

Dual Curriculum Implementation in Secondary Schools in Kawempe Division Kampala, Uganda

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Publication Date: 2025/11/26

Abstract: The study examined the dual curriculum implementation in secondary schools in Kawempe Division Kampala, Uganda. This was based on 3 specific study objectives; i) To examine the strategies used in the implementation of a dual curriculum, ii) To examine the challenges faced in the implementation of a dual curriculum, and iii) To suggest measures to improve the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda. A descriptive cross-sectional survey design was adopted coupled with quantitative and qualitative methods. Descriptive analysis tactics were employed in scrutinizing the quantitative data gathered. The study revealed that a number of strategies have been utilized by different secondary schools to implement the dual curriculum including co-teaching or team-teaching models, community & stakeholders' involvement, and timetable coordination & workload management for both curricula among others in Kawempe Division. The study also revealed that the dual curriculum implementation is faced with a number of challenges including curriculum overload, inadequate qualified teachers, limited funding and resources, increased stakeholder conflicts, and increased time management difficulties among others in secondary schools in Kawempe Division, Kampala District, Uganda. Further, the research availed that significant measures have been suggested including; effective time management and timetable rationalization, strengthening teacher training and professional development, stakeholder collaboration and dialogue, and provision of teaching and learning materials among others that need to be considered by the different actors or stakeholders to ensure effectiveness and efficiency in implementation of the dual curriculum in secondary schools in Kawempe Division Kampala, Uganda. The study concludes that different strategies have been undertaken to ensure effective implementation of the dual curriculum although this is faced with a number of challenges that may hinder its implementation. However, some measures have been suggested in order to improve the dual curriculum implementation in secondary schools in Kawempe Division Kampala, Uganda. The study recommends that the government or education authorities should develop policies that clearly define objectives, structures, and expected outcomes of the dual curriculum and should also contribute to broader national goals such as employability, innovation, or social cohesion as this would influence efficiency in its implementation in secondary schools in Kawempe Division.

Keywords: Dual Curriculum Implementation, Secondary Schools.

How to Cite: Kasozi Hassan; Nabukeera Madinah; Matovu Musa; Ssali Muhammadi Bisaso (2025) Dual Curriculum Implementation in Secondary Schools in Kawempe Division Kampala, Uganda. *International Journal of Innovative Science and Research Technology*, 10(11), 1501-1513.
<https://doi.org/10.38124/ijisrt/25nov161>

I. INTRODUCTION

This study aims at examining the dual curriculum implementation in secondary schools in Kawempe Division Kampala, Uganda.

➤ Historical Perspective

Implementation of a dual curriculum where both religious and secular subjects are taught in schools is increasingly becoming popular in numerous schools around the world (Kuponu & Akinsanya, 2025). In Malaysia for instance, schools combine both secular and modern

knowledge with Islamic religious studies (Bara'u et al., 2024). Dual curriculum has also been implemented into the educational systems of various countries in Sub-Saharan Africa. In Malawi for instance, the dual curriculum policy modification was familiarized in 2001 to substitute a multi-religious curriculum (Dube & Tsotetsi, 2019). Based on the dual curriculum connotations, religious teachings were made compulsory in all public schools both primary and secondary (Dube & Tsotetsi, 2019). A study in Kenya also revealed that several schools have integrated Islamic education because Islamic subjects are taught alongside secular subjects (Hussein, 2016). In Uganda, a dual curriculum gained prominence with the introduction of Madrasa schools in the 1930s (United Religions Initiative-Great Lakes, URI-GL, 2022). Madrasa schools were mainly founded by Islamic communities to reserve Islamic knowledge and aspects for generations to come (Lujja, Muhammed, & Hassan, 2016). Presently, recognized Madrasas are common all over Uganda, and often work hand-in-hand with local authorities to deliver dual curriculum covering secular and religious studies (URI-GL, 2022).

