

**THE EFFECT OF THEMATIC CURRICULUM  
ON TEACHING OF LOWER PRIMARY  
IN TORORO COUNTY  
TORORO DISTRICT**

**BY**

**ACHAM ANNA GODLIVER  
REG. NO. 1153-07174-03593  
TEL: 0779 738754**

**A RESEARCH REPORT PRESENTED TO THE COLLEGE  
OF EDUCATION OPEN AND DISTANCE LEARNING  
KAMPALA INTERNATIONAL UNIVERSITY**

**N PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF A BACHELORS  
DEGREE IN EDUCATION**

**MAY 2017**

**DECLARATION**

I, Acham Anna Godliver do hereby declare that to the best of my knowledge, this is my original work and has not been submitted to any institution for any award.

Signature: \_\_\_\_\_

Name: **ACHAM ANNA GODLIVER**

**1153-07174-03593**

Date: .....

### APPROVAL

This is to certify that this dissertation conducted by Acham Godliver on the effect of thematic curriculum on teaching of lower primary in Tororo County, Tororo District” has been supervised and submitted with my approval as a supervisor.

SIGNATURES: .....

NAME: .....

DATE: ..... 22/10/2012

## DEDICATION

This research study is dedicated to the Almighty God, my dear husband Michael, my beloved children; Thomas, Jude, Priscilla and Dominic who are an inspiration in my life, and to all those who treasure learning and professional development.

## ACKNOWLEDGEMENT

I wish to acknowledge and register my sincere gratitude to the following persons in their respective capacities for their invaluable support and encouragement during the course of my study.

I am profoundly grateful to my supervisor, Mr. Womuzumbu Moses (University Director) who was also my lecturer in Research Methods, for his dedication and professional guidance throughout this research.

I am very grateful to the CCT St. Kizito CC., all headteachers and teachers for providing me with the information for this research work without any reservations.

Special thanks go to the Deputy (Ms Achieng Mary and staff of Aputiri Primary School for managing the school especially at the time of my school practice. I am indebted to my course mates, friends especially \Grace Achoroi, Jackline Chelimo Alex Mafabi for their co-operation, encouragement and material support that enabled me produce this work.

I am grateful to my dear husband for his tireless efforts, always guiding and encouraging words he gave me his efforts have not been in vain.

I too, acknowledge and appreciate Ms. Grace for her hard work of typing all this work in the computer. Lots of thanks.

May God bless you all and reward you abundantly,.

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**ABBREVIATIONS:**

C.C.	-	Coordinating Centre
CCTs	-	Coordinating Centre Tutors
CPA	-	Creative Performance Area
DLB	-	District Language Board
KIU	-	Kampala International University
MOES	-	Ministry of Education and Sports
NAPE	-	National Assessment of Progress in Education
NCDC	-	National Curriculum Development Centre
PLE	-	Primary Leaving Examination
RPSC	-	Review of Primary Education Curriculum
SST	-	Social Studies
TCRP	-	Thematic Curriculum Review Panel
TCRT	-	Thematic Curriculum Review Team
UNEB	-	Uganda National Examination Board
UPE	-	Universal Primary Education

## CHAPTER ONE: INTRODUCTION

This study was carried out in twelve primary schools in Tororo County that comprise of six sub-counties namely; Merikit, Molo, Mukuju, Kwapa, Mella and Osukuru.

### 1.1. BACKGROUND TO THE STUDY

During the study two schools were selected from each sub-county and they represented two settings that is peri-urban and rural.

Tororo County is in the eastern part of Tororo District. It borders Manafwa District on the North, Kenya to the East then it also borders West Budama South in the South and Tororo Municipality in the West.

There are sixty three (63) Government aided and privately owned primary schools in Tororo County.

The government aided primary schools offer Universal Primary Education (UPE).

None of the private schools offer Universal Primary Education.

The Government of Uganda introduced thematic curriculum in 2003-2004 in all primary schools in Uganda. The aim of thematic curriculum was to address the issue of the use of local language as medium of instruction for teaching learners from primary one upto primary three in primary schools. The belief was that children understand better when taught in their local language.

The emphasis of thematic curriculum was to teach using themes as opposed to topics and also competences as opposed to objectives. The lay out of lower primary curriculum is under cycle I (P.1 - P.3) Basic skills of primary school curriculum

The themes have been selected on those most likely to be relevant to children reflecting their everyday interests and activities as well as the National aims and objectives.

All learning materials used in these three years will be provided with child's own language familiar to the child. Any written test that are used for assessment purpose apart from assessment of English language competence for non-English medium schools, will also be the local language.

Since the establishments of thematic curriculum there has been a lot of misunderstanding of thematic curriculum by various stakeholders teachers inclusive.

The study therefore will focus on finding out the effect of thematic curriculum on teaching and learning of lower primary in the selected primary schools in Tororo country. In relation to how thematic curriculum has promoted the development of local language and improved performance of pupils at all levels of Primary Education (P.1 - P.7).

## **1.2. Statement of the problem**

Thematic curriculum involves teaching themes and competences as opposed to units and objectives.

Since the establishment of thematic curriculum, there has been a lot of arguments by different stakeholders that thematic curriculum is the cause of current poor academic performance in primary leaving examinations in primary schools. Some circles think that children reach upper primary when they do not know English due to thematic curriculum.

Tororo county is one of the areas where different languages are being spoken. Some children do not know the local languages of those areas and one wonders how such children can understand what teachers teach when they do not know those particular languages.

The study therefore is aimed at finding out the extent to which thematic curriculum has impacted on the teaching and learning of lower primary classes. (P.1-P.3) in primary schools in Tororo County.

### **1.3. Purpose of the study**

The purpose of the study was to find out the effect of thematic curriculum on the teaching and learning in lower primary.

### **1.4. Specific objectives**

The study was guided by the following objectives:

- (i) To establish the type of local languages used for teaching thematic curriculum in Tororo County in Tororo District.
- (ii) To find out the effect of thematic curriculum on pupils performance.
- (iii) To establish challenges teachers are facing in the teaching of thematic curriculum.

### **1.5. Research questions**

- 1) What local languages are used for teaching thematic curriculum in Tororo county.
- 2) How has thematic curriculum impacted on the teaching and learning of pupils in lower primary.
- 3) What challenges exist in the teaching and learning of thematic curriculum?

### **1.6. The Scope**

The study was conducted in twelve (12) selected primary schools in Tororo county out of these twelve, two primary schools were selected from each sub-county out of the twelve, five schools were peri-urban based.

The study was aimed at establishing the type of local languages used as a medium of instruction for teaching of thematic curriculum establish the effects of thematic curriculum on pupils performance, establish the challenges the teachers are facing in the teaching of thematic curriculum and the impact of thematic curriculum on pupils academic performance in lower primary.

### **1.7. Significance of the study**

The findings of the study would be useful in the following ways:-

1. It will help policy makers come up with clear policies on the implementation of thematic curriculum.
2. The study will reveal the information on the success and failures of thematic curriculum.



3. The study will reveal the information on the impact of thematic curriculum on pupils performance.
4. The study will also establish the current challenges teachers are facing in the implementation of thematic curriculum.
5. The study will help establish the methods and the instructional materials used in the teaching of thematic curriculum. Curriculum has impacted on the teaching and learning of lower primary classes.
6. The study will encourage teachers and headteachers to embrace the thematic curriculum implementation.
7. The study will also provide information to school administrators about the importance of thematic curriculum for improvement of pupils performance.
8. School administrators; CCTS will be able to design staff development courses such as workshops, seminars as pre-requisite for addressing the current challenges in the implementation of thematic curriculum.
9. The findings will reveal the factors responsible for the good or bad performance of thematic curriculum.
10. Helps teachers improve on their teaching methods in the Thematic curriculum by being innovative.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0. INTRODUCTION

This chapter dealt with review of related literature to the study. The literature for this study was reviewed under the following sub-headings.

1. Local language used for Teaching Thematic Curriculum.
2. The impact of Thematic Curriculum on the Teaching and Learning of pupils in lower primary.
3. Challenges in the Teaching and Learning of the Thematic Curriculum.

### 2.1. Local language used for teaching Thematic Curriculum.

Every normal human being is a member of one or more social groups and every human being depends on all his or her social activities on the use of language. According to Proctor (1996) defines language as a system of communication consisting of a set of small parts and a set of rules which decode the ways in which these parts can be combined to produce messages that have meaning.

In the same vein Hall (1968) defined language as an institution whereby humans communicate and interact with each other by means of habitually used auditory or habitually symbols.

In support of the above Sapir (1921) said language is purely human and non-instructive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.

Local language on the other hand is the “first or familiar language to the learner”. The thematic curriculum is based on evidence that literacy is achieved at a much faster speed if it is acquired in a language in which the learner already has a strong oral command. For learners with hearing impairment this should be in sign language.

Tororo is a multi Politan District with various languages being spoken, these languages include the following; Ateso, Japhadhola, English, Luganda, Lusoga, Sabiny. Lugbar, Samia, English and Kiswahili, Spread all over the parts of the District.

With the above stated varieties of languages being spoken in the district; the researcher therefore would like to establish the most effective language used for teaching thematic curriculum in Tororo District.

Secondly the researcher will also establish whether all learners of different tribes under the same roof will benefit from the teaching learning situation. Instructed under a particular language “In thematic curriculum emphasis is on a learner centered approach, where the learner is at the centre of the thematic curriculum. The use of themes brings the curriculum closer to the learners. The themes have been selected on the basis that they are close to the learner’s interests and experiences and reflect more closely the way in which the learner views the world. The content, concepts and skills such as Science and SST have been arranged in the themes that are familiar to the learner’s experience” This is where the issue of language being used for teaching-learning situation comes to play, because if the language being used is NOT familiar to particular learners then grasping of concepts by that particular learners who lacks experience of that language being used becomes questionable.

“The recommended teaching methodology in Thematic curriculum put emphasis on the learners activities rather than the teachers. It encourages the participation and performance of all learners including those with special needs. It is expected that learners will be active participants in their own learning by exploring, observing, experimenting and practicing rather than being passive receivers (doing what they are told to do)” The suggested activities are intended to be enjoyable such as songs, games, acting and drawing.

Looking at the above statement the researcher’s view is that the language used to teaching or instruction matters a lot if learners of different language and background have to benefit from the lessons.

## **2.2. Impact of thematic curriculum on teaching and learning in lower primary**

The Thematic curriculum is based on a number of pillars which focus on improving the performance of level of pupils’ literacy and numeracy skills. It operates through the class teacher system which ensures that the teacher conducts most of all the teaching and learning in a given class. The teacher plans and assesses the teaching in an integrated manner which in turn makes it possible to integrate knowledge so that learning is holistic.

According to thematic curriculum approach the teacher knows the needs of pupils and is able to give individual help and provide objective assessments of the learning process.

The local language or familiar language to learners is used as a medium of instruction. Teaching of riddles, songs, drama, games and proverbs in the local language keep the class lively. There is full participation in all the activities, local language brings a close relationship between the teacher and the pupils (Kimuthi, 2009, P.4).

