

**TEACHER'S PERCEPTIONS OF THE THEMATIC CURRICULUM AND THEIR
EFFECT ON ITS IMPLEMENTATION IN PRIMARY SCHOOLS IN**

GOMBE SUB COUNTY, WAKISO

DISTRICT, UGANDA.

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Master of education administration and management

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DECLARATION A

I Mutyaba Alexander, declare that this thesis report is my original work and has never been submitted to any other academic award in any university or institution of learning for any academic reward.

Name and signature of candidate

Mutyaba Alexander 

Date:

11th / Nov / 2015

DECLARATION B

"I confirm that the work reported in this thesis report is carried out by the candidate under my supervision"

Name and signature of supervisor

Date

DEDICATION

My heartfelt dedication goes to my wife Resty, for her understanding and support.
Without her support, completing this course would have been a myth.

ACKNOWLEDGMENT

My sincere appreciation goes to my supervisor Dr. Kayindu for his significant contribution to the development of this study; and his the positive criticism of my manuscript. Special thanks go to the teaching and non-teaching staff of Kampala International University for their support throughout the course. I also wish to acknowledge my research assistants Mr. Ssonko Denis and Miss Nawudo Dorcus, who helped me in producing this work. Last but not least, I thank the teachers and school administrators of the primary schools in which the study was conducted, who willingly provided the data I needed for the study.

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ABSTRACT

The study set out to investigate the teachers' perceptions of the thematic curriculum and its effect on its implementation in Gombe sub county, Wakiso district. The study was based on the following objectives: to investigate the teachers' perceptions on provision of learning materials in the thematic curriculum, to investigate what teachers perceive about content coverage in the thematic curriculum, and to establish the teachers' perceptions of the thematic curriculum and their professional training and development. The study employed purposive and convenient sampling techniques in order to get the required information from the respondents, who were teachers and school administrators in primary schools. A total number of 125 respondents were interviewed. The research employed both interview guides and questionnaires to collect the data. The findings of the study revealed that the teachers' perceptions are very crucial in the implementation of the thematic curriculum and a positive relationship prevails between the teachers' perceptions of the curriculum and their willingness and ability to implement it. Teachers had perceptions: that the thematic curriculum content was relevant for lower primary, but that the instructional materials provided were insufficient and therefore local language materials such as textbooks, dictionaries, and teachers' guides were still required. They also perceived that capacity building and teacher training for the implementation of the curriculum was inadequate, and the number of teachers was not enough to enable the effective implementation of the thematic curriculum. The study therefore recommends that adequate instructional materials be provided to schools for the effective implementation of the curriculum. It also recommends that the Ministry of Education and Sports recruits more teachers to deploy to all the primary schools for effective implementation of the thematic curriculum. In conclusion, if the stake holders follow what has been recommended in this study, then thematic curriculum will be the best for lower primary and the teachers perception will be a myth

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The major focus of this study was to investigate the teachers' perceptions of the thematic curriculum and its effect on its implementation in primary schools of Gombe sub county, Wakiso District. This chapter therefore provides the background of the study, the historical, the contextual, the conceptual and theoretical perspectives, plus the statement of the problem, the purpose, the objectives of the study and the research questions.

1.1 Back ground to the Study

The major objective of setting a primary school curriculum by the government is to achieve meaningful educational purposes which include: learning, creativity, literacy, numeracy and life skills that are deemed necessary for the recipients of the curriculum by the government. As time flows, many aspects of life tend to change with time. And transactions taking place in almost all aspects of life require people to be self-directed and therefore require change in the school curriculum (Koray; 2010).

In all cases of change in curriculum, the targeted group, who are the pupils are expected to portray an outstanding performance to prove the worth and success of the curriculum (Louks and Pratlil: 1979). After undergoing the primary school curriculum, the pupils are expected to use creativity by thinking about problems in a new way or making of new ideas. Creative thinking should be enhanced as early as primary one. It should be done by helping the pupils to learn storytelling, role playing and reciting poems. As the pupils advance in school, they learn writing compositions, plays and poems.

The primary curriculum should be able to provide a good basic knowledge of mathematics, and the ability to understand and work with numbers. The pupils should be helped to develop their numeracy by learning to count things such as people in their homes, the animals and the birds within the home environment.

However the curriculum itself cannot be successful unless the perceptions, attitudes and efforts of the teachers, who are the key implementers are given their due consideration (Koray: 2010, Barr: 1947). Therefore in the implementation of the thematic curriculum, teachers must be given due consideration in order for them not to resist the change and the implementation of any changeable concepts of the curriculum such as its goals, the teaching and learning methods and evaluation as change or reform may appear threatening to them (Preforius:1999). The changeable concepts that have come with the thematic curriculum include a shift from the traditional way of teaching where the teacher was the source of knowledge to the child centered way of teacher. In this curriculum, the teacher acts as a facilitator.

Furthermore, the thematic curriculum requires evaluating every topic that is covered and the assessment results of the topics covered make up the learner's terminal progress report. This means there is a shift from the traditional way of assessment where end of term examinations are administered to the learners.

The teachers' perceptions of the thematic curriculum demands their ability to understand its true nature. The belief and image they had over the curriculum is positive, then they can implement it, and if it is negative, it might affect the implementation.

In order to change the curriculum successfully, one must change the person who operates it. It is therefore important to investigate the perceptions of the teachers who are the key implementers of this kind of curriculum change (Canon and Eliot: 1994).

The thematic primary curriculum in Uganda had its inception in the year 2006 after the National Primary Curriculum Review which was conducted in 2004 and followed by the formation of the Curriculum Review Panel in 2005. In 2007, the thematic curriculum began with primary one. The key curriculum pilot districts included: Kampala, Rakai, Rukungiri, Kasese, Kabalere, Arua, Gulu, Moroto, Kumi, Iganga and Nakasongola (NCDC: 2011).

In the past few decades, almost all sub-Saharan countries have embarked on educational reforms. These have particularly focused on development of new curricula as Chisholm and Leyendecker (2008) contend. Nevertheless, the implementations have resulted into less than the desired outcomes and have led to wastage of considerable resources, time and effort since the well-intentioned policies were never translated into classroom reality. (Rogan and Grayson: 2003). The process of the thematic curriculum implementation requires critical consideration that includes analysing the teachers perceptions towards the need to change the curriculum and the whole aspect of its implementation.

Dyer (1999) points out that sufficient analytical attention has not been given to the implementation process in developing countries. Therefore there is an urgent need for research that focuses on the implementation process which includes considering the teachers' perceptions and efforts, given the fact that they play a central role in the implementation of the curriculum.

1.1.1 Historical perspective:

In Uganda, the concept of curriculum change is not new. Curriculum changes have been occurring in Uganda since the coming of the whites in Uganda. Missionary education replaced the indigenous education between 1900 and 1924. The missionaries designed their own curriculum which suited their missionary purpose. The missionary curriculum emphasized the 3RS i.e. reading, writing and Arithmetic.

As time went on, the need for having a curriculum which addressed the needs of the society still persisted. Between 1924 and 1963, five review commissions were set up at different periods. In 1924, the Phelps stock commission was established. It was followed by the The Earl de la Warr commission of 1935, and in 1940, the Thomas Education Committee was set up to review the curriculums.

In the mid 19th century, two commissions were also set up by the protectorate government to address the issues pertaining what was taught in schools. 1952, The de

Bunsen commission looked into teacher education. It was followed by the Binns study group in 1957.

However the quest for curriculum reform did not end there. Soon after Uganda attained independence in 1962, an education commission known as Edgar Castle's Education commission was charged with the responsibility of reviewing the curriculum in 1963.

The current curriculum in Uganda was recommended by the Education Policy review commission (1989) which was under Professor Senteza Kajubi. Even the thematic which is investigated in this study was recommended by the Kajubi report which the government white paper adopted in the Government White Paper of 1992

1.1.2 Theoretical perspective

The major concern of this study was to investigate the teachers' perceptions of the thematic curriculum and their effect on the implementation of the curriculum in primary schools. According to Button .A (2011), teachers' perceptions are shaped tremendously by social forces. These social forces include their position in society and their job security. The teachers might feel threatened by a change in the curriculum especially if that curriculum makes their work more complicated, that is , if it demands more before class preparations and lesson planning, more work during and after the lesson especially marking the children's work.

In addition, the teachers' perceptions of the curriculum might be negative if they think that the new curriculum might make them lose their jobs because they have old contents. The teachers might also have a negative attitude of the new curriculum because they themselves were taught in the old curriculum which is being phased out and which they think is better than the one being introduced.

Changes can result into teachers supporting or resenting the programmes basing on their own perceptions. In other words, teachers are agents of education and social change in general. The changes in education are normally shaped by teachers' perceptions of themselves, their schools and their students.

This study was based on two theories, that is, Froebel's theory and the Theory of implementation by Rogan and Gray (2003). Both theories have provided relevancy of

the implementation of thematic curriculum in Ugandan primary schools, and also the perceptions of the teachers who are the key implementers of the curriculum.

According to Froebel's theory, every child is born with a full education potential. It is the environment that should provide appropriate conditions necessary to encourage the child to grow and develop in an optimal manner. His philosophy about kindergarten and primary education advocated for self-free activity, creativity and social participation. (Rust *et al*: 1979). The philosophy in Froebel's theory concurs with the general objectives of the thematic curriculum since creativity and social participation are sub contents of the themes in the curriculum.

The researcher found this theory appropriate to his study it laid a foundation for the education of young children. Like the thematic curriculum, Froebel's theory also encourages the children learning from their own experience where the teacher acts as facilitator.

