**TEACHERS’ ATTITUDES TOWARDS TEACHING THEMATIC CURRICULLUM IN LOWER PRIMARY IN RUTEETE SUB COUNTY**

**KAGADI DISTRICT**

**BY**

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# **DECLARATION**

I Bashinyooka Henry hereby declare that this my original piece of work and has never been presented in whole or in parts to Nkumba University or any other institution of Higher learning for any award.

Signed……………………………….

**BASHINYOOKA HENRY**

DATE:…………………………..

# **APPROVAL**

This is to certify this study was carried out by Bashinyooka Henry under my supervision as the university supervisor.

Signature,

Dr Ssesanga Bukirwa Joyce

# **DEDICATION**

This work is dedicated to my beloved wife Niwaha Doreen my children Turyamuhika Rogers, Tumuhairwe Pretty Birungi Henry, Musinguzi Henry, Kyomugisha Angella, Ayesiga prosper, Keirungi Dacy my father lay reader Mihayo Stanley, my mother Mrs Keren Mihayo friends and relatives for the moral support encouragement, prayers and material support rendered to me during my studies at Nkumba University.

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**TABLE OF CONTENTS**

[DECLARATION i](#_Toc21551575)

[APPROVAL ii](#_Toc21551576)

[DEDICATION iii](#_Toc21551577)

[ACKNOWLEDGEMENT iv](#_Toc21551578)

[LIST OF TABLES vii](#_Toc21551579)

[Operational definitions of terms. viii](#_Toc21551580)

[ABSTRACT ix](#_Toc21551581)

[CHAPTER ONE: INTRODUCTION 1](#_Toc21551582)

[1.0 Introduction 1](#_Toc21551583)

[1.1Background of the study 1](#_Toc21551584)

[1.2Problem statement 3](#_Toc21551585)

[1.3. Purpose of the Study 4](#_Toc21551586)

[1.4. Objectives of the Study 4](#_Toc21551587)

[1.5.Research Questions 5](#_Toc21551588)

[1.6.Scope of the study 5](#_Toc21551589)

[1.7Significance of study 5](#_Toc21551590)

[1.8 Conceptual frame work 6](#_Toc21551591)

[*Figure I conceptual frame work* 6](#_Toc21551592)

[CHAPTER TWO: LITERATURE REVIEW 8](#_Toc21551593)

[2.0 Introduction 8](#_Toc21551594)

[2.1 Factors influencing the use of thematic curriculum in lower primary schools in Ruteete sub county Kagadi District. 8](#_Toc21551595)

[2.2 A number of factors that influence curriculum development are discussed here. These are not all the sectors they are just those characterizing to be mood salient in characterizing Uganda curriculum context. 17](#_Toc21551596)

[2.3 Solutions to the challenges of teachers’ attitudes in implementing the thematic curriculum in lower primary schools. 20](#_Toc21551597)

[*Figure 2 the analytical frame work* 22](#_Toc21551598)

[CHAPTER THREE: METHODOLOGY 24](#_Toc21551599)

[3.0 Introduction 24](#_Toc21551600)

[3.3 Sample size and sample selection. 24](#_Toc21551601)

[3.4 Data collection methods and instruments 25](#_Toc21551602)

[3.4.1Qualitative data. 25](#_Toc21551603)

[3.4.2. Quantitative data 25](#_Toc21551604)

[CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS 27](#_Toc21551605)

[4.0Introduction 27](#_Toc21551606)

[4.1Research question one 27](#_Toc21551607)

[CHAPTER FOUR 29](#_Toc21551610)

[RESULTS AND DISCUSSION 29](#_Toc21551611)

[4.0Introduction 29](#_Toc21551612)

[4.1.Respondents profile 29](#_Toc21551613)

[CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSION AND 41](#_Toc21551617)

[5.0Introduction 41](#_Toc21551618)

[5.1.1Teachers’ attitudes towards teaching thematic curriculum in lower primary in Ruteete sub county Kagadi District. 41](#_Toc21551619)

[5.1.2Research question two 41](#_Toc21551620)

[5.1.3Research question three is stated that 41](#_Toc21551621)

[5.1.4The solutions to the factors influencing the implementation of thematic curriculum 42](#_Toc21551622)

[5.2Summary 42](#_Toc21551623)

[5.3Conclusion 43](#_Toc21551624)

[5.3Recommendations 45](#_Toc21551625)

[5.4Areas for further research. 45](#_Toc21551626)

[REFERENCES 46](#_Toc21551627)

[APPENDIX: *QUESTIONAIRE FOR THE RESPONDENTS* 47](#_Toc21551628)

# **LIST OF TABLES**

Table 1: Sub-demographic characteristics of the respondents ……………………………….25

[Table 2: showing whether there is need for the ministry of Education to continuously review the curriculum as a broad strategy for change in the education system. 27](#_Toc21551608)

[Table 3 showing the need for strengthening and facilitation of education agencies Uganda. 28](#_Toc21551609)

[Table 4: socio-demographic characteristics of the respondents. 29](#_Toc21551614)

[Table 6 show the socio-demographic characteristics of respondents (head teacher) 35](#_Toc21551615)

[Table 7 shows teachers attitudes towards teaching thematic curriculum in lower primary for head teachers. 36](#_Toc21551616)

# **Operational definitions of terms.**

**Thematic Curriculum:** Is a curriculum with a content organized around themes with emphasis and competencies, life skills and values across all learning areas

**Attitude:** the feeling one has towards something somebody, for this study attitudes refer to the feelings teachers have towards thematic curriculum.

**Competences:**

What the learner can do during and after the lesson. The learner can count, label, draw, spell words, model and read.

**Literacy:** Being able to read and write learners reading local language they build on it to read the second language.

**Numeracy:** Being able to account

**Life skills:** Techniques or measures one use to survive and live with others. Thematic curriculum that puts emphasis on what the learning can do and the competences that can be gained during the lesson other than what the learner can do and achieve (objectives) by the end of the lesson.

# **ABSTRACT**

This study assessed teachers’ attitudes towards thematic curriculum in lower primary school in Ruteete sub county Kagadi District.

The research questions were tested.

What are the teachers’ attitudes towards thematic curriculum in lower primary in Ruteete sub county Kagadi District?

What are the factors that affect the teaching of thematic curriculum in lower primary in Ruteete sub county Kagadi district?

What are the possible solutions available towards solving challenges of implementing thematic curriculum in primary schools in Ruteete sub county in Kagadi District?

 A descriptive research design was used and qualitative and quantitative data collection method were used to obtain findings from a total of 20 respondents were selected and purposive sampling selection was used.

The study findings revealed that teachers attitude was the major bottle neck towards teaching and implementing thematic curriculum in lower primary school in Ruteete sub county Kagadi District due to the fact that out of the 15 teachers only 3 could effectively teach local language because they were Banyoro and the rest would not efficiently teach it because they were not the speakers of the native language and this could lead to poor pronunciation of Runyoro language and also writing it could prove a challenge to them hence creating a poor attitude among them while teaching and implementing thematic curriculum in lower primary in Ruteete sub county Kagadi district however, there was an effort made to promote the teaching of this curriculum especially in local language to enable pupils quickly learn how to read, understand and write in their local language but nevertheless the implementation was still wanting.

Further still, findings revealed that motivation of teachers teaching thematic curriculum from head teachers was another issue that contributed to less morale of these teachers hence causing negative attitude towards thematic curriculum in Ruteete sub county Kagadi district.

The study suggested that, teachers who are the implementers should own and handle thematic curriculum because it has come to stay because it is a government policy which is not debatable.

The study recommended that teachers teaching thematic curriculum should be motivated and supported such that their morale could kept high.

In addition, the study recommended that school administration should liaise with the office of centre coordinating tutors to organize continuous professional courses on thematic curriculum such that these teachers who are not native speakers also get more insights in speaking the Runyoro which was recommended language for the mind western region.

The study, further recommends that guidance and counselling is conducted school by competent people because attitudes have something to do with reasoning, thinking and psychology of different individual teachers such that negative perceptions are done away with if thematic curriculum is to be implemented in lower primary in Ruteete sub county Kagadi District.

## **CHAPTER ONE: INTRODUCTION**

## **1.0 Introduction**

This chapter consists of the background of the study, problem statement and objectives of the study, research questions and the scope of the study. Also included are the significance of the study.

* 1. **Background of the study**

**Historical Background**

Globally all nations which are members of education for all goals (EFA) agreed to consider convention of the rights of children and also implement thematic curriculum and where Uganda is a member.

Prof. Senteza K, (1987) Education review commission report, recommended that Thematic curriculum be taught in primary one to primary three and also mother tongue be used as a medium of instructions in the above classes.

The new curriculum for primary schools, called thematic curriculum has been recently developed and implemented national wide starting from February 2007. There is high expectation associated with the new curriculum.

* Numeracy and literacy were rated at 68.3% for boys and 25.4% girls respectively and overall was at 47%.(NAPE REPORT, 2018)

**Conceptual Background**

Thematic Curriculum is the curriculum with the content organized themes with emphasis on competencies, life skills and values across the different learning areas (NCDC 2010)

**Contextual Background**

Thematic Curriculum is being taught in primary classes I.e P.1 to P3 in Uganda, Kagadi district and Ruteete sub-county

**Theoretical Background**

According to Sokoloff, a theory of thematic Curriculum emerged during the development of a unit on pets titled pets. The **above was based on three constructs. 1.Facts and information 2. Topics 3. Themes,**

Curriculum implementation according to Omstern and Hunkins (2009) involves presenting new ideas into practice.

Omstein and Hunkins (2009) found that, implementation is also a systematic process of ensuring that the planned curriculum reaches learners. This entails persuading the policy markers, teachers and parents to accept the new curriculum, providing in serving and prescribe to teachers providing the materials and administrative means to make the process possible.

For the implementation of thematic curriculum teachers need to get deep understanding of the curriculum because they are the ones who disseminate the curriculum (omstein and Hunkins), 2009

Omstein further points out that teachers need more than one or two days training workshops so that they make sense of content and gain competence in the new instructional practices that will engage pupils since thematic curriculum is child centered.

In East and southern Africa, the implantation of thematic curriculum has been used to pass knowledge, skills attitudes on literacy, numeracy and language development while in Malawi , thematic curriculum is examined and more often does not deal with HIV and AIDS, education and drugs – (Global evaluation, 2012)

In some counties like Mozambique Burundi and Malawi, the united nations children’s fund has helped the teaching and nonteaching with materials, developing national policies especially in Burundi and training teachers in Malawi (Global evaluation, 2012) According to evaluation, 2012) headteachers in many countries have not given training or guidance for internal supervision in schools where thematic curriculum is being implemented.

According to (Omstein and Hankins 2009) curriculum implementation must be supervised and monitored for a successful implementation.

Uganda has engaged in various curriculum reforms in the post –independence period after 1962.

