

Instructional Media and Methods in the Implementation of a Curriculum Reform: A Case of Entrepreneurship Education in Uganda

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ABSTRACT

This study focuses on the role of Instructional media and Methods in curriculum reform implementation of Entrepreneurship Education in Uganda. It examines how instructional media and methods have affected the achievement of the overall vision of introducing Entrepreneurship Education in secondary schools, as curricula innovation geared at equipping students at secondary schools with Entrepreneurship skills for self employment. The study took a qualitative approach with 30 respondents purposively sampled. It was concluded that majority of the teachers of Entrepreneurship were ill prepared and did not have relevant instructional materials. At the same time, teachers never had adequate time to conduct field lessons. It was therefore recommended that, Teacher Training Institutions adopt Entrepreneurship Education a core subject so as to produce fully qualified teachers; National Curriculum Development Centre (NCDC) to produce enough instructional materials and avail them on market and orient teachers on the use of appropriate methods.

Keywords: Instructional Materials, Instructional methods, Curriculum, Entrepreneurship Education, National Curriculum Development Centre (NCDC)

INTRODUCTION

Adjusting the education system to be responsive to the needs of the learner and the society as a whole has over the years pre-occupied the minds of educationists world over. It is this drive that prompted the introduction of vocational subjects like brick-laying, building and construction, Entrepreneurship education, among others in some pre and post-primary schools in some countries. However, these subjects have partially addressed the challenges of unemployment and poverty up to this millennium. According to Garavan and Ocinneide (1994) the economic recession, high unemployment rates and fluctuation in international trade cycles in the 1990's in the USA and Europe prompted the revival of Entrepreneurship and small business management education. Faced with a challenge of growing numbers of unemployment, the US Government has put much emphasis on Entrepreneurship skills education. As a result, four million small scale businesses are created each year, employing 50% of private workforce (US Department of Labor, 2008 cited in Swartland 2008).

China, given her big population, has embarked on Entrepreneurship Skills Education, and encouraged people to start up private businesses through her ministry of education and private sector. As a result, 70 million people have been employed in privately owned businesses generating \$252 billions of tax per year (Wayne, 2008 cited in Swartland, 2008). In Ireland, Enterprise education was included in the senior cycle curriculum to equip students with competences which could enable them appreciate business and self employment (European commission, 2006). In Spain, the government embarked on an extensive plan known as "plan de fomento de la cultura emprendora" to equip students with Entrepreneurship

skills at all levels of education (*ibid*). While in Belgium, the “Cap’ten program” was started to enable young people, between the age of ten and twelve, dream and undertake ambitious projects at school. This program has impacted on 26% of this age grade in two years (*ibid*).

On the African scene, Entrepreneurship education is still a young discipline, with some few countries adopting it as a possible solution to the ever increasing numbers of unemployment. For example, in Botswana, the government policy on education promotes the inclusion of Entrepreneurship education in post-primary (Swartland, 2008). In East Africa, Kenya and Uganda took on the subject, with Kenya implementing the program in 2002 (Farstad, 2002). In Kenya, some element of Entrepreneurship skills education is taught at all levels and integrated in some courses as away to equip students with skills that can enable them to start their own businesses after school (*Ibid*).

In Uganda, the struggle to make the education system responsive to pressing needs of society, particularly the challenges of unemployment and poverty, has been on for quite a long time. For example: the 1925 Phelps-stokes commission proposed the need for redesigning education so as to make it relevant to the needs of society (Mayanja, 2000). The Delaware Commission of 1937 also stressed the need for relevance of education programs to society (*Ibid*). The Education Policy Review Commission of 1989 which followed proposed the need to re-focus on secondary curriculum so that it meets the needs of society, particularly those skills promoting development of self employment and industrial apprenticeship (Government White Paper, 1992).

Central to all these commissions and report, was the need to come up with a curriculum which would make education meaningful to the needs of the learner and the society at large. The Education Sector Strategic Plan 2004-2015 report observed that children and students from primary and post-primary levels were not acquiring the skills and knowledge they needed for either the world of work or further studies from their schools (Ministry of Education and Sports, 2004). This therefore, necessitated a curriculum to meet this education gap. It is perhaps for this reason that one of the key objectives of the Education Sector Strategic Plan 2004-2015 was, to come up with an education system relevant to Uganda’s national development goals.