➤ *Theoretical Perspective*

This was guided by a Holistic Education Theory developed by Miller in 1997. This theory suggests that education should nurture the whole child; intellectually, emotionally, socially, spiritually, and physically (Widaningsih, 2023). In this context, Spsychalski (2023) asserts that dual curriculum systems often combine academic (cognitive) and moral/religious (affective/spiritual) learning to develop a balanced individual. For instance, in Islamic or Christian schools, academic knowledge is integrated with values education to form a morally upright and intellectually capable person. Therefore, a holistic education system “balances academic achievement with the growth of inner awareness and moral consciousness.” Dual curriculum implementation achieves this balance by combining intellectual rigor with moral formation (Spsychalski, 2023). The theory was appropriate for this study as it asserts a review on the dual curriculum implementation among schools which is a major objective of this study.

➤ *Contextual Perspective*

This research was conducted in selected secondary schools in Kawempe division, Kampala district examining the dual curriculum implementation in secondary schools. This was selected as a result of limited/no research conducted in this area related to dual curriculum implementation in secondary schools. In addition, Kawempe Division was taken to account as of the increased number of Islamic-based secondary schools that practice the dual curriculum concept so as to assess the strategies associated with implementation of the dual curriculum, challenges faced, and measures undertaken to improve its implementation in the different secondary schools.

➤ *Conceptual Perspective*

Dual curriculum implementation refers to the underlying ideas, constructs, and relationships that explain how and why two distinct curricula can be designed, coordinated, and delivered within a single educational

framework. It provides a conceptual map linking curriculum theory, educational philosophy, policy goals, and practical classroom realities. Dual curriculum implementation is the systematic process of planning, organizing, and managing two parallel but complementary curricula within a single education system to achieve holistic learner development that is academic, moral, and spiritual (Matovu, 2018). Specifically, the strategies used in implementing the curriculum as well as challenges and measures to improve its effectiveness especially among secondary schools in Uganda have been ignored by most of the previous researchers yet knowing and addressing these issues might lay firm foundation for actual implementation of the curriculum. Thus, it's against this perspective that the researcher sought to examine the implementation of dual curriculum in Uganda with a specific focus on secondary schools in Kawempe Division Kampala.

➤ *Statement of the Problem*

Uganda's secondary education sector exhibits a persistent dual-curriculum reality in which secular (national) and religious curricula are taught either side-by-side or in parallel within the same schools (especially in madrasa/Islamic schools). This dualism creates practical and policy tensions: students and schools face excessive content load and timetable conflict; many faith-based providers (notably madrasas) operate with weak formal recognition and uneven quality assurance; teachers are often under-prepared to reconcile or integrate the two curricula; and national regulatory bodies and curriculum developers express concerns about overload, inconsistency with national competency standards, and difficulties in monitoring learning outcomes (Nimulola, 2018). For instance, a national madrasa study reports that Uganda's madrasa system shows wide variations in formalization, curriculum structure and institutional capacity: only a small proportion (7%) are formally registered, and many cite inadequate resources, inconsistent curricula and weak links to the national education system which highlights the practical difficulties of oversight and gap between religious provision and national certification pathways (International Center for Religious & Diplomacy, 2022).

Additionally, despite the growing demand for implementation of dual curriculum, there is still limited empirical evidence regarding its implementation strategies, challenges and measures to improve its effectiveness especially among secondary schools in Uganda which impelled the researcher to conduct this survey so as to examine the strategies associated with the implementation, challenges faced, and measures undertaken to improve dual curriculum implementation in secondary schools in Kawempe Division Kampala, Uganda.

➤ *Objectives of the Study*

• *General Objective*

The general study objective was to examine the dual curriculum implementation in secondary schools in Kawempe Division Kampala, Uganda.

- *Specific Objectives*

The research was guided by the 3 specific objectives namely;

- ✓ To examine the strategies used in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda.
- ✓ To examine the challenges faced in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda.
- ✓ To suggest measures to improve the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda.

- *Research Questions*

These research questions guided the study;

- What are the strategies used in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda?
- What are the challenges faced in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda?
- What are the measures to improve implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda?

II. LITERATURE REVIEW

- *Dual Curriculum Implementation in Secondary School*

The concept of curriculum involves the learning practices which schools organize for the students they have responsibility about (Kuponu & Akinsanya, 2025). On the other hand, curriculum implementation denotes activities like teaching preparation, delivery of content, and learning assessment (Bileti et al., 2024). It is also a systematic process of ensuring that the designed curriculum reaches the intended consumers. Implementation of dual curriculum therefore involves the process of putting into practice a curriculum that emphasizes that offers both theology and secular studies concurrently (Mwima, 2022). In this research, it was abstracted as the process of putting into practice the teaching of both the secular and religious (Islamic) studies (Mwima, 2022).