The theory of implementation as propounded by Rogan and Grayson (2003) is based on three main constructs, namely: support from outside agencies, capacity to support innovation and profile of implementation. In this case, support from outside agencies, describes the actions by organisations outside the classroom which may include National Curriculum Development Centre [NCDC], Ministry of Education and Sports, Non-Governmental Organisations [NGOs], and others. Teachers have the capacity to implement the desired curriculum change. However, for this to be effected, their perspectives, cooperation, professional development and perceptions towards the education change must be given due consideration (Karsten *et al* 2000, Altinyelken, H.K: 2010). Besides considering factors such as help from outside organizations, provision of the desired resources and consideration of the teachers' efforts, perceptions is crucial. Rogan and Grayson (2003) emphasise the analysis of the teachers' perceptions on the change in the curriculum, as they are the key stakeholders in the implementation process. Rogan and Grayson's implementation theory concurs

with this study since it emphasises teachers' perceptions in the implementation of any curriculum.

Rogan and Grayson's implementation theory is suitable for this study because it stresses the importance of teachers' perceptions in the implementation of any curriculum. In other words, there is a direct relationship between perceptions of teachers and the implementation of the thematic curriculum. Therefore the researcher found it suitable for the study because it considers implementation being dependant on teachers' perceptions

1.1.3 Contextual perspective

The government of Uganda has attempted to improve the education system so as to have a sound education for its nationals and other beneficiaries. Several efforts have been under taken to see to it that this obligation is fulfilled. Among the remarkable and enormous efforts made are the provision of the Universal Primary Education (UPE), construction of new schools and the expansion of the existing schools plus curriculum review and implementation especially at primary level. In addition staff houses have been constructed and text books have been provided to many schools.

Since the introduction of the thematic curriculum in Uganda a number of successes and challenges have been registered. The challenges include; lack of enough trained language teachers to facilitate the curriculum change which mainly focuses on teaching according to themes around the learners with local languages as the medium of instruction. The challenges includes lack of enough funds and other necessary scholastic materials and a high teacher-pupil ratio (NCDC: 2006). The most significant achievements of the thematic curriculum implementation include; provision of instructional materials such as teachers' guides and teachers' resource books and training of a considerable number of teachers to implement the curriculum. Over 95% of P.1 and P.2 teachers from both Government and private schools have been given refresher courses and skills of handling the thematic curriculum. (NCDC: 2008). This

was mainly done in 2007 where all the teachers especially those who were handling the lower classes were called for a three week training.

Though achievements have been registered in the implementation of the thematic curriculum, it is worth noting that the challenge of the misconception among stakeholders who include teachers, parents and owners of private schools that learners will not perform well if they are not taught in English right from the beginning of school, still persists. They think that when children start learning in local languages, they will not compete favourably with those in urban schools which exclusively use English as a medium of instruction (NCDC: 2011). Since teachers have a pivotal role in the implementation of any curriculum, as agents of change; their perceptions towards the thematic curriculum should be considered a crucial factor if effectiveness is to be registered (Button A: 2010).

Uganda Radio networks bulletin, Saturday 22nd June 2013 reported that the implementation of the thematic curriculum in urban districts like Kampala and Wakiso is still a challenge. Therefore this study will dwell on investigating the teachers' perceptions and its effect on the implementation of the thematic curriculum in Gombe Sub County, Wakiso district.

These challenges seem to arise from several angles. Kampala district is the capital city with parents who are educated and are employed in offices. These parents went through the old curriculum and they think they were successfully in education.

Another factor about Kampala is that it is having parents from all the parts of Uganda. Therefore the children from these homes speak different languages and hence the only unifying language in school would be English.

Likewise, Wakiso being next to Kampala it has parents and children with characteristics similar to those of Kampala. Therefore the parents of Gombe Sub County being in Wakiso have not yet fully embraced the thematic curriculum despite the fact that the

government has provided all the necessary resources required for the implementation of the curriculum. Therefore the researcher found it intriguing to investigate the perceptions of the teachers and its effect on the implementation of the thematic curriculum

1.1.4 Conceptual perspective:

According to Uganda National Curriculum Development Centre (NCDC: 2006), the thematic curriculum is curriculum that is organised around themes that are familiar to the learner with emphasis on numeracy literacy and life skills. The local languages are the medium of instruction. The idea behind the thematic curriculum was to shift from the old curriculum where the learners were taught in English right from primary one. The curriculum was also to emphasise teaching the learners from known to unknown. The thematic curriculum hinges on teaching according to themes; things in the home, things the learners find on the way and the things they experience all around them in their communities.

In Uganda the implementation of this curriculum commenced in the year 2007 covering three classes of P1, P2 and P3. The main principles of the thematic curriculum as quoted were:-

- i. Rapid change of literacy, numeracy and life skills at lower primary.
- ii. Treatment of concepts holistically, under themes of immediate meaning and relevance to learners and
- iii. The presentation of learning experiences in languages in which learners' are already proficient. (Altinyelken, H.K: 2010; NCDC: 2006).

Teachers' perceptions refer to the thoughts, beliefs and attitudes that teachers have about the implementation of the thematic curriculum. They also include their cognitions, affective reactions and behavioural tendencies (Cumming and Pierce: 1989; Button: A: 2010). The interplay between the teachers' perceptions and the implementation of the thematic curriculum is that if the teachers perceive the new curriculum as something that is adding a burden on them or threatening their of then they will not embrace it and

therefore its implementation might not be a success. Therefore teachers' perceptions are crucial factors in the whole implementation of the thematic primary curriculum in primary schools. Curriculum implementation involves the process of carrying out the intended curriculum by teachers and other education stake holders in order to make the learners achieve the desired outcomes.

1.2 Statement of the problem

The teacher's role in any curriculum implementation is very pivotal and crucial. If the set curriculum is to achieve its desired goals teachers who are the chief implementers must be given consideration. However, in many sub-Saharan countries, Uganda inclusive, curriculum and general educational policy reforms have not focused on teachers and their perceptions of the curriculum reforms. In this way the curriculum implementation has resulted into less than the desirable outcomes and has this led to wastage of resources, time and effort since well- intentioned policies are never translated into classroom reality (Rogan and Grayson: 2003)

Despite the numerous efforts by the government of Uganda through the Ministry of Education and Sports and National Curriculum Development Centre [NCDC], to provide whatever is needed for the implementation of the thematic curriculum it is still a challenge both in urban and rural areas. The government has constructed new schools in area where there were no schools to enable easy accessibility of schools. It also expanded the already existing schools and has constructed better staff houses. It has invested heavily the provision of textbooks to all government primary schools. In addition, it facilitated refresher courses to all the lower primary teachers before the thematic curriculum was rolled out. Despite all the above being done by the government, the implementation of the thematic curriculum has not succeeded in almost all the primary schools where the curriculum was started. The blame might partly be put on teachers and parents perception of the new curriculum (NCDC: 2011; Uganda Radio Network bulletin, 22 June 2013). This study has therefore been

instigated by the need to investigate the effect of the teachers' perceptions of the thematic curriculum and its effect on the curriculum implementation.

1.3 Purpose of the study

The purpose of the study was to investigate the effect of teachers' perceptions on the implementation of the thematic primary curriculum in Gombe sub county, Wakiso District.

1.4 Specific objectives

The objectives of the study were:

- To investigate the teachers' perception on provision of learning materials in the thematic curriculum in Gombe sub county, Wakiso District.
- To find out what teachers think about content coverage in the thematic curriculum in Gombe sub county, Wakiso District.
- To establish the teachers' perception of the thematic curriculum and teachers' professional training and development in Gombe sub county, Wakiso District.

1.5 Research questions

The research questions of the study were:

- What is the effect of the perceptions of primary school teachers in Gombe Sub County on the provision of learning materials as an aspect of thematic curriculum implementation?
- What is the effect of the perceptions of primary school teachers in Gombe Sub County on the content coverage as an indicator of thematic curriculum implementation.
- What the effect of the perceptions of primary school teachers in Gombe Sub County on their professional development/training/capacity building as a component of thematic curriculum implementation.

1.6 Hypotheses

The hypotheses of the study were:

- The perceptions of primary school teachers in Gombe Sub County have no effects on the provision of learning materials as an aspect of thematic curriculum implementation.
- The perceptions of primary school teachers in Gombe Sub County do not affect content coverage as an indicator of thematic curriculum implementation.
- The perceptions of primary school teachers in Gombe Sub County have no effect on their professional development/training/capacity building as a component of thematic curriculum implementation.

1.7 Scope of the study

1.7.1 Geographical scope

The study conducted in selected public/UPE schools in Gombe Sub county Wakiso District in Uganda. Wakiso District is found in central Uganda and comprises of 3 counties of Busiro, Kyadondo and Entebbe Municipality.

1.7.2 Content scope

The study concentrated on the perceptions of primary teachers on the thematic curriculum and its effect on the curriculum implementation. The study targeted mainly teachers and school administrators of primary schools in Gombe and these were selected from 25 primary schools.

1.8 Significance of the study

The study findings will benefit the policy makers and NCDC in coming up with policies to modify the implementation of the thematic curriculum. It will also help teacher training colleges to come up with programmes that will help the teachers already in service to be better equipped with skills of handling the thematic curriculum. The researcher also hopes that the improvement in the implementation of the thematic curriculum will help the learners to achieve the goals of the curriculum. The researcher

hopes that if the recommendations given are followed the government will be able to cover the loopholes in the implementation of the thematic curriculum.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives the theoretical review, the conceptual frame work and the review of related literature of the study. The study concentrated on the perceptions of the primary teachers and their effect on the implementation of the thematic curriculum.