In an attempt to achieve some of these goals, Entrepreneurship skills education was introduced in Ugandan primary, secondary, and tertiary institutions in 2003, as one of the curriculum innovations, to make education responsive to the needs of society; specifically eradicating poverty and unemployment (NCDC syllabus, 2008; Farstad, 2002; Tamale, 2002). The driving goals for Entrepreneurship education were so appealing not only to education policy makers, but also to teachers, parents, and students as well. This resulted in many schools taking on the subject, which was further fuelled by the very good grades in the national examinations. However, there has been a recent tremendous decline in the academic performance of students in the same subject in the national examinations (UNEB, 2007, 2008). If this performance persists, schools and students may drop the subject, which will be an impediment to the national goals of introducing Entrepreneurship.

While there could be several factors to explain this decline in academic performance in this subject, the investigator picked interest in investigating the instructional media and methods used to teach this subject in secondary schools, as these factors could be having a bearing on implementation of this curricula innovation. Perhaps the findings could help to explain the decline in students’ academic performance in Entrepreneurship education in national examinations and suggest possible solutions.

OBJECTIVES OF THE STUDY

1. To establish whether teachers of Entrepreneurship Education had the requisite Instructional Media to teach the subject effectively
2. To establish the Instructional strategies used by teachers of Entrepreneurship Education to teach the subject

RESEARCH QUESTIONS

- I. What Instructional Media do teachers use to teach Entrepreneurship Education in secondary schools?
- II. What Instructional strategies do teachers of Entrepreneurship use to teach Entrepreneurship Education in Secondary schools?

METHODOLOGY

The study took mainly a qualitative approach, which involved a detailed description of the variables, and a lot of data presented in non-numerical terms (Amin, 2005). Self administered questionnaires, interviews and Observation methods were used to collect data.

Sampling Strategy

Purposive sampling was employed to select respondents for the study. These were specifically teachers of Entrepreneurship in the selected secondary schools. Nineteen schools were purposively sampled and a total of thirty respondents (Teachers of Entrepreneurship Education) were selected. These were given self administered questionnaires (SAQs). Twenty six questionnaires were returned back fully completed. Fourteen teachers were interviewed and partly observed. Five were observed during their classroom teaching.

RESULTS

Access to Instructional Media

What Instructional Media do teachers use to teach Entrepreneurship Education in secondary schools?

The purpose of this research question was to find out the different teaching materials entrepreneurship teachers used to teach and how adequate such materials were. This research question was answered by question items B 1 to B 6 on the questionnaire, B 1 to B 6 on the interview guide and items B1 to B3 on the observation checklist.

Table 1. Sources of Entrepreneurship Instructional Materials

<i>Source</i>	<i>Frequency</i>	<i>Percentage</i>
Text books, pamphlets, and friends	04	15
Text books, pamphlets	03	12
Pamphlets , friends	01	04
Friends	01	04
Pamphlets	04	15
Text books	13	50
Total	26	100

From Table 1 majority of teachers relied on only one source of teaching materials like: friends, pamphlets, and the textbooks which they passed on to students. This is quite dangerous because one source could have errors. 31% of the respondents at least sourced their materials from a variety of sources which created room for comparison of materials from different sources in order for informed teaching and learning to occur.

Table 2. Availability of Entrepreneurship Textbooks

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Very adequate	03	12
Adequate	06	23
Average	06	23
Inadequate	06	23
Very inadequate	05	19
Total	26	100

From table 2, 11 teachers (42%) lacked entrepreneurship textbooks in their schools, especially those from schools in rural parishes. The quality of teaching and learning in schools where there is a problem of textbooks becomes questionable since both the teacher and the learner need them to realize their goals. One therefore, wonders how teaching and learning becomes effective without being guided by textbooks. 58% of teachers had entrepreneurship textbooks to use. These provided them with a credible source for their content for their students. It was observed that some teachers used textbooks from other business subjects such as commerce, economics and accounts to supplement their teaching notes gathered from different sources. For instance, one teacher noted that, “.....those NCDC textbooks are so shallow and cannot be relied on much as we have them in stock”.

Table 3. Availability of Entrepreneurship Teaching Syllabus in Schools

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	20	77
No	06	23
Total	26	100

From table 3, six (23%) teachers never had any teaching syllabus to guide them as they taught the subject. This creates room for doubt of their quality of teaching since topics to be covered, teaching aims and objectives for each topic and the depth of coverage are only stated in the teaching syllabus which they lacked. The lack of teaching syllabus in schools could be having disastrous effects on the implementation of the subject and consequently on academic performance of students in those schools. 77% had the teaching syllabus to guide their teaching. It was observed that much as these teachers had the teaching syllabus to use, some were still using old editions.