According to Saheed (2017), implementation of dual curriculum involves putting into practice a curriculum that fits different knowledge forms resulting from celestial exposure and learned familiarity. It links the gap between exposed knowledge and feasibly attained knowledge and equips students with ability to query and evaluate any information source and its applicability from the religious perspective (Saheed, 2017). Pearson (2017) argued that incorporating dual curriculum is a form of constitutional blasphemy. In his view, he proclaimed that governments cannot provide financial assistance to religious institutions as financing them creates favoritism of one religion over the other by the government. Government schools are financed through taxes collected from taxpayers yet taxpayers have differing religious beliefs. Academic institutions that opt to

integrate religious aspects, like teacher guided prayer, can miss government financing.

According to Kuponu and Akinsanya (2025) implementation of dual curriculum is adopted in many countries adopted with hope that it would act as an important instrument in encouraging religious lenience, knowledge, and respect. It is also envisioned to accommodate the following needs in students' life who are cultured in a secular society: devotion to the religious feature of the culture, the religious moral-emotional growth, the physical imprinted-evolutionary parlance, and spiritual life (Kuponu & Akinsanya, 2025). However, the implementation is often challenged with a shortage of teachers competent in both curricula or trained to integrate the two effectively as most teachers are trained under that national teacher education system and lack religious pedagogical training, affecting instructional quality (Kuponu & Akinsanya, 2025).

A study conducted by Bara'u et al., (2024) found that Islamic based integrated curriculum is the best way method to teach our pupils as it teaches them both secular and traditional Islamic knowledge. This will enhance the upright bringing of pupils with sound moral, spiritual, good understanding of intellectual, emotional stability, skill development and, technology and inventions. Furthermore, misunderstanding that secular education is evil in totality would reduce. Bara'u et al., (2024) further concluded that instructive symmetry of the contemporary secular structure and the traditional religious structure, the modern religious institutions are tumbling on the religious modus-operandi in teaching students to become ideal people in both religious and western cultural worlds. This is as a result of the incapability to combine the two instructional structures to attain both goals.

The foregoing literature suggest that several empirical studies have been conducted on implementation of dual curriculum. Nevertheless, little efforts have been put towards indicating the strategies used in implementing the curriculum as well as challenges and measures to improve its effectiveness especially among secondary schools. According to Wasswa (2021) dual curriculum implementation is associated with a number of challenges including curriculum overload. Students and teachers face excessive workloads due to the heavy content of both curricula being taught concurrently as both the national and religious curricula have full syllabi with numerous subjects and also teachers must complete national syllabus content while also covering religious texts and moral instruction. For instance, a study by National Curriculum Development Center in 2022 found that in several Ugandan Muslim secondary schools, students spend up to 45 hours a week in class, far exceeding the recommended limit, leading to fatigue and lower comprehension which results in surface learning, poor retention, and student burnout (National Curriculum Development Center, 2023). Consequently, this research sought to fill the available gaps through examining the implementation of dual curriculum in Uganda with a specific focus on secondary schools in Kawempe Division Kampala, Uganda.

III. METHODOLOGY

➤ Research Design

The researcher adopted a descriptive cross-sectional survey design coupled with quantitative and qualitative approaches. A descriptive cross-sectional survey design is concerned with evaluating the occurrence of various variables in a given population at a certain time interval (Kassu, 2019). Therefore, this design was detrimental in exploring the dual curriculum implementation in secondary schools in Kawempe division, Kampala district at a certain point in time. A mixed methods allowed the researcher to generate both quantitative and qualitative data later used to generate an understanding to the objectives of study.

➤ Target Population and Sample Size

The study looked at a target population of 40 secondary schools in Kawempe division, Kampala district (Kampala Capital City Authority, 2024). However, because of the limited time factor, 5 secondary schools (especially those that practice the dual curriculum) were considered from which a sample was taken that took part in the survey. A sample size of 75 respondents was used constituting of 15 school administrators and 60 teachers taken from 5 selected secondary schools in Kawempe division to respectively offer qualitative and quantitative data need for the study.

