student participation, and the elevation of good teaching in Kenya. However, the studies involved Business lecturers from respective Universities as research participants. The current study used secondary school Business Subjects teachers for the data sources on teachers' characteristics and curriculum implementation in the Ugandan context.

In Uganda, little attention has so far been given to teacher characteristics and curriculum implementation in Business Subjects. UNESCO (2014) report, the recruitment of new teachers with contemporary

instruction features for curriculum implementation in ordinary and advanced levels of Ugandan secondary schools. However, Malunda and Atwebembeire (2018) reports that continuous teacher professional training positively impacts curriculum implementation in Ugandan public secondary schools. It improves the instruction and application of relevant teaching materials in-class sessions (Ogwench, 2018). It should be noted that all these reports are generic to all Ugandan secondary school subjects' curriculum.

From the highlighted text, it is clear that teachers' characteristics relate to curriculum implementation as they influence the curriculum implementation process. However, the text lacked empirical evidence of studies done in Uganda relating to Teacher's preparedness and curriculum implementation of Business Subjects. Therefore, the present study assessed teachers' preparedness for the implementation of the new Business Subjects curriculum in a Ugandan setting.

3. Methodology

The current study adopted the pragmatic worldview. A pragmatism world view is essential in this study on various study stages. Pragmatism believes that research is underpinned by the worth of knowledge being pursued as opposed to the realists-positivists/ relativists-interpretivists with a distinctive viewpoint about the world as being real (Creswell and Creswell 2018). The present study espoused a mixed-methods research approach that adopted a concurrent triangulation research design that permitted the instantaneous collection of both quantitative and qualitative data and the use of the results to comprehend a research problem as denoted by Creswell et al. (2018).

The study was conducted in Kabale district south-western Uganda. The district is divided into three divisions; Kabale Municipality, Ndorwa West and, Ndorwa East Constituencies. Fifty (50) participants were selected from the thirteen selected secondary schools in Kabale district. The study applied both probability sampling and non-probability sampling procedures. Probabilistically, thirteen secondary schools were selected using stratified sampling proportionally based on the total number of private and public secondary schools in the district while non-probabilistically, thirteen Directors of Studies and thirty-seven Business Subjects teachers were selected using purposive sampling technique a non-probabilistic sampling technique as portrayed in Table 1 below.

Table 1: The study sample

| Category | Sample Category | | Sample | Sampling technique |
|----------------------------|-----------------|--------|--------|----------------------------------|
| | Private | Public | | |
| Schools | 5 | 8 | 13 | Stratified Sampling Proportional |
| Business Subjects Teachers | 14 | 23 | 37 | Purposive sampling |
| Director of Studies | 5 | 8 | 13 | Purposive sampling |
| Total | 24 | 39 | 63 | |

Source: Survey data (2021)

Using questionnaires and In-depth interviews as data generation methods, a closed-ended questionnaire and the semi-structured interview schedules were applied to collect quantitative and qualitative data respectively. Piloting of Research Instruments was done in a neighboring district of Rubanda district to detect the uncertainties of the items and ambiguous questions for improvement as denoted by (Creswell et al., 2018). The researcher preferred face, construct and content validity as they are relevant to the nature and purpose of the interview schedule and questionnaire that were used. The researcher used data gathered from the pilot study to establish the reliability of the instrument's item for quantitative data.

The responses were computed using the Cronbach's Coefficient Alpha in the Statistical Package for Social Science (SPSS) which yielded a consistency coefficient of 0.72. The figure was considered desirable for the consistency levels for a reliable instrument since it was over 0.7 as recommended by (Amin, 2005). Quantitative data obtained from questionnaires were analyzed by descriptive and inferential statistics utilizing the Statistics Package for Social Sciences (SPSS V.21.1). For inferential statistics, the researcher used regression analysis while for descriptive statistics, percentages and frequencies. And qualitative data analysis for this study was done thematically through identifying themes, categories and patterns emerging from the information collected. The data was analyzed to ascertain the accuracy, credibility, consistency, usefulness of the information as recommended by Braun and Clarke (2006).