In March and July 2007, the monitoring Team from the ministry of Education and Sports (MOES) and a core team of stakeholders monitored the learning achievement of pupils in primary three and six, reported that there were improved performance levels in literacy, that is, ability to read, listen, write and speak as a result of schools from using local language or familiar language as a medium for instruction which varies from District to District. The same team reported that there were improved performance levels in numeracy, especially additions, 85% and 54% of the pupils were able to add  $1+3$  and subtract  $6-3$  respectively.

In addition, there was increased interest in learning and active participation in answering the teachers questions, rated at 95% in all primary schools, in the district visited. The team also reported that there were improved communication skills which were brought out through story telling.

It was therefore against this background that the researcher picked interest to verify this report by MOES and find out whether the teachers in Tororo County in Tororo District were positive about the implementation of the Thematic Curriculum. The research sought to verify the observation of the Thematic Curriculum Review Panel

(TCRP) that 90% of the pilot schools reported an improvement in the reading levels and that over 70% reported an improvement in Mathematics levels (NCDC, 2006, P.3) by conducting a research study in Tororo County.

Thematic curriculum consists of several learning outcomes that are derived from the general aims of Education, Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives that can be assessed. They are achieved through competences; competences describe the genuine abilities of the learner to demonstrate that he/she has understood the concepts and has acquired clearly measurable skills, competences emphasize the transfer of learning, basing on these explanations, this research therefore is geared towards establishing the extent to which thematic curriculum has imparted on the teaching and learning of pupils of lower primary in Tororo County in Tororo District.

The argument is that whether the use of themes and competences as opposed to units and objectives have had positive impact on learners understanding of concepts or NOT.

Also whether the use of local language as a medium of instruction has had positive impact on pupils' performance at upper primary and PLE.

### **2.3. Challenges in the implementation of thematic curriculum**

According to advance learners Dictionary; a challenge is a statement or action which questions or disputes, or a challenge is difficult demanding or stimulating task pg 185.

Thematic curriculum has had a lot of criticism from various stakeholders associated

with challenges it imposes on those who are involved in it (Teachers CCTs, DEOs inspection, school administrator's and pupils).

These challenges have resulted from the initial negative attitude stakeholders had on thematic curriculum. However, the researcher would like to find out some of the challenges which are still associated with the implementation of the thematic curriculum.

- Approach to assessment: Assessment is built into the thematic curriculum and the competences to be assessed are shown in a timetable at the end of each theme and this is suspected to be limiting the teacher.
- The teacher is expected to assess the learners during the normal course of teaching. This means the assessment should be done during the normal lessons as learner's carry out their daily tasks. This may pose a challenge to a teacher especially in a situation where there are many learners in one classroom.
- Teachers are expected to keep records for each learner showing competences achieved. The assessment cumulative. For example, if a learner has not achieved a particular competence in one theme, the same learners may achieve it at a later stage and should be recorded at that time.
- An assessment can be conducted through the following: by the teacher observing learners, listening to them in class, looking at their exercise books, marking handwriting and looking at the class work they produce and recording what they have achieved. The teacher should not set separate assessment tests/examination.
- The assessment should always be simple. The teacher should use check lists with an easy method of recording that can be used even in large classes.

- Learner's performance record should be put on the progress chart and displayed where it can easily be seen. In addition display the learners work with appropriate positive comments and provide regular reports to learners and parents.
- The primary purpose of assessment at this stage (P.1 - P.3) must be diagnostic and remedial (identifying learner's individual problems for help).

If a learner is failing to achieve a particular competence, the teacher should provide remedial work so that the learner can catch up. If another learner is achieving a high level all the time then the teacher should find more challenging work for that learner. Assessment without remedial support is of little value at this stage of learning. If sufficient support is available both in terms of supervision and teaching materials teachers will be able to provide this sort of diagnostic and remedial style assessment.

When planning a timetable the following should be observed.

- (a) Literacy I and literacy II should follow one another.
- (b) Music, art and crafts are under creative performing arts (CPA) where there are 3 periods for music and 2 for Art and Craft.
- (c) The news lesson may generally be the first period of the day, since it is designed to draw on learners immediate out of school experience, schools should provide 3 news period and 2 local language periods per week some of the CPA activities can still be used during free activity period.



**Table 1:** The number of periods per week for each strand of the P.1 Thematic curriculum is as follows:-

Strand	Number of periods
News	5
Maths	5
Literacy I	5
Literacy II	5
English	5
Creative performing Arts:	
- Music	3
- Art & craft	2
Physical Education	5
Religious Education	3
Free Activity	2

**Source of information:** P.1 Thematic Curriculum

The Researcher wonders whether the above explanation on time-tabling are being done or not and if not why?

- When it comes to content arrangements of the thematic curriculum, teachers have had fears that the curriculum is too congested with content and in some cases the content is jumbled.

The following are noted as far as the content is concerned:

- (a) The curriculum for each year is arranged in a matrix. The themes are presented horizontally while the crucial learning areas are vertically presented on strands.

The matrix shows how the competences related to the different learning outcomes are developed as the learner moves from one theme to another.

- (b) The life skills are presented as a vertical strand so that the teacher can relate specific skills to each theme and sub theme. However, it is not intended for the teachers to focus on life skills as specific learning areas in the same way as the other strands.
- (c) Physical Education (PE) and Religious Education (RE) appear in the curriculum but are not included in the thematic strand. Instead both PE and RE have maintained the frame work as it is in volume II of the 1999 primary school curriculum. On occasions there are opportunities for linking the content and values of the RE curriculum to the thematic curriculum and these have been indicated.
- (d) Each day may begin with 30 minutes of news or story telling. In story the learners have a chance to explore their own local culture and develop a feel for the structure and potential of their own language.
- (e) The learner centred approach underlying the thematic curriculum is also reinforced by the provision after lessons per week (in a single hour) of free activities. Many of these free activity lessons will be based on play although teachers are free to structure the lessons in any of appropriate way.
- (f) Wherever possible the learner should learn in the home language (first) at least a language that is familiar. The thematic curriculum is based on evidence that literacy is achieved at a much faster speed if it is acquired in a language in which the learner already has a strong oral command. The researcher wonders whether this is possible in a situation like in Tororo county schools where the learners are of mixed languages.

(g) The approach of thematic curriculum emphasizes the need for and use of a range of varied learning resources including flash cards, sentence cards wall charts, work cards, simple readers' (both factual and story based) and the learners own written work. The cards should have Braille in scription for learners with visual impairment. In addition the need talking books and enlarged prints.

The researcher's experience in the field is that some teachers have in most occasion raised the following fears as far as the thematic a curriculum is concerned. That the methodology suggested for teaching particular competence is time wasting.

That use of multiple resources and many activities suggested is not only time consuming but makes thematic curriculum "expensive" to handle.

Monitoring the leaning achievement of pupils has taken centre stage in many countries in the recent part.

In Cape town, Western Cape Province in South Africa for instance, pupils were not achieving the required literacy and numeracy skills before being promoted to the next grade (Grant, 2009, P.1) Grant also says that many of the learners either drop out of school or fail to pass Grade 12.

From the beginning of their school career pupils need to monitor reading, writing and numeracy. In 2002, the Western Cape Province Education Department conducted research into literacy and numeracy performance and found out that the pass rate for literacy in grade 3 had increased by 17.8% since 2002.

With the introduction of Universal Primary Education (UPE) in 1997 in Uganda Education system, many pupils had access to primary education schooling and a high percentage of pupils enrolled in primary school which resulted into a high pupil-teacher ratio. This affected the pupils' achievement levels in literacy and numeracy. The low achievement levels in literacy and numeracy was confirmed by a range of performances and achievement tests conducted in the country by different agencies over the years, for instance, the National Assessment of progress in Education (NAPE) through Uganda National Examination Board (UNEB) conducted a study in 2003 which indicated that 82% of pupils had inadequate literacy skills at the end of primary six.

The ministry of Education and Sports in its response to NAPE report findings instituted a Review of the Primary School Curriculum (RPSC) to access the causes of this poor performance. The review revealed that the low level of acquisition of basic literacy and numeracy skills was the major learning problem in Uganda primary schools. The study group further reported that the existing curriculum was partly responsible for pupils failing to achieve basic literacy and numeracy because of insufficient time allocated in the timetable to learning to read and write (Read & Enguto 2004 P.7).

According to volume one of the primary school curriculum, six periods of 30 minutes each were allocated to English, reading and handwriting, obviously, this time was inadequate for children to learn and develop intended competencies. On the other hand, in the thematic curriculum, literacy I and II are give periods of 30 minutes each,

English five periods of 30 minutes and numeracy also five periods of 30 minutes per week. This means that there is more time allocated to literacy and numeracy in the thematic curriculum, one would expect an improvement in acquisition of different competences at every level of the primary school.

Training of the Thematic Curriculum teachers have also been an issue which still needs to be investigated. Many stakeholders still believe and there has been inadequacy in the training of teachers in the areas of scheming and lesson planning thematic curriculum.

According to Chandan (1999, P.178) training is a short term process of utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose.

Training is most effective if the learner is given helpful, friendly and personal attention and instruction which create self-confidence in the employee and the desire to do better.

A thematic teacher is the most important person in the Thematic Curriculum implementation and he or she implements the ideas and the aspiration of the curriculum designers. The success of the curriculum therefore depends on adequate training of teachers. This view is supported by Gosh (2000; P 205) who asserts that training makes a very important contribution to the development of the organizations human resources to achieve its aims and objectives.

In 2007, the Thematic Curriculum Review Team (TCRT) designed and piloted a Training manual to be used in Training the primary one teachers who were to implement the thematic curriculum in Uganda. This training was conducted by coordinating centre Tutors (CCTs) at Coordinating Centre levels. The training focused on orienting the teachers with the content of the thematic curriculum. Furthermore, the training was also intended to empower the teachers with knowledge, skills and values concerning the Thematic Curriculum (NCDC, 2007, P.7). Teachers were trained on how to use the curriculum, the Teachers' Guide and Teachers Recourse Book and how to prepare additional teaching and learning materials using resources from the local environment. In addition, they were also taught how to adopt the existing materials supplied by the ministry Education Science, Technology and Sports to suit the thematic curriculum.

The Thematic curriculum therefore was intended to benefit the pupils in the area of literacy, numeracy, life skills and values by introducing teachers to improved methodology, better teaching materials and new ways of assessing pupils.

Read and Enyutu (2004 P.11) argue that primary teachers have consistently commented that the teaching of reading and writing are the most difficult teaching assignments in the primary schools because of lack of trained specialists (teachers). This aspect of training therefore is still a challenge that needs to be investigated.

## CHAPTER THREE: METHODOLOGY

### 3.0. INTRODUCTION

This study was designed to investigate the impact of thematic curriculum on the teaching and learning in lower primary in primary school in Tororo County in Tororo District.

This chapter focuses on the description of methodology the researcher used during the study. It explains the study design, area of study, description of the population, sampling techniques, data collection instructions, procedure for data collection, data quality control and data analysis used in the study.