2.1 Theoretical Review.

The study was guided by two theories, that is, Froebel's theory of the kindergarten and the theory of implementation by Rogan and Grayson (2003)

According to Froebel every child possesses a full education potential right from birth. The environment should provide a conducive ground for his or her growth and achieve educational goals in an optimal manner, creativity self-activity and social participation should always be part of the curriculum (Rust et al 1979). This theory rhymes with the thematic curriculum which was introduced in Ugandan Primary schools.

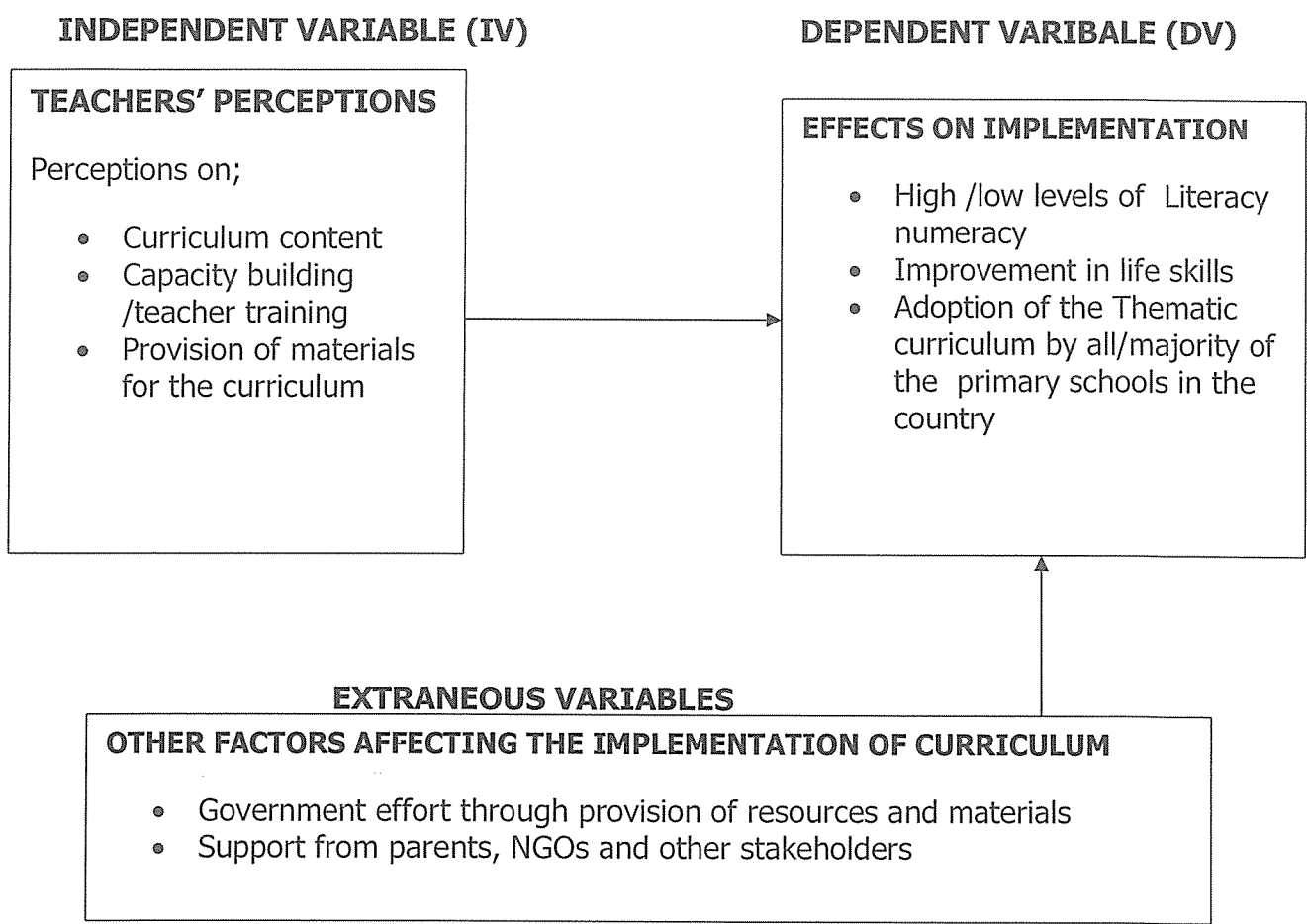
Rogan and Grayson (2003) propounded the theory of implementation which supports the inclusion of teacher's views and perception in the implementation process of the thematic curriculum. This theory bases on three main constructs namely: support from outside agencies, capacity to support innovation and profile of implementation. The second construct of the theory had great relevancy to this study. The capacity of teachers to support the innovation of the thematic curriculum is important as it involves their perceptions of the whole curriculum and its implementation process. Karsten et al (2000); Altinyelken, H.K (2010); and Rogan and Grayson (2003), contend that analysis of the teachers' views, perceptions and attitude towards the implementation of any education reform should be given due consideration since teachers are the agents of change.

Combination of Froebel's theory and Rogan and Grayson theory gives a firm support for the implementation of the thematic curriculum in Ugandan. The former emphasises

creativity, self-activity and social participation of the learners and latter considers the capacity of the teachers in implementation of the thematic curriculum where their attitudes and views must be analysed. Therefore is a need to investigate the teachers perceptions of the implementation of the thematic curriculum is primary schools of Gombe sub country, Wakiso district.

2.2 Conceptual frame work

Figure 2.1 provides a frame work of how variables were operationalised in the study



Source: Primary Data (Researcher)

According to figure 2.1, which is the conceptual framework, teachers’ perceptions were considered as the independent variable. This constituted: their views and perceptions of

the content of the thematic curriculum, the materials provided such as teachers' guides, local language materials and their training to implement the curriculum. The dependent variable of study was the success or effects of the teachers' perceptions on the implementation of the curriculum. The dependent variables included the level of literacy, numeracy of pupils on which the curriculum is implemented, improvement in life skills, adoption and advocacy of the thematic curriculum by all primary schools in Uganda.

The Extraneous variables included other factors affecting implementation of the curriculum besides teacher's perceptions. These factors entailed government support and other education stakeholders such as parents, NGOs and local leaders.

Therefore, teachers' perception affects the implementation of the thematic curriculum in Ugandan primary schools whereas other factors such as government's efforts, and support from other stake holders such as NGOs also affects its effective implementation and success.

2.3 Review of related literature:-

2.3.1 Teachers' perceptions and provision of teaching materials for thematic curriculum

According to Button A (2011) teacher's perceptions are important for any social change be it academic or not. The curriculum change is meant to meet the demands of the increasing specialized work force. Haddad (1995) also noted that during curriculum change, undertaking analysis of the teacher's perceptions is crucial since they could party became an implementation hindrance. The new curriculum ideas in the education reform and practice may not be adopted if teachers have a negative perception of the education reforms (Altinyelken, H.K 2010).

The government of Uganda through the National Curriculum Development Centre (NCDC) considers the provision of the instructional materials in the thematic curriculum

as a crucial factor in the implementation process. According to NCDC by August 2006, a variety of written materials had already reached and they were being used already by teachers in the Pilot schools. Draft teachers' guides for term II and III and teacher resource books in the nine local languages had been circulated in the respective schools (NCDC 2006)

In addition, the curriculum instructional materials had been provided by MOES to suit the curriculum by 2008. A good number of teachers have demonstrated competence in using of these teaching aids (NCDC: 2008).

A correlation prevails between provision of the teaching materials for the thematic curriculum to teachers and the teachers' views and perceptions. To emphasise the role of teachers' perceptions in the effective implementation of the thematic curriculum, we need to consider the views of various scholars on the same study, Huberman (1973) argues that change in education may occur in three ways. These include school equipment such as classrooms, teaching materials like textbooks plus playgrounds, and methods of delivery. Changes in the roles and relationships between teachers and learners may affect the success of the curriculum. All these require consideration of the teachers' perceptions and willingness to cause the change.

Towndrow, Silver and Albright (2009) also maintain that for any curriculum change or educational goal to be achieved, a number of factors must be considered. These include: assessment techniques, administrative issues, leadership and classroom practices. The teachers' capacity to implement the curriculum depends on his/her perception of this education change. Teachers who perceive the curriculum as bad may not accept to use the provided learning/ instructional materials, hence making the whole curriculum a flop.

According to Miles, Saxl and Lieberman (1988), special "assisters" acting as consultants and facilitators of change are known as "change agents". In the school system teachers take a front role and their perception of the curriculum affects their capacity to implement it.

It is evidently shown that teachers in primary school have a perception that the provision of learning materials for the thematic curriculum is still inadequate. Teachers claim that lack of adequate learning materials has limited the implementation of the thematic curriculum (Altinyelken, H.K HK 2010).

According to Dunham et al (1989), attitude towards change is a crucial factor. Attitude is affected by one's perceptions of change the new curriculum. . One should have positive cognitions and affective reactions towards change, and generally possess positive behavioral tendencies towards change. If teachers have wrong perceptions of the materials provided for teaching and learning in the thematic curriculum, his or her willingness to implement this education change will be low.

2.4 Teachers' perception of the Thematic curriculum and its effect on their professional /capacity building.

According to Fullan, Hargreaves and Markee (1997) curriculum change challenges teachers existing skills. Teachers are always require new techniques of instructions Montgomery and Way (1995) stress that teachers are being declared as a "missing voice" in education with the nature of curriculum change approaches undertaken. To support the same statement Cheng (1994) maintained that teachers are supposed to be passive and teachers' competence is assumed to be static.