➤ Sampling Procedure

Convenient and simple random sampling techniques were considered to choose participants for the survey. Convenient sampling constitutes selecting respondents that are accessible and present, applied to choose school administrators that played as key informants in this survey and offered qualitative data. Simple random sampling was considered in choosing teachers from various secondary schools to take part in the study and these offered quantitative data. Simple random sampling allows an even chance to all population participants to be selected into the required sample (Singh & Masuku, 2017).

➤ Data Collection Methods

• Questionnaire Survey Method

This is a form of gathering information from participants through applying a pool of questions (Kuphanga, 2024). This method was called for so as to gather unvarying information to ensure data comparison using well-aligned structured queries. So, this method allowed the researcher to gather quantitative data from teachers in the available time.

• Interview Method

This comprises the application of unstructured questions to probe for an in-depth knowledge about the study phenomena (Sekaran, 2018). This method assisted in probing for in-depth understanding from key informants (school administrators) in respect to study objectives.

➤ Data Collection Instruments

• Structured Questionnaire

This is an instrument employed to gather information from participants using questions with closed-ended responses out of which participants choose (Acheung, 2019). These were used to gather quantitative data from teachers using structured questions with closed-ended encoded responses in various secondary schools in Kawempe division. These were considered because they gathered a lot of information in a shortest possible time.

• Interview Guide

This is a survey tool applied to gather qualitative data constituting of open-ended questions to avail in-depth perceptions of participants on certain study phenomena (Sekaran, 2018). This encompassed open-ended questions asked to key informants (school administrators) purposely to gather in-depth information in respect to objectives under study.

• Data Analysis

Quantitative data analysis permits the measurement, analysis and understanding of phenomena by conducting statistical and descriptive analytical tests. Descriptive analysis techniques were applied in evaluating the numeric data accumulated. Descriptive analysis was engaged in evaluating the numeric data presented as frequency, percentages, as well as means (Sekaran, 2018). Also, qualitative data was assessed through thematic analysis. This involves the researchers' conversion of participants' opinions into themes relative to the research questions and later presented as verbatim quotations with the objective of supplementing the numeric data gathered.

• Ethical Consideration

The researcher got an introductory letter from the directorate of research before commencing the study needed to allow him acquire authorization to gather data from the various schools.

The researcher additionally asked for participants' permission to engage in the study and these were entirely made knowledgeable of the goal and relevance of the survey and engagement was entirely voluntary and out of will.

Participants' privacy was protected through keeping participants' personal data confidential and anonymous in any possible way.

There was also honesty and transparency, as well as accuracy in reporting study findings.

In addition, all participants were treated with dignity and respect.

- *Study Findings*

This section highlights the descriptive statistical tests to provide an understanding to objectives of study.

- *Findings on Demographic Structures*

Descriptive analysis was utilized to assess the demographic structure of respondents and results presented in Table 1;

Table 1 Demographic Structure of Respondents

Demographic Structure			
Category	Items	Frequency	Percentage
Gender	Female	29	38.7
	Male	46	61.3
	Total	75	100.0
Age	25-30 years	7	9.3
	31-35 years	17	22.7
	36-40 years	19	25.3
	Above 40 years	32	42.7
	Total	75	100.0
Education	Diploma	4	5.3
	Bachelors' Degree	57	76.0
	Masters' Degree	14	18.7
	Total	75	100.0
Marital	Single	17	22.7
	Married	58	77.3
	Total	75	100.0
Period Worked at the School	1-2 years	10	13.3
	3-5 years	26	34.7
	Above 5 years	39	52.0
	Total	75	100.0

Source: Primary Field Data, 2025

In Table 1, results show that out of the 75 respondents, majority 46 (61.3%) were males and 29 (38.7%) were females. The study findings also show that most 32 (42.7%) were above 40 years of age, followed by 19 (25.3%) who were 36-40 years, then 17 (22.7%) who were 31-35 years, and the least proportion 7 (9.3%) were 25-30 years.

More so, the findings show that out of the 75 respondents, majority 57 (76.0%) had a bachelors' degree, followed by 14 (18.7%) who had a masters' degree, and only a few 4 (5.3%) had a diploma. In respect to marital, majority 58 (77.3%) were married and 17 (22.7%) were single.