Table 4. Availability of Entrepreneurship Teaching Aids

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Very adequate	01	04
Adequate	06	23
Average	11	42
Inadequate	07	27
Very adequate	01	04
Total	26	100

Table 4 reveals that eight (31%) teachers had inadequate teaching aids. Relying on few or no teaching aids makes the teaching and learning process challenging, as concepts which seem difficult to learners may not be easily translated into what they understand easily. The situation may be easily saved if aids are used. Chances are high that learners taught without aids find the subject very difficult and less interesting which consequently results into poor academic performance. In an interview, and open-ended questions in the questionnaires, some teachers reported lack of some key crucial teaching aids, especially those which required money to be accessed. Some of these aids mentioned included audio visual aids and financial documents i.e. cheque and bank drafts which they cannot have access to, yet they would enrich the teaching and learning process. Most lessons observed also revealed that most teachers relied on chalkboard, chalk, and textbooks as aids to facilitate their teaching, yet physical items could help drive the message faster.

Table 5. Availability of Entrepreneurship Teacher Guides

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	18	69
No	08	31
Total	26	100

From table 5, eight (31%) teachers never had any Entrepreneurship teacher's guide. This creates room to wonder how these teachers go round the different activities and challenging to topics without teacher guides.

These guides are crucial for any subject teacher if he or she is to teach effectively given the fact that they help a teacher take note of objectives for a given topic, a series of activities to be involved and teaching aids to use. In this respect, therefore, teaching without teacher guides makes these teachers to be ill prepared for teaching which negatively affects students learning. 69% of teachers had guides and in the researcher's view these were of help to teachers' performance. Interestingly, those that claimed to have guides, majority had incomplete sets of these guides. Unfortunately, these teachers' guides could not be accessed on open market. Indeed, the researcher found many teachers using photocopied guides.

Table 6. Adequacy of Financial Facilitation for Entrepreneurship Instruction

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Very adequate	01	04
Adequate	05	19
Average	07	27
Inadequate	05	19
Very inadequate	06	23
None	02	08
Total	26	100

From table 6, 50% of teachers never had financial support from their school administration to facilitate teaching of the subject. This implies that such teachers may not access resources which may require money, like teaching materials, resource persons and study tours all of which may be crucial for teaching Entrepreneurship skills. Inadequacy in financial facilitation could be negatively affecting the teaching and learning process in those schools. 50% of the teachers got financial facilitation to teach the subject which eased their teaching. However, in an interview, some respondents indicated that they were using their own money to buy teaching aids, textbooks, and pamphlets because their employers were hesitant to provide them.

Table 7. Frequency of Entrepreneurship Resource Persons use

<i>Response</i>	<i>Period</i>			
	<i>Term</i>		<i>Year</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
Over twice	01	04	06	23
Twice	02	08	10	38
Once	15	58	06	23
None	08	30	04	16
Total	26	100	26	100

From table 7, it is unfortunate that some teachers (16%) never invited any resource person to help them in teaching Entrepreneurship for the whole year. It is a mistake to assume that teachers know it all and therefore those they do not need any external support in the teaching process. The result of this is making serious mistakes during the teaching process which go uncorrected, and negatively affect learners' performance.

Table 8. Frequency of Entrepreneurship Students' Business Study Tours

<i>Response</i>	<i>Period</i>			
	<i>Term</i>		<i>Year</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
Over twice	01	04	06	23
Twice	03	12	08	31
Once	16	61	10	38
None	06	23	02	08
Total	26	100	26	100

Table 8 shows that 08% of the teachers never had their students go for any business study tours for the whole year. Entrepreneurship being a practical oriented subject, it is important that students are exposed to the reality in the business world, rather than relying on classroom and textbook facts, some of which may not be applicable in the social setting where they live. It at the same time helps teachers and students to relate what they are taught in class with what may be taking place in the business world. Students who are denied this opportunity are put in a disadvantaged position since they may find it very challenging to relate what is taught in class with what is on ground and may never pick any meaning from what is taught.

Instructional Methods

What Instructional Strategies Do Teachers Of Entrepreneurship Use To Teach Entrepreneurship Education In Secondary Schools?

The purpose of this research question was to find out the methods, tactics and approaches used by teachers of Entrepreneurship to teach the subject effectively. This research question was answered by question items C1 to C 4 on the questionnaire, items C1 to C 6 on the interview guide and items C1 to C7 on the observation checklist.