#### 3.1. Study Design:

The researcher used across-sectional study design for the study. This method was appropriate because across section of respondents and schools were involved in the study. It is also comparatively cheap method of data collection and it time saving, qualitative techniques were used to analyse description data while quantitative technique were used to analyse numerical data inform of tallies to obtain frequencies percentages (%) and modes one basic for presenting data.

#### 3.2. Area of study:

The researcher covered schools in six sub-counties of Osukuru, Mella, Kwapa, Mukuju, Molo and Merikit in Tororo County. In each Sub-county two(2) schools were selected giving a total of twelve(12) schools altogether. The area was chosen because of many local languags being used as a medium of instruction.

### 3.3. Population and sampling techniques

#### 3.3.1. Population

This section described the population from which the sample was drawing as preferred by Mugend (2003, P 216).

The researcher covered the following population of 51 respondents in the study.

(i) Coordinating Centre Tutors: This CCTs from St. Kizito C.C. Asinge & Kidoko C.Cs were involved in the study.

The CCT's role is that they supervise i.e. monitor and train teachers to implement Thematic Curriculum in primary Schools.

ii) Headteacher: 12(twelve) headteachers were involved in the study. Headteachers are responsible for organizing seminars & workshops for teachers on local language and they too are involved in supervision and monitoring of teaching in the school.

iii) Teachers: Three teachers were randomly selected from the twelve sampled primary schools. These teachers were drawn from P.1-P.3 classes. 36 teachers were involved in the study. Teachers plan, scheme regularly and teach (implement) the thematic curriculum in schools. They also prepare instructional materials.

This sample was found to be adequate because it involved the three major categories of stakeholders who are implementers of the thematic curriculum. These include the CCTs, Headteachers and teachers.



### 3.3.2. Sampling Technique

The schools were selected using purposive sampling. This sampling technique permitted the researcher to purposely choose the samples which in her opinion were relevant to the topic (Saratake 1998 P.152). the target groups were those teachers who are involved in teaching Thematic curriculum, headteacher, and CCT as shown in table below.

**Table 2: Participants in the study**

CCT: St. Kizito C.C.	= 1
CCT: Asinge C.C.	= 1
CCT: Kidoko C.C.	= 1
P. Teacher 3 x 12	= 36
Headteachers 1 x 12	= 12
<b>Total</b>	<b>= 51</b>

**Source of information:** Schools and coordinating centres

### 3.4. Quality/Error control

When the instruments possess qualities of validity and reliability in Research, they help in ensuring the quality/Error control to what is being measures (Wangusa 2007, P.43).

The researcher checked the validity and reliability of instruments (i.e. questionnaire and interview guide).

### **3.5. Validity**

The validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity therefore has to do with how accurate the data obtained in the study represents the variables of the study. (Mugenda 2003 P. 99).

According to (Leedy and Ormrod, 2001 P. 98), to validity of the measurement instrument is the extent to which the instrument measures what is supposed to measure.

To ensure validity the researcher used more than one instrument. The instrument was also designed with the help of the supervisor and it was pre-tested.

### **3.6. Reliability**

Leedy and Ormrod (2001, P.99) states that the reliability of a measurement instrument is the extent to which it yields constant result when the characteristics being measured have not changed. Reliability therefore is the degree of consistency demonstrated in the study.

To ensure reliability by the researcher selected schools where she had no personal interest. The schools selected represented all the six sub-counties in Tororo County.

### **3.7. Data collection instruments**

Fink as cited by Creswell (2003, P. 155) identifies four types of data collection methods used in survey design. These are self administered questionnaires; interview structured record review and structured observations. In the study the researcher designed instruments with the help of a supervisor which were used to obtain on the impact of thematic curriculum on the teaching of lower primary.

The data were collected through questionnaires, interviews and the researcher felt it better and more suitable to use questionnaire and interviews which were easier to use than the others considering the limited time available. The respondents were able to give their opinions to the questionnaire item independently without bias. They were also NOT required to write their names but only the names of those schools to which they were attached. Questionnaires were constructed in such a way that they enabled the respondents to give their opinions regarding thematic curriculum and competence in literacy, numeracy and local languages used for teaching thematic curriculum and challenges faced in thematic curriculum teaching.

### **3.8. Procedure for Data collection**

After the instruments had been approved by the supervisor a letter of introduction was obtained from the Dean of faculty of Centre of Education and Distance Learning (COEDL) of Kampala International University to enable the researcher embark on the process of data collection,

The researcher also got permission from District Education Office authorities to the target schools in the six sub-counties of Tororo County where local language is used as medium of instruction.

The researcher visited each of the schools, identified the right respondents and explained the purpose of the study to them. Rapport was established and the researcher distributed the questionnaires to the respondents and gave them sometime to fill before they could be collected back to organize code and make data ready for analysis.

## CHAPTER FOUR

### 4.0. PRESENTATION AND ANALYSIS OF DATA

#### 4.1. INTRODUCTION

This chapter gives a presentation of results from the study in an attempt to establish the impact of the implementation of the Thematic Curriculum in lower primary in Tororo County in Tororo District.

The presentation was guided by the objectives and research questions of the study data on the type of local languages used for teaching as medium of instruction in thematic curriculum in schools is presented first followed by the impact of Thematic Curriculum on pupils' performance. Finally the presentation ends with the challenges teachers face in the teaching of Thematic Curriculum.

The researcher used 51 respondents picked from, twelve schools of the six sub-counties of Osukuru, Mella, Kwapa, Mukuju, Molo and Merikit.

The 51 respondents included 12 Headteachers, 36 classroom teachers and 3 CCTs. Each school and C.C. had an equal share of participants, thus 4 participants per school and 1 participant per C.C, as shown in the table 3 below;

**Table 3:** Response rate

Respondent	Number	% Representation
Headteacher	12	24%
Teachers	36	71%
CCTs	3	5%
<b>Totals</b>	<b>51</b>	<b>100%</b>

**Source of the information:** Research data

Key % = percentage

#### 4.2.1. The local language used for the implementation of the Thematic Curriculum in lower primary in Tororo County in Tororo District.

**Question one:** The first question of the study was “what local languages are used for teaching thematic curriculum in Tororo County schools?”

This question was related to the first objective of the study, to establish the type of local language used for teaching thematic curriculum in Tororo County, Tororo District.

The results given by the respondents are presented on table 2, 3, 4, 5, 6 and 7.

**Table 4:** Participants Responses on the most spoken local language in the area of school location.

Items Rated	Category							
	H/Trs		Trs		CCTs		Totals	
	f	%	f	%	f	%	f	%
Ateso	8	67	20	56	1	33	29	57
English	2	16.6	2	6	1	33	5	10
Jopadhola	2	16.6	14	38	1	33	17	33
Luganda	-	-	-	-	-	-	-	-
Sabin	-	-	-	-	-	-	-	-
Lugisu	-	-	-	-	-	-	-	-
Kiswahili	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>12</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>51</b>	<b>100</b>

**Source of the information:** Research data

**Key :**

f = frequency

H/Trs = Headteacher

CCT = Centre Coordinating Tutors

% = percentage

Trs = Teacher

From table 4 above, the findings reveal that 67% of the headteachers, 56% of the teachers and 33% of the CCTs gave Ateso as the most common spoken local language in most parts of Tororo County, with average total percentage of 57%.

The table also shows that three languages that is Ateso, English and Jopadhola representing 57%, 10% and 33% respectively are the most common spoken languages in Tororo County where schools are located. This could be as a result of cultural and geographical background of the people in these areas.

The findings also indicate that some languages like Luganda, Sabin, Lugisu and Kiswahili, though exist, are not most spoken representing average percentage of 0%.

**Table 5: Headteachers and Teachers Response on the type of local language used as a medium of instruction for Thematic curriculum**

S.N	Item Rated	Responses			
		Headteachers		Teachers	
		f	%	f	%
1.	Ateso	7	58	21	58.3
2.	English	-	-	3	8.3
3.	Jopadhola	5	42	12	33.3
4.	Luganda	-	-	-	-
5.	Sabin	-	-	-	-
6.	Lugisu	-	-	-	-
7.	Kiswahili	-	-	-	-
	<b>Totals</b>	<b>12</b>	<b>100</b>	<b>36</b>	<b>100</b>

Source of the information: Research data

**Key :** f = frequency

% = percentage

According to table 5 above, 58% of the headteachers and 58.3% of the teachers mentioned Ateso is a major or type of language used as a medium of instruction for teaching thematic curriculum.

42% of headteachers and 33% of the teachers gave Jophadola as one of the type of languages used for teaching thematic curriculum.. These percentage puts Jopadhola as a second used language for the implementation of thematic curriculum. Interestingly, 0% the headteachers, and teachers mentioned Luganda, Sabin, Lugisu and Kiswahili language as one of the used languages in instruction, 3% indicated that some schools use English for teaching thematic curriculum.

**Table 6:** Summary of Headteachers and Teachers Responses on learners familiarity with the local languages used to instruction.

Responses							
Headteachers No. 12				Teachers No. = 36			
Yes		No		Yes		No	
f	%	f	%	f	%	f	%
5	42	7	58	15	42	21	58

**Source of the information:** Research data

**Key :**

f = frequency      % = percentage

In table 6 above on whether the learners are familiar with the local language used for instruction, 42% of the headteacher and 42% of the teachers agreed that learners are familiar with the local language used for instruction.



On the other hand 58% of the headteachers and 58% of the teachers said that some learners are not familiar with the local language of instruction. The analysis further reveals that there are schools with children who do not understand the local language used a medium of instruction and that teachers in such schools find it hard to implement thematic curriculum.

**Table 7:** Participants responses on whether Thematic Teachers understand the local Languages spoken in the area where their schools are located.

Responses							
Headteachers No. 12				Teachers No. = 36			
Yes		No		Yes		No	
f	%	f	%	f	%	f	%
4	33	8	67	13	36	23	64

**Source of information:** Research data

**Key :**

f = frequency ,     % = percentage

Table 7 above clearly shows that 67% of the Headteacher and 64% of the teachers said that Thematic Teachers do not understand the local language spoken in their schools. This could be caused by tribal backgrounds of different teachers.

However, 33% of the Headteachers and 36% of the teachers agreed that thematic Teacher understand the local language spoken in the area where their school is located.

The results reveal that in every school there are teachers who understand the local language and there are those who do not understand and they are the majority.

**Table 8:** Headteachers, teachers and CCTs Responses on the importance of Training on the use of local language as medium of instruction.

Responses	Responses			
	Yes		No	
	f	%	f	%
Headteacher	12	100	-	-
Teacher	36	100	-	-
CCTs	3	100	-	-

**Source of information:** Research data

**Key :**

f = frequency

CCT = Centre Coordinating Tutors

% = Percentage

In Table 6 above on whether Training is important on the use of local language as a medium of instructor 100% of the Headteacher, 100% of the teachers and 100% of CCTs agreed that training is very important on the use of local language as a medium of instruction.