The study further shows that out of the 75 respondents, majority 39 (52.0%) had worked for a period of over 5 years with the particular schools, followed by 26 (34.7%) who had

worked for a period of 3-5 years with the particular schools, and the least proportion 10 (13.3%) had worked for a period of 1-2 years with the particular schools.

➤ *Findings on Objectives of the Study*

This area offers an overview on findings respective to specific study objectives.

➤ *Strategies Used in the Implementation of a Dual Curriculum in Secondary Schools in Kawempe Division Kampala, Uganda*

The study sought to examine the strategies used in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda. This was established using descriptive analysis and the results are presented in Table 2.

Table 2 Respondents' Perceptions on Strategies Used in the Implementation of a Dual Curriculum in Secondary Schools in Kawempe Division Kampala, Uganda

Dual Curriculum Implementation Strategies	SD	D	NS	A	SA	Mean
	Percentages					
There is active involvement of community & stakeholders in shaping curriculum balance and supporting students at the school	10.0	11.7	5.0	53.3	20.0	3.62
There are well-established quality assurance systems to track implementation fidelity, learning outcomes, and performance across both curricula at the school	6.7	21.7	18.3	36.7	16.7	3.35
There is co-teaching or team-teaching models practiced at the school	8.3	3.3	6.7	55.0	26.7	3.88
There are resource development & shared learning materials that integrate both curricula at the school	1.7	0.0	0.0	48.3	50.0	4.45

There is setting of governance, policy and formal agreements that define the scope of each curriculum at the school	3.3	1.7	11.7	45.0	38.3	4.13
There is timetable coordination & workload management for both curricula at the school	0.0	1.7	11.7	48.3	38.3	4.23

Source: Primary Field Data, 2025

Table 2 shows the respondents' perceptions on the strategies used in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda using descriptive statistics. The study results show that 21.7% of respondents were in disagreement and 73.3% were in agreement with the statement that there is active involvement of community & stakeholders in shaping curriculum balance and supporting students at the school supported by a mean value of 3.62 above the threshold of 3. This implies that different stakeholders are effectively involved in shaping curriculum balance and supporting students to enhance the dual curriculum implementation in Kawempe Division.

The results also show that 28.4% of respondents were in disagreement and 53.4% were in agreement with the statement that there are well-established quality assurance systems to track implementation fidelity, learning outcomes, and performance across both curricula at the school supported by a mean value of 3.35 above the threshold of 3. This implies that quality assurance systems have been established in most of the schools to track different aspects of the dual curriculum implementation in Kawempe Division.

Additionally, the study shows that 11.6% of respondents were in disagreement and 81.7% were in agreement with the statement that there is co-teaching or team-teaching models practiced at the school supported by a mean value of 3.88 above the threshold of 3. This implies that to ensure an effective implementation of the dual curriculum, most school have resorted to team-teaching or co-teaching where those experienced in a certain field are paired with others to assist them where need be.

The results show that 1.7% of respondents were in disagreement and 98.3% were in agreement with the statement that there are resource development & shared learning materials that integrate both curricula at the school supported by a mean value of 4.45 above the threshold of 3. This implies that to ensure effectiveness in the dual curriculum implementation, some schools have resorted to sharing resources and learning materials with other nearby schools to curb the issue of inadequate and scare resources in Kawempe Division.

The study shows that 5.0% of respondents were in disagreement and 83.8% were in agreement with the statement that there is setting of governance, policy and formal agreements that define the scope of each curriculum at the school supported by a mean value of 4.13 above the threshold of 3. This implies that governance, policies, and formal agreements that define the scope of each curriculum have been set to enhance dual curriculum implementation in various secondary schools in Kawempe Division.

Further, the results show that 1.7% of respondents were in disagreement and 86.6% were in agreement with that statement that there is timetable coordination & workload management for both curricula at the school supported by a mean value of 4.23 above the threshold of 3. This implies that to ensure effective dual curriculum implementation, most of the secondary schools have resorted to a practice of timetable coordination and workload management for both curricula in Kawempe Division.