The current study observed the following ethical measures; ethical clearance from Moi University, Gulu University Research Ethics Committee (GUREC) the Uganda National Council for Science and Technology (UNCST) party, and Kabale District Education Officer (D.E.O); Informed Consent and Voluntary participation from participants; and; confidentiality, privacy and anonymity. To ensure the safety of the study participants from the spread and contacting of the Coronavirus during the data gathering, the researcher bought and used the hand sanitizer and a temperature monitor, emphasized social distance of at least 2 metres between participants and wearing of recommended face masks by all the research participants during the data collection exercise.

4. Data Analysis and Discussion

Data gathered using questionnaires was complemented by the qualitative data generated from interviews as well as content analysis. Based on the study design, both qualitative and quantitative data are presented side by side to assist an unfathomable understanding of the study. The dual is then interpreted and discussed together for complementary, as well as collaboration purposes. Quantitative data was analyzed by both descriptive and inferential statistics as well as thematic analysis for qualitative data. Data generated from questionnaires are presented in percentages, graphs and charts while the data generated from the interviews are presented in categories and themes. The constructs of teacher characteristics are presented in short form as Professional teacher training (PTT) and Instructional characteristics (IC).

4.1 Response Rate

Thirty-seven questionnaires were administered to the Business Subjects teachers. All the thirty-seven questionnaires were returned by the Business Subjects teachers. This represents a response rate of 100%. This response rate is per the recommendations that an excellent, acceptable and appropriate response rate

for making study conclusion is a response rate that is 70% and above (Kothari, 2004; Amin, 2005; Creswell et al., 2018).

4.2 Research Question: To Assess the Effect of Teachers’ Characteristics for the Implementation of the New Business Subjects Curriculum.

This section presents the analysis, interpretation and discussions of the effect of teacher characteristics in terms of professional teacher training and instructional characteristics; teaching methods and teaching documents used of Business Subjects teachers in the implementation of the new Business Subjects curriculum.

4.2.1 Effect of Professional Teacher Training on Teachers’ Competencies for the Implementation of the New Business Subject’s Curriculum.

The study sought to ascertain the effect of the professional teacher training towards Business Subjects teachers’ abilities and competencies for the implementation of the new Business subject’s curriculum. Majority of the surveyed respondents 94.6% had been trained at least thrice on the new Business Studies curriculum on curriculum changes, subject content and emerging issues. This was through their pre-service training in teacher training institutions, in-service workshops, and conferences organized by National Curriculum Development Centre and school administrators. The surveyed Business Subjects teachers revealed the following effects of the training towards their abilities and competencies for the implementation of the new Business subject’s curriculum.

Table 2: Descriptive Statistics for the effect of professional teacher training on teachers’ competencies for the implementation of the new Business subject’s curriculum

| Code | Item | Response | % |
|------|--|----------------------------|------|
| TH1 | I was successfully in-serviced before the implementation of the new Business Subjects’ curriculum. | Agree/Strongly agree | 82.9 |
| | | Disagree/Strongly disagree | 8.6 |
| | | Undecided | 8.6 |
| TH2 | The training I received was adequate for implementing the curriculum | Agree/Strongly agree | 93.4 |
| | | Disagree/Strongly disagree | 2.9 |
| | | Undecided | 5.7 |
| TH3 | The training I attended was operative in terms of improving my teaching approaches | Agree/Strongly agree | 71.4 |
| | | Disagree/Strongly disagree | 22.9 |
| | | Undecided | 5.7 |

Source: Survey data (2021)

Table 2 above shows that an overwhelming majority of the Business Subjects teachers agreed they have experienced a significant effect of the training on their competencies for implementation of the new Business Subjects curriculum. This is indicated by the highest 82.9% of the surveyed Business Subjects

teachers who agreed that they had successfully been in-serviced before the implementation of the new Business Subjects' curriculum.

