

**LUGANDA AS A MEDIUM OF INSTRUCTION AND ITS EFFECTIVENESS**  
**IN TEACHING LOWER PRIMARY LEVELS IN SELECTED**  
**PRIMARY SCHOOLS, KAYUNGA DISTRICT, UGANDA**

---

A Thesis  
Presented to the  
College of Higher Degrees and Research  
Kampala International University  
Kampala-Uganda

---

In Partial Fulfillment of the Requirements for the Degree  
Master of Educational Administration and Management

---

By

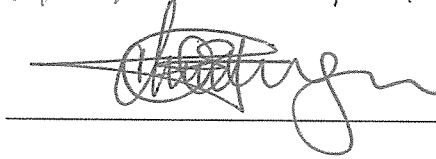
Maliyamungu Philip Charles  
MED/31972/102/DU

October, 2012

## DECLARATION A

"This dissertation is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

MALIYAMUNGU PHILIP CHARLES

A handwritten signature in black ink, appearing to read 'Philip Charles', written over a horizontal line.

Name and Signature of Candidate

05<sup>TH</sup> OCT. 2012

Date

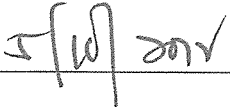
## DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".



Dr. Sofia Sol T. Gaite

Supervisor



Date

## APPROVAL SHEET

This thesis entitled "Luganda as a Medium of Instruction and its Effectiveness in teaching Lower Primary Levels in Selected Primary Schools in Kayunga District, Uganda" was prepared and submitted by Mr. Malyamungu Philip Charles; RegNo. MED/31972/102/DU in partial fulfillment of the requirements for the degree of Master in Education Management and Administration has been examined and approved by the panel on oral examination.

\_\_\_\_\_  
Name and Signature of Chairman

\_\_\_\_\_  
Name and Signature of Supervisor

\_\_\_\_\_  
Name and Signature of Panelist

\_\_\_\_\_  
Name and Signature of Panelist

\_\_\_\_\_  
Name and Signature of Panelist

Date of Comprehensive Examination

\_\_\_\_\_

Grade:

\_\_\_\_\_

\_\_\_\_\_  
Name and Signature of Director, CHDR

\_\_\_\_\_  
Name and Signature of DVC, CHDR

## **ACKNOWLEDGEMENT**

Firstly, the researcher would like to thank God Almighty for the gift of life and good health He gave him throughout the process of his course and the production of the final thesis.

He is deeply indebted to his research Supervisor Dr Sofia Sol T. Gaite for her patience with his inadequacies as she guided him through the research. Without her parental and professional input, this research would have been difficult to elevate to its current level.

The researcher also acknowledges the panelists: Dr. Novembrieta R. Sumil (DVC-CHDR and Chairperson); Dr. Manuel O. Sumil (member); and Dr. Sarah Kyolaba (member).

He acknowledges with gratitude the contributions and co-operation made by the head teachers, teachers and students of the sample schools for their willingness to provide the necessary information when he visited their respective schools during the research process. Without their cooperation, this study would have been impossible to accomplish.

He would like to deeply thank all his lecturers at the College of Higher Degrees and Research, Kampala International University. They have adequately guided and equipped him with both theoretical and practical skills. He would also like to acknowledge the contribution of his colleagues from whom he enjoyed fruitful discussions on challenging topics.

Finally, great thanks go to all his family members; wife and children for the morale support they offered him during his studies. May the Almighty God bless them abundantly.

## **ABSTRACT**

This study investigated Luganda as a medium of instruction and its effectiveness in teaching lower primary levels. The study was based on the following objectives: to determine the demographic characteristics of the respondents in terms of gender, age, education level and the number of years of teaching experience, to determine the extent of the use of Luganda as a medium of instruction, to determine the level of effectiveness of luganda as a medium of instruction in lower primary levels and to establish the significant relationship between the extent of the use of Luganda and the level of its effectiveness as the medium of instruction in teaching lower primary levels. The study was conducted through descriptive survey design. Data was collected between March and August, 2012, using non standardized questionnaires and review of secondary data techniques from 14 randomly selected primary schools in Kayunga District. Data was analyzed using frequency counts for the profile of the respondents; mean for the extent of use of Luganda and the level of its effectiveness as a medium of instruction in lower primary levels. Correlation coefficient was used to determine the relationship between the dependent and independent variable. The study established that there was moderate extent of the use of Luganda and moderate level of the effectiveness of the use of Luganda as a medium of instruction. It also found out that there is a significant relationship between the use of Luganda and its effectiveness in teaching lower primary levels. It established that majority of the schools use Luganda as a medium of instruction in lower primary levels though still faced with a number of factors like negative parents' attitude towards the new policy, lack of learning materials and lack of teacher training to teach Luganda properly. The study recommended that the government, which is the employer of teachers, has a role to play in enforcing the mother-tongue instructional programme. The programme needs more than mere stipulation in the National policy on Education. This needs to be done in order to foster meaningful, purposeful and functional primary education as enunciated in the National policy on Education.

## TABLE OF CONTENTS

PRELIMINARIES		PAGE
	DECLARATION A	ii
	DECLARATION B	iii
	APPROVAL SHEET	iv
	ACKNOWLEDGEMENTS	v
	ABSTRACT	Vi
	TABLE OF CONTENTS	Vii
CHAPTER		
ONE	<b>THE PROBLEM AND ITS SCOPE</b>	1
	Background of the Study	1
	Statement of the Problem	3
	Purpose of the Study	4
	Research Objectives	4
	Research Questions	5
	Null Hypotheses	5
	Scope of the Study	5
	Significance of the Study	6
	Operational Definitions of key Terms	7
TWO	<b>REVIEW OF RELATED LITERATURE</b>	8
	Concepts, Opinions, Ideas from Authors/Experts	8
	Theoretical Perspective	21
	Related Studies	23

THREE	<b>METHODOLOGY</b>	29
	Research Design	29
	Research Population	29
	<i>Sample Size</i>	29
	<i>Sample Procedures</i>	30
	Research Instruments	30
	<i>Validity and Reliability of Instrument</i>	31
	Data Gathering Procedures	31
	Data Analysis	32
	Ethical Considerations	33
	Limitations of the Study	34
Four	<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA</b>	35
	Demographic Characteristics of the Respondents	35
	Extent of use of Luganda as a medium of Instruction	37
	Level of Effectiveness of Luganda as a medium of Instruction	40
	Relationship Between the Extent of use of Luganda and its Effectiveness as a medium of Instruction	44
Five	<b>FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	45
	Summary	45
	Conclusion	46
	Recommendations	47
	Areas of Further Research	48
SIX	<b>REFERENCE</b>	49
SIX	<b>APPENDICES</b>	



APPENDIX I A	Transmittal Letter	58
APPENDIX I B	Transmittal Letter For Respondents	59
APPENDIX II	Clearance From Ethics Committee	60
APPENDIX III	Informed Consent	61
APPENDIX IV A	Face Sheet: Demographic Characteristics Of The Respondents	62
APPENDIX IV B	Questionnaire To Determine The Extent Of Use Of Luganda As A Medium Of Instruction	63
APPENDIX IV C	Questionnaire To Determine The Level Of Effectiveness Of Luganda As A Medium Of Instruction	65
APPENDIX VI	Sample Size Computation	71
APPENDIX VII	Reliability/Validity	72
APPENDIX VIII	Researcher’s Curriculum Vitae	73

## **LIST OF ABBREVIATIONS AND ACRONYMS**

ECCD	Early Childhood Care Development
GWP	Government White Paper
MoES	Ministry of Education and Sport
NCDC	National Curriculum Development Center
PTC	Primary Teachers' College
UCE	Uganda Certificate of Examination
UNESCO	United Nations Educational, Scientific and Cultural Organization

## LIST OF TABLES

TABLE		PAGE
1	Demographic Characteristics of the Respondents	35
2	The Extent of use of Luganda as a medium of Instruction	37
3	The Level of Effectiveness of Luganda as a medium of Instruction	40
4	Relationship between the use of Luganda and its Effectiveness as a medium of Instruction	44

## CHAPTER ONE

### PROBLEM AND ITS SCOPE

#### Background of the study

Education, whether formal or informal, is perceived as development and language is the major medium of instruction and communication through which innovations, ideas, views and opinions are transmitted from one person to another, institution to institution, and country to country. African scholars as well as their western counterparts have documented substantial evidence showing that Africa was on a positive trend to steady development before colonialism was ushered in, which stunted Africa's technological development (Owino, 2000b). The pre-colonial Africa's development is manifested in the superior architectural designs of the Egyptian and Sudanese pyramids; the progressive socio-political structures of the greatest kingdoms of Buganda, Mali, Ghana; the impressive ruins of Iron Age at Engaruka; and the most famous sites of surviving stone ruins of Great Zimbabwe (Owino, 2000b; Kiwanuka, 1967). But, colonialism started on a journey of altering the psyche of the African elite from the indigenous technology hence rejecting everything African including African languages and indigenous education, to cherishing anything European (Owino, 2002). The setting in of the new era disoriented the African technology which was quickly replaced by a theoretical European education that was propagated by a foreign medium of instruction.

One of the crucial initiatives to address the issue of language in education and development in Africa took place in a workshop held in Addis Ababa in March 1990. The theme of the workshop was 'The Cultural Prerequisites and the Role of Women in the Application and Development of Science and Technology in Africa'. 'One of the most important lessons of this workshop was the declaration of the centrality of language issues to the whole discussion of development in Africa (Prah, 2002: 9). It was explicitly

pointed out that African languages should be at the forefront of revamping the education system in Africa if Africa is to develop. The medium of instruction in school dictates to a large extent the attainment of knowledge and skills at all levels of the education system. The medium of instruction can promote, stagnate or even stifle the acquisition of knowledge and skills that are pertinent to development. It is unfortunate that the major media of instruction in African Schools emanated from foreign cultures! And, as much as such media of instruction are regarded as second languages to the respective countries where they are employed, they are largely foreign languages in structure and mutual intelligibility apart from Arabic. The four major languages that occupy the education space in Africa include French, Portuguese, Arabic and English. Of the four languages, English enjoys a lion's share not only as a medium of instruction in the education system but also as an official language in other formal settings.

The proponents of English as a medium of instruction in the education system would say that Africa is fortunate to have English because it's a global language of science, technology and the academics in general. English as a language is heavily entrenched in the education system, and has massive literature in almost every discipline and therefore a major international language of education and communication (Katamba: 1994). There are massive opportunities and prospects for Africa to be associated with a language of this magnitude – that is English. On the other hand, it is to a certain extent a worry to many academicians in Africa and at the global level that English as a second language to some Africans and a foreign language to many of them, is a major medium of instruction in the education system. As much as English is a second language in all the Anglo-phone countries in Africa, a substantial number of indigenous people are not fluent in the language and their level of mutual intelligibility is generally low.

Uganda as one of the Anglo-phone countries in Africa has over 60 indigenous languages, two official languages, that is, English and Kiswahili which have no indigenous speakers, and a number of foreign languages. The national language policy envisages the education system in Uganda to be bilingual though in practical terms it is

highly monolingual in as far as the medium of instruction is concerned. The bilingual nature of Uganda's education system is only manifested at lower primary in some primary schools in rural areas. The indigenous languages are taught as subjects in some selected schools and institutions. The national language policy singles out six area languages; languages of wider communication and they include Luo, Lugbara, Runyankore-Rukiga, Runyoro-Rutooro, Ateso/Akaramojong, and Luganda. Luganda which is spoken by a third of the population is taught as subject at all educational levels. French, German, Arabic, Kiwahili and English are also taught. English is a second language and an official language in Uganda. English is the medium of instruction from Primary Four to tertiary institutions and the local languages or mother tongue employed in the early primary (The Government White Paper on Education, 1992).

The recent research findings on use of mother tongue as a means of instruction in the lower primary indicate that there is a relative level of adherence to the language policy in the first three years of primary school (Piper, 2010). On the contrary, mother tongue as a medium of instruction is quite disregarded in primary schools in both rural and urban areas, and English is still employed as a medium of instruction due to the prestige attached to this language. However, research has indicated that Children learn better and are able to acquire knowledge and skills when they are taught in their mother tongue (Bunyi, 1997; Obondo, 1997; Government White paper on Education 1992). Children and adults are likely to grasp concepts better in a language which is familiar to them. Therefore, this study is geared towards determining the effectiveness of using Luganda as a medium of instruction in lower primary levels in Kayunga District.