In regards to strategies used in the implementation of the dual curriculum in secondary schools in Kawempe Division, Kampala-Uganda, some of the key informants asserted that;

"We organize special programs for our dual curriculum students. They for instance stay for one week before when others have gone for holiday and even report earlier than other students especially those in the candidate's classes." (School Administrator 07)

"We have separate academic administrators for each curriculum. The theology section has its own head, DOS and heads of departments just like the secular section. They are all empowered in their respective sections to ensure that things move on smoothly." (School Administrator 01)

"We strive to hire adequate teachers having knowledge and training in both curricula." (School Administrator 13)

"We try as much possible to have professional teachers in all subjects of each of the curriculum." (School Administrator 10)

"We involve the parents through parental meetings to explain to them the benefits of dual curriculum program" (School Administrator 15)

"We organise meetings where we explain to parents the objectives, structure and even benefits of the curriculum. This helps us to get their support towards its effective implementation" (School Administrator 06)

➤ Challenges Faced in the Implementation of a Dual Curriculum in Secondary Schools in Kawempe Division Kampala, Uganda

The study also sought to examine the challenges faced in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda. This was established using descriptive analysis and results presented in Table 3.

Table 3 Respondents' Perceptions on Challenges Faced in the Implementation of a Dual Curriculum in Secondary Schools in Kawempe Division Kampala, Uganda

Dual Curriculum Implementation Challenges	Rawirape Division Kampala, Uganda					Mean
	SD	D	NS	A	SA	
	Percentages					
There is curriculum overload for both the students and teachers	0.0	1.7	3.3	58.3	36.7	4.30
There are inadequate qualified teachers to implement both curricula	6.7	15.0	16.7	50.0	11.7	3.45
There is limited funding and resources with increased costs for the implementation of both curricula	3.3	3.3	13.3	43.3	36.7	4.07
There is lack of educational policies and institutional support for the curricula implementation	0.0	3.3	0.0	50.0	46.7	4.40
There are increased stakeholder conflicts and differing expectations about curriculum priorities	0.0	10.0	8.3	68.3	13.3	3.85
There are increased time management difficulties for the dual curriculum implementation	0.0	1.7	0.0	56.7	41.7	4.38

Source: Primary Field Data, 2025

Table 3 shows the respondents' perceptions on challenges faced in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda using descriptive statistics. The study results show that 1.7% of respondents were in disagreement and 95.0% were in agreement with the statement that there is curriculum overload for both the students and teachers supported by a mean value of 4.30 above the threshold of 3. This implies that the dual curriculum is associated with work overload for both students and teachers which greatly causes increased burnout that would resultantly lead to poor performance among both teachers and students in secondary schools in Kawempe Division.

The results also show that 21.7% of respondents were in disagreement and 61.7% were in agreement with the statement that there are inadequate qualified teachers to implement both curricula supported by a mean value of 3.45 above the threshold of 3. This implies that the implementation of the dual curriculum is somewhat faced with inadequacy or shortage of qualified teachers conversant with both curricula which affects its effective implementation in most of the secondary schools in Kawempe Division.

Additionally, the study shows that 6.6% of respondents were in disagreement and 80.0% were in agreement with the statement that there is limited funding and resources with increased costs for the implementation of both curricula supported by a mean value of 4.07 above the threshold of 3. This implies that majority of the secondary schools lack sufficient funding or resources and increased costs to pay the available tutors or buy teaching or learning materials which affects effective implementation of both curricula in Kawempe Division.

The results show that 3.3% of respondents were in disagreement and 96.7% were in agreement with the statement that there is lack of educational policies and institutional support for the curricula implementation supported by a mean value of 4.40 above the threshold of 3. This implies that there are no sufficient and effective educational policies as well as limited institutional support to guide or support the dual curriculum implementation in most of the secondary schools in Kawempe Division.

The study shows that 10.0% of respondents were in disagreement and 81.6% were in agreement with the statement that there are increased stakeholder conflicts and differing expectations about curriculum priorities supported by a mean value of 3.85 above the threshold of 3. This implies that there are conflicting ideologies about the dual curriculum implementation from different stakeholders in respect to its relevance and significance resultantly affecting the implementation of both curricula in various secondary schools in Kawempe Division.

Furthermore, the results show that 1.7% of respondents were in disagreement and 98.4% were in agreement with the statement that there are increased time management difficulties for the dual curriculum implementation supported by a mean value of 4.38 above the threshold of 3. This implies that there is a difficult in formulating an effective timetable that can offer appropriate and sufficient time for both curricula in different schools which affects the implementation of the dual curriculum in secondary schools in Kawempe Division.