The analysis further reveals that there is a need to train teachers on the use of local language as a medium of instruction.

**Table 9:** Headteachers Responses on the various aspects of the use of local language in thematic curriculum.

S/N	Item Rated	Responses			
		Yes		No	
		f	%	f	%
1.	Were all your Thematic Teachers trained on the use of local language in the implementation of the Thematic.	7	58.3	5	41.7
2.	In your view do you recommend local language to be used as a medium of instruction for the implementation of the Thematic curriculum in your school?	8	67	4	33

**Source of information:** Research data

**Key :**

f = frequency

% = Percentage

The finding in Table 9 indicate that 58.3% of the headteacher said that all their teachers were trained on the use of local language. 41.7% of the headteacher said that Not all their teachers were trained.

The analysis further reveals that there is a need for more trainings for the teachers who missed.

On the same table, views on recommendations on the use of local languages show that 67% of the headteacher recommended local language to be used as a medium of instructions for the implementation of the Thematic curriculum, and on the other side, 33% of the respondents did not recommended local language to be used.

The results show that there are schools that use English for teaching the Thematic Curriculum.

#### 4.2.2. The impact of the Thematic Curriculum on teaching and learning in lower primary.

##### Question two

The second research question stated;

“How has Thematic Curriculum impacted on the teaching and learning of pupils in lower primary? This question was related to the second objectives of the study “to find out the effect of Thematic curriculum on pupils performance”.

In answering this question the participants were required to give their views on various questions. The results are presented in table 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 & 20.

**Table 10:** Headteachers and teachers Responses on the performance of pupils on literacy and numeracy when instructed in local language.

Respondent	Responses									
	Excellent		Very good		Good		Fair		Poor	
	f	%	f	%	f	%	f	%	f	%
Headteacher	2	17	3	25	7	58	-	-	-	-
Teacher	4	11	6	17	24	67	2	5	-	-

Source of information: Research data

##### Key :

f = frequency      % = Percentage

According to table 10 above, 58% of the headteachers and 67% of the teachers respectively stated that the performance of pupils in Tororo County in literacy and numeracy is good when learners are instructed in local language. 25% of the headteachers and 17% of the teachers said that performance is very good when learners are instructed in local language. On the other hand 5% of the teachers said that the performance of learners in literacy and numeracy is fair when pupils are instructed in local language. The analysis also shows that no headteacher or teacher said that performance of pupils is poor when instructed in local language representing a percentage of 0% respectively.

**Table 11:** Headteachers, teachers and CCTs Responses on the performance of pupils in Tororo County on literacy and numeracy before the introduction of the Thematic Curriculum,

Respondent	Responses									
	Excellent		Very good		Good		Fair		Poor	
	f	%	f	%	f	%	f	%	f	%
Headteacher	-	-	-	-	1	8	2	17	9	75
Teacher	-	-	-	-	6	17	9	25	21	58
CCTs	-	-	-	-	-	-	-	-	3	100

**Source of information:** Research data

**Key :**

f = frequency      % = Percentage

CCTs = Centre Coordinating Tutors

From the table above it is clear that 75% of the headteachers, 50% of the teachers and 100% of the CCTs respectively stated that it's performance of pupils in Tororo County in literacy and numeracy before that introduction of the Thematic Curriculum was poor. 17% of the headteachers and 25% of the teachers said that the performance of pupils was fair, 8% of the headteachers and 17% of the teachers stated that pupils' performance was good/

The headteachers, teachers and CCTs were then asked to state the reasons behind such performance before the introduction of the Thematic Curriculum, the headteachers, teachers and CCTs responses on causes of such poor performance of pupils in literacy and numeracy were shown in Table 12

TABLE 12: Headteachers, teachers and CCTS Responses on cause of performance of pupils in literacy and numeracy

Cause of poor performance	Responses																														
	Headteacher										Teachers										CCTS										
	SA		A		SD		D		U		SA		A		SD		D		U		SA		A		SD		D		U		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1. Examination orientation of the curriculum	4	33	5	42	2	17	1	8	-	-	25	69.4	8	22.2	-	-	3	8	-	-	2	67	1	33	-	-	-	-	-	-	
2. Lack of adequate grasp of English	7	58	3	25	1	8	1	8	-	-	19	53	12	33	5	14	-	-	-	-	2	67	1	33	-	-	-	-	-	-	
3. Insufficient time allocation of literacy and numeracy	3	25	6	50	3	25	-	-	-	-	07	19	05	14	20	56	4	11	-	-	1	33	1	33	-	3	3	-	-	-	-

Source of information: Research data

Key :

f = frequency % = Percentage SA = Strongly Agree A = Agree

SD = Strong disagree D = Disagree U = Undecided

Table 12 above showed that 32% and 42% of the Headteachers strongly agreed and agreed respectively with the statement that Examination orientedness of the curriculum was one of the causes of poor performance of pupils in literacy and numeracy in Tototo County before the introduction of the thematic curriculum. On the other hand 69.4% of the teachers, 67% of the CCTs also strongly agreed with the statement. 22.2% of the teachers and 33% of the CCTs also agreed respectively with the statement.

It was also clear from table 10 that 58% of headteachers, 53% of teacher and 67% of the CCTs strongly agreed that lack of adequate grasp of English was one of the causes of poor performance of pupils in literacy and numeracy in Tororo County before the introduction of the Thematic Curriculum.

18% of the headteachers strongly disagreed and disagreed respectively with the statement.

From the table 10, 25%, 19% and 33% of the headteacher, teachers and CCTs respectively strongly agreed with the statement that insufficient time allocation for literacy and numeracy was one of the causes of poor performance of pupils in literacy and numeracy. From the table, it is also clear that 50%, 14% and 33% of the headteacher, teachers and CCTs respectively agreed with the statement that insufficient allocation of time was one of the causes of poor performance of pupils.

On the other hand, 25%, 56% and 33% of the headteachers, teachers and CCTs respectively strongly disagree with the statement.

**Table 13:** Headteachers and teachers Responses on the performance of pupils in Tororo County on literacy and numeracy after the introduction of the Thematic Curriculum,

Respondent	Responses									
	Excellent		Very good		Good		Fair		Poor	
	f	%	f	%	f	%	f	%	f	%
Headteacher	-	-	5	42	4	33	2	17	1	8
Teacher	-	-	5	14	22	61	8	22	1	3

Source of information: Research data

**Key :**

f = frequency      % = Percentage



Table 13 above showed that 42% and 33% of the headteachers stated that the performance of pupils in Tororo County in literacy and numeracy after the introduction of the Thematic Curriculum is very good and good respectively, 17% of the headteachers stated that the performance was fair and 8% stated that performance was poor.

On the same table, 14% and 61% of the teachers stated that the performance of pupils in literacy and numeracy after the introduction of the Thematic Curriculum is very good and good respectively, 22% and 3% of the teachers stated that the pupils performance is fair and poor respectively.

Three CCTs were asked what the performance of pupils in Tororo County in literacy and numeracy is after the introduction of the Thematic Curriculum. The CCTs responses were shown in Table 14.

**Table 14:** CCTs responses on the performance of pupils in Tororo County in literacy and numeracy after the introduction of the Thematic Curriculum.

Respondent	Responses									
	Excellent		Very good		Good		Fair		Poor	
	f	%	f	%	f	%	f	%	f	%
CCTs	-	-	-	-	3	100	-	-	-	-

**Source of information:** Research data

**Key :**

f = frequency      % = Percentage      CCTs Centre Coordinating Tutors

According to table 14, above, 100% of the CCTs stated that the performance of pupils in Tororo County in literacy and numeracy after the introduction of the Thematic Curriculum was good.\

The headteacher, teachers and CCTs were then asked to state the reasons for such performance after the introduction of the Thematic Curriculum. The Headteachers' responses on the reasons for such performance of pupils in literacy and numeracy were shown in Table 15.

**Table 15:** Headteachers' responses on reasons for good performance of pupils in literacy and numeracy.

Reasons for good performance	Responses									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Adequate grasp of local languages	1	8	8	67	3	25	-	-	-	-
Increased interest in learning due to the use of local language.	2	17	9	75	1	8	-	-	-	-
Positive attitude of teachers towards the implementation of the Thematic Curriculum.	-	-	8	67	4	33	-	-	-	-

**Source of information:** Research data

**Key :**

f = frequency, % = Percentage

SA = Strongly Agree, A = Agree, SD = Strong disagree. D = Disagree

U = Undecided

Table 15 above showed that 67% of the headteachers agreed that adequate grasp of local language was one of the reasons for good performance of pupils in literacy and numeracy in Tororo County after the introduction thematic curriculum. 8% and 25 of the headteachers strongly agreed and strongly disagree respectively that adequate grasp of local language was the cause of such good performance. 17% and 75% of the headteachers strongly agreed and agreed respectively that increased interest in learning due to the use of local language was partly responsible for good performance of pupils in literacy and numeracy in Tororo County after the introduction of Thematic curriculum. 8% strongly disagreed with the statement.

Table 13 also showed that 67% of the Headteachers agreed with the statement that positive attitude of teachers towards the implementation of the Thematic Curriculum was one of the reasons behind the good performance of pupils in literacy and numeracy in Tororo County after the introduction of Thematic Curriculum. 33% strongly disagreed with the statement.

**Table 16:** Teachers responses on reasons for good performance of pupils in literacy and numeracy.

Reasons for good performance	Responses									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Adequate grasp of local languages	-	-	28	78	5	14	3	8.	-	-
Increased interest in learning due to the use of local language,.	-	-	30	83	3	8.3	3	8.3.	-	-
Positive attitudes of teachers towards the implementation of the Thematic Curriculum.	-	-	32	89	4	11	-	-	-	-

**Source of information:** Research data

**Key :**

f = frequency, % = Percentage

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided

According to table 16, above 78% of the teachers agreed that adequate grasp of local language was one of the reasons for good performance of pupils in literacy and numeracy in Tororo County after the introduction of the Thematic Curriculum.

14% and 8% strongly disagreed and disagreed respectively with the statements.

33% of the teachers agreed that increased interest in learning due to the use of local language was one of the reasons behind good performance of pupils in literacy and numeracy. On the other hand 8.3% and 8.3% strongly disagreed and disagreed respectively with the statement.

It is also clear that on table 14 that 89% of the teachers agreed that positive attitudes of teachers towards the implementation of the Thematic Curriculum was one of the reasons for good performance of pupils in literacy and numeracy.

ICTs were asked to state the reasons for the good performance of pupils in literacy and numeracy after the introduction of the thematic curriculum in Tororo country.

The CCTs responses on why pupils performed well in literacy and numeracy were shown in Table 17.

**Table 17:** CCT responses on why pupils performed well in literacy and numeracy.

Reasons for good performance	Responses									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Adequate grasp of local languages	-	-	3	100	-	-	-	-	-	-
Increased interest in learning due to the use of local language,	-	-	3	100	-	-	-	-	-	-
Positive attitudes of teachers towards the implementation of the Thematic Curriculum.	-	-	3	100	-	-	-	-	-	-

**Source of information:** Research data

**Key :**

f = frequency, % = Percentage

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided

From table 17 above it is clear that 100% of the CCTs agreed that adequate grasp of local languages was one of the reasons for good performance of pupils in literacy and numeracy in Tororo County after the introduction of Thematic Curriculum.