The new curriculum for primary schools, called thematic curriculum has been recently developed and implemented national wide starting from February 2007. There is high expectation associated with the new curriculum. A literate and numerate population is imperative for sustainable development and economic growth in Uganda (Dr. Mwalimu Musheshe 20017)

However there are a number of bottlenecks as evidenced in education system such as teachers’ negative attitudes towards thematic curriculum and unwelcoming environment, political influences, cultural, economic, regions. absenteeism of teachers, pupils and in adequate instructional materials like pupils exercise books pens, poor performance in literacy and numeracy (National Assessment in progress in Education 2017)

Numeracy and literacy were rated at 68.3% for boys and 25.4% girls respectively (2018) and overall was at 47%. (NAPE, 2018)

These results were considered by a number of researchers to be both disappointing and unacceptable.

A number of studies have tried to analyze the underlying causes of low quality at primary schools. The studies highlighted lack of the qualified teachers especially in rural areas especially in thematic curriculum methodology, inadequate lesson planning, large compacted classes, negative attitudes on the side of teachers, inadequate instructional materials.

Although an effort was made to introduce this thematic curriculum, its implementation was still wanting in Ruteete sub county schools. The study observed that although the thematic curriculum encourages the use of teaching and learning materials such as wall charts, flash cards and sentences. These were supplied to these schools in limited amounts, which made teaching and learning difficult. The report mentioned that schools were allocated a vote (instructional materials) to buy such resources, however, since printed materials were expensive thus was only a fraction of what was needed. This formed a basis of this research to assess the teachers’ attitudes towards thematic curriculum in lower primary schools in Ruteete sub county Kagadi District.

## **1.2 Problem statement**

Thematic curriculum was vital in developing learners in competences value, numeracy, literacy, life skills and forming a basis for the development of the second language,

However, despite its importance as an innovation in the primary school curriculum, in its implementation seems to be constrained in schools.

Primary schools in Ruteete sub county Kagadi District are faced with an ever-increasing demand to implement the thematic curriculum based largely on the traditional academic subjects. English, Mathematics, science and social studies. The pressures put on the teachers to produce results in these traditional subjects are overwhelming hence, thematic curriculum teachers have become torn between the traditional lines or going with the contemporary way of how they can deliver content to the pupils. According to the UWEZO report (2010) this has consequently made teachers fail to deliver appropriate content to pupils in most schools of Ruteete sub county Kagadi District which resulted in poor performance and made the district be ranked 98th out 136 districts in Uganda and Ruteete was ranked 17th out of 22 sub counties in the whole district.

Failure of these pupils was attributed to teachers who did not deliver enough content while teaching thematic curriculum and at the sometime not fulfilling the new policy of teachers’ presence and time on task (Mr Bukenya Barthlemew DEO: 2019)

According to Alinda Julius the District inspector of schools) said that 76% of pupils in P.3 would not read simple texts and stories of primary two class correctly. This implied that there was a problem with teaching the syllabus hence, a justification for the study.

These findings were not exceptional to Kagadi district, Ruteete sub county in particular. In 2000 the NCDC developed a thematic curriculum based on principle such as rapid development of literacy, numeracy and life skills at lower primary, treatment of concepts holistically, under themes of immediate meaning and relevance to the learners and presentation of learning experiences in language in which the learners are already proficient (NCDC) 2006.

The UWEZO report (2018) on status schools in Kagadi revealed that teachers failed to deliver appropriate content to pupils in most primary schools in Kagadi which resulted into poor performance and the district was ranked low in quality of education especially in rural primary school of sub counties like Ruteete.

Therefore the need for the study to assess teachers’ attitudes towards thematic curriculum in lower primary schools in Ruteete sub county Kagadi district.

## **1.3. Purpose of the Study**

To establish the teachers’ attitudes towards teaching thematic curriculum in lower primary in Ruteete sub county Kagadi District

## **1.4. Objectives of the Study**

* To assess teachers’ attitudes towards thematic curriculum.
* To establish factors influencing the teaching of Thematic Curriculum in Ruteete Sub-county.
* To find out the possible solutions to the challenges affecting teaching of numeracy and literacy in schools of Ruteete sub county, Kagadi District.

## **1.5. Research Questions**

The study was guided by the following questions;

1. What are the teachers’ attitudes towards thematic curriculum in lower primary in Ruteete sub county Kagadi District.
2. What are the factors influencing the implementation of thematic curriculum in lower primary in Ruteete sub county-Kagadi district.
3. What are the possible solutions that are available towards solving challenges of thematic curriculum in primary schools of Ruteete sub county Kagadi district.

## **1.6. Scope of the study**

**Geographical scope**

The study was conducted in Ruteete sub county Buyaga west in Kagadi District.

**Content scope**

The study was conducted to assess teachers’ attitudes towards thematic curriculum in lower primary schools and Ruteete sub county Buyaga west Kagadi district to establish the challenges in implementing thematic curriculum in lower primary school in Ruteete sub county Buyaga west county in Kagadi District and to find out the possible solutions towards thematic curriculum implementation in schools of Ruteete sub county, Buyaga west county Kagadi district.

**Time scope**

The study was conducted between April 2019 – July 2019

# **1.7 Significance of study**

The study might be significant in the following ways.

The findings of this proposed study might guide the policy makers for example the ministry of education and sports (MOES) and the school management committee as individuals charged with formulating policies to enact favourable policies that can enhance the implementation of the thematic curriculum.

The findings of the proposed study might help to alert the teachers implementing thematic curriculum of the ways of good management practices of their attitudes (mind set) in order to positively implement the thematic curriculum.

The proposed study might help teachers to realize the importance of their attitudinal change as the ingredients in the success of thematic curriculum.

The proposed study might help head teachers to realize that teachers’ attitudes or mind set must be changed for the improvement in academic performance especially in lower classes.

# **1.8 Conceptual frame work**

 Intervening factors

SCHOOL ENVIRONMENT

SCHOOL POLICY

GOVERNMENT POLICY

 Independent variable Dependent variable

TEACHING THEMATIC CURRICULLUM

TEACHERS ATTITUDE

Positive

Negative

# ***Figure I conceptual frame work***

The conceptual frame work above shows that the teachers’ attitude has got an effect on the rate of implementation of thematic curriculum in lower primary however there other intervening factors that affect thematic curriculum like school environment for example where the school lacks structures and furniture then leaning cannot take place, school policy where by there are some school especially in urban areas where local language cannot be allowed in the school hence affecting the teaching of the thematic curriculum.

Government policy is yet another intervening factor affecting thematic curriculum where by it has failed to address its issue of language policy especially in places where many languages are being spoken but only it ends up compromising the rest by promoting the teaching of the common language hence affecting literacy.

# **CHAPTER TWO: LITERATURE REVIEW**

## **2.0 Introduction**

This chapter presented the literature the various scholars have discussed in line with the topic “teachers attitudes towards curriculum in lower primary as the one of the challenge facing the implementation of thematic curriculum and primary schools the gaps the scholars left unfilled justify the current study it was presented by the sub themes of objectives.

## **2.1 Factors influencing the use of thematic curriculum in lower primary schools in Ruteete sub county Kagadi District.**

Erden (2010) conducted a study on problems that pre-school teachers face on the curriculum implementation in Ankara.

This study aimed at investigating the challenges teachers face in the curriculum implementation and whether these challenges differ in relation to teachers’ level of education both qualitative and quantitative data were collected. The qualitative data were gathered through questionnaire from 223 pre-school teachers teaching in public and private Kindergartens in Ankara.

The results indicated that the most frequently reported issues by the participants were the problems related to evaluation and physical facilities followed by the ones related and planning science and mathematics activities organizing field trips, parents involvement and inclusion, results showed that the problems related to physical facilities experienced by pre-schools teachers working in private pre-schools. Although the study identified the bottlenecks to the implementation of curriculum, it did not provide solution to overcome these bottle necks, yet it is proper that challenges are overcome to have better and quality education in primary schools. The current study therefore seas to assess teachers attitudes towards thematic curriculum and identify possible education to bridge this gap Primerose and Alexander (2013) their study of curriculum development and implementation, the factors contributing towards curriculum development in Zimbabwe higher Education system, observe that curriculum development is a key education process that can boost the innovative capacity of a higher education institution. Their study sought to investigatate factors that guide curriculum development in higher education in Zimbabwe it was prompted by continuous changes in the curriculum of higher education institution which include universities, polytechnic colleges and teachers’ colleges.

The study was quantitative by nature open ended questionnaires were used as the main data gathering instruments. The major findings of the study were that curriculum development in Zimbabwe is influenced by factors such as technological advancement, demands by students, society expectations industry and commerce globalization, partnership by institution, the need for the professionalism in business, academic research revamp the economy, competition among institution and government expectation among others.

Although the study in Zimbabwe the findings are with considering for the case of Uganda since both Africa nations in the context of developing countries, however, their study mainly focused in curriculum implementation in higher institution of learning, yet it is important that the grass root of education (primary school) is made firm through ensuring quality primary education in order to have better high education.

Altinyelken (2010) conducted a study on curriculum change in Uganda teacher perspectives on the new thematic curriculum it was a field work study and sought to investigate the implementation of thematic curriculum in Uganda from the perspectives of teachers. The study revealed that although the majority of teachers were enthusiastic about the new curriculum, their implementation efforts were constrained by a multitude of challenges. The findings raised questions with regard to the appropriateness of the new curriculum institution to structural realities of Uganda classrooms, and called for increase attention to the implementation process further research however is needed to justify the need for development of curriculum and to provide practical solutions to ensure its effective implementation, a gap which the study did not fill, hence the reason for the current study.

Curriculum is defined as the sum of learning experiences offered by school (Hamus, 2009:70)

A curriculum is a three documentation document and takes into account that needs of the students, the content and the instructional methodology while the syllabus is a dimensional document which contains the subjects and contents outline with broad time allocation (Karisiddapa and Sangam 2000) nevertheless even the presence of essential components in the curricula may not mean that they are of appropriate quality.

The quality assurance hand book CCVCD and UGC, 2002) comment that

Curriculum is the foundation of the teaching – learning process. The development of programs of study learning and teaching resources, lesson plan and assessment of students and even teacher education are all based on curriculum.

Curriculum and curriculum development at first glance appear to be of chief concern to education, governments and parents, and both have relevance and impact to the development of communities and property. According to Deconineck (2009) curriculum more than ever before is now viewed as being at the centre of the daily life and the responsibility of society as a whole.