The current quantitative data analysis established that most of the Business Subjects teachers were in agreement that they were successfully in-serviced before the implementation of the new Business Subjects' curriculum. However, this is in disagreement with the interview findings. This is evident from the following quotations.

I don't think the Business Subjects teachers in this school are not fully competent. This is because they keep on consulting one another about the new requirements of the new competency-based curriculum. (Interview, key informant, line 79 p.50 {25/03/2021}).

This expression above could mean that the Business Subjects teachers are not yet fully oriented to handle the new Business Subjects curriculum content. Therefore, need more professional training to be able to implement the new Business Subjects curriculum. The foregoing findings rhythm well with the results of a study done in Tanzania by Hardman, Abd-Kadir, and Tibuhinda (2012) which indicated that reforming teacher education in Tanzania advocates for In-service professional training of new entrants in the teaching profession to improve their instruction know-how for even implementation of a given curriculum.

Further, Quantitative data analysis established that the majority 93% of the Business Subjects teachers were in agreement that the professional teacher training was satisfactory for the implementation of the new Business Subjects curriculum. Divergent from the interview results, the majority of the participants mentioned that the training was too short hence inadequate to improving teachers' performance in the implementation of the new Business Subjects curriculum. The above highlight is evident from the following quotations:

The training has not been enough because of the shallow training that the government has been offering. This is because the training is for a few days and the training is compressed such that teachers are pumped with a lot of materials because when they come into the field, they can't recall all that they have learnt therefore, most of the teachers are still using the old methodologies when they are teaching. (Interview, key informant, line 70, p.32 {25/03/2021}).

The above findings are in line with the MOES (2020) report which indicates that the pre-service teachers perceive their practices with the new curriculum implementation to be high yet they cannot even develop a lesson plan of the new curriculum without a school lesson plan template.

Supplementary analysis of the current study indicated that the majority 71.4% of the Business Subjects teachers felt that the professional teacher training attended improved their teaching approaches. This means that this quantitative data analysis established that most of the professional teacher training attended by these Business Subjects teachers improved their skills for the implementation of the new Business Subjects' curriculum.

This was contrary to the responses from the interview as quoted below:

I think the professional teacher training received is not adequate for the teachers since most of them keep on consulting on what they were trained on. They are very short besides teachers don't have adequate knowledge yet to adequately implement the new Business Subjects curriculum (Interview, key informant, line 67 p.31 {26/04/2021}).

These expressions from the participants imply that the in-service training attended were too short to improve their skills for the implementation of the new Business Subjects' curriculum. The current study findings agree with Nyoni (2018) study findings that found that most teachers were not provided with adequate in-service training as a strategy to improve their teaching-learning techniques. Moreover, the same findings concur with a study conducted in Kenya by Patius (2014) whose findings revealed that 70% of teachers lack adequate teacher training on curriculum limits effective curriculum implementation in Secondary schools' subjects

4.2.2 Instructional Characteristics

Under instructional characteristics, the study sought to find out the effect of instructional characteristics in terms of teaching methods and teaching documents used of Business Subjects teachers in the implementation of the new Business Subjects curriculum.

4.2.2.1 Teaching Methods Used

The study participants revealed the following responses regarding the teaching methods used that were considered to influence the implementation of the new Business Subjects curriculum.

Table 2: Teaching methods used for implementation of the new Business Subjects curriculum

| Code | Method | F | % |
|------|---------------------------|----|-------|
| TM1 | Lecture | 0 | 0.0 |
| TM2 | Question and answer | 2 | 5.4 |
| TM3 | Discussion | 12 | 32.4 |
| TM4 | Brainstorming | 3 | 8.1 |
| TM5 | Storytelling | 2 | 5.4 |
| TM6 | Role play | 2 | 5.4 |
| TM7 | Projects and fieldwork | 15 | 40.5 |
| TM8 | Drawing and Dramatization | 1 | 2.7 |
| | Total | 37 | 100.0 |

Source: Survey data (2021)

Table 3 shows that majority of the surveyed respondents 40.9% indicated that they project and fieldwork, 32.4% used the discussion method, 8.1% of them indicated that they used the brainstorming teaching method, 5.4% of them indicated that they used question and answer, storytelling, and role-play, 2.7% used

drawing and dramatization whereas none of the respondents indicated that they have ever used lecture method while implementing the new Business Subjects curriculum.