It is also clear from table 17 that 100% of CCTs agreed that increased interest in learning due to use of local language was one of the reasons for pupil's good performance in literacy and numeracy after the introduction of Thematic Curriculum.

Similarly, 100% of the CCTs agreed with the statement that positive attitudes of teachers towards the implementation of the introduction of Thematic Curriculum was one of the reasons for the pupils good performance in literacy and numeracy in Tororo County after the introduction of Thematic Curriculum.

**Table 18:** Headteachers, teachers and CCTs responses on children's ability to read and write better following the introduction of the Thematic Curriculum.

Respondents	Responses									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Headteachers	7	58	3	25	1	8.3	1	8.3	-	-
Teachers	6	14	27	75	1	3	3	8	-	-
CCTs	2	67	-	-	-	-	1	33	-	-

**Source of information:** Research data

**Key :**

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided, f = frequency, % = Percentage

According to table 18 above, it is clear that 58%, 14% and 67% of headteachers, teachers and CCTs respectively strongly agree with the statement that pupils' ability to read and write better followed the introduction of the Thematic Curriculum. 25% and 75% of the headteachers and teachers respectively agreed with the statement. 8.3% and 3% of the headteachers and teachers respectively strongly disagreed with the statement, 8.3%, 8% and 33% of the headteachers, teachers and CCTs respectively disagreed with the statement.

Teachers and Headteachers were asked to indicate whether pupils have high interest in all the learning areas of the Thematic Curriculum when taught using local language.

The teachers and headteachers responses are shown in the table 19.

**Table 19:** Teachers and Headteachers responses on pupils having high interest in the Thematic curriculum as a result of learning in local language

Respondents	Responses									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Headteachers	9	75	2	17	-	-	1	8	-	-
Teachers	25	69	7	19	2	6	-	-	2	6

**Source of information:** Research data

**Key :**

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided, f = frequency, % = Percentage

From table 19 above 75% and 69% of the headteachers and teachers respectively, strongly agreed with the statement that pupils have high interest in all areas of learning of thematic curriculum as a result of learning in local language. 17% and 19% of the headteachers and teachers respectively agreed with the statements, 6% of the teachers strongly disagreed with the statement while 8% of the headteachers disagreed with the statement. 6% of the teacher were undecided with the statement.

Headteacher, teachers and CCTs were then asked on the various aspects on how the Thematic Curriculum impacts on teaching and learning. The results are shown in table 20 below.



TABLE 20. Summary of the headteachers, teachers and CCTs responses on the various aspects on how the Thematic Curriculum impacts on teaching and learning.

Item rated	Responses																													
	Headteachers										Teachers										CCTs									
	SA		A		SD		D		U		SA		A		SD		D		U		SA		A		SD		D		U	
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1. Thematic curriculum provides enough time for reading and writing.	6	50	4	33	-	-	2	17	-	-	3	8	22	61	2	6	9	25	-	-	1	33	2	67	-	-	-	-	-	-
2. Thematic curriculum improved the achievement levels of literacy and numeracy in Tororo County.	1	8	8	67	1	8	1	8	1	8	2	6	27	75	3	8	3	8	1	3	-	-	3	100	-	-	-	-	-	-
3. Pupil could read and write when taught in English before introduction Thematic Curriculum	-	-	-	-	10	83	2	17	-	-	-	-	2	6	26	72	7	19	1	3	-	-	-	-	2	67	1	33	-	-
4. Use of English as a medium of instruction was the major cause for how achievement level on literacy and numeracy.	5	42	5	42	2	16	-	-	-	-	25	69	6	17	2	6	3	8	-	-	3	100	-	-	-	-	-	-	-	-

Source of information: Research data

**Key :**

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided, f = frequency, % = Percentage

From table 20 above 75% and 69% of the headteachers and teachers respectively,

Table 20 above clearly shows 50%, 8 % and 38% of the headteachers, teachers and CCTs respectively agreed that thematic curriculum provides enough time for reading and writing during writing hour, 33%, 61% and 67% of the headteacher, teachers and CCTs respectively agreed with the statement.

On the same table 8%, 6% of the headteachers and teachers respectively strongly agreed that thematic curriculum improved the achievement level of literacy and numeracy in Tororo County. 67%, 75% and 100% of the headteacher, teachers and CCTs respectively also agreed with the statement.

83%, 72% and 67% of the headteachers, teachers and CCTs respectively strongly disagreed with the statement that pupils could read and write well when taught in English before the introduction of the thematic curriculum.

17%, 19% and 33% of the headteachers, teachers and CCTs respectively disagreed with the statement.

The table also showed that 42%, 69% and 100% of the headteacher, teachers and CCTs respectively strongly agreed with the statement that use of English as a medium of instruction was the major cause for low achievement level on literacy and numeracy. 42% and 17% of the headteachers, and teachers respectively agreed with the statement, 10% and 6% of the headteachers and teachers respectively strongly disagreed with the statement.

### 4.2.3: Challenges in the implementation of the thematic curriculum

#### Question three

The third research question stated: “What challenges exist in the teaching and learning of the thematic curriculum?”

This question was related to the third objective of the study, “to establish challenges teachers are facing in the teaching of the Thematic Curriculum”.

In answering this question, the respondents were required to give their views on various questions. The results are presented in table 19, 20, 21, 22, 23, 24, 25, 26, 27 & 28.

**Table 21:** Teachers’ responses on continuous assessment approach used in the thematic curriculum where learners are expected to be assessed during the course of the lesson.

S/N	Items sorted	Responses				
		Yes		No		Reasons given for ‘no’ answer
		f	%	f	%	
	As a teacher are you comfortable with continuous approach of assessment.	-	-	36	100	<ul style="list-style-type: none"> <li>- Big number of learners in a class <math>\frac{32}{36} = 89\%</math>.</li> <li>- Time consuming <math>\frac{1}{35} = 3\%</math></li> <li>- Little time <math>\frac{2}{36} = 6\%</math></li> <li>- Inclusive classes <math>\frac{1}{35} = 3\%</math></li> </ul>

**Source of information:** Research data

#### Key :

SN = Number,      f = frequency,      % = Percentage

It is clear that on the table 21 that 100% of the teachers said that they are not comfortable with continuous assessment approach used in the thematic curriculum where learners are expected to be assessed during the course of the lesson.

The table also showed the reasons given by teachers for not being comfortable with the statement, 89%, 1%, 6% and 1% for big number of learners, time consuming, little time and inclusive classes respectively.

**Table 22:** Headteachers responses on whether teachers find it hard to assess learners on daily basis.

Respondent	Responses			
	Yes	No		
	f	%	f	%
Headteacher	12	100	-	-

**Source of information:** Research data

**Key :**

f = frequency,      % = Percentage

According to table 20 above, 100% of the headteachers agreed with the statement that teachers find it hard to assess learners on daily basis as required as per the thematic curriculum approach.

Headteachers and teachers were then asked to give their views on record keeping in the implementation of the Thematic curriculum.

The Headteachers and teachers responses on whether record keeping was a challenge or not in the implementation of the Thematic Curriculum are shown in table 23.

**Table 23:** Headteacher and teachers responses on record keeping in the implementation of the Thematic Curriculum

Respondent	Responses							
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
Record keeping as continuous assessment of the Thematic curriculum is still a big challenge	10	83	02	17	34	94	02	06

**Source of information:** Research data

**Key :**

f = frequency,      % = Percentage

Table 23 clearly showed that 83% and 94% of the headteacher and teachers respectively stated that record keeping on continuous assessment of the Thematic curriculum was still a challenge.

On the other hand, 17% and 6% of the headteachers and teachers respectively said No to the statement.

The headteachers, teachers and CCTs were then on lead to give the views on the fear that the content in the Thematic Curriculum is too congested and jumbled.

The respondents responses on the fear that the content in Thematic Curriculum is too congested and jumbled are shown in table 24

**Table 24:** Headteachers, teachers and CCTs responses on the content in the Thematic Curriculum being too congested and jumbled.

Respondent	Responses									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Headteachers	-	-	4	33.3	7	58.3	1	8	-	-
Teachers	-	-	18	50	16	44	1	3	1	3
CCTs	-	-	2	67	1	33	-	-	-	-

**Source of information:** Research data

**Key :**

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided, f = frequency, % = Percentage

Table 24 clearly shows that 33.3%, 50% and 67% of the headteacher, teachers and CCTs respectively agreed that the content in the Thematic Curriculum is too congested and jumbled. 58.3%, 44% and 33% of the headteachers, teachers and CCTs respectively strongly disagreed with the statement.

The table also showed that 8% and 3% of the headteachers and teachers disagreed with the statement on the other hand, 3% of the teachers were undecided on the statement

The headteacher and teachers were then asked whether the use of a range of varied learning resources such as flash cards, wall charts, work cards in the implementation of the Thematic Curriculum was not only time consuming but expensive. The Headteachers and teachers responses in the statement are shown on table 25.

**Table 25:** Headteachers and teachers responses on the use of a range of varied resources in the implementation of the Thematic Curriculum being said to be not only time consuming but expensive.

Respondent	Responses			
	Yes	No	Yes	No
	f	%	f	%
Headteacher	9	75	3	25
Teachers	33	92	3	8

**Source of information:** Research data

**Key :**

f = frequency, % = Percentage

According to table 25 above, 75% and 92% of the headteachers and teachers respectively agreed that the use of a range of varied resources in the implementation of the Thematic Curriculum was time consuming and expensive.

25% and 8% of the headteachers and teachers respectively said 'No' to the statement.

**Table 26:** Summary of the teachers' responses on the various aspects on how the Thematic Curriculum implementation is still a challenge.

Item rated	Responses									
	Teachers									
	SA		A		SD		D		U	
	f	%	f	%	f	%	f	%	f	%
Thematic teachers were adequately trained to use the Thematic Curriculum	-	-	13	58.3	15	42	6	17	1	3
The Thematic teachers were trained to competently handle all the learning areas in the Thematic Curriculum	-	-	-	-	29	81	7	19	-	-
All the Thematic teachers were trained to scheme and lesson plan with local language.	-	-	2	6	30	83	4	11	-	-

Source of information: Research data

### Key

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided, f = frequency, % = Percentage

According to table 26, 58.3% of the teacher agreed while 42% strongly disagreed that Thematic teachers were adequately trained to use the Thematic guide. 17% disagreed while 3% undecided with the statement. The table also showed 81% and 19% of the teachers respectively strongly disagreed and disagreed that thematic teachers were trained competently to handle all the learning areas in the thematic curriculum.



It is also clear on the table that 6% agree and 83% strongly disagreed with the statement that all the thematic teachers were trained to scheme and lesson plan in the local language of the area. 11% of the teachers disagree with the statement.