Teachers' capacity to implement the curriculum deserves to be given its due consideration since teachers are pivotal in the whole process of curriculum implementation (Rogan and Grayson: 2003).

Teachers should not be biased about the curriculum and their perceptions should be in light with their professional development. Koray (2010) and Cheng (1994) contend that dynamic curriculum change approaches assume that curriculum effectiveness is a dynamic concept involving both curriculum and teacher competence development process and training. In this case, the teachers' willingness to train and effectively implement the curriculum involves their perceptions of the curriculum.

Among the greatest challenges of the implementation of the Thematic curriculum is the training of the teachers concerned. Largely a few schools have well trained teachers to handle the\ implementation. In many schools lack of teachers who can instruct pupils in local languages is still a big challenge, this brings a bad perception of the curriculum, and many teachers are considering it to be flop

According to Musoke (2013) lack of teachers trained to implement the curriculum is so far one of the biggest challenges of implementing the programme in Kampala and other districts (URN: 2013)

In relation to the above, Uganda Curriculum Development Centre (NCDC: 2006) reveals that orthography and translation of content into local languages is still challenge that requires adequate training of the teachers. This brings about a teacher perception that the implementation of this curriculum may not be so successful.

Furthermore, Silver and Albright (2009) contend that teachers as the key implementers of the curriculum must have capacities to effectively implement this change. As agents of change, they should have the proficiency to cause this change. It should be noted that the mentioned proficiency and capacity can only be achieved through teacher training to equip them with skills to effectively teach the curriculum. Training of teachers in the proper methodology and skills of the thematic curriculum will change their attitude and perspeptions towards its implementation.

According to Brickell (1962) the key to successful change is providing assistance to teachers to manage change and this refers to the process of putting in practice the

idea. This involves changing their attitudes and perceptions towards changes through training and seminars. Indeed, teacher's perceptions of the thematic curriculum and their professional development it is an important factor if the implementation is to achieve the desired goals.

Evidence of inadequate training of teachers continues to flop the implementation of the curriculum. In Kafeero E (2013) one of the head teachers in Kampala pointed out that the curriculum must be result oriented, despite the fact that teachers were not adequate trained to handle learners in this new curriculum.

2.5 Content coverage in the thematic curriculum

The thematic curriculum was introduced in Uganda primary schools in 2007. It was based on the three principles of: rapid development of literacy, numeracy and life skills at lower primary, holistic treatment of themes with meaning relevant to learners and presentation of learning experiences in local languages which learners are already proficient in (NCDC, 2006 a). All the content of the this curriculum is supposed to be based on the above three key principles.

According to the recent survey by Businge C (2013), nearly half of all the schools in the country do not use the new thematic curriculum which was rolled out by the Ministry of Education and Sports in 2007. The same study also shows that a number of schools do not have teachers and guide books to cover an adequate scope. This kind of situation puts the content coverage of the thematic curriculum at stake.

According to National Curriculum Development Centre (2008), most schools are using local languages as the medium of instruction in the thematic curriculum. This is in line with content delivery. However the study conducted by Altinyelken HK (2010) on thematic curriculum reveals that teachers perceive the new curriculum as an unrealistic education programme because it has eight learning areas scheduled to be done each day and each is designed to last 30 minutes. She argues that hardly any teachers could manage to teach eight learning areas in a day.

Read and Enyutu (2005) also contend that the curriculum had too much content and most schools reported that they were unable to complete many subject syllabus requirements in a school year.

Basing on this background, it is necessary to conduct this study on the teacher's perceptions on the content coverage and the general implementation of the thematic curriculum in Gombe sub country, Wakiso district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter three presents the methodology that was used to gather, analyse and interpret the study findings. This chapter included: the design of the study, the population sample, the sampling techniques, and the instrument quality control and data analysis.

3.1 Research Design

The study used a cross sectional study design, which was deemed as appropriate basing on Amin (2005) who maintains that studies of such a nature require designs which generate both qualitative and quantitative data. The study used this design because it examined a cross section of schools and a cross section of primary school teachers and head teachers in Gombe sub county Wakiso District. Both qualitative and quantitative methods of data analysis were employed to investigate the perceptions of teachers and their effect on the implementation of the thematic curriculum. Quantitative approach was used because numerical calculations were applied from the data obtained for deductions and interpretation to be made. This helped the researcher to ascertain the deeper meaning of the data through inferential statistics in the Pearson Coefficient Correlation Moment.

3.2 Study population sample

The study population included primary school teachers and head teachers of the selected primary schools in the study area. A total of 25 UPE schools was selected and these schools have a total of 247 teachers including the Head teachers and their deputies

3.2.1 Sample size

The sample included 100 teachers and 25 head teachers who participated in this study. The total sample of 125 participants was selected basing on the recommendations of Morgan Krescie (1970) as cited by Amin (2005). The study sought views of the salient stake holders in the study area and these were teachers and school administrators who

are the key implementers of the thematic curriculum. The following are the schools: Kituugwa COU p/s, Nabinaka p/s, Gombe Prince Ssuna p/s, Mwererwe COU, Mwererwe RC, Ssaayi COU, Busikiri UMEA, Kiroto UMEA, Tikkalu UMEA, St. Kizito Tikkalu, Kitanda p/s, Buwambo COUP/S, Bibbo p/s, Migadde RC, Migadde COU P/S, Ssanga p/s, Ggalamba p/s, Kasalirwe p/s, Kiryagonya p/s, Lwadde COU, Matugga p/s, Kkungu COU, Nasse UMEA, kigoogwa UMEA and Clinton p/s

3.3 Sampling strategies

The study employed purposive and convenience sampling strategies. In purposive sampling, respondents were selected by the researcher using his own judgment and common sense regarding the participants from whom information was collected. In some schools, the researcher interviewed all the teachers in the school because he found out that these schools had as few as five teachers, and therefore he deemed it convenient to interview all of them.

On the other hand, the researcher used interview convenient sampling strategies to get the necessary information. Convenience sampling according to Amin, (2002) is used where the informants are present.

3.4 Research instruments:

The researcher used both open-ended and semi-structured questionnaires to collect information from the teachers. In addition the researcher employed interview guides to collect information from the head teachers, who were given questionnaires to answer questions related to the implementation of the thematic curriculum in primary schools. The researcher chose to use open ended questionnaires on teachers because he wanted the respondents to find it easy to answer the questions. He also had to leave the questionnaires with the respondents so that they would respond to them without a need to hurry. Questionnaires were used because they tested a variety of responses. While interviews gave the respondents a chance to exhaustively give the required data basing on their own perceptions of the curriculum. Both instruments were very crucial as they gave the respondents chance to give their views and exhaust their thoughts and perceptions and ample time was given to the informants during the study.

3.5 Data collection:

The researcher, after approval of the topic by the supervisor to conduct the study, visited the schools and sought permission from the relevant authorities to conduct the study. Questionnaires were given to the respondents. He held brief meetings with the respondent and explained to them the purpose of this study. He requested for their positive response.

3.6 Testing validity and reliability of instruments

Amin (2005) explains that validity is the extent to which the instruments used in the study measure the issues intended to be measured in order to ensure that the items of the instruments constructed are relevant to each study objective or research questions. The researcher consulted his supervisor and also approached experienced researchers to make positive criticism and give guidance on how to construct good instruments for research. The researcher made corrections accordingly before the actual research study was conducted. The researcher also piloted the instrument in two nearby primary schools. He also made validity analysis using computer.

3.7 Testing reliability

According to Amin (2005), reliability is the level of internal consistence or stability of the measuring device over time. An instrument is deemed reliable if it is repeatedly used to measure a trait or concept from the same respondents even by other researchers. The research instruments were tested using the inductive and deductive approaches through qualitative and quantitative perspectives. By using the inductive approach the researcher wanted to get particular facts from the informants which would enable him in drawing conclusions. On the other hand the deductive approach was employed to help the researcher in forming opinions basing on the different information and evidences given by the informants.

3.8 Procedure

After the approval of the proposal, the researcher employed two research assistants who helped him in collecting data and requesting the respondents to finish filling the questionnaires in time especially in the schools where he was not able to reach

personally. He made frequent visits to the respondents in order to find out their progress and answer their queries. The data collection process took four weeks; Raw data was then edited and coded before data analysis was done.

3.9 Data analysis

Data was analysed using both quantitative and qualitative techniques of analysis in an inter- complementary manner. Quantitative analysis involved the use of content analysis to extract meaning from the information given by respondents. All responses to open ended items in both interview guides and the questionnaires contents were analysed. On the other hand qualitative analysis was employed through descriptive analysis of the collected data from the research responses. After collecting data, it was fed to a Scientific Package for Social Scientists [SPSS] computer package where analysis of objectives of the study was done. The analysis of the data corresponded with the general research objectives. Statistical analyses such as descriptive statistics, which included the mean, frequency and percent distribution were used to describe the demographic information of the sample population. Furthermore The SPSS data package and Pearson correlation moments were employed to analyse the objectives and test the hypothesis of the study in order to determine the relationship between the independent variable and dependent variables.

3.10 Unit of Analysis

Primary schools were used as the unit of analysis in this research study .This is because primary schools were the most reliable source where most of the data needed for the study could be obtained from teachers who are the key implementers of the thematic curriculum.