Aims should cover both the level of achievement expected of students (knowledge, understanding, intellectual and personal, transferable skills) and the effort and resources provided by the department concerned to enable students to meet these levels of achievements.;

Curriculum development refers to a process of selecting and refining the content of an education system with an aim of implementing it in schools or educational institutions (Thungu, Wandera,Gachie and Alumande, 2009: P.52)

It involves a series of steps which include:

1. Planning of learning experiences on the basis of national policies
2. Production of instructional materials
3. Trial and testing of instructional plans and educational materials.
4. Implementation of the programme of instruction.
5. Assessment of learning outcomes

Uganda has made enormous effort and invested substantially through UPE to increase access to primary education. These efforts have resulted in drastic increase afterwards. Enrollment at primary level rose from 2.6 million to 7.5 million in 2009 gross enrolment ratio for all grades was 113.1 percent in 2009 and the net enrolment ratio was 93.3 percent in the same year (MOES 2009) Currently this year 2019 enrolment is 8.8 million other major gains include construction of new schools and classrooms deployment and training of teachers, and increase in the introduction and distribution of text books. In 2009, there were 104,189 classrooms and 127,694 teachers on government payroll pupils teachers ratio in government schools was 53 (MOES 2009)

Nevertheless, since the primary goal of UPE has been access to primary education it has significantly over shadowed issues relating to education quality.

There is wide spread perception, especially among teachers that the quality of primary education has suffered because the rapid expansion of the system with the UPE. There are indeed a number of weakness and challenges evident in the education system, such as teachers’ negative attitudes, poor student performance, frequent student absenteeism high dropout and repetition rates, and poor quality of new infrastructure (Hoppers 2009) in fact, the quality of education at primary level remains largely un satisfactory, for instance as a result of high dropout rates, only 22 percent of the 1999 primary one cohort was progressing through primary seven in 2005.

Various researchers have also shown the majority of Ugandan pupils were failing to achieve adequate levels of literacy and numeracy. For instance studies conducted by Ugandan national examination board (UNEB) 2009 revealed that only 38 for primary three pupil reached defined competency levels in literacy.

Figures for numeracy were 14 percent and 33 percent for primary three and primary six pupils respectively.

UNEB, 2010) These results were considered by many to be both disappointing and unacceptable.

A number of research studies have tried to analyze the underlying causes low quality education at primary schools. These studies highlighted lack of qualified teachers (especially in rural areas) in adequate lesson planning, overly large classes lacking basic materials, negative attitudes by teachers and high teachers and head teacher appropriateness of curriculum indeed, there had already been some criticism of 2000 curriculum before it was introduced into primary schools. Therefore, the curriculum was kept very much at the Centre of the growing debate on education quality in the past years consequently the MOES initiated a curriculum review process and installed a task force to consider the 2009 primary curriculum (penny et al 2009, ward et al, 2010)

The subsequent report of the task force confirmed earlier concerns over the curriculum. The report concluded that the overall performance of pupils at primary level had not significantly improved; and that literacy levels in English and in local language were un acceptable low especially outside Kampala and in rural areas.

The curriculum was over loaded, emphasized the acquisition of facts in various subjects, and the teaching and learning also focused mainly on recall and other lower cognitive skills, in addition, reading, writing, listening and speaking were not allocated sufficient time in the current primary curriculum and that literacy and numeracy teaching skills in lower primary grades were seriously inadequate. Because students failed to develop early literacy, they performed poorly in all curriculum subjects and failure to perform led directly to loss of interest by both parents with subsequent high dropout rates (read & Enyutu, 2009:9)

The review report also highlighted that reform of the primary curriculum by itself would not be sufficient to achieve higher education quality, and suggested a number of other closely related areas that needed urgent reforms including local language policy, learning materials provision and use, pre-service and in-service teacher training, primary school supervision and monitoring and assessment (Read and Anyutu, 2009) the reviews were sought on various meetings. These meetings informed the road map which was intended to guide the curriculum development and implementation process

Thematic curriculum

The thematic curriculum is based on three main principles (NCDC, 2010)

1. Rapid development of literacy, numeracy and life skills at lower primary.
2. The treatment of concepts holistically under themes of immediate meaning and relevance to the learner, and
3. The presentation of learning experiences in language in which the learners are already proficient.

In terms of content, the thematic curriculum covers almost the same areas that existed in the 2000 curriculum, however, the knowledge and competencies are arranged in accordance with a thematic approach.

At the same time, it strives to adopt a child – centred approach, by putting the child’s interests, experience and needs at the centre of the curriculum

The thematic approach also helps to avoid content overlaps and repetition that existed in the subject-based curriculum. Although a theme-based approach issued for curriculum for primary one, two and three, the subject-based curriculum will remain at upper levels (NCD 2010)

The thematic curriculum also stipulates that whatever possible the child should learn in the language or at least in a language that is familiar to the child. It is based on the conviction and evidence recorded by various research students that higher achievement levels are reacted in literacy when children study in a language of which they already have a strong oral command.

Therefore, all learning materials used in the first three years of primary education will be provided in child’s own language or a language familiar to the child in addition, all written tests that are used for assessment purposes will be administered in the local language or area language.

At P.4 both English and the local language will be used during teaching and learning yet a gradual transition from local language to English is expected by the end of the year at P.4 the local language will be used only for explaining the most difficult concepts.

Written materials including text books will be in simple English and all assessment will be carried out in English (NCDC, 2010) During the remaining three years of primary education, English will be used as the language if instruction across the country.

The language of instruction policy was the most controversial issue during

curriculum development process.

There are more than 60 local languages used in Uganda, hence, there are many potential languages of instruction.

Selection of local language are the language of instruction at school has financial, staffing and trading as well as political implications. Such cultural and political consideration assume huge importance particularly in Districts with various different and sometimes viral, competing languages (Read and Anyutu, 2995)

Further still, urban schools are allowed to use English as the language of instruction as there are pupils from various language back grounds in such schools. However, since the schools are expected to teach in English in upper classes and since the primary leaving examination is in English some considered schools in urban area to be in an advantageous position. There were fears that such a language policy would cause the performance gap between urban and rural schools.

The “child-centered” approach of the thematic curriculum is further emphasized in teaching, learning methodologies, by child centered, the new curriculum particularly refers to the following NCDC 2010 B. P.3)

1. Children should have a chance to interact with each other and with the teacher during the lesson.
2. Class activities should be organized so that children learn by doing. They should be able to move around from time to time and so use their hands.
3. Activities should be organized around a variety of learning materials and children should be able to handle the materials.
4. Children should have an opportunity from time to time, to have influence on the direction that the lesson or days taken. Allow lesson to reflect the interests abilities and concerns of the children’s.

According to the official curriculum documents, several components of this thematic curriculum reflect child centred approach such as the focus on thematic areas and choosing themes that closely relate to children’s interests, experiences and back ground. The recommended pedagogical approach emphasizes children’s activities rather than teachers.

Therefore, there is a strong focus on activating children during lessons, encouraging them to participate and perform. Instead of being passive receivers of what they are told, children are expected to engage actively in learning by way of exploring, observing experimenting, and practicing.

The curriculum also suggests some enjoyable activities such as games acting, drumming, dancing and singing.

According to the new approach the majority of lesson time should be spent on classroom activities which might involve group or poor work or individual pupils working on assignments independent of the teacher

A rich and varied literature environment is viewed important, therefore, the curriculum recommends the use of a range of learning resources, such as flash cards, sentence cards, wall charts, work cards, simple readers and children’s own written work. The teacher is encouraged to think of other creative ways that would engage children in learning stimulate learning through play (NCD C 2010)

With regard to student evaluation the thematic curriculum adopts continuous assessment and requires teachers to assess their pupils on a daily basis. The purpose of such assessment is considered to be diagnostic and remedial.

It is assumed that frequent assessment would facilitate appropriate feed back and corrective action on the part of the teachers. For instance it would enable teachers to identify individual leaning difficulties and provide adequate that the child would catch up with the rest of the class.

Likewise high activities can be certified and given more challenging tasks to stimulate their leaving NCDC, 2010.

The main principles of assessment are laid down within the curriculum. Thus the assessment should be done during the normal lesson as children carryout’s their daily tasks.

Teachers keep records for each child showing competences achieved. Assessment is cumulative, for example, if a child has not achieved a particular competence in one theme, the same could achieve it at a late stage and this should be recorded at that time. Assessment can be conducted through the following by the teachers observing children learning in class, looking at their exercise books, making hand writing and looking at the classwork products and recording that they have achieved. The teacher should not set separate assessment tests examination NCDC 2011 A.P .12)

**Development Of thematic Curriculum**

The thematic curriculum development has therefore been both a technical and social process. In order for the process to proceed effectively and efficiently the context in which it is carried out must be considered. This paper discussed the context of curriculum development in Uganda by considering six major factors that influence the curriculum development process. There are political forces, the socio-economic context, the cultural context, this ICT context and the networking context.

Curriculum literature abides with models of curriculum development. Each of these models advocates procedures and strategies that are presumably most effective in developing curriculum however, curriculum development models appropriate for once situation may be impractical in another. This is because the curriculum is as a social contract and diverse societies do not hold universal views (Hopkins, 2009) it is therefore important to consider context when developing curriculum.

Much of the literature on curriculum context deals with context relevance, UNESCO 2000), Context relevance is concerned with the fidelity of the curriculum to its stated goal.

The promise here is that the stated goals are a true reflection of what society express from the school system. Curriculum development is therefore, change for modification of already existing educational programmes, as curriculum is a key innovative process for educational institutions and when applied to fastening enterprising qualities among students can aid the economy. Creating and developing a curriculum though, is a process common to all disciplines. It is often described as a cycle process. (Argyris 2009, Kolb, 2010, Fafler 2010)

Comprising of four stages.

1. Identification of weeds
2. The design of a course of study
3. Delivery of the learning programme
4. Evaluation of the outcomes in relation to the initial objectives.

There are many models for curriculum developing. Generally as a process, curriculum development is concerned with reviewing, planning, development, implementing and maintaining curriculum which ensuring that the stakeholders engaged in this process have a high level of commitment to ownership of the curriculum.

In formulating policy, the challenge was the discourse on the form, context, owns and goals of curriculum often referred to as curriculum orientations Eisner and valance, 2009; as cited in Joseph, 2011) The curriculum orientation have a profound impact on roles of stakeholders, parents, educators and students as they relate to listen and practice, decision making curriculum planning, development, implementation and evaluation.

The national curriculum development centre (NCDC) is the national educational research and curriculum development centre in Uganda. The Uganda institute of education works closely with other related agencies and organization in curriculum development. These include the Uganda National Examination Board (UNEB) which is responsible for national public examinations, the Uganda nation teachers Union (UNATU) which represents teachrs at NCDC, the directorate of quality assurance and standards which is responsible for curriculum supervision and quality control, the education service commission (ESC) which handles teachers recruitment promotions and placement and religious organisations whose views are sought regarding the teaching of religious education and other ethical-moral issues in curriculum (ministry of Education, 2009)

The curriculum development process follows cyclic pattern as shown below.