### **Statement of the problem**

An education system which does not take into account local culture and language is characterized by low intake, high repetition and high dropout rates. The dropout rates are high because education has little perceived relevance; achievement levels are low because concepts and competencies are difficult or impossible to learn in an unfamiliar language. In view of this discrepancy, it became imperative that a study be

made to determine the effectiveness of using Luganda as a medium of instruction in lower primary levels in Kayunga District.

**Purpose of the study**

1. To test the hypothesis of no significant relationship between the use of Luganda as a medium of instruction and its effectiveness in teaching lower primary schools
2. To validate the theory of Skinner (1957) where the study is based
3. To generate new information from the finding of the study
4. To bridge the gaps from the existing literature

**Research Objectives**

**General Objectives:** The study correlated between the use of Luganda and the effectiveness of using Luganda as a medium of instruction in selected lower primary levels in Kayunga District, Uganda.

**Specific Objectives:** To be sought further in this study was as follows:

1. To identify the demographic characteristics of the respondents in terms of:
  - Gender
  - Age
  - Education Level
  - Number of years teaching experience
2. To determine the extent of the use of Luganda as a medium of instruction in lower primary school levels in the selected schools under study.
3. To determine the level of effectiveness of using Luganda as a medium of instruction in the lower primary levels.
4. To establish the significant relationship between the extent of the use of Luganda and the effectiveness of Luganda as a medium of instruction in lower primary school levels.

## Research Questions

This study sought to answer the following research questions:

1. What are the demographic characteristics of the respondents as to:
  - Gender?
  - Age?
  - Education Level?
  - Number of years teaching experience?
2. What is the extent use of Luganda as a medium of instruction in lower primary levels in the selected schools under study?
3. What is the level of effectiveness of using Luganda as a medium of instruction in the lower primary levels?
4. Is there a significant relationship between the extent of the use of Luganda and its effectiveness as a medium of instruction in lower primary school levels?

## Null Hypothesis

Ho: There is no significant relationship between the extent of the use of Luganda and its effectiveness as a medium of instruction in lower primary levels.

## Scope of the Study

### Geographical Scope

The study was conducted in randomly selected primary schools in Kayunga District. Kayunga District is bordered by Amolatar District to the North, Buyende District to the NorthEast, Kamuli District to the East, Jinja District to the Southeast, Buikwe District to the South, Mukono District to the SouthWest, Luweero District to the West, Nakasongola District to the NorthWest. Kayunga, where the district headquarters are located, lies approximately 74 kilometres (46 mi) NorthEast of Kampala, on an all-weather tarmac highway.



**Content Scope**

The study intended to examine the correlation between the use of luganda as a medium of instruction and its effectiveness in improving learning outcomes, reducing repetition & dropout rates and providing socio- cultural benefits to pupils.

**Theoretical Scope**

This study was guided by the behaviourist theory of Skinner (1957).

**Time Scope**

The study was conducted within the period of 6months, from March 2012-August 2012

**Significance of the study**

The following disciplines will benefit from the findings of the study.

The teachers of the selected primary schools will recognize the roles they have to play in using Luganda effectively as a medium of instruction in lower primary levels.

The educational policy makers and planners. The findings of this study will shed light to the policy makers in developing education standards for the provisions and the use of luganda as a medium of instruction in lower primary levels.

The Ministry of Education will use the findings as empirical information to monitor within quality standards and the effectiveness of Luganda as a medium of instruction.

The future researchers will utilize the findings of this study to embark on a related study.

**Operational Definitions of Key Terms**

For the purpose of this study, the following terms are defined as they are used in the study:

**Demographic characteristics of** the respondents are attributes looked for in this study in terms of gender, age, education level, and number of years teaching experience.

**Medium of Instruction** is the language used by the teacher to teach.

**Effectiveness** refers to the degrees to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness means "doing the right thing."

**Luganda** is the major language of Uganda, spoken by over sixteen million Ganda and other people mainly in Southern Uganda, including the capital Kampala,

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Opinions, Idea from Authors/Experts**

##### **Uganda as a Medium of Instruction**

Wodak (1997) points out that Sociolinguistic research emphasized three domains where language is central in the socialization process and in schools. The first domain emphasises the role of language as a determinant of identity and the intellectual and cognitive development of individuals; as a mode of transfer of knowledge and for interaction between teacher and students; and language as object of knowledge and critical reflection in both L1 (first language) and L2 (second language) education. Africa has been disadvantaged whereby the language of instruction is largely foreign to students. In many African countries, the language of education includes a colonial language which is often a Language of Wider Communication (LWC). As a result, all former British colonies have English, whereas all the former French and Belgian colonies have French, all former Portuguese colonies have Portuguese and the only former Spanish colony has Spanish (Obondo, 1997).

This is therefore increasingly forcing the cultural groups into realizing the need to ensure the transmission of their linguistic heritage to the youngest members of their communities. A compendium of examples produced by UNESCO (2008b) attests to the resurgence of international interest in promoting mother tongue-based education, and to the wide variety of models, tools, and resources now being developed and tested to promote learning programmes in the mother tongue. However, most examples focus on the primary school level. Few empirical studies or well documented programmes promote the family's role as a child's first teacher in learning their first, and often more than one primary language, or the role of early childhood educators in supporting

mother tongue development or bi/multilingual learning in programmes that serve very young, linguistically diverse populations.

Many children speak a home language that differs from the language of instruction in education programmes. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education. Whether children successfully retain their mother tongue while acquiring additional languages depends on several interacting factors. Studies show that six to eight years of education in a language are necessary to develop the level of literacy and verbal proficiency required for academic achievement in secondary school. To retain their mother tongue, children whose first language is not the medium of instruction must have: (1) continued interaction with their family and community in their first language on increasingly complex topics that go beyond household matters; (2) ongoing formal instruction in their first language to develop reading and writing skills; and (3) exposure to positive parental attitudes to maintaining the mother tongue, both as a marker of cultural identity and for certain instrumental purposes (e.g., success in the local economy or global trade).

In addition, research increasingly shows that children's ability to learn a second or additional languages (e.g., a *lingua franca* and an international language) does not suffer when their mother tongue is the primary language of instruction throughout primary school. Fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages. When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners. If, however, children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be attenuated or even lost. Even more importantly, their self-confidence as learners and their interest in

what they are learning may decline, leading to lack of motivation, school failure, and early school leaving.

Effective language policies for early childhood and primary school must be informed by a careful review of the research and cautious use of terminology to avoid inadvertent support of 'short cut' approaches to bilingual learning. 'Transition' programmes are appropriate after six to eight years of schooling in children's mother tongue. However, most 'transition' approaches tend to introduce the majority language as the primary medium of instruction in primary year three, a practice associated with much less favourable outcomes for acquisition of both the mother tongue and the majority language. Thus, it is advisable to refer to late transition programmes as 'transfer' programmes to distinguish them from early transition programmes, which can properly be referred to as 'transition' programmes.

Learning through the indigenous language will provide a smooth transition from the world of the home to the world of the school. Mother tongue in learning do not only preserve the cultural value of the people but:

- Facilitates easy transition from home to school.
- Makes learning permanent in the pupils
- Develops in the pupils' readiness to learn.
- Affords the pupils the opportunity to transfer learning appropriately.

*European Journal of Social Sciences – Volume 10, Number 4 (2009)*

For these reasons, initial literacy should be conducted in a language that the child knows as was being suggested by Bamgbose (1995) and this should continue to be used as a medium of instruction for as long as possible in pre and primary education.

The success of mother tongue based bi/multilingual initiatives depends on a number of factors, including:

- children's health status and nutritional sufficiency;
- family socio-economic status;
- Parents' and communities' attitudes and behaviours

- competing demands for children's participation (e.g., agriculture, paid or domestic work, child care);
- individual and social factors affecting proficiency in the language of instruction;
- access to school;
- inclusion in education
- the status of the mother tongue (e.g., high or low status; a majority or minority language);
- quality of instruction;
- the political and economic environment (e.g., presence/absence of conflict, crises, stability); and
- social adjustment and peer relations.

Like many countries in Africa, Uganda, which gained independence from Britain in 1962, has been struggling to develop and implement effective multilingual policies in its schools. English is the official language of the country, but there is as yet no national language because none of the Ugandan languages has been considered demographically strong enough to take on this role. After a period of political turmoil in the 1970s and 1980s, the government appointed an education review commission to carry out a comprehensive analysis and suggest a blueprint for the future. The report of the commission culminated in the publication of a Government White Paper (GWP) on education (Government White Paper 1992). One of the major curriculum-related changes introduced by the GWP was the language education policy, which distinguished between policies in rural and urban areas. It was noted that the majority of the Ugandan population (90 per cent) is rural based, such that extensive areas may have people who speak the same language living together. However, the increasing rural-urban migrations in search of a better life have resulted in a growing number of urban centres with populations that are highly mixed linguistically. Therefore, against this background, the GWP stipulated that, in rural areas, the 'relevant local languages' would be used as the media of instruction from Primary 1 to Primary 4. English then becomes the medium of instruction in Primary 5. Primary 4 is a transition year, in which

Teachers use both the local language and English. In urban areas, English would be the medium of instruction from Primary 1 onwards, with the 'local language' taught as a subject. Kiswahili, 'as the language possessing greater capacity for uniting Ugandans and for assisting rapid social development' (GWP 1992:19), would be taught as a compulsory subject in both the rural and urban schools from Primary 4 to Primary 7.

Although the Education Review Commission, on whose report the 1992 White Paper on education was based, had recommended that the medium of instruction in the first four years of primary schooling should be the mother tongue, the government changed this to 'the relevant local language'. As mentioned above, urban centres had highly linguistically mixed populations. But similar situations were also found in some rural areas, especially where there were no distinct boundaries as one moved from one language group to another. Thus there may be a dominant language in a rural village, but trade with neighboring villages might lead to the use of other languages. Therefore, it was practical to speak of a local language that would be used perhaps as a lingua franca by people whose mother tongue was different, (Mukama, 1991).

In response to the proposals in the GWP, the National Curriculum Development Centre (NCDC) developed a curriculum that was eventually introduced into primary schools in two parts, in 2000 and 2002. One of the challenges facing the NCDC was how to address the government language policy in the context of Uganda's linguistic landscape, which includes 63 main languages spoken by 24 million people (NCDC, 1999). Exacerbating the challenge of deciding which language constitutes the most dominant 'local language' in any given area was the acute shortage of funding and human resources to support materials development and teacher education. The primary curriculum review of 2004 drew attention to the low literacy levels in both English and local languages, especially outside Kampala and in rural areas, and stressed the need to promote mother tongue literacy to address this perennial concern (Ministry of Education and Sports 2004).

In another discovery, (Ajiboye, 1987) gives the relevancy of mother tongue to education and says:

The learning of first language facilitates the Learning of a second language, thereby enhancing readiness of the second language and stimulating curiosity for possible areas of linguistic divergence

Research in Africa suggests, however, that multilingual language policies have met with limited success, partly due to a lack of appreciation of the context in which such policies are implemented (Bamgbose 2000, Kwesiga 1994, Oladejo 1993, Parry et al. 2005, Stein 2007). For example, many African parents assume that mother tongue policies have been imposed for political rather than sociolinguistic or demographic reasons (Muthwii 2002). In addition, parents want their children to master the official language, or the language of wider communication (LWC), early in the education process (Bergmann 1996). There is a common (though mistaken) belief that African languages are not equipped to deal with scientific and technical concepts (Obanya 1995, Prah 2010).

With reference to West Africa, (Fyle, 1976) says that during the colonial period, community attitudes were developed when everything pertaining to Europeans was regarded as excellent and worthy of imitation, whereas all that which belonged to the local African community was considered to be inferior. People in post-colonial countries still identify education with former colonial languages as evident in new South Africa and Namibia, where (Roy-Campbell, 1996; Granville et al 1998; Setati 2005) observed that Africans still resist mother tongue education in favour of English which they view as a language of knowledge. Although children from non-English environments speaking backgrounds have potentially rich linguistic and cultural backgrounds, the communities do not indicate an awareness of such linguistic richness because of attitudes which range from ignorance or indifference to support and pride, and this somehow affects children's learning (Murray and Smith, 1988).