3.11 Research Ethical Considerations

Standard ethical measures were observed during the course of collecting data to ensure that the rights of respondents were protected. The views and identity of respondents were taken with great confidentiality. All the data obtained from respondents was not

revealed to unauthorized persons and it was handled with strict confidentiality, and used for only academic purposes.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The findings of the study have been presented and analysed basing on the study objectives. In order to do this, both frequency tables and SPSS data packages were employed in data analysis and interpretation. The first analysis was based on the respondents' biodata or background information as shown below.

4.1 Background Information of Respondents

The background information that the study was interested in included: designation, sex, level of education and working experience of the respondents.

Table 1: Designation of respondents involved in the study;

Design/post	Frequency x/125	Percentage
Teachers	100	80
Head teachers	25	20
TOTAL	125	100

Source: Primary Data

From table 1 above, results indicate that majority of the respondents involved in the study were teachers as they were represented by 100 (80%), and the head teachers were only 25(20 %) of the total sample size of 125 (100%). This implies that since teachers are key the implementers of the thematic curriculum, they had to be given priority in this research. Secondly, head teachers are fewer because there is one head in every school.

Table 2: Sex composition of respondents:

Sex	Frequency x/125	Percent
Female	80	64
Male	45	36
TOTAL	125	100

Source: *Primary Data*

In Table 2 above, out of a sample population of 125 respondents which included only school administrators and teachers purposively selected, majority of the respondents belonged to the category of females and these comprised 64%. The male respondents were 45 and this represents a percentage of 36%. The discrepancy in the sex composition of the respondents is assumed to have originated from the distribution of primary teachers where the number of female teachers tends to override that of males.

Table 3: level of education the school administrators and teachers involved in the study

Highest level of education attained	Frequency	Percentage
University	27	21.6
National Teachers' College (NTC)	45	36
Primary Teachers' College (PTC)	53	42.4
Total	125	100

Source: *Primary Data*

According to table 3 above, majority of the respondents involved in the study had attained an education level of Grade III Certificates from Primary teachers' Colleges (PTC). This category constituted 53 respondents an equivalent of (42%). These were followed by those with GradeV certificate and they were 45 respondents (36%) and lastly 27 respondents (21.6) had attained University degrees. This implies that majority of the respondents had the minimum education requirement for teaching in primary school (GRADE 3). Therefore they were fit for providing the necessary information in this research.

Table 4: Working experience of the school administrators and teachers involved in the study:

Working experience /years in service	Frequency	Percentage
1 year	5	4
2 to 5 years	37	29.6
6years and above	83	66.4
Total	125	100

In table 4 above, out of the sample of 125 informants who were interviewed, majority of the respondents had a working experience of six years and above and these were 83 (66.4 %). Those who had served from two to five years were 37 which is equivalent to 29.6%. The least number had experience of one year and they constituted 4%. This gives an impression that the respondents involved in the study had enough teaching experience and that majority had already been in service before the introduction of the thematic curriculum.

Therefore these respondents were in a better position to give their perceptions and views about the implementation of the thematic curriculum.

4.2.1 Teachers' perceptions on provision of learning materials in the thematic curriculum:

The researcher asked respondents to express their opinions on provision of learning materials for the implementation of the thematic curriculum in Gombe sub-county. The researcher used a five likert scale of Strongly Agree (A), Agree (B), Not sure (C), Disagree (D) and strongly Disagree (E). Any mean of two and above indicates agreement of respondents, but a mean below two indicates a disagreement. Any standard deviation of 0 to 1.9 means agreement of respondents whereas two and above means disagreement of respondents.

Below is a table showing the teachers' perceptions on provision of learning materials for the implementation of the Thematic Curriculum in Gombe sub-county;

Table 5: Teachers' perceptions on provision of instructional in the thematic curriculum:

Response category	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Standard deviation
The government provided enough implement instructional materials for the curriculum	5(4.1)	22(18.0)	21(4.0)	30(17.2)	44(36.1)	3.38	1.152
Learning materials are relevant to the thematic curriculum	52(41.9)	51(41.1)	5(4.0)	8 (6.5)	8 (6.5)	4.10	1.047
Materials such as local language textbooks, teacher guides, charts, are not enough	52(41.9)	31(25.2)	4(3.3)	31(25.2)	5 (4.1)	3.61	1.205
Orthography and translation in local languages are still a problem because of lack of training	57(46.0)	37(29.8)	8(6.5)	13(10.4)	9(7.3)	2.77	1.195
Teacher guides are not enough for the curriculum implementers (teachers)	66(54.1)	33(27.0)	4(3.3)	7(5.7)	12(9.8)	2.96	0.948
More charts, local language reading books, mathematical work cards are still required for effective implementation of the curriculum	57(46.0)	18(14.8)	0(0.0)	32(25.8)	15(12.3)	3.30	1.246
Teachers with the help of school administrators can improvise instructional materials using local materials	54(43.5)	29(23.4)	9(7.3)	14(11.3)	18(14.5)	2.39	1.201
MOES and NCDC should provide all instructional materials	15 (12.1)	16(12.9)	0(0.0)	48(38.7)	45(36.3)	3.15	1.301
Insufficiency of instructional materials is due too much content in the curriculum	35(28.7)	27(22.1)	22(18.0)	24(19.7)	14(11.5)	2.89	1.347
Some instructional materials are irrelevant to the curriculum	7(5.7)	10 (8.2)	9(7.4)	65(53.3)	31(25.4)	3.84	1.076
Average mean						3.34	

Source: Primary Data

Table 4 above indicates the teachers' perceptions on provision of learning materials for the thematic curriculum in Gombe sub-county .Findings indicate that 44(36.1%) informants strongly disagreed with the response that the Government had provided enough instructional materials for the thematic curriculum. Only 5(4.1%) informants strongly agreed with the statement that the materials for the implementation of the curriculum were enough. On the contrary 22(18%) informants agreed and 21(17.2%) informants were not sure whether the government had provided adequate learning materials. Therefore majority of the informants disagreed with the statement. This implies that the teaching materials provided by the government for the implementation of the curriculum were not enough. This concurs with statements from the key informants on the same question. One key informant in an interview with the researcher had this to say;-

"The teaching and learning resources provided by the government for implementation of this curriculum were not sufficient enough to cover all the themes and learning areas".

This is another evidence to show that the teachers' perceptions on the provision of learning materials is that they are insufficient.

Another administrator had this to say on provision of the learning materials for the thematic curriculum;-

"Text books that were provided are not enough and limited only to specific subjects such as numeracy and literacy, a vast area of learning was left uncovered".

Many of the respondents involved in the study revealed that the learning materials provided were relevant to the themes in the thematic curriculum. 52(41.9%) respondents strongly agreed, and 51(41.1%) respondents agreed; whereas 8(6.5%) respondents strongly disagreed. A mean value of 4.1 was obtained. A standard deviation of 1.047 just confirms the agreement of the respondents with this statement. In the same study, majority of the respondents had a view that orthography and language translation are still a problem because of lack of training in teaching the

thematic curriculum in local languages. Results show that 57(46%) respondents strongly agreed with the statement orthography and language translation are still a problem, whereas 37(29.8%) respondents agreed. On the contrary 13(10.5%) respondents disagreed and 9(7.3%) respondents strongly disagreed respectively.

These results were supplemented with views and opinions from the interviews conducted by the researcher with school administrators. In this respect one administrator had this to say;-

"Majority of our teachers did not study Luganda, however, they have to implement the curriculum in this language and worse still the learning materials are insufficient. Orthography and translation are still a problem to many; it has affected the effective implementation of the curriculum"

This means that teachers perceive that language translation and orthography are still a challenge because of lack of proper training in local languages.

Results indicated that a good number of respondents 48(38.7%) disagreed with the statement that all reading and instructional materials should be provided by NCDC and Ministry of Education and Sports. 45(36.3%) respondents strongly disagreed and only 15 respondents agreed with this statement. This means that teachers with the help of school administrators can improvise instructional materials to supplement those provided by NCDC for the smooth implementation of the thematic curriculum.

In an interview with the researcher, one head teacher had this to say;-

"Our teachers are resourceful enough to develop their own teaching /instructional materials, in fact in case of insufficiency; they tend to provide using local materials"

The above information implies that teachers have a perception that they can improvise in case of lack instructional materials because they are resourceful in this area.

Findings revealed that the content in the thematic curriculum is just too much for lower primary classes and could be the cause of the inadequacy of the instructional materials 35(28.7%) respondents strongly agreed to the statement, 27(22.1%) respondents also

agreed. Only 14(11.5) respondents disagreed. However a reasonable number of respondents were not sure about the statement. This implies that many teachers are not aware of what the thematic curriculum is about.

The statement that some of the materials provided were irrelevant to the curriculum was refuted because the majority 65(53.3%) of the respondents strongly agreed that they were relevant which 10(8.2%) respondents agreed. This implies that teachers have a perception that materials provided in the curriculum are relevant to it.

4.2 Teachers' perceptions on capacity building/training in the implementation of the thematic curriculum in primary schools of Gombe sub county:

The respondents views and perceptions on training and capacity building in the implementation of the thematic curriculum in primary schools of Gombe were sought and the following table shows the responses from both teachers and school administrators.