**Table 27:** Teacher suggestions given on the current existing challenge facing the Thematic Curriculum implementation in schools in Tororo County.

Suggestions given	Respondents	
	F7	%
- Lack of a common spoken local language	4	11
- Low interest in teachers	7	19
- Inadequate instructional materials	18	50
- Teachers lack knowledge of handling inclusive classes	11	31
- Continuous assessment	12	33
- Scheming and lesson planning in local language	15	42
- Large classes	19	53
- Inadequate teachers to teach in the local language of the area,	20	56

**Source of information:** Research data

**Key**

f = frequency, % = Percentage

**Table 27.** above summaries suggestions given by the teachers on the current existing challenges facing the Thematic Curriculum implementation in schools in Tororo County.

Lack of common local language was suggested by 11% respondents. Low interest in teachers by 19%, inadequate instructional material 50%, teachers lack knowledge of handling inclusive classes 31%, continuous assessment 33%, scheming and lesson planning in local language 42%, large class 53% and inadequate teachers to teach in the local language of the area 56%. These results reveal that there are still challenges affecting the implementation of the Thematic curriculum which need to be addressed.

**Table 28:** Summary of the headteachers' responses on various aspects on how the thematic curriculum implementation is still a challenge

	Responses									
	Teachers									
	SA		A		SD		D		U	
Item rated	f	%	f	%	f	%	f	%	f	%
Thematic teachers were adequately trained to use the Thematic Curriculum	-	-	5	42	6	50	1	8	-	-
Too many learners in one classroom give the teacher hard time in the implementation of the Thematic curriculum	2	17	9	75	1	8	-	-	-	-

Source of information: Research data

**Key**

SA = Strongly Agree, A = Agree, SD = Strong disagree, D = Disagree

U = Undecided, f = frequency, % = Percentage

From table 28 above it is clear that 42% of the headteachers agree while 50% strongly disagreed that the thematic teachers were adequately trained to use the thematic curriculum guide. 8% disagreed with the statement.

The table showed 17% of the headteachers strongly agreed while 75% agree that too many learners in one classroom give the teacher hard time in the implementation of thematic curriculum. 8% strongly disagreed with the statement.

**Table 29:** Summary of CCTs and headteacher responses on various aspects on how the thematic curriculum implementation is a challenge.

Items rated	Responses							
	Headteachers				CCTs			
	Yes		No		Yes		No	
	yes	%	f	%	f	%	f	%
Teachers still find it hard to scheme and lesson plan using the thematic curriculum approach	12	100	-	-	3	100	-	-
Teachers were adequately trained to handle the thematic curriculum	7	58	5	42	2	67	1	33
Thematic curriculum text books and reference books are still inadequate for the implementation of the thematic curriculum	12	100	-	-	3	100	-	-

**Source of information:** Research data

f = frequency, % = Percentage

Table 29 above regarding the summary of challenge still affecting thematic curriculum implementation, 100% of both the headteachers and CCTs agreed that teachers still find it hard to scheme and lesson plan using the thematic curriculum approach. 58% and 67% of the headteachers and CCTs respectively said that teachers were adequately trained to handle the thematic curriculum. 42% and 33% of the headteachers and CCTs respectively said that teachers were not adequately trained to handle the thematic curriculum.

100% of both headteachers and CCTs respectively said thematic curriculum text books and reference are still inadequate for implementation of thematic curriculum.

Headteachers were then asked to suggest ways of addressing the current challenges affecting proper implementation of the thematic curriculum. The results are shown in table 30.

**Table 30:** Headteachers suggested ways of addressing the current challenges affecting the proper implementation of the thematic curriculum.

S/N	Suggestions given	Respondents	
1.	Reduction of learners in classroom for easy management	11	92
2.	Teachers be encouraged to keep records on continuous assessment.	8	67
3.	Organize more workshops for teachers on the thematic curriculum implementation.	12	100
4.	Government to provide more instructional materials for thematic curriculum implementation.	10	83
5.	Deployment of teachers who are familiar with the local language of the area	12	100

Source of information: Research data

**Key:** f = frequency, % = Percentage

Table 30 above summarizes responses given by headteachers on how the current existing challenge affecting proper implementation of the thematic curriculum can be addressed.

Reduction of learners in classroom for easy management was suggested by 92%. teachers be encouraged to keep records on continuous assessment by 67% organise more workshop for teachers on the thematic curriculum implementation by 100% government to provide more international materials for the thematic curriculum implementation by 83%, and deployment of teachers who are familiar with the local language of the area by 100% these results reveal that there are still challenges affecting curriculum implementation which used to be addressed.

## CHAPTER FIVE . DISCUSSION OF RESULTS

### 5.0. INTRODUCTION

The chapter presents a discussion of the research findings. The discussion is based on the research questions and objectives of the study which were;

1. To establish the type of local language used for teaching thematic curriculum in Tororo county in Tororo District..
2. To find out the effect of thematic curriculum on pupils performance
3. To establish challenges teachers are facing in teaching of the thematic curriculum.

Each question was handled separately using the information and the related literature available for the study.

#### **Discussion**

The study was set to answer three questions.

#### **Discussion of question one**

The first question read; "What local languages are used for teaching thematic curriculum in Tororo County?"

The research findings from Headteacher, teachers and centre co-ordinating Tutors (CCTs) revealed that Ateso and Jophadhola are the most spoken local languages in areas where the schools are allocatyed in Tororo County. These local languages are the most common languages use as medium of instruction for the thematic curriculum. The Ateso being on the lead followed by Jophadhola.

In some schools English is also used as a medium of instruction. This is mostly in peri-urban school. These results revealed that Tororo County is a multi-politan county with various languages being spoken which included apart from Ateso and Japhadhola, Sabin, Lugbara, Samia, Luganda, Lusoga and Kiswahuili

The majority of the headteachers and teachers agreed that some learners are not familiar with the local languages used as a medium of instructions.

In this situation where some learners are not familiar with the local language used this now puts in the mind of a researcher a question of how do learners of different tribes under the same roof benefit from the teaching learning situation? I think this now calls for another area of research that in the absence of a common local language for learners what next for the teacher?

The findings also revealed that most thematic teachers in Tororo County schools do not understand the local languages spoken in the area where their schools are located on the importance of a language,

Vein Hall (1968) defined language as an institution whereby humans communicate and interact with each other by means of habitually used auditory or habitually symbols. In support of the above, the researcher wonders in a situation where most thematic teachers do not understand and the local language spoken in the areas where their schools are located, how then is the thematic curriculum being implemented if most teacher do not understand the local language spoken in those areas. This now gives another area of research.

The results revealed that in Tororo County various tribes exist which intend to force the teacher resort to use of English as a medium of instruction even if when not warranted.

The findings also revealed that most of the headteachers, teachers and CCTs agreed that trainings of teachers on the use of local language as a medium of instruction was very important and yet it was not properly handled, therefore it should be re-done,

On whether all the teachers were trained on the use of local languages in the implementation of the thematic curriculum, most headteachers disagreed that most teachers were not trained especially those who joined the education service after the introduction of the thematic curriculum. This observation was in contrary to Chandran (1999, P178) when he defined training as a start term process of utilizing a systematic and organized procedure of which non-managerial personnel learn technical knowledge and skills for a definite purpose. To the researcher this argument therefore shows that training is very important for the teachers.

On whether local language should be used as a medium of instruction for the implementation of the thematic curriculum in schools or not most headteachers recommended the use of local language as a medium of instruction but emphasized on continuous training for the teachers,

To the researcher this view shows that some output has been realized in the implementation of the thematic curriculum.



## Discussion of question two

The second question read. "To find out the effect of the Thematic Curriculum on pupils performance.

The headteacher, teachers and CCTs were asked to state how the performance of pupils in literacy and numeracy in Tororo County was before and after the introduction of the thematic curriculum. According to the headteachers, teachers and CCTs, the performance of pupil in literacy and numeracy in Tororo county before the introduction of the thematic curriculum was poor and after it was very good.

The headteacher, teachers and CCTs were then asked to state the reasons for such performance before the introduction of the thematic curriculum in Tororo County.

Their response was that the pupils performance in literacy and numeracy were poor due to a number of reasons namely; Examination orientedness of the curriculum, lack of adequate grasp of English and insufficient time allocation for literacy and numeracy.

When the headteacher, teachers and CCTs were asked to state the reason behind good performance after the introduction of thematic curriculum, their response from that the pupils' performance in literacy and numeracy was very good due to a number of reasons namely; adequate grasp of local languages by pupils, increased interest in learning due to the use of local language and the positive attitudes of teachers towards implementation of the thematic curriculum. This findings of the study confirmed the report by the Thematic Curriculum Review Pane 1 (TCRP) that using the thematic

approach and local language in up country districts encouraged more children to enroll in primary schools and that teachers were positive, making and using instructional materials and teachers guide to support the curriculum (WCDC 2006 P.3).

The headteachers, teachers and CCTs were asked to state whether pupils were able to read and write better information in local languages following the introduction of the thematic curriculum, both the teachers and CCTs strongly agreed while teachers agreed with the statements. This study finding confirmed the assertion by MOE&S that learning in local languages makes learning easy and work interesting. (NCDC 2006 P.5).

With an interest to find out the importance of the use of local language in the teaching-learning situation, teachers and headteachers were asked to indicate whether pupils had high interest in all the learning areas of the thematic curriculum when taught in the local language. Their responses confirmed that pupils were much interested in all the learning areas of the thematic curriculum.

The headteacher, teachers and CCTs were then asked on the various aspects on how the thematic curriculum had impacted positively on the teaching and learning of pupils, their responses indicated that thematic curriculum provided enough time for reading and writing. Too it has improved the achievement level of literacy and numeracy of pupils in Tororo County.

This finding also confirmed the view that thematic curriculum with its emphasis on the use of the local language, there was evidence that learners had achieved high levels of literacy numeracy and life skills (MOE & S & NCDC, 2009 P.44)..

This line of thought was also supported by the headteacher, teachers and CCTs when they strongly disagreed with the statement that pupils could read and write well when taught in English before the introduction of the thematic curriculum. In the same vein they also strongly agreed that use of English as a medium of instruction was the major cause for low achievement level in literacy and numeracy.

### **Discussion of question three**

The third question read. "What challenges exist in the teaching and learning of thematic curriculum".

Teachers were asked to give their views on continuous assessment as advocated by the thematic curriculum approach, all the teachers said that they were not comfortable with continuous approach of assessment advocated by the thematic curriculum, where learners are expected to be assessed during the course of a lesson. When the teachers were asked to state the reasons why continuous assessment was still a challenge the response was that under Universal Primary Education (UPE) pupils are many in classes and therefore it becomes a challenge to assess all the learners within that short given time of thirty minutes.

The teachers also argued that the approach was time consuming as a teacher is expected to assess every child in that very lesson. The teachers also added that the classes were inclusive and yet most teachers in Tororo County were not trained to handle such classes.