1. Monitoring, evaluation and improvement
2. Needs assessment
3. Policy formulation
4. National implementation
5. Pre-testing/piloting/phasing-in
6. Syllabus development and approval
7. Development of curriculum support materials
8. Preparation of curriculum implementations
9. Curriculum design (source: NCDC

## **2.2 A number of factors that influence curriculum development are discussed here. These are not all the sectors they are just those characterizing to be mood salient in characterizing Uganda curriculum context.**

**Political factors**

In the political of the school curriculum, Dennis Lawton (2009) observes that curriculum development is about selecting the most important expects of cultural for transmission to the next generation. One of the crucial question is the political question “who makes the selection” and Lawton (2000: 6)

In Uganda, as elsewhere, politics occupy a central place in daily affairs of the nation.

The political class seeks to control and manipulate the policy, either overtly or covertly. Education is normally a convert tool in the strategy of the political class (Frame, 2009) the influence of political on curriculum development last seen through the formation of various education commissions committees, and working parties since independence, there have been seven major commissions on the school curriculum. The composition of these commissions is largely oblivious of expertise in curriculum, rather, it mostly exhibits political connectedness.

Moreover, the findings and recommendations of most of those commissions are implemented at the discretion of the ruling elite. In most cases, these commission end up being just ground academic exercises since their recommendations are never adopted (Ntarangwi, 2010)

Due to the centralized, nature of the politics in Uganda most decisions on education are top down. Such power is coercive which does not discuss the will especially for curriculum development which ideally be a deliberative consultative and participatory exercise.

(Mutch, 2009) noted that the government of Uganda through the ministry of education has developed some powers in the education sector to the grassroots. This include the hiring of teachers and to some extent, the financing of education infrastructure through the constituency development fund (CDF) (Ministry of education 2010) however, all matters pertaining to curriculum are still centrally controls by the ministry of education and its agencies mainly NCDC, the doctorate of quality assurance and standards and the Uganda national examination council Obviously, in such a scenario, teachers feel left out. The voice is seldom heard since their participation in the whole process is superficial. The teacher’s role is narrowed to implementation of curriculum.

However, as Fullan (2017) hates the implementation of curriculum innovations is bound to the unsuccessful if teachers are not involved in the entire process of curriculum development.

Socio – economic forces

The current population of Uganda is estimated at 36 million with an annual population growth rate of 23% of the total population, 60% are youth under 30yrs (UNESCO), 2009 and world Bank 2009) This necessities that the government allocates over 30% of its annual budget to education (Kunuthu, 2009). Despite such seemingly huge budget any allocation to education curriculum development Is still poorly funded (NCDC, 2009) This is because most of the funds in the education section go for re current expenditure at that expense of research and development. In the last seven years the government has embarked on education for all (EFA) Initiative by introducing universal primary education (UPE) and the secondary education (ministry of education, 2009 Oketch & Rolleston, 20010) ideally, the two giant steps in the right direction. Realistically, however, achieving both is a big challenge of the country; Kinuthi (2019) outlines four factors that illuminate this challenge and its implementation on curriculum development.

When UPE was introduced, the enrolment significantly rose. However, most schools were not equipped to handle such large number in terms of number of teachers, physically classroom space and learning resources. This scenario replay itself in the free secondary education program obviously.

In 1998, the government instituted structural adjustment programs recommended the world bank and IMF above at consequences of this was a freeze on the employment of teachers service commission. This resulted in a significant shortage of teachers’ since 2003, the government has made efforts to address the shortage. However, to date there is need for over 60,000 teachers to fill in the gaps in the school systems.

The government reliance on donors funding means that local priorities are not necessary dealt with, as already noted research and development activities are less funded that administrative and recurrent coasts. Thus, for instance, teachers are paid salaries to implement the same old curriculum however, teachers morale is still low hence negative altitudes (Alinda Julius 2019)

**A cultural factor**

Uganda is a heterogeneous nation comprising of over 42 ethnic groups. Each of these groups has its own cultural identity which guards jealously. The centralized nature of the Ugandan curriculum may not always accommodate the diverse cultural norms of the population invariably, thus has implication on the curriculum and moreover the teachers implementing the new curriculum (thematic also come from these different ethnic groups and thus has different cultural norms which in one way another affects the teaching of thematic curriculum. The challenges teachers and head teachers face while implementing the thematic curriculums. In the past few decades, almost all sub – Saharan African countries have been involved in educational reforms, particularly in development of new curriculum and leyendre clever, 2009) often , these curricular are well designed and have laudable aims to achieve. Nevertheless, in many cases, their implementation has resulted in less that desirable outcomes and led to waste of considerable resources, time and effort since well-intentioned policies were never translated into classroom reality Rogn and Arayson, 2009). The literature on education reforms in developing countries has been increasingly focusing on extent to which numerous educational reform initiatives were rarely effectively implemented and have often failed to achieve their objectives.

Fullan, 2010 Higgins, 2019,

There is now a common acknowledgement that policy makers need to consider an plan for the implementation stage of reforms are to be successful and there teachers altitudes have to be changed because there are the implementers of any formulated curriculum.

Nevertheless, sufficient, analytical attention has been given to the implementers and yet they are very important and critical for the success of this thematic curriculum consequently, there is a limited information base meant policy makers can draw (Dyer 2009)

For this reason Dyer argues that there is an urgent need for research that focuses on the implementation process and implementer who are teachers in order to improve on the altitude teachers have in order to teach thematic curriculum using it competences and methodologies all targets the learners who are the beneficiaries.

**Results pressure**

The goodness of a primary school in Uganda is gauged by how well it candidates perform as the National Examination called PLE done after seven years of primary education.

In a bid to impress, head teachers, parents of primary schools force teacher to have negative attitudes towards thematic curriculum because all national examinations are set in English (Alinda Julius 2018) and he continues to say that because the above pressure from these stakeholders teachers fore go most of co-curriculum activities like gardening, home economics crafts, physical education because all the time they teach examinable subjects neglecting literacy which part of thematic curriculum.

Therefore, implementation of the thematic curriculum did not merely involve the direct and might forward application of plans it was a dynamic organizational process that was shaped over time by innervations between projects, goals and methods and the instructional setting (Aulting et al 2009, 183)

Several scholars have reported the teachers’ attitudes in regard to this implementation of thematic curriculum the case of teachers in Uganda general Ruteete sub county in particular have not been revealed.

## **2.3 Solutions to the challenges of teachers’ attitudes in implementing the thematic curriculum in lower primary schools.**

Decisions – making is a complex and crucial even in the policy process.

It is preceded by analytical and their political activities and followed by equally significant planning activities.

Although both types of activities are crucial in development and realizing education reforms more attention has often been given to policy formulation at the expense of implementation stage and the teachers who the direct and crucial implementers are being given lesson attention.

This is particularly the case in developing county context (Had lad 2009)

Rogan, 2010 conforms the attention and energies of policy makers are two often focused on what” of desired educational change and neglect the how and the who. A considerable amount of planning and even the policy formulation take place during the actual implementation process.

These include the following

Circumstances related to implementation constraints cause policy modification to take place feedback obtained during implementation causes reassessment of aspects of the policy decision and subsequent modification by policy makers and (3) The more translation of abstract policy tensions into concrete implementation causes reassessment and redesign.

Undertaking such changes is not exceptional during educational reform process since implementation problems are frequently under-estimated during policy making. Indeed, misjudging the case of implementation is probably the most frequent error in policy making. Indeed, misjudging the case of implementation is probably the most frequent error in policy making. Handdad 2009 P 36) Dyer (2010) warn that when implementation stage has not been well planned and structured and implementers have changed their attitudes this may result in strong resistance to policy messages and expected out comes consequent by the reform policy may be diluted by adhoc adjustments and short term strategies for aping.

Referring to the experience of USA and AUSTRALIA in Education change porter (2009) notes that who are concerned with policy making and enacting the relevant legislation hardly ever pay attention to the implementation on stage and the actual implementers likewise, in this analysis of the world Bank supported Education reform programs Verspoor (2009) concludes that such programs tend to emphasize adopt by and neglect implementation stage and the activity implementers. Therefore, even if these programs were eventually based on a good idea the majority of them resulted in low outcomes due to poor implementation. Dyer (2009) also in auntavan that such neglect is highly regrettable particularly in developing country context as they on ill afford the wasted resources, time and effort moreover, cumulative and comparative knowledge of successful and less successful implementation experiences is hardly used in the design new reform programs.

Within this study, in under to explore how teachers implemented the curriculum in Ruteete sub county, a frame work by Rogan and Graysan 2010 is used with some adaptions (see figure 1) the frame work draw at the school development, educational change and science education literature and attempts to overcome some of the shortcomings of earlier frame work developed by Breeby (2009) Beeby categorized schools, and education system according to four development stages (Demo school) formation, translational and meaning) and assured that school progress from lower to higher stages. However, Beeby’s model underestimates the complexity of an educational system and focused only on teachers making no reference to other aspects of the school context.

## **Figure 2 the analytical frame work**

1. Coverage of learning areas
2. Instruction o English and use of local language
3. Design interactions

Support from outside agencies

1. Teacher profession development
2. Provision of physical resource

Monitoring.

Capacity factors

1. Physical resources
2. School ethics and management.
3. Teachers actors to students

Adopted from rogan &Grason, 2009 as cuted in Htinyeukan (2010)

Attinyeuken (2010) notes that the construction capacity to support innovation is concerned with factors that are life to support hinder the implementation of new ideas and practices in the new curriculum. This construct recognizes that schools defer in terms of their capacity to implement innovation.

Possible indicators fall into four categories, physical resources (not ethos management, Teacher factors, and student factor, physical resources over crucial as poor conditions and committed resources can limit the performance of even the best teacher and students. The school ethics and management are nor the same yet they are considered together as they are closely intertwined, particularly in schools in developing countries if the school is in disarray and not functioning well, innovation cannot or will not be implemented. Research has also shown that the leadership role of the principles critical in as critical in reform implementation (Fullan 2009) Teachers play a pivotal role in reform processes and factors such as their back ground, training, student matter knowledge, maturation commitment to teaching, and attitudes towards proposed innovation influence their capacity and willingness to implement change, likewise the back ground of students and the king of strength and constraints they might bring to the school are crucial. Arrange of issues influence student attitudes to learning and responses to change, such as their home enrolments, parental commitment to education, health and nutrition and proficiency level in the language of instruction. The contribution of these four factors to the capacity of school to support innovation is likely to be dynamic and changing overtime.

In the third construct, curriculum implementers assist in understanding analyzing and expressing the extent to which the objectives, of the reform programmes are put into practice. It recognizes that fact that there can be multiple ways of putting a curriculum into action. However, it assumes that some broad commonalities of what constitutes excellence will emerge, in addition, the profile recognizes that there can be different levels at which implementation might be said to occur. Therefore, implementation of a new curriculum is not an all or nothing preposition.

Several scholars have reported a number of possible solutions in regard to the challenges facing the implementation of thematic curriculum but the case of those in Uganda in general and Kagadi District in particular have not been revealed.

# **CHAPTER THREE: METHODOLOGY**

## **3.0 Introduction**

This chapter describes the frame work within which the research was conducted. The chapter presents the research design, study population, sample size and sampling techniques, date collection instructions, validity and reliability of research instruments procedure and data collection.