The above findings could imply that allowing learners to engage in the projects and fieldwork could lead to the acquisition of hands-on skills to the learners a major goal of the new Business Subjects curriculum being a competent based one.

Similarly, qualitative data in response to this question, the participants were in agreement that Business Subjects teachers were mostly encouraging discussions among studies and the project work method to enhance the implementation of the new curricular objectives.

The above is evident from the following quotation;

Several student-oriented methods are recommended for implementing the new curriculum content. However, Business Subjects teachers here mostly use discussion methods. This is because the method increases student engagement in a lesson session which to a higher extent facilitate the implementation of the new curricular goals to the learners. (Interview, key informant, line 32, p.67 {15/03/2021}).

These highlights indicate that Business Subjects teachers use learner-centred methods that give learners room for self-discovery and explanation with the teacher playing the role of guiding, unlike the teacher-centred strategies where the teacher dominates in the instruction and learning process. Furthermore, the use of these learner-centred approaches could be attributed to the curriculum design requirement that by the end of the year's education, students should communicate appropriately, develop leadership skills as well as apply inventive and critical thinking skills in problem resolution.

The present study findings concur with what Sawyer (2011) asserts that achievement of the curriculum objectives being implemented is likely to occur when the rigid division between teacher and somewhat relaxed, hence creating a situation where teachers and students conjointly construct the improvisational flow of the classroom.

However, the present study findings vary from the findings of a study conducted in Tanzania by Paulo (2014) which indicated that the pre-service instructors dominated the actual curriculum implementation by assuming most of the roles during class sessions apart from the short recall-based verbal questions which needed verbal instructions by the teachers.

4.2.2.2 Teaching Documents Used

Wholly 100% of the surveyed participants indicated that they used teaching documents while implementing the new Business Studies curriculum. Below are the Business Subjects teachers' responses on whether they agreed that the use of teaching documents affected the implementation of the new Business Subjects curriculum.

Table 3: Descriptive statistics for the teaching documents used by Business Subjects teachers for implementing the new Business subjects' curriculum.

| Code | Teaching documents | Response | % |
|------|--|-----------------------------|------|
| TD1 | I use student register to track course attendance | Agree/Strongly agree | 86.5 |
| | | Disagree/ Strongly disagree | 10.8 |
| | | Undecided | 2.7 |
| TD2 | I design charts for flow diagrams | Agree/Strongly agree | 89.2 |
| | | Disagree/ Strongly disagree | 8.1 |
| | | Undecided | 2.7 |
| TD3 | I use a course outline for a given Business subjects | Agree/Strongly agree | 91.9 |
| | | Disagree/ Strongly disagree | 2.7 |
| | | Undecided | 5.4 |
| TD4 | I refer to and use the syllabus of Business Subjects | Agree/Strongly agree | 91.9 |
| | | Disagree/ Strongly disagree | 5.4 |
| | | Undecided | 2.7 |
| TD5 | I prepare and use lesson plans | Agree/Strongly agree | 97.3 |
| | | Disagree/ Strongly disagree | 2.7 |
| | | Undecided | 0 |
| TD6 | I record work covered in the record of work covered | Agree/Strongly agree | 94.6 |
| | | Disagree/ Strongly disagree | 0 |
| | | Undecided | 5.4 |
| TD7 | I use schemes of work | Agree/Strongly agree | 100 |
| | | Disagree/ Strongly disagree | 0 |
| | | Undecided | 0 |
| TD8 | I use relevant textbook | Agree/Strongly agree | 97.3 |
| | | Disagree/ Strongly disagree | 2.7 |
| | | Undecided | 0 |
| TD9 | I use student's progress report records | Agree/Strongly agree | 100 |
| | | Disagree/ Strongly disagree | 0 |
| | | Undecided | 0 |
| TD10 | I use a teacher guide | Agree/Strongly agree | 94.6 |
| | | Disagree/ Strongly disagree | 2.7 |
| | | Undecided | 2.7 |