Table 9. Frequency of Entrepreneurship Lessons in a Week

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Thrice	08	31
Twice	18	69
Total	26	100

From table 9, bearing in mind that there are other subjects on the school curriculum which have to be taught, at least the number of times Entrepreneurship teachers taught Entrepreneurship students was good enough for a week. One teacher noted that, “if you needed more teaching time, you have to teach during extra hours or you ask for extra time from fellow teachers, but it was hard to get free time on the school time table”. All teachers, 100%, had enough time to teach the subject for classroom content coverage

Table 10. Duration of Entrepreneurship Lessons

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
120 minutes	05	19
80 minutes	20	77
40 minutes	01	04
Total	26	100

From table 10, much as majority of teachers (96%) had enough time for classroom content coverage of the subject, this time was not enough for field studies. In one of the lessons the researcher attended involved taking students for a study tour to a nearby poultry farm. Unfortunately, it was observed that before learners could ask all their questions to the owner of the poultry farm, the 80 minutes lesson had elapsed and students had to return back to school for their next lesson. Some other teachers also reported scheduling field work lessons on weekends where they could at least have enough time for the students to gain meaningful experiences in the field. It should also be noted that a 40 minute lesson is so short for even content coverage.

Table 11. Frequency of Use of Particular Teaching Methods

<i>Method</i>	<i>Very freq.</i>		<i>Frequently</i>		<i>Average</i>		<i>Rarely</i>		<i>Very rarely</i>		<i>Never used</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
Lecture	02	08	04	15	06	23	05	19	06	23	03	12
Chalk and talk	14	54	10	38	02	8	00	00	00	00	00	00
Questions and answers	12	46	12	46	02	8	00	00	00	00	00	00
Discussions	04	15	13	50	09	35	00	00	00	00	00	00
Role play	01	04	00	00	09	35	09	35	04	15	03	11

Table 11 shows that, some teachers used lecture method to conduct their lessons. This method however, is inappropriate for teaching students at a secondary school level. With the lecture method, slow learners, who have not yet developed research skills, may not benefit from the teaching process. Role play was quite unpopular among teachers. Much as this approach seems to be time consuming, it is quite engaging to a learner which minimizes cases of boredom during lessons. If properly used, it may entice learners pick interest in the subject.

DISCUSSION

Instructional Media Teachers Use for Teaching Entrepreneurship Education

The study revealed that much as 58% of teachers responded having textbooks to use for instruction, some teachers lacked Entrepreneurship textbooks. From interviews and observations, these teachers relied on textbooks from other business subjects such as Commerce, Accounts and Economics, yet the NCDC had prepared special textbooks for

Entrepreneurship class by class. It was also shocking from the few observations made that some teachers could not distinguish Entrepreneurship textbooks from pamphlets because some referred to pamphlets as textbooks. This situation is quite worrying because teachers may be teaching out of scope or less than expected or passing on wrong materials to students (Lutaaya, 2004).

To justify their position, one respondent reported, “those NCDC text books are too shallow to be relied upon more so to teach Advanced level”. To this teacher, being at "A" level means taking a lot of materials and notes which NCDC Entrepreneurship textbooks could not provide. This belief is however a misconception. In addition, many attributed their relying on other business subjects' textbooks and pamphlets to shortage of Entrepreneurship Education textbooks on open the market. Some teachers (42%) completely never had books to use. The quality of teaching is greatly affected especially if teachers lack textbooks to use (Vernon, 1980 cited in Kalule, 2006, European Commission, 2006).

The study still revealed that some teachers never had the Entrepreneurship teaching syllabus. This raises a question on what guided these teachers on selection of topics and depth of coverage in the subject. The situation was not any better for some of those teachers who had the teaching syllabus as it was observed that many relied on the 2002 version yet the 2009 version was already in circulation. Over 50% of teachers reported having inadequate teaching aids. In an interview and open ended questions in the questionnaires, some teachers reported lacking some crucial teaching aids, especially those which required money to access. This therefore left teachers with limited options apart from depending on the traditional chalk and talk making learning less interesting to learners (Kisambira, 1993).

Furthermore, 40% of teachers never had any financial support from their school administration to facilitate teaching of Entrepreneurship. It should be noted that it is such financial support which can help teachers buy the necessary teaching materials, invite resourceful business persons and take students for business study tours. If a total of 18 respondents never had at least adequate financial support, then it was not surprising that 15 (58%) teachers used resource persons once in a term and eight (30%) teachers never used any in a term, yet such persons would help to inspire students develop interest in business if invited at least more than three times a term and five times in a year. This may be the very explanation why only one (4%) teacher out of the 26 could take students for business study tours more than twice in a term. In an interview, some respondents reported using their money to buy teaching aids, textbooks, and pamphlets as their employers were hesitant to provide them. All these could be the reason for a decline in academic performance of students.