**3.1 Research Design**

The study used across-sectional survey design adopting quantitative methodology to a larger extent and qualitative method to a smaller extent. The researcher used this research design because of its advantages in obtaining data, it is also the simplest and less costly compared to longitudinal (Neumann 2009). According to Neumann (2009) cross-sectional research can be exploratory, descriptive or explanatory. Babbie (2009) shares the same views by stating that there are three purposes of social research, exploration, description and explanation each of them with different purposes for the research design. The study was qualitative and quantitative.

**3.2 Study population**

The study population constituted mainly lower primary teachers and head teachers.

This population was chosen because it had adequate knowledge in the subject under investigations.

## **3.3 Sample size and sample selection.**

The sample size was 20 respondents of which 15 were teachers, 5 head teachers the purposive sampling techniques was used to select teachers and head teachers in order to get in depth information about the problem under study.

The study was carried out in 5 schools selected from Ruteete Sub County, Kagadi district.

Table 1 showing the distribution of the study population.

|  |  |  |
| --- | --- | --- |
| Respondent | Sampling type | No |
| Teachers | Purposive | 15 |
| Headteachers | Purposive | 5 |
| Total |  | 20 |

## **3.4 Data collection methods and instruments**

The researcher used primary data which were collected using self-administered questionnaires to get information from the respondents.

Self-Administered questionnaires, to obtain responses from the respondents. These were distributed among the respondents in their respective schools. The justification for using this instrument is that questionnaires are easy to qualify and analyze.

Also closed ended questionnaires were used because they are easy for respondents to fill and return in time. Copies of the questionnaires consisting the objectives of the study were given to the research supervisor to find out whether the instruments measures what they were intended as per the objectives of the study and also to check on the phrasing, understand ability and wording of the statements.

## **3.4.1 Qualitative data.**

All the qualitative data collection from key informants were edited on a continuous basis to ensure completeness. Content analysis was the main method of analyzing the data collection. Data collected were categorized according to emerging variables from each question in the interview guide.

## **3.4.2. Quantitative data**

Data collected at the end of each day was checked to ensure regularity and accuracy. This was useful in ensuring that the objectives of the study were being addressed. Analysis was done according to the objectives of the study. Data generated by questionnaires was cleaned, edited and coded before analysis was done, then analyzed using the statistical package for social sciences (SPSS) Program. Summary statistical in form of qualitative and quantitative measures, frequencies and percentages were run and interpretations made.

Finally, conclusions and recommendations were derived at and presented in chapter five and capacity building programmes about the challenges in the syllabus was one of the cheapest and easier way to get the implementers of the curriculum have the capacity to put all ideas and plans on ground.

Being that most primary schools of Ruteete sub county were inadequately financed, the need to invest more in primary school education by the government especially in support of UPE schools would provide solutions to challenges of insufficient instructional material, infrastructure and running teacher development programmes (Altingelken 2010)

Having a commission in charge of monitoring and reviewing the progress of curriculum implementation was found to be important, the continuous follow up of the progress would be away of identifying bottlenecks in the system and providing prompt solutions towards overcoming these bottlenecks. It was also revealed that before new challenges in the curriculum are introduced, pilot studies were done in selected primary schools in Ruteete sub county, to find out whether or not the teachers in the area can afford to implement the changes, this was found to be a solution towards finding timely ways on how to introduce this challenges as a gradual process in the sub county primary schools after discovering how best they can be put into practice and how they can overcome the practice effects.

# **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

## **4.0 Introduction**

This chapter presents the findings of the study

## **4.1 Research question one**

This research question stated that, what are the teachers’ attitudes towards thematic curriculum in lower primary schools in Ruteete sub county – Kagadi District.

Item A, B and C are the teachers questionnaire (see appendix 1) items A, B, and C are the teachers’ questionnaire (se appendix ii) were used to test this research question. The sector areas indicated below

# ***Table 2: showing whether there is need for the ministry of Education to continuously review the curriculum as a broad strategy for change in the education system.***

|  |  |  |
| --- | --- | --- |
| **Responses** | **Frequency** | **Percentage** |
| Strong disagree | 2 | 20 |
| Disagree | 2 | 20 |
| More sure | 2 | 20 |
| Agree | 1 | 10 |
| Strong agree | 3 | 30 |
| Total  | 10 | 100 |

**Source primary Data**

Results from the table 2 show that 2 respondents representing 20% strongly disagreed how respondents representing 20% disagreed, one respondent representing 10% was not sure three (3) respondents representing 30% agreed while two (2) respondents representing 20% strongly agree majority of the respondents therefore agreed that there is need for the ministry of education to continuously review the curriculum as broad strategy for change in the education system.

## ***Table 3 showing the need for strengthening and facilitation of education agencies Uganda.***

|  |  |  |
| --- | --- | --- |
| Responses | Frequency | Percentage |
| Strong disagree | 2 | 20 |
| Disagree | 1 | 10 |
| More sure | 1 | 10 |
| Agree | 4 | 40 |
| Strong agree | 2 | 20 |
| Total  | 10 | 100 |

Results from the table 3 above, show that (2) respondents representing 20% strongly disagreed. One (1) respondent representing 10% disagreed (1) respondent representing 10% disagreed (1) respondent representing 10% was not sure four (4) respondents representing 40% agreed and 4 respondents representing 20% strongly agreed.

This means the majority of the respondents generally agreed.

This implies that the mentioned agencies still need to improve on their on operations to provide quality services to the education sectors in Uganda. These agencies need to be provided with experienced and competent staff which can teach, analyze the education system and provide practical recommendation towards effective implementation of the curriculum.

# **CHAPTER FOUR**

# **RESULTS AND DISCUSSION**

## **Introduction**

This chapter pressure the analysis interpretation and discussion of the study findings of teacher’s attitudes towards thematic curriculum in lower primary in Ruteete sub county Kagadi district. The main objective of the study was to assess the teachers’ attitudes towards thematic curriculum in lower primary in Ruteete sub county Kagadi District.

The chapter begins with a brief overview of the respondents characteristics and therefore presents the findings of the study based on the main objective.

## **Respondents profile**

The study assessed the demographic characteristics of the respondents in terms of sex, age, bracket, and educational level. The purpose was to ascertain the variation of the respondents.

## ***Table 4: socio-demographic characteristics of the respondents.***

|  |  |  |
| --- | --- | --- |
| **Sex of the respondents** | **Frequency** | **Percent** |
| Male | 10 | 66.7 |
| Females | 05 | 33,3 |
| Age brackets |  |  |
| 21-25 | 02 | 13.3 |
| 26-30 | 06 | 40 |
| 30-35 | 03 | 20 |
| 35 and above | 07 | 35 |
| Education level |  |  |
| Secondary | 1 | 6.7 |
| Certificate | 12 | 80 |
| Diploma | 2 | 13.3% |

N = 15

Table 4 shows the socio-demographic characteristics of the respondents. Sex of the respondents who responded to the study (66.7%) were males as compared to their counter parts 05 (33.3%) who were females. This implies that the study contains more views of male respondents though the females are sustain truly represented.

Age bracket: The findings in regard to the age brackets of the respondents was found out that (33.3%) of the respondents were aged between 21-25 followed by (40% who were aged 25 – 35 (20%) who were aged between 30-35 and were aged 35 and above.

This showed that a substantive number of the respondents were mature since they were aged 30 and above.

**Educational level:** In relation to the educational level of the respondents it was found out that 80% of the respondents had certificates followed by 13.3% who had diplomas 20% had degrees and 6.7% had ordinary level certificates.

This shows that there was a well distribution of the respondents as there were those degrees, certificates, diploma and secondary education.

Teacher’s attitudes towards thematic curriculum no lower primary. The objective of the study was assess the teachers attitudes towards thematic curriculum in lower primary Ruteete sub county Kagadi District to achieve this objective the researcher sought to solicit from the respondents and the findings are presented in this part of the report.

***Table 5: Teachers’ attitudes towards thematic curriculum in lower primary.*** `

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | strongly | Strongly disagree |
| Enjoying teaching thematic curriculum | 3(20%) | 1(6.6%) | 5(33.3%) | 9(53.7%) |
| My attitude standards thematic curriculum is positive | 3(20%) | 2(13.3%) | 4(26.7%) | 7(46.7%) |
| Thematic curriculum is good for learners | 5(33.3%) | 3(20%) | 1(6.6%) | 6(40%) |
| Teaching methods affect thematic curriculum implementation | 5(33.3%) | 3(20%) | 5(33.3%) | 2(13.3%) |
| Teaching materials affect thematic curriculum implementation  | 3(20%) | 3(20%) | 4(26.7% | 5(33.3%) |
| Assessment made affects thematic curriculum | 8(53.3%) | 4(26.7%) | 2(13.3%) | 2(13.3%) |
| I commend the school for using thematic curriculum | 6(40.7%) | 2(13.3%) | 4(26.7%) | 3(20%) |
| I use thematic curriculum to make my learners exel | 7(53.3%) | 5(33.3%) | 1(6.6%) | 1(6.6%) |
| I commend the school for implementation thematic curriculum  | 5(33.3%) | 4(26.7%) | 4(26.7%) | 2(13.3%) |
| I feel comfortable assessing learners using thematic curriculum  | 4(26.7%) | 3(20%) | 3(20%) | 5(33.3%) |
| Teaching lower primary using thematic curriculum enhances learners skills development | 6(40%) | 3(20%) | 3(20%) | 3(20%) |
| I am motivated to teach using thematic curriculum | 5(33..3%) | 4(26.7%) | 4(26.7%) | 2(13.3%) |
| I enjoy preparing lesson plans using thematic curriculum | 4(26.7%) | 3(20%) | 6(40%) | 2(13.3%) |
| I prefer thematic curriculum materials | 5(33.3%) | 4(26.7%) | 3(20%) | 3(20%) |
| I am comfortable using thematic curriculum | 4(26.7) | 4(26.7%) | 4(26.7%) | 3(20%) |
| I have gained more skills in teaching through the use of thematic curriculum  | 6(40%) | 5(33.3%) | 3(20%) | 1(6.6%) |

N = 15

In assessing whether the teachers enjoy teaching using the thematic curriculum the findings show that 8(53.37 of the respondents disagreed at different levels. This means that teachers in Ruteete Sub County have a negative attitude towards teaching thematic curriculum as pointed out that they do not enjoy teaching using thematic curriculum. There are various reasons that account for this scenario, such as the nature of pupils in the class who might becoming from different cultures have they lack ability to comprehend one language.

The findings are in harmony with Bennars et.al1999, who assert that teachers, skills and attitude play a leading role in the implementation of changes in the curriculum teachers altitudes towards thematic curriculum is positive.

As regards to teachers’ attitudes towards thematic curriculum being positive, the findings reveal that 7(46.7%) of respondents strongly disagreed 5(33.3%) disagreed 3(20%) strongly agreed and 1 (6.6) agreed and therefore, from the above results teachers in Ruteete sub county are not positive towards thematic curriculum.