Source: Survey data (2021)

From Table 4 above, an overwhelming majority of Business Subjects teachers were agreement rate for the test items was: I design charts for flow diagrams (86.5%); I use course outline for a given Business subject (89.2%); I refer and use syllabus of Business Subjects (91.9%); I prepare and use lesson plans (91.9%); I record work covered in the record of work covered (97.3%); I use schemes of work (94.6%); I use the relevant textbook (100%); I use student's progress report records (100%)' and; I use a teacher guide (94.6%).

From the above quantitative data analysis, all the government issued and recommended documents scored over 88% agreement rate from the surveyed participants. This implies that teachers embraced the government given and recommended teaching documents in the implementation of the new Business Subjects curriculum in the surveyed secondary schools.

Qualitative data findings in response to this question confirmed the above quantitative findings, the participants were indicated that Business subjects' teachers used the issued teaching materials by the government of Uganda.

The above is evident from the following quotation;

The teachers here are making use of recently issued subject syllabus and teacher guide texts on the new curriculum by Ministry of Education and sports through National Curriculum Development Centre. Teachers are using these texts to draft lesson plans and implement the new Business Subjects' curriculum [...]. (Interview, key informant, line 15, p.5 {15/03/2021}).

These narrations mean that Business Subjects teachers use the recommended and issued texts by the Ministry of Education and sports to enhance the implementation of the new curricular objectives. This could be attributed to the orientation rendered to them before the implementation process by the respective schools and the Uganda Ministry of Education and Sports

This concurs with the findings of the study conducted by Luyima (2011); Akampurira (2016); Asuquo, Ekpennyog and Okon (2019) which revealed that implementation of the curriculum as required is achieved whenever teachers embrace the reference and application of education ministry recommended teaching documents while in the implementation process.

4.3 Correlation Analysis for Objective One Study Constructs

The researcher sought to examine the relationship of the object one constructs. Teacher characteristics were measured in terms of their professional teacher training (PTT), and instructional characteristics; teaching methods (TM), and teaching documents (TD). Pearson correlation analysis was used to examine the relationship between the object one variables as recommended by (Wong & Hiew, 2005). The results are illustrated in Table 5 below:

Table 4: Correlation coefficients of teacher characteristics constructs

| Teacher Characteristics (TC) Variables | | | | |
|--|-------------------------------------|--------|--------|---|
| | | 1 | 2 | 3 |
| 1. | Professional teacher training (PTT) | 1 | | |
| 2. | Teaching methods (TM) | .670** | 1 | |
| 3. | Teaching documents (TD) | .710** | .690** | 1 |

**Correlation is significant at 0.01 level (2 tailed)

Source: Survey data, 2021

From Table 5 above, all the teacher characteristic constructs were significant at the level of 0.01. Hence the hypothesised relationships developed were found to be statistically significant at the level of 0.01. Professional teacher training (PTT) and teaching methods (TM) had a positive significant relationship ($r=.670$, $P<0.01$). Teaching methods (TM) correlated positively with teaching documents (TD) ($r=.710$, $P<0.01$). There was also a positive relationship between professional teacher training (PTT) and teaching documents (TD) ($r=.690$, $P<0.01$). This means none of the teacher characteristics' variables was dropped from the subsequent regression analysis.

4.4 Regression Analysis for Objective One Variables

To find the effect of teachers' characteristics for the implementation of the new Business Subjects curriculum, Regression analysis was used as it is a recommended inferential statistic category to measure the effect of one variable on another (Creswell 2012). Teacher characteristics were measured in terms of their professional teacher training (PTT), teaching methods (TM), and teaching documents (TD). Below is the summary of the regression analysis results.