Table 6: Teachers' perceptions on capacity building/training in the implementation of the thematic curriculum in primary schools:

Response category	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Std .dev
The number of teachers trained to implement the curriculum was enough	10(8.1)	23(18.5)	5(4.0)	45(36.3)	41(33.1)	2.29	1.342
Teachers did not get sufficient training for the curriculum implementation especially in local language orthography and translation.	38(30.6)	36(29.0)	15(12.1)	18(14.5)	17(13.7)	3.48	1.411
Training obtained by teachers was just enough for effective implementation	6(4.8)	10(8.1)	10(8.1)	41(33.1)	57(46.0)	3.88	1.193
At lower primary teachers should go for further training in the thematic curriculum implementation	54(43.2)	25(20.0)	8(10.4)	13(10.4)	25(20.0)	3.42	1.297
Workshops so far conducted by NCDC and MOES in Thematic curriculum implementation are not enough	48(38.4)	29(23.2)	13(10.4)	15(13.0)	20(16.0)	3.12	1.229
I have gained more analytical skills of assessing learners through the thematic curriculum training	45(36.6)	29(23.2)	19(15.4)	16(13.1)	14(11.4)	3.42	1.349
Teachers gain pedagogical skills in local languages especially in areas of literacy, orthography when using this curriculum	44(35.8)	32(26.0)	7(5.7)	26(21.1)	14(11.4)	3.55	1.243
Workshops and seminars were not sufficient enough to enable teachers gain local language proficiency	47(37.9)	39(31.2)	10(8.1)	17(13.7)	11(8.9)	3.16	1.258
Training of teachers for the curriculum should begin earlier especially at college/university level but on-service training should continue	36(29.0)	33(26.6)	14(11.3)	16(12.9)	25(20.5)	3.20	1.337
Average mean						3.30	

Source: Primary Data

Table 5 above shows the teachers' perceptions of the thematic curriculum in Gombe sub-county. Findings of the research indicate that respondents totaling to 45(36.3%) disagreed with the statement that the number of teachers trained to implement the thematic curriculum was enough. Furthermore, 41(33.1%) respondents strongly disagreed with the same statement, whereas 10(8.1%) respondents strongly agreed that the number of trained teachers was enough. One head teacher whom the researcher interviewed made the following statement:

"Our school had only five teachers trained to implement the thematic curriculum, however some were later transferred, we are currently having two who cannot cater for the whole school with such a big population."

In line with this statement majority of the informants agreed that their schools did not have enough teachers for the effective implementation of the thematic curriculum. Therefore the respondents' perceptions clearly show that schools in Gombe Sub county are understaffed and they perceive that understaffing is thwarting the implementation of the thematic curriculum.

Responses about teacher training in the thematic curriculum revealed that 38(30.6%) respondents strongly agreed that they did not get enough training on the thematic curriculum; and 36(29%) respondents agreed. On the contrary, 18(14.5%) respondents and 17(13.7%) respondents disagreed and strongly disagreed respectively. These results are supplemented with findings obtained from interviews with head teachers. One of them had this comment to make in an interview with the researcher;-

"Thematic curriculum trainings and seminars usually take a few days this implies that teachers do not get sufficient training for implementation".

The above findings imply that respondents perceive the training obtained by teachers who are responsible for implementation of the curriculum was insufficient.

In addition findings of the study in the table 5 further indicate that respondents had a view that lower primary teachers should go for further training in implementation of the curriculum. 54(43.2%) respondents strongly agreed with the statement and 25(20.5%) respondents agreed with the same. 13(16%) respondents strongly disagreed.

On the other hand, 48(38.4%) respondents strongly agreed that workshops so far conducted by NCDC on thematic curriculum were not enough; and 29(23.2%) respondents also agreed with the statement, whereas 15(12%) respondents strongly disagreed. This means that the teachers' perceptions on their training and their preparation for the thematic curriculum was not sufficient. However 47(37.9%) respondents and 39(31.5%) respondents strongly agreed and agreed respectively that these seminars were sufficient enough to enable teachers gain proficiency in the implementation of the curriculum.

Furthermore, teachers revealed that teachers gained some pedagogical skills in various areas such as local language translation and orthography, literacy, numeracy and life skills. 45(36.6%) respondents strongly agreed, and 29(23.2%) respondents agreed, whereas 16 (13%) respondents disagreed and 14 (11.4%) respondents strongly disagreed with the statement.

The results imply that the training of teachers in effective thematic curriculum implementation should begin right from college level. 36 respondents (29%) strongly agreed, 33(26.6%) agreed and 16 (12.9%) disagreed. The results of the researcher's interview with the head teachers reveal that more should be done for the effective curriculum implementation. One head teachers had this related view;-

"Training for the preparation of teachers, for the thematic curriculum should be carried out at all levels i.e. at college /university and in-service or on job teachers should also get this training for effective implementation".

This implies that there is still a need for all teachers to be trained in the implementation of this curriculum at all levels of teacher training.

4.3 Effect of teachers' perceptions on the implementation of the thematic curriculum in Gombe sub county primary schools:

Teachers' views and attitudes on the implementation of the thematic curriculum in primary schools in Gombe were sought and the following table shows the responses from both teachers and school administrators.

Table7: Effect of teachers' perceptions on the implementation of the thematic curriculum:

Response category	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	Std.dev
All teachers support the curriculum	9(7.4)	24(19.7)	20(16.4)	51(41.8)	18(14.8)	3.37	1.173
Some teachers don't embrace the curriculum thinking it is not the best for that level	13(10.3)	15(12.1)	11(8.9)	67(54.0)	18(14.8)	3.50	1.193
Learners under the thematic will not compete favorably with those who are not at higher levels where English is the medium of instruction	62(50.0)	9(7.3)	19(15.3)	6(4.8)	28(22.6)	3.65	1.97
Instruction in local languages denies pupils chance to perform well in upper classes where English is the medium of instruction	48(38.7)	22(17.7)	7(5.6)	15(12.1)	32(25.8)	3.02	1.361
Teachers don't like the thematic curriculum because it has too much workload and many themes to cover.	55(44.4)	28(22.6)	8(6.5)	14(11.3)	19(15.3)	3.65	1.197
Proficiency in local languages among many teachers is still low, therefore teachers oppose the curriculum	64(52.0)	26(21.1)	2(1.6)	13(10.6)	18(14.6)	3.80	0.947
Some head teachers and parents discourage teachers from implementing the curriculum	57(46.0)	49(39.5)	2(1.6)	11(8.9)	5(4.0)	3.13	0.962
Teachers believe that the old curriculum is more competitive and better	12(9.7)	18(14.5)	5(4.0)	63(50.8)	17(13.7)	3.75	1.025
Majority of teachers were insufficiently prepared/trained for the curriculum	44(35.5)	22(17.7)	15(12.1)	17(13.7)	26(21.0)	2.85	1.208
Average mean						3.52	

Source: Primary Data

According to table 6 above which shows the responses of teachers' perceptions of the thematic curriculum and its effect on its implementation reveal that majority of the

respondents generally did not agree with the statement that all teachers support the thematic curriculum. The data collected indicates that 51(41.8%) respondents disagreed with it, whereas 18(14.8%) respondents strongly disagreed. Only 9(7.4%) respondents and 24(19.7%) respondents strongly agreed and agreed respectively. Since majority of the respondents disagreed with the statement, it implies they perceived that the thematic curriculum was not well rolled out.

Majority of the responses on statement whether learners under the thematic curriculum would not compete favourably with those who are not taught in the same curriculum revealed that the respondents strongly agreed that the learners would not compete favourably. 62(50%) respondents strongly agreed that learners under this curriculum may not compete with those who are not under the same curriculum with upper primary level where English is the medium of instruction. Those who disagreed and strongly disagreed put together were 34(33.4%) respondents. These results imply that the majority of the respondents perceived that the thematic curriculum would not help its recipients to compete favourably in higher classes.

Responses on the work load and the many themes in the thematic curriculum revealed that 55(44.4%) respondents strongly agreed teachers shun the thematic curriculum because it has too many themes to cover which makes the workload too big. 28(26.2%) respondents also agreed that curriculum was tedious on the part of the implementers. This representation indicates that teachers perceive the thematic curriculum negatively and this affects its implementation.

On the other hand, 57(46%) respondents strongly agreed that some head teachers, and some parents discourage them from implementing the thematic curriculum. Findings further show that 49(39.5%) respondents also agreed, whereas only 11(8.9%) respondents disagreed with the statement. A total of 5(4%) respondents strongly disagreed. This implies that teachers perceive that the discouragement from some head teachers and parents has also affected the implementation of the curriculum.

Further analysis of the data reflects that many respondents refuted the statement that the old curriculum was better than the new thematic curriculum. 63(50.8%) respondents disagreed, whereas 17(13.7%) respondents strongly opposed the statement. The informants who strongly agreed and others who agreed were 12(9.7) and 18(14.5) respectively. This implies that the thematic curriculum is better according to the teacher's perceptions. Furthermore, 44(35.5%) respondents revealed that majority of teachers were insufficiently trained and not ready to handle the curriculum hence affecting the implementation only 17(13.7%) respondents disagreed with this statement.

4.4 Testing Hypotheses

The hypotheses of the study were tested using the Pearson correlation table. The following are the hypotheses that were used in the study.