On the side of whether teachers attitude towards thematic curriculum are positive the findings revealed that (7(46.7%) of the respondents strongly disagreed.

On the side of thematic curriculum being good for the learners the findings reveal that 5(33.3%) of the respondents agreed, 1(6.6%) disagreed and 6(40%) of the respondents strongly disagreed and therefore, the above results should the teachers of Ruteete sub county agreed that thematic curriculum is good for the learners.

As regards teachers enjoy preparing lesson plans using thematic curriculum findings showed that 4(26.7%) of the respondents strongly agreed 3(20%) agreed 6(40% disagreed while 2(13.3%) strongly disagreed and therefore teachers in lower primary in Ruteete sub county do not enjoy preparing lesson plan and this could be attributed low attitude and length and detailed lesson plan.

On the question of teacher preferring thematic curriculum materials finding revealed that 5(33.3%) of the respondents strongly agreed, 4(26.7%) agreed, 3(20%) disagreed while 3(20%) strongly disagreed and therefore teacher of lower primary classes strongly agreed that thematic curriculum materials were preferred as being appointed to teaching and learning process and this could have been a result of the ministry supplying enough teaching aids, readers and text books in good numbers.

As pertaining to the questioning teaching methods affecting thematic curriculum findings revealed 7(46.7% of the respondents strongly disagreed, 5(33.3%) disagreed, 4(33.3%) strongly agreed while 3(20%) agreed and there teachers in lower classes in Ruteete sub county disagreed that methods employed in thematic curriculum do not affect it hence they are appropriate to the learners.

On the question of assessment made affect thematic curriculum findings revealed that 8(53.3%) of the respondents strongly agreed, 4(26.7%) agreed 2(13.3%) disagreed and 1(6.6%) strongly disagreed and the above showed that most of the teachers in lower classes in Ruteete sub county strongly agreed that assessment made affect thematic curriculum and thus could be the reason that assessment of individual learners may be foreseen and therefore, the result recorded might not be appropriate and authentic. As regards to the question of teachers commending the school for using thematic curriculum , finding revealed that 6(46.7) of the respondents strongly agreed 4(267%) agreed, 2(13.3%) disagreed and 3(20%) strongly disagreed and therefore, teachers in lower primary schools in Ruteete sub county agreed that they were motivated to some extent to teach using thematic curriculum.

On the side of teachers enjoying preparing findings revealed that 4(26.7%) of the respondents strongly agreed 3(20%) agreed, 6(40%) disagreed and 2(13.3%) strongly disagreed and therefore this brings to the conclusion that teachers in lower primary in Ruteete sub county agreed that they didn’t make lesson plans and this could be attributed to lack of monitoring and supervision by respective head teacher (Alinda Julius DIS (2019)

As regards teachers preferring thematic curriculum findings revealed that 5(33.3%) of the respondents strongly agreed 4(26.7%) agreed, 3(20%) disagreed and 3(20%) strongly disagreed and therefore, teachers in lower primary classes in Ruteete sub county strongly agreed that they preferred thematic curriculum materials and this could be that government through the ministry of education and sports had supplied enough and relevant books, reader clients and work cards the sub county and country as a whole.

On the point of teachers gaining more skills in teaching using thematic curriculum findings revealed that 6(40%) of the respondents strongly agreed 5(33.3%) agreed and therefore, teachers in lower primary classes in Ruteete sub county strongly agreed to have gained skills in teaching the thematic curriculum and this could be that more continuous professional development courses have been organized at district centre coordinating tutors and at core primary teachers college of Bwerra ptc and Busubizi core primary teachers colleges in Mityana and the intervention of none governmental organization notably world Vision and UNICEF respectively.

Other factors affecting thematic curriculum respondents representing 50% mentioned the challenge of lack of enough reading materials written in Runyoro Rutooro language which has also affected teaching and learning in the respective classes.

In addition to the above another factor affecting teachers’ attitudes towards teaching thematic curriculum, it was revealed that 10 (66.7%) of respondents were teaching non Speaking Runyoro pupils which made some pupils lose interest in the language they were not familiar too

The non-speaking Runyoro Teachers was another challenge that affect teachers attitudes towards thematic curriculum in fact 13(86.7%) of the respondents were non Banyoro and therefore, speaking and teaching to them proved a challenge and yet this was the recommended language.

Another factor that affect teachers attitude towards thematic curriculum was the challenge of lack of enough teaching aids in respondents revealed that school administration fail to buy enough manila cards flip charts masking tapes and markers to facilitate the preparation of these learning teaching aids and when it is mandatory for early lesson to have teaching learning aids and their could be attributed to little universal capitation grants received from the ministry.

Long distances traveled by teachers was yet another factor that was affecting teachers’ attitude towards thematic curriculum in fact 12(80%) of the respondents revealed that they have to be in class as early as 8:00AM such that lessons begin at exactly 8:30 am in order to cover all the periods allocated and also teach the eight subjects in order to properly follow the time table but due to the long Journeys they travel and considering these bad weather roads network this sometime make them reach school at 9:00am or 9:30am and this affect them psychologically because they reach the school when they are ready to teach.

The very big number of the lessons to be taught by an individual teacher was another factor affecting teachers attitudes towards thematic curriculum in fact 12(80%) of the respondents revealed that eight lessons was a big work load for a teacher and yet time is very limited.

The length of the lesson plans was yet another factor affecting teachers’ attitudes towards thematic curriculum in lower primary classes in Ruteete sub county in fact 9(60%) of the respondents revealed that one single lesson plans could cover at least three pages and yet he or she has to teach eight subjects and more lessons.

Some schools being in hard to reach areas was another factor affecting teachers’ attitudes towards thematic curriculum for example schools like Rubona p/s and St. Clephus Rurembo p/s are in hard to reach areas with a lot of rocks and hills and the roads are not motorable and consequently 6(40%) of the respondents revealed that due to these schools being in hard to reach areas sometimes they don’t attend regularly at school and when it rains in the morning hours up to 9:30am they don’t attend the school due to bad roads.

Poor classroom environment was yet another factors affecting teachers attitude towards thematic curriculum in fact 6(40%) of the respondents revealed that the bad classroom environment disturbed them a great deal because some classes have no windows and doors and when they leave their teaching learning aids animals destroy them and other are destroyed by wind and rain and even others could be stolen by the bad neighbors and this reduces their morale.

Other factors that affect teachers’ attitudes towards the teaching of thematic curriculum. 10 (66% of respondents mentioned the challenge of big classes hence high pupil teacher ratio in fact it is 80pupils to 1 teacher but in actual sense the recommendable number is 1 teacher to 55 pupils. Another factor that affect the teachers’ attitude was long distances where by 9 respondents representing 60% mentioned the challenge of long distances.

More to the above, another factor that affected teaching of thematic curriculum was lack of enough instructional materials which was revealed by 10 respondents representing 66%.

## ***Table 6 show the socio-demographic characteristics of respondents (head teacher)***

|  |  |  |
| --- | --- | --- |
| Sex of the respondents | Frequency | Percent |
| Males | 03 | 60 |
| Females | 02 | 40 |
| Age bracket |  |  |
| 21-25 | 00 | 00 |
| 26-30 | 00 | 00 |
| 30-35 | 01 | 20 |
| 35 and above  | 04 | 80 |
| Education level  |  |  |
| Secondary  | 00 | 00 |
| Certificate | 00 | 00 |
| Diploma | 01 | 20 |
| Degree | 04 | 80 |

The table above shows the socio-demographic of the respondents (head teachers)

Few of the respondents who responded to the study were 3(6%) who were males and 2(40%) were females.

The above showed that the study received more views from males more than females though the females were substantively represented in the study.

In regard to age brackets: the findings revealed that 1(20%) of the respondents were aged between 30-35 followed by 04(80%) of the respondents who were aged between 35 and above.

This showed that a substantive number of the respondents were mature since they were aged 35 and above.

Education level; in relation to that education level of the respondents it was found out that 04(80%) had degrees and 1(20%) had a diploma.

The above implied that Ruteete Sub County had potential head teachers with minimum qualifications to lead the schools effectively.

The objective of the study was to assess the teachers’ attitudes towards thematic curriculum in lower primary in Ruteete sub county Kagadi district.

To achieve this objective the researcher sought to solicit from the respondents and the findings as presented in this part of the report.

# ***Table 7 shows teachers attitudes towards teaching thematic curriculum in lower primary for head teachers.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No.  |  | Strongly agree | Agree | Disagree | Strongly disagree |
|  | I comfortably monitor and supervise teachers who teach thematic curriculum | 3(60%) | 2(40%) |  |  |
|  | My attitude towards teaching thematic curriculum is positive | 4(80%) | 1(20%) |  |  |
|  | Thematic curriculum is good for learners. | 3(60%) | 5(40%) |  |  |
|  | I give support supervision | 3(60%) | 3(40%) |  |  |
|  | I approve schemes of work thematic curriculum with ease  | 4(80%) | 1(20%) |  |  |
|  | I approve lesson plan for thematic curriculum daily basis | 2(40%) | 3(60%) |  |  |
|  | I give feedback to thematic curriculum teachers. | 2(40%) | 2(40%) | 1(20%) |  |
|  | I am comfortable and well conversant with thematic curriculum methods and competences. | 3(60%) | 1(20%) | 1(20%) |  |

**SECTION C FACTORS INFLUENCING THE IMPLEMENTATION OF THEMATIC CURRICULUM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Teaching materials affect curriculum implementation |  |  | 2(40%) | 3(60%) |
|  | Assessment made after thematic curriculum |  | 1(20%) | (1(20%) | 3(60%) |
|  | I encourage my teachers to use thematic curriculum to make learners excel | 3(60%) | 2(40%) |  |  |
|  | I commend my school for implementing thematic curriculum | 4(80%) | 2(40%) |  |  |
|  | I follow up continuous assessment for individual learners on thematic curriculum. | 3(60%) | 1(20%) | 1(20%) |  |
|  | Teaching lower primary using thematic curriculum enhances teachers’ skills development. | 3(60%) | 2(40%) |  |  |
|  | I am motivated to personally teach using thematic curriculum | 3(60%) | 2(40%) |  |  |
|  | I provide thematic curriculum teaching learning materials | 3(60%) | 2(40%) |  |  |
|  | I give prizes to the best performing learners | 2(40%) | 2(40%) | 1(20%) |  |
|  | I give incentives to the best thematic teachers | 1(20%) | 2(40%) | 1(20%) |  |
|  | I give incentives to the best thematic curriculum | 1(20%) | 2(40%) | 2(40%) |  |
|  | I mobilize parents and stakeholders to embrace thematic curriculum. | 3(60%) | 2(40%) |  |  |
|  | I guide and counsel teachers who teach thematic curriculum | 3(60%) | 2(40%) |  |  |
|  | I organize refresher courses on thematic curriculum for all teachers | 2(40%) | 1(20%) | 2(40%) |  |
|  | I check learners exercise books for thematic curriculum | 3(60%) | 1(20%) | 1(20%) |  |
|  | I believe that thematic curriculum lays a form foundation for the learners. | 3(60%) | 1(20%) | 1(20%) |  |

On the side of the head teacher comfortably monitoring and supervising teachers who teach thematic curriculum 3(60%) of the respondents strongly agreed and 2(40%) agreed and therefore the findings above revealed that head teachers did their work as their own responsibility as described in the profession code of conduct page 12 - 13.