Instructional methods Used by Teachers of Entrepreneurship Education

The study findings revealed that eight (31%) teachers conducted their lessons thrice in a week while 18 (69%) teachers conducted their lessons twice in a week. The average duration of these lessons was 80 minutes. This duration was indeed good for content coverage especially for “A” level classes but not enough to cover even the nearby field study tours which are so crucial in teaching this subject. Short teaching durations encourage teachers to use transmission teaching methods which limit students’ participation and lesson activities to one way information transfer from a teacher to a learner (Barnes, 1976 and Myer, 1988 cited in Muwoya, 2006). It is because of this reason that Barnes encourages teachers to employ interpretive behavior which encourages students’ participation. To address the challenge of time, especially for field lessons, some teachers reported scheduling field lessons on weekends when they could at least have enough time for such field studies.

The study also revealed that a total of ten teachers reported using the lecture method to teach their students with a justification that it helps them to cover topics faster, and develops their spirit of personal research. This spirit of personal research also prepares them for the tertiary institutions. However, learners are denied opportunity to participate actively in the teaching learning process as recommended by Barnes (1976 cited in Muwoya, 2006). Much as they are prepared for higher institutions where they have to fend for themselves, this instructional method has no justification at a secondary school level (Glickman, 1991). Majority of teachers used chalk and talk together with the question and answer teaching methods. Teachers who used these approaches noted that they are convenient for learners especially if one has to explain complicated concepts, teach and test at the same time. In addition, teachers used discussions with a justification that this approach helps them handle difficult tasks and questions which would be otherwise so challenging and time consuming to one individual student. Some teachers reported using it among beginners of the subject to explore the various businesses they can run given opportunity. It was however observed from lessons the researcher observed that, most teachers used a variety of methods as they conducted their lessons.

Activity is the most important aspect of the learning process among young learners because the more they interact with their environment through activity-based learning, the greater will be the clarity of concepts they develop (Bouzoubo, 1998 cited in Maziribi, 2006). However, field study findings showed that, teachers hardly used dramatizing and role play teaching methods arguing that they are time consuming. Some openly confessed being ignorant on how to use them. Much as these approaches seem to be time-consuming, they are quite engaging to learners which minimize boredom during lessons. According to Myer (1988, cited in Muwoya, 2006), learners learn best through active experiences, play and activity. Failure of teachers to use these methods therefore is likely to make students find the subject quite challenging (Ward, 2001), or failing to achieve the objectives of teaching the subject and hence poor academic performance.

CONCLUSION

Drawing from the above findings, the researcher drew the following conclusions:

This study revealed that there were inadequate instructional materials needed to teach Entrepreneurship Education in secondary schools. This greatly affected teachers' subject delivery.

Majority of teachers of Entrepreneurship Education were ill prepared to teach and produce the required competences and academic results in Entrepreneurship Education. Consequently, students may continue to perform poorly in the national examinations and also fail to acquire the needed enterprising skills for the global Economy. This is because most teachers were using inappropriate teaching methods that could not promote or enhance acquisition of the practical and transferable Entrepreneurial skills needed by students. For instance, majority of teachers (98%) used chalk and talk, question and answer, and discussions to conduct Entrepreneurship lessons. To compound this challenge even further, teachers did not have enough time to teach the subject content in the classroom as well as conducting field studies. If the situation remains as it is today, students' performance in Entrepreneurship education is likely to decline further and so will the students numbers opting for the subject. Indeed the main goal of creating many job creators through the acquisition of enterprising skills will be frustrated.

RECOMMENDATIONS

There is need for Teacher training institution to adopt Entrepreneurship education a core subject area. NCDC should produce adequate instructional materials such as Entrepreneurship textbooks, teacher guides and the syllabus among others and have these materials accessible to schools through the open market so that schools and teachers can easily access them. This will stop the teachers from using sub standard pamphlets and textbooks. In addition, school administrators should be encouraged to provide instructional materials and the necessary facilitation to teachers of Entrepreneurship in order to ensure that the teaching of this subject yields its primary objectives.

There is also need to orient teachers on how to use a variety of teaching and assessment methods given the dynamic nature of education. This orientation should especially be administered to those who are ill-informed about the best practices of teaching and assessment strategies of Entrepreneurship education.

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