Table 5: Regression results

| Model 1 | |
|-------------------------------------|-------------------|
| Teacher Characteristics | |
| Constant | -1.0349(.177) * |
| Professional teacher training (PTT) | 1.170(.370) * |
| Teaching methods (TM) | .759(.360) * |
| Teaching documents (TD) | .820(074) * |
| R | .817 ^a |
| R ² | .667 |

Source: Survey data, 2021

From the regression results in table 6.4 above, values of unstandardized regression coefficients with standard errors in parenthesis while $*p<0.05$ indicates that value is significant at 95%. The correlation of determination value of $R^2 = .667$ means that 66.7% of the determinants of implementation of the new Business Subjects' curriculum can be explained/by teacher characteristics; their professional teacher

training, teaching methods and teaching documents. According to the regression above, and the regression calculated, below is the model of the equation.

$$Y = -1.0349 + 1.170PTT + .759TM + .820TD$$

Key: Y = dependent variable (implementation of the new Business Subjects curriculum), PTT professional teacher training, TM = teaching methods (TM), TD= teaching documents

4.5 Testing the Null Hypothesis (H₀)

The null hypothesis (H₀); Teachers' characteristics have no statically significant effect on the implementation of the new Business Subjects curriculum was rejected. This is because the regression results in table 6.4 indicated that all the teacher characteristics constructs had a positive significant effect on the implementation of the new Business Subjects curriculum. Professional teacher training (1.170, p<0.05), teaching methods (.759, p<0.05) indicated a positive significant effect as well as teaching documents (.820, p<0.05) had a positive effect on the implementation of the new Business Subjects curriculum. Therefore, it can be inferred that teachers' characteristics have a statistically significant effect on the implementation of the new Business Subjects curriculum.

4.6 Summary of Research Findings

It was found that teacher characteristics had a significant effect on the implementation of the new Business Subjects curriculum. 94.6% of the respondents who have been trained on the new Business Subjects curriculum on curriculum changes, subject content and emerging issues through pre-service training in teacher training institutions, in-service workshops, and conferences organized by NCDC and school administrators. This improved their instructional approaches that allowed 40.9 %and over 86% of Business Subjects teachers to use recommended learner-centred teaching methods and teaching documents respectively. There was also a positive relationship among all the teacher characteristics constructs at the significant level of 0.01. This means none of the teacher characteristics' variables was dropped from the subsequent regression analysis. From the inferential statistics, regression analysis, the correlation of determination value of R² =.667 indicated that (66.7%) of the determinants of implementation of the new Business subjects' curriculum can be influenced by teacher characteristics; their professional teacher training, and instructional characteristics. The regression analysis results further indicated a significant effect of all the teacher characteristics constructs on the implementation of the new Business Subjects curriculum: professional teacher training; (1.170, p<0.05), instructional characteristics: teaching methods; (.759, p<0.05), and teaching documents (.820. P<0.05)

Similar to the interview findings, a number of participants testified that though those pieces of training were very short and congested with teachers from the entire region, pieces of training attended were operative in terms of improving their teaching approaches for the implementation of the new Business Subjects curriculum.

5. Conclusion

The researcher concludes that teacher characteristics have a significant effect on the implementation of the new Business Subjects curriculum. 66.7% of the determinants of the implementation of the new Business subjects' curriculum are influenced by teacher characteristics. Besides, the participants particularly pointed out the effect of the professional teacher training on their competencies for the implementation of the new Business Subjects curriculum. The short professional teacher training enables some of the Business Subjects teachers to comprehend the concepts and requirements of the new Business Subjects curriculum to achieve the new Business Subjects curricular goals. Moreover, the trainings impacted their instructional approaches and features as many teachers learnt to apply the recommended learners centred teaching methods and documents.

6. Recommendation

The Ministry of Education and Sports ought to consider organizing more in-service teacher training in retooling and adequate preparation of Business Subjects teachers for the implementation of the new Business Subjects curriculum.

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