On the issue of head teachers altitudes being positive 4(80%) of the respondents strongly agreed and 1(20%) agreed and therefore head teachers in Ruteete sub county have positive attitude toward thematic curriculum.

The findings revealed that 3(60%) of the respondents strongly agreed that thematic curriculum is good for the learners and 2(40%) agreed and therefore, head teachers in Ruteete sub county are strongly convinced that the above curriculum is good and appropriate to the learners.

In the same vane, the findings revealed that 3(60%) of the respondents strongly agreed to be giving support supervision to teachers and 2(40%) agreed and therefore, head teacher of Ruteete sub county by and large give support supervision and this could be in the line one of their cardinal responsibilities as laid in the profession code of conduct.

As regards head teachers approving schemes of works of thematic curriculum findings revealed that 4(80%) of the respondents strongly agreed and 1(20%) agreed an therefore, head teachers of Ruteete sub county approved teachers’ schemes of work as it was one of their cardinal duty and responsibility as it is indicated in the professional code of conduct and in their job description.

Further findings revealed that 2(40) of the respondents strongly agreed 3(60%) agreed on the issue of head teachers approving lesson plans on daily basis and therefore teachers in Ruteete sub county approved lesson plans and this could that it was the sole responsibility of their job..

On the issue of head teacher giving feedback to teachers after supervision the findings revealed that 2(40%) of the respondents strongly agreed 2(40) agreed and 1(20%) disagreed and therefore, head teachers in Ruteete sub county strongly gave feed back to their thematic teachers.

On the point of head teachers being comfortable and well conversant with thematic curriculum methods and competences, the findings revealed that 3(60%) of the respondents strongly agreed 1(20%) agreed and 1(20%) disagreed and since the majority of the head teachers 3(60%) of strongly agreed hence the head teachers of Ruteete sub county were comfortable and conversant with thematic curriculum materials and competences.

Findings revealed disagreed of 2(40%) of the respondents and 3(60%) strongly disagreed that teaching material did not affect thematic curriculum they instead support it and therefore, head teacher in Ruteete considering 2(40%) and 3(60%) of the respondents supported their thematic curriculum are good as implementing the curriculum.

On the point of whether assessment made affect thematic curriculum findings revealed that 3(60%) of the respondents strongly disagreed 1(20%) disagreed and 1(20%) agreed and therefore head teachers in Ruteete sub county disagreed with the statement but instead supported that assessment which is continuous is for and good for thematic curriculum and it has not effect whatever.

Further findings revealed that 3(60%) of the respondents strongly agreed, 2(40%) agreed that they encouraged their teacher to use thematic curriculum to make learners excel and therefore, head teachers in Ruteete sub county supported their teachers and learners in classes.

Inline to the above, findings also revealed that 4(80%) of the respondents strongly agreed and 2(40%) agreed to be commending their schools for implementing thematic curriculum, and this could be as a result of the government policy because thematic curriculum was the policy introduced by the government through the ministry of education and sports and with a policy there is no compromise and discussion only the duty is implementation.

On the issue of follow up on continuous assessment for individual learners on thematic curriculum, the findings revealed that 3(60%) of the respondents strongly agreed 1(20%) agreed, 1(20%) disagreed and therefore since 3(60%) of the respondents strongly agreed and therefore head teachers in Ruteete sub county follow up continuous assessment for individual learners in the records however 1(20%) I asked as if was not bothered and yet it is an oversight role for every head teacher to follow up continuous assessment for better improvement in individual learners achievements, competences skills.

**Further findings revealed that majority 3(60%) of the respondents strongly that teaching lower primary using thematic curriculum enhances learners’ competences and skills development and therefore suggested the following as the feasible solution towards addressing challenges that hinder effective implementation of thematic Curriculum**

More findings revealed that 3(60%) of the respondents strongly agreed and 2(40%) of the respondents agreed that they were motivated to personally teach thematic curriculum and this means that head teachers of Ruteete sub county would teach thematic curriculum with ease.

Further findings revealed that 3(60%) of the respondents strongly agreed and 2(40%) agreed that they provided thematic curriculum teaching leaning materials and therefore head teachers produced these materials and this could be that universal capitation grants provides some money under the vote of scholastic materials to buy these materials.

On the issue of giving prizes to the best performing learners findings revealed that 2(40%) of the respondents strongly agreed 2(40%) agreed 1(20%) disagreed and this therefore meant that head teachers in Ruteete sub county gave prizes to the best thematic curriculum learners as the motivational factor and keeping their morale high and attracting stiff competition among individual learners (Hon Rose Mary Seninde minister for primary Education on (2018)

Findings further revealed that 1(20%) of the respondents strongly agreed 2(40%) agreed and 1(20%) disagreed on point of giving incentives to the best thematic curriculum teachers and therefore to some extent head teachers in Ruteete sub county would give incentives to the best teachers however 1(20%) disagreed and this could be that there is limited money and other resources to cater for these expenditures (Abigaba E. etal 2017)

On the point of head teachers mobilizing parents and other stake holders to embrace thematic curriculum.

The findings revealed that 3(60%) of the respondents strongly agreed 2(40%) agreed and therefore head teachers of Ruteete sub county mobilized parents and other stake holders to embrace the curriculum as their could be that it is their mandate to do so as it is well laid in their duties and responsibilities in the professional code of conduct.

Findings also revealed that 3(60%) of the respondents strongly agreed 2(40%) agreed to be guiding and counselling thematic curriculum teachers in Ruteete sub county.

On the issue of organizing refresher courses on thematic curriculum for all teachers findings revealed that 2(40%) of the respondents strongly agreed 1(20%) agreed 2(40%) disappeared and therefore to some extent head teachers in Ruteete sub county tried to organize refresher course what this was still waiting considering 2(40%) of the respondents who were not doing it this finances could not allow since they were very limited.

Further findings revealed that 3(60%) of the respondents strongly agreed 1(20%) agreed and 1(20%) of respondents disagreed on the issue of checking individual learners exercise books and therefore head teachers of Ruteete checked learners work in their exercise books however (1(20%) respondents did not do so and this could that may be time was committed and also it could be as a result of I don’t care attitude on the side of the head teacher.

Lastly more findings revealed that 3(60%) of the respondents strongly agreed 1(20%) agreed. 1(20%) disagreed on the point that thematic curriculum laid a firm foundation for the learners and since the majority strongly agreed with the statement and therefore, head teachers of Ruteete sub county have a conviction that thematic curriculum laid a firm foundation for the individual learners.

**CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS**

## **5.0 Introduction**

This chapter presents general discussion of the findings. There after a summary was made conclusion drawn and recommendation suggested.

## **5.1.1 Teachers’ attitudes towards teaching thematic curriculum in lower primary in Ruteete sub county Kagadi District.**

With reference to table one (1) 15 teachers who participated in the study indicated that

1. Most of the teachers did not enjoy thematic curriculum hence, they had a negative attitude towards it.
2. Teachers also asserted that thematic is not fair.

## **5.1.2 Research question two**

It stated that

What are the factors influencing the implementation of thematic curriculum in Ruteete sub county Kagadi District.

With reference to table two (2) 15 teachers who participated in the study indicated that,

1. Big classes hence high pupil teachers
2. Long distances traveled by teacher
3. Few instructional materials written in Runyoro local language
4. Hard to reach schools was another factor influencing implementation of thematic curriculum.
5. Poor classroom environment
6. Language barrier on the side of non-speaking Runyoro teachers’
7. Multilingual nature of Ruteete Sub County where by children speak different language.

## **5.1.3 Research question three is stated that**

“What are the solutions to teachers with negative attitudes towards thematic curriculum”?

1. Teachers need refresher courses on thematic curriculum.
2. Teachers need to be given guidance and counselling.
3. Support supervision should be conducted by the head teacher, deputy and director of studies.
4. Incentives should be given to the best teachers.

## **5.1.4 The solutions to the factors influencing the implementation of thematic curriculum**

1. The government should recruit more teachers to reduce on pupil teacher ratio.
2. The government should construct staff quarters to accommodate distant teachers.
3. The government should provide enough instructional materials and at the same time increase on universal capitation grants from the schools to buy their own.
4. Teachers who teach in hard to reach schools should have their special allowances on top of their salaries.
5. The community should be mobilized to provide doors, windows through fundraising drives and other school in come generating activities like piggery, banana plantation to answer the issue of poor class room environment.
6. The factor of language barrior of non-speaking Runyoro language could be solved by organization of more refresher courses at school level Centre, district and college level respectively.
7. The factor of multilingual nature of Ruteete sub county that is pupils speaking different languages could be solved by increasing English, Runyoro Rutooro authography books and readers to hands of the pupils.

## **5.2 Summary**

The major purpose of the study was to establish teachers’ attitudes towards thematic curriculum in lower primary schools in Uganda. A case study of Ruteete sub county Kagadi.

The study covered five (5) primary schools.

The subject included five (5) head teachers, fifteen (15) teachers and statistical analysis was based on them.

Both qualitative and quantitative data was collected. The research tools were only questionnaires which were administered to head teachers, and teachers respectively.

All subjects were given questionnaires at their work places and questionnaires collected later.

Data was edited on continuous basis and organized according to the research questionnaire for analysis. The research questions were

1. What are the teachers’ attitudes towards thematic curriculum in lower primary schools in Ruteete sub county Kagadi District.
2. What are the factors influencing the implementation of thematic curriculum in Ruteete sub county Kagadi district.
3. What are the solutions towards the factors influencing the implementation thematic curriculum in Ruteete sub county Kagadi district.

Literature related to the study was relieved and was later compared with the researcher’s findings in chapter five.

For the research procedure, the researcher used an introductory letter from the faculty of education Nkumba University introducing him to the head teachers who in turn introduced him to the teachers and heads of departments of their respective schools.

## **5.3 Conclusion**

**Factors influencing the implementation of thematic curriculum.**

The use of thematic curriculum in Uganda was seen as a continuous effort that stake holders and government should undertake, it was found that the changing needs of society was the most influential factors towards the use of the thematic curriculum in the country.

The study revealed that since Uganda is one of the countries implementing universal primary education it was paramount for teachers to scale up in their teaching methods and at the same time develop positive attitudes towards how innovations in the curriculum sighting thematic curriculum which was at play.