In accordance to challenges faced in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda, some of the key informants had this to say;

"Some parents do not appreciate or even understand the value of a dual curriculum. Others even go to the extent of discouraging their children from the dual curriculum mostly when the parents are of different religions." (School Administrator 04)

"We have silent conflicts between secular and theology teachers. Some teachers even discourage learners from learning dual curriculum by telling them that it's a wastage of time and should focus on one particular curriculum." (School Administrator 09)

"A unified national examination body for theology curriculum is lacking to supervise the examinations and it's hard to know the quality and standards of exams." (School Administrator 06)

“Students are overloaded because they study the full content of two separate curricula simultaneously.” (School Administrator 12)

“It is extremely expensive to have two separate staff members and even buy scholastic materials for each curriculum.” (School Administrator 01)

➤ Measures to Improve the Implementation of a Dual Curriculum in Secondary Schools in Kawempe Division Kampala, Uganda

The study further sought to suggest measures to improve the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda. To establish this, the researcher assessed the respondents' perceptions on the different measures using descriptive analysis. The results are presented in Table 4.

Table 4 Measures to Improve the Implementation of a Dual Curriculum in Secondary Schools in Kawempe Division Kampala, Uganda

	Frequency	Percent
Development of a clear National policy and legal framework	1	1.7
Strengthening teacher training and professional development	13	21.7
Increased government and donor funding	6	10.0
Effective time management and timetable rationalization	17	28.3
Stakeholder collaboration and dialogue	11	18.3
Provision of teaching and learning materials	9	15.0
Phased implementation and pilot programs	3	5.0
Total	60	100.0

Source: Primary Field Data, 2025

Table 4 shows some of the measures undertaken to improve the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda. The findings show that out of 60 respondents, a bigger proportion 17 (28.3%) suggested effective time management and timetable rationalization, followed by 13 (21.7%) who suggested strengthening teacher training and professional development, then 11 (18.3%) who suggested stakeholder collaboration and dialogue, 9 (15.0%) suggested provision of teaching and learning materials, 6 (10.0%) suggested increased government and donor funding, 3 (5.0%) suggested phased implementation and pilot programs, and only a few 1 (1.7%) suggested development of a clear National policy and legal framework as measures to improve the implementation of a dual curriculum in secondary schools in Kawempe Division. This implies that a significant number of measures have been suggested which need to be put into consideration by the different actors or stakeholders involved to ensure effective and efficient implementation of the dual curriculum in secondary schools in Kawempe Division Kampala, Uganda.

In relation to measures to improve the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda, some of the key informants argued that;

“I think we need to sensitize all stakeholders especially teachers, parents and students on the value of dual curriculum.” (School Administrator 08)

“The government needs to help us by establishing policies that recognize and regulate dual curriculum programs, providing guidelines on curriculum standards, teacher qualifications and assessment methods.” (School Administrator 15)

“The parents also need to appreciate that teaching two curriculums is not easy. They should therefore endeavor to carry out their responsibilities such as pay school fees on time and even offer the necessary support to their children.” (School Administrator 02)

“We need to re-tool our theology teachers (sheiks) to help them comprehend the formal styles of delivering content.” (School Administrator 07)

“We need support from the government. It can for instance provide special allocations to schools implementing dual curricula to help cover costs associated with additional teachers and learning materials.” (School Administrator 011)

IV. CONCLUSION

The study concludes that a number of strategies have been utilized by different secondary schools to implement the dual curriculum including co-teaching or team-teaching models, community & stakeholders' involvement, and timetable coordination & workload management for both curricula among others in Kawempe Division.

The study also concludes that the dual curriculum implementation is faced with a number of challenges including curriculum overload, inadequate qualified teachers, limited funding and resources, increased stakeholder conflicts, and increased time management difficulties among others in secondary schools in Kawempe Division, Kampala District, Uganda.

Furthermore, the study concludes that significant measures have been suggested including; effective time management and timetable rationalization, strengthening teacher training and professional development, stakeholder

collaboration and dialogue, and provision of teaching and learning materials among others that need to be considered by the different actors or stakeholders to ensure effectiveness and efficiency in implementation of the dual curriculum in secondary schools in Kawempe Division Kampala, Uganda.