Hypothesis1: *Teachers' perceptions have no effects on content coverage in the thematic curriculum in Gombe sub county, Wakiso District.*

Hypothesis2: *Teachers perceptions on the thematic curriculum on training and capacity building do not affect its implementation in Gombe sub county, Wakiso District.*

Table 8: The Pearson correlation of teachers' perceptions on thematic curriculum implementation in primary schools:

Teachers' perception variables correlated	Rtn-value	Sig.value	Interpretation	Decision on Ho
Perceptions on content coverage Vs. Thematic curriculum implementation	.845	.000	Significant relationship	Accepted
perceptions on capacity building Vs. Thematic curriculum Implementation	.879	.000	Significant relation ship	Accepted

****.Correlation significant at 0.01 level (2-tailed)***

According to table 7 above which shows the Pearson Correlation Coefficient (PLCC), two perception variables, that is, provision of instructional materials and teacher training /capacity building in handling the thematic curriculum were correlated with the independent variable, which is, implementation of the thematic curriculum in Gombe Sub County. Results of the Pearson Correlation Coefficient (PLCC) indicate that a positive significant correlation prevails between teachers' perceptions of the thematic curriculum and the implementation of the thematic curriculum. According to these correlation results, teachers' perceptions on content coverage have got a significant effect on the implementation of the thematic curriculum. The Significant value obtained was 0.00 and the Relationship was 0.845. The teachers' perceptions on capacity building were correlated with the implementation of the thematic curriculum; the obtained Relationship value was 0.879 and Significant value of .000. This implies the correlation was significant at 0.01 levels (2-tailed). A great relationship prevails between teachers' perceptions and the implementation of the curriculum. The discussions on the hypotheses were qualified as being true.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study set out to assess the teachers' perceptions of the thematic curriculum and its effect on the implementation of the thematic curriculum in primary schools in Gombe sub-county of Wakiso district.. The researcher intended to examine the teachers' and the school administrators' perceptions on the provision of instructional materials, the teacher training and capacity building; plus the general perceptions of the teachers about the thematic curriculum and its effect on its implementation. A significant relationship exists between teachers' perceptions of the thematic curriculum and its implementation in primary schools.

5.1 Summary

5.1.1 Teachers' perceptions on the provision of instructional materials and the implementation of the thematic curriculum

Findings of this study revealed that the teachers were aware of the inadequacy of the instructional materials meant for the implementation of the thematic curriculum. Materials such as text books in local languages, teacher's guides and other teaching aids were not available in schools. Teachers also perceive that some materials that were provided were relevant to the curriculum, and therefore they should be used. On the other hand, they attributed the inadequacy of the instructional materials on the too much content that was included in the curriculum. The teachers further agreed that they were resourceful enough to improvise instructional materials for some learning experiences using local and available materials with the help of school administrators.

5.1.2 Teachers' perceptions on capacity building /training in the implementation of the thematic curriculum

Results of the study revealed that the training of the primary teachers that had been done by NCDC and Ministry of Education and Sports to handle the thematic curriculum was still insufficient. The teachers handling the thematic curriculum still lacked skills in local languages; such as orthography, translation from English to the local languages

and the grammar of the local languages. On the contrary, (Refer to table 5) the study revealed that teachers had gained some pedagogical skills in literacy, numeracy and life skills. However; the seminars conducted for the implementation the programme were few, and therefore not sufficient enough to cause a serious impact on the implementation of the curriculum. Teachers believe that training for the implementation of the curriculum should be done at all levels teacher training. That is, at the college/ university level and also teachers already in service should have in-service training and refresher courses to equip them with new skills.

5.1.3 The effect of teachers' perception on the implementation of the thematic curriculum

Results of the study indicate a significant relationship between teachers' perceptions and the implementation of the thematic curriculum in primary schools. These results imply that teachers' perceptions affect the implementation of the curriculum. Findings also reveal that many teachers perceive the curriculum as relevant to undertake since many of them were not against it. . There is also a belief that pupils who have been taught under the thematic curriculum will not compete favourably with others who are taught in English right from lower primary. This has affected the implementation of the curriculum.

Results further indicate that the curriculum has too much content as compared to the level and the teachers perceive as a work overload for lower primary teachers. Hence they shun the curriculum .In addition, lack of proficiency in Luganda, which is the local language spoken by majority of the learners in the area is another hindrance to the implementation of the curriculum for some teachers Furthermore, some headteachers and parents who do not see any good in the thematic curriculum also affect the effective implementation of the curriculum.

5.2 Discussion

5.2.1 The teachers' perceptions on provision of instructional materials and implementation of the thematic curriculum

After controlling all the extraneous variables, the hypothesis was accepted that teachers' perceptions have effect on the effective implementation of the thematic curriculum.

This is in line with the findings of Button: (2011), who propounded that teachers' perceptions are vital for any social change. Furthermore ,the findings of the study reveal that the teaching materials that were provided by the Ministry of Education which include; teachers' guides, charts, text books and others are relevant to the thematic curriculum. This agrees with the findings of the recurrent researchers on teaching materials. For example, Huberman (1973) pointed out that curriculum change can only be achieved if the resources are relevant; such resources as: hardware, software and text books, and that should always go with the implementers (teachers) perception of the curriculum.

The study also revealed that the teaching materials were not enough in all the primary schools and this has negatively affected the implementation of the curriculum. The results concurred with the findings of Altinyelken, HK (2010), whose research revealed that teachers in primary schools had a perception that lack of adequate learning materials limited the implementation of the thematic curriculum. Indeed this is true since this perception is still prevalent among many teachers.

Results of the study further revealed that majority of the teachers in the study area did not study Luganda both at college and secondary school level. This greatly affects their content delivery and indeed many are ineffective especially in translation and orthography. Coupled with this is the absence of the language instructional resources such as local language text books, dictionaries and teachers' guides. The study results concur with the findings of the research conducted by Towndrow, Silver and Albright

(2009) , which reveals that provision instructional materials is important for any curriculum implementation.

For that reason, the teachers who were not trained in the local languages perceive the curriculum negatively, a factor that has brought difficulty and ineffectiveness in the implementation of the thematic curriculum.

5.2.2 Teacher training /capacity building and the implementation of the thematic curriculum

According to the findings of this study, teachers' perceptions on the thematic curriculum, also depends on their training and capacity building in general. This is because the teachers' capacity to implement a curriculum bases mainly on their skills which can only be obtained from training. This is in line with the research that was carried out by Fullan, Hargreaves and Markee (1997), who argued that curriculum change challenges teachers' existing skills. This is further supported by the research of Montgomery and Way: (1995), who oppose the old school of thought which takes teachers as passive with their competence taken to be static. The study generally revealed that insufficiency of teacher training has incapacitated the effective implementation of the thematic curriculum in the study area. In addition, the results of this study concur with Musoke: (2013), and Uganda Radio Network researches on the implementation of the thematic curriculum in Uganda. These researches reveal that the problem of lack of teachers trained to implement the curriculum is so far one of the biggest challenges in implementing the thematic curriculum in Kampala and other districts in Uganda.

The above findings are also identical with the research of Silver and Albright: (2009), which reveals that teachers are key the implementers of any curriculum, and must therefore have the capacity to effectively cause this change. On the other hand, study further reveals that lack of proficiency in orthography and translation emanates from the teachers' insufficient training and low capacity building. Though this problem was

discovered to be prevalent in primary schools, it was found out that those teachers who went for thematic curriculum training gained some pedagogical skills in literacy, numeracy, life skills and others, but still need further training. In addition the findings are identical with the research carried out by Brickell:(1962), which indicates that effective curriculum implementation involves changing the teachers' attitudes and perception towards change through training and other methods.

The results of this study further indicated that teachers believe that if all teachers go for further training (in-service training) ,effective implementation of the thematic curriculum will be achieved, since they will be equipped with skills and proficiencies which they need for the effective implementation of the curriculum.

5.2.3. Teachers perceptions on the thematic curriculum and its effect on its implementation

The study results revealed that the teachers' attitudes, perceptions and perspectives are very crucial for the implementation of the curriculum. The study also shows that having negative attitudes can affect the whole implementation process and thus fail it. The results of this research is in line with the results earlier researches conducted by various scholars. For instance Miles, Saxl and Lieberman: (1988) contend that teachers are special assistants acting as consultants and facilitators of change; and that that is why they are known as change agents. They play a major role in any curriculum implementation; and their attitudes and perception of the curriculum affects their capacity to implement it. This study has added to the results of earlier research and revealed it has that the effective implementation of the curriculum in all primary schools has not taken course because some teachers still have negative attitude and perception on its implementation.

On the contrary, the study revealed that teachers agreed that the thematic curriculum would so far the best for lower primary. However, a problem arises from the negative attitude and perception of some the teachers and parents who hold a belief that

learners who are taught following the thematic curriculum would not favourably with their counterparts who are taught in English right from primary one. This is in line with the research conducted by Uganda Radio Network: (URN,2013), which noted that many parents and head teachers have shunned the thematic curriculum arguing that the curriculum, which advocates for local languages as the medium of instruction in the early years of education may disenable learners from competing favourably with their counterparts who begin learning in English.

On the other hand, the research also revealed that the thematic curriculum content at lower primary is too wide to be taught in lower classes. The wide content, coupled with the inadequacy of resources makes the teaching and learning process tedious. So some teachers have resented the thematic curriculum claiming that the workload is too much for them.

Another hindrance, according to the information collected from the informants who participated in the study, is the lack of a good knowledge of the rules governing the grammar of Luganda and the translation from English to Luganda and vice versa. Many of the responses got in this study showed that the informants perceived lack of sufficient training as one of the hindrances to the effective implementation of the thematic curriculum. The study findings revealed that majority of teachers trained for the implementation of the thematic curriculum in Gombe sub-county were not conversant with writing Luganda. Hence, this has incapacitated the implementation of the curriculum in primary schools in the area.

The findings also revealed that some head teachers and parents discouraged teachers from using the local languages in the thematic curriculum instruction. These findings concur with the study results of Altinyelken Hl:(2010), which showed that head teachers, private school owners and some parents were the main opponents of the curriculum, claiming that teaching pupils in local languages would deny them the

chance of excelling academically at higher levels of education where English is the medium of instruction and examination.