In Zimbabwe, research carried out by (Moyo, 1991) in (Nondo, 1996) revealed that negative attitudes by parents towards the African languages are passed on to children. Parents of children at Wankie Secondary School regarded Ndebele L2 (second language) as being of no value to their children's lives since it did not render a person employable. The same sentiments were expressed by children of parents concerned.



These parents had no objection to their children learning English which they felt was more important for the future of their children.

Parents and other primary caregivers have the strongest influence on children's first language acquisition in the early years. These 'first teachers' attitudes, goals, and behaviours related to their child's initial language development influence children's developing language skills, language socialization, perceptions of the value of L1, and maintenance of L1. Gardner and Lambert (1972) were among the first investigators to characterize parents' language attitudes as 'instrumental' and 'integrative.' *Instrumental language attitude* focuses on pragmatic, utilitarian goals, such as whether one or another language will contribute to personal success, security, or status. By contrast, an *integrative language attitude* focuses on social considerations, such as the desire to be accepted into the cultural group that uses a language or to elaborate an identity associated with the language.

Baker (1992) cautioned against the assumption that parents' stated attitudes about their child's language acquisition necessarily match their language behaviour with the child: relationships between attitudes and behaviours are always complex. Most minority language parents are eager to see their children succeed in school and the broader society. Most minority parents also want their children to learn L1 and to be proud of their cultural heritage. Though few empirical studies have been reported, it seems that parents with these dual language goals tend to act more on promoting second language learning than on their expressed desire for mother tongue learning. This behaviour in turn affects children's dual language behaviours: they sense that the home language is less important, resulting in weakening of L1 in favour of L2. This *subtractive bilingualism* can begin at a very early age, just as children are learning their first words. Advocates of mother tongue acquisition in the early years need to consider possible differences between parents' expressed desires and their actual language behaviours with their infants and young children.

Kemppainen, Ferrin, Ward, and Hite (2004) identified four types of parental language and culture orientation: mother tongue-centric, bicultural, multicultural, and majority language-centric. They describe a correspondence between these positions

and parents' choice of language school for their children. Of course, in many situations, parents have no choice about the language of instruction. In these situations, De Houwer's (1999) conceptualization of 'impact belief' is helpful. 'Impact belief' refers to the extent to which parents believe they have direct control over their children's language use. Parents with strong impact beliefs make active efforts to provide particular language experiences and environments for their children, and to reward particular language behaviours. Parents with weak impact beliefs take a passive approach to their children's early language experiences, seeing the wider environment as determining whether children acquire one or another language.

Li (1999) described how minority language parents' attitudes towards the majority language affect the speed and quality of children's acquisition of L2. She identifies three conditions that may affect young children's majority language learning when one or both parents speak a minority language: (a) continued use and development in L1 (extensive *family talk* covering more than household topics); (b) supportive parental attitudes towards both languages; and (c) active parental commitment and involvement in the child's linguistic progress (daily conversations, explanations, family talk and joint activities).

Lao's (2004) study of English-Chinese bilingual preschoolers underscores the important contributions of parents' home language behaviour in supporting preschool children's first language development. She emphasizes that mother tongue development cannot be achieved without a strong commitment from parents. To enable parents to facilitate their children's home language and literacy skills, she urges the provision of meaningful print-rich home environments, guidance from adults with high levels of literacy, partnerships with schools, and support for parents who need to improve their own oral and written skills in L1.

Factors internal to the child also affect language learning. Children's responses to opportunities or demands to learn more than one language depend on their temperament and other personality variables (Krashen, 1981; Strong, 1983; Wong-illmore, 1983), including motivation, learning styles, intellectual capacity, sensory abilities (e.g., hearing and vision) (Genesee & Hamayan, 1980). Little research has

been conducted on the effects of these individual differences on the outcomes of alternative models for language in education.

Much has been written about training early childhood educators, especially for kindergarten and early primary school, in majority world countries. The e UNESCO (2007a) Global Monitoring Report, 'Strong Foundations: Early Childhood Care and Development' provides an overview of some major initiatives. Promising policies and programmes of training typically emphasize a shift from didactic, 'teacher-centred' and academically focused approaches to approaches that are participatory, 'child-centred', holistic and developmentally appropriate and encourage hands-on learning and learning through play.

Training initiatives often aim to increase the level of education of caregivers and teachers and the amount of training specifically in ECCD. For example, in China, in 1989 the government established an integrated professional training system with multiple forms and levels (e.g., pre-and in-service training, degree and non degree, short- and long-term), in which kindergarten teachers must graduate from secondary schools and pass an examination that leads to a required early childhood teaching certificate (Corter et al., 2006; China Ministry of Education, 2003; Wong & Pang, 2002). Minimum education requirements, standardized pre service training, and regulation are strategies used in many countries to upgrade the quality of programme provision as well as to build the public and political profile of ECCD and boost levels of participation. However, this can create a challenge in settings where it is difficult to recruit adults into employment in ECCD, where the baseline education level of most adults is low, and especially where there is priority on recruiting adults who are highly proficient in speaking and writing (where there is a written system) the mother tongue of children who the ECCD programmes are intended to benefit.

At the same time, there is understandable concern that mother tongue based ECCD programmes should not provide 'sub-standard' programmes delivered by under-qualified caregivers and teachers. This is a dilemma that must be negotiated in each setting, recognizing that quality of programme provision does not always depend upon the level of pre-service education and specialized training in ECCD. Trade-off s may be

necessary at first while policies may maintain a goal of highly educated and specially trained staff. As Johnston and Johnson (2002) report, the best language speakers are often not trained as ECCD practitioners and may need support in bilingual instruction. In-service training is an approach that is practical, accessible to the practitioner, grounded in real-life examples and conditions, and potentially effective in many situations.

Despite positive trends in training and professional development of practitioners in ECCD, engaging parents and other caregivers more actively in children's development and learning and working with linguistically and culturally diverse children are two areas that have been identified as lagging behind (UNESCO, 2007a). Using the mother tongue of children and families may be a key to increasing parents' demand for and involvement in ECCD. Evidence from Bolivia, Guinea-Bissau, Mozambique and the Niger shows that parents are more likely to communicate with teachers and participate in their children's learning when local languages are used (Benson, 2002).

Where there are no trained ECCD practitioners who are fluent in the mother tongue(s) of children in the programme, soliciting assistance from family and community members who are fluent in the mother tongue is a recommended approach. They can volunteer or be paid to assist in ECCD settings and also help to support mother tongue language and literacy development in the home. For example, to address shortages of bilingual teachers in Western Europe (e.g., in Denmark, the Netherlands, Sweden and the United Kingdom), 'bilingual assistants' work in pre-schools with new migrant pupils and their parents to help strengthen L1 and build familiarity with the official language (OECD, 2001). For example, speaking and listening activities, specially bilingual story-telling and reading may be effective. For example, the ECCD practitioner can read a story in one language, then in another. Monolingual teachers can engage children's family members in reading or telling stories in L1.

An effective parent involvement approach produced positive results in an early but still illustrative demonstration project in the USA in which Spanish speaking mothers were recruited as 'parent-teachers' within a bilingual-bicultural learning format in a programme for 2-3 year olds. Specific curriculum objectives were to enhance Spanish

and English at auditory and oral levels, to enhance these skills via a Mexican American format, to instill cultural pride, and develop social skills. The programme was evaluated through pre-and post-tests administered to the children, observations of child participation during the language exercises, analysis of Spanish-English occurrences in the classroom, and an assessment of mothers' individual planning based on daily curriculum guides. The results showed increases and improvements on all four dimensions. Of particular note, mothers showed increased confidence in being able to provide effective assistance to their children's bilingual learning (Garcia, Trujillo, & Batista, 1974). Another effective approach that has been reported is to recruit older children to read to their younger siblings in L1 (Bloch & Edwards, 1999). Relying on family and community involvement is never a reason, however, to lose sight of the critical need to recruit multilingual community members into practitioner training programmes and to train monolingual practitioners in linguistic diversity.

### **The Effectiveness of Luganda as a Medium of Instruction in Lower Primary Levels.**

Use of a familiar language to teach beginning literacy facilitates an understanding of sound-symbol or meaning-symbol correspondence, Cummins' (1991, 1999). Learning to read is most efficient when pupils know the language and can employ psycholinguistic guessing strategies; likewise, pupils can communicate through writing as soon as they understand the rules of the orthographic (or other written) system of their language. In contrast, submersion programs may succeed in teaching pupils to decode words in the second language, but it can take years before they discover meaning in what they are "reading."

Dutcher, N. (1995) asserts that since content area instruction is provided in the first language, the learning of new concepts is not postponed until children become competent in the second language. Unlike submersion teaching, which is often characterized by lecture and rote response, the use of a pupil's first language (in our case, luganda) as a medium of instruction allows teachers and pupils to interact

naturally and negotiate meanings together, creating participatory learning environments that are conducive to cognitive as well as linguistic development.

The affective domain, involving confidence, self-esteem and identity, is strengthened by use of the first language, (Ouane, 2003). He found out that the first language (our case, luganda) allows children to be themselves and develop their personalities as well as their intellects. He further noticed that it increases motivation and initiative as well as creativity.

Pupils' learning can be accurately assessed in the first language (Luganda) classrooms. When pupils express themselves, teachers can diagnose what has been learned, what remains to be taught and which pupils need further assistance. However when the second language which the pupil does not understand is used, teachers will find it difficult to determine if pupils have difficulty in understanding the concept itself, the language of instruction, or the language of the test, (Alexander, 2003).

Beyond Primary Education, English takes over as a medium of instruction. Christ (1997) underscores the importance of language in the education system. He believes that the nature and quality of educational institutions is determined by language of instruction and attitudes towards that language. Positive attitudes towards language and especially the medium of instruction are likely to steer learning beyond the classroom situation through the interactions between learners, and between learners and materials. But negative attitudes are likely to affect the learners' attainment of skills and knowledge.

To improve the learning skills and the performance of a pupil, he/she needs to be taught and encouraged to read in the local language. (Farrant, 1997) emphasized that a child will understand best when he/she sees the language they have been using at home is been used in the class room. He further noted that informal methods stimulate a desire in the child to read before trying to teach him to read. He asserted that this was done through storytelling and reading by the teacher and by consulting

books to find out things so that children could associate books with pleasure and usefulness.

Ssekamwa (2008). Reports that pupils performed well when their mother tongue language is used than a second language. Quane (2000) believes that improved performance is characterized by good knowledge of the first language. He adds that a pupil performed best when the mode of learning is environmental friendly (use of the first language).

However, Nsibambi (1999). Asserts that when pupils at their lower primary level get mixed up by the second language, they tend to fear to participate in any academic endeavors. Such fear can cause a child not to understand in class, Kwikiriza (1999). This for some reason will pose a negative attitude towards learning. Research shows that over 50% of the school dropouts is associated to language problems (Government White Paper on Education, 1992).

Ssekamwa (2008), found out that lack of understanding caused by the use of the second language as a medium of instruction makes pupils to fail and repeat the same class another year. He adds that repetition is mostly due to the fact that a child does not understand the language being used (second language) in the class room and so to understand the language of instruction first; and what is being taught are two different phenomena.

A major cause of first language failure has been the under-utilization of learners' home or first languages in schooling, in favor of the former colonial languages. Taking a panoramic view of sub-Saharan Africa with a particular focus on the Nigerian six-year primary project, this paper provides compelling reasons for why the first language should be used as a medium of instruction, taught as a subject, and drawn upon as a resource for cultural learning beyond junior primary schooling, in the process of advocating learning in, with and from the first language (Obanya, 2004).