When the teachers were asked to state whether teachers find it had to assess the learners on daily basis their response showed that all the teachers accepted that it was indeed difficult to assess the learners on daily basis.

About record keeping the headteachers and teachers were asked to state whether record keeping on continuous assessment was still a challenges both the headteachers and the teachers agreed that record keeping on continuous assessment was still a challenge since the thematic curriculum has many learning areas which need to be covered in a day.

The headteachers, teachers and CCTs were asked to state whether the content in the thematic curriculum was too congested and jumbled, their responses indicated that most of the headteachers, teachers and CCTs, agreed that the content was too congested and jumbled in the thematic curriculum. However, some headteachers, teacher and CCTs strongly disagreed with the statement and I think this area needs an investigation on it.

When asked about the use of a range of various resources in the implementation of the thematic curriculum being said to be not only time consuming but expensive, the responses indicated that most of the headteachers and teachers acknowledged the fact that thematic curriculum implementation was time consuming and expensive in terms of resources.

On the adequacy of training of thematic teachers to teach the thematic curriculum, a small number of the headteachers,, teachers and CCTs agreed that there had been adequate training of thematic teachers to teach using the thematic curriculum. The over whelming majority of headteachers and teachers disagreed with the statement. They argued that the time given for training was very short and it could not allow enough grasp of the thematic curriculum.

This study results was supported by the finding of a study carried out in 2007 by the combined efforts of National Curriculum Development Centre (NCDC) Ministry of Education, Science and Technology, Uganda National Examination Board (UNEB), Education Standard Agency (ESA), Forum for Education and Kyambogo University that found out that training received by thematic teachers was inadequate (NCDC 2007 P.7). This was partly attributed to school donation of training, insufficient training materials, few facilities and poor time management.

## CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

### 6.0. INTRODUCTION

In this chapter conclusion was drawn and recommendations were made based on the research findings and discussions presented in chapter four and five.

### 6.1. CONCLUSION

The study found out that:

1. The most common local languages used as a medium of instruction for the thematic curriculum in Tororo county was Ateso and Japadhola.
2. Some schools especially those in peri-urban use English language as a medium of instruction in Tororo county.
3. Tororo county being a multi-opolitan county the use of local language as a medium of instruction in schools was under threat as a result of many tribes in the area.
4. It was a common understanding that some learners and most teachers in Tororo county were not familiar with the local language used as a medium of instruction for the thematic curriculum.
5. Local language should be encouraged to be used as a medium of instruction for the implementation of the thematic curriculum.
6. The poor performance of pupils in Tororo County before the introduction of the thematic curriculum were due to among many reasons, examination orientedness of the curriculum and insufficient time allocation on the time table for literacy and numeracy.

7. The performance of pupils in literacy and numeracy in Tororo County after the introduction of the thematic curriculum ranged from being good to very good due to the number of reasons, which included; pupils adequate grasp of local language increased interest in learning and the positions attitude of teachers towards the thematic curriculum.
8. The use of local language as a medium of instruction has attracted high enrolment in schools especially in lower primary.
9. Pupils were able to read and write better information in local language following the introduction of the thematic curriculum.
10. Generally thematic curriculum has impacted positively on the teaching and learning of pupils through improved achievement levels in literacy and numeracy.
11. Teachers were not able to assess pupils on daily basis during and after the lesson as required due to large classes/.
12. Most teachers in Tororo county were not trained to handle inclusive classes.
13. Record keeping was still a challenge as a result of many records which need to be kept.
14. The content in the thematic curriculum is still congested and jumbled.
15. The thematic curriculum is time consuming and expensive in terms of resources demanded by teachers for its implementation.
16. The training of thematic teacher to teach using the thematic curriculum was inadequate.

### 6.3. RECOMMENDATIONS

1. Thematic teacher should be deployed according to their language of specialization to enhance the teaching of thematic curriculum.
2. The teaching of the thematic curriculum using local language should be encouraged in all the schools in Tororo County.
3. All districts in the country should be encouraged and funded to form functional district language boards.
4. The community should be sensitized to understand and appreciate thematic curriculum and its implementation.
5. There is need for more training of primary school teachers especially in schools where teachers are new in the field.
6. Coordinating Centre Tutor (CCTs) need to conduct continuous professional Development (CPD) especially in the area of continuous assessment and instructional materials making and use.
7. There is need for National Curriculum Development Centre (NCDC) to have regular review of Thematic Curriculum to address the issue of content and others.
8. The Ministry of Education, Science, Technology and Sports in conjunction with the National Curriculum Development Centre (NCDC) to continue providing adequate instructional materials on local language especially in Ateso language for Tororo County.
9. Headteachers to organize regular workshop for teachers at school level on thematic curriculum teaching



**Area for further studies**

1. Community involvement in the thematic curriculum implementation in schools.
2. The effect of record keeping on pupils; academic performance during thematic curriculum implementation.
3. An investigation should be carried out on the effect of the thematic curriculum on pupil's academic performance in primary leaving examination (PLE).

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## APPENDIX I

## APPENDIX I QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

Your school has been selected for a research study on the implementation of Thematic curriculum. There is no wrong answer, what matters your honest opinion. Please tick or fill in where you feel most appropriate.

**Section A: The Local language used for implementation of Thematic Curriculum in Tororo County in Tororo District.**

1. Which is the most common spoken Local Language in this area where your school is located? (Tick)

Ateso      English      Japadhola      Luganda      Sabin      Lugisu      Kiswahili  
                                   

2. Which local language do you use as a medium of instruction for the implementation of the Thematic Curriculum in your schools?

Ateso      English      Japadhola      Luganda      Sabin      Lugisu      Kiswahili  
                                   

3. Are all your learners familiar with the local language mentioned above? (Tick).

Yes       No       Not sure  . If No how do you instruct those learners who do not understand the local language used? Explain.....

4. As a teacher of Thematic Curriculum, do you understand the Local Language used in your school?

Yes       No       If No, which language do you use as a medium of instruction? Explain.....

5. Is training necessary on the use of local language as a medium of instruction for teachers? Yes or No (Tick if yes explain.....)
6. In your view do you recommend local language to be used as medium of instruction for the implementation of the Thematic Curriculum? (Tick)
- Yes  No  If No, Explain.....

**Section B: The Impact of the Thematic Curriculum in Teaching and Learning of lower primary**

7. How do you rate the performance of pupils in literacy and numeracy when instructed in the local language (Tick)

Excellent      Very Good      Good      Fair      Poor

8. How was the performance of pupils in literacy and numeracy in your school before the introduction of the Thematic Curriculum? (Tick)

Excellent      Very Good      Good      Fair      Poor

9. What were the causes of such performance?

Causes of such performance	SA	A	SD	D	U
Use of English as a medium of instruction					
Use of local language as a medium of instruction.					
Lack of adequate grasp of English					
Insufficient time allocation for literacy & numeracy					

10. How is the performance of pupils in literacy and numeracy after the introduction of thematic curriculum?

Excellent

Very Good

Good

Fair

Poor

11. What are the reasons behind such performance?

Reasons behind such performance	SA	A	SD	D	U
Adequate grasp of local language					
Increased interest in learning due to the use of local language.					
Positive attitudes of teachers towards the implementation of the thematic curriculum					

12. Most children can read and write better following the introduction of the thematic curriculum (Tick).

SA

A

SD

D

U

13. Pupils have high interest in all the learning areas of the Thematic curriculum as a result of learning in the local language.

SA

A

SD

D

U

14. Thematic curriculum provides the pupils with adequate time for reading and writing through the writing hour.

SA

A

SD

D

U

15. Thematic curriculum improved the achievement levels of literacy and numeracy in Tororo County.

SA      A      SD      D      U  
               

16. Pupils could read and write very well when taught in English before the introduction of the Thematic Curriculum.

SA      A      SD      D      U  
               

17. Use of English as a medium of instruction was the major cause for low achievement level in literacy and numeracy,

SA      A      SD      D      U  
               

**Section c: Challenges in the implementation of the thematic curriculum in Tororo County**

18. Thematic curriculum is based on continuous assessment approach where learners are expected to be assessed during the course of the lesson. As a teacher are you comfortable with this approach?

Yes  OR No  (Tick) If "No" explain your answer.

19. Record keeping in the implementation of the Thematic curriculum is very paramount.

As a teacher do you see it as a challenge? (Tick)

Yes  OR No  (Tick) If "No" explain your answer.



20. There has been fear that the content in the Thematic curriculum is too congested and jumbled (Tick)

SA      A      SD      D      U  
           

21. The use of a range of varied learning resources such as flash cards, wall charts, work cards, in the implementation of the Thematic curriculum is said to be not only time consuming but expensive (Tick)

Yes   OR    No      (Tick) If "No" explain your answer.

22. The Thematic teachers were adequately trained to use the Thematic curriculum

Teachers' guide.

SA      A      SD      D      U  
           

23. The Thematic teachers were trained to competently handle all the learning areas in the thematic curriculum.

SA      A      SD      D      U  
           

24. The Thematic teacher who were trained to scheme and lesson plan in the local language

SA      A      SD      D      U  
           

25. In your own view as a Thematic curriculum teacher, what do you think are still the challenges facing Thematic curriculum implementation in your school? Name

(a) .....

(b) .....

(c) .....

(d) .....

Thank you for your time and cooperation.

## APPENDIX II

## QUESTIONNAIRE FOR HEADTEACHERS

Your school has been selected for a research study on the implementation of Thematic curriculum.

Give your response by ticking the appropriate box. This information is confidential.

Do not write your name on the questionnaire.

## School location

Urban       Peri-Urban       Rural

## Section A

The local language used for implementation of Thematic Curriculum in Tororo County.

1. Which is the most commonly spoken language in this area where your school is located

(Tick)

Ateso      Japadhola      English      Luganda      Sabin      Lugisu      Kiswahili  
                                   

2. Which local language do your teachers use as a medium of instruction for the implementation of Thematic Curriculum

Ateso      Japadhola      English      Luganda      Sabin      Lugisu      Kiswahili  
                                   

3. Are all your learners familiar with the local language mentioned above? (Tick)

Yes       No       Not sure

4. Do all your Thematic Teachers understand local language spoken in this area? (Tick)

Yes       No       If No how do they instruct learners?

Explain your answer.

5. Were all your Thematic Teachers trained on the use of local language in the implementation of the Thematic Curriculum? (Tick)

Yes  No

6. In your view do you recommend local language to be used as a medium of instruction for the implementation of the Thematic Curriculum in your school?

Yes  No  If No explain .....