RECOMMENDATIONS

The study recommends that the government or education authorities should develop policies that clearly define objectives, structures, and expected outcomes of the dual curriculum and should also contribute to broader national goals such as employability, innovation, or social cohesion as this would influence efficiency in its implementation in secondary schools in Kawempe Division.

The study also recommends that school administrators should offer targeted training for teachers on how to deliver both curricula effectively, possibly through team teaching or co-teaching models, or instead hire teachers with expertise in both academic and vocational/religious areas, or foster collaboration between specialists in secondary schools in Kawempe Division.

Additionally, the study recommends that school administrators should ensure that both curricula receive adequate instructional time and that one does not overshadow the other as well as identify overlapping areas and integrate them to reduce redundancy in various secondary schools in Kawempe Division, Kampala-Uganda.

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APPENDICES

APPENDIX I: STRUCTURED QUESTIONNAIRE

Dear respondent,

You are selected to engage in this study providing answers to the different questions asked below and information provided will be kept confidential. Your involvement is also totally voluntary.

Do you agree to engage in the survey? No or Yes

A. Directions: Please Tick where Appropriate

➤ Section A: Demographic Structures of Participants

• Gender?

1. Female ☐ 2. Male ☐

• Age Group?

1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

• Highest Education Level?

1. Diploma ☐ 2. Bachelors' Degree ☐ 3. Masters' Degree ☐

• Marital?

1. Single ☐ 2. Married ☐

• Period Worked at the School?

1. 1-2 years ☐ 2. 3-5 years ☐ 3. Above 5 years ☐

➤ Section B: Dual Curriculum Implementation

Using this five-point scale i.e.; 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

• Directions: Please tick where suitable based on the above scale on the statements linked to various aspects of dual curriculum implementation;

• Part I: Dual Curriculum Implementation Strategies

No.	Dual Curriculum Implementation Strategies	SD	D	NS	A	SA
1.	There is active involvement of community & stakeholders in shaping curriculum balance and supporting students at the school					
2.	There are well-established quality assurance systems to track implementation fidelity, learning outcomes, and performance across both curricula at the school					
3.	There is co-teaching or team-teaching models practiced at the school					
4.	There are resource development & shared learning materials that integrate both curricula at the school					
5.	There is setting of governance, policy and formal agreements that define the scope of each curriculum at the school					
6.	There is timetable coordination & workload management for both curricula at the school					

• *Part II: Dual Curriculum Implementation Challenges*

No.	Dual Curriculum Implementation Challenges	SD	D	NS	A	SA
1.	There is curriculum overload for both the students and teachers					
2.	There are inadequate qualified teachers to implement both curricula					
3.	There is limited funding and resources with increased costs for the implementation of both curricula					
4.	There is lack of educational policies and institutional support for the curricula implementation					
5.	There are increased stakeholder conflicts and differing expectations about curriculum priorities					
6.	There are increased time management difficulties for the dual curriculum implementation					

• *Part III: Measures to Improve Dual Curriculum Implementation*

Please tick the most appropriate among the given measures suggested to improve dual curriculum implementation in secondary schools.

- ✓ Development of a clear National policy and legal framework ☐
- ✓ Strengthening teacher training and professional development ☐
- ✓ Increased government and donor funding ☐
- ✓ Effective time management and timetable rationalization ☐
- ✓ Stakeholder collaboration and dialogue ☐
- ✓ Provision of teaching and learning materials ☐
- ✓ Phased implementation and pilot programs ☐

Thank you very much for your Time.

APPENDIX II: INTERVIEW GUIDE

Dear respondent,

You are selected as a Key Informant to engage in this study providing answers to the different questions asked below and information provided will be kept confidential. Your involvement is also totally voluntary.

Do you agree to engage in the survey? No or Yes

➤ Interview Questions

- What is your view on dual curriculum implementation in secondary schools in Kawempe division, Kampala district?
- What are some of the strategies used in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda?
- What are some of the challenges faced in the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda?
- What are some of the measures undertaken to improve the implementation of a dual curriculum in secondary schools in Kawempe Division Kampala, Uganda?

Thanks for your Time and Engagement.