5.3 Conclusions

In this section, the researcher presents the conclusions of the study findings, objective by objective

5.3.1 The teachers' perceptions on provision instructional materials and implementation of the thematic curriculum.

The findings of the study revealed that instructional materials are crucial for the implementation of the thematic curriculum. However, National Curriculum Development Centre and The Ministry of Education and Sports did not provide adequate instructional materials and this has crippled the effective implementation of the curriculum.

5.3.2 .Teachers perceptions on capacity building and the implementation of the thematic curriculum

The study findings revealed that teachers were given some training through seminars and workshops before the curriculum was introduced, but this training was not enough. In addition, the number of teachers trained to handle the thematic curriculum was still small as compared to the number of learners in the infant classes. There is a need for more capacity building for the teachers through providing refresher courses seminars and workshops.

5.3.3. Teachers perceptions on the thematic curriculum and its effect on its implementation

The study findings show that the teachers perceived the thematic curriculum as an ideal curriculum, but the negative perceptions about the thematic curriculum held by teachers are largely due to the inadequacy of the teaching and learning materials provided by the Ministry of Education, Science, Technology and Sports The teachers' attitudes and perceptions of the curriculum should be positive to foster effective curriculum implementation

5.4 Recommendations

5.4.1 Teachers perceptions of the thematic curriculum and provision of the instructional materials:

- The study carried out revealed that instructional materials are very crucial in the implementation of the thematic curriculum. Therefore, the National Curriculum Development Centre and the Ministry of Education, Science, Technology and Sports should devise means of providing sufficient instructional materials to all the primary schools in the country.
- National Curriculum Development Centre should organize workshops for training the teachers in improvising instructional materials where possible by using local and available materials in the school.

5.4.2 Teachers perceptions on capacity building / training and the implementation of the thematic curriculum

- National Curriculum Development Centre and the Ministry of Education, Science, Technology and Sports should organise refresher courses and in-service training for the teachers handling the thematic curriculum in order to equip them with the skills they need for the effective implementation of the curriculum.

The Ministry of Education, Science, Technology and Sports should provide all the schools with textbooks and reference books such as dictionaries for local languages that will help the teachers to improve in local languages and thus improve their ability to teach the thematic curriculum.

5.4.3 Teachers perceptions and its impact on the implementation of the thematic curriculum

Stakeholders in the implementation of the thematic curriculum especially MOESTS, NCDC and head teachers should endeavour to change the teachers' negative perceptions and attitudes towards the implementation of the thematic curriculum through regular training and sensitisation campaigns in order to stop resentment and shunning of the curriculum by teachers.

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APPENDICES

APPENDIX: 1

QUESTIONNAIRES FOR PRIMARY TEACHERS AND HEAD TEACHERS

SECTION A: BACKGROUND INFORMATION

Please indicate your response by ticking the right box

1. Designation of the Respondent: Teacher ☐ Head t☐her

2. Sex of the respondent: Female ☐ Male ☐

3. Age of the respondent

20-30 years ☐ 31-35 years ☐

36-40 years ☐ 40 years and above ☐

4. Level of education.

Secondary ☐ Tertiary / College ☐ University ☐

Others..... Specify.....

5. Working experience

1 year ☐ 2-5 years ☐ above 5 years ☐

6. Category of the school

A. Government aided school ☐ B. Private school ☐

SECTION B: SPECIFIC BACKGROUND INFORMATION ON THEMATIC CURRICULUM

7. Did you train in use and implementation of the Thematic curriculum?

Yes ☐ No ☐

Is your school embracing/ using the thematic curriculum in lower primary

Yes ☐ No ☐

SECTION C: Please use the following scale to answer questions in the following table, put a tick on the right alternate / statement.

A	B	C	D	E
Strongly Agree	Agree	Not sure	Disagree	Strongly disagree

Provision of the instructional materials for the thematic curriculum

The Government provided enough instructional materials for the thematic curriculum	A	B	C	D	E
The learning materials are relevant to the themes in the curriculum	A	B	C	D	E
Learning materials such as local language are not enough in schools	A	B	C	D	E
Orthography and language translation is still a problem because of insufficiency of materials	A	B	C	D	E
Teacher guides are not enough for all teachers	A	B	C	D	E
More charts, reading books in local languages mathematics work cards are still required	A	B	C	D	E
Teachers with help of school administrators can devise reading materials through improvisation using local materials	A	B	C	D	E
All reading and instructional materials should come from NCDC and MOES, its not the teachers duty	A	B	C	D	E
The curriculum content is too much for lower primary, it is the cause for insufficiency of materials	A	B	C	D	E
Some of the provided teaching materials are irrelevant to the curriculum	A	B	C	D	E

If you have other comments/views/advise on provision of teaching/instructional materials for the thematic curriculum please write them below

.....

Section D: Teacher's Capacity Building and the Implementation of the Thematic Curriculum *{please use the following scale to rate the Thematic}*

A	B	C	D	E
Strongly agree	Agree	Not sure	Disagree	Strongly disagree

The number of teachers trained to implement the curriculum was enough	A	B	C	D	E
Teachers did not get sufficient training in some area of the curriculum i.e language orthography	A	B	C	D	E
The training got by teachers in literacy, numeracy, orthography and life skills was enough to for effective curriculum implementation	A	B	C	D	E
All lower primary school teachers should go for further training in the thematic curriculum implementation	A	B	C	D	E
The workshops so far conducted by NCDC and MoES in our area for teachers sensitization in the thematic curriculum are not enough	A	B	C	D	E
I have gained more analytical skills of assessing learning through the thematic curriculum training.	A	B	C	D	E
Teachers gain pedagogical skills in local languages such as literacy, or orthography and others in the thematic curriculum training	A	B	C	D	E
Workshops and seminars in the thematic curriculum are not sufficient enough to enable teachers to gain proficiency in teaching of local language in the thematic curriculum	A	B	C	D	E
Training of teachers should begin at college/ university level so that teachers gain proficiency in local languages for effective implementation of the curriculum	A	B	C	D	E

Section E: Effect of Teacher's Perceptions on the Implementation of the Thematic Curriculum

	A	B	C	D	E
All teachers support the thematic curriculum	A	B	C	D	E
Some teachers think the thematic curriculum is not the best for lower primary that is why they have not got involved in its implementation	A	B	C	D	E
Learners who are under the thematic curriculum will not complete favorably with those who are not as higher classes use English as a medium of instruction	A	B	C	D	E
Teachers believe life skills re good but instruction of pupils in local languages denies them chance to perform well in upper classes where exams are mainly in English	A	B	C	D	E
The too much work and themes required in the thematic curriculum is believed to be work overload for teachers hence teachers shunning the curriculum	A	B	C	D	E
Proficiency of majority of teachers in local languages is still low, so teachers are incapacitated , hence opposing the curriculum	A	B	C	D	E
Some head teachers and parents do not see any future in instruction of tier children in local languages hence discouraging teachers to implement this curriculum	A	B	C	D	E
The old curriculum looks better and competitive teachers have a negative attitude towards the thematic curriculum	A	B	C	D	E
Teachers are insufficiently trained and not ready to handle children in the thematic curriculum	A	B	C	D	E
Please specify other teacher- related factors that are making the implementation of the thematic curriculum very challenging	A	B	C	D	E

Thank You

Appendix 2

INTERVIEW GUIDE FOR HEAD TEACHERS AND OTHER SCHOOL ADMINISTRATORS IN PRIMARY SCHOOLS IN GOMBE SUB COUNTY, WAKISO DISTRICT.

1. Post
2. For how long have you been working in this school as an administrator?
3. Which of the following age brackets do you belong to? 20 – 30 years, 31- 35 years, 36- 40 years 40 years and over?
4. What is your education level/ your highest level of qualification/
5. What is the category of your school, private, government aided school et.c
6. Has your school embraced the implementation of the thematic curriculum?
7. How many teachers in your school trained for the implementation of the thematic curriculum?
8. Did the government provide learning materials for the implementation of the thematic curriculum?
9. Which is learning materials in particular?
10. In your own view comment of the quantity and adequacy of these materials
11. How relevant are these materials to the implementation of the curriculum?
12. Do you or your teachers devise learning material for implementation of the curriculum?
13. Please comment about the content coverage in the thematic Curriculum
14. How has the implementation of the Curriculum helped the teachers to develop professionally?
15. Did / Do the teachers get sufficient training for the Curriculum
16. What is your stake on training? Should training of teachers for this curriculum begin at College / or it should be in service?
17. Comment on the effect of this curriculum's implementation on learning in primary schools.

Thank you

Appendix 3:
WORK PLAN

	January	February	March	April	May	June
Writing the Research proposal						
Data collection						
Data organization analysis and interpretation						
Report writing, typing editing and submission						

APPENDIX 4

BUDGET FOR THE RESEARCH

No.	Item	Particulars and Description /cost	Estimated amount in Uganda shillings
1	Stationary	4 reams of photocopying paper 1600/= x 4 4 writing pads 6000 x4 2 Flash discs 2000@ 1 box file 8000/= @	64,000/= 24,000/= 40,000/= 8,000/=
2	Personnel	3 Research assistants @ 1000/= for 4 days Transport 10 x 10,000 Lunch 150000/= for 4 days	120,000/= 100,000/= 150,000/=
3	Services	Internet surfing, typing, photocopying, binding 200,000	200,000/=
4	Miscellaneous	Miscellaneous	200,000/=
		Total	906,000/=