## Theoretical Perspective

The behaviorist perspective dominated the study of learning throughout the first half of the twentieth century. Behaviorism is an approach to language acquisition based on the proposition that behavior can be researched scientifically without recourse to inner mental states. It is a form of materialism, denying any independent significance for mind. Its significance for psychological treatment has been profound, making it one of the pillars of psychological language acquisition theory. The behaviorist theory emerges on the basis of the following assumptions:

- Language learning is a habit formation resembling the formation of other habits. That is a language is learned in the way in which other habits are learned.
- Free will illusory and all behavior is determined by the environment either through association or reinforcement
- Only human beings have the capacity for language learning. They acquire a language as discrete units, independently trained not as an integrated system.

This theory puts emphasis on three important factors- **stimulus, response** and **reinforcement**. The most influential version of this theory is put forward by the American psychologist B. F. Skinner (1957). According to Skinner the approach of the theory emphasizes several important factors:

Firstly, it considers immediately observable aspects of situational stimuli.

Secondly, it stresses the language behavior

Thirdly, the theory also emphasises the verbal and behavioural responses

The theory is based on the premise that effective language behavior consists of producing responses to the correct stimuli. The link between stimuli and responses becomes habitual as a result of getting reinforcement. If a child produces an alternative which is appropriate to the situation, the mother will reward him/her with some sign of approval. And the response is more likely to occur in similar situations in the future



time. If the child produces an utterance which is inappropriate to the situation, he/she will not be rewarded. Consequently, the child will not repeat the same situation. The **stimulus-response-reinforcement** chain can be envisaged through the following illustration:

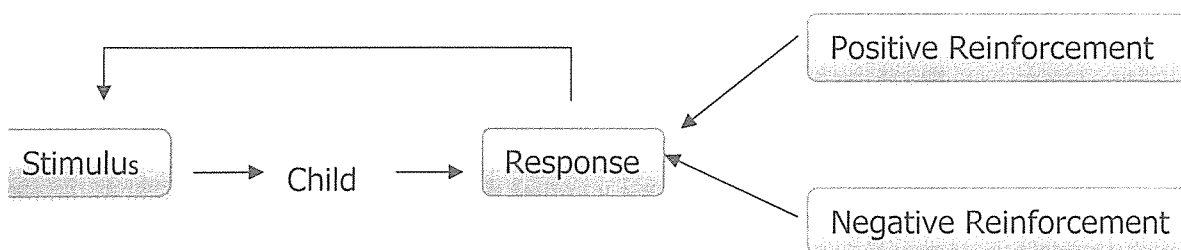


Fig. 1 Stimulus-Response-Reinforcement

This theory is very relevant because the child will produce a positive or negative reinforcement response to a correct or wrong stimulus. In this case a child understands best in the first language acquired. Instructing a child in the language he/she knows best will facilitate a positive reinforcement. But if a child does not know the language of instruction, a negative reinforcement will be observed. Nsibambi (1999). Adds that when pupils at their lower primary level get mixed up by the second language, they tend to fear to participate in any academic endeavors. Such fear can cause a child not to understand in class.

Skinner's theory also holds that learning requires formal guidance. Children will always find it very easy to comprehend what is being taught in class if a systematic way of helping them grasp the concept in question is employed. Alexander (2003) agrees that pupils' learning can accurately be assessed in the first language and teachers can diagnose what has been learned and which pupils need further help.

The behaviourists maintain that language acquisition is an outcome of experience. This is true because a child will imitate the parents or the caregivers and accumulate that experience that will enable him/her to get a clear understanding of what is being communicated. Gardner and Lambert (1972) assert that parents and caregivers have the strongest influence on children's first language acquisition in the

early years. They add that these “first” teachers’ attitudes, goals and behaviours related to their initial language development influence children’s developing language skills and perceptions of the value of the first language.

## **Related Studies**

### **Luganda as a Medium of Instruction and its Effectiveness in Teaching Lower Primary Levels**

Over the past two decades, there has been a growing number of researchers who have provided convincing support for the promotion of mother tongue education in the early years of schooling (Cummins 1981, 1993, 2000, Klaus 2003, Obondo 2007, Williams 1996). These researchers make the case that knowledge and skills gained in the mother tongue can transfer across languages; they also argue that multilingual children perform well at school when the school teaches the mother tongue effectively. Literature on literacy development attests to the benefits of using a child’s mother tongue even when the goal is learning a second language. Further, research in second language acquisition has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. For example, in two experimental studies of bilingual education in Guinea-Bissau and in Mozambique (Benson 2000), the students in the bilingual programme performed better when tested in the second language than their monolingual counterparts.

Many studies show that mother tongue-based instruction can improve a child’s self-esteem (Appel, 1988; Cummins, 1989, 1990; Hernandez-Chavez, 1984). As Rubio (2007) points out, children perceive at an early age that languages are valued differently. When there is linguistic and cultural discontinuity between home and school, minority language children may perceive that language and culture are not valued—a perception that lowers their self-confidence and self-esteem and interferes with their learning (Baker & Prys Jones, 1998; Covington, 1989). In contrast, Wright and Taylor (1995) found that Inuit students educated in L1 (Inuktitut) showed increased self-esteem and cultural pride compared to Inuit children educated only in L2 (English or French). Educators in Africa have described many similar benefits of mother tongue-

based bi/multilingual education, reporting that use of the learners' first language in school promotes a smooth transition between home and school, fostering an emotional stability that translates to cognitive stability.

Such children learn better and faster, and retain knowledge longer (Kioko, Mutiga, Muthwii, Schroeder, Inyega, & Trudell, 2008).

It is often said that the mother tongue symbolizes a deep, abiding, even cord-like connection between speakers and their cultural identity (McCarty, 2008). Indigenous scholars in Canada (Kirkness, 2002), the United States (Greymorning, 1997), and New Zealand (Harrison & Papa, 2005) make frequent reference to connections between language, community, place, and time. While most parents want their children to get a good education, parents also hope that their children will maintain their love and respect for their heritage language and culture, and for their home community. As one parent in a mother tongue-based education programme in the North Solomons Province of Papua New Guinea said: "it is important to teach our children to read and write, but is more important to teach them to be proud of themselves and of us" (Delpit & Kemelfield, 1985).

The socio-economic and socio-linguistic status of minority language communities can affect the outcomes of bilingual education programmes. Few studies have been able to control for all the relevant variables, while also comparing academic achievement under different language conditions. Thomas and Collier's (1997, 2002) seminal study is an exception to this trend. These investigators studied the educational trajectories of minority language speakers from school entry through eleventh grade in selected American schools, comparing the results of six different levels of educational support in L1. In the summary presentation of their findings, Thomas and Collier report that, on average, students with no mother tongue educational support finished between the 11th and 22nd percentile nationally, depending on the type of early education they received. Children who received one to three years of mother tongue instruction in the earliest grades finished, on average, between the 24th and 33rd percentile relative to national norms. Those with a full six years of mother tongue educational support finished, on average, at the 54th percentile, which is above national norms. Finally,

those children placed in mixed classrooms with native speakers of English in which instruction was provided both in the minority language and English (with both groups of children learning both languages) finished, on average, at the 70th percentile, well above national norms.

Modiano's (1973) study in the Chiapas highlands of Mexico found that indigenous children efficiently transferred literacy skills from the first language to the second language and out-performed monolingual Spanish speakers. Modiano also qualitatively explored how teachers from the same linguistic and cultural communities as their students were uniquely suited for their work.

The Six-Year Yoruba Medium Primary Project (Fafunwa et al. 1975; Akinnaso 1993; see Adegbiya 2003 for other references) demonstrated unequivocally that a full six-year primary education in the mother tongue with the second language taught as a subject was not only viable but gave better results than all-English schooling. It also suggested that teachers should be allowed to specialize in second language instruction.

The Rivers Readers Project, also in Nigeria, showed how mother tongue materials of reasonable quality could be developed even where resources were scarce and even for previously undeveloped languages with small numbers of speakers (Williamson, 1976). Communities themselves provided competent native speakers and funds for language development, producing over forty publications in fifteen languages.

Large-scale research on Filipino-English bilingual schooling in the Philippines (Gonzalez & Sibayan, 1988) found a positive relationship between achievement in the two languages, and found that low student performance overall was not an effect of bilingual education but of other factors, especially the low quality of teacher training (Dutcher, 1995).

Many linguists as well as experienced and successful bilinguals argue that it is highly desirable for multi-cultural societies to support the use of a first language in the learning of young bilinguals in schools (Scarcella, 1990 in Tompkins and Hoskisson, 1995). Hence, mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a

those children placed in mixed classrooms with native speakers of English in which instruction was provided both in the minority language and English (with both groups of children learning both languages) finished, on average, at the 70th percentile, well above national norms.

Modiano's (1973) study in the Chiapas highlands of Mexico found that indigenous children efficiently transferred literacy skills from the first language to the second language and out-performed monolingual Spanish speakers. Modiano also qualitatively explored how teachers from the same linguistic and cultural communities as their students were uniquely suited for their work.

The Six-Year Yoruba Medium Primary Project (Fafunwa et al. 1975; Akinnaso 1993; see Adegbiya 2003 for other references) demonstrated unequivocally that a full six-year primary education in the mother tongue with the second language taught as a subject was not only viable but gave better results than all-English schooling. It also suggested that teachers should be allowed to specialize in second language instruction.

The Rivers Readers Project, also in Nigeria, showed how mother tongue materials of reasonable quality could be developed even where resources were scarce and even for previously undeveloped languages with small numbers of speakers (Williamson, 1976). Communities themselves provided competent native speakers and funds for language development, producing over forty publications in fifteen languages.

Large-scale research on Filipino-English bilingual schooling in the Philippines (Gonzalez & Sibayan, 1988) found a positive relationship between achievement in the two languages, and found that low student performance overall was not an effect of bilingual education but of other factors, especially the low quality of teacher training (Dutcher, 1995).

Many linguists as well as experienced and successful bilinguals argue that it is highly desirable for multi-cultural societies to support the use of a first language in the learning of young bilinguals in schools (Scarcella, 1990 in Tompkins and Hoskisson, 1995). Hence, mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a

second language (Westley, 1992 in Mwamwenda, 1996; Hawes, 1979; Hakuta, 1986, in Travers et al, 1993).

Research on L2 acquisition shows that if a child masters the first language, then learning another language becomes less problematic in that habits of speech, listening, reading and writing which can be transferred to the learning of the second language (Cummins, 1981; Hawes, 1979; Obanya, 1985; Dawes, 1988; Krashen, 1985 in McLaughlin, 1987). Cummins (1981) in Kroll (1990:95) claims that there is an “underlying cognitive/academic proficiency” common to languages and this enables transfers of literacy related skills across languages.

The UNESCO Committee of 1953 states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely. The basic position of the 1953 report, which shows that children learn quickly through their first language than an unfamiliar linguistic medium, is supported by research evidence from African nations (Mwamwenda, 1996). Out of many research findings, Bamgbose (1991) cites the *Six Year Primary Project* started in 1970 in Nigeria to establish the effectiveness of the first language as compared with English L2. Results of the experiment clearly showed that the indigenous languages facilitated more meaningful learning than English.

In another research, Cleghorn (1992) also carried out comparative studies on the effectiveness of the L1 over English L2 in several schools in Kenya and it also found that important ideas were more easily conveyed when teachers did not stick to the requirements of the English-only language of instruction.

Whereas those who learn through their L1 are at an advantage, learners who learn through a second language are disadvantaged (Wallwork, 1985; Ngara, 1982; Macnamara, 1973; Miti, 1995). Chaudron (1988) asserts that in a learning situation where only the L2 is used as a medium of instruction, learners face problems because their task is threefold. The first is that the student has to make sense of the instructional tasks which are presented in the second language. Secondly, the learner has to attain linguistic competence which is required for effective learning to take place. Finally the student is faced with the problem of mastering the content itself. This is

illustrated by Roy-Campbell's (1996:16) interview findings from a former Tanzanian student who recalled "... the feeling of incompetence and loss of confidence as a result of a poor or hardly any grasp of English. I know of classmates who stayed dumb in the classroom rather than to embarrass themselves in a language they were not even sure they understood".

(Ajiboye, 1987) discovered that the learning of first language facilitates the Learning of a second language, thereby enhancing readiness of the second language and stimulating curiosity for possible areas of linguistic divergence. Lao (2004), however emphasizes that mother tongue development cannot be achieved without a strong commitment from parents. Bergmann (1996) differs with the above opinion and adds that parents want their children to master the official language early in the education process. Obanya (1995) in support to Bergmann's findings stresses that there is a common belief that African languages are not equipped to deal with scientific and technical concepts.