**B. The impact of the Thematic Curriculum in Teaching and learning of lower primary.**

7. How do you rate the performance of pupils in literacy and numeracy when instructed in the local language (Tick)

Excellent  Very Good  Good  Fair  Poor

8. How was the performance of pupils in literacy and numeracy in your school before the introduction of the Thematic Curriculum? (Tick)

Excellent  Very Good  Good  Fair  Poor

9. What were the causes of such performance?

Causes of such performance	SA	A	SD	D	U
Examination oriented of the curriculum					
Lack of adequate grasp of English					
Insufficient time allocation for literacy & numeracy					

10. How is the performance of pupils in literacy and numeracy after the introduction of thematic curriculum?

Excellent  Very Good  Good  Fair  Poor

11. What are the reasons behind such performance?

Reasons behind such performance	SA	A	SD	D	U
Adequate grasp of local language					
Increased interest in learning due to the use of local language					
Positive attitudes of teachers towards the implementation of the thematic curriculum					

12. Most children can read and write better following the introduction of the thematic curriculum (Tick).

SA      A      SD      D      U  
               

13. Pupils have high interest in all the learning areas of the Thematic curriculum as a result of learning in a local language.

SA      A      SD      D      U  
               

14. Thematic curriculum provides the pupils with adequate time for reading and writing through the writing hour.

SA      A      SD      D      U  
               

15. Thematic curriculum improved the achievement levels of literacy and numeracy in Tororo County.

SA      A      SD      D      U

16. Pupils could read and write very well when taught in English before the introduction of the Thematic Curriculum.

SA      A      SD      D      U  
           

17. Using of English as a medium of instruction was the major problem for low achievement level in literacy and numeracy,

SA      A      SD      D      U  
           

18. Thematic curriculum is based on continuous assessment approach where learners are expected to be assessed during the course of the lesson. As a teacher are you comfortable with this approach?

Yes  OR No  (Tick) If "No" explain your answer.

19. Record keeping in the implementation of the Thematic curriculum is very paramount.

As a teacher do you see it as a challenge? (Tick)

Yes  OR No  (Tick) If "No" explain your answer.

20. There has been fear that the content in the Thematic curriculum is too congested and jumbled (Tick)

SA      A      SD      D      U  
           

21. Thematic curriculum advocates for the use of local language as a medium of instruction for faster acquisition of literacy and numeracy competences (Tick).

SA      A      SD      D      U

**Section C: Challenges in the implementation of the Thematic Curriculum in Tororo County.**

1. The use of a range of varied learning resources such as flash cards, wall charts, work cards, in the implementation of the Thematic curriculum is said to be not only consuming but expensive (Tick)

Yes OR  No (Tick) If "No" explain your answer.

2. The Thematic teachers were adequately trained to use the Thematic curriculum Teachers' guide.

SA  A  SD  D  U

3. Some academic circles argue that the introduction of the Thematic curriculum has caused poor academic performance and therefore it should be abolished. Do you believe in this argument? (Tick)

Yes  OR No  (Tick) If "No" explain your answer.

4. Teachers still find it hard to scheme and lesson plan using the Thematic Curriculum (Tick).

Yes  No

5. Teachers were adequately trained to handle Thematic curriculum. (Tick)

Yes  No  If "No" what should be done? Explain your answer.

6. Thematic curriculum Text and reference books are still inadequate for the implementation of the Thematic curriculum (Tick)

Yes  No

7. Teachers find it hard to access learners on daily basis (Tick)

Yes  No  If "Yes" Explain your answer.

8. Record keeping on continuous assessment of the Thematic Curriculum is still a big problem. (Tick)

Yes  No

9. Too many learners in one classroom gives the teacher hard time in the implementation of Thematic curriculum. Tick)

SA  A  SD  D  U

10. There has been a fear that the content in thematic curriculum is too congested and jumbled.

SA  A  SD  D  U

11. Suggest some ways of addressing the challenges stated above for the proper implementation of Thematic curriculum.

*Thank you for your time.*

## APPENDIX III

## QUESTIONNAIRE FOR COORDINATING CENTRE TUTORS

Your coordinating centre has been selected for a research study on the thematic curriculum Reform implementation in Tororo County. Give your response by ticking the appropriate box. This information given will be used for academic work only and will be treated with strict confidentiality. There is no wrong answer, what matters is your honest opinion.

Name of your coordinating centre:.....

**Section A: Local language used for implementation of Thematic Curriculum in Tororo County.**

1. Which is the most spoken language in this area where schools are located (Tick)

Ateso      Japadhola      English      Luganda      Sabin      Lugisu      Kiswahili  
                                   

2. Which local language is used as a medium of instruction in schools in your coordinating centre?

Ateso      Japadhola      English      Luganda      Sabin      Lugisu      Kiswahili  
                                   

3. Are all the learners familiar with the local language mentioned above? (Tick).

Yes       No       If No explain your answer

4. How do you rate the performance of pupils in literacy and numeracy when instructed in the local language stated above? (Tick)

Excellent      Very good      Good      Fair      Poor



5. Were the teachers in your Coordinating Centre trained on the use of local language in the implementation of Thematic Curriculum? Tick

Yes  No  If Yes how many times?

6. Is training necessary on the use of local language as a medium of instruction for teachers?

Yes  No  If Yes explain.....

7. In your view, do you recommend local language to be used as a medium of instruction for the implementation of the Thematic Curriculum (Tick).

Yes  No  If No explain .....

**B. The impact of the thematic curriculum in Teaching and Learning of lower primary.**

8. How was the performance of pupils in literacy and numeracy before the introduction of Thematic curriculum (Tick)

Excellent  Very Good  Good  Fair  Poor

9. a) How is the performance of pupils in literacy and numeracy after the introduction of the Thematic Curriculum?

Excellent  Very Good  Good  Fair  Poor

b) Give one reason for such performance as above.

(1) .....

10. Most children can read and write better following the introduction of the Thematic Curriculum. Tick

SA  A  SD  D  U

11. Thematic curriculum has improved the achievement levels of literacy and numeracy in Tororo County.

SA      A      SD      D      U  
                       

12. Use of English as a medium of instruction was the major problem for low achievement levels in literacy and numeracy.

SA      A      SD      D      U  
                       

13. Introduction of the Thematic curriculum has generally improved performance of pupils in lower primary. (Tick)

Yes       No       If Yes how?.

**C. Challenges in the implementation of the Thematic curriculum in Tororo County.**

14. Teachers still find it hard to scheme and lesson plan using thematic curriculum.

(Tick)

Yes       No       If Yes, explain your answer?

15. Training of the Thematic Teacher is still inadequate (Tick)

Yes       No       If Yes, explain .....

16. Thematic Curriculum Text books and reference books still inadequate for the implementation of Thematic Curriculum. (Tick)

Yes       No

17. Continuous assessment in Thematic Curriculum still a challenge (Tick)

Yes       No       If yes, explain .....

18. Teachers find it hard to keep records of assessment for learners

Yes       No       If No, explain your answer

Thank you for your time

1<sup>st</sup> August, 2017

...ACHAM.....  
...ANNA GODWINER.....

TO WHOM IT MAY CONCERN:

REG. NO. 1153-07174-03593 :

Dear Sir/Madam,

**Re: Research/Project:**

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of ... EDUCATION (PRIMARY) ...

He wishes to carry out research in your Organisation on:

... THE EFFECT OF THEMATIC CURRICULUM  
... ON TEACHING OF LOWER PRIMARY  
... IN TORORO COUNTY - TORORO DISTRICT:  
... " ...

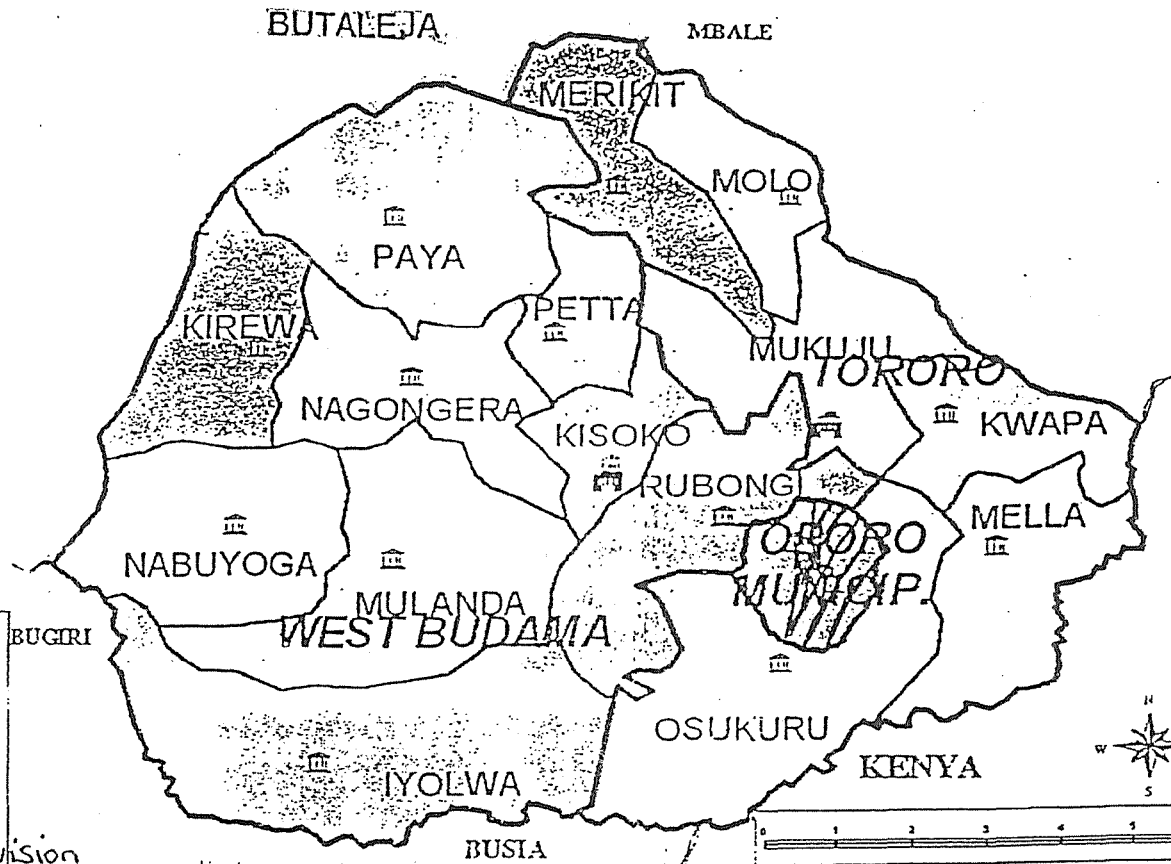
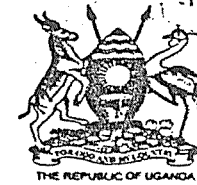
The research is a requirement for the Award of a Bachelors degree in EDUCATION

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

  
Moses Komuzumbu  
RANCH DIRECTOR - 0782572505  
KIU- TORORO STUDY CENTRE

TORORO DISTRICT  
ADMINISTRATIVE UNITS



LEGEND KEY

- R Subcounty Headquarters
- County boundary
- County Headquarters
- Subcounty boundary
- State border
- District boundary
- ▨ Eastern Division

CREATED AND PRINTED BY  
 THE NATIONAL BUREAU OF STATISTICS  
 DATA COLLECTION AND  
 MONITORING  
 TORORO DISTRICT  
 AUGUST 2003  
 BASE DATA BY  
 CAMPUS PROPERTY ENTERPRISE