**Challenges in implementing thematic curriculum in Ruteete sub county schools.**

The study revealed that the implementation of primary school thematic curriculum in Ruteete sub county has been mainly affected by the teachers’ attitudes limited instructional materials, little finances in schools to buy enough teaching materials, long distances travelled by teachers to schools.

In actual sense it was found that 11(73.3%) of teachers who teach these thematic classes are non speaking Runyoro language.

Multilingual nature of Ruteete sub county was another serious challenge that was found out where by children from this sub county speak different languages.

Large classes was another challenges thus pupils teachers ratio was supposed to be one teacher to teach 55 pupils (1.55) but in actual sense it was found that the teacher could hand between 78 to 83 pupils.

**Solutions towards curriculum implementation in schools of Ruteete sub county.**

The study suggested solutions to eliminate bottlenecks in the implementation phase of the primary school thematic curriculum.

The study found that the success of curriculum implementation is dependent on the teacher perception of the thematic curriculum and this has to do with attitudinal change among the teachers handling the curriculum as they play a pivotal role in its implementation.

Further still, the study suggested solution to intermediate bottle necks in the implementation phase of primary school thematic curriculum was dependent of instructional (materials because the act as a catalyst in the teaching and learning process at any given level of education and the solution and thus phenomenon was that the government should increase on universal capitation grants to schools such that the administration purchase enough instructional materials like maniller cards, newsprints ,sugar peppers, glue and the same time the government should sent more text books, readers in Runyoro-Rutooro authography.

It was found out that teaches had little skills in handling the thematic curriculum and the solution suggested to this challenge was that refresher courses an are the same time upgrade their academic papers.

The challenge of long distance traveled by teachers the solution suggested was that the government should construct staff quarters to accommodate distant teachers.

The suggested solution to language barrier 11(73.3%) of respondents said that the government should organize more refresher courses and provide enough reading books to teachers in Runyoro language.

Lastly, the suggested solution to the multilingual nature of Ruteete sub county that is having children who speak many language actually more than six (6) languages are spoken in the same sub county and the solution was that more Runyoro reader books should be given to the hands of these pupils such that they grasp more vocabulary and words in Runyoro language.

## **5.3 Recommendations**

In the line with the above conclusion the study recommended that,

* Thematic curriculum implementation should be based on the teachers’ positive attitude.
* The government through the ministry of Education and sports should construct more classrooms to accommodate the big number of pupils.
* The government through the ministry of education and public service should recruit more teachers to reduce on the pupil teacher ratio which was alarming that 73 or 84:1
* It is paramount to embrace and base on the thematic curriculum as it lays a firm foundation for the learners for other classes where English language is used as a medium of instructions.
* Product of lower primary should be properly taught such that they fit well in society and without the preliquisite skills and knowledge needed by the market, they not survive
* Teachers need to be sensitized on the significance of thematic curriculum as to ensure that they have appositive attitude towards the thematic curriculum need to undergo in service training.
* NCDC(2009) primary three thematic curriculum.

## **5.4 Areas for further research.**

Some areas for further research were identified and those included

(i) Factors contributing towards curriculum development in primary schools of Uganda .

(ii) Problems that pre-school teachers face in the curriculum implementation.

(iii) Parents / community attitudes towards teaching thematic curriculum

(iv) The study might be replicated.

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# APPENDIX: **QUESTIONAIRE FOR THE RESPONDENTS**

Dear Sir/Madam

I am a student teacher at Nkumba University pursuing a Masters in Education management and planning. And I am now carrying out a research on teachers’ attitude towards the teaching of thematic curriculum in Ruteete sub-county Kagadi District.
you are kindly requested to participate in this study and kindly do this by filling this Questionnaire. The views given will only be used for study purpose and kept confidential.

**SECTION A BIO DATA**

Tick the most appropriate

1. Gender of respondent

A male B. Female

 **SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

1. Age of respondent

A) 6-20 B) 21-25 C) 26-30

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

D) 30-35 E) 35 and above

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

1. Education level

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 A) Secondary B) Certificate C) Diploma D) Degree

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

**SECTION B**

**TEACHERS’ ATTITUDE TOWARDS TEACHING THEMATIC CURRICULUM**

Use the following scale for the questions below

Strongly agree 4 Agree 3 Disagree 2 Strongly disagree 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No |  | 4 | 3 | 2 | 1 |
| 1 | I enjoy teaching thematic curriculum |  |  |  |  |
| 2 | My attitude towards thematic curriculum is positive. |  |  |  |  |
| 3 | Thematic curriculum is good for learners |  |  |  |  |

**SECTION C FACTORS INFLUENCING THE IMPLEMENTATION OF THEMATIC CURRICULLUM.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No |  | 4 | 3 | 2 | 1 |
|  | Teaching methods affect thematic curriculum implementation. |  |  |  |  |
|  | Teaching materials affect thematic curriculum implementation. |  |  |  |  |
|  | Assessment made affect thematic curriculum. |  |  |  |  |
|  | I commend the school for implementing thematic curriculum |  |  |  |  |
|  | I use thematic curriculum to make learners excel. |  |  |  |  |
|  | Teaching lower primary using thematic curriculum enhances learners skill development |  |  |  |  |
|  |  I feel comfortable assessing learners using thematic curriculum. |  |  |  |  |
|  | I am motivated to teach using thematic curriculum |  |  |  |  |
|  | I enjoy preparing lesson plans using thematic curriculum |  |  |  |  |
|  | I prefer thematic curriculum materials |  |  |  |  |
|  | I am comfortable using thematic curriculum. |  |  |  |  |
|  | I have gained more skills in teaching through the use of thematic curriculum |  |  |  |  |
|  | I am free when teaching using thematic curriculum.  |  |  |  |  |
|  | I commend my school for using thematic curriculum |  |  |  |  |

**SECTION D**

15. Suggest other factors that can affect teachers’ attitude towards the teaching of thematic curriculum.

i. ………………………………………………………………………………………………

ii. ……………………………………………………………………………………………...

iii ………………………………………………………………………………………………..

**Section E**

**APPENDIX: QUESTIONNAIRES TO TEACHERS**

Solution towards solving the factors influencing the implementation of thematic curriculum in Ruteete sub county.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO.** | **STATEMENT** | **SA** | **A** | **D** | **SD** |
|  | Teachers’ views should be represented when designing the curriculum. |  |  |  |  |
|  | Teachers development and capacity building programmers should be sponsored by government |  |  |  |  |
|  | There is need to invest more in primary school education especially in financing UPE e |  |  |  |  |
|  | Teachers should be given incentives |  |  |  |  |
|  | Staff quarters should be constructed by the government |  |  |  |  |
|  | The government should recruit more teachers.  |  |  |  |  |

**Thank you for your participation**

**QUESTIONAIRE FOR THE RESPONDENTS**

Dear Sir/Madam
I am a student teacher at Nkumba University pursuing a Masters in Education management and planning. And I am now carrying out a research on teachers’ attitude towards the teaching of thematic curriculum in Ruteete sub-county Kagadi District.
you are kindly requested to participate in this study and kindly do this by filling this Questionnaire. The views given will only be used for study purpose and kept confidential.

**SECTION A BIO DATA**

Tick the most appropriate

1. Gender of respondent

A male B. Female

 **SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

1. Age of respondent

A) 6-20 B) 21-25 C) 26-30 D) 30-35

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

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 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

1. Education level

 A) Secondary B) Certificate C) Diploma D) Degree

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

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 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

 **MILLION THREE HUNDRED FIFTY THOUSAND.**

**6,350,000/= SIX MILLION THREE HUNDRED FIFTY THOUSAND.**

**SECTION B**

**TEACHERS’ ATTITUDE TOWARDS TEACHING THEMATIC CURRICULUM**

Use the following scale for the questions below

Strongly agree 4 Agree 3 Disagree 2 Strongly disagree 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No |  | 4 | 3 | 2 | 1 |
| 1 | I comfortably monitor and supervise teachers who teach thematic curriculum.  |  |  |  |  |
| 2 | My attitude towards thematic curriculum is positive |  |  |  |  |
| 3 | Thematic curriculum is good for learners |  |  |  |  |
| 4. | I give support supervision |  |  |  |  |
| 5. | I approve schemes of work of thematic curriculum with ease. |  |  |  |  |
| 6. | I approve lesson plans for thematic curriculum on daily basis |  |  |  |  |
| 7. | I give feed back to thematic curriculum teachers |  |  |  |  |
| 8. | I am comfortable and well conversant with thematic curriculum methods and competences.  |  |  |  |  |

**SECTION C FACTORS INFLUENCING THE IMPLEMENTATION OF THEMATIC CURRICULLUM.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No |  | 4 | 3 | 2 | 1 |
|  | Teaching methods affect thematic curriculum implementation |  |  |  |  |
|  | Teaching materials affect thematic curriculum implementation |  |  |  |  |
|  | Assessment made affects thematic curriculum  |  |  |  |  |
|  | I commend my school for using thematic curriculum.  |  |  |  |  |
|  | I encourage my teachers to use thematic curriculum to make learners excel  |  |  |  |  |
|  | I commend the school for implementing thematic curriculum |  |  |  |  |
|  | I follow up continuous assessment for individual learners for thematic curriculum. |  |  |  |  |
|  | Teaching lower primary using thematic curriculum enhances learners’ skill development  |  |  |  |  |
|  | I am motivated to personally teach using thematic curriculum methods |  |  |  |  |
|  | I enjoy preparing lesson plans using thematic curriculum |  |  |  |  |
|  | I provide thematic curriculum teaching and learning materials |  |  |  |  |
|  | I give prizes to the best performing learners. |  |  |  |  |
|  | I give incentives to best thematic teachers. |  |  |  |  |
|  | I mobilize parents and stake holders to embrace thematic curriculum. |  |  |  |  |
|  | I guide and counsel teachers who teach thematic curriculum. |  |  |  |  |
|  | I organize refresher courses on thematic curriculum for all teachers. |  |  |  |  |
|  | I check learners exercise book for thematic curriculum. |  |  |  |  |
|  | I believe that thematic curriculum lays a firm foundation for the learners. |  |  |  |  |

**SECTION D**

15. Suggest other factors that can affect teachers’ attitude towards the teaching of thematic curriculum.

i. ………………………………………………………………………………………………

ii. ……………………………………………………………………………………………...

iii ………………………………………………………………………………………………..

**Section C**

**APPENDIX, QUESTIONAIRES TO HEAD TEACHERS**

Solutions towards solving the factors influencing the implementation of thematic curriculum in Ruteete sub county.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Statement | A | D | Strong D |
|  | We should monitor and supervise teachers |  |  |  |
|  | The government should construct staff quarters for teachers |  |  |  |
|  | The government should recruit more teachers |  |  |  |
|  | Teachers should be given incentives |  |  |  |
|  | Government should give allowances to teachers who are hard to reach schools. |  |  |  |
|  | The ministry should organize refresher courses for teachers |  |  |  |

**Thank you for your participation**