## CHAPTER THREE

### METHODOLOGY

#### Research design

This study employed the *descriptive survey* design specifically the *descriptive correlational* strategies. Descriptive studies are *non-experimental* researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. Descriptive correlational was used to determine the relationship between independent variable and the dependent variable. Other variables such as the demographic characteristics of the respondents were also described in the study.

#### Research population

The target population included a total of 126 respondents. Respondents were teachers selected from 14 primary schools in Kayunga District. Each school contributed 9 respondents. The teachers were involved in this study because they play the final role of implementing luganda as a medium of instruction and therefore are well conversant with the knowledge of its effectiveness at class room level.

#### *Sample Size*

The minimum sample size was 96 respondents. It was determined using the Sloven's formula.

$$n = \frac{N}{1 + N \alpha^2}$$



Where  $n$  = sample size

$N$  = target population

$\alpha$  = 0.05 coefficient of validity

### ***Sampling Procedures***

Purposive sampling was utilized to select the respondents based on these inclusion criteria:

1. Male or female respondents in the selected primary schools in the study
2. The teaching staff who are within the age bracket of 20 and above
3. The teaching staff who have at least a minimum academic qualification of Grade III
4. The teaching staff with teaching experience ranging from one year and above
5. Teaching staff who handled lower primary levels for more than one year

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

### **Research Instruments**

The research tools that were utilized in this study included the following: face sheet to gather data on the respondents' demographic characteristics (gender, age, education level, and number of years teaching experience); and researcher devised questionnaires was used to determine the level of effectiveness of Luganda as a medium of instruction in lower primary levels. The response modes of the questionnaire on the effectiveness of Luganda as a medium of instruction were indicated as: strongly agree (4); agree (3); disagree (2); strongly disagree (1).

### ***Validity and Reliability of the Instruments***

Content validity was ensured by subjecting the researcher devised questionnaires on effectiveness of Luganda as a medium of instruction to judgment by the content experts (who estimated the validity on the basis of their experience) such as professors (2), associate professors (2) and senior lecturers (3) in Educational Management of Kampala International University.

The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents, five from rural and five from urban primary schools in Kayunga District. These respondents were not included in the actual study. In this test- retest technique, the questionnaires were administered twice to the same subjects. The test was reliable and the trait being measured was stable, the results were consistent and essentially the same in both times. The construct Validity of Index (CVI) was at 0.72 and the level of significance was at 0.05 (see appendix VI for calculation).

### **Data Gathering Procedures**

#### ***Before the administration of the questionnaires***

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of primary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained to about the study and were requested to sign the Informed Consent Form.
4. Reproduced more than enough questionnaires for distribution.

#### ***During the administration of the questionnaires***

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

### ***After the administration of the questionnaires***

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

### **Data Analysis**

The frequency and percentage distribution table was used to determine the demographic characteristics of the respondents. The mean and standard deviations were applied for the extent of use of luganda as a medium of instruction and the level of effectiveness of luganda as a medium of instruction. An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

#### ***A. For the extent of use of luganda as a medium of instruction***

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly Agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

*B. For the level of effectiveness of Luganda as a medium of instruction*

Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

A multiple correlation coefficient to test the hypothesis on correlation (Ho #1) at 0.05 level of significance using a t-test was employed. The regression analysis  $R^2$  (coefficient of determination) was computed to determine the influence of the independent variables on the dependent variable.

### **Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The respondents and schools were coded instead of reflecting their names.
2. Solicited permission through a written request to the concerned head teachers of the primary schools included in the study.
3. Requested the respondents to sign in the *Informed Consent Form*
4. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
5. Presented the findings in a generalized manner.

### **Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. *Attrition/Mortality*: Not all questionnaires were returned. Out of the 100 questionnaires distributed, 56% were returned completely answered. Others were returned half way answered hence making it invalid. Some respondents withdrew from the study without giving me any notification while others deliberately refused participation claiming they were too busy.

The retrieval rate was computed as below:

$$\begin{aligned}\% \text{ of retrieval} &= \frac{56}{100} \times 100 \\ &= 56\%\end{aligned}$$

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### **Demographic Characteristics of the Respondents**

The first objective of this study was to identify the demographic characteristics of the respondents in terms of age, gender, education level and work experience. Of the 95 targeted respondents from the 14 randomly selected primary schools in Kayunga District, a total of 56 respondents responded to the study making a response rate of 59 percent (59%). the Demographic Characteristics are shown in the table below:

**Table 2**  
**Demographic Characteristics of the Respondents**

Category	Frequency	Percentage (%)
<b>Age</b>		
20-30	18	33
31-35	17	30
36-40	12	21
Above 40	9	16
<b>Total</b>	<b>56</b>	<b>100</b>
<b>Gender</b>		
Male	32	57
Female	24	43
<b>Total</b>	<b>56</b>	<b>100</b>
<b>Education Level</b>		
Grade III	40	71
Grade V	14	25
Degree	2	4
Masters	0	0
<b>Total</b>	<b>56</b>	<b>100</b>
<b>Work Experience</b>		
1 years-5 years	17	30
5 years-10 years	23	41
10 years-15 years	10	18
Above 15 years	6	11
<b>Total</b>	<b>56</b>	<b>100</b>

Table 2 show that the majority of the respondents were within the age bracket of 20-30, contributing 33%. Those within the age bracket of 30-35 contributed 30%. The respondents within the age bracket of 35-40 and above 40 constituted 21% and

11% respectively. This age distribution could be attributed to the fact that most teachers at the primary school level do not continue with their studies to higher institutions of learning but rather prefer to branch to Primary Teachers' College (PTC) after their Uganda Certificate Examination (UCE) hence getting teaching jobs when they are still at a tender age.

From the above table, the research showed that the male respondents were more than their female counter parts. The male constituted 57 % of the total number of the respondents whereas the female formed only 43%. This result could be because the educated woman of today prefers a more lucrative adventure to the field of education which is believed to pay less financially.

The research findings as indicated in Table 1 also showed that the biggest percentage of the respondents had Grade III as their highest academic qualification (71%), those with Grade IV had 25%, 4% constituted those with bachelor's degree while none of the respondents had a master's degree as their highest academic qualification. This could be because most of the primary school teachers branch to PTCs after their UCE. When they are through, they qualify as Grade III teachers and begin earning meager salaries which when mixed with other family responsibilities cannot make someone upgrade to higher levels beyond what he or she already has.

The results of this research as per Table 1, indicated that the biggest percentage of the respondents have been working for between 5-10 years (41%). Those who worked for between 1-5 years were 30%, 18% were for those who had worked for between 10-15 while the least percentage was for those who had worked for more than 40 years (11%). This could be attributed to the fact that primary teachers earn meager salaries with almost no allowances hence cannot afford the tuition for upgrading their papers hence being left with no choice but to keep teaching at primary level for as long as it takes.



## Extent of use of Luganda as a Medium of Instruction

The second objective of this study was to determine the extent of use of Luganda as a medium of instruction in teaching lower primary levels.

**Table 3**

### Extent of use of Luganda as a medium of Instruction

n=56

Items	Mean	Interpretation	Rank
1. The use of luganda is necessary in lower primary levels (P.1, P.2, & P.3)	3.23	Satisfactory	1
2. There are not enough materials written in luganda to make luganda to be used as a medium of instruction	3.21	Satisfactory	2
3. Some parents are not interested in their children learning luganda at school, they prefer their children beginning with English language straight away	3.16	Satisfactory	3
4. Teachers have been given formal training in the use of luganda as a medium of instruction in lower primary levels	3.12	Satisfactory	4
5. Teachers do not instructing pupils in luganda	3.10	Satisfactory	5
6. Teachers have embraced the use of luganda as a medium of instruction in the lower primary levels	3.04	Satisfactory	6
7. Luganda is taught as a subject to pupils but not used as a medium of instruction	2.62	Satisfactory	7
8. Luganda is used as a medium of instruction for all subjects in lower primary levels	2.59	Satisfactory	8
9. Pupils don't like luganda as a medium of instruction, instead they prefer the use of English language as a medium of instruction	2.49	Fair	9
10. Luganda is used only as a medium of instruction in class room lessons but not allowed to be used outside class room premises	2.45	Fair	10
11. Parents' attitude towards the use of luganda as a medium of instruction to their children is good	2.13	Fair	11
<b>Average</b>	<b>2.83</b>	<b>Satisfactory</b>	

**Legend: Average Mean**

The findings of the study according to Table 2, revealed that the extent of the use of luganda as a medium of instruction in lower primary levels is satisfactory. That means it is neither high nor low. This was indicated by the average mean of 2.83. The revelations of the above result could be explained better in the paragraphs below.

## Extent of use of Luganda as a Medium of Instruction

The second objective of this study was to determine the extent of use of Luganda as a medium of instruction in teaching lower primary levels.

**Table 3**  
**Extent of use of Luganda as a medium of Instruction**

n=56

Items	Mean	Interpretation	Rank
1. The use of luganda is necessary in lower primary levels (P.1, P.2, & P.3)	3.23	Satisfactory	1
2. There are not enough materials written in luganda to make luganda to be used as a medium of instruction	3.21	Satisfactory	2
3. Some parents are not interested in their children learning luganda at school, they prefer their children beginning with English language straight away	3.16	Satisfactory	3
4. Teachers have been given formal training in the use of luganda as a medium of instruction in lower primary levels	3.12	Satisfactory	4
5. Teachers do not instructing pupils in luganda	3.10	Satisfactory	5
6. Teachers have embraced the use of luganda as a medium of instruction in the lower primary levels	3.04	Satisfactory	6
7. Luganda is taught as a subject to pupils but not used as a medium of instruction	2.62	Satisfactory	7
8. Luganda is used as a medium of instruction for all subjects in lower primary levels	2.59	Satisfactory	8
9. Pupils don't like luganda as a medium of instruction, instead they prefer the use of English language as a medium of instruction	2.49	Fair	9
10. Luganda is used only as a medium of instruction in class room lessons but not allowed to be used outside class room premises	2.45	Fair	10
11. Parents' attitude towards the use of luganda as a medium of instruction to their children is good	2.13	Fair	11
<b>Average</b>	<b>2.83</b>	<b>Satisfactory</b>	

**Legend: Average Mean**

The findings of the study according to Table 2, revealed that the extent of the use of luganda as a medium of instruction in lower primary levels is satisfactory. That means it is neither high nor low. This was indicated by the average mean of 2.83. The revelations of the above result could be explained better in the paragraphs below.

The greatest number of respondents agreed that the use of luganda in lower primary levels is necessary. This was indicated by a mean of 3.23 and the results were interpreted as satisfactory. This could be because at such a level most pupils who did not go to nursery schools may not be able to speak or understand a language that is different from their mother tongue hence the necessity to teach them in the language they understand best. Cummins' (1991, 1999), adds that the use of a familiar language to teach beginning literacy facilitates an understanding of sound-symbol or meaning-symbol correspondence.

The respondents also agreed that there were not enough materials written in luganda to make it used as a medium of instruction. To add on the above, the respondents also consented that some parents are not interested in their children learning luganda at school, they prefer their children beginning with English language straight away. (Moyo, 1991) in (Nondo, 1996) revealed that negative attitudes by parents towards the African languages are passed on to children. These parents argue that the local languages cannot be used when job seeking.

The respondents also agree that teachers have been given formal training in the use of luganda as a medium of instruction in lower primary levels. This was indicated by a mean of 3.12 and interpreted as satisfactory. This means that a good number of schools train their teachers in a special way to enhance mother tongue teaching. According to UNESCO (2009), Training initiatives often aim to increase the level of education of caregivers and teachers and the amount of training specifically in Early Childhood Care Development. Due to the above undertaking, the respondents agreed that teachers have embraced the use of luganda as a medium of instruction in the lower primary levels.

Following the above response, the respondents agreed that Luganda is used as a medium of instruction for all subjects in lower primary levels. This was represented with a mean of 2.59 and was interpreted as satisfactory. This means that a bigger number of schools use luganda to teach subjects like (social studies, agriculture, science,

mathematics, physical education, religious education, art and craft etc). According to the European journal of social sciences (2009), Learning through the indigenous language will provide a smooth transition from the world of the home to the world of the school.

However, a significant number of the respondents disagreed that pupils don't like luganda as a medium of instruction, instead they prefer the use of English language as a medium of instruction and that Luganda is used only as a medium of instruction in class room lessons but not allowed to be used outside class room premises. This was illustrated with a mean of 2.49 and 2.45 respectively. This could mean that many pupils in the schools in Kayunga District love the idea of being instructed in luganda. (Westley, 1992) confers with the above idea when he adds that mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a second language.

**The level of Effectiveness of Luganda as a Medium of Instruction**

The third objective of this study was to determine the level of effectiveness of Luganda as a medium of instruction in lower primary levels in Kayunga District. To achieve this objective, the teaching staffs of the selected schools were asked to respond to a number of statements and questions. Data on this objective was analyzed under the question "what is the level of effectiveness of the use of Luganda as a medium of instruction in lower primary levels?" the results were indicated in Table 3 below:

**Table 4****Level of Effectiveness of Luganda as a medium of Instruction**

n=56

Items	Mean	Interpretation	Rank
1. Luganda provides a smooth transition for pupils from home to school	3.35	Satisfactory	1
2. Teachers know how to work collaboratively with other teachers in the school and with parents.	3.25	Satisfactory	2
3. Teachers know how to reflect on their own teaching practice and the impact it has on children's learning and be able to bring about a change in their teaching to respond to learners' needs.	3.25	Satisfactory	3
4. Teachers have been trained in using luganda a medium of instruction hence it is easier for them to handle the pupils properly	3.24	Satisfactory	4
5. Pupils enjoy being instructed in Luganda	3.23	Satisfactory	5
6. Teachers know how children learn and about differences in learning style and they monitor children's learning progress and make adjustments to suit children's learning needs.	3.23	Satisfactory	6
7. Teachers know how to manage learning in the classroom: how to prepare teaching plans and lesson notes, how to use the blackboard and textbooks effectively, how to monitor children's written work in their exercise books, how to assess progress and take remedial actions, how to organize learning tasks for individuals, in pairs or in groups, how to prepare appropriate re-usable instructional aids.	3.21	Satisfactory	7
8. Pupils understand better with Luganda as a medium of instruction	3.16	Satisfactory	8
9. Enough learning materials makes using luganda as a medium of instruction easier	3.14	Satisfactory	9
10. Pupils perform better with luganda as a medium of instruction	3.12	Satisfactory	10
11. The use of luganda as a medium of instruction makes it easier for pupils to learn English language quickly	3.07	Satisfactory	11
12. Pupils find it easier to learn reading skills when Luganda is used as a medium of instruction	2.83	Satisfactory	12
13. With Luganda as a medium of instruction, pupils gain confidence in learning and participate effectively in class quizzes.	2.67	Satisfactory	13
14. The rate of repetition and school dropout has reduced since the implementation of Luganda as a medium of instruction in lower primary levels	1.98	Satisfactory	14
15. The use of Luganda as a medium of instruction enhances pupils' writing capability.	1.78	Satisfactory	15
<b>Average</b>	<b>2.97</b>	<b>Satisfactory</b>	

The results above is indicated by an average mean of 2.97 and interpreted as satisfactory. This means that the level of effectiveness of the use of luganda as a medium of instruction is neither high nor low. This could be because this policy seems to be new to a number of schools and only few are practicing it and even those practicing the use of luganda as a medium of instruction in their schools do not exploit it extensively. The following findings might give a greater insight to the above result:

The greatest number of respondents agreed that Luganda provides a smooth transition for pupils from home to school. This was indicated with a mean of 3.35 and interpreted as very satisfactory. This could mean that many schools in this area of study actually use luganda as a medium of instruction in lower primary levels. The European journal of social sciences (2009), consents that learning through the indigenous language will provide a smooth transition from the world of the home to the world of the school.

The respondents also agreed that teachers know how to work collaboratively with other teachers in the school and with parents and that teachers know how to reflect on their own teaching practice and the impact it has on children's learning and be able to bring about a change in their teaching to respond to learners' needs. (Dale, 1976 & Edwards, 1981) adds that, early childhood practitioners are encouraged to: (a) promote children's efforts to communicate and to learn the main language spoken in the early childhood programme; (b) avoid mistaking language differences with communication deficits; and (c) avoid negative attitudes associated with their implicit hierarchy of language status. (Benson, 2002). Confers with Dale and Edwards when he says parents are more likely to communicate with teachers and participate in their children's learning when local languages are used.

The respondents further agreed that teachers have been trained in using Luganda as a medium of instruction hence it is easier for them to handle the pupils properly. This was indicated with a mean of 3.25 and interpreted as satisfactory. This could mean that a majority of the schools have embraced the use of Luganda as a

medium of instruction in lower primary levels hence training their staff for purposes of equipping them to handle the pupils effectively. Johnson (2002) asserts that, the best language speakers are often not trained as early childhood care development practitioners and may need support in bilingual instruction. He adds that In-service training is an approach that is practical, accessible to the practitioner, grounded in real-life examples and conditions, and potentially effective in many situations.

Due to the above teacher training programmes in a number of schools, the respondents agreed that teachers know how children learn and about differences in learning style and they monitor children's learning progress and make adjustments to suit children's learning needs and that teachers know how to manage learning in the classroom: how to prepare teaching plans and lesson notes, how to use the blackboard and textbooks effectively, how to monitor children's written work in their exercise books, how to assess progress and take remedial actions, how to organize learning tasks for individuals, in pairs or in groups, how to prepare appropriate re-usable instructional aids.

The respondents also agreed that pupils understand better with Luganda as a medium of instruction and that pupils perform better with Luganda as a medium of instruction. These statements were represented with a mean of 3.16 and 3.14 respectively and were interpreted as satisfactory. This means that pupils' understanding is enhanced by the use of Luganda as a medium of instruction and therefore promoting better academic performance. Ssekamwa (2008). Reports that pupils performed well when their mother tongue language is used than a second language. Quane (2000) believes that improved performance is characterized by good knowledge of the first language. He adds that a pupil performed best when the mode of learning is environmental friendly (use of the first language).

Table 3 also shows that the respondents agreed that the use of Luganda as a medium of instruction makes it easier for pupils to learn English language quickly and those pupils find it easier to learn reading skills when Luganda is used as a medium of

instruction. These statements were illustrated with a mean of 3.07 and 2.83 and were interpreted as satisfactory. This could mean that Luganda being the language they know best, acts as a stepping stone in learning English. Cummins' (1991, 1999) believes that Learning to read is most efficient when pupils know the language and can employ psycholinguistic guessing strategies; likewise, pupils can communicate through writing as soon as they understand the rules of the orthographic (or other written) system of their language.

The respondents also agreed that with Luganda as a medium of instruction, pupils can gain confidence in learning and participate effectively in class quizzes. (Ouane, 2003) also noted that effective domain, involving confidence, self-esteem and identity, is strengthened by use of the first language. He found out that the first language (our case, Luganda) allows children to be themselves and develop their personalities as well as their intellects. He further noticed that it increases motivation and initiative as well as creativity.

However the respondents disagreed that the rate of repetition and school dropout has reduced since the implementation of Luganda as a medium of instruction in lower primary levels. This was indicated with a mean of 1.98 and interpreted as fair. This could mean that despite the fact that Luganda is used as a medium of instruction in lower primary levels, the repetition and school dropout rate is still persistent due to other factors that are not necessarily language barrier.

In conclusion therefore, Luganda as a medium of instruction is effective to a moderate extent. That is, neither high nor low but at least better than the use of English in lower primary levels.

### **Relationship between the Extent of the Use of Luganda and the Level of Effectiveness as a Medium of Instruction in Lower Primary Levels.**

The fourth and last objective of this study was to establish if there is a significant relationship between the extent of the use of Luganda as a medium of instruction and



the level of effectiveness of Luganda as a medium of instruction in lower primary levels in Kayunga District. To achieve this objective, the teaching staffs of the selected schools were asked to respond to a number of statements and questions. Data on this objective was analyzed under the question "Is there a significant relationship between the extent of the use of Luganda and its effectiveness as a medium of instruction in lower primary levels?" Table 4 below presents the summary of the findings.

**Table 5**

**Relationship between the Extent of use of Luganda and its Effectiveness as a medium of Instruction**

**Level of Significance=0.05**

Variable	Computed r_ value	P_ value	Interpretation of correlation	Decision on H <sub>0</sub>
The use of Luganda as a medium of instruction	.720**	.000	There is a significant relationship	Rejected
The effectiveness of the use of luganda as a medium of instruction				

The result in Table 4 indicates a positive significant correlation between the use of Luganda and the level of its effectiveness as a medium of instruction in lower primary levels. This is indicated by the P-value of ( $r = 0.720$ , sig. = 0.000), showing that the two variables are positively correlated; this implies that the greater the extent of the use of Luganda as a medium of instruction, the more the effective it is.

The findings indicated a positive significant correlation between the extent of the use of Luganda and the level of its effectiveness as a medium of instruction. Basing on

this particular finding, the null hypothesis is rejected and conclusion is made that the extent of the use of Luganda directly influences its effectiveness as a medium of instruction in lower primary levels.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary of Findings**

This study was guided by four objectives: to determine the demographic characteristics of the respondents in terms of age, gender, education level and work experience, to determine the extent of the use of Luganda as a medium of instruction in lower primary levels, to determine the level of effectiveness of the use of Luganda as a medium of instruction in lower primary levels, to establish if there is a significant relationship between the extent of the use of Luganda as a medium of instruction and the level of its effectiveness in lower primary levels.

The first objective of this study was to determine the demographic characteristics of the respondents in terms of age, gender, education level and work experience. The research findings according to Table 1 revealed that the respondents within the age bracket of 20-30, dominated with 33%. The male also dominated the gender category with 57%, education level category was dominated by Grade III as the highest level of academic qualification (71%) while the work experience category dominated with 41%.

The second objective was to determine the extent of effectiveness of the use of Luganda as a medium of instruction in lower primary levels. Table 2 revealed an average mean of 2.83 and was interpreted as satisfactory. This meant that the extent of the use of Luganda as a medium of instruction in lower primary level is neither high nor low.

The third objective was to determine the level of effectiveness of the use of luganda as a medium of instruction in lower primary levels. According to Table 3, an average mean of 2.97 was interpreted as satisfactory. This also meant that the level of

effectiveness of the use of luganda as a medium of instruction in lower primary levels is neither high nor low.

The fourth objective was to establish if there is a significant relationship between the extent of the use of Luganda and the level of its effectiveness as the medium of instruction in lower primary levels. The findings showed a positive significant correlation of 0.720, meaning that the variables are strongly related.

## **Conclusions**

The null hypothesis that there is no significant relationship between the extent of the use of Luganda and the level of its effectiveness as a medium of instruction in lower primary levels was rejected and a positive hypothesis was upheld.

From Skinner's theory, it might be possible that children require a biological trigger for language acquisition but the genetic trigger could not be activated if there is nobody around them, from whom they could learn behavior. That means language acquisition requires situational stimuli plus LAD, that is Chomsky's Language Acquisition Device. Skinner's theory is therefore rejected in this study since a child's learning requires both the Behaviourist and Innatists theories for a comprehensive conclusion and not just the behaviourist as in this study. In conclusion, neither account should be totally dismissed. They should be seen as complementary carefully in the light of a new available data.

The majority of the schools use Luganda as a medium of instruction in lower primary levels. Pupils find it easier to understand classroom concepts in Luganda. Some parents do not support the idea of using Luganda as a medium of instruction claiming that it is irrelevant to the academic future of their children. There is inadequacy of scholastic materials to support the use of Luganda as a medium of instruction. Few teachers are trained professionally to teach pupils in Luganda. The effectiveness of the use of Luganda is still questionable if the level of repetition and school drop rate is still persistent.

## **Recommendations**

The government, which is the employer of teachers, has a role to play in enforcing the mother-tongue instructional programme. The programme needs more than mere stipulation in the National policy on Education. This needs to be done in order to foster meaningful, purposeful and functional primary education as enunciated in the National policy on Education.

Teacher-training institutions such as colleges of Education and the universities have crucial roles to play in making sure that teachers in training recognize and appreciate the important role of the mother-tongue instructional policy in the lower primary school as an avenue to foster functional primary education and literacy in Uganda.

On the other hand, the mother-tongue instructional policy needs a review. It is evident that majority of the teachers in the Ugandan public schools use the bilingual medium despite the stipulation of the use of the mother-tongue medium in the lower primary school in the National policy on Education (NPE). There is a need for a more definitive pedagogical approach in the medium of instruction at the lower primary classes. This looks realistic since with or without a policy statement, teachers will always look for the most comfortable and expedient approach of teaching. There must also be more teaching and learning materials in the indigenous languages in Uganda. It is through this, that the issue of mother-tongue education can be improved.

## **Areas for Further Research**

Further research need to be carried out on the following:

1. Examine the effect of teaching methods on learning styles in primary schools.
2. The effect of local languages on the Academic Performance in primary schools.

## REFERENCES

- Adegbija, E. (2003) *Central language issues in literacy and basic education*: Three mother tongue education experiments in Nigeria. In Ouane, A. (ed), 167-182.
- Akinnaso, F. (1993) Policy and experiment in mother tongue literacy in Nigeria. *International Review of Education* 43:1.
- Alexander, N. (1989) Language planning from below. In Herbert, R. (ed.), *Language and Society in Africa: The Theory and Practice of Sociolinguistics*, 56-68.
- Appel, R. (1988). The language education of immigrant workers' children in the Netherlands. In T. Skutnabb Tangas, & J. Cummins (Eds.). *Minority education: From shame to struggle* (pp. 57-78). Philadelphia:
- Baker, C. (1992). *Attitudes and language*. Clevedon, UK: Multilingual Matters.
- Baker, C., & Prys Jones, S. P. (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon, UK: Multilingual Matters.
- Bamgbose, A. 1991. *Language and the Nation*. Edinburgh: Edinburgh University Press.
- Bamgbose, A. 2000. *Language and Exclusion: The Consequences of Language Policies in Africa*. Hamburg: LIT.
- Benson, C. (2002). Real and potential benefits of bilingual programmes in developing countries. *International Journal of Bilingual Education and Bilingualism*, 5(6), 303-317.
- Benson, C. 2000. *Real and potential benefits of bilingual programmes in developing countries*. *International Journal of Bilingual Education and Bilingualism* 5(6), 303-317.

- Bloch, C., & Edwards, V. (1999). Young children's literacy in multilingual classrooms: Comparing developments in South Africa and the UK. In L. Limag (Ed.), *Comparative perspectives on language and literacy: Selected papers from the work of the Language and Literacy Commission on the 10th World Congress of Comparative Education Societies*. Dakar: UNESCO/BREDA.
- Bruthiaux, P. (2002) Hold your courses: Language education, language choice, and economic development. *TESOL Quarterly* 36: 3, 275- 296.
- Bunyi, G.W. (1997). 'Language in Education in Kenyan Schools'. In Cummins, J. & Corson, D. (eds.). *Encyclopedia of Language and Education: Bilingual Education*, 5. Dordrecht: Kluwer.
- CAL (2001) *Expanding Educational Opportunity in Linguistically Diverse Societies*. Washington DC: Center for Applied Linguistics.
- China Ministry of Education (2003). *Let more Chinese children have access to early childhood care and education*. Paper presented at the Fifth E-9 Ministerial Review Meeting in Egypt, Cairo, December 19-21.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: MIT Press.
- Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003
- Corter, C., Janmohammed, Z., Zhang, J. & Bertrand, J. (2006). *Selected issues concerning early childhood care and education in China*. Background paper for EFA Global Monitoring Report 2007.
- Covington, M. V. (1989). Self-esteem and failure at school: Analysis and policy implications. In A. M. Mecca, N. J. Smelser, & J. Vasconcellos (Eds.), *The e social importance of self-esteem* (pp. 72-124). Berkeley: University of California Press.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, UK: Multilingual Matters.

- Bloch, C., & Edwards, V. (1999). Young children's literacy in multilingual classrooms: Comparing developments in South Africa and the UK. In L. Limag (Ed.), *Comparative perspectives on language and literacy: Selected papers from the work of the Language and Literacy Commission on the 10th World Congress of Comparative Education Societies*. Dakar: UNESCO/BREDA.
- Bruthiaux, P. (2002) Hold your courses: Language education, language choice, and economic development. *TESOL Quarterly* 36: 3, 275- 296.
- Bunyi, G.W. (1997). 'Language in Education in Kenyan Schools'. In Cummins, J. & Corson, D. (eds.). *Encyclopedia of Language and Education: Bilingual Education*, 5. Dordrecht: Kluwer.
- CAL (2001) *Expanding Educational Opportunity in Linguistically Diverse Societies*. Washington DC: Center for Applied Linguistics.
- China Ministry of Education (2003). *Let more Chinese children have access to early childhood care and education*. Paper presented at the Fifth E-9 Ministerial Review Meeting in Egypt, Cairo, December 19-21.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: MIT Press.
- Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003
- Corter, C., Janmohammed, Z., Zhang, J. & Bertrand, J. (2006). *Selected issues concerning early childhood care and education in China*. Background paper for EFA Global Monitoring Report 2007.
- Covington, M. V. (1989). Self-esteem and failure at school: Analysis and policy implications. In A. M. Mecca, N. J. Smelser, & J. Vasconcellos (Eds.), *The social importance of self-esteem* (pp. 72-124). Berkeley: University of California Press.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, UK: Multilingual Matters.



- Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association for Bilingualism Education.
- Cummins, J. (1990). *Language development among Aboriginal children in northern communities*. Paper presented at the Circumpolar Education Conference, Umea, Sweden.
- Cummins, J. (1999) Alternative paradigms in bilingual education research: Does theory have a place? *Educational Researcher* 28, 26-32.
- Cummins, J. 1981. *The role of primary language development in promoting educational success for language minority students*. In California State Department of Education (ed.), *Schooling and Language Minority Students: A Theoretical Framework*. Sacramento CA: California State Department of Education. *Curriculum*, 21(3), 201-225.
- De Houwer, A. (1999). Environmental factors in early bilingual development: The role of parental beliefs and attitudes. In E. Guus & L. Verhoeven (Eds.), *Bilingualism and migration* (pp. 75-95). New York:
- Delpit, L. D., & Kemelfield, G. (1985). *An evaluation of the Viles Tok Ples Skul scheme in the North Solomons Province*. ERU Report No. 51. Waigani, Papua New Guinea: University of Papua New Guinea.
- Dutcher, N. (1995) *The Use of First and Second Languages in Education. A Review of International Experience*. Pacific Island Discussion Paper Series No.1 . Washington DC: World Bank.
- Fafunwa, A., Macauley, J. & Soyinka, J. (eds) (1989) *Education in Mother Tongue. The Ife Primary Education Research Project (1970-1978)*. Ibadan: University Press.

- Foddy, W. H. (1994). *Constructing questions for interviews and questionnaires: Theory and practice in social research* (New ed.). Cambridge, UK: Cambridge University Press.
- Gall, N. Gall, P Joyce, D & Walter R. (1996). *Education Research: An introduction*. New York Longman Publishers.
- Garcia, E.E., Trujillo, A., & Batista, M. (1974). *An early childhood parent-child centered bilingual-bicultural program*. United States National Institute of Education, Department of Health, Education and Welfare and University of Utah.
- Gardner, R., & Lambert, W. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.
- Genesee, F., & Hamayan, E. (1980). Individual differences in second language learning. *Applied Psycholinguistics*, 1, 95–110.
- Gonzalez, A. & Sibayan, B. (1988) *Evaluating bilingual education in the Philippines (1974-1985)*. Manila: Linguistic Society of the Philippines
- Government of Uganda (1992). *The Government White Paper on Education*. Entebbe: Ministry of Education & Sports
- Greymorning, S. (1997). Going beyond words: The Arapaho immersion programme. In J. Reyhner (Ed.), *Teaching indigenous languages* (pp. 22-30). Flagstaff , AZ: Northern Arizona University: Center for
- Gubrium, JF. & Holstein, JA. (2002). *Handbook of interview research content and methods*. Thousand Oaks, California: Sage Publications.
- Harrison, B., & Papa, R. (2005). The development of an indigenous knowledge programme in a New Zealand Maori-language immersion school. *Anthropology and Education Quarterly*, 36(1), 57-72.

Hernandez-Chavez, E. (1984). The inadequacy of English immersion education as an educational approach for language minority students in the United States. In Office of Bilingual/Bicultural Education (Eds.),

Heugh, K. (2002) The case against bilingual and multilingual education in South Africa: Laying bare the myths. *Perspectives in Education* 20: 1, 171-196.

<http://www.businessdictionary.com/definition/effectiveness.html>

<http://www.merriam-webster.com/dictionary/effectiveness>

Johnston, B., & Johnson, K.A. (2002). Preschool immersion education for indigenous languages: A survey of resources. *Canadian Journal of Native Education*, 26 (2), 107-123.

Katamba, Francis (1993) "A new approach to tone in Luganda", in *Language*. 69. 1. pp. 33–67

Kemppainen, R., Ferrin, S. E., Ward, C. J., & Hite, J. M. (2004). "One should not forget one's mother tongue": Russian-speaking parents' choice of language of instruction in Estonia. *Bilingual Research Journal*,

Kioko, A., Mutiga, J., Muthwii, M., Schroeder, L., Inyega, H., & Trudell, B. (2008). *Language and Education in Africa: Answering the Questions*. Nairobi: Multilingual Education Network of Eastern Africa.

Klaus, D.A. 2003. *The Use of Indigenous Languages in Early Basic Education in Papua New Guinea: A Model for Elsewhere?* Washington: World Bank.

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Kwikiriza, L. (1999). 'How can reading and writing be built on oral traditions and practices?' In Parry, K. (Ed.). *Language and Literacy in Uganda*. Kampala: Fountain

- Li, X. (1999). How can language minority parents help their children become bilingual in a familial context? *Bilingual Research Journal*, 23(2&3), 211-224.
- Macmillan, H. J. & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th Ed), New York Longman
- McCarty, T. L. (2008). Native American languages as heritage mother tongues. *Language, Culture and*
- Ministry of Education and Sports. 2004. *Uganda Primary Curriculum: Final Report. Kampala: Ministry of Education and Sports.*
- Modiano, N. (1973) Indian Education in the Chiapas Highlands. New York: Holt, Rinehart & Winston Mouton de Gruyter.
- Mukama, R.G. 1991. *Getting Ugandans to Speak a Common Language, Changing Uganda*. Kampala: Fountain Publishers.
- NCDC (National Curriculum Development Centre). 1999. *Circular Reference CD/P/MT/14, 30 September 1999. Kampala: National Curriculum Development Centre.*
- Nsibambi, A. (1999). *Language and literacy in Uganda: A view from the Ministry of Education and Sports*. In Parry, K. (Ed.). *Language and Literacy in Uganda*. Kampala: Fountain
- Obondo, M.A. (1997). Bilingual Education in Africa: An Overview. In Cummins, J. & Corson, D. (Eds.). *Encyclopedia of Language and Education: Bilingual Education*, Dordrecht: Kluwer.
- OECD (2001). *Starting strong: Early childhood education and care*. Paris: Author.
- Olinda Hassan. (2012). *Education in Transition: English based learning in Bangladesh today Forum*, The Daily Star

- Onen, D. (2005). *A general guide to writing research proposal and report*. Options press and publishers.
- Owino, F. R. (2000b). 'Recreation of Africa through Language, Culture and Education'. In Okoth, P.G. (ed.). *Africa at the Beginning of the Twenty- first Century*. Nairobi: Nairobi University Press.
- Owino, F. R. (2002). Introduction. In *Speaking African*. Cape Town: The Centre for Advanced Studies of African Society.
- Phillipson, R. (1992) *Linguistic Imperialism*. Oxford: Oxford University Press.
- Piper, B. (2010). *Uganda Early Grade Reading Assessment Findings Report: Literacy Acquisition and Mother Tongue*. RTI International and Makerere University Institute for Social Research.
- Prah, K.K. (2002). Researching African Languages for Scientific and Technological Development: The CASAS Experience. In *Speaking African*. Cape Town: The Centre for Advanced Studies of African Society.
- Quane, A. & Glanz, C. (2005). '*Mother Tongue literacy in Sub-Saharan Africa*'. A paper on the preliminary findings carried out by ADEA and UNESCO Institute of Education.
- Ramirez, J., Yuen, S. & Ramey, D. (1991) *Final Report: Longitudinal Study of Structured English Immersion Strategy, Early-exit and Late-exit Transitional Bilingual Education Programs for Language-minority Children*. Washington DC: United States Department of Education.
- Rubio. M-N. (2007). Mother tongue plus two: Can pluralingualism become the norm? In *Children in Europe*, 12, 2-3.
- Skinner, B.F. (1957). *Verbal Behaviour*. London, UK: Oxford University Press.

Ssekamwa, J.C. (2000). *History and Development of Education in Uganda*.  
Kampala: Fountain Publishers Ltd.

Strong, M. (1983). Social styles and the second language acquisition of Spanish-speaking kindergartners. *TESOL Quarterly*, 17, 241-258.

*Studies on immersion education: A collection of United States education* (pp. 144-183).  
Sacramento: California State Department of Education.

Thomas, W. P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. George Mason University, CREDE (Center for Research on Education, Diversity & Excellence). Retrieved November 18, 2008 from:  
[http://www.crede.ucsc.edu/research/llaa/1.1\\_final.html](http://www.crede.ucsc.edu/research/llaa/1.1_final.html). Also: Santa Cruz CA: Center for Research on Education, Diversity and Excellence. Retrieved November 18, 2008

Thomas, W. and Collier, V. (2002) *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Santa Cruz CA: Center for Research on Education, Diversity and Excellence.

UNESCO (2007a). Strong foundations: Early childhood care and education. Paris: Author. Retrieved March 15, 2009 from:  
<http://www.unesco.org/en/education/efareport/reports/2007-early-childhood/>

UNESCO (2007b). *Advocacy kit for promoting multilingual education: Including the excluded*. Bangkok: UNESCO/Bangkok (5 booklets).

Wiersma, W. (1991). *Research methods in education (5<sup>th</sup> edition)*. Boston: Allyn & Boston

- Williams, E. 1996. *Reading in two languages in Year Five in Africa primary schools. Applied Linguistics* 17(2), 182-209.
- Williamson, K. (1976) The Rivers Readers Project in Nigeria. In Bamgbose, A. (ed) *Mother-Tongue Education: The West African Experience*. London: Hodder & Stoughton.
- Wodak, R. (1997). Introduction. In Wodak, R. & Corson, D. (Eds). *Encyclopedia of Language and Education: Language Policy and Political Issues in Education*. Vol. Dordrecht: Kluwer.
- Wong, M.N.C., & Pang, L. (2002). Early childhood education in China: Issues and development. In L.K.S. Chan & E.J. Mellor (Eds)., *International developments in early childhood services*. New York: Peter Lang
- Wong-Fillmore, L. (1983). The language learner as individual: Implications of research on individual differences for the ESL teacher. In M. Clarke & J. Handscombe (Eds), *On TESOL '82: Pacific perspectives on language learning and teaching* (157-171). Washington, DC: TESOL.
- Wright, S. C., & Taylor, D. M. (1995). Identity and the language of the classroom: Investigating the impact of heritage versus second language instruction on personal and collective self-esteem.

## APPENDIX I A

### TRANSMITTAL LETTER



Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256 - 414 - 266813 / +256 - 772 - 322563  
Fax: +256 - 414 - 501 974  
E-mail: admin@kiu.ac.ug  
Website: www.kiu.ac.ug

---

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND  
DISTANCE LEARNING  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 12<sup>th</sup> June, 2012

**RE: REQUEST OF MALIYAMUNGU PHILIP CHARLES MED/31972/102/DU  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Educational Management and Administration.


He is currently conducting a research entitled " **Luganda as a Medium of Instruction and Its Effectiveness in Teaching Primary Levels in Selected Primary Schools, Kayunga District, Uganda**".

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
Dr. Ssemugeny Fred  
Head of Department,  
Education, Open and Distance Learning (CHDR)

**NOTED BY:**  
Dr. Sofia Sol T. Gaito  
Principal-CHDR

---

*"Exploring the Heights"*



## APPENDIX I B

### TRANSMITTAL LETTER FOR THE RESPONDENTS

---

Dear Sir/ Madam,

Greetings!

I am a master's degree candidate in Educational Management of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled, **LUGANDA AS A MEDIUM OF INSTRUCTION AND ITS EFFECTIVENESS IN TEACHING LOWER PRIMARY LEVELS IN SELECTED PRIMARY SCHOOLS IN KAYUNGA DISTRICT, UGANDA**. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Maliyamungu Philip Charles

## APPENDIX II

### CLEARANCE FROM ETHICS COMMITTEE

Date \_\_\_\_\_

#### Candidate's Data

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

#### Ethical Review Checklist

##### The study reviewed considered the following:

- ☐ Physical Safety of Human Subjects
- ☐ Psychological Safety
- ☐ Emotional Security
- ☐ Privacy
- ☐ Written Request for Author of Standardized Instrument
- ☐ Coding of Questionnaires/Anonymity/Confidentiality
- ☐ Permission to Conduct the Study
- ☐ Informed Consent
- ☐ Citations/Authors Recognized

#### Results of Ethical Review

- ☐ Approved
- ☐ Conditional (to provide the Ethics Committee with corrections)
- ☐ Disapproved/ Resubmit Proposal

#### Ethics Committee (Name and Signature)

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

### **APPENDIX III**

#### **INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Maliyamungu Philip Charles that will focus on Luganda as a medium of instruction and its effectiveness in teaching lower primary levels in selected schools in Kayunga District

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX IV A

### FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

**1. Gender (please specify)**

Male .....1

Female.....2

☐

**2. Age (please specify)**

20-25.....1

25-30.....2

30-35.....3

35-40.....4

Above 40 years.....5

☐

**3. Education level**

Grade III.....1

Grade V.....2

Degree.....3

Masters.....4

Others.....5

☐

**4. Number of years of teaching experience (please specify)**

1-5 years.....1

5-10 years.....2

10-15 years.....3

Above 15 years.....4

☐

## APPENDIX IVB

### QUESTIONNAIRE TO DETERMINETHE EXTENT OF USE OF LUGANDA AS A MEDIUM OF INSTRUCTION (For Teachers)

**Direction:** Please write your rating on the space before each option which corresponds to your best choice in terms of **Use of Luganda As A Medium of Instruction** in your school. Kindly use the scoring system below:

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	Very Satisfactory	SA
Agree	(3)	Satisfactory	A
Disagree	(2)	Fair	D
Strongly Disagree	(1)	Poor	SD

---

Items	1	2	3	4
1. The use of luganda is necessary in lower primary levels (P.1, P.2, and P.3)				
2. Luganda is used as a medium of instruction for all subjects in lower primary levels				
3. Luganda is taught as a subject to pupils but not used as a medium of instruction				
4. Luganda is only used as a medium of instruction in class room lessons but not allowed to be used outside class room premises				
5. Pupils don't like luganda as a medium of instruction, instead they prefer the use of English as a medium of instruction				
6. Pupils don't like luganda as a medium of instruction, instead they prefer the use of English as a medium of instruction				
7. Teachers have been given formal training in the use of luganda as a medium of instruction in lower primary school levels				
8. Teachers have embraced the use of Luganda as a medium of instruction in the lower primary level				
9. Teachers do not like instructing pupils in Luganda.				
10. There are not enough materials written in Luganda to make luganda to be used as a medium of instruction in lower primary levels				
11. Parents' attitude towards the use of Luganda as a medium of instruction to their children is good				
12. Some parents are not interested in their children learning luganda at school, they prefer their children beginning with English straight a way				

## APPENDIX IV C

### QUESTIONNAIRE TO DETERMINE THE LEVEL OF EFFECTIVENESS OF LUGANDA AS A MEDIUM OF INSTRUCTION IN LOWER PRIMARY LEVELS

(For Teachers)

**Direction:** Please write your rating on the space before each option which corresponds to your best choice in terms of the level of **Effectiveness of Luganda As A Medium of Instruction** in teaching lower primary levels in your school. Kindly use the scoring system below:

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	Very Satisfactory	SA
Agree	(3)	Satisfactory	A
Disagree	(2)	Fair	D
Strongly Disagree	(1)	Poor	SD

Items	1	2	3	4
1. Luganda provides a smooth transition for pupils from home to school				
2. Pupils enjoy being instructed in Luganda				
3. Pupils understand better with Luganda as a medium of instruction				
4. Pupils find it easier to learn reading skills when Luganda is used as a medium of instruction				
5. The use of Luganda as a medium of instruction enhances pupils' writing capability.				
6. With Luganda as a medium of instruction, pupils gain confidence in learning and participate effectively in class quizzes.				
7. Pupils perform better with luganda as a medium of instruction				
8. The rate of repetition and school dropout has reduced since the implementation of Luganda as a medium of instruction in lower primary levels				
9. Enough learning materials makes using luganda as a medium of instruction easier				
10. The use of luganda as a medium of instruction makes it easier for pupils to learn English language quickly				
11. Teachers have been trained in using luganda a medium of instruction hence it is easier for them to handle the pupils properly				
12. Teachers know how children learn and about differences in learning style and they monitor children's learning progress and make adjustments to suit children's learning needs.				
13. Teachers know how to manage learning in the classroom: how to prepare teaching plans and lesson notes, how to use the blackboard and textbooks effectively, how to monitor children's written work in their exercise books, how to assess progress and take remedial actions, how to organize learning tasks for individuals, in pairs or in groups, how to prepare appropriate re-usable instructional aids.				
14. Teachers know how to work collaboratively with other teachers in the school and with parents.				
15. Teachers know how to reflect on their own teaching practice and the impact it has on children's learning and be able to bring about a change in their teaching to respond to learners' needs.				



## APPENDIX VI

### SAMPLE SIZE COMPUTATION

$$n = \frac{N}{1 + N \alpha^2}$$

$$n = \frac{126}{1 + 126(0.05)^2}$$

$$n = \frac{126}{1 + 126(0.0025)}$$

$$n = \frac{126}{1.315}$$

$$n = 95.81749$$

$$n = 96$$

## APPENDIX VII

### RELIABILITY AND VALIDITY

The questionnaire's validity was determined by getting the relevant items according to the experts divided by the total number of items; that is;

$$\text{Content Validity of Index (CVI)} = \frac{18}{25} = 0.72$$

Reliability was tested at 0.05 significance coefficient.

## APPENDIX VIII

### RESEARCHER'S CURRICULUM VITAE

The researcher, Maliyamungu Philip Charles, was born in 1977 and is a Ugandan by nationality. He has climbed educational ladder from Primary through to the University. He is currently a candidate of Masters of Educational Management and Administration of Kampala International University, Uganda. With the working experience of over twelve years in the teaching profession, he has seen it all and currently holds a position of Head teacher at St. Mathias Mulumba Senior Secondary School, Kitimbwa, Kayunga.

Personal Profile	
Name	Maliyamungu Philip Charles
Gender	Male
Date of Birth	15 <sup>th</sup> November, 1977
Nationality	Ugandan
Marital Status	Married
Home Address	Lugazi catholic diocese
Telephone	0772924101/0754924101

## Educational background

Period	Institution	Award
2004-2008	Makerere University	Bachelors of Education
1997-1999	Institute of Teacher Education Kyambogo (NTC, Nkozi)	Diploma Primary Education
1995-1997	St. Francis Senior Secondary School, Kampala	UACE Certificate
1991-1994	St. Bruno Senior Secondary School Ggoli, Mpigi	UCE Certificate
1983-1990	Kanyike Primary School, Mpigi	PLE Certificate

## Working experience

Year	Institution	Position
1999-2011	St. Kizito Senior Secondary School, Nakibano, Mukono	Class Teacher, Dean of Studies, and Deputy Head Teacher
2011-2012	St. Mathias Mulumba Senior Secondary School, Kitimbwa, Kayunga	Head Teacher